FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
Onsite Monitoring Review
for
Career and Technical Education
And
Adult Education**

Flagler Schools

September 15-16, 2022

Final Report

TABLE OF CONTENTS

Florida Department of Education
Division of Career and Adult Education
Flagler 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 designing, developing, implementing, and evaluating a comprehensive quality assurance system, 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).

III.   QAC CORE MONITORING GUIDE

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. It is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

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.

Flagler Schools (Flagler) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Ms. Cathy Mittelstadt, superintendent, on July 30, 2022. The designated representative(s) for the agency were Ms. Renee Stauffacher and Mr. Adam Blair. The division's representative conducting the OSMR was program specialist Michael Swift, of the Quality Assurance and Compliance section.

V.   FLAGLER SCHOOLS

ENROLLMENT:
CTE (possible duplication at program level): Secondary – 2,886
AE – 223

Finance
The provider was awarded the following grants for fiscal years (FY) 2018-19, 2019-2020 and 2020-21:

FY 2019-20

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	180-1610B-0CS01	$ 170,600.00	$ 7,741.86
Perkins Rural	180-1610B-0CR01	$ 148,219.00	$ 0.00
Adult Education - AGE	180-1910B-0CG01	$ 109,419.00	$ 0.00
Adult Education - IELCE	180-1930B-0CE01	$ 29,376.00	$ 0.00

FY 2020-21

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	180-1611B-1CS01	$ 144,944.00	$ 8,055.04
Perkins Rural	180-1611B-1CR01	$ 108,413.00	$ 0.00
Adult Education - AGE	180-1911B-1CG01	$ 109,419.00	$ 53.35
Adult Education - IELCE	180-1931B-1CE01	$ 29,376.00	$ 2,810.34

FY 2021-2022

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	180-1612B-2CS01	$ 141,356.00	$ 11,918.40
Perkins Rural	180-1612B-2CR01	$ 105,947.00	$ 803.68
Adult Education - AGE	180-1912B-2CG01	$ 244,226.00	$ N/A
Adult Education - IELCE	180-1932B-2CE01	$ 54,521.00	$ N/A

Additional information about the provider may be found at the following web address:
https://www.flaglerschools.com/

VI.   MONITORING ACTIVITIES

The monitoring activities included pre and post-review planning, an entrance and exit meeting, records review, and interviews with administrators, if necessary. Inventory reviews are also conducted when onsite with a provider.

Onsite Visits
The monitoring team visited the following sites as part of the OSMR:
- Government Services Building
- Flagler Palm Coast High School
- Flagler Technical College (FTC)

Entrance and Exit Conferences
The entrance conference for Flagler was conducted on September 15, 2022. The exit conference was conducted on September 16, 2022. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Adam Blair	Curriculum Specialist-Career and Technical Education	X	X
Renee Stauffacher	Director-Flagler Technical College	X	X
LaShakia Moore	Assistant Superintendent of Academic Services	X	X
Christopher McDermott	Coordinator-Flagler Technical College	X	X
Sharon Kochenour	Financial Aid Specialist	X	X
Travis Thomas	Program Facilitator-Adult General Education (ESOL, GED)	X	X
Jeff Reaves	Director of Teaching and Learning		X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X

Interviews
No interviews were required as part of the OSMR. Flagler submitted thorough and qualitative documentation and records via the FDOE ShareFile.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 50 student records were checked. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

VII. **OBSERVATION**

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

- The Flagler CTE and AE grants are managed by administrators with a plethora of experience in their respective program areas. While the Secondary CTE director is new to his current role, he possesses years of leadership in other areas of CTE.
- In drafting their FDOE grant applications, the AE and CTE grant managers follow specific policies and procedures to ensure the most efficient use of their federal grant dollars. The grant managers receive input from other administrative staff and faculty to help determine the best use of their money. Ultimately, the program directors decide what will be included within their grant applications prior to receiving final approval from the superintendent.
- As part of the required comprehensive local needs assessment (CLNA), secondary and postsecondary CTE administrative staff consulted with numerous individuals and entities across the Flagler County service area. Representatives from special population groups also provide insight into the workforce needs and opportunities for those students. The list of stakeholders includes, but is not limited to:
  o Flagler academic staff
  o Volusia County Schools
  o Flagler Technical College
  o CareerSource Flagler Volusia (CSFV)
  o Bethune-Cookman University
  o Students and parents

- o United Way of Volusia-Flagler Counties
- o Daytona Regional Chamber of commerce
- o Habitat for Humanity
- o Veteran Affairs
- Each CTE program has an advisory committee that assists with the development of their specific program area, and will continue to provide ongoing consultation as it relates to the CLNA. These advisory committees meet throughout the year and serve as the primary link between Flagler and the surrounding community, industries and businesses.
- The district conducts ongoing professional development and training to ensure all CTE and AE administrative staff are up to date on any changes that come from the federal and/or state level Department of Education. FDOE sponsored training events are also attended.

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

Flagler utilizes Focus® as their management information system (MIS) and student information system (SIS) to house and track AE and postsecondary CTE student data such as records, grades and attendance. Skyward® is utilized for secondary data collection and storage.

- Policies and procedures on data collection, entry and verification were provided by the district as part of the monitoring process. Student survey checklists are also used to ensure the accuracy of data reports submitted to FDOE, and the reconciliation of error reports they may receive.
- The district employs an Information Systems Support Specialist who is responsible for ensuring the functionality of the SIS. Other primary responsibilities of this individual include but are not limited to: ensuring accurate data collection, analysis and reporting to FDOE; providing support and training to individuals with access to the SIS; and data entry.
- Flagler conducts extensive and ongoing training for all individuals who have access to student data and FOCUS®. Those individuals also participate in FDOE-sponsored training events such as quarterly webinars for AE and CTE, Workforce Education and District Data Advisory Council (WEDDAC) meetings, and workforce development information system (WDIS) conferences.
- All proctors of the Tests for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are trained and certified, as required, by the state and the appropriate testing companies. FTC also serves as a certified Pearson Vue® testing site.
- Flagler submitted a "Collection of Data Elements" attestation stating that all required elements required of their local MIS are in place. The district follows the WDIS handbook for all data elements.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA). This information was provided in the Flagler Code of Conduct policies.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the OSMR. No errors were found. All student records were provided by Flagler. Records reviewed included:
  - o ABE completers (literacy completion points)
  - o Postsecondary adult vocational (PSAV) completers
  - o Secondary CTE industry certifications

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

- Flagler offers Adult Basic Education (ABE) and Integrated English Literacy and Civics Education (IELCE) classes at FTC. Postsecondary and rural innovation CTE classes are also offered at FTC, in addition to secondary programs being offered at multiple high schools within the district. The district's postsecondary CTE programs are funded via federal grant dollars from Daytona State College (DSC).
- Flagler has a memorandum of agreement (MOA) between FTC and the Flagler County Sheriff's office to provide ABE programs to inmates. Instruction takes place at the Flagler County Detention Center, and the instructor is provided by FTC.
- ABE and IELCE students are required to be pre-tested utilizing TABE or CASAS before they are admitted into a class. This policy is actually more strict than state and federal policies requiring students be tested within 12 contact hours of already being enrolled in a class.
- Flagler provided district guidelines on instructional hours, pre and post-testing of students, and how to interpret scores and assign educational functioning levels (EFL). It is a student's assigned functioning level that determines placement within ABE and IELCE programs.
- The Nursing Assistant program is offered as part of FTC's Integrated Education and Training (IET) program to prepare AE learners for in-demand job opportunities, in addition to their IELCE or ABE curriculum.
- Flagler offers CTE students opportunities to participate in additional learning activities outside of the classroom such as cooperative learning and on-the-job training (OJT) with local employers such as Publix. Students also participate in Career and Technical Student Organizations (CTSO) which allow students to practice skills learned in the classroom via local, state and national competitions, and gain invaluable leadership experience from opportunities to serve as chapter and regional officers.
- High performing secondary CTE students are eligible to participate in multiple Career Dual Enrollment programs. This allows students to earn postsecondary credits towards industry certifications while still in high school. Articulation Agreements are currently in place with DSC and FTC.
- Enrollment data for those programs funded by federal grant dollars were verified as part of the monitoring process. The monitoring team also ensured a link between the secondary programs of study submitted to FDOE and the corresponding postsecondary program at FTC.
- A memorandum of understanding (MOU) is in place with CSFV to provide numerous resources and trainings, in conjunction with FTC, for those interested in Workforce programs or adult literacy services.
- AE and CTE instructors participate in ongoing trainings provided by FDOE, as well as annual professional development through the district. Instructors also participate in program-specific training and certification programs.
- Flagler has multiple internal controls and policies in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA).
- No reasonable services and accommodations are denied to those students who self-declare a disability. The district Exceptional Student Education office is responsible for creating Individual Education Plans to ensure equal access and opportunity to education programs, services and/or activities for all students. Policies and procedures are also in accordance with the General Education Provision Act (GEPA) to ensure equitable access and/or participation in AE and CTE programs regardless of gender, race, national origin, color, disability or age.

D. **TECHNOLOGY AND EQUIPMENT** refer 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 federal, state and local guidelines are included within the inventory management system.
- The district has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal.
- The district conducts inventory once per fiscal year of all capital assets across the district. The inventory designee is responsible for locating all equipment and making recommendations for the disposition of surplus and/or used equipment that is beyond repair. If any discrepancies are discovered, during the inventory review, a report shall be filed with the district.
- Items discovered to be lost or stolen are immediately reported to the school principal and district office. In the event a piece of equipment is deemed stolen, local law enforcement will be notified and a police report will be created. Once the incident report is created, a copy is to be sent to the superintendent. Flagler did report one incident of theft, and the appropriate documentation was reviewed as part of the monitoring process.
- Flagler has policies and procedures that must be followed any time a piece of capital equipment is removed from its original location. Additional policies and procedures are in place for the sale, transfer or disposal of property.
- As part of the OSMR the QAC team conducted inventory searches at two locations across the district. No issues were uncovered at the time of the inventory review.

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

- The Office of Equal Educational Opportunity (OEEO) 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 reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

Items reviewed during the OSMR included, but were not limited to:
- Student enrollment data
- District policies and procedures for data collection, verification and reporting
- District policies and procedures for finance and procurement
- District policies and procedures for property management
- CLNA w/supporting documents
- CLNA advisory committee records and stake holder records
- Inventory records
- Student handbook
- Procurement records
- Postsecondary admissions packet
- Exceptional Student Education manual
- 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.
- CTE and AE student data review
- Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) proctor records

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.

- Skyward® is used as the district's enterprise resource planning (ERP) and financial management system.
- The district's finance department ensures the efficient management of CTE and AE grant funds. The following components of their financial procedures manual were reviewed:
  o Property control
  o Accounting practices
  o District budget policies
  o Methods of procurement
  o Contract management
  o Conflict of interest
  o Cash management
- The district purchasing department works with the AE and CTE grant managers to ensure all expenditures are allowable by law and able to be funded with federal dollars. It is the responsibility of the purchasing department to utilize the most efficient and effective purchasing method when expending federal grant funds.
- Program administrators do have access to grant-funded purchasing cards (P-card). Policies and procedures for P-card users were submitted to the monitoring staff as part of the review, along with sample P-card transactions and reconciliations.
- Flagler also provided additional fiscal records such as time and effort reports, procurement records and travel records. All documents were in accordance with applicable local, state and federal law.

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.

- Flagler has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners include, but is not limited to:
  o CareerSource Flagler Volusia
  o Publix
  o Daytona State College

VIII.   RESULTS

Flagler was not found to be out of compliance. All items reviewed were compliant in accordance with applicable local, state and federal laws and/or policies and procedures.

IX.   SUMMARY

Once the monitoring review 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's 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 corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.
The monitoring team extends its appreciation to all participants of the Flagler Schools monitoring review on behalf of the department. Special thanks are offered to Mr. Adam Blair and Ms. Renee Stauffacher for their participation and leadership during this process.

Flagler Schools
Career and Technical Education
Risk Matrix

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

Agency Name: **Flagler Schools**
Program Type: **CTE**
Monitoring Year: **2022-2023**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	X 10	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	3	X8	24
	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	7	X 6	42
	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	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**160**

Data sources used for calculations: Prior to July 1, 2021

Flagler Schools
Adult Education
Risk Matrix

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

Agency Name: **Flagler Schools**
Program Type: **AE**
Monitoring Year: **2022-2023**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	X10	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	3	X 8	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education 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 AE Program Director Change from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Unexpended Funds from all Adult Education 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	7	X 4	28
	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	**178**

Data sources used for calculations: Prior to July 1, 2021

District CTE Secondary Information

Flagler County Schools Career and Technical Education has shown tremendous growth in the past few years. Prior to Covid-19, Flagler County Schools saw a record number of students (nearly 3,000) participating in CTE 17 programs. Current school year has seen the start of two new high school programs; Hospitality and Tourism Management, and Applied Cybersecurity, bringing the total programs to 19, and again seeing participation of about 3,000 students. The opening of these new programs helps to train students for high-skill, high-wage jobs in our local and regional area.
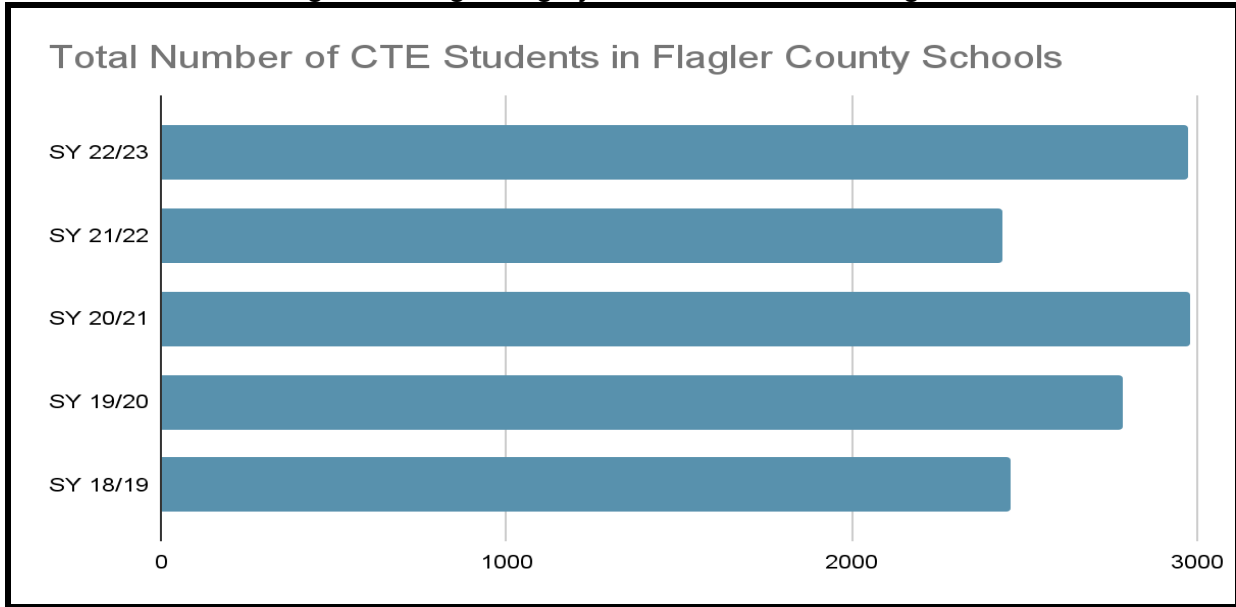
Another major area of growth for Flagler County Schools is the expansion of Career and Professional Education or CAPE exams available to students. Again,

Covid-19 slowed the advancement of CAPE certifications and funding earned by FCS, only to see a strong recovery in SY 20/21 and even further growth anticipated in the 21/22 reporting period. This current school year, Flagler will be offering 24 unique certification opportunities, allowing students to gain credentials in areas of I.T., Entrepreneurship, Culinary, even currently being the only district in Florida that prepares students to be a full-time Firefighter upon graduation. Anticipated program growth in the next few years will also provide students to explore these business and industry recognized credentials to validate their skills.
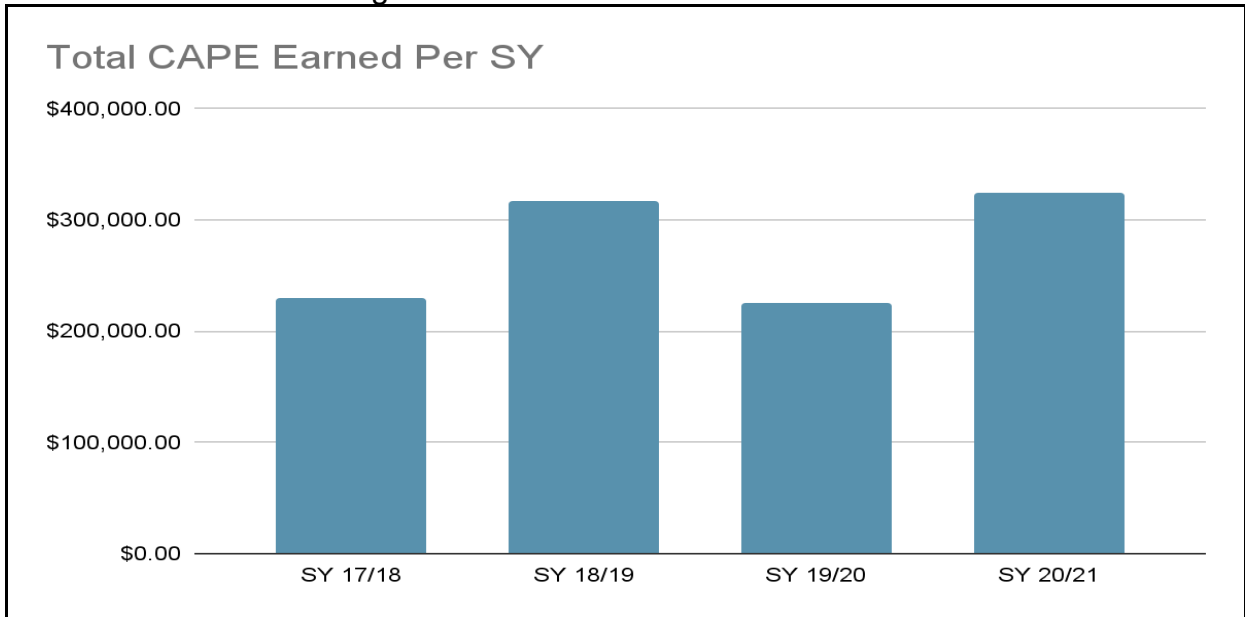
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