



Quality Assurance and Compliance Monitoring

Career and Technical Education

College of Central Florida

Final Report
June 25, 2012

FLORIDA DEPARTMENT OF EDUCATION



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June 25, 2012

Dr. James Henningsen, President
College of Central Florida
P.O. Box 1388
Ocala, Florida 34474-4415

Dear Dr. Henningsen:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical and Adult Education programs from our visit on April 23-25, 2012. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Ms. Amy may be reached at 850/245-9033, or via electronic mail at Eileen.Amy@fldoe.org.

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

Sincerely,

A handwritten signature in black ink that reads "Rod Duckworth".

Rod Duckworth

RD/ela

Enclosure

C: Dr. Cheryl Fante
Marilyn Kern-Ladner
Eileen L. Amy
Rick Lockenbach

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**College of Central Florida
Adult Education and Family Literacy and Career and Technical Education
Quality Assurance 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 section of the Bureau of Grants Administration and Compliance (Bureau) 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 Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. 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 (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of college boards of trustees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the *2011-12 Quality Assurance Policies, Procedures, and Protocols*, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The *2011-12 Quality Assurance Policies, Procedures, and Protocols* 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://www.fldoe.org/workforce/compliance.asp>.

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 Florida Department of Education and the Division of Career and Adult Education. 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 and B. 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 monitoring strategy for College of Central Florida (CCF) was determined to be an onsite visit. Notification was sent to Dr. James Harvey, Interim President of CCF, on November 4, 2011. The designated representatives for the agency were Dr. Cheryl Fante, Associate Vice President, Career and

Technical Education; Marilyn Kern-Ladner, Levy Center Provost; and Holly McGlashon, Manager, Instructional Services.

The onsite visit to the agency was conducted April 23-25, 2012, by two representatives of the Bureau of Grants Administration and Compliance of the Division: Program Specialists, Dr. Shahrokh Massoudi and Rick Lockenbach, J.D.

V. College of Central Florida

The total unduplicated student enrollment for CCF in 2009-10 was 17,619:

CTE Postsecondary 3,672	Adult General Education 506	Total 4,178
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Data sources are the 2009-10 Florida Workforce Development Information System (WDIS) for the CTE postsecondary student count and the 2009-10 Florida National Reporting System (NRS) for the Adult General Education student count.

The provider was awarded the following grants for FYs 2009-10 and 2010-11:

ADULT EDUCATION GRANTS

2009-10

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
422-1910A-0CG01	Adult General Education	\$70,652	\$962.67 unspent

2010-2011

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
422-1911A-1CG01	Adult General Education	\$70,652	\$264.92 unspent

CAREER AND TECHNICAL EDUCATION GRANTS

2009-10

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
422-1610A-0CR01	Rural	\$29,779	\$259.99 unspent
422-1610A-0CP01	Postsecondary	\$345,606	\$34,564.46 unspent
422-1620A-0CPD1	Perkins Leadership	\$535,000	\$92,545.58 unspent

2010-2011

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
422-1610A-1CR01	Rural	\$28,630	\$1,987.37 unspent
422-1610A-1CP01	Postsecondary	\$421,841	\$17,801.11 unspent
422-1620A-0CPD1	Perkins Leadership	\$515,000	\$100,519.59 unspent

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

www.www.cf.edu

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; entrance conference; interviews with administrators, teachers, and students; observations; record reviews; and an exit conference.

Onsite Visits

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

- Levy Center, Chiefland
- Chiefland High School, Chiefland
- Marion Campus, Ocala
- Hampton Center, Ocala

Entrance Conference

The entrance conference for College of Central Florida was conducted on April 23, 2012, and included:

- CCF Faculty and staff:
 - Dr. Gwen Alcorn, Dean of Health Services
 - Kathy Anderson, Chief Information Officer
 - Sherry Brady, Accountant
 - Mary Cipolla, Property and Plant Fund Accounting
 - Dr. Stacy Dickson, Dean of Public Services
 - Dr. Cheryl Fante, Career and Technical Education Associate Vice-President
 - Daniel Figler, Controller
 - Bonnie Hays, Advisor, Business and Technology
 - Lori Kielty, Ed.S., Faculty, Business and Technology
 - Karol Lamb, Instructional Aide
 - Shana Miller, Curriculum Services
 - Dr. Mark Paugh, Vice-President of Instructional Affairs
 - Lyn Powell, Dean of Enrollment Management
 - Laurie Saputo, Advisor, Health Science
 - Bill Schaeffer, Advisor, Workforce
 - Payvand Shahram, Instructional Assistant
- FDOE staff:
 - Rick Lockenbach, J.D., Program Specialist
 - Dr. Shahrokh Massoudi, Program Specialist

Interviews/Observations

Interviews were conducted with administrative staff, faculty, other staff, and students. Eighteen interviews and nine observations were conducted, including a Paralegal Advisory Committee meeting. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

Exit Conference

The exit conference for CCF was conducted on April 25, 2012, and included:

- CCF faculty and staff:
 - Dr. James Henningsen, President
 - Dr. Stacy Dickson, Dean of Public Services
 - Dr. Cheryl Fante, Career and Technical Education Associate Vice-President
 - Marilyn Kern-Ladner, Provost, Levy Center
 - Holly McGlashon, Manager of Instructional Services, Levy Center
 - Dr. Mark Paugh, Vice-President of Instructional Affairs
- FDOE staff:
 - Rick Lockenbach, J.D., Program Specialist
 - Dr. Shahrokh Massoudi, Program Specialist

VII. RESULTS

College of Central Florida
April 23-25, 2012

A. ADMINISTRATION refers to the management and/or supervision of programs, grant oversight, access and equity and other administrative areas.

- Dr. Fante and Ms. Kern-Ladner are experienced administrators providing positive leadership for CTE and Adult Education; there was considerable evidence of "over and beyond".
 - Other faculty and administrators demonstrate similar attributes.
 - Dr. Fante is developing a succession plan to assist a new Occupational Dean when she retires.

- Administration, faculty, and other staff are receiving readily available support as needed from other entities within the College.
- Staff development is encouraged by the administration and faculty can freely attend conferences and workshops.
- The College continually evaluates existing CTE programs and the need for new or expanded programs.
 - The Applied Welding Technologies Program in Chiefland is expanding to respond to industry need.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

B. DATA refers to all the components of the data system, including data collection, entry, and reporting. The use of data in program decision-making is also explored and commented upon.

- The data system and Student Portal were reviewed with MIS staff.
- Faculty, administration, and other staff can access student information through the College Student Portal or the College data system.
- The Adult Education Program exceeds state completion levels for all Educational Functioning Levels (EFLs).
 - 506 students were reported in the 2010-11 National Reporting System (NRS) Report, a substantial enrollment for an Adult Education program for a rural county with a small population.
- A College manual addresses Adult Education data collection and reporting and assessment.
- CCF follows publisher recommendations for the Global Assessment of Individual Needs (GAIN) student assessment.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

Concern: The College data system is unable to store degree audits, which negatively impacts Perkins data reporting due to difficulty in reporting CTE "concentrators".

Recommendation: Take the necessary steps to resolve this data issue.

Agency response: The College is working with its software provider to address this programming issue.

C. CURRICULUM/INSTRUCTION refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- CTE and Adult Education are following state curriculum frameworks.
- There are a variety of current instructional materials.
- Hands-on instruction is commonly provided.
 - In the Equine Studies Program, students receive hands-on instruction at local horse farms.
- Adult Education is a comprehensive program that addresses the needs of the entire student.
 - Transition services include Adult Career Pathways which transitions students to postsecondary education and jobs. Other transitional support is available as students advance in the Adult Education Program.
 - Adult Education students mentor other students.
 - Students can join the National Adult Education Honor Society.
 - Speakers present to classes on such issues as domestic violence and career and job opportunities.

- The Emergency Medical Services Program has obtained grants to purchase a mobile lab equipped with state-of-the-art patient simulators, heart monitors, and other equipment.
 - The mobile lab is used by secondary students and at fairs and other community activities for recruitment purposes.
- The College has a growing Health Information Technology Program.
- The Perkins Leadership Professional Development Institute grant is providing staff development resources and opportunities for CTE faculty and instructors to earn industry certification.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

D. TECHNOLOGY AND EQUIPMENT refers to a review of the technology and equipment used by students and teachers in the classroom; addresses access, availability, innovation, use and condition.

- The CCF inventory system contains all required elements.
- CTE and Adult Education programs are well-equipped.
- The technology is current and is an integral part of the curriculum.
 - Adult Education students can utilize several commercial Adult Education products and Florida Adult and Technical Distance Education Consortium (FATDEC) curriculum by computer.
- The College is developing online courses.
- The CCF Student Portal provides extensive information to students, accepts applications online, and enables students to set up appointments with College Advisors online.
- Equipment was appropriately tagged and inventoried and could be located during the visit.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

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.

- Buildings are well designed for a good learning environment, clean, and well maintained.
 - The grounds are also well maintained.
 - Levy Center design is convenient for Adult Education students, providing easy access to the array of services available to students.
- Classrooms are inviting to students, as posters and other relevant information are posted.
- Safety rules in the postsecondary Applied Welding Technologies Program at Chiefland High School and Automotive Service Management Technology at the Marion Campus were not posted; this was resolved during the visit.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

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.

- College financial aid resources supplement state and Federal assistance to create the opportunity for students to succeed in school.
 - Dreamkeepers provides critical financial support for students.
 - Adult Education students can earn scholarships to cover their tuition.
 - Levy Center Adult Education students recently visiting the Marion Campus had application fees waived when they applied to enter other postsecondary programs.
 - The College Horseman's Society sells young race horses to raise funds for scholarships for Equine majors.
- Mental health services are comprehensive.
 - The College has contracted with a non-profit for the Baycare Life Management Student Assistance Program to provide mental health counseling for students.
 - The Early Alert System, including a *Faculty and Staff "911" Guide*, assists in identifying students not making satisfactory progress and/or exhibiting behaviors that may lead to academic or behavioral difficulties.
 - Once a student is identified, Student Services contacts and works with the student in an effort to increase his/her chance of becoming academically successful at the College.
- Student Services has negotiated with local psychologists to provide learning disability testing for free or reduced cost.
- The College Equity Officer was interviewed.
- Non-discrimination notices are broadly posted.
- Faculty, staff, and administrators are aware of College policies on non-discrimination.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

1. Concern: While non-discrimination workshops are offered on an ongoing basis, training is not offered during new employee orientation.

Recommendation: Offer non-discrimination training as part of orientation.

Agency response: The College is working to address this issue.

2. Concern: Promotional materials for CTE programs do not all contain non-discrimination notices.

Recommendation: Address this issue as materials are reprinted or new materials are created.

G. RECORDS REVIEW refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Both financial and programmatic records are reviewed.

- Electronic student records
- Program brochures
- Articulation agreements
- Advisory committee minutes, lists, agenda, and handbook
- Equipment inventory
- Financial policies and procedures
- Non-discrimination policies/equity and access
- Personnel employee handbook
- Programs of study
- Staff development
- Student handbook
- Agency website

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

H. FINANCIAL refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including a financial management system, a procurement system, and an inventory management system.

- Agency is following established financial policies and procedures.
- A sample of expenditures and purchasing procedures indicates appropriate approvals and input for purchases.
- Personnel timesheets, certifications, and Personnel Activity Reports (PARS) were reviewed.
- A sample of agency travel was reviewed.
- The issue of unspent Perkins Leadership funding and steps the College is taking to address this issue were discussed.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

I. COLLABORATION refers to the collaborative agreements, partnerships, or memoranda of understanding to benefit an agency's programs and students.

- The CTE Program has articulation agreements with a multitude of other educational institutions.
- A dental clinic operates daily during the week at the Hampton Center with staffing by Dental Assisting students in partnership with the local health department, which provides dentists, equipment, and supplies.
 - This is an impressive learning opportunity for CCF students and a valuable resource for the community.
 - The Hampton Center has recently hosted community awareness activities on cancer and HIV/AIDS.
- Programs have active advisory committees with substantial industry involvement and support, such as help in facilitating clinicals, practicums, and internships.
- The local Workforce Development Board has co-located staff at the College to enhance the employment potential of students.

FINDINGS

No findings of non-compliance were noted at this time.

CONCERNS AND RECOMMENDATIONS

None

J. STUDENT PERSPECTIVES refers to the views and opinions expressed by students who are enrolled in the agency's programs. These perspectives may be shared individually or during focus group interviews.

- Students were happy with their Adult Education and CTE programs.
- One Adult Education student who is a parent that attends class with her son indicated he does not want to miss Adult Education Class.
- Students commonly gave high marks to the faculty, with several commenting that they had gone "above and beyond".
- Students appreciated the many supports the College provided.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – CCF is not required to complete a Corrective Action Plan.
2. Action Plan – The College must provide an Action Plan (Appendix C) to address the concerns noted in the focus area of Access and Equity in Section VII of this report.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – CCF is not required to complete a Corrective Action Plan.
2. Action Plan - The College must provide an Action Plan (Appendix C) to address the concerns noted in the focus areas of Data and Access and Equity in Section VII of this report.

Once the Corrective Action or Action Plan is submitted, reviewed, and approved, if appropriate, the co-leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

X. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visit: The College should be commended for the financial, mental health, and other supports it provides to enable its students to succeed in its Adult Education and CTE Programs. Equine Studies, the Emergency Medical Services Program, and Dental Assisting have generated substantial resources outside the College to enhance their programs.

XI. SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. The Bureau's site visit co-leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in CCF's onsite monitoring visit. Special thanks is extended to Dr. Cheryl Fante and Marilyn Kern-Ladner for their participation and leadership in this process; additional positive support was provided by Holly McGlashon and Payvand Ashram.

**Appendix A
College of Central Florida
Risk Matrix for Adult Education**

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	24
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (1)	2	X 6	12
Number of grants with 10% or more of unexpended funds (2009-10)	Per grant (0)	5	X 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency	16 + findings	10	X10	60
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years	Director (0)	10	X 4	0
TOTAL Level of Risk Score				96

Appendix B
College of Central Florida
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	X 6	36
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Per grant (3)	2	X 6	36
Number of grants with 10% or more of unexpended funds (2009-10)	Per grant (2)	5	X 4	40
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency	16 + findings	10	X10	60
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years	Director (0)	10	X 4	0
TOTAL Level of Risk Score				172

APPENDIX C
College of Central Florida
Action Plan

- Career and Technical Education
- Adult Education

Concerns	Strategies/ Actions to be Taken	Person Responsible	Projected Date of Completion
1. The College data system is unable to store degree audits, which negatively impacts Perkins data reporting due to difficulty in reporting CTE "concentrators". (CTE)	The College is working with its software provider to address this programming issue. Confirm with DOE when completed.	Dr. Kathy Anderson and Dr. Cheryl Fante	December 31, 2012
2. While equity workshops are offered on an ongoing basis, non-discrimination training is not offered during new employee orientation. (CTE/AE)	Include topic in new employee orientation. No further reporting is required.	Gilda Crocker	N/A
3. Promotional materials for CTE programs do not all contain non-discrimination notices (CTE).	Agency will include notice when materials are reprinted. No further reporting is required.	Dr. Joe Wallace Dr. Cheryl Fante Marilyn Ladner	N/A
Technical Assistance Needed and/or Provided:			
Date and Status of Action:			
Plan submitted by: Marilyn Ladner, Provost Levy Center		Date: June 13, 2012	
Plan accepted by: Eileen L. Amy		Date: June 14, 2012	