FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

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

Bay District Schools

January 27 – February 8, 2022

Final Report

TABLE OF CONTENTS

I. Introduction 1
II. Authority 1
III. QAC Core Monitoring Guide 1
IV. Provider Selection 1
V. Bay District Schools 2
VI. Monitoring Activities 3
VII. Observation 3
VIII. Results 8
IX. Summary 8
Appendix A 9
Attachment A 10

Florida Department of Education
Division of Career and Adult Education
Bay District Schools
Career and Technical Education and Adult 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.

The Bay District Schools (BDS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Mr. William Husfelt, superintendent, on November 1, 2021. The designated representative(s) for the agency were Ms. Elizabeth Patterson and Ms. Ann Leonard. The division's representative conducting the OSMR was program specialist Michael Swift of the Quality Assurance and Compliance section.

V. BAY DISTRICT SCHOOLS

ENROLLMENT:
CTE (possible duplication at program level): Secondary – 8,473; Postsecondary – 1,353
AE – 209

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

FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	030-1619B-9CS01	$ 317,788.00	$ 8,077.09
Perkins Postsecondary	030-1619B-9CP01	$ 168,044.00	$ 0.60
Adult Education - Corrections	030-1939B-9CC01	$ 69,224.00	$ 1.48
Adult Education - AGE	030-1919B-9CG01	$ 261,112.00	$ 574.03

FY 2019-20

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	030-1610B-0CS01	$ 328,216.00	$ 20,506.91
Perkins Postsecondary	030-1610B-0CP01	$ 165,715.00	$ 10.12
Adult Education - Corrections	030-1930B-0CC01	$ 69,224.00	$ 670.19
Adult Education - AGE	030-1910B-0CG01	$ 261,112.00	$ 45,980.66

FY 2020-21

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	030-1611B-1CS01	$ 327,035.00	$ 23,040.44
Perkins Postsecondary	030-1611B-1CP01	$ 176,933.00	$ 48,915.13
CARES Act - Rapid Credentialing	030-1230A-1CR03	$ 651,486.00	$ 28,304.97
CARES Act - CTE Infrastructure	030-1230A-1C002	$ 167,001.00	$ N/A
Adult Education - Corrections	030-1931B-1CC01	$ 208,795.00	$ N/A
Adult Education - AGE	030-1911B-1CG01	$ 261,112.00	$ N/A

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

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:

- Bay District Schools – Nelson Building
- Haney Technical Center (Haney)
- Arnold High School
- Rutherford High School
- A. Crawford Mosley High School

Entrance and Exit Conferences
The entrance conference for BDS was conducted on January 27, 2022. The exit conference was conducted on February 8, 2022. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Ann Leonard	Haney Technical College, Director	X	X
Elizabeth Patterson	Career and Technical Education, Supervisor	X	X
Chandra Tyson	Career and Technical Education, Coordinator	X	X
Angela Reese	Haney Technical College, Assistant Director		X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Orion Price	Program Specialist, QAC, FDOE	X	X

Interviews
Monitoring staff conducted CTE and AE interviews while onsite with BDS.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 30 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 BDS CTE and AE grants are managed by the Haney director and the CTE supervisor for the district. Both AE and CTE grants follow the same process for the drafting, approval, and submission of their grants to FDOE. Although the AE and Postsecondary CTE grant manager is housed at a different location than her secondary counterpart, there is still a strong relationship between the two as demonstrated by the secondary CTE supervisor having an office onsite at Haney.

    - The CTE and AE director at Haney is responsible for managing the district's Postsecondary grant funds. The director works primarily with school administrative staff and instructors to ensure the needs of the program are being met via the grant. There is also a close working relationship with the secondary CTE supervisor to ensure that secondary programs serve as a springboard into the district's Postsecondary course offerings. No salaries are paid via the Postsecondary grant funds, with the majority of those funds going towards equipment and technology for classrooms.
    - The district CTE supervisor and coordinator are responsible for managing the district's secondary Perkins grants. The secondary grant does fund some salaries but mostly pays for equipment and technology.
    - Once all of the programmatic needs are addressed and the grant applications are complete, the grant managers forward them to the superintendent for final approval prior to submission to FDOE.
- As part of the required comprehensive local needs assessment (CLNA), secondary and Postsecondary CTE administrative staff consulted with numerous individuals and entities across the district's service area. This also included Gulf Coast State College (GCSC).
- While conducting their CLNA BDS also enlisted programmatic recommendations from students, teachers, individuals within the local workforce and special population groups.
- In addition to stakeholder outreach within the local community, the district relies heavily on their CTE advisory boards to help facilitate their CLNA and programmatic needs throughout their service region. The Economic Development Alliance, Bay Workforce Development Consortium and CareerSource (CS) Gulf Coast also contribute to the CLNA. This list of stakeholders are familiar partners with the district and will continue to provide ongoing consultation on the workforce needs of Bay County.
- 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.

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.

- BDS utilizes Focus® as their management information system (MIS) to house and track student data such as records, grades and attendance.
- The district has policies and procedures on data collection, entry and verification. Annual training is provided for data clerks and district support staff as it pertains to using the MIS. Administrative staff also attends FDOE sponsored training and professional development such as the Workforce Education and District Data Advisory Council (WEDDAC) annual conference.
- BDS 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 with an Adult Basic Education (ABE) program.
- 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.
- The district has local policies and procedures on TABE testing and test security. Pearson VUE® Authorized Log Sheets were provided during the monitoring review, along with the district TABE testing manual.

- All of the data elements required of their local MIS were included in the system and verified during the monitoring review.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA).
- 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 BDS.

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

- BDS offers CTE and AE programs at Haney Technical College and multiple middle and high schools throughout Bay County.
- BDS has endured multiple hardships that have affected the learning experience they provide to students:
  - During the height of the COVID-19 pandemic, the district was forced to adjust how it offered instruction to students. Due to temporary school closures, the district adopted an Instructional Continuity Plan that outlined remote content delivery; remote resources for online learning; and general guidance while the district was shut down. Delivery options such as Canvas®, Zoom, Google Classroom and Class Dojo offered numerous ways for students to interact with each other and their teachers/instructors. Items such as laptops (some grant-funded) were also distributed to students who did not have access to such devices at home.
  - In the fall of 2018 the Gulf Coast region, specifically Bay County, endured Hurricane Michael and the aftermath that came with the destruction to the region. In addition to an immediate halt in-school services, multiple schools that housed CTE and AE services were either closed for significant amounts of time or completely shut down for future use. AE and CTE programs did experience a drop in enrollment due to families relocating because of a lack of housing caused by the storm.
- BDS puts forth great effort to attract and retain non-traditional students and students from special populations.
  - Programs such as "Girls Who Code" and "Girls in Engineering" are offered in middle school to get girls interested in historically male-dominated industries.
  - CLNA engagement with homeless shelters and foster care organizations.
  - Stakeholders consulted during the CLNA also included input from faculty and parents of students at the district alternative school, Rosenwald High School.
- BDS offers students multiple opportunities to participate in additional learning activities outside of the classroom.
  - Work-based learning and on-the-job training (OJT) is a priority within the district.
  - Students participate in Career and Technical Student Organizations (CTSOs).
- High performing students within the secondary CTE program are eligible to participate in Career Dual Enrollment at Haney. This allows students to earn Postsecondary credits towards industry certifications while still in high school.
- There is a strong push for CTE programs that lead to recognized industry certifications. This provides students with the knowledge to transition into advanced Postsecondary programs, or in most cases be eligible to enter into the workforce upon completion of a program. Also, secondary industry certifications earn additional revenue for the district via the state funded Career and Professional Education (CAPE) program. These funds are then recycled back into the CTE program.
- A memorandum of understanding (MOU) is in place with CS Gulf Coast to better assist in a positive relationship between Haney and its adult learners. CS Gulf Coast provides numerous

resources for those looking to get into the workforce, a number of training events and referrals to the technical college for those interested in Workforce programs or adult literacy services. CS Gulf Coast also provides professional development and staff development training to Haney.

- AE and CTE instructors participate in ongoing trainings provided by FDOE, as well as annual professional development through the district. Additional training includes but is not limited to:
  - AE and CTE teachers and instructors attend training as required by their specific programs.
  - Department heads attend FDOE sponsored training events, and upon return conduct localized training for staff.
  - All staff is encouraged to participate in FDOE sponsored virtual webinars and seminars.
  - Teacher in-service days allow for a collaborative environment for teachers and administrative staff to come together and brainstorm ideas for the upcoming school year.
- No reasonable services and accommodations are denied to those students who self-declared a disability. The district Exceptional Student Education office is responsible for ensuring equal access and opportunity to education programs, services and/or activities for all students.

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 and inventory disposal.
- BDS utilizes an Inventory Adjustment Sheet that tracks the movement of equipment if it is moved from its initial location, or if an item is on loan such as a laptop or tablet. This ensures that the district is aware of the exact location of a piece of equipment at all times.
- Items under $1,000 (laptops, tablets, cameras, etc.) are not included as capitalized equipment, but are still required to be tagged with a BDS identification number and inventoried by the district cost centers.
- The Cost Center Manager and Asset Management Liaison act as custodians of all equipment purchased by the district.
- The cost centers are ultimately responsible for asset tagging, record keeping and annual inventories of all grant-funded equipment. Any “asset shortage” or loss of property is recorded and reported to the district superintendent and school board.
- As part of the OSMR the QAC team conducted inventory searches at four locations across the district, and no instances of non-compliance were found.

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.

- MIS data quality checklists
- 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
- BDS School Board Policy Manual
- Student 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.
- CTE and AE student data review
- Tests of Adult Basic Education (TABE) 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.

- TERMS® Business PLUS is used as the district's enterprise resource planning (ERP) and financial management system.
- The district's Board Policy Manual ensures the efficient management of CTE and AE grant funds. The following procedural manuals were reviewed:
  - Procurement thresholds
  - Methods of procurement
  - Contract management
  - 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. Once a purchase is considered allowable a "request for purchase order" is sent to the school principal and/or financial designee for approval. The request is then uploaded into the district ERP. The general manager of purchasing will then review the purchase order and select the method of procurement to be used in accordance to district policy.
- Purchase orders are only created and authorized for items previously approved in the FDOE federal grant application. Once a purchase has been authorized, the method of procurement is determined based on the price of the item(s). The BDS School Board Policy Book mandates the following procurement thresholds when expending grant funds:
  - Goods and services valued under $12,499.99 may be purchased on the open market. An informal bid process may take place to ensure the best pricing for an item.
  - Purchases between $15,000 and $24,999.99 must make a good faith effort to collect three written quotes from vendors.
  - Purchases between $25,000 and $49,999.99 are required to obtain formal requests for quotes from at least three vendors.
  - Any purchase above $50,000 requires a formal sealed competitive solicitation. A committee including the district chief financial officer (CFO), the general manager of

purchasing, the district purchasing agent and a representative of the department that made the initial purchase request will review and approve the most budget-friendly sealed solicitation.
    - The only exception to the above rules is in the event of a "sole source" vendor, and BDS has a separate set of policies and procedures for those types of purchases.
    - The district superintendent must authorize any purchase over $25,000.
- Upon receipt of grant purchased goods a payment authorization is created in TERMS® Business PLUS, and the vendor is paid from the appropriate fund. All capitalized equipment purchases will then be "tagged" with a BDS asset identification number.
- The CTE supervisor and district bookkeeper are the only individuals authorized to use grant-funded purchasing cards (P-card). Policies and procedures for P-card users were submitted to the monitoring staff as part of the review.

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.

- BDS has numerous collaborations, partnerships 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 Gulf Coast
    - Gulf Coast State College
    - Bay Workforce Development Consortium
    - Economic Development Alliance
    - Multiple OJT partners throughout the service region
    - Haney Technical Center
    - Florida State University
    - Bay Education Foundation
    - Northwest Florida Career Pathways

VIII. RESULTS

BDS 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 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 Bay District Schools monitoring review on behalf of the department. Special thanks are offered to Ms. Ann Leonard, Ms. Elizabeth Patterson and Ms. Chandra Tyson for their participation and leadership during this process.

APPENDIX A

Bay 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: **Bay District Schools**
Program Type: **CTE**
Monitoring Year: **2021-2022**

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	**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	**5**	X 4	**20**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**126**

Data sources used for calculations: Prior to July 1, 2020

Bay District Schools
Adult Education
Risk Matrix

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

Agency Name: **Bay District Schools**
Program Type: **AE**
Monitoring Year: **2021-2022**

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	**5**	X 8	**40**
	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	**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	**3**	X 4	**12**
	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	**4**	X 6	**24**
	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	**158**

Data sources used for calculations: Prior to July 1, 2020

Attachment A

BayCTEWorks!

Bay District Schools- Panama City, Florida

Highlights

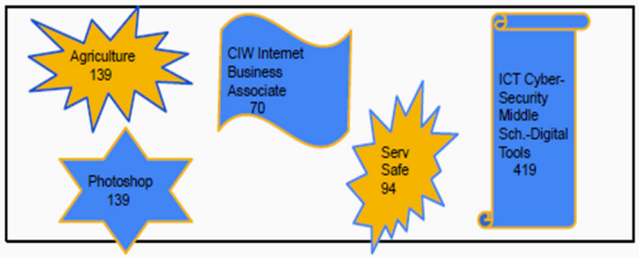
CTE Programs in Bay District Schools are aligned with rigorous industry and academic standards. Teachers participate in meaningful professional development on curriculum frameworks, standards and assessment, and academic integration. We work with Haney Technical College and Gulf Coast State College to align our career pathways. Business and industry leaders, through our advisory councils, offer a collaborative enhancement and guidance in strengthening our CTE programs.

- $527,339.28 : 2019-2020 Payout from Industry Certifications
- $287,430.00: Received from Perkins V Grant
- 49 Programs
- 53 Teachers
- 4,700 Students
- 33 Certifications Available
- 13 Certification Vendors

Accomplishments in the last year
- New Welding Building with equipment
- New Heavy Equipment Simulators
- Increased Industry Certifications
  - 2020 - 1528
  - 2021 - 2168
- New STEM Building at Bay HS - Allied Health Career Pathway
  - Medical Mannequins (3G)
  - Anatomage Table (on order)

Industry Certifications Earned

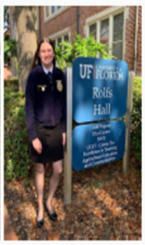
2020-2021 Most Earned Certifications



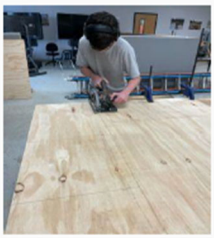
Coding in our Elementary Schools

Information and Communication Technology in our Middle Schools

High School Career Pathways: Award-winning Agriculture Biotechnology



Building Trades and Construction Design Technology-Lil' Libraries for the Community



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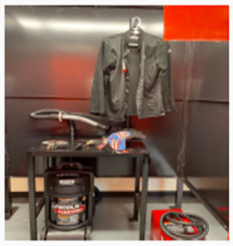
Construction-New Welding Building-Open House



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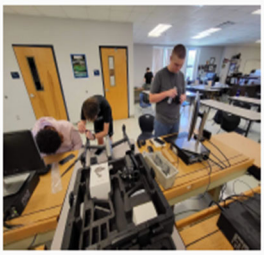
Unmanned Aircraft Systems (UAS) Operations



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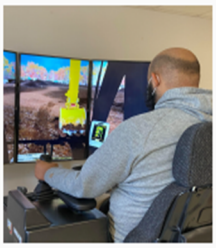
Building Trades and Construction Design Technology: Heavy Equipment-NEW! Cat Simulators



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Allied Health-NEW! Medical Mannequins

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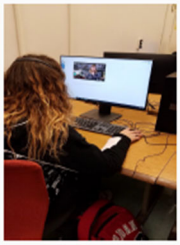
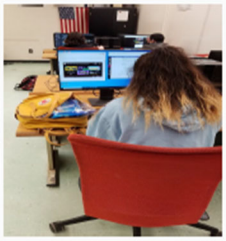
Computer Science





13

Culinary Arts-World Renowned Chef Duey Visit

14

#BayCTEWorks- THANK YOU FOR VIEWING!

15

Please address inquiries regarding this report to:

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