# Career and Adult Education
## FLORIDA DEPARTMENT OF EDUCATION

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

Escambia County School District

**December 5-8, 2016**

Final Report

February 3, 2017


Mr. Malcolm Thomas, Superintendent
Escambia County School District
75 N Pace Blvd
Pensacola, FL 32505

Dear Mr. Thomas:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at the Escambia County School District. The final report will also be placed on the Quality Assurance and Compliance website at http://fldoe.org/academics/career-adult-edu/compliance.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or Tashi.Williams@fldoe.org.

Thank you for your continuous commitment to improve educational services for Florida's students.

Sincerely,

Rod Duckworth

RD/ls

Enclosure

cc:     Dr. Michelle Taylor, director, Escambia County School District
        Thomas Rollins, principal, George Stone Technical Center
        Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
        Tashi D. Williams, director, Quality Assurance and Compliance
        Dr. Shahrokh Massoudi, program specialist, Quality Assurance and Compliance
        LaStacia Spencer, program specialist, Quality Assurance and Compliance

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## I.      INTRODUCTION

The Florida Department of Education (FLDOE), 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 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 FLDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FLDOE awards sub-grants to eligible providers to administer local programs. FLDOE 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 2016-2017 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

## III.      QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2016-17 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; 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 Quality Assurance and Compliance 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 Escambia County School District (ECSD) was determined to be an onsite visit. Notification was sent to Mr. Malcolm Thomas, superintendent, Escambia County School District, on August 5, 2016. The designated representatives for the agency were Dr. Michelle Taylor, director, Workforce Education and Mr. Thomas Rollins, principal, George Stone Technical Center.

The onsite visit to the agency was conducted December 5, 2016 through December 8, 2016. The two representatives of the division present during the visit were Ms. LaStacia Spencer and Dr. Shahrokh Massoudi, program specialists in the Quality Assurance and Compliance section.

## V.     ESCAMBIA COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2014-15

| Adult Education | CTE (possible duplication at program level) |
|---|---|
| 384 | 21,069 |

The provider was awarded the following grants for FY's 2014-15, 2015-16 and 2016-17:

**FY 2014-15**

| Grants | Grant Number | Grant Amount | Unexpended |
|---|---|---|---|
| Adult General Education | 170-1915A-5CG01 | $ 195,010.00 | $ 60,910.75 |
| CTE Perkins Secondary | 170-1615A-5CS01 | $ 457,875.00 | $ 0.00 |
| CTE Perkins Postsecondary | 170-1615A-5CP01 | $ 152,969.00 | $ 4,735.37 |

**FY 2015-16**

| Grants | Grant Number | Grant Amount | Unexpended |
|---|---|---|---|
| Adult General Education | 170-1916B-6CG01 | $ 195,010.00 | $ 24,966.90 |
| CTE Perkins Secondary | 170-1616A-6CS01 | $ 506,683.00 | $ 0.00 |
| CTE Perkins Postsecondary | 170-1616A-6CP01 | $ 147,594.00 | $ 0.00 |

**FY 2016-17**

| Grants | Grant Number | Grant Amount | Unexpended |
|---|---|---|---|
| Adult General Education | 170-1917B-7CG01 | $ 195,010.00 | $ N/A |
| CTE Perkins Secondary | 170-1617A-7CS01 | $ 434,372.00 | $ N/A |
| CTE Perkins Postsecondary | 170-1617A-7CP01 | $ 109,940.00 | $ N/A |

Additional information about the provider may be found at the following web address: http://escambiaschools.net/

## VI.    MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, classroom observations, records review, inventory review and interviews with administrators, instructors and students.

Onsite Visits
Members of the team made onsite visits to the following locations:

- Escambia County Schools District Office
- George Stone Technical Center (GSTC)
- Pensacola High School
- Pine Forest High School
- Ransom Middle School
- Tate High School
- West Florida High School
- Woodham Middle School

Entrance and Exit Conferences
The entrance conference for the ECSD was conducted on December 5, 2016. The exit conference was conducted on December 8, 2016. The participants are listed below:

| Name | Title | Entrance Conference | Exit Conference |
|------|-------|---------------------|-----------------|
| Malcolm Thomas | Superintendent, ECSD | X | |
| Steve Marcanio | Assistant Superintendent for Curriculum & Instruction, ECSD | X | X |
| Dr. Michelle Taylor | Director, Workforce Education | X | X |
| Thomas Rollins | Principal, GSTC | X | X |
| Stephen Brooks | Assistant Principal, GSTC | X | X |
| Michael Sherrill | Assistant Principal, GSTC | | X |
| Susan Winters | Coordinator, Adult Education, GSTC | X | X |
| Aisha Adkinson | Workforce Education Specialist | X | X |
| Lori Anderson | Workforce Education Specialist | X | X |
| Steven Harrell | Workforce Education Specialist | X | X |
| Gary McCormick | Workforce Education Data Specialist | X | X |
| Mellisa Jones | Workforce Education Finance Specialist | X | X |
| Vincent Marzano | Workforce Education Finance Specialist | X | X |
| Judy Davis | Career Education Coach | X | X |
| **FLDOE Monitoring Team** | | | |
| LaStacia Spencer | Program Specialist, FLDOE | X | X |
| Dr. Shahrokh Massoudi | Program Specialist, FLDOE | X | X |

<u>Interviews/Observations</u>
Interviews were conducted with the administrative staff, instructional staff, program assessment specialists and students. A minimum of four interviews and/or observations were completed at each site. All interviews and observations were held during the course of the visit.

<u>Records Review</u>
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 75 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

## VII.    RESULTS

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

- The District Superintendent has a vision for CTE and AE programs and is supportive of the work that is being done within the programs.
- There is a close relationship between the CTE and AE administrative staff. All members are well experienced within their respective programs.
- The Workforce Education Director is a member of CareerSource Escarosa.
- GSTC will have the opportunity to expand the CTE program in the future once space becomes available.
- AE has recently expanded their program to additional sites to service the community.
- Instructors have expressed a positive relationship with administrative staff. Workforce development specialists and principals are supportive of new ideas and projects and work to quickly meet the needs of instructors.
- Student satisfaction and career academy curriculum is regularly assessed by administration.
- Administration offers ample professional development opportunities to all staff within the district, which includes in-service training, off-site training and mentorship.

**B.    <u>DATA AND ASSESSMENT:</u>** 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.

- ECSD utilizes the Focus Student Information System for the collection of various student data, such as demographic information, attendance, test scores, student registration, class enrollment and industry certification completion.
- ECSD has written policies and procedures for data collection and reporting in place, which were reviewed during the visit.
- Regular meetings are held with administration and data staff to ensure the accuracy and completion of data.
- AE and CTE student data, including program completers, non-completers and industry certifications, was verified during the course of the visit.
- Data staff has been attending Workforce Education and District Data Advisory Council (WEDDAC) meetings held by FLDOE.

**C.    <u>CURRICULUM AND INSTRUCTION:</u>** refers to those elements that contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- The FLDOE curriculum standards and frameworks are being followed in the classrooms.
- ECSD offers 65 career academies within the district's eight middle schools and seven high schools.
- Secondary curriculum has integration of academic and CTE coursework within instruction.
- The middle and high school students have the opportunity to enhance their knowledge and skills through extracurricular CTE organizations. They have competed in and won various state and regional competitions, including robotics and Future Farmers of America.
- During the visit, it was announced that 100% of the students passed their nursing certification at West Florida High School.
- ECSD has designated staff that provides career exploration and planning to students through MyCareerShines.
- GSTC is accredited by the Council on Occupational Education (COE) and offers 23 CTE programs. Additionally, Welding Technology is offered at the Escambia County Road Prison.
- GSTC offers AE courses on the main campus and at three satellite locations.

**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.

- ECSD has a technology plan in place for CTE and AE.
- Property records are maintained within the Skyward system and inventory is conducted annually.
- All equipment purchased with 14-15 and 15-16 grant funds were verified during the course of the visit in accordance to UGG and EDGAR requirements.
- All equipment purchased over the $1,000 threshold receives a district identification number.
- The agency has an established policy for disposing of old equipment.
- The equipment and teaching materials used in the classrooms are adequate for the number of students.
- ECSD is in the process of supplying all students in the district with Chromebooks, which are integrated into instruction through the use of Google Classroom and other software.

**E.**     **LEARNING ENVIRONMENT:** encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy and character that is observed on the campus or in the classroom.

- ECSD is a School Choice district, which allows parents the ability to the choose the school that their child will attend. A School Choice EXPO is held annually for parents and students to learn of the various career academies at schools.
- Accommodations are readily available for students with self-declared disabilities.
- Classrooms, shops and labs are inviting and have adequate space and equipment.
- Textbooks and instructional material are adequate for student needs.
- Students have the opportunity to learn technical and employability skills through various project/work-based settings, such as the Wildcat Credit Union at Washington High School, the cosmetology salon at GSTC, and other clinical/internship opportunities.

**F.**     **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 850-245-9556.

**G.**    **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.

- District Financial Policies and Procedures
- Student Registration and Enrollment Forms
- ECSD Student Rights and Responsibility Handbook
- GSTC Student Behavior Guidelines
- Faculty Handbook and Guidelines
- Data Collection Instructions
- Promotional Program Material
- District Inventory Procedures
- AE and CTE Perkins Inventory and Property Incident Report
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Financial Records (Travel, Purchasing and Procurement)
- Verification of a sample of Student Industry Certifications
- Verification of a sample of Occupational Completion Points (OCP)
- Verification of a sample of AGE Completers
- Employee Semi-Annual Certifications
- District Website

**H.**    **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.

- ECSD has established policies and procedures for accounting practices, including purchasing and procurement, travel and equipment disposal and inventory, which are available on the website.
- ECSD has an established system for tracking personnel activity reports and grant expenditure reporting.
- ECSD utilizes Skyward system for tracking grant expenditures and updates grant spending to FLDOE monthly.
- Expenditures require a three-level approval process to ensure that purchases are reasonable, allowable and allocable.
- The monitoring team reviewed travel records that verified the agency follows an approval process and tracks staff travel. The monitoring team also reviewed requisition data, purchase orders and reimbursement request documents.

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

- ECSD has strong partnerships with area business and industry organizations and corporations in order to address labor market need and enhance the student learning experience, including:
  - Achieve Escambia (United Way Escambia)

- o FloridaWest Economic Development Alliance
- o Pen Air Federal Credit Union
- o Gulf Power Company
- o Navy Federal Credit Union
- o VT Mobile Aerospace Engineering, Inc.
- o Cox Communications
- ECSD has articulation agreements with Pensacola State College and the University of West Florida.

**J.**     **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

- Perkins core measures were discussed with the Postsecondary Principal and Assistant Principal for measures in which 90% attainment was not satisfied. The compliance team feels that the administration is making the necessary steps towards improvement upon those measures.
- Technical assistance was provided by the compliance team regarding marketing strategies to increase nontraditional student enrollment and completion.

**Secondary Measures:**
- In 2014-15, the agency met or exceeded all secondary measures. Therefore, a PIP was not required.

**Postsecondary Measures:**
- In 2014-15, the agency met or exceeded all postsecondary measures except for the following. Therefore, a PIP was required.
  - o 3A1 Retention or Transfer: Local Actual – 42.07% vs. Local Agreed – 56.56%
  - o 5A1 Non-Traditional Enrollment: Local Actual – 10.71% vs. Local Agreed – 12.81%

**K.**     **STUDENT PERSPECTIVE:** The team met with groups of students; their perspective is presented as a portion of this report.

- Students in the AE and CTE programs represent diverse cultures and ages.
- CTE students were proud of the reputation of their instructional programs and expressed interest in obtaining industry certification and continuing their education at a four-year program or entering into the workforce.
- AE students recognize the importance of obtaining their GED and are aware of the various services that are available to help them meet their education and career goals.
- AE students at the Pathways for Change stated their appreciation for the support services offered by the program.
- Students spoke very highly of their instructors and their programs.

CONCERN AND ACTION
- Concern K1: Students in the Health Science Academy at Pensacola High School expressed a need for new manikins in the classroom. Manikins are worn and there are not enough in the classroom to fit the number of students enrolled in the introductory class (2 manikins for 25+ students).
  - o ACTION: ECSD should replace worn manikins and increase the number of manikins within the classroom.

**L.      PROGRAMS OF STUDY:** As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to Escambia County, Cathy Hammond and Erin Sampson from the Federal and State Initiatives (FSI) section of the DCAE discussed via a conference call, submitted narrative and materials on POS with ECSD staff on Monday, December 5, 2016. A summary of the conference call discussion compiled by the FSI team appears below.

**<u>Applied Cybersecurity (Cybersecurity Academy) Program of Study</u>**

Program Outcomes
- The primary POS, Applied Cybersecurity (Cybersecurity Academy), submitted with the 2014-15 Perkins application, had reported issues with measure 3A1 (Retention) and enrollment data issues.
- Staff reported that there is a continuous issue with skewed enrollment data for this POS due to an administrative requirement at the high school with the largest enrollment in this program, that all ninth graders must take Introduction to IT. Students taking this course must be assigned to a CTE program and Cybersecurity is the only CTE course at that high school. The problem is that all students who take Introduction to IT do not transition into the Cybersecurity Academy. A much smaller number were enrolled in Applied Cybersecurity than was reported to FLDOE, 54 in 2014-15, as compared to 371, and 109 in 2015-16.
  - Staff suggested FLDOE use the Career and Professional Education Act (CAPE) enrollment numbers since it is a better indicator of their enrollment for that program. However, FLDOE staff explained that CAPE data is collected in a different way than data for Perkins reporting purposes and therefore cannot be used as a substitute for Perkins data.
  - Staff also inquired if there is a different program number that can be used for the students who do not have intentions to be enrolled in the Applied Cybersecurity program of study. For CTE programs that share courses, it is up to the district to make the decision as to which CTE program to enroll students in.
- This POS was initiated as a Clock Hour program at GSTC in the spring of 2013-14 and was introduced in secondary during the 2014-15 school year.
- Retention issues in the POS were attributed to students entering the Clock Hour program with a lack of foundational skills necessary for this program. Many students have been enrolling in the other IT programs to build their skill set and then re-enter the Applied Cybersecurity later when they are better prepared. Staff noted that this option has been beneficial to the students.
- Work-based experiences are emphasized at all levels. These were available to the Clock Hour students during the 2014-15 program year, but not yet available at the secondary level during that year due to the newness of the secondary program. Current juniors, who would be in their third year of the program, will be eligible for work experience in the field next year 2017-18.

Secondary to Postsecondary Collaboration and Articulation
- The relationship between secondary and postsecondary on this POS was reported to be very collaborative. There currently are no written district articulation agreements within Escambia County between secondary and postsecondary (GSTC) programs, but the district is considering developing them.

- o The relationship between one of the secondary Cybersecurity programs and the Clock Hour program at GSTC is particularly strong because the high school and the Tech Center are located next to each other. GSTC instructors go into high school classrooms to promote their programs.
  - o Given that the secondary program is only in its third year, it is still too early to know if these students will go on to enroll in the Clock Hour program at GSTC. However, with the development of an annual CyberThon event, co-sponsored by GSTC, along with other community and Tech Center efforts, district staff hope to attract secondary graduates to this program.
- There is also strong community support for this program from community leaders, politicians and local businesses.
- Students in the Clock Hour Cybersecurity program have used an articulation agreement with Pensacola State College to earn college credits in the college's Cybersecurity AS degree program.

Local and Regional Support for this POS
- There is a general push in their community to increase IT programs in local schools. The Applied Cybersecurity program was initiated due to this community interest and the goal of the business partners who want to promote their region as the "Cyber Coast."
- Various agencies, local businesses, professional organizations, CareerSource, Air Force personnel, district and program instructors have collaborated to develop an annual CyberThon event to help promote Cybersecurity and IT within their region. CyberThon is a two and a half day community event "designed to offer high school and college students' hands-on experiences in cyber defense and engagement procedures with instruction from active industry experts" (http://www.afceapensacola.org/index.php/events/cyberthon-2017), along with advising from GSTC instructors.
- There are active advisory councils that meet twice per year with collaboration across the board for the Applied Cybersecurity program as well as IT in general, involving representatives from the secondary level, GSTC, Pensacola State College, University of West Florida, professional organizations, local businesses and local government. This is also true of councils in most program areas.
- Many Career Academies have joint secondary and postsecondary advisory councils to support the integration of work-based learning.

Review Process for POS
- There are active advisory councils that meet twice per year with collaboration across the board for the Applied Cybersecurity program as well as IT in general, involving representatives from the secondary level, George Stone, Pensacola State College, University of West Florida, professional organizations, local businesses, and local government. A new protocol is being implemented in the spring for the college and district personnel within the pathways to meet either before or after the advisory meetings to develop, review, adjust, or renew articulations and other program aspects. Results are shared with secondary and postsecondary teachers.
- Most of the secondary programs are Career Academies. Advisory committees are a part of all the Career Academies and conduct similar reviews to those for the Clock Hour programs.
- Currently, there is no formalized post-graduation process in place to follow up with students about employment/further training or with employers about their graduates' level of skill and

knowledge. However, feedback on students' job performance is gathered from a variety of sources - through agency performance reviews of student interns and employed graduates, the fact that local employers are hiring local graduates, as well as from data on the passage of certifications exams and the quality of projects presented by students. This input is used to improve their programs.

**Programs of Study Overall**

Definition of Program of Study
- Programs of Study were described by the Workforce Education Director as a comprehensive collection of suggested courses in all four academic core subjects, certifications and CTE electives in particular pathways and show what options are available at the tech centers, colleges, and/or universities. The director explained that the actual form is a road map or living document that is interactive and can help track students as they progress through the pathway while building skills.
- The Assistant Principal at GSTC defined a POS as a career pathway that students can move through with different entrance and exit points and subareas that they can move into. These pathways are not just for college-bound students.
- Both the Workforce Director and the Assistant Principal at GSTC understand some concept of a career pathway as across levels with on and off-ramps/exits, but there is some confusion about equating the POS form as a Program of Study instead of as being the pathway that is described on the form.

Secondary and Postsecondary Linkages
- Although there currently are no written articulation agreements between GSTC and secondary programs, it was reported that there is good collaboration across levels in most program areas. Escambia is considering developing written agreements across levels.
  - o FLDOE staff reported that these written agreements are not required in statute. However, FLDOE highly recommends that districts consider developing written policies that operationalize the articulation process within the school district that is available to students and parents. More information and guidance about the development of these agreements can be found at the following links: FLDOE memo on career dual enrollment (https://info.fldoe.org/docushare/dsweb/Get/Document-7681/dps-2016-120.pdf and guidance on development of agreements (https://info.fldoe.org/docushare/dsweb/Get/Document-7682/dps-2016-120a.pdf).
- Staff at GSTC reported struggles to get high school students (staff estimated about 2% of high school students go on to enroll at GSTC) to enroll in programs at GSTC due to the following challenges:
  - o One challenge is the high turnover rate among instructors at GSTC. It is difficult to recruit enough individuals from local industry to become instructors for programs and train them to be instructors.
  - o The second challenge is that there is generally more of a college focus in their area. District staff are working on increasing marketing efforts through a number of initiatives, such as offering tours to high schools touting the opportunities available through GSTC and participating in the district's college/postsecondary application night. The District also hosts a School Choice EXPO in November where parents and students can learn about various programs and their articulations to postsecondary programs.

### Emphasis on Work-Based Learning
- There is a district-wide emphasis on broad, work-based learning experiences across program areas for students in the Career Academies at the secondary level and in the Clock Hour programs at GSTC. It is a major goal of these programs to integrate work-based learning and experiences into programs to ensure that students are given experiences and full preparation to work in their chosen field.

## VIII.   REQUIRED RESOLUTION ACTIVITIES

### ADULT EDUCATION
1. Corrective Action Plan – Escambia County School District is not required to complete an AE Corrective Action Plan.
2. Action Plan – Escambia County School District is not required to complete an AE Action Plan.

### CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – Escambia County School District is not required to complete a CTE Corrective Action Plan.
2. Action Plan – Escambia County School District is required to complete a CTE Action Plan.

## IX.   SUMMARY

Once the fieldwork is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: http://fldoe.org/academics/career-adult-du/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding resolution items have been completed.

On behalf of the department, the monitoring team extends our appreciation to all participants in the ECSD onsite monitoring visit. Special thanks are offered to Dr. Michelle Taylor and Mr. Thomas Rollins for their participation and leadership during this process.

Escambia County School District
Adult Education and Family Literacy
Risk Matrix

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

Agency Name: **ESCAMBIA COUNTY DISTRICT SCHOOL BOARD**
Program type: **ADULT EDUCATION**
Target Year: **2014-2015**
Monitoring Year: **2016-2017**

| Metric | Scaling | Point Value | Points Assigned | Weight | Total Metric Points |
|---|---|---|---|---|---|
| **Total AE Budget Allocated Value** | Upper Quartile | 7 | **3** | X 10 | **30** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| **# AE Grants Value** | 4+ | 7 | **1** | X 8 | **8** |
| | 3 | 5 | | | |
| | 2 | 3 | | | |
| | 1 | 1 | | | |
| **AE Director Change Value** | Yes | 7 | **0** | X 6 | **0** |
| | No | 0 | | | |
| **AE Funds Remaining Point Value** | Upper Quartile | 7 | **7** | X 4 | **28** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| | 0 | 0 | | | |
| **OAG Findings Value** | Upper Quartile | 7 | **7** | X 4 | **28** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| | 0 | 0 | | | |
| | | | | **AGENCY RISK SCORE:** | **94** |

*Compliance monitoring last visit:  AE, Fall 2012
*Data sources used for calculations:  Prior to July 1, 2015

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

Agency Name: **ESCAMBIA COUNTY DISTRICT SCHOOL BOARD**
Program type: **CAREER AND TECHNICAL EDUCATION**
Target Year: **2014-2015**
Monitoring Year: **2016-2017**

| Metric | Scaling | Point Value | Points Assigned | Weight | Total Metric Points |
|---|---|---|---|---|---|
| **Total Perkins Budget Allocated Value** | Upper Quartile | 7 | **7** | X 10 | **70** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| **# Perkins Grants Value** | 4+ | 7 | **3** | X 8 | **24** |
| | 3 | 5 | | | |
| | 2 | 3 | | | |
| | 1 | 1 | | | |
| **Perkins PIP Index Value** | 7.50 – 10.00 | 7 | **0** | X 8 | **0** |
| | 5.00 – 7.49 | 5 | | | |
| | 2.50 – 4.99 | 3 | | | |
| | 0<index<2.50 | 1 | | | |
| | 0 | 0 | | | |
| **Perkins Director Change Value** | Yes | 7 | **7** | X 6 | **42** |
| | No | 0 | | | |
| **Perkins Funds Remaining Point Value** | Upper Quartile | 7 | **5** | X 4 | **20** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| | 0 | 0 | | | |
| **OAG Findings Value** | Upper Quartile | 7 | **7** | X 4 | **28** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| | 0 | 0 | | | |
| | | | **AGENCY RISK SCORE:** | | **184** |

*Compliance monitoring last visit:  CTE, Fall 2012
*Data sources used for calculations:  Prior to July 1, 2015

**APPENDIX B**

Escambia County School District
Resolution Action Plan

| Corrective Action(s) And/or Action(s) | Action or Strategy to Address Findings or Concerns | Agency Response | Person Responsible | Projected Date of Completion |
|---|---|---|---|---|
| Concern K1: Students in the Health Science Academy at Pensacola High School expressed a need for new manikins in the classroom. Manikins are worn and there are not enough in the classroom to fit the number of students enrolled in the introductory class (2 manikins for 25+ students). | ECSD should replace worn manikins and increase the number of manikins within the classroom. | The Workforce Education Department staff contacted the PHS Health Science Academy teacher and collaborated to identify and purchase needed manikins. A total of 25 different manikins were ordered. | Aisha Adkison, Workforce Education Specialist | January 6, 2017 **Status: Complete** On January 9, 2017, ECSD provided invoices for 25 new manikins purchased for the Health Science Academy. |

**Plan submitted by (name and title):** Michelle L. Taylor, Workforce Education Director   **Date:** January 9, 2017

**Plan accepted by:** LaStacia Spencer, Program Specialist IV                                    **Date:** January 9, 2017

**Status of Action Plan (to be completed by FLDOE staff):**

**Date:**                                                      **Status of Plan Completion:**

**Escambia County School District**
**Workforce Education Department**
**Carl D. Perkins Secondary and Postsecondary and Adult Education and Family Literacy Grants**
**Florida Department of Education Quality Assurance and Compliance Monitoring**
**December 5-8, 2016**

**"What's so great about Escambia County?"**

The Carl D. Perkins Secondary and Postsecondary Grants as well as the Adult Education and Family Literacy Grant serve to supplement state and district funds so that Escambia County School District (ECSD) is able to prepare students for the workforce. Through strong district, school and classroom leadership, career and adult education programs are implemented with passion and vision.

At the highest district level, Superintendent Malcolm Thomas, beginning his third four-year term as superintendent, credits quality middle and high school career academies as the educational reform strategy responsible for increasing the ECSD graduation rate nearly 20 points since 2011. At the monthly School Board Special Workshops, students from a middle or high school career academy present their academy to school board members. Each of the 65 career academy's banners are on display around the back walls of the School Board Room. The ECSD Strategic Plan contains goals that support career and technical and adult education.

The Workforce Education Department utilizes strategic planning in the form of an annual "State of Division" report that includes short- and long-term goals, successes, and cost-saving measures. Through strategic planning and implementation, Workforce Education staff are held accountable for continuous progress in preparing students for the workforce.

The Workforce Education Department interfaces with local and regional economic development initiatives including the Greater Pensacola Chamber, FloridaWest Economic Development Alliance, the University of West Florida, and Pensacola State College. The Workforce Education Director serves as the Superintendent's designee for CareerSource Escarosa, Inc. The department also interfaces with numerous community-based organizations, local and state agencies and business and industry groups including

industry and career academy advisory councils. In addition to the operations above, the Workforce

Education Department also serves disadvantaged youth with academic remediation, technical and

employability skills training, and on-the-job training opportunities through the contractual relationship

with CareerSource Escarosa, Inc.--Workforce Innovation and Opportunity Act (WIOA) Youth Program.

It is through this systemic, holistic approach to career and adult education that ECSD has

developed opportunities for students to succeed in their preparation for college and careers.

- 23 PSAV CTE programs
- Approximately 600 full- and part-time student enrollment at GSTC
- More than 50% of middle and high school students are enrolled in a career academy
- Outreach to Escambia County Road Camp (prison) where inmates are enrolled in a Welding program
- Dual enrollment with local high schools where high school students have the opportunity to attend GSTC part-time
- Secondary and postsecondary articulation to Programs of Study at Pensacola State College (example, a Cisco student with an earned certificate can articulate to PSC for an AAS degree)
- Approximately 100 full- and part-time student enrollment in AGE
- Approximately 1,000 co-enrolled high school students
- Provide literacy services in community (Pathways for Change, Molino Park Elementary, Ensley Elementary School)
- Increasing literacy education through community events such as Reimagine Warrington
- Career Academies (65) in all middle and high schools
- School Choice Expo in November showcasing career academies for upcoming year
- 10,000 letters with career academy brochures sent to 5th -10th grade students
- West Florida High School of Advanced Technology-magnet school with wall-to-wall career academies
- Robust student career & technical organization participation including SkillsUSA, FFA, FBLA, BPA, DECA, TSA and HOSA.
- 1,380 industry certifications earned by high school students
- 699 industry certifications earned by middle school students
- 208 industry certifications earned by GSTC students
- Over 20 business advisory councils for career pathways
- Local businesses work cooperatively with our schools and are confident that qualified and trained employees can enter the workforce upon graduation
- MyCareerShines is used to focus on career counseling
- Career Pathways Campaign provides fliers for counselors, students, and parents to inform them of opportunities in high-wage fields
- Strong linkages between labor market and needs
- Work-based learning programs explicitly aligned to career programs
- Increased Junior Achievement activity in middle and high school CTE classrooms

• Annual Career Academy Awards held for outstanding students, teachers, business partners and academies

• Tremendous Public Relations activity for career and adult education.

Additional details for these points are available by contacting Dr. Michelle L. Taylor at 850-469-5304 or

mtaylor4@escambia.k12.fl.us.