



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

South Florida State College
September 12-14, 2012

Final Report
December 5, 2012

FLORIDA DEPARTMENT OF EDUCATION



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December 4, 2012

Mr. Norman L. Stephens, Jr., President
South Florida State College
600 W. College Drive
Avon Park, Florida 33825

Dear President Stephens:

We are pleased to provide you with the Final Report of the onsite monitoring of the Adult Education and Family Literacy and Career and Technical Education programs from our visit on September 12-14, 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, appearing to read "Rod Duckworth".

Rod Duckworth

RD/pr

C: J. Kevin Brown
Sylvia L. Turner

Enclosure

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**South Florida State College
Career and Technical Education and Adult Education and Family Literacy
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of Federal and state funding. The Quality Assurance section of the Division is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the Quality Assurance System is to assure financial accountability, program quality and regulatory compliance. As stewards of Federal and state funds, it is incumbent upon the Division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives Federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins 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).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2012-2013 *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 2012-13 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 FDOE 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 strategies to be implemented.

The monitoring strategy for South Florida State College was determined to be an onsite visit. Notification was sent to President Norman L. Stephens, Jr., on July 18, 2012. The designated representatives for the agency were Mr. J. Kevin Brown, Dean of Applied Sciences and Technologies, Dr. Michael McLeod, Dean of Academic Support Services, and Ms. Sylvia Turner, Director of Adult Education.

The onsite visit to the agency was conducted September 12-14, 2012, by three representatives of the Quality Assurance section of the Division: Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists, Sheryl Walden and Tashi Williams.

V. SOUTH FLORIDA STATE COLLEGE

CTE Postsecondary	Adult General Education	Total
2,252	1,391	3,643

The provider was awarded the following grants:

Adult Education:

<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
\$226,170	\$277,906	\$277,906

Unexpended funds \geq 10% was not an issue.

Career and Technical Education:

<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>
\$297,764	\$300,335	\$341,969

Unexpended funds \geq 10% was not an issue.

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

<http://www.southflorida.edu/>

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; an 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:

- Highlands Campus
- Lake Placid Center
- Desoto Campus
- Teacherage

Entrance and Exit Conferences

The entrance conference for the South Florida State College was conducted on September 12, 2012; the exit conference was conducted on September 14, 2012. The participants are listed in Appendix B.

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. 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 VII, Section G. A minimum of 46 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

SOUTH FLORIDA STATE COLLEGE September 12-14, 2012

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

- Administrative and program faculty and staff fully participated in the visit at all of the sites.
- The daily involvement of administrative staff/faculty was evident throughout the visit.
- Advisory Committees were in place and provided significant input to the programs.
- The involvement of community businesses and the Foundation was an asset to the programs.
- Branding for the College was evident in all of the recruitment and informational material available.
- The use of older schools and historical sites was very effective and noteworthy.
- The College serves three counties: Hardee, Highlands and Desoto.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

Concern: Registration for students seemed to be complicated and lengthy, increasing the possibility of losing potential students. In some cases, paperwork had to be moved between offsite programs and the primary campus several times.

Recommendation: The agency is encouraged to confer with various community sites to determine if there might be better ways to facilitate the registration process.

Agency Response: Meetings have recently been held to address potential solutions to the issues surrounding the registration process for Adult Education. No further action is required.

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

- The data required to verify student information was provided in a timely manner and was complete.
- The Management Information System (MIS) processes were extensive and seemed to support the submission of required reports to FDOE.
- The MIS Director was previously in Adult Education, which contributed to an even greater insight into the process.
- Adjunct faculty does not have access to Banner (MIS system). Although some do have a view-only option, this seemed a source of frustration for some staff. Ensuring that they receive data on student performance needs to be consistent.
- Data is used in decision-making when evaluating programs.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None.

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

- Materials and textbooks were found to be current.
- The FDOE frameworks were used in both programs.
- The faculty was observed using the Smart Boards and other equipment to enhance instruction.
- Programs had both instructional and practical, hands-on experiences for students.
- Instructors were extremely well-qualified, many with life and extensive work experience directly related to the subject area. They were generous with their attention to individual students' success.
- Adult Education students were involved in community events and provided real-life context to areas of learning.
- The Career Development Center provided information for students regarding career planning and job placement.
- The Summer Bridge Program of 2012 provided qualified applicants who were 10th and 11th graders interested in dual enrollment or new high school graduates with opportunities to improve math, reading, writing, and student success skills during a six-week summer session.
- Panther Youth Partners, sponsored by SFSC and Heartland Workforce, helps young people, ages 16-21, develop the skills they need to earn a GED, enter a vocational program, and/or become employed.
- The Career Academy at SFSC (Highlands Campus) is an entire learning experience for students to attend high school classes for half of the day and college technical courses the other half. Students earn a high school diploma and work toward vocational certification (and possible college credit) at the same time, preparing them to enter the workforce upon high school graduation.
- Guide to Personal Success (GPS) is a mandatory orientation for first year students and is impressive.

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.

- All equipment was identified according to policy.
- The inventory contained all the elements required by the Education Department General Administrative Regulations (EDGAR).
- Equipment was in excellent condition.
- Safety rules were posted in appropriate programs and environments.
- Technology was integrated with instruction and in quantity sufficient for class sizes.
- Smart Boards were available for instructors.
- The agency tracked computers, even though the cost was below the established threshold.

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.

- The campuses and offsite locations were in excellent condition.
- Kudos is extended to the persons responsible for the buildings and grounds.
- The College utilized older, some historic, buildings; renovations were effective and accommodated students and instructors well.
- The vision and goals of the College were evident in observations on the campuses and with the faculty, staff and students.
- Signage for all sites was visible, allowing easy access to the campuses and community sites.

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.

- All non-discrimination notices were broadly posted and stated as policy of the College.
- The notices contained all the required elements including the Genetic Information Nondiscrimination Act (GINA).
- All persons interviewed knew to whom to report any issues or complaints.
- Many members of the staff were able to identify the Equity Officer.
- Classes and buildings were accessible for students with disabilities.
- Accommodations were provided when needed and appropriate.

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. Samples of financial and programmatic records are reviewed.

- Financial and Board Policies and Procedures
- Completed Perkins and Adult Ed grants and budget pages
- Final disbursement reports
- Student records
- Program brochures
- Student handbook, teacher handbook, and College catalog
- Non-Discrimination Statements and Policy
- Personnel Activity Reports (PARs) and Certification Statements
- Travel requests, authorizations, and reimbursement documentation
- Inventory lists for equipment purchased from the grants
- College website information
- Schedule of classes
- National Reporting System (NRS) reports
- Perkins Program Improvement Plans

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 financial management, procurement, inventory management, and allowable costs.

- Materials provided were comprehensive, organized and thorough; the team appreciated the efforts of the staff that provided the documentation.
- The team was able to review all expenditures and applicable documentation for all grants for the last two years.
- The Personnel Activity Reports (PARs) were extensive and complete.
- Travel was reviewed with no issues noted.
- The Comptroller had all the financial protocols completed prior to the visit.
- There was discussion and concern noted regarding spending during the grant year. Administrators are encouraged to monitor the availability of funds closely to ensure that students benefit from the grant funds during the grant year.
- Discussion was held regarding three expenditures that were miscoded and not allowable; the agency will correctly code the identified items.

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 (MOUs) that are in place to benefit an agency's programs and students.

- Partnerships with school districts are strong and productive.
- Coordinating Council meetings are held frequently to engage stakeholders in planning for programs.
- Community businesses are involved in program development and support.
- Collaborative agreements are in place with Panther Youth Partners, Florida Farmworker Jobs and Education Program, Tutoring and Learning Centers, TRIO – Student Support Services, Career Development Center, Florida Literacy Coalition, and the Highlands County Health Department.
- Collaborative agreements are in place with Hardee, Highlands and Desoto Counties and with several colleges and universities.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None.

J. **STUDENT PERSPECTIVE** – The team meet with groups of students; their perspective is presented as a portion of this report.

- Adult Basic Education and Career and Technical Education students represented diverse cultures and ages.
- Students were complimentary of instructors, counselors, and the administration; students relied on them for information, guidance, and support.
- Students liked the individual attention they received from instructors.
- Students had information regarding financial aid and other resources.
- Students were proud of their campuses and facilities.

- Students felt that they had the necessary equipment and/or supplies needed for participation in their programs because the administration was attentive to the needs of the programs and students.

VIII. PROGRAM IMPROVEMENT PLAN

A Program Improvement Plan (PIP) was required for the CTE performance levels that did not meet at least 90% of each agreed-upon target and is included in the grant. The PIP's were reviewed during the visit. The purpose of the review is to determine if the strategies contained in the plan are measurable and verifiable during the visit.

1. Postsecondary Performance Measures

- Agency met or exceeded all secondary measures except for:
 - 3P1 Retention – 49.70% local actual vs. 77.19% local agreed-upon
- A PIP was required and is included in the grant.

2. CC Postsecondary Certificate

- Agency met or exceeded all postsecondary measures except for:
 - 5A1 Non-traditional enrollment – 6.55% local actual vs. 9% local agreed-upon
- A PIP was required and is included in the grant.

Discussion took place among the monitoring team and the provider's representative via phone conference. Strategies identified in the plan were verified and documentation was provided.

General Recommendations:

- Continue activities to increase participation and completion of nontraditional students.
- Track activities that support the Perkins Improvement Plan.

IX. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION AND CAREER AND TECHNICAL EDUCATION

No Corrective Action Plan is required; there were no findings noted during the visit.

X. REMARKS or POSITIVE PRACTICES

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

- The facilities and grounds were beautiful and well-kept. Congratulations to those responsible for these areas.
- This was our first visit to the Electrical Distribution Technology program at the Desoto Campus. The SFSC's program prepares students to begin a career as a high voltage electrical line technician. The students and instructors were informative and accommodating, and even allowed a team member to go up in a bucket truck.
- The Hotel Jacaranda and Dining Room provided practical, hands-on learning experiences for SFSC's Food Management, Production, and Services students. Not only was the site impressive, but the food was excellent, too!

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 the South Florida State College onsite monitoring visit. We appreciate President Stephens' participation in the Exit Conference. Special thanks to Mr. J. Kevin Brown, Dean of Applied Sciences and Technologies, Dr. Michael McLeod, Dean of Academic Support Services and Ms. Sylvia Turner, Director of Adult Education, for their participation and leadership in this process. Thanks are also extended to Ms. Gaylin Thomas, Grants and Program Specialist, for her cheerful assistance before, during, and after the monitoring visit.

Appendix A
Risk Matrix
South Florida State College
Adult Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	x 6	24
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	x 2	x 6	36
Number of grants with 10% or more of unexpended funds (2010-11)	Number of grants	x 5	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	x 10	60
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10 =	x 4	40
TOTAL Level of Risk Score				160

Appendix A
Risk Matrix
South Florida State College
Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2010-11)	\$ 2,000,001+	8	x 6	24
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2010-11)	Number of grants	x 2	x 6	24
Number of grants with 10% or more of unexpended funds (2010-11)	Number of grants	x 5	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	x 10	60
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in Director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10 =	x 4	0
TOTAL Level of Risk Score				108

Appendix B
 South Florida State College
 Entrance and/or Exit Conference Participants

Agency Participant	Title	Entrance Conference	Exit Conference
Theresa Elders	Coordinator, Restricted Accounting and Payroll	X	
Anita Kovacs	Controller	X	
Mary Hutzelman	Accountant	X	X
Evelyn Butcher	Grant Accountant	X	X
Nelly Ford	ESOL Coordinator	X	X
Manuel Cortazal	Grants Specialist	X	
Michael McLeod	Dean of Academic Support	X	
Glenn W. Little	Vice-President, Administrative Services	X	X
Becky Sroda	Associate Dean, Allied Health Programs	X	
Steve Ashworth	Chair, EMS and Fire Service Programs	X	
Dr. Deborah Fuschetti	Registrar	X	X
Susan Hale	Director, Human Resources	X	X
Leann Revell	Vice-President, Educational and Student Services	X	X
Thomas Bush	Professor, HVAC Program	X	
Jerry DeJonge	Director, Public Service Programs	X	
Christopher van der Kaay	Chief Information Officer	X	X
Annie Alexander-Harvey	Dean, Student Services	X	
Gaylin Thomas	Grants and Program Specialist	X	X
Sureka Flemming	Report Coordinator	X	
J. Kevin Brown	Dean, Applied Sciences and Technologies	X	X
Sylvia L. Turner	Director, Adult Education	X	X
Norm Stephens	President		X
FDOE Monitoring Team			
Eileen L. Amy	Director of Compliance	X	X
Sheryl Walden, Co-leader	Program Specialist	X	X
Tashi Williams	Program Specialist	X	X