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

The School District of Osceola County

May 8-11, 2017

Final Report

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

June 30, 2017

Dr. Debra Pace, Superintendent
School District of Osceola County
817 Bill Beck Boulevard
Kissimmee, Florida 34744-4492

Dear Dr. Pace:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at the School District of Osceola County. 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: Melanie Stefanowics, executive director, Secondary and Postsecondary Education
        Beth Rattie, principal, Adult Learning Center Osceola
        Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
        Tashi D. Williams, director, Quality Assurance and Compliance
        LaStacia Spencer, program specialist, Quality Assurance and Compliance
        Michael Swift, 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 the School District of Osceola County (SDOC) was determined to be an onsite visit. Notification was sent to Dr. Debra Pace, superintendent, on November 21, 2016. The designated representatives for the agency were Ms. Melanie Stefanowicz, executive director, Secondary, Post-Secondary and CTE and Ms. Beth Rattie, principal, Adult Learning Center of Osceola (ALCO).

The onsite visit to the agency was conducted May 8, 2017 through May 11, 2017. The two representatives of the division present during the visit were Ms. LaStacia Spencer and Mr. Michael Swift, program specialists in the Quality Assurance and Compliance section.

V.   THE SCHOOL DISTRICT OF OSCEOLA COUNTY

ENROLLMENT:

Fiscal Year (FY) 2014-15

Adult Education	CTE (possible duplication at program level)
2,769	20,358

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	490-1915A-5CG01	$ 411,037.00	$ 15,966.37
English Literacy and Civics	490-1935A-5CE01	$ 149,199.00	$ 5,860.85
AE – Corrections Education	490-1915A-5CC01	$ 100,000.00	$ 2,028.89
Perkins CTE Secondary	490-1615A-5CS01	$ 553,091.00	$ 895.25
Perkins CTE Postsecondary	490-1615A-5CP01	$ 145,321.00	$ 857.86

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	490-1916B-6CG01	$ 411,037.00	$ 14,402.65
English Literacy and Civics	490-1936B-6CE01	$ 149,199.00	$ 3,571.42
AE – Corrections Education	490-1916B-6CC01	$ 100,000.00	$ 5,163.37
Perkins CTE Secondary	490-1616A-6CS01	$ 704,708.00	$ 17,671.90
Perkins CTE Postsecondary	490-1616A-6CP01	$ 137,284.00	$ 416.23

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	490-1917B-7CG01	$ 411,037.00	N/A
English Literacy and Civics	490-1937B-7CE01	$ 149,199.00	N/A
AE – Corrections Education	490-1917B-7CC01	$ 100,000.00	N/A

| Perkins CTE Secondary | 490-1617A-7CS01 | $ 630,409.00 | N/A |
| Perkins CTE Postsecondary | 490-1617A-7CP01 | $ 141,212.00 | N/A |

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

- SDOC Main Administration Office
- ALCO Kissimmee
- Technical Education Center of Osceola (TECO) Kissimmee
- ALCO/TECO Poinciana
- Harmony High School
- St. Cloud High School

Entrance and Exit Conferences
The entrance conference for the SDOC was conducted on May 8, 2017. The exit conference was conducted on May 11, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Melanie Stefanowicz	Executive Director, Secondary, Post-Secondary and CTE	X	X
Thomas Ott	Principal, TECO	X	X
Beth Rattie	Principal, ALCO	X	X
Eugene French	Coordinator, ALCO	X	
Jeannie Renick-Decker	CTE Specialist: Grants and Data Management	X	X
Carol Tudor	Secretary		X
FLDOE Monitoring Team			
LaStacia Spencer	Program Specialist, FLDOE	X	X
Michael Swift	Program Specialist, FLDOE	X	X

Interviews/Observations
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 50 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.

- SDOC's CTE program is currently in a transitional phase. Many of the administrative staff were recently hired within the past year.
- Despite the recent changes in staff, administration is knowledgeable of state and federal grant requirements and working on addressing lingering concerns from the previous administration.
- Administration regularly participates in training offered by FLDOE.
- SDOC offers ongoing professional development opportunities to all staff within the district and encourages participation in conferences and additional opportunities when available.
- SDOC plans to enhance the relationship with CareerSource Central Florida in order to offer more services to the AE programs.

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.

- SDOC utilizes the FOCUS Student Information System for the collection of student data.
- AE registration forms were reviewed during the visit and met WIOA reporting guidelines.
- AE and CTE student data (including program completers and industry certifications) was verified during the course of the visit.
- Data staff and administration attends the Workforce Education and District Data Advisory Council (WEDDAC) meetings held by FLDOE.
- In 2016-17, the SDOC administration team developed policies and procedures for data collection and reporting due to their failure to report secondary Occupational Completion Points (OCP) attainment in 2014-15 and 2015-16.
- Administration has submitted a supplemental data report to reflect the accurate number of secondary OCPs that were attained in 2015-16.

<u>FINDINGS AND ACTION</u>
- Finding B1: In 2014-15 and 2015-16, SDOC failed to report accurately secondary performance data (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements).

  o Corrective Action B1: SDOC must revise data reporting policies and procedures to ensure that OCP data is reported as required.

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

- SDOC is working towards building CTE programs that feed into one another starting in middle school and continuing onto postsecondary education.
- Dual enrollment is offered for high school students and transportation to and from TECO is provided.

- In addition to its regular courses, TECO offers specialized programs for students with disabilities in Culinary, Pet Grooming and Automotive Detailing.
- SDOC has recently hired an Instructional Coach in order to help instructors in the transition process from working in the field to working in the classroom.
- Since July 1, 2016, 18 inmates have received their GED® within the AE corrections program.
- AE programs integrate real-life situations into the regular coursework in order to help enhance students' learning.

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.

- Inventory is conducted on an annual basis.
- Equipment purchased with grant funds were verified during the course of the visit and followed EDGAR standards.
- All equipment purchased over the $1,000 threshold is appropriately tagged with a district identification number.
- The agency has an established protocol for disposing of old equipment.
- The equipment and teaching materials used in the classrooms are current and adequate for the number of students.

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.

- TECO is in the process of rebranding their school into a technical college.
- ALCO promotes the idea that "we are one," which is evident through the walls that reflected students' successes and the classrooms that mimic those that are found in a high school or college setting.
- Accommodations are readily available for students with self-declared disabilities.
- Classrooms, shops and labs are inviting and have adequate space, up to date equipment and followed safety guidelines.

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
- AE Student Registration and Enrollment Forms
- District Code of Student Conduct Handbook
- Data Collection Instructions
- Promotional Program Material
- Academy of Construction Technologies, Inc. Contracts

- AE Test Administrator Certifications
- District Property Record Manual
- District Inventory Forms
- Institutional and 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 OCP attainment
- Verification of a sample of AGE Completers
- Employee Personnel Activity Reports
- 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.

- SDOC has established policies and procedures for accounting practices including purchasing and procurement, travel, inventory and equipment disposal that were made available during the visit.
- FLDOE monitoring staff verified that the proper procedures were taking place in approving and funding grant funded staff travel.
- The monitoring team also reviewed requisition data, purchase orders and reimbursement request documents and found these documents to be in accordance with district and state policies.
- AE administration reported that high remaining balances were possibly due to the changes in the number of hours worked by Other Personal Services (OPS) employees. The district was encouraged to submit amendments to FLDOE if additional programs needs can be achieved with remaining funding.
- In 2016-17, SDOC implemented a new policy for certifying time and effort for full time employees whose salaries were paid from grant funds. During the visit, AE and CTE administration was advised that time and effort certifications are required for both full and part-time staff.

FINDINGS AND ACTION
- Finding H1: In 2014-15 and 2015-16, SDOC time and effort reports failed to included required certification statement for grant funded staff, as required in UGG (200.430), FLDOE Green Book (Personnel Cost – Time Distribution, Section C-19).

  - o Corrective Action H1: SDOC must certify time and effort for all employees paid from grant funds on a semi-annual basis, as required.

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.

- SDOC 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:

  - o CareerSource Central Florida
  - o University of Florida
  - o Catholic Charities
  - o Greater Osceola Partnership for Economic Prosperity

- o Kissimmee/Osceola Chamber of Commerce
  - o Area businesses that provide internship opportunities for students
  - o Local churches, community centers and nonprofit organizations
- SDOC has articulation agreements with Valencia College and Herzing University.
- SDOC has advisory boards for all CTE programs that meet at least twice a year. There is also an institutional advisory board for TECO that meets four times a year.

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 for measures in which 90% attainment was not satisfied in 2014-15. The compliance team feels that the administration is making the necessary steps towards improvement upon those measures.

Secondary Perkins Performance Measures 2014-15

- 2S1 Secondary Technical Skills: Local Actual of 57.94% vs. Local Agreed of 93.44%
- 6S1 Non-traditional Enrollment: Local Actual of 29.07% vs. Local Agreed of 34.42%

Postsecondary Clock Hour Performance Indicators 2014-15
- In 2014-15, the agency met or exceeded all postsecondary measures.

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 have diverse backgrounds and are aware of the various services that are available to help them meet their education and career goals.
- AE students spoke highly of the ease of enrolling in the program and the assistance available if they had questions.
- CTE Students spoke very highly of their teachers, advisors and their programs.

L. **PROGRAMS OF STUDY:** As part of the division's new 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 SDOC, Cathy Hammond, Bruce Harrington 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 SDOC staff and major partners on Wednesday, May 10, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

Commercial and Culinary Arts Program of Study
Program Basics
- All of the staff on the call were new, but were of the opinion that the program was initially developed due to its location in Orlando, near Disney and other tourist attractions. Hospitality and tourism, including restaurants/culinary arts, are a major part of the local economy.
- The culinary programs are taught at the local high schools. Poinciana High is adding a second chef to meet the needs for instruction in Culinary 2, 3 and 4 courses. Previously, the high school did not have the faculty to meet the needs of the other program courses.
- A dual enrollment culinary program is offered with the Professional and Technical High School located on the TECO campus.
Enrollment

- Program enrollment at the secondary level has been high. Staff on the call felt enrollment was high due to the following factors:
  - The high school principal's desire for 9th grade students to enroll in Culinary 1 to get hands-on experience in a program area. However, all of the students do not elect to remain in the program after their 9th grade year.
  - Some middle schools offer an overview class for students to learn about different career programs. Two middle schools offer the Culinary 1 course.
    - The middle school students enter the high school program more prepared and they can begin Culinary 2 their 9th grade year since they completed Culinary 1 in 8th grade.
    - The district just hired someone with experience in culinary and hospitality to develop a Pro-Start program for middle school to transition into the high school culinary program.
    - Principals at the middle schools report that the CTE courses, particularly the culinary course, have improved reading scores.
- Program enrollment at the postsecondary level at TECO has been fairly consistent and students are mainly local adults, but FLDOE noted that the enrollment numbers are significantly lower in comparison to secondary. The staff on the call attributed the low postsecondary enrollment to the lack of capacity on the TECO campus for large enrollment in the culinary program. To alleviate the capacity issues at TECO the following changes are occurring:
  - TECO has allocated a second room to be used with the program and redefined space to accommodate enrollment for adult and dual enrollment students.
  - New equipment is being reviewed for purchase- newer equipment may be smaller in size to allow more space in the classroom to increase capacity.
- Principals were previously not aware of all of the CTE options available to students.
- In an effort to increase interest for enrollment, TECO has employed the following marketing strategies:
  - Outreach across all Osceola High Schools to let students know about opportunities at TECO.
  - The Dual Enrollment Kickoff: This past year, 75 attendees, which included principals, counselors and teachers, came to the event to learn about the programs available.
  - Social media and the Add Messenger app. The Add Messenger sends updates about TECO as a scroll message to a targeted audience, based on interest (parents, students, etc.).
  - Culinary students attending and catering for community events help with advertising and word of mouth exposure to the culinary program.
- Staff on the call felt that TECO needs to shift their thinking and not spread themselves so thin by offering too many programs. TECO should build on its unique characteristics and where they excel, enabling them to capitalize on their strengths as a choice district.

Perkins Performance Measure 2A1 (Completion)
- Historically there have been data reporting issues with OCPs due to the previous misconception that reporting OCPs was optional. The new CTE Director for Secondary and Postsecondary has worked with IT to get clearance to access raw data to manually validate it in order to meet the load date.
- Due to the past data reporting issues, the director is not sure how valid the 14-15 data are. Their goal is to make data entry consistent using trained personnel in the CTE Director's office.
  - Moving the data reporting to the CTE Director's office is a new focus on consistent and accurate data reporting. Previous personnel entering data for CTE were school records

clerks, who did not have the knowledge or training needed to enter data. There are now multiple ways to enter data and regularly track and validate it. The staff on the call hoped that these efforts will improve the 2016-17 data.

- SDOC selects the industry certifications that Career Source values for workforce development needs. SDOC identified the challenge of not being able to offer a sufficient number of courses in the program to adequately prepare for the industry certification exam and allow students to become program concentrators. The potential challenges identified were the following:
  - o Staffing models – The need to have two culinary teachers instead of one. SDOC felt that they cannot run the program effectively with one instructor for 200 plus students.

Perkins Performance Measure 3A1 (Student Retention or Transfer)
- In 2014-15, 8 out of 19 concentrators remained enrolled in the program at TECO. FLDOE inquired on whether or not interest surveys are being administered to the students in the program to evaluate their interest to remain in the program.
  - o TECO staff on the call stated that they have a new leadership model and are surveying students about their interests and TECO experience. Staff on the call were not sure if the interest survey had questions to follow up with students to learn why they were choosing to leave.
  - o Previously, student service advisors were making assumptions about the reasons students were leaving. After further inquiry with students, TECO learned that their assumptions were wrong. Some of the reasons for leaving TECO were:
    - ▪ Financial reasons (students had not applied for Free Application for Federal Student Aid (FAFSA) or other campus based scholarships/aid)
    - ▪ Family Challenges
    - ▪ Work and Schedule Conflicts (TECO could possibly offer part-time enrollment, evening classes, or Leave of Absence options for students had they known)
  - o In response to student needs, TECO will work to provide early interventions for students contemplating leaving. TECO follows up with students who withdraw and are now offering other ways to help resolve these issues so that students can return and complete programs.

Collaboration with Secondary, Postsecondary, and Local Industry
- There is an inter-district consortium with Valencia, Osceola and Orange counties. The group works on joint strategies across the region and Memorandum of Agreements (MOAs) for how to work together.
- TECO staff feel they need to grow the capacity for dual enrollment and provide transportation to TECO for dual enrollment (there is a 16-mile distance between TECO and the high schools).
- SDOC has a very close relationship with Valencia College. The district develops programs and pathways in conjunction with the college in a joint strategic plan.
  - o An aggressive articulation is established with Valencia. Valencia has developed an exam that is given to Culinary 1 students, regardless of grade level, and those who score 70% or higher will receive three credits to articulate into an A.S. degree Food Service program.
- Valencia College provides Tech Express Advisors twice a week, every week to come to TECO and meet with counselors and students to discuss programs and articulations available.
- SDOC relies heavily on CareerSource and the Department of Economic Opportunity (DEO) to guide them on the type of job opportunities that are projected to be available due to economic trends and workforce reporting data.

- The Secondary Resource team looks at what is offered in the middle and high schools to work on aligning programs with opportunities in the local workforce.
- Industry partners are very active as a support for SDOC. The industry partners serve on the advisory board for the district.

<u>Advisory Boards</u>
- Program Advisory Boards meet twice a year (Fall and Spring) to discuss curriculum, data, assessment, equipment and programmatic changes. Secondary, Postsecondary and industry representatives are on the advisory group.
  - Each program at TECO has an advisory group. Representatives from a number of local employers/businesses offering internships are on advisory groups.
  - Secondary is working on having an advisory board for all programs. Currently, they have one for Culinary, Health and Technology/Manufacturing. Boards include postsecondary and industry representatives, along with secondary.
- Employers provide feedback to the committee on soft skill and technical skill needs for the industry, as well as the skills they have noted students are lacking during internships or employment. The feedback helps to shape program frameworks and pathways.
- An Institutional TECO Advisory Committee meets quarterly to discuss school-wide initiatives. Staff described this as a robust advisory group with a broad range of partners.

<u>Program of Study Review Process</u>
- During the review, the following items are reviewed:
  - Employment statistics for the county for viable programs
  - Annual reviews on programs, enrollment trends and historical data
  - External processes to identify data reporting issues
  - The End of Semester online survey that TECO provides to students twice a year. The survey includes questions about students' perceptions of TECO (instruction, safety, cleanliness, equipment, etc.). The survey is anonymous (no student identifier), but it does ask the student to identify the teacher and program they were enrolled in.
  - Secondary offers a Senior Exit Survey that is paper based and given to students through the counselors. The survey is in conjunction with the career plan (using the MyCareerShines portal) the students develop and the plan is revisited twice per year and prior to graduation. The survey asks about the students' future plans along with their successes and challenges while in high school. Plans are in place for the survey to be shared with advisory councils for review.

Programs of Study Overall
<u>Definition of Program of Study</u>
- SDOC defined a Program of Study as an opportunity for students to progress through a comprehensive program in a way to articulate to higher education and career opportunities with prospects to earn certification, stack credentials and improve academics.

<u>Benefits of CTE</u>
- Staff participating in the call reported that principals think that CTE courses, particularly Culinary, are assisting students with reading and also with preventing dropout. They report that struggling students often improve while in CTE courses/programs.

VIII.   REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION
1. Corrective Action Plan – The School District of Osceola County is required to complete an AE Corrective Action Plan.

2. Action Plan – The School District of Osceola County is not required to complete an AE Action Plan.

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – The School District of Osceola County is required to complete a CTE Corrective Action Plan.
2. Action Plan – The School District of Osceola County is not 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 SDOC onsite monitoring visit. Special thanks are offered to Ms. Melanie Stefanowicz, Ms. Beth Rattie and Mr. Thomas Ott for their participation and leadership during this process.

The School District of Osceola County
Adult Education and Family Literacy
Risk Matrix

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

Agency Name: **OSCEOLA 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	**7**	X 10	**70**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	**5**	X 8	**40**
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	**7**	X 6	**42**
	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:		**208**

*Compliance monitoring last visit: AE, Spring 2011
*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: **OSCEOLA 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	**3**	X 4	**12**
	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:		**176**

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

APPENDIX B

The School District of Osceola County
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
B1: In 2014-15 and 2015-16, SDOC failed to report accurately secondary performance data (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements).	SDOC must revise data reporting policies and procedures to ensure that OCP data is reported as required.	Although we missed the initial upload date, OCP data was reported for SY15-16 by the October upload date. The SDOC has modified its data reporting processes to ensure that OCPs are reported as required by statute.	Melanie Stefanowicz	July (initial) and October 2017
H1: In 2014-15 and 2015-16, SDOC failed to certify time and effort for grant funded staff, as required in UGG (200.430), FLDOE Green Book (Personnel Cost – Time Distribution, Section C-19).	SDOC must certify time and effort for all employees paid from grant funds on a semi-annual basis, as required.	SDOC began certifying time and effort for grant funded staff as required in October 2016, February 2017, and May 2017.	Melanie Stefanowicz	October 2017 and ongoing as required

Plan submitted by (name and title): Melanie Stefanowicz, Executive Director   **Date:** 06/18/2017

Plan accepted by: LaStacia Spencer, Program Specialist IV   **Date:** 06/19/2017

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

Date:	Status of Plan Completion:

**The School District of Osceola County
Career and Technical and Adult Education**

Adult Learning Center Osceola (ALCO):

- Served over 767 ABE/GED students during the regular school year
- Served over 2200 ESOL students
- GED Graduates: 60 main campus, 31 Poinciana campus, 22 Jail
- Total count of students served 3558
- This year we opened an evening ESOL class at Kissimmee Middle School to assist the parents in that area. We served over 150 students in this program.

ALCO is implementing a new ESOL schedule this year to service more students with the addition of a holding class and offering three 2 hour classes during the day instead of two 3 hour classes. We believe we can increase enrollment by approximately 200 students every six-week period.

Technical Education Center Osceola (TECO)

- TECO and Herzing University have developed a PN to RN bridge program bringing Herzing's RN program to TECO's campus in the fall of 2017.
    - TECO students will receive a $20,000 scholarship from Herzing.
- TECO expects to welcome 187 dual enrollment students from SDOC high schools in August.
- TECO inducted its first ever National Technical Honor Society (NTHS) students this year and the first ever PCT students nationwide.
- TECO hosted our first ever school-wide graduation ceremony in May.
- Students earned 195 industry certifications during the 1617 SY.

Secondary Career and Technical Education

- The SDOC is a STEM Sturdy district having formally adopted the Project Lead the Way curriculum in its strategic plan.
- The SDOC is adopting the National Academy Foundation (NAF) CTE program structure with an aggressive three-year implementation plan in all comprehensive high schools.
- The SDOC earned 255 add-on FTE for industry certification attainment during the 1516 SY.
- The SDOC offers career and technical education programs of study in all career clusters.
- Students participating in CTE courses demonstrate academic achievement in the core content areas of reading/language arts, mathematics, and science.