



Quality Assurance and Compliance Monitoring

Career and Technical Education

Florida School for the Deaf and the Blind

Final Report
March 30, 2011

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

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March 30, 2011

Mr. L. Daniel Hutto, President
Florida School for the Deaf and the Blind
207 San Marco Avenue
St. Augustine, Florida 32084-2762

Dear Mr. Hutto:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education programs from our visit on February 9-10, 2011. 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 cursive script that reads "Loretta Costin".

Loretta Costin

LBC/ela

Enclosure

CC: Andrea Armstrong
Eileen L. Amy
Rick Lockenbach

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**Florida School for the Deaf and the Blind
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. 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. 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 district school boards 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 2010-11 *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 provided to agencies during September 2010 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; the final document 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. 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 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 monitoring strategy for Florida School for the Deaf and the Blind (FSDB) was determined to be an on-site visit. Notification was sent to Daniel Hutto, President of FSDB, on November 16, 2010. The designated representative for the agency was Ms. Andrea Armstrong, FSDB Director of Career Development.

The on-site visit to the agency was conducted February 9-10, 2011, by three representatives of the Bureau: Eileen L. Amy, Director of Quality Assurance and Compliance; Dr. Ike Gibson, Senior Educational Program Director; and Program Specialist Rick Lockenbach, J.D.

V. FLORIDA SCHOOL FOR THE DEAF AND THE BLIND

According to the Florida Department of Education student vocational data base for 2009-10, FSDB reported 373 secondary enrollments in CTE programs.

The provider was awarded the following grants for FY 2008-09 and 2009-10:

2008-2009 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
557-1619-9CD01	Secondary	\$150,000	\$4,924.27

2009-2010 CAREER AND TECHNICAL EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
557-1619-0CD01	Secondary	\$150,000	\$6,781.86

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

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

VI. MONITORING ACTIVITIES

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

On-site Visits

Members of the team made on-site visits to the following locations:

- Florida School for the Deaf and the Blind (FSDB)
- First Coast Technical College (FCTC)

Entrance Conference

The entrance conference for FSDB was conducted on February 9, 2011, and included FSDB employees Andrea Armstrong, Director of Career Development; Tracie Snow, Director of Curriculum and Instruction; John Connor, Director of Purchasing; Shelley Ardis, Director of Technology; Gwen Pierce, MIS Administrator; Mike Gaura, Career Education and Transition High School Assistant Principal; Marge Hatfield, Assessment Coordinator; Brent Bechtold, Assistant Principal of the High School for the Deaf; Alison Crozier, Director of Budgets and Grants; and FDOE staff Eileen L. Amy, Director of Quality Assurance and Compliance; Dr. Ike Gibson, Senior Educational Program Director; and Rick Lockenbach, J.D., Program Specialist.

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists and students. Thirty-four persons were interviewed, and five observations were conducted. 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, G. Some policies and procedures were reviewed at the agency's website and discussed during the on-site visit.

Exit Conference

The exit conference for the FSDB was conducted on February 10, 2011, and included all participants from the entrance conference other than Mike Gaura. Debbie Schuler, Administrator of Instructional Services, also attended the exit conference.

VII. RESULTS

Florida School for the Deaf and the Blind
February 9-10, 2011

- A. ADMINISTRATION** refers to the management and/or supervision of programs, grant oversight, and other administrative areas.
- Efforts to ensure security of campus and equipment are apparent.
 - The longevity and collegiality of faculty and other staff suggests a culture and climate that fosters student growth.
 - Assistant Principals of FSDB High Schools have significant responsibilities for their schools, such as accountability, teacher evaluation, and instructional leadership.
 - FSDB has a school advisory committee that develops an improvement plan.
 - Assistant principals chair advisory committees that meet quarterly to assess progress toward meeting the improvement plan.
 - The new Director of Career Development brings substantial skills to her new position.
 - The High School for Career and Education Transition acronym (CET) is readily confused with the Career and Technical Education acronym (CTE).
 - Interpreters in CTE classes at both campuses demonstrate strong commitment by both FSDB and FCTC to serving students with disabilities.

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.
- A comprehensive presentation of information regarding data was included in the entrance conference.
 - Student information is available electronically.
 - FSDB faculty and staff receive training on use of data.
 - For the Individual Educational Plan (IEP) developed for all students in the school, the agency uses the Portal to Exceptional Education Resources (PEER) electronic IEP system.
 - The agency is transitioning to Skyward, a new data system, while continuing to maintain other data bases to meet other internal needs.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

Concern: There is a tremendous workload and minimal staff to enable the transition to the new data system, training for staff, and full implementation.

Recommendation: Consider ways to address the issues surrounding the implementation of a new system.

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

- FSDB students earning a special diploma may return to FSDB up to age 22 to pursue academic and/or CTE training.
- From elementary through high school, FSDB students are exposed to career information and opportunities.
- There is extensive interaction between students, instructors, and instructional assistants.
- Methods of instruction are varied.
- Students have ample opportunities for contextual learning.
- CTE programs emphasize skills needed to obtain and retain employment, as well as independent living skills.
- The FSDB career advisement program provides counselors who travel with students to visit postsecondary institutions to facilitate enrollment after graduation.
- Students interviewed and observed during the visit were engaged in their instruction, enthusiastic, goal-oriented, and articulate.
- FSDB teachers use the Achieve 3000 on-line program to provide individualized reading instruction.
- Parents of FSDB students receive a comprehensive student assessment report detailing their student's progress.
- Students have opportunities to take courses through Florida Virtual High School and Novanet in FSDB's Learning Opportunity Center.
- FSDB has agreed to develop and implement a plan to work toward improving certain learner outcomes: The number of students reaching concentrator status (earning two or more credits in a secondary CTE program, depending on the program) and earning industry certification.
 - Consider the following: Evaluation of scheduling, time needed to earn industry certification, and strategies for addressing the needs of students returning to FSDB after earning a special diploma.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

Concern: New FCTC faculty and staff would benefit from staff development on strategies to serve students from FSDB, including resources at FSDB.

Recommendation: Provide staff development and/or orientation for new faculty and staff on a regular basis to address this issue.

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.

- During the entrance conference, a video produced by staff with assistance from student videographers highlighting the CTE programs at FSDB was shown.
- Technology is used widely in classrooms and is well-maintained.
- Apple and personal computers are used in elementary, middle and high schools.

- High school students are loaned individual laptops for use in school.
- Smart Boards and LCD monitors are linked together as adaptive equipment for students who are blind.
- All items on the inventory list were located and properly tagged.
- Security of equipment is excellent; an annual inventory is conducted for all items, including property under \$1,000.
- Internal controls are in place; checkout systems for equipment are used.
- FSDB complies with FLDOE *Green Book* provisions relating to disposition of property purchased with federal funds costing more than \$5,000.
- Virtual monthly parent meetings are conducted via Internet through the use of Adobe Connect.
- Videophones are used to work with families to develop individual education plans (IEPs) for FSDB students.
- Students use wireless remotes to provide feedback to teachers on their knowledge of the course materials.
- FSDB CTE instructors are using the Edmodo website as a course management tool to post and grade assignments and communicate other information.
- Deaf CTE students at FSDB have used SKYPE to communicate with high school students in an American Sign Language course in Pasco County.

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.

- FSDB has an attractive campus that encompasses 78 acres, including waterways.
- The buildings are all connected by sidewalks; the campus has a secure entry.
- FSDB landscaping, completed and maintained by the students in horticulture courses, was beautiful.
- Buildings are immaculate and floors are spotless.
- Furniture, equipment, and learning materials were up-to-date and current.
- Safety glasses and other appropriate safety equipment were available and used in classes.
- Rules were routinely posted in classrooms.
- Faculty, staff, and students are intensely loyal to the school; longevity in various positions is evident.

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 relating to recruitment, enrollment, participation, and completion of programs.

- Non-discrimination notices were widely posted at FSDB.
- There is awareness of procedures to address complaints of discrimination.
- FSDB publications contain appropriate non-discrimination language.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None.

- 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.

The following were reviewed:

- A sample student assessment report
- Student records in FSDB data base
- Listing of FSDB and FCTC occupational completion points (OCPs) and Safestaff certificates earned by FSDB students for 2009-10
- Employee handbook
- Student handbook
- Financial policies and procedures
- Contract and Memorandum of Agreement with FCTC
- CTE program brochure
- FSDB first quarter 2010-11 *Career Education* newsletter
- CTE posters

- 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.

- Financial policies and procedures are available for review on-line.
- The agency follows the FLDOE *Project Application and Amendment Procedures for Federal and State Programs (Green Book)*, and the agency has its own chart of accounts.
- An FA-399 is completed each month with a compilation of expenses and supporting documentation.
- Travel and Pcard expenditures were reviewed and met federal and state requirements.
- Payroll certifications for employees paid 100% with grant funds were signed and completed on an ongoing basis.
- The President's working team and directors of various programs review finances on a regular basis.

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 FSDB Horticulture program operates as a business, maintains four community gardens, and is responsible for FSDB campus landscaping.
- FSDB CTE students have off-campus work-based learning opportunities with more than 15 local businesses, including Longhorn Steakhouse, Hilton and Bealls, and FSDB staff provides employment-related support for these students.
- Through a cooperative agreement with FCTC, FSDB students can enroll in numerous CTE classes at FCTC beginning their junior year.
- FSDB has a liaison to address the needs of FSDB present and former students enrolled at FCTC.

- FSDB has an annual Memorandum of Agreement with Vocational Rehabilitation to provide referrals, guidance and assistance to students regarding transition, postsecondary education and employment.
- FSDB collaborates with agency staff at the Division of Blind Services, the Agency for Persons with Disabilities, and the Centers for Independent Living to provide referrals, resources, guidance, and services to students and their families.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – No Corrective Action Plan is required.
2. Action Plan – The district must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas of Data and Curriculum and Instruction in Section VII of this report.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. There has been consultation with division program staff regarding specific technical assistance needs. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

- For efforts to expand opportunities for CTE students to:
 - Become program concentrators, contact Dr. Mark Baird at mark.baird@fldoe.org or 850-245-9060
 - Earn industry certification, contact Belinda Chason at belinda.chason@fldoe.org or 850-245-9017.
- For information about Workforce Education District Data Advisory Committee (WEDDAC), contact Trina Condo at trina.condo@fldoe.org or 850-245-9572 or go to <http://fldoehub.org/CCTCMIS/meet/Pages/default.aspx>.

X. REMARKS

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visit: the FSDB is commended for the high level of enthusiasm of CTE administrators, teachers, and students observed during the visit. CTE and other students at FSDB have a wide array of supports and opportunities outside of and within the FSDB campus. Visiting DOE staff appreciated the CTE student-produced video and Perkins data overview provided during the entrance conference. Custodial and maintenance staff and Horticulture students are commended on the condition and appearance of the school and grounds.

XI. SUMMARY

Once the field work 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 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 the FSDB's on-site monitoring visit. Special thanks to Andrea Armstrong for her participation and leadership in this process.

Appendix A
Florida School for the Deaf and the Blind
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2008-09)	\$ 2,000,001+	8	X 6	= 24 <i>(total points)</i>
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2008-09)	Per grant (1)	2	X 6	= 12
Number of grants with 10% or more of unexpended funds (2008-09)	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	= 80
	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				116

APPENDIX B
Florida School for the Deaf and the Blind
Resolution Plans

Career and Technical Education

Corrective Action Plan

Adult Education

Action Plan

	Strategies	Person Responsible	Projected Date of Completion
CORRECTIVE ACTION PLAN			
Citation/Finding(s):			
ACTION PLAN			
Concerns:			
<ul style="list-style-type: none"> 1. There is tremendous workload and minimal staff to enable the transition to the new data system, training for staff, and full implementation. 2. New FCTC faculty and staff would benefit from staff development on strategies to serve students from FSDB, including resources at FSDB. 	<ul style="list-style-type: none"> 1. Distribute data entry among responsible personnel in campus departments and restructure monitoring and training activities within the MIS department team. 2. Conduct formal in-service training to FCTC staff during summer pre-planning week each year and provide ongoing assistance on a daily basis per request. 	<ul style="list-style-type: none"> 1. Shelly Ardis, Director of Technology Services 2. Andrea Armstrong, Director of Career Development 	<ul style="list-style-type: none"> 1. July 2011 2. August 2011 (and future August in-services)
Technical Assistance Needed and/or Provided:			
<ul style="list-style-type: none"> 1. None 2. None 			
Date and Status of Action:			
<ul style="list-style-type: none"> 1. Immediately. We have already been analyzing who is responsible for processes to develop training to delegate data entry and who will monitor accuracy of data entry. 2. Immediately. FCTC has already scheduled FSDB staff on their professional development day August 15, 2011. 			
Plan submitted by: Andrea W. Armstrong, Director of Career Development		Date: 3/17/11	
Plan accepted by:		Date:	