Quality Assurance and Compliance
Virtual Desk Monitoring Review
for
Career and Technical Education

Seminole County Public Schools

February 22 - 26, 2021

Final Report

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Florida Department of Education
Division of Career and Adult Education

Seminole County Public Schools
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) Strengthening Career and Technical Education for the 21st Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2020-21 Core Monitoring Guide, which is still under review.

III.   QUALITY ASSURANCE CORE MONITORING GUIDE

The Quality Assurance Policies, Procedures and Protocols manual was discontinued after the 2019-20 program year. The Quality Assurance and Compliance section will now operate from the Core Monitoring Guide (CMG). The guide provides a summary of each Core Activity and objective of the monitoring design and process.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and

consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The QAC section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for Seminole County Public Schools (SCPS) was determined to be a virtual desk monitoring review (VDMR). Notification was sent to Dr. Walt Griffin, superintendent, Seminole County Public Schools on December 1, 2020. The designated representative for the agency was Dr. Shawn Gard-Harrold.

The representative of the division conducting the VDMR was program specialist, Mr. Michael Swift of the Quality Assurance and Compliance section.

V.   SEMINOLE COUNTY PUBLIC SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2018-19
CTE (possible duplication at program level): Secondary – 37,071

The provider was awarded the following grants for FY's 2018-19, 2019-20 and 2020-21:

Finance
FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	590-1619B-9CS01	$ 563,522.00	$ 0.00

FY 2019-20

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	590-1610B-0CS01	$ 650,859.00	$ 0.00

FY 2020-21*

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	590-1611B-1CS01	$ 576,738.00	$ N/A

* Final project disbursement reports not available at the time of this writing.

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

VI.   MONITORING ACTIVITIES

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

Onsite Visits
No onsite visits were made during the VDMR process.

An introductory teleconference for SCPS was conducted on February 22, 2021. The exit teleconference was conducted on February 26, 2021. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Shawn Gard-Harrold	Executive Director, ePathways	X	X
Jill Fierle	Coordinator, ePathways	X	X
Jamee Minnetto	Director, Federal Projects & Resource Dev.	X	X
Jenna Guerrido	Manager, CAPE Quality	X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X
Orion Price	Program Specialist, QAC, FDOE	X	X

Interviews
SCPS administrators were available via teleconference for interviews, if necessary.

Records Review
Program, financial and administrative records were reviewed. A complete list is provided in section VII, item F. 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.

- SCPS has a dedicated grant manager that works directly with CTE administrative staff and the director of federal projects in the creation, submission and subsequent management of their federal Perkins grants.
- SCPS worked with a local consulting firm as well as many community stakeholders to complete their comprehensive local needs assessment (CLNA). The district felt it was advantageous to work with a consulting firm because they would be able to receive an unbiased and honest opinion of their CTE program, as well as how the program meets the needs of the local workforce.
- The CTE grant manager works with the program director(s) and advisory committee(s) to access the outcome of their CLNA, and to determine what program needs will be addressed within the grant.
- Weekly and quarterly meetings are held to discuss and assess the current financial standings of their Perkins grant to ensure that all goals and expectations are being met.

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.

- SCPS utilizes the Skyward® system as their integrated management information system (MIS).
- District ePathways staff attends the annual Florida Association of Career and Technical Education (FACTE) conference. The district also participates in regular calls and trainings

with FDOE, then disseminates any new information back to school personnel via local training sessions related to data collection, assessment and follow-up.

- Data entry personnel at each school manually calculates and inputs student records into the MIS. Data error reports are run before the records are submitted to the state, and any errors are verified and corrected by the ePathways team.
- All of the data elements required of their local MIS were included in the system and verified during the desk review.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA).
- SCPS has policies, procedures and job aids to assist data entry personnel with interpreting, reconciling and entering student records into the MIS.
- Samples of CTE student data were reviewed and verified for accuracy as part of the VDMR. No errors were found. All student records were provided by SCPS.

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

- SCPS offers 57 career and professional education (CAPE) academies from middle school through high school. The aim is to introduce students to base level programs as early as possible, and for middle school students to matriculate into high school CTE programs with the possibility of enrollment into a postsecondary program. SCPS is also the second largest virtual school in the state behind Florida Virtual School.
- The district has numerous outreach programs to attract non-traditional and at-risk student populations. The At-Risk Youth Experience is solely dedicated to helping students who have been removed from school get back on track with their education. SCPS also has programs such as Women in science, technology and math (STEM) and the Girls Camp to get female students interested in CTE programs.
- SCPS offers CTE students multiple opportunities to participate in additional learning activities outside of the classroom such as internships, pre-apprenticeship and dual enrollment with Seminole State College of Florida. The district also has an agreement with The Academy of Construction Technologies pre-apprenticeship program.
- CTE administrators and instructors participate in ongoing trainings provided by the state, as well as annual professional development through the district.
- No reasonable services and accommodations are denied to those students who self-declare a disability. SCPS student support services works with disabled students and their parents to ensure their individual needs are being met.
- CLNA advisory boards will provide ongoing consultation to CTE administrators on how to continually increase the impact and outreach of their programs.

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.

- All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system. The inventory management system was verified during the VDMR.
- The district has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- Two reports of lost/stolen equipment were indicated, and supporting documentation was appropriately provided for review as part of the VDMR.
- Although no onsite visits took place over the course of the VDMR, equipment and inventory was verified via samples of procurement records and pictures.

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 (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 850-245-0511.

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.

- Size, scope and quality review
- CLNA
- MIS data quality checklists
- MIS training aids
- District policies and procedures for finance and procurement
- District technology plan
- Student and employee handbooks
- Inventory records and pictures
- Procurement records
- Memorandums of Understanding (MOUs) and articulation agreements
- Internship and pre-apprenticeship agreements
- Advisory committee records – agendas, sign in sheets, etc.
- CTE student data review

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.

- PeopleSoft® is used as the district's Enterprise Resource Planning (ERP) system.
- The district has financial policies and procedures in place to ensure the efficient management of CTE grant funds.
- Monetary expenditures written into the Perkins grant is predicated off the CLNA, advisory board recommendations and program needs. Regular meetings are held to address the current financial standings of a grant, and to determine if an opportunity to re-direct funds, via grant amendment, is possible.
- Procurement policies are in place to ensure resourceful and economical spending when purchasing equipment and inventory with grant funds. Each purchase goes through an electronic approval process in PeopleSoft®, and the chain of approval is determined by the dollar value of the equipment. All purchases above $50,000 and all sole-source purchases must have approval from the district board of directors prior to being authorized within PeopleSoft®.

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.

- SCPS 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:
    o   BRPH architectural and engineering design firm
    o   The Academy of Construction Technologies
    o   Seminole State College of Florida

VIII.   REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
1.   Corrective Action Plan – SCPS is not required to complete a CTE Corrective Action Plan.

IX.   SUMMARY

Once the VDMR is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding resolution items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

On behalf of the department, the monitoring team extends its appreciation to all participants in the Seminole County Public Schools virtual desk monitoring review. Special thanks is offered to Dr. Shawn Gard-Harrold for his participation and leadership during this process.

APPENDIX A

Seminole County Public Schools
Career and Technical Education
Risk Matrix

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

Agency Name: **Seminole County Public Schools**
Program Type: **CTE**
Target Year: **2018-2019**
Monitoring Year: **2020-2021**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	X 10	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	5	X8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	X 8	8
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	0	X 4	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**188**

Data sources used for calculations: Prior to July 1, 2019

WHAT WE DO...
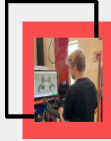
AFTER SCHOOL CTE COURSES

SCPS offers several after school CTE courses for high school credit. Students can attend an after-school course at any of the participating high schools regardless of the high school they currently attend, as long as they have their own transportation. Courses typically run 3:30 -5:30 onTuesdays and Thursdays.

HOSPITALITY & TOURISM VIRTUAL CAPE ACADEMY

SCPS teachers and staff created the first completely virtual Hospitality and Tourism program in the state of Florida that is available for any high school student in the district. The program has extensive business partnerships that provide program support, job shadowing experiences, and internships. The program is currently completing the Year of Planning to become a NAF Academy and offers industry certification opportunities for students as well.

INTERNSHIP EXPO

11TH and 12TH grade students can participate in internships year-round in SCPS. Twice a year, the ePathways department hosts an internship expo in which students network and share their resume with business partners in hopes of being hired for an internship. Students complete 133 hours of work and receive 1 high school credit upon completion.

WHAT WE DO...

SHADOW FOR SUCCESS

With the support of private grant funds, ePathways works with local business partners to provide CTE students with job shadowing experiences in a variety of industries. The grant provides transportation, professional attire, professional folios, and lunch for each participating student. Since the inception of the program in 2016, over 800 students and 75 business partners have participated.

PROJECT SUCCESS

Project Success is a job shadowing experience for CTE teachers and school counselors held every summer. The purpose is to help school personnel grow and better connect what is happening in business and industry with what they are teaching in the classroom. This helps to ensure instruction is current and relevant to the requirements and expectations of the world of work.

GIRLS CAMPS

In an effort to recruit females into CTE programs non-traditional for their gender, ePathways offers Saturday camps for 7th and 8th grade girls to explore available high school programs. The goal is to provide an opportunity for girls to explore these programs and hopefully influence their course selection for high school. The camps are free for students to attend and typically there are four camps offered each school year.

NASA HUNCH PROGRAM

Students in the Advanced Manufacturing and Technical Design programs have created milled hinges, cover plates, and small connectors that NASA has used to assemble a cargo container that is on the International Space Station and is used by astronauts. Students have also produced elaborate 3D printed models that are used at various events hosted by NASA across the country.

WASTEWATER PROGRAM

In collaboration with the City of Altamonte Springs, SCPS offers a unique program for juniors and seniors at Lake Brantley High School that focuses on wastewater management. Students visit the water reclamation facility regularly while completing the high school CTE course, putting what they learn in the classroom to practical use. Students are offered internship opportunities and take the operator industry certification exam; some even graduate high school and are offered employment.
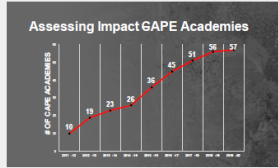
AEROSPACE & AVIATION DAY

In partnership with the Orlando-Sanford International Airport and Seminole Sate College, SCPS annually offers a free event for families to explore pathways to aviation careers. This event exposes SCPS students to the wide-range of career possibilities within the aviation industry. In 2020, approximately 6,000 people attended the event.
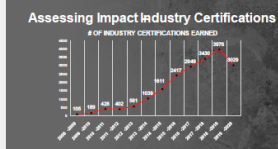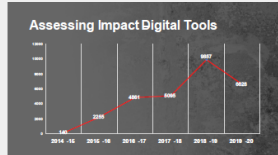
WHAT WE DO…

OUR GROWTH

CAPE ACADEMIES

INDUSTRY CERTIFICATIONS

DIGITAL TOOL CERTIFICATIONS

Assessing Impact GAPE Academies

Assessing Impact Industry Certifications
OF INDUSTRY CERTIFICATIONS EARNED

Assessing Impact Digital Tools

EDUCATIONAL
e pathways™
SEMINOLE COUNTY PUBLIC SCHOOLS

iSeries Courses for Middle School

All middle school students are required to take 2 of 3 introductory CTE courses in the "iSeries" progression (iJourney, iConnect, iChallenge). The curriculum for these courses was created by SCPS teachers and is taught in a blended format focusing on career planning and exploration, technology and communication, gaming, and web development. Introducing students to CTE opportunities in middle school further promotes CTE enrollment in high school and helps students to have more meaningful conversations about their futures. They also find success through digital tool certifications.

JOURNEY · iCONNECT · CHALLENGE 1 · CHALLENGE 2