



## **Quality Assurance and Compliance Monitoring**

Adult Education and Family Literacy  
and  
Career and Technical Education

Pensacola State College

**Final Report**  
**June 18, 2012**

# FLORIDA DEPARTMENT OF EDUCATION



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June 18, 2012

Dr. Charles Meadows, President  
Pensacola State College  
1000 College Boulevard  
Pensacola, Florida 32504

Dear Dr. Meadows:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education and Career and Technical Education programs from our visit on May 21-24, 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](mailto:Eileen.Amy@fldoe.org).

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

Sincerely,

Rod Duckworth

RD/ela

Enclosure

C: Dr. Debbie Douma  
Tashi Williams

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**Pensacola State College  
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 *Quality Assurance Policies, Procedures, and Protocols* (Manual) was revised in the 2011-12 program year. The Manual was 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://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. 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 Pensacola State College was determined to be an onsite visit. Notification was sent to President Charles Meadows on November 4, 2011. The designated representative(s) for the agency were Dr. Deborah Douma, Dean, Institutional Effectiveness and Grants; Mr. Tom Leonard, Director of Secondary and Adult Education; and, Mr. Dan Busse, Dean, Workforce Education and Vocational Support (CTE).

The onsite visit to the agency was conducted May 21-24, 2012, by two representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialist Mr. Tashi Williams.

## V. PENSACOLA STATE COLLEGE

### The total student enrollment for Pensacola State College is:

Adult Education

<i>Year</i>	<i>Total</i>
2009-10	2,815
2010-11	2,596

Career and Technical Education (duplicated)

<i>Year</i>	<i>Total</i>
2009-10	24,649
2010-11	9,374

### The provider was awarded the following grants for Fiscal Years 2009-10 and 2010-11:

<i>2009-2010</i>	<i>Grant Number</i>	<i>Grant Amount</i>	<i>Unexpended</i>
Adult General Education	172-1910A-0CG01	\$161,795	\$ 945
EL/Civics	172-1930A-0CE01	\$ 46,908	\$ 247
Perkins Postsecondary	172-1610A-0CP01	\$ 647,250	\$ 4,223
 <i>2010-2011</i>			
Adult General Education	172-1911A-1CG01	\$161,795	\$ 0
EL/Civics	172-1931A-1CE01	\$ 46,908	\$ 0
Career Pathways	172-1911A-2CT01	\$115,499	\$ 65,005
Perkins Postsecondary	172-1611A-1CP01	\$642,276	\$ 4,230

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

[www.pensacolastate.edu](http://www.pensacolastate.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 Pensacola State College locations:

- Pensacola Campus

- Milton Campus
- Warrington Campus
- Santa Rosa Center
- Outreach Sites:
  - Jordan St. Seventh Day Adventist Church
  - Richard's Memorial Church
  - Gibson Headstart
  - Fricker Center

Entrance and Exit Conference

The entrance and exit conferences for Pensacola State College were attended by the following individuals:

Name	Title	Entrance <i>May 21, 2012</i>	Exit <i>May 24, 2012</i>
Amos, Dr. Anthea	Dean, Milton	•	
Amy, Eileen	Director of Quality Assurance and Compliance, FDOE	•	•
Bannow, Dr. Steve	Dean, Baccalaureate Studies and Academic Support	•	
Busse, Dan	Dean, Workforce Education and Vocational Support	•	•
Douma, Dr. Debbie	Dean, Institutional Effectiveness and Grants	•	•
Duncan, Frances	Dean, Warrington Campus	•	•
Emond, Gean Ann	Vice President, Business Affairs	•	•
Halfhill, Dr. Sue	Assistant Dean, Workforce Education	•	
Kyle, Joseph	Principal, Collegiate High	•	
Leonard, Tom	Director, Education Programs	•	•
Meadows, Dr. Charles	President, Pensacola State College	•	•
Padilla, Jackie	Comptroller	•	•
Phillips, Carolyn	Chief Information Officer	•	
Spicer, Dr. Erin	Vice President of Academic Affairs	•	•
Thorn, Vickie	Grant Accountant	•	
VanDyck, Kathy	Coordinator, Adult Education	•	
Walker, Sheryl	Assistant Comptroller	•	•
Williams, Tashi	Program Specialist, FDOE	•	•
Winterberg, Laurie	Coordinator, CTE Student Resources	•	•

Interviews/Observations

Interviews were conducted with the administrators, faculty, and staff. A minimum of two interviews and observations were completed at each site. 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. Student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite visit.

**VII. RESULTS**

Pensacola State College  
May 21-24, 2012

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

- The students are a priority; they are never turned away from class or assistance.
  - Cross-training is conducted among staff, so students never leave without assistance.
- A scholarship fund is available for those students unable to pay tuition.
- Reciprocal tuition agreements are in place with Alabama.
- The College has begun looking at the branding of materials with all the campuses and outreach sites; the process will involve students, faculty, and the community.
- Press releases are impressive and used to reach out to the community.
- Marketing involves community outreach; one example of reaching out is the church fans that contain College resource information.
- Collaboration with University of Florida appears to be positive.
- Military-friendly programs and services are available.
- All students graduate together, including Adult Education students earning their high school diploma or passing the General Education Development (GED®) test.
- Campuses appeared to be non-intimidating for students and visitors.
- The grants staff is responsive to FDOE Program Managers.

B. **DATA AND ASSESSMENT** 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.

- Data is posted on campuses to keep parties informed of goals and achievements.
- Understanding of the use of data and the priority it is given extends from the President to the classroom.
- Student attendance was kept in all classrooms.
- There were no issues on the National Reporting System (NRS) data; the College reported data on time.
- The Test of Adult Basic Education (TABE) is being used throughout all the programs where appropriate.
- The teachers discuss test results with students and maintain records.
- The student record system is electronic and accessible to students.
- GED testing is completed at the Main Campus.
- The staff participates in the Management Information Systems Advisory Taskforce (MISATFOR) and Workforce Education District Data Advisory Committee (WEDDAC) meetings.

#### **CONCERNS AND RECOMMENDATIONS**

1. *Concern:* A concern regarding the availability of GED® testing sessions, especially from July through September, was noted at the exit conference; the timing of getting into a testing session and receiving results could prohibit students' enrollment in fall classes.

President Meadows directed that this issue be addressed. No further action is required.

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

- Adult Education programs on the College campuses will encourage transitions and career pathways.
- Outreach sites appeared to be spacious and welcoming.
- FDOE Curriculum Frameworks were followed in the courses monitored by the FDOE monitoring team.
- The textbooks appeared to be current and in good condition.
- All teachers interviewed responded that they had the tools needed to provide instruction.
- Even though the College is currently in the summer session, the students were focused.
- The teachers were certified, had many years of experience, and were passionate about their field.

- There appeared to be positive interactions between teachers and students.
- Resources available to students include: transportation, tutoring, financial aid, lending books, tools, and equipment.
- The students are achieving goals, including certifications, high school diplomas, and passing the GED® test.
- The career-planning tool, CHOICES, is used for all Adult Education students.
- The community has access to programs and services, such as cosmetology and dental hygiene.
- The teachers shared referrals and resources for assistance.
- SkillsUSA involvement and accomplishments are evident.
- The Smart Center for Simulation in the Health Services was impressive.

**D. TECHNOLOGY/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 technology appeared to be advanced and used at most sites visited.
- The new Santa Rosa Center was energy efficient and a model for other buildings.
- A sample of the inventory was reviewed; all items were found and tagged appropriately.
- The inventory had all of the required elements according to the Education Department General Administrative Regulations (EDGAR).
- All books are scanned and available online.
- Distance learning is being integrated into learning environments.

**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.

- Student learning and welfare was clearly a focus of the College.
- The campuses were unique with their own character.
- The classrooms appeared to be large and well-equipped with resources.
- Future plans included master plans for more facilities.
- The grounds and buildings appeared to be well-maintained.

**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 non-discrimination notices were posted appropriately.
- All of the required elements were in place as part of the non-discrimination policy.
- The teachers knew what actions to take and to whom to report in the event there were any discrimination issues.
- The campuses were accessible for students; walkways were often covered.
- The College is making great effort in its ability to serve students with disabilities.
- There is easy student access to classes, available days, evenings and weekends.
- The buildings appeared to be labeled well, providing easy access for students, faculty, and staff.
- The College is reminded to provide ongoing training/tutorial on non-discrimination for all staff.

#### **CONCERNS AND RECOMMENDATIONS**

1. *Concern:* The non-discrimination statement was not included on all brochures and published materials.

*Recommendation:* Include non-discrimination statement on all brochures and published documents when being developed or reprinted. A sample non-discrimination statement was provided to the College for future printing/publications. No further reporting is required.

**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.



- Student records
- Adult Education recruitment and promotional activities
- Annual Report 2010-2011
- College Catalog 2011-2012
- Career Vision 2011-2013
- Faculty degree and certification rosters
- Admission and registration papers
- Tuition assistance application
- Educator in the Workplace Agreement; instructors visiting workplaces

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. Samples of documents are reviewed.

- Financial expenditures are tracked on a monthly basis to minimize unexpended funds.
- The College began tracking time and effort by using Personnel Activity Reports (PARs).
- The travel expenses were reviewed and found to be accurate.
- The staff was reminded how to make documentation changes in the correct manner.
- Documentation for sample expenditures was reviewed.
- Policies and procedures appear to be in place.
- The FDOE Allowable Costs protocol was provided to be completed by the Comptroller's office.
- Purchasing cards are used minimally at the College; FDOE staff reviewed samples of available records.
- The purchasing process followed College procedures, with approvals appropriate to procedure and established limits.
- Various levels of oversight appear to be in place for allowable and reasonable costs.

## VIII. REQUIRED RESOLUTION ACTIVITIES

### ADULT EDUCATION AND CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – There were no Findings during the onsite visit. The College is not required to complete a Corrective Action Plan.
2. Action Plan – Two concerns were noted during the visit. However, they have been addressed and no further reporting is required.

## IX. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visits:

- The College is visible within the community with an expanding number of outreach sites for adult education.
- A tremendous effort has been made in providing energy efficient facilities.
- Cross-training of staff within the College has allowed every student to be served.
- The College may pay for GED® testing for students who attend class on a regular basis.
- The College has reciprocal tuition agreements to serve students from Alabama who are in financial need.

## X. 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 the Pensacola State College onsite monitoring visit. Special thanks to Dr. Deborah Douma, Dean, Institutional Effectiveness and Grants; Mr. Tom Leonard, Director, Secondary and Adult Education, and Mr. Dan Busse, Dean, Workforce Education and Vocational Support (CTE) for their participation and leadership in this process. We would also like to recognize President Charles Meadows for his leadership and active participation in the entrance and exit conferences.

Appendix A  
Pensacola State College  
Career and Technical Education  
Risk Matrix

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	(5) x 6	30
	700,001 - 2 million	6		
	300,001 - 700,000	<b>5</b>		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (#)	<b>(1)</b> x 2 = 2	(2) x 6	12
Number of grants with <b>10%</b> or more of unexpended funds (2009-10)	Number of grants (#)	<b>(0)</b> x 5 = 0	(0) x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	(6) x 10	60
	11-15 findings	8		
	5-10 findings	<b>6</b>		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	<b>(1)</b> x 10 = 10	(10) x 4	40
<b>TOTAL Level of Risk Score</b>				142

Pensacola State College  
 Adult Education and Family Literacy  
 Risk Matrix

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	(4) x 6	24
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	<b>4</b>		
Number of grants per agency (2009-10)	Number of grants (#)	<b>(2)</b> x 2 = 4	(4) x 6	24
Number of grants with <b>10%</b> or more of unexpended funds (2009-10)	Number of grants (#)	<b>(0)</b> x 5 =	(0) x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	(6) x 10	60
	11-15 findings	8		
	5-10 findings	<b>6</b>		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	<b>(1)</b> x 10 = 10	(10) x 4	40
<b>TOTAL Level of Risk Score</b>				148

## Appendix B Pensacola State College

### PENSACOLA STATE NOMINATED FOR "GREAT AMERICAN COMMUNITY COLLEGE" AWARD

United States Senator Bill Nelson recently nominated Pensacola State College for recognition by the Office of President Barack Obama's "Great American Institutions" program. The White House is preparing to recognize numerous colleges, universities, hospitals, and business concerns throughout the nation as integral to the good of the country.

Each member of the United States Senate has been asked to nominate entities in their state, and Senator Nelson has chosen to nominate Pensacola State College. Dr. Edward Meadows was asked to submit a one paragraph description of the College which will be used in the nomination process.

"This is a significant honor for this College," noted Meadows, "and indicates the high esteem in which we are held as a result of more than six decades of student centered learning." Meadows added that honing the College history down to one paragraph was difficult, but was done. The result is below.

Details of the program will be forthcoming, according to Senator Nelson's Office.

With the following statement, Senator Bill Nelson recently nominated Pensacola State College as one of America's Great Community Colleges.

#### **PENSACOLA STATE COLLEGE**

Pensacola State College was founded, as Florida's first public two-year college, in 1948 to serve Escambia and Santa Rosa counties in Northwest Florida. In 1948-1949, the College enrolled 136 students and produced 7 graduates. In 2010-2011 the enrollment was 27,479 credit students with 2,555 graduates. A total of 88,557 students have graduated from Pensacola State College. Each year approximately 6% of the total service area population and 10% of the community members aged 15 to 54 attend the College. The College is a mainstay of this northwest Florida community. The multi-campus College offers more than 100 programs that range from transfer programs to occupational and workforce development training, as well as various noncredit courses and activities. Pensacola State is consistently ranked as one of the Top 100 in the Nation of all community colleges in the number of associate degrees awarded for university transfer, nursing and health sciences, as well as the number of associate degrees awarded to minorities. Each year our students are recognized at the state and national level for academic excellence and technical skill training. Distinguished alumni include a United States NASA astronaut, distinguished physicians and numerous educators, first responders and health care professionals. A leader in the Florida State College System, Pensacola State College is truly one of the nation's great community colleges.