



FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

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

**Glades County School District**

**April 30, 2024**

**Final Report**

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Florida Department of Education  
Division of Career and Adult Education  
**Glades County School District**  
**Perkins Career and Technical Education**  
**Quality Assurance and Compliance Monitoring Report**

## **I. INTRODUCTION**

The Division of Career and Adult Education (Division) within the Florida Department of Education (Department) has several key responsibilities, including leadership, resource allocation, technical assistance, monitoring and evaluation. These duties require the Division to oversee the performance and regulatory compliance of federal and state funding recipients. The Quality Assurance and Compliance (QAC) office plays a critical role in this process by designing, developing, implementing and evaluating a comprehensive quality assurance system, which includes monitoring. This system aims to ensure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is the Division's duty to regularly monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

## **II. AUTHORITY**

The Department receives federal funding from the Used for Career and Technical Education (CTE) under the Carl D. Perkins Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. The Department awards sub-grants to eligible providers to administer local programs. The Department 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 and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Division 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 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 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 office 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 Glades County School District (GCSD) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. Alice E. Barfield, Superintendent, on November 15, 2023. The designated representative for the agency was Ms. Tera Ming. The Division's representative conducting the OSMR was Program Specialist Charles Davis of the QAC section.

**V. Glades County School District**

The provider was awarded the following grant(s) for fiscal years 2020-21, 2021-22 and 2022-23:

**FY 2020-21**

| <u>Grants</u>     | <u>Grant Number</u> | <u>Grant Amount</u> | <u>Unexpended</u> |
|-------------------|---------------------|---------------------|-------------------|
| Perkins secondary | 220-1611B-1CS01     | \$ 20,127.00        | \$ .00            |

**FY 2021-22**

| <u>Grants</u>     | <u>Grant Number</u> | <u>Grant Amount</u> | <u>Unexpended</u> |
|-------------------|---------------------|---------------------|-------------------|
| Perkins secondary | 220-1612B-2CS01     | \$ 20,019.00        | \$ .00            |

**FY 2022-23**

| <u>Grants</u>     | <u>Grant Number</u> | <u>Grant Amount</u> | <u>Unexpended</u> |
|-------------------|---------------------|---------------------|-------------------|
| Perkins secondary | 220-1613B-3CS01     | \$ 19,641.00        | \$ .00            |

Additional information about the provider may be found at the following web address:

<https://www.gladesedu.org/>

**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:

- Moore Haven Middle High School
- West Glades School

Entrance and Exit Conferences

The entrance conference for GCSD was conducted on April 30, 2024. The exit conference was conducted on April 30, 2024. The participants are listed below:

| Name                            | Title                   | Entrance Conference | Exit Conference |
|---------------------------------|-------------------------|---------------------|-----------------|
| Tera Ming                       | Director, CTE, GCSD     | x                   | x               |
| <b>Division Monitoring Team</b> |                         |                     |                 |
| Michael Swift                   | Program Specialist, QAC | x                   | x               |
| Charles Davis                   | Program Specialist, QAC | x                   | x               |

### Interviews

No interviews were required as part of the OSMR. GCSD submitted thorough and qualitative documentation and records via the Department ShareFile.

### Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of two 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.
- As part of the required comprehensive local needs assessment (CLNA), secondary CTE administrative staff consulted with numerous individuals and entities across the Glades County service area. Representatives from special population groups also provided insight into the workforce needs and opportunities for students.
  - GCSD works in partnership with CareerSource Southwest Florida (CSSF), iTech Glades and the Glades County Education Foundation Development Council as needed to research and gather economic and industry information.
  - The CTE director is closely involved with operations such as financial management and tracking of grant funds, program review and oversight and program relationships with the local community.
  - GCSD Career and Technical Coordinator works with local industry and program advisory committees to recruit teachers from industry. The Human Resources Department works with CareerSource to attend local Job Fairs and attend other local and non-local job fairs to recruit talent for their small and rural district.
  - The Grants Bureau takes the lead on grant application preparation. They work with program area specialists and bring in stakeholders.
  - The district adheres to the state retention policy of five years.
- 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.
- GCSD currently utilizes Skyward® as their management information system (MIS) and student information system to house and track CTE student data records.
  - Policies and procedures on data collection, entry and verification were provided by the district as part of the monitoring process. Policies and procedures were also provided in

- regard to full-time equivalent survey reports submitted to the Department. The student survey reports are used to ensure the accuracy of data reports submitted to the Department and the reconciliation of error reports they may receive from the state.
- GCSD conducts extensive and ongoing training for all individuals who have access to student data. The data specialist attends the state training, brings back the information and shares any changes or potential changes with administrative and appropriate MIS staff.
  - Students are assigned Family Educational Rights and Privacy Act rights at application and any subsequent change must be in writing and maintained in the student's electronic or paper folder.
  - Samples of CTE student data was reviewed and verified for accuracy as part of the OSMR. All student records provided by GCSD were compliant with reported student data. Records reviewed included:
    - Secondary CTE industry certifications

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

- CSSF industry sector managers participate on CTE program advisory boards and work directly with the career education department to participate in decisions related to program offerings, course activities and vendor selection on related items.
- Students with disabilities are encouraged to enroll in career education programs and receive appropriate accommodations and/or modifications to ensure equal access and the provision of a free appropriate public education in the least restrictive environment.
- The district utilizes MyCareerShines to help students explore career opportunities of interest.
- Students also participate in career and technical student organizations which allow them to practice skills learned in the classroom via local, state and national competitions and gain invaluable leadership experience from these opportunities to serve as chapter and regional officers.
- The monitoring team ensured appropriate programmatic links between the secondary programs of study submitted to the Department and the corresponding postsecondary program at Florida Southwestern State College.
- In accordance with WIOA, GCSD has a Memorandum of Understanding (MOU) with CSSF to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services.
- The district provides opportunities for teachers to attend state and regional workshops; encourages teachers to participate in the Florida Association of Career and Technical Education workshops; and conducts workshops on the District Professional Learning days. Through the Advisory Board and their participation in CSSF, CTE teachers are able to maintain skill and knowledge on current workforce demands. At the school level, all teachers, including CTE teachers, are part of school-based professional learning related to standards-based instruction and best instructional practices.

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 capital assets are recorded in the Skyward® Fixed Asset System.
- The district's threshold for capitalization is \$1,000.
- GCSD has a policy and procedure regarding new equipment requests, equipment safety/storage and disposal of old inventory.

- The technology and equipment is up to date and is being used specifically for CTE programs. The technology is integrated into the curriculum as required per program.
- Equipment is inventoried annually and capital items over \$1,000 receive a numbered inventory identification tag. The system tracks the required elements set forth by the Department and the UGG. An inventory search was conducted. All equipment was located and identified.

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

- GCPS included the necessary policies required by the General Education Provision Act and other federal laws which ensure equal access and participation in programs regardless of sex, race, national origin, color, disability or age.

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:

- 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 stakeholder records
- Inventory records
- Procurement records
- Special education manual
- MOUs and articulation agreements
- Advisory committee records – agendas, sign-in sheets, etc.
- District professional learning records – agendas, sign-in sheets, training materials, etc.
- CTE student data review (industry 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.

- Skyward® is used as the district's enterprise resource planning and financial management system. It is also used to house contractual bids and track payments for vendors.
- The district's finance department ensures the efficient management of CTE grant funds. The following components of their financial policies and procedures manual were reviewed:
  - Budget Implementation
  - Cash Management
  - Methods of accounting
  - Fiscal internal controls
  - Records and reporting
  - Inventory management
  - Procurement
  - Conflict of interests

- Temporary duty assignment (travel) – GCSD uses state-approved guidelines for travel-related expenditures such as mileage rates, per diem and food allowances.
- The district does not use purchasing cards specifically for grant funds.
- GCSD 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.
- Monitoring staff conducted a budget analysis of GCSD’s Department grants.

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

- GCSD 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 includes, but is not limited to:
  - Florida Southwestern State College (articulation)
  - Florida Gulf Coast University (articulation)
  - Duda Farms
  - Moore Haven Future Farmers of America

## **VIII. RESULTS**

GCSD was found not to be out of compliance.

## **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 Department 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 Glades County School District monitoring review on behalf of the Department. Special thanks are offered to Ms. Tera Ming for her participation and leadership during this process.

**APPENDIX A**

Glades County School District  
 Career and Technical Education  
 Risk Matrix

| <b>Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE)<br/>Carl D. Perkins Grants</b> |                 |                    |                        |               |                            |
|---|-----------------|--------------------|------------------------|---------------|----------------------------|
| Agency Name: <b>Glades County School District</b>   |                 |                    |                        |               |                            |
| Program Type: <b>CTE</b>  |                 |                    |                        |               |                            |
| Monitoring Year: <b>2023-2024</b>   |                 |                    |                        |               |                            |
| <b>Metric</b>   | <b>Scaling</b>  | <b>Point Value</b> | <b>Points Assigned</b> | <b>Weight</b> | <b>Total Metric Points</b> |
| <b>Number of Years Since Last Monitored</b>   | 7 or More Years | 7                  | <b>3</b>               | <u>X 10</u>   | <b>30</b>                  |
|   | 5-6             | 5                  |                        |               |                            |
|   | 3-4             | 3                  |                        |               |                            |
|   | 0-2             | 1                  |                        |               |                            |
| <b>Total Budget for all Perkins Grants Combined</b>   | Upper Quartile  | 7                  | <b>3</b>               | <u>X8</u>     | <b>24</b>                  |
|   | Upper Middle    | 5                  |                        |               |                            |
|   | Lower Middle    | 3                  |                        |               |                            |
|   | Lower Quartile  | 1                  |                        |               |                            |
| <b>Number of Perkins Grants</b>   | 4 or More       | 7                  | <b>3</b>               | <u>X 8</u>    | <b>24</b>                  |
|   | 3               | 5                  |                        |               |                            |
|   | 2               | 3                  |                        |               |                            |
|   | 1               | 1                  |                        |               |                            |
| <b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>                                   | Yes             | 7                  | <b>7</b>               | <u>X 6</u>    | <b>42</b>                  |
|   | No              | 0                  |                        |               |                            |
| <b>Agency CTE Program Director Change from Previous Fiscal Year</b>   | Yes             | 7                  | <b>7</b>               | <u>X 6</u>    | <b>42</b>                  |
|   | No              | 0                  |                        |               |                            |
| <b>Unexpended Funds from all Perkins Grants Combined</b>  | Upper Quartile  | 7                  | <b>3</b>               | <u>X 4</u>    | <b>12</b>                  |
|   | Upper Middle    | 5                  |                        |               |                            |
|   | Lower Middle    | 3                  |                        |               |                            |
|   | Lower Quartile  | 1                  |                        |               |                            |
|   | 0               | 0                  |                        |               |                            |
| <b>Number of Findings from the Office of the Auditor General</b>  | Upper Quartile  | 7                  | <b>5</b>               | <u>X 4</u>    | <b>20</b>                  |
|   | Upper Middle    | 5                  |                        |               |                            |
|   | Lower Middle    | 3                  |                        |               |                            |
|   | Lower Quartile  | 1                  |                        |               |                            |
|   | 0               | 0                  |                        |               |                            |
| <b>AGENCY RISK SCORE:</b>   |                 |                    |                        |               | <b>194</b>                 |

Data sources used for calculations: Prior to July 1, 2022

Attachment A



PO Box 459  
Moore Haven, FL 33471  
(863) 946-2083  
Fax: (863) 946-1549



**Dr. Alice E. Barfield**  
Superintendent

**Ronald Boils**  
Director of  
Administrative Services

**Rhonda Boils**  
Director of  
Exceptional Student  
Education

**Brian Greseth**  
Director of  
Safety & Facilities

**Gabrielle  
Ibietatorremendia**  
Director of  
Human Resources

**Dawn Martin**  
Director of  
Finance

**Doreen Sabella**  
Director of  
Student Services

**Joanna Sozio**  
Director of  
School Improvement

I would like to thank Mr. Charles Davis and Mr. Michael Swift for being so helpful and resourceful throughout this monitoring review. They were timely in responding to any question I had and always willing to be of assistance with clarification as needed.

Carl D. Perkins Grants have been a transformative force in advancing career and technical education programs in the Glades County School District. Our district is a very rural district and the allocation of resources from these grants have positively impacted the lives of our students and educators.

The Perkins funding has enabled us to ensure alignment with industry standards and emerging workforce needs. By integrating real-world skills and appropriate equipment and resources into our programs, we are preparing students for success in high-demand fields. The grant has provided educators the opportunity to engage in professional learning, equipping them with knowledge and skills needed to deliver relevant instruction. Through conferences and workshops, teachers have enhanced their instructional practices and expanded their subject matter expertise. Students have also been afforded the opportunity to engage in these conferences and learning experiences, adding to their knowledge and understanding of the workforce.

By offering hands-on learning experiences, our CTE programs are attractive to students. They actively engage in coursework and develop practical skills through the exploration of career pathways. The mission of Glades County School District is for graduates of our CTE programs to enter the workforce with the skills, knowledge and certifications needed to succeed in the industry of their choosing.

This is my first year as the supervisor of Career and Technical Education in Glades County. I have found great pleasure in being part of such a remarkable group of students and educators. I have observed an abundance of passion from both students and teachers. The teachers are exceptionally enthusiastic about positioning their students for bright and prosperous futures. The students are eager to gain as much knowledge and understanding as they can to help them on their journey to a career that they are interested in. The teachers do an excellent job of engaging students in community service projects and involving them in hands-on learning and real world experiences. As we look to the future of what our Business, Agriculture and Nursing programs hold, we remain dedicated to expanding access to high quality CTE opportunities and empowering students to be skilled professionals.

**chool Board Members**

**Crystal Drake**  
District 1

**Jenny Allen**  
District 2

**Jean Prowant**  
District 3

**Kimberly Clement**  
District 4

**Patricia Pearce**  
District 5

Kind regards,

Tera Ming, Supervisor of Grants and Special Programs  
Glades County School District

The School District of Glades County does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The District Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to: Gabrielle Ibietatorremendia P.O. Box 459, Moore Haven, FL 33471 or emailed to [gabrielle.ibietatorremendia@glades-schools.org](mailto:gabrielle.ibietatorremendia@glades-schools.org)





**Please address inquiries regarding this report to:**

**Kara Kearce**  
**Director of Quality Assurance and Compliance**  
**[Kara.Kearce@fldoe.org](mailto:Kara.Kearce@fldoe.org)**  
**850-245-9033**

**Florida Department of Education**  
**Division of Career, Technical and Adult Education**  
**325 West Gaines Street · Room 722A**  
**Tallahassee, Florida 32399**

