



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

Pinellas County School District

March 31, 2017

Final Report



State Board of Education

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April 28, 2017

Dr. Michael A. Grego, Superintendent
Pinellas County Schools
301 4th Street Southwest
Largo, Florida 33770-2942

Dear Dr. Grego:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at Pinellas 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/mws

Enclosure

cc: Mark Hunt, executive director, Career Technical and Adult Education
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Tashi D. Williams, director, Quality Assurance and Compliance
Michael Swift, program specialist, Quality Assurance and Compliance

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Florida Department of Education
Division of Career and Adult Education

**Pinellas County School District
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

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 resolution action plan follow-up strategy for the Pinellas County School District (PCSD) was determined to be an onsite visit. The visit took place in conjunction with another FLDOE monitoring visit to a nearby county. Notification was sent to Dr. Michael A. Grego, superintendent of the Pinellas County School District, on November 21, 2016. The designated representative for the agency was Mr. Mark Hunt, executive director, Career, Technical and Adult Education.

The onsite visit to the agency was conducted on March 31, 2017 by two representatives of the Quality Assurance and Compliance section of the division: Mr. Michael Swift, program specialist IV and Mr. Tashi Williams, director of Quality Assurance and Compliance.

V. PINELLAS COUNTY SCHOOL DISTRICT

Enrollment: (possible duplications at the program level):

Fiscal Year (FY) 2013-14:

Adult Education
8,796

CTE Secondary
43,750 (possible duplication at program level)

CTE Postsecondary
4,299 (possible duplication at program level)

The provider was awarded the following grants for FY’s 2013-14, 2014-15 and 2015-16:

FY 2013-14

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	520-1914A-4CG01	\$ 1,505,915.00	\$ 17,388.89
English Literacy and Civics	520-1934A-4CE01	\$ 277,204.00	\$ 12,426.93
Family Literacy/Corrections	520-1915A-5CC01	\$ 120,342.00	\$ 9,722.15
Perkins Secondary	520-1614A-4CS01	\$ 957,667.00	\$ 168,486.34
Perkins Postsecondary	520-1614A-4CP01	\$ 454,990.00	\$ 2,425.82

FY 2014-15

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	520-1915A-5CG01	\$ 1,065,841.00	\$ 124,510.08
English Literacy and Civics	520-1935A-5CE01	\$ 140,407.00	\$ 3,760.17
Family Literacy/Corrections	520-1915A-5CC01	\$ 100,000.00	\$ 8,076.85
Perkins Secondary	520-1615A-5CS01	\$ 970,565.00	\$ 55,945.12
Perkins Postsecondary	520-1615A-5CP01	\$ 451,788.00	\$ 24,630.65
Department of Juvenile Justice	520-1615A-5CJJ1	\$ 63,071.00	\$ 9,970.78

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	520-1916B-6CG01	\$ 1,065,841.00	\$ N/A
English Literacy and Civics	520-1936B-6CE01	\$ 140,407.00	\$ N/A
Family Literacy/Corrections	520-1916B-6CC01	\$ 100,000.00	\$ N/A
Perkins Secondary	520-1616A-6CS01	\$ 1,069,101.00	\$ N/A
Perkins Postsecondary	520-1616A-6CP01	\$ 550,586.00	\$ N/A

Additional information about the provider may be found at the following web address:
www.pcsb.org

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls, an observation of the classroom named in the resolution action plan and a review of updated district policies and procedures since our initial visit in spring 2016.

Onsite Visits

Members of the team made an onsite visit to the following location:

- Lakewood High School

Entrance and Exit Conferences

Although there was not a formal entrance and exit conference, the monitoring team did discuss the updates to the district's dual enrollment (DE) policies and procedures, and completion of the resolution action plan with Mr. Mark Hunt while on site.

VII. RESULTS

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

- The district provided the monitoring staff with an updated DE articulation agreement between the PCSD and Pinellas Technical College (PTC). The newly implemented articulation agreement included the addition of updated student eligibility requirements for participation in the DE program. Included in the new articulation agreement is the requirement that all students admitted into the DE program must have a minimum grade point average (GPA) of 2.0.
- The district had previously admitted students with less than a 2.0 GPA, but they are now abiding by the new student eligibility requirements for participation in a DE program.
- PCSD updated their DE policies and procedures to acknowledge that all career DE students be tested utilizing a basic skills examination within the first six weeks of admission into the program. The acceptable exam to meet this requirement is the Test of Adult Basic Education (TABE).
- The district provided an updated list of students who have been TABE tested for the current school year. The list was forwarded to the FLDOE Career and Adult Education data team.

- The monitoring team reviewed the updated list of entrance test exemptions within the DE articulation agreement. PCSD has included an exemption clause for students with self-declared disabilities.
- The monitoring team reviewed the updated district DE articulation agreement with PTC, and it was determined that the district had met the requirements set forth by the resolution action plan.

B. 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.

- The monitoring team conducted a follow-up visit to an agribusiness classroom at Lakewood High School to observe the updated facility layout of the classroom. The team observed that electrical outlets and extension cords that were previously hanging from the ceiling had been modified. The classroom now has electrical boxes at ground level that prevent possible safety hazards for students in the room.
- The classroom still appeared to be cluttered, but after careful review of the room the monitoring team concluded that no other violations of law were present.

XIII. SUMMARY

Once the follow-up visit 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 Pinellas County School District resolution action plan follow-up monitoring visit. Special thanks is offered to Mr. Mark Hunt for his participation and leadership during this process.

APPENDIX A

Pinellas County School District
Adult Education and Family Literacy
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: PINELLAS COUNTY DISTRICT SCHOOL BOARD					
Program type: ADULT EDUCATION					
Target Year: 2013-2014					
Monitoring Year: 2015-2016					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					166

*Compliance monitoring last visit: AE, Spring 2012

*Data sources used for calculations: Prior to July 1, 2014

Pinellas County School District
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: PINELLAS COUNTY DISTRICT SCHOOL BOARD					
Program type: CAREER AND TECHNICAL EDUCATION					
Target Year: 2013-2014					
Monitoring Year: 2015-2016					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total Perkins Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	<u>X 8</u>	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					150

*Compliance monitoring last visit: CTE, Spring 2012

*Data sources used for calculations: Prior to July 1, 2014

APPENDIX B

Pinellas County School District
Resolution Action Plan
2015/2016 Monitoring Year

Corrective Action(s) and/or Action(s)	Action to Address Findings	Agency Response	Person Responsible	Status of Corrective Action
<p>Finding B1: Statutory authority section 1007.271(3), Florida Statutes (F.S.), - Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to S.1007.271(21), F.S.</p>	<p>Recommendation B1: Increase student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses to include an unweighted high school grade point average of 2.0 as required by Florida Statute. Exceptions to the enrollment articulation agreement would need to be treated using the same method as any other articulation agreement needing district approval.</p>	<p>The articulation agreement requirement was not interpreted to mean and agreement between a district board and the post-secondary institution operated by that same board. An articulation agreement is being developed and will be submitted to the district school board in May 2016.</p> <p>Some students were permitted to enter the dual enrollment opportunity with a GPA below 2.0 in an effort to encourage better performance and to connect students to a post-secondary career pathway. This was done in an effort to expand opportunities to minority and disengaged students.</p> <p>Specific GPA requirements and possible exceptions will be part of the district articulation agreement with the district technical college under development.</p>	<p>Mark Hunt</p>	<p>Modifications to the Dual Enrollment program policies and procedures have been made. An articulation agreement between the school district and the technical college has been completed and approved.</p> <p>COMPLETED-6/7/16</p>
<p>Finding B2: Statutory authority section 1004.91(2), F.S., Requirements for career education program basic skills. (2) Students who enroll in a program offered for career credit of 450 hours or more shall</p>	<p>Recommendation B2: Require students to complete an entry-level basic skills examination within the first 6 weeks after admission into</p>	<p>This element of statute was intended to identify adult students – no longer in school – that were in need of academic remediation in order to perform successfully in their chosen career field. High school dual enrolled students are concurrently</p>	<p>Mark Hunt and school testing staff.</p>	<p>All dual enrolled students have been TABE tested. TABE testing requirements have been added to the dual enrollment program articulation agreement</p>

<p>complete an entry-level examination within the first 6 weeks after admission into the program.</p> <p>Statutory authority section 1011.80 (10), F.S., Funds for operation of workforce education programs. (10) – A student may not be reported for funding in a dual enrollment workforce education program unless the student has completed the basic skills assessment pursuant to Section 1004.91.</p> <p>Statutory authority, Rule 6A- 10.040, Florida Administrative Code (F.A.C.), Basic Skills Requirements for Postsecondary Career and Technical Certificate Education. (1) Students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program.</p>	<p>CTE programs with a length of 450 hours or more unless the student has a valid exemption in State Board of Education Rule.</p>	<p>engaged in academic preparation and must be on track for high school graduation to enter and remain in dual enrollment. Florida high school graduates are exempt from the entrance-testing requirement. Under this circumstance, dual enrolled students should be exempt from entrance testing.</p> <p>All current dual enrolled students are either completing the entrance-testing requirement or are documenting concordant scores on appropriate exams for exemption.</p> <p>All future career dual enrolled students will meet the entrance testing requirement or provide documentation for concordant score exemptions as defined in the career dual enrollment articulation agreement.</p>		<p>COMPLETED-6/7/16</p>
<p>Finding B3: Statutory authority, Rule 6A- 10.040, F.A.C., Basic Skills Requirements for Postsecondary Career and Technical</p>	<p>Recommendation B3: Adopt a policy addressing procedures for exempting eligible adults with</p>	<p>Appropriate policy will be implemented.</p>	<p>Mark Hunt</p>	<p>Appropriate language for exempting student with disabilities has been added to the dual enrollment articulation agreement.</p>

<p>Certificate Education. (4) - Each school district and Florida college institution must adopt a policy addressing procedures for exempting eligible adults with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), F.S.</p>	<p>disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), F.S.</p>			<p>COMPLETED- 6/7/16</p>
<p>Finding E1: Authority: Life Safety Code 101 (includes schools and colleges) Florida Fire Authority Prevention Code, National Fire Protection Association 1 (NFPA1)- Chapter 60 and 66.</p>	<p>Recommendation E1: Assure that exposed wires and extension cords are out of the way of students and individuals who may trip over them or inadvertently be electrocuted.</p>	<p>Discussed the concern and finding with Erin Savage, Lakewood High School Principal and Robert Hawkins, district content supervisor. Mrs. Savage will immediately discuss the concern with the teacher and the appropriate site-based personnel to reaffirm district policy prohibiting the use of electrical extension cords in a manner that could pose a possible trip or electrocution hazard. Mr. Hawkins will follow-up with the teacher to determine if additional training is necessary for the proper use of electrical extension cords and the district policies governing use of such.</p> <p>Collaborative efforts with Mrs. Savage, Mr. Hawkins and the Lakewood agribusiness teacher will determine if changes to the placement of electrical outlets in the agribusiness classroom/lab are warranted.</p>	<p>Mark Hunt Erin Savage Robert Hawkins</p>	<p>Modifications to the teacher practices and facility layout have been made to prevent a reoccurrence of this hazard.</p> <p>COMPLETED- 6/30/16</p>