



Quality Assurance and Compliance Monitoring

Career and Technical Education

St. Petersburg College

Final Report
June 10, 2011

FLORIDA DEPARTMENT OF EDUCATION



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June 10, 2011

Dr. William Law, President
St. Petersburg College
P.O. Box 13489
St. Petersburg, Florida 33733-3489

Dear Dr. Law:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education programs from our visit on March 15-18, 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: Stan Vittetoe
Eileen L. Amy
Sheryl Walden

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**St. Petersburg College
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 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 revised in the 2010-11 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 St. Petersburg College (SPC) was determined to be an on-site visit. Notification was sent to Dr. William Law, President of St. Petersburg College, on November 16, 2010. The designated representatives for the agency were Dr. Stan Vittetoe, Vice President, Workforce and Continuing Education and Amy Brush, Career Pathways/Workforce Specialist.

The on-site visit to the agency was conducted March 15-18, 2011, by three representatives of the Quality Assurance Section of the Division: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Mr. Tashi Williams, and Ms. Sheryl Walden.

V. ST. PETERSBURG COLLEGE

The total student enrollment for CTE Postsecondary Education in 2008-09 was 7,405. For 2009-10, the CTE Postsecondary Enrollment was 8,123. The following grants were awarded:

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
2009-2010			
522-1610A-0CP01	Perkins Postsecondary	\$1,286,722	\$56,933.44
2008-2009			
522-1619A-9CP01	Perkins Postsecondary	\$1,278,851	\$33,969.06
522-1619A-9CCP1	Perkins Career Pathways	\$ 101,628	\$8,101.55

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

<http://www.spcollege.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.

On-site Visits

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

- Clearwater Campus, Clearwater
- EpiCenter/EpiServices, Clearwater
- Seminole Campus, Seminole
- Health Education Center, Pinellas Park
- St. Petersburg/Gibbs Campus, St. Petersburg
- Allstate Center, St. Petersburg

Entrance Conference

The entrance conference for St. Petersburg College was conducted on May 15, 2011 and included:

Dr. Stan Vittetoe, Vice President, Workforce and Continuing Education, Clearwater Campus

Amy Brush, Career Pathways/Workforce Specialist, EpiServices

Matt Bowen, Academic Coordinator, Clearwater

Anne Neiberger, New Initiatives Program, Health Education Center

Dawn Janusz, Connections, Health Education Center

Brenda Starr, Administrative Specialist, EpiServices

Peg Connell, Special Populations Specialist, EpiServices

Ronald Boyce, Human Resources Program Coordinator, EpiCenter

Karen Reynolds, Asset Management, EpiServices

Theresa Dimmer, Institutional Research, District Office

Sarah Lopez, Central Records, District Office

Kathy Gray, Graduation Officer, District Office

Brad Jenkins, Program Director – Engineering Technology, Clearwater

Sharon Setterlind, Dean – CCIT, St. Pete/Gibbs

Mary Hoover, Grant Accountant, EpiServices

Vonda Woods, Director – Accounting Services, EpiServices
Alyssa Money, Office Specialist, EpiServices
Eileen Amy, Director, Quality Assurance and Compliance, FDOE
Tashi Williams, Program Specialist, FDOE
Sheryl Walden, Program Specialist, FDOE

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff/program and transition specialists and students. Twenty-two interviews and eight observations were conducted. 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-G. A minimum of 30 student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the on-site visit.

Exit Conference

The exit conference for St. Petersburg College was conducted on March 18 and included:
Dr. Stan Vittetoe, Vice President, Workforce and Continuing Education, Clearwater Campus
Amy Brush, Career Pathways/Workforce Specialist, EpiServices
Anne Neiberger, New Initiatives Program, Health Education Center
Dawn Janusz, Connections Coordinator, Health Education Center
Brenda Starr, Administrative Specialist, EpiServices
Peg Connell, Special Populations Specialist, EpiServices
Karen Reynolds, Asset Management, EpiServices
Theresa Dimmer, Institutional Research, District Office
Brad Jenkins, Program Director – Engineering Technology, Clearwater
Mary Hoover, Grant Accountant, EpiServices
Vonda Woods, Director – Accounting Services, EpiServices
Alyssa Money, Office Specialist, EpiServices
Paul Spinelli, Director of Procurement, EpiServices
Jesse Corragio, Director, Academic Effectiveness, EpiServices
Susan Biszewski-Eber, Internship Coordinator, St. Pete/Gibbs
Jennie Orama, Outreach Specialist, Health Education Center
Theresa Furnas, Assistant Vice President, Financial and Business Services, District Office
Delynda Keefe, Lead Instructor, Digital Arts, Seminole
Ruby Beechem, Grant Accountant, EpiServices
Gary Graham, Outreach Specialist, EpiServices
Brian Frank, Dean, Public Safety, Allstate Center
Eileen Amy, Director, Quality Assurance and Compliance, FDOE
Tashi Williams, Program Specialist, FLDOE
Sheryl Walden, Program Specialist, FLDOE

VII. RESULTS

St. Petersburg College March 15-18, 2011

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

- The College has nine campuses; we visited five (5) during the monitoring visit.
- Provosts/Assistant Provosts provided overviews to each campus, focusing on services for students.
- Campuses were very student-centered.
- The entrance conference featured an excellent slideshow geared for potential students.
- Students have access to, and are using financial aid.

- Marketing -
 - A positive relationship between Workforce programs and the Marketing department was evident.
 - “Branding” was consistent across all campuses.
 - Informative flyers, brochures and posters were evident on all campuses and near classrooms.
 - The variety of information was very positive.
 - Reading posters were especially relevant, showing pictures of instructors reading a favorite book.
- Faculty and staff were very enthusiastic about their place of work, the focus on students, and the administration of the College.
- Staff development was available, plentiful and incorporated into staff evaluations.
- One faculty member described the school as being “grateful for hard work.”

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

1. Concern: It is difficult to locate Career and Technical Education on the SPC website.

Recommendation: Revise the website; create a button or tab for Career and Technical Education to make information about programs, campuses and schedules more accessible.

2. Concern: Students in EMS programs indicated that when students do not score 80 on the College certification test (even if they have passed and made excellent grades in the various courses) they must repeat the program before they can retest. (The actual state licensure test allows repeats.)

Recommendation: Review the policy and whatever the result of such a review, explain the policy more thoroughly to faculty and students. Consider involving faculty and/or students in the policy review.

- 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.
- SPC faculty and staff receive training on the use of data.
- The agency is transitioning to 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

None

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

- The College follows the curriculum frameworks for courses.
- Content of the courses observed was current and progressive.
- The New Initiative Program (NIP) provides counseling and tutoring for students in a less intimidating environment.
- The 12-credit entrepreneurship coursework is being added to CTE content. It is seen as an extra benefit to students.

- The focus on reading was prevalent. Posters featuring staff and faculty added to the emphasis the College places on reading skills.
- The student life course provides invaluable information and skills for the new or returning student.
- The visual representation of required coursework for American Sign Language (ASL) was extremely helpful and worth repeating in other areas.
- Interviews conducted with students and close monitoring of those doing poorly in classes are two ways that the College is addressing retention.
- The programs are using Advisory Committees to seek feedback, address community needs and employment, and to make changes when appropriate.
- Annual reviews of programs keep administrators and faculty on track with individual course content and relationships to certification and employment.
- SPC is a participant in the Tampa Bay Regional Career Pathways Consortium.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Technology was current and being used when students were present in classrooms and labs.
- The inventory was presented in a user-friendly format.
 - All equipment was located and tagged.
- Check-out systems were in place for students using equipment for assignments.
- The Digitorium on the Seminole Campus is impressive, uses state-of-the-art technology, and is being used for a variety of events.
- Students are involved in the design of the Center for Emerging Technologies on the Clearwater Campus.

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.

- SPC has attractive campuses that include waterways.
- The buildings are all connected by sidewalks.
- SPC landscaping, some of which is maintained by the students, is 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.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

1. Concern: Some equipment storage areas were in disarray.

Recommendation: Organize storage areas so that equipment may be easily and readily located as needed.

2. Concern: Many empty classrooms and thus, idle equipment were observed during the monitoring visit.

Recommendation: Revisit schedules (days/times) and staffing to better utilize available space and equipment.

- 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 buildings on all campuses had accessible entryways, including automatic doors and ramps.
 - The boardwalk at Seminole Campus was accessible as well.
- Accessible restrooms and working tables/desks were available on all campuses.
- Accommodations were evident and available.
- Non-discrimination notices were available and posted broadly on all campuses.
- Written materials contained non-discrimination notices.
- Should a situation arise related to non-discrimination, staff knew what steps to take.

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 records were reviewed:

- Student handbook
- College Catalog
- Brochures
- Purchase Orders
- Non-Discrimination Statements both posted and in printed materials
- Electronic Student Records (transcripts)
- Student Records (admission/enrollment forms, test results, student class schedule)
- Financial and Board Policies and Procedures (on-line)
- Personnel Activity Reports (PARs) and Certification Statements
- Monthly ledgers
- Travel requests, authorizations and reimbursement documentation
- Professional Development Plans
- Articulation Agreements
- Articulation Desk Aid for Gibbs High School
- Inventory Lists by Campus

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.

- All financial systems are in place.
- Financial and Procurement policies and procedures are available on the website.
- Additional internal procedures ensure consistent implementation of policies.
- Monthly ledgers are available by programs.
- Tracking of expenditures is completed for all programs.
- A sample of expenditures and full documentation was reviewed.
- A sample of travel expenditures and applicable documentation was reviewed.
- Time and effort reports are completed monthly by staff.

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.

- Agreements were in place with community businesses.
- Collaboration and joint activities with school districts is becoming a way of work; dual enrollment is increasing. The partnership with Pinellas County School Board resulted in 30 articulation agreements with 17 schools.
- An Articulation Guide was developed to document all agreements in place. Each school has an Articulation Desk Aid for students at that particular school.
- Advisory Committees were in place and very active with specific content areas.
- There is a joint-use library located at the Seminole Campus.
 - City provides staff; SPC provides technology and security.
- The Natural Habitat Park is a sustainable demonstration project with the Pinellas County Extension Office.
 - Recent "Walk in the Park with Professor Kelli" had 37 children participating.
 - Community assists with "Green Spring Cleaning" the park on April 16, 2011.
 - Helps with clean-up of debris and litter that threaten wildlife and waterways.
 - Plants native plants around boardwalk and pond.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

1. Concern: Many businesses and potential employers at the career fair at the Health Education Center indicated that they had never visited classes or open houses at SPC.

Recommendation: Extend invitations to businesses and/or potential employers to visit classes or open houses as speakers or observers.

2. Concern: Staff indicated that there had been no contact between SPC and the Florida School for the Deaf and the Blind (FSDB) in St. Augustine.

Recommendation: Initiate contact with FSDB so that a partnership might be formed that will benefit FSDB students by providing additional options for continuing their education at SPC. Additionally, SPC students might mentor FSDB students.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – St. Petersburg College is not required to complete a Corrective Action Plan.
2. Action Plan – The College must provide an Action Plan (Appendix A) to address the concerns noted in the focus areas A, E and I 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 on-site 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 visits: Accessibility of buildings and programs was comprehensive throughout the campus. The NIP program addressed students' needs individually and consistently. The marketing of the College's program was consistent in branding and creative in the variety of products promoting individual programs. The efforts used to communicate with high schools through the slide show and articulation guides was very impressive.

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 St. Petersburg College's on-site monitoring visit. Special thanks to Dr. Stan Vittetoe and Amy Brush for their participation and leadership in this process.

Appendix A
St. Petersburg College
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	= 36 <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 (6)	2	X 6	= 24
Number of grants with 10% or more of unexpended funds (2008-09)	Per grant (4)	5	X 4	= 0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings (20)	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	10	X 4	= 40
TOTAL Level of Risk Score				180

**Appendix B
St. Petersburg College
RESOLUTION PLAN**

Career and Technical Education

Adult Education

Corrective Action Plan

Action Plan

System Improvement Plan

	<u>Strategies</u>	<u>Person Responsible</u>	<u>Projected Date of Completion</u>
CORRECTIVE ACTION PLAN Citation/Finding(s): NONE			
ACTION PLAN Concern(s): 1. It is difficult to locate Career and Technical Education on the SPC website.	Revise the website; create button or tab for Career and Technical Education to make information about programs, campuses and schedules more accessible.		
2. Students in EMS programs indicated that when students do not score 80 on the college certification test (even if they have passed and made excellent grades in the various courses) they must repeat the program before they can retest. (The actual state licensure test allows repeats.)	Review the policy and whatever the result of such a review, explain the policy more thoroughly to faculty and students.		
3. Some equipment storage areas were in disarray.	Organize storage areas so that equipment may be easily and readily located as needed.		
4. Many empty classrooms and idle equipment were observed during the monitoring visit.	Revisit schedules (days/times) and staffing to better utilize available space and equipment.		

5. Many businesses and potential employers at the career fair at the Health Education Center indicated that they had never visited classes or open houses at SPC.	Extend invitations to businesses and/or potential employers to visit classes or open houses as speakers or observers.		
6. Staff indicated that there had been no contact between SPC and the Florida School for the Deaf and the Blind (FSDB) in St. Augustine.	Initiate contact with FSDB so that a partnership might be formed that will benefit FSDB students by providing additional options for continuing their education at SPC. Additionally, SPC students might mentor FSDB students.		
SYSTEM IMPROVEMENT PLAN (AE only): Indicator/Current Data			
Technical Assistance Needed and/or Provided:			
Date and Status of Action – Completed/Pending			
Plan submitted by: _____ Date: _____			
Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance. Date: _____			