Quality Assurance and Compliance
Virtual Desk Monitoring Review
for
Adult Education and Career and Technical Education

Santa Rosa County District Schools

August 31 – September 4, 2020

Final Report

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Florida Department of Education
Division of Career and Adult Education

Santa Rosa County District Schools
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Strengthening Career and Technical Education for the 21st Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2020-21 Core Monitoring Guide, which is still under review.

III. QUALITY ASSURANCE CORE MONITORING GUIDE

The Quality Assurance Policies, Procedures and Protocols manual was discontinued after the 2019-20 program year. The Quality Assurance and Compliance section will now operate from the Core Monitoring Guide (CMG). The guide provides a summary of each Core Activity and objective of the monitoring design and process.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The QAC section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for Santa Rosa County District Schools (SRC) was determined to be a virtual desk monitoring review (VDMR). Notification was sent to Mr. Tim Wyrosdick, superintendent, Santa Rosa County District Schools on August 28, 2020. The designated representative for the agency was Ms. Charlin Knight.

The representative of the division conducting the VDMR was program specialist, Mr. Michael Swift of the Quality Assurance and Compliance section.

V. SANTA ROSA COUNTY DISTRICT SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2018-19
CTE (possible duplication at program level): Secondary – 5,848
AE: 381

The provider was awarded the following grants for FY's 2018-19, 2019-20 and 2020-21:

Finance
FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	570-1919B-9CG01	$ 217,460.00	$ 65,935.21
Adult IELCE	570-1939B-9CE01	$ 13,184.00	$ 1,196.62
Adult Corrections	570-1919B-9CC01	$ 37,360.00	$ 682.35
Perkins CTE Secondary	570-1619B-9CS01	$ 230,531.00	$ 1,101.08
Perkins CTE Post-secondary	570-1619B-9CP01	$ 65,002.00	$ 259.14

FY 2019-20*

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	570-1910B-0CG01	$ 217,460.00	$ N/A
Adult IELCE	570-1930B-0CE01	$ 13,184.00	$ N/A
Adult Corrections	570-1910B-0CC01	$ 37,360.00	$ N/A
Perkins CTE Secondary	570-1610B-0CS01	$ 246,720.00	$ N/A
Perkins CTE Post-secondary	570-1610B-0CP01	$ 50,694.00	$ N/A

FY 2020-21*

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	570-1911B-1CG01	$ 217,460.00	$ N/A
Adult IELCE	570-1931B-1CE01	$ 13,184.00	$ N/A
Adult Corrections	570-1911B-1CC01	$ 37,360.00	$ N/A
Perkins CTE Secondary	570-1611B-1CS01	$ N/A**	$ N/A
Perkins CTE Post-secondary	570-1611B-1CP01	$ N/A**	$ N/A

* Final project disbursement reports not available at the time of this writing.
** Grant applications not approved at the time of this writing.

Additional information about the provider may be found at the following web address:
https://www.santarosa.k12.fl.us/

VI.   MONITORING ACTIVITIES

The monitoring activities included pre and post-visit planning, an entrance and exit conference, records review and interviews with administrators when necessary.

Onsite Visits
No onsite visits were made during the VDMR process.

Entrance and Exit Conferences
An introductory teleconference for SRC was conducted on August 31, 2020. The exit teleconference was conducted on September 4, 2020. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Charlin Knight	Director, Workforce Education	X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X

Interviews
SRC administrators were available via teleconference for interviews, if necessary.

Records Review
Program, financial and administrative records were reviewed. A complete list is provided in section VII, item F. Policies and procedures were reviewed and discussed at various times during the visit.

VII.   RESULTS

A.   **ADMINISTRATION:** refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.

- The AE and CTE grants for SRC are managed by separate teams of individuals, but they work cohesively to ensure continuity among both program areas.
- There is a strict approval process that takes place prior to a grant application being submitted to FDOE. Each grant manager works with their team to assess the needs of their particular programs, and depending on what items are included in the grant application the chain of approval could go as high as the Superintendent's office.
- SRC worked with numerous stakeholders during the Perkins V transition year to assist in the creation of the district's comprehensive local needs assessment (CLNA). CTE career specialists were hired to work solely on the CLNA, and to work with local stakeholders who also contributed towards its completion. Those stakeholders will also serve as an advisory committee, and work towards the annual restructuring of their CLNA. A local CLNA review will take place annually within the district, although Perkins V only requires the review to be conducted every two years.
- SRC offers ample opportunities for district-wide training and professional development. AE and CTE administrative staff and instructors participate in annual trainings within their program areas, and FDOE sponsored training events and webinars are also attended.

B.   **DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- SRC is currently transitioning to the FOCUS® system from a previous in-house management information system (MIS). Frequent trainings are provided on National Reporting System (NRS) requirements, data collection procedures, data entry and other pertinent areas of the new MIS.
- All of the data elements required by the NRS were included in their MIS system and verified during the VDMR.
- Prior to the transition to FOCUS® student data and testing scores were all input by hand. The district reports coordinator worked with program directors to verify and ensure that the correct data was being uploaded prior to submission to FDOE. The reports coordinator and the workforce education director work together to reconcile any error reports that are submitted back to the district. Teachers are consulted if needed.
- The district has internal controls that ensure each individual has access to only a specific part of the MIS to prevent too many people from being able to view sensitive student data.
- The AE and CTE directors regularly meet with their administrative staff to discuss trends within data reports. These meetings help to ensure that the objectives of all grants are being met.
- Upon review of student performance data, it was discovered that six students were reported as earning an occupational completion point (OCP), but did not take and/or pass the required courses. However, FDOE started transitioning away from using OCPs as a proxy measure for technical skills attainment (secondary only) for Perkins federal accountability measures. Although this did not result in a finding, it is the provider's responsibility to be mindful of collecting and reporting data accurately, as outlined in the FDOE Data Handbook. The provider was informed of the error and accepted the error. All student level data was made available to the FDOE monitoring staff during the VDMR.

C. **CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.

- SRC offers CTE and AE programs across multiple secondary and post-secondary campuses and satellite sites throughout the county.
- The district uses media outlets, radio and newspaper, as well as social media and printed signs to recruit students. The district also works with the WIOA Youth Program to attract and retain disadvantaged students within its AE programs.
- No reasonable services and accommodations are denied to those students who self-declare a disability.
- SRC admits that attracting new AE and CTE instructors can be challenging, but the district has increased its training, accommodations and salary schedule to help retain those instructors once they are hired by the district.
- CTE students have the opportunity to participate in multiple Career and Technical Student Organizations (CTSO), as well as other clubs and groups throughout the district.
- AE instructors are trained to incorporate CTE skills and related content into daily classroom instruction.
- The district has a memorandum of understanding (MOU) with CareerSource Escarosa to provide career services and training for students. CareerSource and the district often refer students to each other depending on an individual's personal needs.
- Tests of adult basic education (TABE) and the comprehensive adult student assessment system (CASAS) are used for student skill level assessment. All TABE and CASAS test proctors are certified as required by FDOE and the testing companies.

D. **TECHNOLOGY AND EQUIPMENT:** refers to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.

- All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system. The inventory management system was verified during the VDMR.
- Photographic evidence of inventory was reviewed as part of the VDMR process.
- The district has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- There have been no reports of stolen or lost equipment over the previous three fiscal years.

E.   **ACCESS AND EQUITY:** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-0511.

F.   **RECORDS REVIEW:** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Size, scope and quality review
- CLNA
- MIS data quality checklists
- District policies and procedures for finance and procurement
- District technology plan
- Student and employee handbooks
- Inventory records
- Procurement records
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign in sheets, etc.
- District professional development and training records – agendas, sign in sheets, training materials, etc.
- AE and CTE student data review
- Time and effort reports
- Student progression plans
- TABE and CASAS certifications

G.   **FINANCIAL:** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- The district has financial policies and procedures in place to ensure the efficient cash management of CTE and AE grant funds.
- FOCUS® is the district Enterprise Resource Planning (ERP) system. The system allows for shared knowledge of expenditures and real time financial activity.
- The district has detailed and thorough procedures for the procurement of equipment and inventory that is funded by its federal grants. The chain of approval for a grant funded purchase is determined by the dollar value of a potential purchase.
- SRC has numerous checks and balances to ensure accurate accounting records. Bookkeepers and accounting specialists work with program directors to keep track of all grant funded expenditures.
- Budget and financial reports help to determine a grants current financial standing, and the likelihood of achieving a grants financial goals. Budget amendments are submitted to FDOE if the opportunity arises.

H.   **COLLABORATION:** refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- SRC has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
  - CareerSource Escarosa

VIII.   **REQUIRED RESOLUTION ACTIVITIES**

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – SRC is not required to complete a CTE Corrective Action Plan.

ADULT EDUCATION
1. Corrective Action Plan – SRC is not required to complete an AE Corrective Action Plan.

IX.   **SUMMARY**

Once the VDMR is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding resolution items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

On behalf of the department, the monitoring team extends its appreciation to all participants in the Santa Rosa County District Schools virtual desk monitoring review. Special thanks is offered to Ms. Charlin Knight for her participation and leadership during this process.

Santa Rosa County District Schools
Career and Technical Education
Risk Matrix

**Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE)
Carl D. Perkins Grants**

Agency Name: **Santa Rosa County District School Board**
Program Type: **CTE**
Target Year: **2018-2019**
Monitoring Year: **2020-2021**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	**5**	X 10	**50**
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	**5**	X8	**40**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	**3**	X 8	**24**
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	**5**	X 4	**20**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**146**

Data sources used for calculations: Prior to July 1, 2018

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants

Agency Name: **Santa Rosa County District Schools**
Program Type: **AE**
Target Year: **2018-2019**
Monitoring Year: **2020-2021**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	**5**	X10	**50**
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	**5**	X 8	**40**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	**5**	X 8	**40**
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	**7**	X 4	**28**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	**5**	X 4	**20**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Adult Education Program Improvement Plan (AEPIP)	Target Not Met on 3 of 3 Indicators	5	**3**	X 6	**18**
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All targets met	0			
				Agency Risk Score	**196**

Data sources used for calculations: Prior to July 1, 2018

SANTA ROSA DISTRICT SCHOOLS

1. Santa Rosa Career Pathways is a website used by students, parents, teachers and business community which showcases local career opportunities including the expected wages and career academies, training programs and degree programs available to get you there. This is a collaborative effort developed in partnership with Santa Rosa Economic Development and Santa Rosa School District using data from the Florida Department of Economic Opportunity. This site is updated annually to ensure our community stakeholders receive timely information to inform their career decisions.

2. Santa Rosa District Schools Workforce Education departments hosts a career pathways expo annually which allows us to engage members our community including business partners, students, parents, and school staff. Students have the opportunity attend a fair type event which showcases the available career and technical program offerings available in our middle and high schools with hands on exhibits and related business partners in attendance to discuss future job opportunities.

3. Locklin Technical College boasts a high rate of industry certification achievement across all of its 19 career training programs. Dedicated instructors who engage regularly with business and industry partners and a vast number of internship and live work opportunities are among the reasons we believe our students continue to see success in achieving these credentials.

4. In 2019-2020, we maximized our infrastructure and partnerships with local business partners to put together new and in-demand career dual enrollment pathways in IT/Cybersecurity. Global Business Solutions whose company's ACCELETRAIN virtual learning model allowed our first middle school CTE Class of 7th and 8th graders in Santa Rosa County to work with IT professionals and tech college instructors to receive training in IT/Cyber. Twenty-five students had the opportunity to take the CompTIA IT Fundamentals + Remote Certification Test. These are middle school students who will have the opportunity to articulate to the career academy at their high school and then on to additional postsecondary career training programs at the technical college, building an impressive resume of stackable IT/cybersecurity credentials. This partnership project is a phenomenal example of what business and education can achieve together.

5. This year Locklin Technical College's GNJ Apprenticeship sponsorship has a total of 20 participating employers. At the completion of the Fourth Quarter, LTC's GNJ Apprenticeship sponsorship includes:

   - 17 HVAC active apprentices
   - 10 Plumbing apprentices
   - 3 HVAC Completed Apprentices
   - 2 HVAC and 1 plumber apprentices were cancelled during this grant year.
   - A Total of 22 HVAC apprentices and 11 plumbing apprentices for the grant year.

6. Santa Rosa Adult School employs an amazing group of educators who are incredibly dedicated to our students and motivated to help them reach their educational goals. This group of talented professionals routinely goes the extra mile to ensure that students have every opportunity to succeed. An extremely common comment heard from students and families is "without this school, I never would have graduated!"

7. Santa Rosa Adult School's Recruiting and Retention process was developed to identify students who have lost engagement with our program whether in the beginning stages prior to enrollment or after becoming enrolled with us. These students are contacted to determine potential barriers

preventing them from engaging in the program and to help them find solutions to overcome those barriers.

8. Santa Rosa Adult School's College and Career Nights are held twice per year. Certified school counselors coordinate to bring in representatives from various careers and career training programs. Students have the opportunity to discuss a variety of careers with practitioners in the field. Some of those fields that have been included are: local fire departments, EMS, Law Enforcement, Military Recruiters, Colleges, Universities, Technical Colleges, Local Business Owners, etc. Students also have the opportunity to fill out the FASFA with guidance from an experienced representative from one of the local colleges. This event emphasizes the importance of sharing career training opportunities with our adult education participants.