



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Hardee County School District

December 3 - 6, 2018

Final Report

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Florida Department of Education
Division of Career and Adult Education

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

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for 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 FDOE 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. 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).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2018-2019 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 2018-19 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 Hardee County School District (HCSD) was determined to be an onsite visit. Notification was sent to Mr. Bob Shayman, superintendent, Hardee County School District on August 3, 2018. The designated representative for the agency was Ms. Meredith Durastanti, director, AVID, Career, Technical and Adult Education.

The onsite visit to the agency was conducted December 3 - 6, 2018. The two representatives of the division present during the visit were program specialists, Mr. Michael Swift and Mrs. Christine Walsh of the Quality Assurance and Compliance section.

V. HARDEE COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Secondary – 2,174

AE: 137

The provider was awarded the following grants for FY’s 2016-17, 2017-18 and 2018-19:

Finance

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	250-1917B-7CG01	\$ 124,391.00	\$ 1,437.08
Perkins CTE Secondary	250-1617A-7CS01	\$ 72,289.00	\$ 9,492.15
Perkins CTE Rural	250-1617A-7CR01	\$ 24,985.00	\$ 1,647.89

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education*	250-1918B-8CG01	\$ 89,740.00	\$ N/A
Perkins CTE Secondary	250-1618A-8CS01	\$ 72,983.00	\$ 4,018.52
Perkins CTE Rural	250-1618A-8CR01	\$ 25,923.00	\$ 1,968.35

FY 2018-19**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	250-1919B-9CG01	\$ 89,740.00	\$ N/A
Perkins CTE Secondary	250-1619B-9CS01	\$ 68,087.00	\$ N/A
Perkins CTE Rural	250-1619B-9CR01	\$ 23,538.00	\$ N/A

*FY 2017-18 final project disbursement reports not yet complete as of this writing

** FY 2018-19 final project disbursement reports will not be available until the end of the program year

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

<http://www.hardee.k12.fl.us/>

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- HCSD Adult and Career Education office
- Hardee High School (HHS)

Entrance and Exit Conferences

The entrance conference for HCSD was conducted on December 3, 2018. The exit conference was conducted on December 6, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Meredith Durastanti	Director, AVID, CTE, AE	X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews

Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 30 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

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

- The HCSD CTE and AE programs are both managed by the same program director. Although relatively new to her position, the program director has a good understanding of the operations of both the CTE and AE programs.
- Due to the size of the district, the program director benefits from having open lines of communication with all functions of the district including finance, procurement and data and assessment.

- The new administration has worked to create and update multiple policies and procedures that will provide for more effective management of their federal grants and introduce better review practices for the CTE and AE programs.
- The CTE and AE program director has developed a healthy working relationship with her FDOE grant manager, and administrative staff and instructors participate in FDOE sponsored training events as well as professional development trainings offered by the district.
- HCSD is part of the Heartland Educational Consortium (HEC). HCSD also subcontracts with the Panhandle Area Educational Consortium (PEAC). Both HEC and PEAC are a Florida legislatively created education consortium for small school districts that provides them with additional trainings and resources that they may not readily have access to.

B. DATA AND ASSESSMENT: 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.

- HCSD utilizes the FOCUS® system to input student attendance and grades.
- The district does have policies and procedures for data collection. As a result of a previous audit finding, the new CTE director created a CTE guide that included an updated and streamlined process for teachers and administrative staff for the submission of student data to FDOE. It was recommended that a similar guide be created for the AE program.
- The National Student Clearinghouse® is utilized by the district to track and follow students post-graduation once they have moved on from the district. This provides invaluable data to the district in regards to a student's career path once they leave HCSD. This data allows the district to conduct thorough program valuations in order to align with workforce needs and trends.
- HCSD has staff with specific duties and responsibilities for data collection, entry and verification. The district has internal controls that ensure each individual has access to only a specific part of the management information system (MIS) to prevent too many people from being able to view sensitive student data.
- HCSD and the monitoring staff discussed secondary performance measures for the 2016-17 school year in which state mandated performance goals were not met. The program improvement plan (PIP) located within the secondary education grant was also reviewed and discussed with the CTE director.
- Upon review of student performance data, it was discovered that the district had multiple students listed as AGE non-completers who should have been given credit for literacy completion point (LCP) gains. This resulted in a finding.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that HCSD listed multiple students as AGE non-completers who should have been reported to FDOE with LCP gains All student level data was made available to the FDOE monitoring staff upon request while onsite.
 - Corrective Action B1: HCSD recently attended and completed the FDOE sponsored AGE Data Reporting workshop with neighboring Hillsborough County School District in May of 2018. HCSD also conducted in-house data clerk training in September of 2018. Documentation of sign-in sheets, training materials and agendas have been provided to the monitoring staff, and it was determined that these training events will serve as sufficient corrective action for the finding. No further action is required for this finding.

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

- The district has a partnership with South Florida State College (SFSC) that provides students with the opportunity to choose from 11 different programs on the college campus.
- HCSD is looking to add new programs that will be more beneficial to the students within the district and meet the future employment needs of the local region.
- Teacher retention within the AE programs is a non-factor, but the district has noted that it is more difficult to find qualified CTE professionals who are willing to leave industry jobs to come teach at the district. To combat this issue, the district has increased incoming teachers' starting salary to a wage well above the average salary earned within the county. Also, there has been a focus on increasing the training and teaching resources available for new teachers.
- All test of adult basic education (TABE) and comprehensive adult student assessment system (CASAS) test proctors are certified in accordance with the guidelines set by FDOE and each individual testing company.
- The CTE and AE programs are well received locally, but the new administration is making it a priority to further increase the awareness of all program offerings to the local community.
- The district conducts annual program reviews to determine which programs are most beneficial to the students and district. Multiple programs have been flagged to be replaced, or to add additional certifications to programs that will reach a broader range of students and be of higher benefit to the student post-graduation.

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.

- HCSD made only three capitalized, grant funded equipment purchases over the course of the past three fiscal years.
- HCSD has a technology plan that includes policies on new equipment acquisition, equipment safety/storage and disposal of old inventory.
- Equipment is inventoried annually, and property valued at \$1,000 or greater receives a numbered inventory identification tag. The monitoring team reviewed the district's inventory management system to ensure that it included all of the necessary information as required by federal law.
- There have been no reports of stolen or lost equipment over the previous three fiscal years.

E. **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 (OEEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEEO at 850-245-0511.

F. **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.

- Sample advisory committee minutes, agendas and sign-in sheets

- District procurement/purchasing records
- Employee travel records
- District policies and procedures for finance and procurement
- HCSD data resource manual
- District technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Student data records
- Internal control policies
- Policies on dual enrollment
- District infrastructure cost agreement with Career Source Heartland (CSH)
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- District and program sponsored training and records – sign in sheets, agendas, etc.
- Inventory records for all grant funded equipment purchases

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.

- HCSD has financial policies and procedures in place to ensure the efficient cash management of CTE and AE grant funds.
- The monitoring staff reviewed financial records such as district T&E reports, procurement records and travel documents.
- The CTE and AE program director has access to real-time records of all fiscal transactions toward their federal grants. The director and the district finance department are in constant contact with each other to ensure that expenditures are allowable within the scope of a particular grant and in alignment with program needs.
- All purchases made with CTE and AE grant funds go through a multi-tiered approval process that is dictated by the dollar amount of the purchase.
- HCSD has board approved travel policies and procedures that allow the district to reimburse mileage and meal per diem to its employees at rates that are not in accordance with those required within F.S. 112.061 and the FDOE Green Book, Section C-21. Statute 112.061(14) does allow for school districts to “establish rates that vary from per diem provided in paragraph (6)(a), the subsistence rates provided in paragraph (6)(b), or the mileage rate provided in paragraph (7)(d) if those rates are not less than the statutorily established rates that are in effect for the 2005-2006 fiscal year.”
- Upon review of district travel records it was discovered that the district was reimbursing meal allowances at a higher rate than what is allowed by their district approved travel policies and procedures.

FINDING AND ACTION

- Finding G1: F.S. 112.061(14)(a) gives district school boards the authority to vote on and approve mileage reimbursement rates and meal per diem in excess of what is required in state law. HCSD voted and approved a mileage reimbursement rate at two cents below the maximum Federal standard rate, and approved a meal per diem rate at two dollars below the Federal standard rate. Upon review of district travel records, the provider reimbursed meal allowances to grant funded travelers at rates inconsistent with their local, district approved travel policies and procedures. Of the travel records reviewed, the monitoring staff

discovered two employees who were reimbursed at rates that were above the allotted meal per diems. Both travelers were reimbursed one dollar above what is mandated in their local travel policies and procedures.

- Corrective Action G1: HCSD must utilize the district approved mileage reimbursement and meal allowances on all grant funded travel moving forward. A sample of travel reimbursement documents must be submitted to the monitoring team lead after their next grant funded trip to show compliance with state law and district travel policy.

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.

- HCSD has numerous collaborations 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:
 - South Florida State College
 - Heartland Career Source
 - Panther Youth Program
 - Florikan
 - Vocational Rehabilitation
 - and other area businesses that serve as guest speakers, advisory board members, and provide support for the CTE programs as needed
- HCSD has advisory boards for all CTE programs that meet regularly.

I. 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.

Secondary Performance Indicators 2016-17

In 2016-17 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:

- 1S1 Academic Attainment – Reading: Local Actual 75.32% vs. Local Agreed 85.12%
- 1S2 Academic Attainment – Math: Local Actual 84.21% vs. Local Agreed 94.94%
- 6S1 Non-traditional Enrollment: Local Actual 25.91% vs. Local Agreed 40.02%

J. PROGRAMS OF STUDY:

Implementation of Programs of Study

As part of the DCAE assistance process, all agencies selected for a monitoring visit each project year will provide additional information 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. Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the DCAE reviewed the submitted narrative and materials on POS and followed-up with Hardee County School District (HCSD) staff as needed. A summary of the information provided by the agency on POS compiled by the FSI staff member appears below.

Program of Study: Administrative Office Specialist (secondary)/Office Administration A.S. (postsecondary)
Program Basics

- In 2014-15, the HCSD began a process of converting CTE programs into full Programs of Study. Teachers, guidance counselors, CTE administrators, and the Dean of CTE at SFSC were collaborators on this effort.
- In 2016-17, the Administrative Office Specialist (AOS) program was identified as a potential POS that would also be a substitution for an existing Gaming/Simulation program. The Gaming/Simulation program had come under scrutiny in 2015-16 due to low enrollment; high costs associated with software, textbooks, and computer repairs; and perceptions of students that the program had low real-world relevance. After further discussion and reviewing the FDOE's Administrative Office Specialist Curriculum Framework, the District collaborated with SFSC to develop credit articulation. HCSD, SFSC, and CareerSource Heartland identified and implemented a Gold Standard Articulation Agreement that would articulate credit coming from the AOS program's Microsoft Office Specialist certification to the Office Administration AS program at SFSC.
- The program is currently active at HCSD's one middle school and one high school. Hardee Junior High now offers five classes of Digital Info Technology, and Hardee Senior High offers three classes of Administrative Office Technology 1 and two classes of Administrative Office Technology 2.
- For the 2019-20 school year, the advisory board has decided to add another course to the program, Business Software Applications 1, so that students in the program can earn an additional Occupational Completion Point.

Certification Selection

- In spring 2017, the advisory board discussed adding another certification that could be earned in this program in addition to the Microsoft Office Specialist Bundle. The certifications considered were Intuit's QuickBooks certification and Adobe's Digital Design Suite certification. Students were surveyed on their preference and further discussions led the advisory board to add the certification to QuickBooks in the 2017-18 school year.

Career and Technical Student Organization Participation

- Fifteen students enrolled in HCSD participated in a regional Future Business Leaders Association conference, a number of which were from the AOS program. Competitions at this conference relevant to the AOS program conference included Word Processing and Health Care Administration.

Program Outcomes in 2016-17

- Seventy-six students were enrolled in the AOS program at the high school.
- Sixty-eight students earned the AOS's Microsoft Office Suite Bundle certification. Additionally, five students earned the more rigorous Microsoft Office Specialist Master certification.
- Forty-three percent of students enrolled in the program were male, even though this program was identified as non-traditional for males by the National Alliance for Partnerships in Equity, exceeding the average male enrollment for this program across the U.S., which is 25% or less male.

Partnerships and Collaboration

Local Advisory Council

- The advisory council presiding over the AOS program in 2016-17 was chaired by a teacher from Hardee Senior High and had members from a fertilizer and supply company, a citrus and cattle company, a logistics company, a marketing management company, a hospital and a bank.

- Advisors take an active role in reviewing and making recommendations on course selection, technical and employment skills, certification choice and preparation, student performance and equipment/text book purchases.
- The AOS Advisory Council took an active decision-making role during the conversion of the Gaming/Simulation program to the AOS program. This transition required input and coordination from its members to weigh the costs/benefits of the Gaming/Simulation program, decisions as to whether to close the program, a review of the Curriculum Framework for the AOS program, and a determination of course sequencing, learning objectives, certifications and credit articulation with SFSC.

Secondary and Postsecondary Collaboration

- The AOS program was developed in collaboration with representatives from SFSC and an articulation agreement, based on a statewide agreement for this program, was developed for students to receive postsecondary credit from the program by earning the Microsoft Office Specialist certification.
- The AOS high school teacher consults with a SFSC Micro Computers professor, a program that has enrollment of a number of graduates from the AOS program. The AOS teacher and the Micro Computers professor discuss whether students coming from high school are adequately prepared for postsecondary rigor.

Programs of Study Overall

Program Review Process

- POSs are reviewed yearly by program advisory councils. In addition, the CTE District Director works directly with CTE teachers throughout the year to discuss program status and plans.

Promotion of CTE

- HCS D hosts a Parents Night every year in March, prior to students registering for the next year's classes. At this event, CTE teachers present to incoming eighth graders an overview of their programs. In addition, students in grades 8-11 receive a CTE promotional booklet that details CTE programs available and the respective industry-recognized certifications offered in those programs. Promotion also takes place through articles published in a local newspaper and during announcements that take place during school lunches.

Local Challenges

- Due to the District's population size, HCS D reported difficulty placing students in work-based learning internships. While currently unsuccessful, negotiations have been ongoing with a local chemical supply company to place students in work-based learning experiences. The Director of the Hardee County Chamber of Commerce has been brought on as a new Advisory Council member and there is hope that this will facilitate the establishment of future work-based learning experiences.
- Additionally, HCS D has had difficulty hiring an additional secondary high school teacher for the AOS program so that more courses can be offered in this program. A teacher shortage across the District has led them to use dual coding for a number of courses.

Technical Assistance Request

- HCS D requested technical assistance regarding permissible ways that CAPE funds earned by the AOS program could be spent to benefit students.

XIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – HCSD is required to complete a CTE Corrective Action Plan.

ADULT EDUCATION

1. Corrective Action Plan – HCSD is required to complete an AE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. 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-edu/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the HCSD onsite monitoring visit. Special thanks is offered to Ms. Meredith Durastanti for her participation and leadership during this process.

APPENDIX A

Hardee 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: HARDEE COUNTY DISTRICT SCHOOL BOARD					
Program type: CTE					
Target Year: 2016-2017					
Monitoring Year: 2018-2019					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	1	<u>X 6</u>	6
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	5	<u>X 4</u>	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	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					190

Data sources used for calculations: Prior to July 1, 2017

Hardee County School District
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: HARDEE COUNTY DISTRICT SCHOOL BOARD					
Program type: AE					
Target Year: 2016-2017					
Monitoring Year: 2018-2019					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	<u>X10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	3	<u>X 8</u>	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Change in Adult Education Program Director from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Adult Education Performance Targets	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Agency Risk Score					180

Data sources used for calculations: Prior to July 1, 2017

APPENDIX B

Hardee County School District
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; F.S. 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that HCSD listed multiple students as AGE non-completers who should have been reported to FDOE with LCP gains All student level data was made available to the FDOE monitoring staff upon request while onsite.</p>	<p>Corrective Action B1: HCSD recently attended and completed the FDOE sponsored AGE Data Reporting workshop with neighboring Hillsborough County School District in May of 2018. HCSD also conducted in-house data clerk training in September of 2018. Documentation of sign-in sheets, training materials and agendas have been provided to the monitoring staff, and it was determined that these training events will serve as sufficient corrective action for the finding. No further action is required for this finding.</p>			
<p>Finding G1: F.S. 112.061(14)(a) gives district school boards the authority to vote on and approve mileage reimbursement rates and meal per diem in excess of what is required in state law. HCSD voted and approved a mileage reimbursement rate at two cents below the maximum Federal standard rate, and approved a meal per diem rate at two dollars below the Federal standard rate.</p>	<p>Corrective Action G1: HCSD must utilize the district approved mileage reimbursement and meal allowances on all grant funded travel moving forward. A sample of travel reimbursement documents must be submitted to the monitoring team lead after their next grant funded trip to show compliance with state</p>	<p>The Hardee County School District believes they are in compliance with G1.</p> <p>Excerpts from Section 112.061 Florida Statutes. - (14) allows school districts to set travel mileage and meal rates higher than regular rates if the School Board has adopted rules (policy)</p>	<p>Meredith Durastanti, Director of AVID, CTE, and Adult Education</p>	<p>Immediate Action</p>

<p>Upon review of district travel records, the provider reimbursed meal allowances to grant funded travelers at rates inconsistent with their local, district approved travel policies and procedures. Of the travel records reviewed, the monitoring staff discovered two employees who were reimbursed at rates that were above the allotted meal per diems. Both travelers were reimbursed one dollar above what is mandated in their local travel policies and procedures.</p>	<p>law and district travel policy.</p>	<p>Hardee County School Board policy number 6.01: sets the mileage rate at 2 cents below the Federal rate and sets the meal rate at \$2 below the Federal rate. The policy was adopted in 2005 and was revised in 2011. Documentation has been provided.</p>		
<p>Plan submitted by (name and title): Meredith Durastanti, Director of AVID, CTE and Adult Education Hardee County School District Date: 1/18/19</p> <p>Plan accepted by: _____ Date: _____</p>				
<p>Status of Action Plan (to be completed by FDOE staff):</p>				
<p>Date:</p>	<p>Status of Plan Completion:</p>			

ATTACHMENT A

Hardee County School District “Brag Page”



The Hardee County School District has one high school, one middle school, and one Adult Education facility that serve over 2,700 students through AE and CTE Programs.

The mission of Hardee County School District’s CTE Programs is to prepare students of all ages for high-wage, high-skill, and high-demand careers in established and emerging industries.

CTE offers vocational programs at both Hardee Junior High (HJH) and Hardee High School. Career and technical programs of study are designed to supplement the core academics for all students and are counted as elective graduation requirements. CTE programs introduce students to educational pathways that allow them to explore their interests and careers while in middle and high school.

One of the goals of a CTE program is to give students the ability to gain industry-recognized credentials while still in high school. Students have an opportunity to earn the following industry certifications: **Agricultural Associate, Agricultural Systems Associate, Agritechnology, Agricultural Biotechnician, Animal Science Specialist, ServSafe (Culinary), Microsoft Office Specialist, Certified Nursing Assistant (CNA), Emergency Medical Responder (EMT), Certified EKG Technician, Early Childhood Professional Certificate (ECPC), Automotive Maintenance and Light Repair, Administrative Office Specialist, Administrative Office Specialist Master, QuickBooks and Carpentry Level 1.** Eighth grade students have the opportunity to earn high school credit by taking Digital Information Technology (begin Microsoft Office certifications) and Agritechnology Foundations which is the first course for the Agritechnology and Agricultural Biotechnician programs and provides the opportunity to earn an Agricultural Systems Associate Certification. Additionally, Junior High students can begin preparation for these programs during sixth grade with basic technology and agricultural courses.

Through the CTE programs, there has been a noteworthy increase in industry certifications earned:

- ✓ 132% Increase from 2015-16 to 2016-17
- ✓ 38% Increase from 2016-17 to 2017-18
- ✓ 222% Increase from 2015-16 to 2017-18

Students are very active in **Future Farmers of America (FFA)**, **Health Occupation Students of America (HOSA)**, **Future Business Leaders of America (FBLA)**, **Air Force Junior ROTC** and **Alpha Zeta Pi (STEM)**. Our students have competed in state competitions for FFA, HOSA, and FBLA. The 2016-17 HHS Livestock Judging won the state competition and competed in the national competition.

Students are also very active and competitive in the local, Regional, State, and International Science Fair. Only 12 high school and 12 middle school students from the Regional Science Fair are selected to participate in the State Science Fair each year. For every year that HJH and HHS have participated in the Regional Science Fair, both schools have had students selected to present their projects at state. Only 2 high school students are selected to compete at the International Science Fair and HHS has had students selected for this prestigious honor.

One of our Junior ROTC Cadets was selected for the Chief of Staff of the Air Force Private Pilot Scholarship Program. She will be going to a college or university during the summer of 2019 to learn to fly and earn a private pilot's license. This scholarship includes, tuition, flight training, books, fees, & room and board. It is valued at \$25,000.

Six summer internships at Florikan are available for students in the Agricultural Biotech program. The Automotive Maintenance Program is accredited through 2023 by National Automotive Technicians Education Foundation (NATEF). The CTE programs are supported throughout the community. The Health Science, Building Construction and Agricultural Programs have all received significant donations to support and enhance their programs. All the CTE programs have Advisory Boards with local community and business members.

The Hardee County Adult Education Program (HCAE) provides an excellent opportunity for people who need to improve their academic skills and earn a high school diploma. Our purpose is to prepare students for continuing education so he/she can obtain a job or improve their employment options.

We feel students should acquire basic skills in the areas of language arts, math, social studies, and science. These basic skills together with enriching experiences in career exploration, guidance, and technology skills, will provide opportunities for total development. We believe a well-rounded program will assist the student in competing in a global society.

Hardee County Adult Education (HCAE) offers Adult Basic Education, GED Preparation and Adult English for Speakers of Other Languages (ESOL). We provide an open-entry/open-exit enrollment process with morning, afternoon and evening classes. The types of classes offered are classroom, teacher led instruction with an open laboratory. The services provided assist students to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency. We assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training including career pathways. We also assist English language learners to improve their reading, writing, speaking and comprehensions skills in English.

Through the AE program, there has been a significant increase in GED's earned:

- ✓ 40% Increase from 2015-16 to 2016-17
- ✓ 114% Increase from 2016-17 to 2017-18
- ✓ 200% Increase from 2015-16 to 2017-18

