OC PS

Orange County Public Schools

Orlando, Florida

Steps Toward a Better Tomorrow

FINAL REPORT
Prepared for the Office of Program Policy and
Government Accountability (OPPAGA)

March 20, 1998

OrAnge County
Public ScHools
Florida

March 20, 1998

Mr. David D. Summers
Senior Policy Analyst
Office of Program Policy and Government Accountability (OPPAGA)
P.O. Box 1735
Pepper Building, Third Floor, Room 3330
Tallahassee, Florida   32302

Dear Mr. Summers:

KPMG Peat Marwick LLP (KPMG) has completed its project to conduct a Management
Performance Audit of the Orange County Public School System (OCPS) as per our
proposal dated September 12, 1997.

We have enjoyed working with you and look forward to having the opportunity to work
with you on another project in the future.

Very truly yours,

KPMG Peat Marwick LLP

Orange County Public Schools
Steps Toward a Better Tomorrow

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Executive Summary

The Students

Student performance is the number one priority of the Orange County Public Schools (OCPS). The role of the central office is to help schools achieve this goal by:

- Providing leadership and direction
- Assuring accountability for results
- Making resources available as efficiently as possible
- Supporting the school and the classroom

How well is OCPS' central office doing? Student test scores, for all their imperfections, remain the best indicators of achievement. OCPS' diverse student population's test scores are comparable to the national average on:

- 1997 Stanford-8 grade 4 tests in reading and math
- 1997 Stanford-8 grade 8 tests in reading and math
- Percentage of students passing the 1996-97 High School Competency Test
- 1996-97 SAT scores in both achievement and participation rates

An effective district has high student test scores. An efficient district has a central office that provides leadership and accountability through a lean, responsive organizational structure that maximizes the allocation of funds to the instructional program. Orange County's central office is generally appropriately staffed. However, the current organizational structure has excessive layers of management, inappropriate grouping of functions, and a central support structure that is not responsive to school needs and diffuses responsibility for results.

Executive Summary

The Challenge

OCPS, the 16th largest district in the nation and the fifth largest in Florida, is experiencing many of the problems that face large school districts:

- A growing and diverse student body
- Social problems, such as poverty, broken families, violence, and drugs
- Lack of public confidence and support, driving increased pressure for accountability
- Aging and inadequate facilities, and the need to construct new schools to keep pace with enrollment growth
- Difficulty attracting and retaining qualified instructional and administrative staff
- Implementing rapidly changing and expensive technology

How well is OCPS addressing these issues? KPMG has been analyzing OCPS operations for the last four months to answer this question, interviewing people inside and outside the school system; analyzing plans, budgets, reports, and other documents; comparing OCPS to similar districts in the other parts of the state and the nation; and considering strategies for the future. What we have found is that, while there are several things that the District is doing well, there are many opportunities for improvement.

Executive Summary

Scope and Objectives

KPMG was selected by the Florida Legislature's Office of Program Policy Analysis and Government Accountability (OPPAGA) through a competitive bid process to conduct a performance review of OCPS. The purpose of the review was to identify ways that OCPS could:

- Save funds
- Improve management
- Increase efficiency and effectiveness

Specific areas of review identified by OPPAGA in the Request for Proposals (RFP) were:

- ***Organization and management*** evaluation
- ***Functional area analyses*** of the following areas:

  - Community Involvement
  - Educational Service Delivery
  - Facilities Use and Management
  - Personnel Management
  - Asset and Risk Management*

  - Financial Management*
  - Purchasing*
  - Transportation
  - Food Service
  - Security Services

*NOTE: KPMG combined these functions in the Business Services section of this report.

Executive Summary

Scope and Objectives

In addition, because of the importance of information technology in meeting the administrative and instructional needs of school districts, KPMG conducted a ***technology analysis,*** which included an assessment of how technology can support the informational needs and business processes of OCPS.

Executive Summary

Methodology

To accomplish these objectives, KPMG performed the following tasks:

- Conducted project entrance conference
- Collected and reviewed background data (such as budgets, organization charts, strategic plans, and prior management reports)
- Conducted over 100 interviews
- Issued and analyzed over 600 Job Activity Questionnaires to central office staff (53 percent response rate)
- Conducted four focus groups (principals, teachers, students, and parents)
- Conducted two community input sessions
- Developed, issued, and analyzed benchmarking surveys in all functional areas
- Developed, issued, and analyzed customer satisfaction surveys in the areas of Exceptional Education and Facilities Management
- Conducted two Tollgates
- Developed draft and final reports

Benchmarking, which enables the district to compare itself to peers—including the most successful systems in the nation—offers one of the best ways to improve. KPMG and the OCPS liaison team selected the following districts for the comparisons in this report:

Executive Summary

Methodology

Peer Districts	1996-97			1995-96	
	Total Staff	Students	Total Schools	Revenues	Expenditures
Orange	15,356	129,137	138	$ 761,625,000	$ 707,641,946
Broward	20,373	215,557	188	1,345,596,000	1,208,907,179
Duval	11,575	126,116	145	673,672,000	611,811,792
Hillsborough	17,650	147,897	172	876,838,000	824,125,937
Palm Beach	14,876	137,663	146	927,518,000	820,990,051
Pinellas	12,933	107,077	126	654,473,000	572,144,215
Peer Average	15,481	146,862	155	895,619,400	769,432,000
State Average	3,702	33,424	38	200,668,657	173,268,582
Fairfax, VA	16,554	143,040	204	870,717,093	856,560,887

Source: Profiles of Florida School Districts 1995-96, Financial Data Statistical Report, Florida Department of Education, August 1997.

Profiles of Florida School Districts 1996-97, Student and Staff Data, Florida Department of Education, February 1998.

Fairfax County Public Schools 1998 Approved Budget.

KPMG, with input from OCPS, selected the above districts as benchmarked districts. Benchmarked districts were chosen based on comparability relating to size of student enrollment, student demographics, and geography. In addition, KPMG also compared OCPS to district and private sector organizations that exemplified best practices, which are operating procedures that have enabled other organizations to provide cost-effective services while maintaining standards of excellence in services. To conduct the benchmarking analysis, KPMG used budget and organization charts, data from the Florida Department of Education, and telephone calls to peers and national

Executive Summary

Methodology

industry associations. Our findings cover both general benchmarks (such as staff per pupil) and specific benchmarks (such as custodial staff per square foot). In some functional comparisons in the main body of this report, benchmarked districts vary based on availability of data.

In all phases of our work, KPMG found the OCPS staff to be dedicated, hardworking, and eager to help. Teachers, students, community members, and parents responded to our requests for feedback, generously devoting their time to this effort. We are grateful for their important contributions to our report.

Executive Summary

Findings and Conclusions

Our analysis found that there are several things the District is doing well. For example:

- The new administration has aggressively addressed issues in areas such as developing a comprehensive strategic planning process, involving the business community, reducing administrative staff, and dealing creatively with issues such as leasing out the district administrative office.
- The administration has established a good relationship with the School Board; Board focuses on the "what," the Superintendent and administration focus on the "how."
- The District has developed a comprehensive process for soliciting, responding to, and acting upon employee suggestions.
- The District has focused on empowering schools as evidenced by the implementation of school-based management.
- The District is beginning to introduce accountability systems.
- The District is effectively making use of business and community members' expertise by involving them in oversight committees.
- OCPS has benchmarks that align Florida State Standards with OCPS goals and objectives by grade level.
- OCPS is in the initial stages of creating a Teacher Academy devoted to the District's staff development needs.
- Food Services has an operating a surplus of $8.4 million for FY 1996-97.
- Several instructional technology initiatives have received national recognition.
- Custodial outsourcing of eight facilities resulted in a cost savings of $312,000 in FY 1996-97 with projected savings of $360,000 in FY 1997-98.

Executive Summary

Findings and Conclusions

We also found, however, that there is much room for improvement. For example:

- Overall, OCPS has more staff than peer districts, particularly in areas such as:
  - Facilities Maintenance
  - Exceptional Education
  - Environmental Compliance
  - Clerical/support
  - Non-instructional areas
- OCPS uses more support staff and fewer teachers to serve its students than comparable Florida districts.
- The current central office organization structure is not effective, and is not always responsive to school needs.
- There is a lack of long-range planning throughout the District.
- There is limited communication throughout the District and among organizational units.
- Certain divisions are spending substantial resources on non-core, commercially available activities.

The remainder of this Executive Summary presents a summary of the fiscal and staffing impacts resulting from our recommendations, and a high-level overview of our findings and recommendations in each area. Specifics are included in the remaining sections of this report.

Executive Summary

Fiscal Impacts

Summary of Estimated Savings and Costs

Recommendations	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Total 5 year (Costs) or Savings	One-Time (Costs) or Savings)	FTE
Educational Service Delivery								
Upgrade personnel	($161,000)	($161,000)	($161,000)	($161,000)	($161,000)	($805,000)		(1)
Eliminate Program Assistant	$27,300	$27,300	$27,300	$27,300	$27,300	$136,500		(1)
Eliminate 1 Clerk Specialist	$23,100	$23,100	$23,100	$23,100	$23,100	$115,500		(1)
Eliminate Director of Compact	$77,410	$77,410	$77,410	$77,410	$77,410	$387,050		(1)
Create principal incentive pool	($50,000)	($50,000)	($50,000)	($50,000)	($50,000)	($250,000)		
Upgrade 10 Instructional Support Staff	($182,000)	($182,000)	($182,000)	($182,000)	($182,000)	($910,000)		
Staff Development Investment	($1,300,000)	($1,300,000)	($1,300,000)	($1,300,000)	($1,300,000)	($6,500,000)		
Pay application fee for National Board Certification	($120,000)	($120,000)	($120,000)	($120,000)	($120,000)	($600,000)		
Create master teacher pay supplements		($135,000)	($270,000)	($405,000)	($540,000)	($1,350,000)		
Sub-Total	($1,685,190)	($1,820,190)	($1,955,190)	($2,090,190)	($2,225,190)	($9,775,950)		(4)
Planning and Executive Services								
Eliminate Senior Director Multicultural Service	$90,400	$90,400	$90,400	$90,400	$90,400	$452,000		(1)
Sub-Total	$90,400	$90,400	$90,400	$90,400	$90,400	$452,000		(1)
Exceptional Education Services								
Hire Executive Director of Pupil Personnel	($89,700)	($89,700)	($89,700)	($89,700)	($89,700)	($448,500)		1
Hire Medicaid Coordinator	($39,000)	($39,000)	($39,000)	($39,000)	($39,000)	($195,000)		1
Eliminate Behavior Analyst, 2 Instructional Support Counselors, Placement/Follow-up Instructional Support Teacher, 2 Behavior Specialists	$312,500	$312,500	$312,500	$312,500	$312,500	$1,562,500		(6)
Track students eligible for Medicaid reimbursement and collect funding	$3,057,200	$3,057,200	$3,057,200	$3,057,200	$3,057,200	$15,286,000		
Conduct IEP Review and reduce number of SLD classified students	$817,000	$817,000	$817,000	$817,000	$817,000	$4,085,000		
Conduct IEP audit of Exceptional Education	($85,000)					($85,000)	($85,000)	
Sub-Total	$3,973,000	$4,058,000	$4,058,000	$4,058,000	$4,058,000	$20,205,000		(4)

Executive Summary

Summary of Estimated Savings and Costs

Recommendations	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Total 5 year (Costs) or Savings	One-Time (Costs) or Savings)	FTE
Bilingual/ESOL								
Restructure Bilingual/ESOL Department	$97,500	$97,500	$97,500	$97,500	$97,500	$487,500		(3)
Eliminate secretarial staff	$70,850	$70,850	$70,850	$70,850	$70,850	$354,250		(2)
Sub-Total	$168,350	$168,350	$168,350	$168,350	$168,350	$841,750		(5)
Title1								
Restructure Title I Department	$207,000	$207,000	$207,000	$207,000	$207,000	$1,035,000		(3)
Eliminate Secretarial/Clerical positions	$318,825	$318,825	$318,825	$318,825	$318,825	$1,594,125		(9)
Sub-Total	$525,825	$525,825	$525,825	$525,825	$525,825	$2,629,125		(12)
Vocational Education Services								
Eliminate 2 Instructional Support Teachers	$97,000	$97,000	$97,000	$97,000	$97,000	$485,000		(2)
Eliminate Program Specialist for Agribusiness	$57,600	$57,600	$57,600	$57,600	$57,600	$288,000		(1)
Sub-Total	$154,600	$154,600	$154,600	$154,600	$154,600	$773,000		(3)
Instructional Technology								
Eliminate the Director and two Senior Administrator positions and one associated clerical position	$247,000	$247,000	$247,000	$247,000	$247,000	$1,235,000		(4)
Eliminate 5 document processing positions performing dictation and basic word processing	$151,400	$151,400	$151,400	$151,400	$151,400	$757,000		(5)
Eliminate the Administrator for Distance Learning/ITV position	$44,600	$44,600	$44,600	$44,600	$44,600	$223,000		(1)
Eliminate Photographer position and focus resources on higher priority functions.	$38,000	$38,000	$38,000	$38,000	$38,000	$190,000		(1)
Information Systems								
OCPS should eliminate the Associate Superintendent positions and the associated clerical position	$136,000	$136,000	$136,000	$136,000	$136,000	$680,000		(2)
Outsource offset printing and eliminate three positions dedicated to that function.								(3)
OCPS should sell its 2 color presses on the printing press resale market	$180,000					$180,000	$180,000	
Outsource computer and electronics repair and eliminate 22 positions								(28)
Sub-Total	$797,000	$617,000	$617,000	$617,000	$617,000	$3,265,000	$180,000	(44)

Executive Summary

Summary of Estimated Savings and Costs

Recommendations	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Total 5 year (Costs) or Savings	One-Time (Costs) or Savings)	FTE
Community Involvement								
Reduce Pupil Assignment Staff	$148,000	$148,000	$148,000	$148,000	$148,000	$740,000		(3)
Eliminate Secretary for Senior Manager Real Property	$32,500	$32,500	$32,500	$32,500	$32,500	$162,500		(1)
Add Area Community Coordinator	($32,000)	($32,000)	($32,000)	($32,000)	($32,000)	($160,000)		1
Eliminate 2 Support Clerks and 3 Administrative Assistants. Hire a Database Administrator.	$102,050	$102,050	$102,050	$102,050	$102,050	$510,250		(4)
Expand use of computer telephony	($120,000)	($120,000)	($120,000)	($120,000)	($120,000)	($600,000)		
Eliminate 2 Clerk Specialists	$49,800	$49,800	$49,800	$49,800	$49,800	$249,000		(2)
Utilize ITV infrastructure	($10,800)	($10,800)	($10,800)	($10,800)	($10,800)	($54,000)		
Sub-Total	$169,550	$169,550	$169,550	$169,550	$169,550	$847,750		(9)
Facilities Use and Management								
Maintenance								
Eliminate FMT program and convert FMT to trade positions	$195,000	$195,000	$195,000	$195,000	$195,000	$975,000		(59)
Upgrade two Zone Leads	($16,000)	($16,000)	($16,000)	($16,000)	($16,000)	($80,000)		
Consider implementation of Energy Management Program	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$1,500,000	$7,500,000		
Provide Career Advancement Training	($3,000)	($3,000)	($3,000)	($3,000)	($3,000)	($15,000)		
Expand custodial outsourcing program to 20 additional facilities	$540,000	$540,000	$540,000	$540,000	$540,000	$2,700,000		
Add Area Custodial Coordinator	($36,000)	($36,000)	($36,000)	($36,000)	($36,000)	($180,000)		
Eliminate eight Special Crews staff to bring staffing levels in line with regional averages	$212,000	$212,000	$212,000	$212,000	$212,000	$1,060,000		(8)
Construction Management								
Restructure Construction Management Department	($10,500)	($10,500)	($10,500)	($10,500)	($10,500)	($52,500)		1
Environmental Compliance								
Eliminate 4 of the 15 positions to move closer to the peer average.	$151,000	$151,000	$151,000	$151,000	$151,000	$755,000		(4)
Sub-Total	$2,532,500	$2,532,500	$2,532,500	$2,532,500	$2,532,500	$12,662,500		(70)
Personnel Management								
Delete Senior Manager of NEO and Classified Staff	$71,500	$71,500	$71,500	$71,500	$71,500	$357,500		(1)
Reorganize and restructure Human Resources	$350,000	$350,000	$350,000	$350,000	$350,000	$1,750,000		(5)
Acquire and install new HR systems	$0	$0	$154,000	$154,000	$154,000	$462,000		(6)
Sub-Total	$421,500	$421,500	$575,500	$575,500	$575,500	$2,569,500		(12)

Executive Summary

Summary of Estimated Savings and Costs

Recommendations	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Total 5 year (Costs) or Savings	One-Time (Costs) or Savings	FTE
Business Services								
Finance								
Eliminate Senior Manage of Risk Management	$61,000	$61,000	$61,000	$61,000	$61,000	$305,000		(1)
Payment and shipping terms should be part of each vendors master file and the District should take advantage of payment terms.	$232,000	$232,000	$232,000	$232,000	$232,000	$1,160,000		
Eliminate Senior Manager of Property Control and Internal Audit	$61,000	$61,000	$61,000	$61,000	$61,000	$305,000		(1)
The surplus property warehouse should be combined physically with the warehouse to more effectively utilize the warehouse space.	$32,000	$32,000	$32,000	$32,000	$32,000	$160,000		
OCPS should implement a purchasing card program. This will allow OCPS the flexibility of limiting each cardholder's purchasing power based on their job functions.	$245,000	$245,000	$245,000	$245,000	$245,000	$1,225,000		
Department directors and school principals should be responsible and accountable for property and equipment at their locations. This will include the timely follow-up and recovery of stolen or lost items.	$279,000	$279,000	$279,000	$279,000	$279,000	$1,395,000		
Eliminate Director of Payroll Services and a Support Clerk	$104,000	$104,000	$104,000	$104,000	$104,000	$520,000		(2)
Mandate direct deposit for all OCPS employees.	$17,500	$17,500	$17,500	$17,500	$17,500	$87,500		
Change payroll structure to semi-monthly.	$42,350	$42,350	$42,350	$42,350	$42,350	$211,750		
Eliminate 4 Lead Clerks and a Clerk Specialist	$156,000	$156,000	$156,000	$156,000	$156,000	$780,000		(5)
Sub-Total	$1,229,850	$1,229,850	$1,229,850	$1,229,850	$1,229,850	$6,149,250		(8)

Executive Summary

Summary of Estimated Savings and Costs

Recommendations	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Total 5 year (Costs) or Savings	One-Time (Costs) or Savings)	FTE
Food Services								
Hire two Area Administrators	($118,800)	($118,800)	($118,800)	($118,800)	($118,800)	($594,000)		2
Discontinue providing free meals to adults and custodians.	$163,000	$163,125	$163,125	$163,125	$163,125	$815,500		
The Food Services fund should be charged for all costs associated with operating the department, including utility costs.	$600,000	$600,000	$600,000	$600,000	$600,000	$3,000,000		
OCPS should increase eligible student participation in the free/reduced lunch program by 6.04 percent, it could receive an additional $13,136 per school day in reimbursement from the State.	$1,116,000	$1,116,000	$1,116,000	$1,116,000	$1,116,000	$5,580,000		.
Sub-Total	$1,760,200	$1,760,325	$1,760,325	$1,760,325	$1,760,325	$8,801,500		2
Safety and Security								
Discontinue the Vandal Watch program	$313,000	$313,200	$313,200	$313,200	$313,200	$1,565,800		
Reclassify Site Administrator and Eliminate a Support Clerk	$30,410	$30,410	$30,410	$30,410	$30,410	$152,050		(1)
Sub-Total	$343,410	$343,610	$343,610	$343,610	$343,610	$1,565,800		(1)
Total	$10,480,995	$10,251,320	$10,270,320	$10,135,320	$10,000,320	$50,986,225	$180,000	(171)

Executive Summary

Organization and Management Summary

A district's governance, organization, and management structure can have a significant impact on achievement of the district's goals. OCPS' current central support structure is not effective: it is not responsive to school needs, it diffuses responsibility, and it is not aligned with its plans for the future. For example, the District has implemented site-based management, but does not hold principals accountable for results. In addition, principals feel they must answer to several different "bosses" at the central office and that decisions must go through many layers before they are approved.

In addition, OCPS' overall organization structure does not meet KPMG's criteria for an effective organization. Many functions are misplaced and inappropriately grouped, organizational responsibilities are not evenly distributed, and there are excessive layers of management in parts of the organization. This structure contributes to a lack of communication throughout the central office.

To address these issues, KPMG recommends that the District implement an area office structure to move certain services closer to the schools and provide schools with the resources that they need. This will change the central office to more of a support function for the schools. In addition, the central office should be reorganized to reduce layers of management, more appropriately group related functions, and improve communications. The recommended organizational structure is presented on the following page.

Executive Summary

Recommended Organizational Structure

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                          ┌─────────────┐
                          │ School Board│
                          └─────────────┘
        ┌──────────┐                      ┌──────────┐
        │ Internal │──────────────────────│  Legal   │
        │  Audit   │                      │ Counsel  │
        └──────────┘                      └──────────┘
                          ┌───────────────┐
                          │ Superintendent│
                          └───────────────┘
   ┌──────────────────┐                   ┌──────────────┐
   │ Exec. Dir. for   │                   │  Government  │
   │ Communications. &│───────────────────│Relations Liaison│
   │   Community      │                   └──────────────┘
   │   Involvement    │
   └──────────────────┘
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Chief Financial Officer	Deputy Superintendent for Planning and Education	Deputy Superintendent for Operations	Area Superintendents

Director of Management Information Systems	Associate Super. for Curric. & Instruction K-12	Associate Superintendent for Human Resources	
Director of Finance	Associate Super. for Workforce Development	Associate Superintendent for Facilities Services	
Director of Risk Management	Associate Super. for Special Programs	Director of Transportation	
Director of Procurement Services	Associate Super for ESE	Director of Food Services	
	Executive Director of Pupil Personnel	Sr. Manager of Security Services	
	Sr. Director of Research/Evaluation & Assessment	Sr. Manager Print Services	
	Sr. Director, Planning and Solution Development	Sr. Administrator of Pupil Assignment	
	Director of Grants Development		

Executive Summary

Educational Service Delivery Summary

The delivery of educational services is the first and most important function of school districts. One of OCPS' primary strengths in this area is the achievement of its students at the national average, despite an economically diverse population. Some of the factors driving student achievement are OCPS' emphasis on early literacy programs and targeted intervention efforts to move schools off the critically low school list. OCPS has also recently clearly defined grade-level specific benchmarks in core subject areas and aligned them with new district assessments.

Achieving systemic and sustained boosts in student achievement will require more clearly defined accountability for both programs and results, as well as a system-wide focus on student achievement. OCPS is a national leader in the amount of latitude its principals have over their school budgets (as are other Florida districts). However, many principals have not widely experimented with resource allocation changes at their schools because the culture of OCPS has not generated creativity and empowerment. Historically, most policy and program decisions have been made at the central office, with curriculum standards, staff development, program implementation, and technical assistance being divvied out to principals from the top down. This central planning and implementation model has divorced responsibility for program implementation at the schools from accountability for results. In addition, the "forced" allocation of resources from the central office has insulated the central office services from competitive market forces, potentially leading to higher cost, lower quality services with no formal incentives to innovate.

Executive Summary

Educational Service Delivery Summary

Moving forward, OCPS must create a culture of empowerment and accountability at the school level to ensure focus on improving student achievement. By moving to an area structure, OCPS will increase regional accountability, move resources closer to the schools, and diminish the monopoly the central office has on provision of services. A more targeted, measurable principal performance evaluation process will also increase accountability and focus on student achievement. As well, OCPS should create a "pilot" staff development enterprise fund where the OCPS staff development function must market and price their services to compete with external providers and principals are given additional allocations from which to buy back services internally or externally. This structure will create a more responsive and customer-focused central office organization whose value is assessed through principals' willingness to pay for services in a competitive market situation.

OCPS must continue to focus its instructional resources on the highest value-added activities. Some central office funds that are spent on programmatic compliance monitoring, curriculum development, and creation of world-class technological instructional materials in non-core subject areas could more directly impact delivery of instruction in core subject matter areas. Other ways for OCPS to maximize taxpayer dollars include increased use of technology, harvesting of additional revenue opportunities (e.g., Medicaid reimbursement, competitive grants), and leveraging of highly skilled resources by pushing lower skilled tasks to lower levels of the organization (e.g., use of guidance paraprofessionals, development of a technology support infrastructure). Finally, OCPS must become a continuously learning and improving organization. OCPS has conducted previous management and efficiency studies in bilingual education, purchasing, transportation, and communications. However, none of the recommendations in these studies have been further developed in an implementation plan or systematically implemented.

Executive Summary

Community Involvement Summary

Local school districts were established to be responsive to the needs of their community, including students, parents, residents, businesses, and other community groups. In addition, for a school system to receive the level of support from taxpayers that is necessary to sustain quality and ensure adequate growth, it must find effective ways to communicate with and receive input from different segments of the community. OCPS has a great deal of support from parents of students has evidenced by over 1 million volunteer hours in 1996-97.

Currently, OCPS' community involvement-related functions (such as outreach to businesses) are fragmented throughout the organization, which has led to duplication of effort and a lack of focused community outreach and involvement efforts. In addition, the District has not fully implemented a community relations plan that was developed by an independent consultant.

KPMG recommends that all community involvement-related functions, such as community relations and volunteer services, be brought together in one department to help ensure coordination of efforts. In addition, the District should fully implement its community relations plan and should develop specific performance measures for the objectives identified in the community relations plan and ensure accountability for meeting those objectives.

Executive Summary

Facilities Use and Management Summary

In a growing school district such as OCPS, the construction, maintenance, and management of facilities is a critical function. In addition, safe, clean, and well-maintained buildings with sufficient, appropriate space have a significant impact on a school's climate and the self-esteem of students and staff. Facilities Services—which includes Construction Management, Environmental Compliance, Maintenance, Custodial, and Special Crews (Grounds) functions—is responsible for managing the District's facilities. Recently, this department has been in a state of flux because of several changes in leadership. Because of this, several critical facilities management functions, such as facilities planning and budget development, have been not been performed or have been performed by other departments. Other critical functions, such as preventive maintenance and energy management, have also been performed to a limited extent. In addition, OCPS has more maintenance staff than peer districts because of its (Facilities Maintenance Technician) FMT program and its construction costs appear to be higher than peer districts.

KPMG recommends the following changes to improve the District's facilities management function:

- Reorganize the Facilities Services Department
- Implement a facilities planning function in Facilities Services
- Reduce construction costs
- Implement preventive maintenance and energy management functions
- Eliminate the FMT program, and convert some FMT positions to trade positions
- Consider outsourcing the custodial function in additional schools

Executive Summary

Personnel Management Summary

Attracting and retaining qualified staff is one of the most important functions of a school district. OCPS is experiencing human resources problems that are faced by many districts, such as difficulty finding qualified teacher applicants and difficulty finding substitutes. OCPS' Human Resources Department is also experiencing other problems. For example, certain functions (such as Volunteer Services) are misplaced in the Human Resources Department, and some human resources functions (such as employee benefits) are misplaced in other departments. In addition, the current human resources information system is limited. Other issues include the following:

- OCPS lacks a process for projecting future staffing needs and has no recruitment plan.
- The role of Human Resources in developing and monitoring appraisal expectations and evaluation processes is unclear.

To address these issues, KPMG recommends that OCPS:

- Increase and expand recruiting efforts
- Reorganize the Human Resources Department to better align functions
- Acquire and install a new human resources system
- Develop a formal process for projecting staffing needs over a multi-year period and link it to a comprehensive action plan for recruiting
- Assign certain performance evaluation responsibilities to Human Resources

Executive Summary

Business Services Summary

For the purposes of this analysis, KPMG included all financial related functions (Asset and Risk Management, Financial Management, and Purchasing) in the Business Services section of this report. OCPS is currently working to implement a comprehensive financial management system, which will change the way the District does business and will address many of the findings in this section of the report. Examples of issues identified in the Business Services section of this report include the following:

- Organizational structure is not appropriate. Certain functions (such as employee benefits and safety) are misplaced, and some reporting relationships are not appropriate.
- Internal Audit Department does not report directly to the OCPS Board.
- Limited communication and coordination exists among certain functions, such as finance and budget.
- Inadequate technology exists in parts of the organization. For example, the purchase order/requisition approval process and budgeting process are manual.
- Periodic financial reports are not in a format that is readily usable by departments.
- There is no formal program for identifying cost saving opportunities for outsourcing services.

To address these issues, KPMG recommends the following:

- Reorganize to better align related functions and improve communication and coordination.
- As part of the new system implementation, develop monthly reports that are geared towards the end-user.
- The Internal Audit Department should report directly to the OCPS Board, or its designee (Superintendent).
- The Purchasing Department should create a formal program to identify and evaluate possible savings through the use of outsourcing.
- Automate certain processes, including the purchase order/requisition and budgeting processes.

Executive Summary

Food Services Summary

KPMG found that OCPS' Food Services Department is operating well. The department has a surplus of $8.4 million, and is using these funds to implement technology at the school level to improve efficiency and effectiveness. Food Services also has a small central office staff, high participation rates, and it is paying for most of the costs associated with operating the Food Services program.

There are areas for improvement, however. KPMG recommends that OCPS:

- Add two Food Services administrator positions to provide a higher level of oversight of the school cafeterias.
- Develop a plan for implementation of technology.
- Charge the Food Services fund for the utility costs associated with operating the school cafeterias.
- Have cafeteria managers report directly to the Food Services Director.

With the implementation of these recommendations, KPMG believes that OCPS' Food Services Department can become a "best practice" department.

Executive Summary

Security Summary

Florida's system of School Improvement and Accountability has prioritized School Safety and Environment as one of its eight state education goals. The mission of OCPS' Security Services Department is to provide for the safety and security of the OCPS students, personnel and visitors, while ensuring the security of OCPS property.

OCPS currently has a very decentralized school security function, which limits communication and coordination between the central office and the schools. In addition, some security-related programs, such as the Security Resource Officer (SRO) program, are not located in Security Services. Currently, only 65 percent of the District's schools are equipped with electronic monitoring systems. OCPS also operates a Vandal Watch program; the effectiveness of this program is difficult to monitor and several peer districts have phased out similar programs.

To improve OCPS' security function, KPMG recommends the following:

- Increase the involvement of Security Services in hiring, training, supervising, and evaluating school-based security personnel. This should improve the communication, coordination, and standardization of security services throughout the District.
- Eliminate the Vandal Watch program and use the savings to implement electronic monitor systems at all schools
- Consider privatizing the security function at the central administrative facilities

Executive Summary

Transportation Summary

KPMG conducted a management review of OCPS' transportation function in Fall of 1997. For the current study, KPMG assessed the degree to which OCPS has implemented the recommendations in the 1997 study. KPMG found that, to date, there is no formal plan for implementing the recommendations and no recommendations from the 1996 study have been implemented, although the Transportation Department is beginning the process of implementing recommendations. The department has prepared an analysis of KPMG's recommendations and has prioritized the recommendations they are planning to implement.

KPMG recommends that OCPS develop an implementation plan and implement the recommendations as soon as possible, especially those that will result in cost savings. These recommendations include:

- Instituting a policy whereby students receiving transportation services to attend magnet education programs are required to walk to an established satellite location.
- Adjust school starting and dismissal times to allow for better utilization of the District's vehicle fleet.
- Consider the cost/benefit of maximizing the allowable state guideline regarding walking distance to school bus stops.
- Consider the potential benefits of full or partial privatization of the student transportation function.

Executive Summary

Final Conclusions

If the recommendations in this report are implemented, KPMG believes that OCPS can become one of the best performing, highest achieving school districts in the nation.

In the long term, OCPS will require an ongoing commitment to quality improvement. A quality system is based on:

- Developing a good performance measurement system.
- Implementing quality management procedures.
- Creating a culture of continuous improvement.
- Looking at best practices around the country and implementing them in OCPS.
- Paying attention to best practices within the system and replicating them in other schools.
- Focusing on the "customer".
- Holding people accountable for results.

OCPS is already taking steps toward a better tomorrow, with many processes already reflective of high quality systems as reflected in the national Malcolm Baldrige Award standards. In a few years, districts around the country may look to OCPS as a national benchmarking standard.

Background

Initiation of the Performance Review

Motivation: The Florida Legislature's Office of Program Policy and Government Accountability (OPPAGA) sought this Performance Review to help provide recommendations for addressing the Orange County School Districts' current and long range problems as well as provide other school districts with a model for self-assessment.

Purpose: The purposes of OPPAGA in requesting this Performance Review are to identify ways that the Orange County School District can:

- Save funds,
- Improve management, and
- Increase efficiency and effectiveness.

Management Auditor: KPMG Peat Marwick LLP, an independent management consulting firm, conducted this review, using a methodology refined during reviews of numerous school systems throughout the country. KPMG was selected through a competitive process from several other firms submitting proposals.

Background

Background: Orange County Public Schools (OCPS) is a growing system, with growing resource requirements:

- OCPS has grown faster than most other Florida school systems, growing approximately 4 percent annually since 1993-94.

- Enrollment growth is expected to continue at a similar rate into the foreseeable future.

Orange County Enrollment Growth
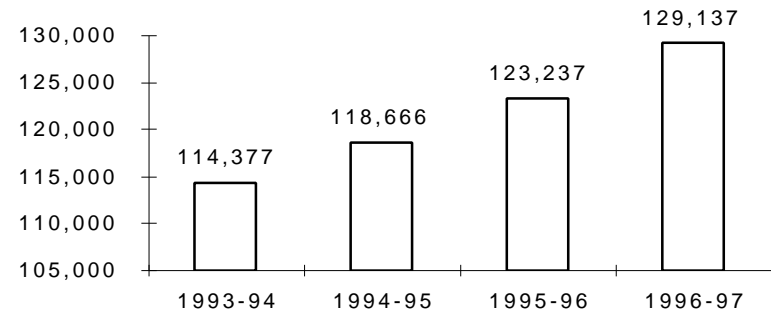
Source: Florida Department of Education

- Per student, OCPS' expenditures have grown by 5.5 percent between 1993-94 and 1995-96.

- As can be seen in the graph at right, OCPS expenditures per student were less than the peer and state averages.

- Peer spending grew 6 percent and state spending per student increased 6.4 percent between 1993-94 and 1995-96.

Expenditures per Student
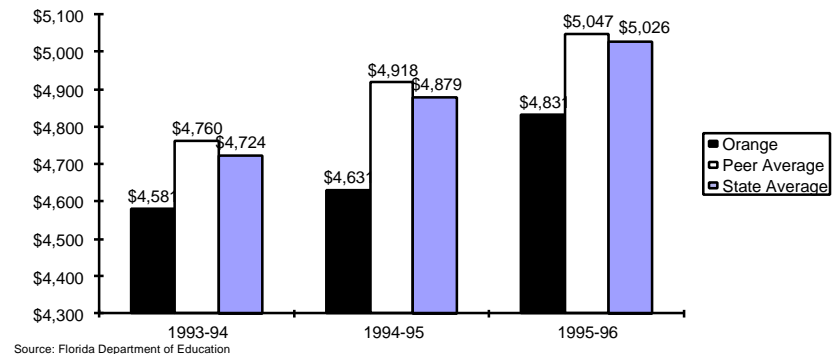
Source: Florida Department of Education

Background

Background: OCPS students achieve comparable state averages on the 1996-97 High School Competency Test (HSCT):

Reading

Mathematics
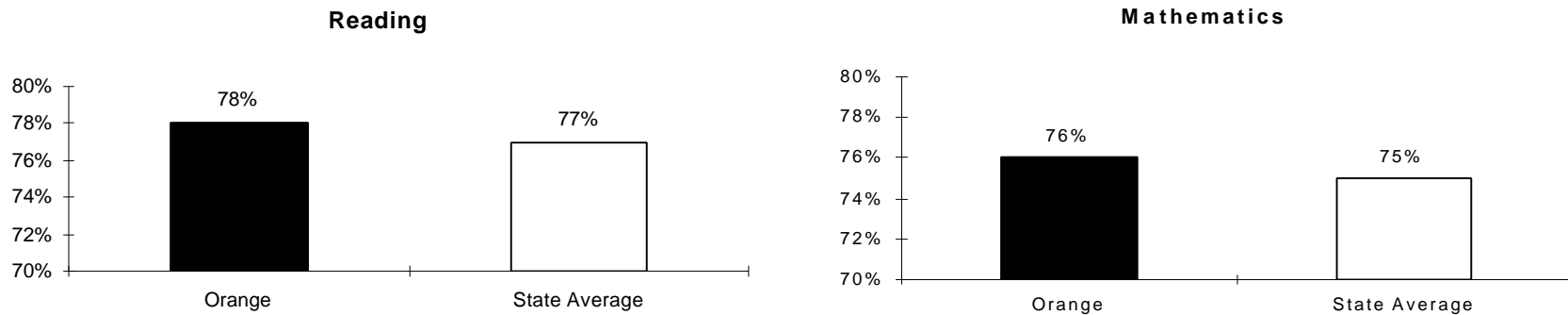
Source: Florida Department of Education

Background: Slightly more OCPS graduates pursue higher education than the state average:

Percent of Graduates Entering College
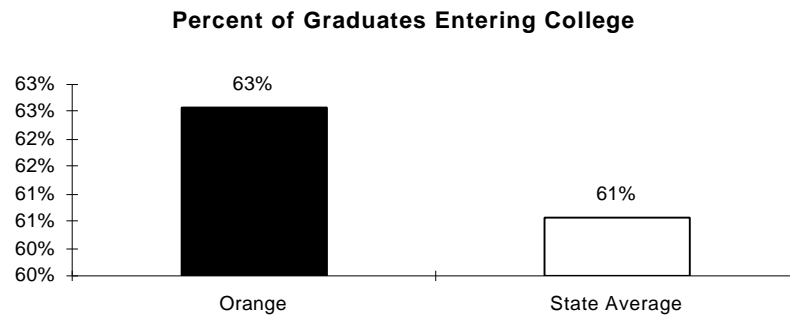
Source: Florida Department of Education

Scope, Limitations and Audit Methodology

Study scope included:

- School District Organization and Management
- Functional Analyses:
  - Educational Service Delivery
  - Personnel Management
  - Community Involvement
  - Business Services
    - Asset and Risk Management
    - Financial Management
    - Purchasing *
  - Facilities Use and Management
  - Safety and Security
  - Food Service
  - Transportation *
  - Other Areas for Review: Information Services

* A recently conducted performance review exists that KPMG feels is representative. Therefore, KPMG did not conduct a detailed analysis in this area.

Limitations: This study's scope did *not* include:
- Classroom instruction, school-site operations or student performance.
- Performance of individual employees or managers.
- Reviews of financial controls or of financial/grant compliance.

While information received from OCPS management and staff, and that received from other school systems was reviewed for reasonableness, KPMG did not audit information received to verify its accuracy.

Scope, Limitations and Audit Methodology

Performance Review Methodology

KPMG's Performance Review methodology included:

- **Interviews**:
    - Board of Education members.
    - Superintendent, Associate and Assistant Superintendents, and selected other School System managers
    - School system staff in each functional area reviewed.

- **Focus groups** conducted to obtain perspectives, concerns, priorities, and suggestions from:
    - Principals.
    - Teachers and teacher association representatives.
    - Parent association representatives.
    - Students.
    - Community input sessions.

- **Benchmarking** - comparisons of expenditures, operating efficiency (e.g., workload per staff member), service level policy, processes, best practices, and other operational results.

- **Customer and employee surveys** - to help gauge customer satisfaction, identify concerns, and solicit ideas.

- **Observation** of operations, including visits to school and administrative sites, technology demonstrations.

- **Analysis** - analysis and synthesis of data to identify trends, patterns, issues and solutions.

- **Reporting** - preparation of a written executive summary, and an oral presentations.

Focus Group Purpose and Methodology

Purpose: KPMG conducted focus groups with various stakeholders to obtain detailed feedback on the Orange County Public School's strategies, performance, and methods. This section summarizes focus group results. In addition, focus group comments and results are reflected in each appropriate functional analysis and in accompanying recommendations. The following focus groups were conducted:

- Principals (randomly selected)
- Teachers (randomly selected)
- Students (randomly selected from high school student governments)
- Parents (randomly selected from Parent Teacher Associations)
- Community input sessions (publicly advertised)

Methodology: KPMG randomly selected principals, teachers, parents, and students to invite to focus groups, and conducted each focus group in a structured format. Participants were promised anonymity to assure free and open discussions.

The following pages present summary results from each focus group.

Principal Focus Group Results

Fifteen elementary, middle, and high school principals were randomly selected by KPMG and provided the following input.

Orange County School District Strengths:
- The principals' leadership support team provides adequate and timely leadership support.
- Clearly defined curriculum benchmarks.
- The transportation system is more responsive to school's concerns and needs.
- Personnel Services provides assistance and guidance to new teachers and up-to-date information on certification requirements.
- Good support of student services such as Student Resource Officers (SROs), Alternative Program (Excel), and the expulsion process.
- The Community Relations Department is helpful and supportive.

Areas for Improvement:
- Need to recruit more certified ESE teachers.
- Decrease the length of time it takes to hire new teachers.
- Improve pupil assignment and placement.
- Increase technology support to schools.
- Improve the equity of technology among schools by providing all schools with equal access to technology and provide timely technology support in areas of trouble shooting, and training by allocating more funding to hire technology specialists.
- Increase the facility maintenance teams' (FMTs) responsiveness to schools

Teacher Focus Group Results

Twelve elementary, middle, and high school teachers were randomly selected by KPMG to participate in an employee focus group.

Orange County Public School Strengths:
- We've always had wonderful things [in-service] provided to us by OCPS—except for the paperwork.
- As our cultural diversity grows, we're seeing new things. They [SROs] serve as role models, and are helping us deal with issues.
- Internal communication is good—principals put staff development opportunities in your box, *Orange Peal* and other publications...I think they do an excellent job of identifying news.
- Program specialists link the district to the schools.
- Continue to look for savings and put them classroom [i.e.; $1,000 Superintendents grant].
- Course offerings to students—they do a great job.
- There is a lot of desire to have input (with new Superintendent).
- Central office is helpful and friendly.
- Leadership is trying to look for new styles...techniques of teaching.
- Trend for OCPS is toward decentralization; I like the fact that things are being pushed out from one building.
- Technology positions that are there to help teachers with the Internet (at central office).
- Food Services feeds all those kids in a certain number of time—tough to manage this in a short period of time.

Teacher Focus Group Results

Areas for Improvement:

- Education Leadership Center is more plush than schools. If this is set up for the kids, you'd see the kids in the best buildings, and what is left over for the administrators.
- Public perception is bad.
- We need money for classroom support—there isn't enough for resources and materials per student.
- The District is too big to manage and we get lost in system.
- Old ways [teaching methods] are still around—there is no method for getting rid of teachers who won't change or get them to change to new teaching methods.
- The District needs to be stronger in knowing a way to hold teachers accountable in the classroom.
- My school is 72 years old—it's a "historic site" and they can only do certain things. We're deprived of technological advancements.
- We do a poor job of tracking where kids are grouped or how well they do. We teach the best and bury the rest.
- Pupil assignment issues—boundaries are constantly moving.
- Class size is a major issue.
- Year after year, teachers didn't know if they were going to have a job in August. I wish we knew what was going on.
- Poor top-down communication.
- Frequent movement of principals.
- We need to support people [technology] that know what they are doing, and pay them accordingly.
- There is an awful lot of paperwork—documentation seems to be more important than results.

Student Focus Group Results

KPMG randomly selected seven high school students to participate in a student focus group.

Orange County School District Strengths:
- Principals are visible and approachable.
- Excellent Food Services: *"Great value. They feed us well. They make good stuff."*
- Technology is excellent and available to student body.
- Ethic composition of some schools foster diverse educational opportunities.
- Competent teachers: *"I go to class excited, because they know more than me."*
- Feel safe and secure in classrooms and on school campuses.

Areas of Improvement:
- Some teachers do not know how to handle discipline.
- Inequity in distribution of textbooks. Accelerated classes have an abundance of books; however, shortage of books for average classes prevents students from taking books home.
- Overcrowding in schools: limited locker space, lack of parking places, and reduced recreational areas because portables are taking up space.
- Many schools need new roofs.
- Inequities in distribution of technology among schools.
- Lack of technology standardization.
- Teachers lack expertise to integrate technology into classroom curriculum.
- Depending on the school you attend, the School Board treats you differently.

Parent Focus Group Results

KPMG randomly selected 15 Parent Teacher Association (PTA) members to participate in a parent focus group.

Orange County Public School Strengths:
- The majority of teachers and administrators are excellent even though we are well below the national average in salaries.
- I have worked in two surrounding counties and Orange County by far surpasses either in offering staff development to its employees.
- We have excellent technical preparation programs and many are pilot programs.
- School buses are clean and in good operational condition.
- I like that school buses have radios on them to communicate their needs.
- Computers are available in kindergarten through high school.
- There is technology funding available for each school and there is Internet access available in elementary schools.
- Mid-Florida Tech has an excellent technology vision.
- Food managers seem to be well trained, and there is good support from the Food Services Department.
- I like the newer elementary schools with a permanent core and flexible number of high quality portables reached by covered raised hallways.
- Orange County encourages support from the community.
- The School Advisory Council (SAC) helps to bring in parents and business members.

Parent Focus Group Results

Areas for Improvement:

- There needs to be consistency in courses regardless of who is teaching the class.
- Allow teachers to expand on classroom instruction without principals micromanaging them.
- The District needs to develop a method of curriculum development that promotes ownership at the classroom teaching level.
- Train teachers to better recognize learning disabilities and allow aids to help those students in class instead of singling them out and having them leave class
- Need more staff in the Personnel Department to assist schools with staffing needs.
- The District needs to dispel the myth that School to Work is for low academic students by creating an honor roll or honor's society so that these students can begin to receive respect from their peers.
- Get rid of portables and use funds to add on classrooms.
- There needs to be more bus stops because many children walk too far alone before and after-school.
- There needs to be monitors on each bus to prevent dangerous situations.
- Need more crossing guards and school zone warning signs at major intersections.
- Lack full-time security guards during school hours.
- Create a forum to bring parents and the District together to address student crime, gangs, drugs, etc.
- Provide support groups and training for exceptional education parents
- Offer computer classes to parents so that they can learn along with their children and create a parent computer take-home program.
- Increase business and community involvement in technology decisions.
- Need to develop ways for exceptional education parents and foreign speaking parents to participate in activities with schools as a whole (e.g., open houses, PTA, SAC, etc.).
- Need to figure out how to involve poor and less educated parents in school activities.

Community Input Sessions

KPMG held two public forums to provide the Orange County community with the opportunity to provide its opinions concerning the performance of the Orange County School District. Fourteen participants provided input on the District's strengths and areas for improvement. The community input sessions were December 16, 1997 at Howard Elementary School and January 22, 1998 at Southwest Middle School.

Orange County Public School Strengths:
- Teachers and support staff are great.
- The training available to teachers is good.
- Tech prep is developing well for greater student access.
- OCPS is on the cutting edge of instructional technology.
- Fully networked schools and up-to-date computers and software.
- Streamlined ways to communicate via e-mail and the Internet.
- The OCPS Websites for Strategic Planning and the Curriculum Frameworks
- Willingness to support community/business partnerships in education.
- The Hearing and Vision Department is very good.
- The Accelerated Reading Program is great.
- In the schools, the staff work hard and try to keep up with demands

Community Input Sessions

Areas for Improvement:
- Class sizes are too large.
- Encourage good teachers to mentor new teachers.
- Provide adequate training and curriculum development of teachers.
- Need more staff development to train teachers how to effectively integrate technology into the curriculum."
- Insufficient training of teachers who have exceptional students mainstreamed into their classes.
- Need more computers in the classrooms and more schools need to be retrofitted.
- Need to fully integrate technology into every subject.
- Too much waste in finance and budgeting - too many chiefs with too little experience in the field they are managing.
- Contract out food services.
- Serve real food not fast food and provide better menus
- Plan for new schools before existing schools are overflowing!
- If you build schools cheaply then you get cheap schools - design more efficient and cost effective schools."
- Ask developers to work with the District to provide schools - they don't have to be the antagonists!"
- Facilities - Our children cannot wait for committees to decide that something must be done - do it right the first time for our children's sake.
- Use long range planning of facilities in cooperation with county developers for optimum placement of new facilities as growth occurs.
- Use land banking for sites of future developments.
- Allow the community to work with the School Board Site Selection Committee for locating new schools - the community can be the best support."
- Fence school properties to control access to school facilities after-school.

Community Input Sessions

- Standardize the fire alarm systems.
- Increase lighting at school properties to prevent crimes.
- Not enough cleaning, painting, debris removal, and housekeeping of facilities.
- Need more money and people to keep up properties.
- Inadequate training of bus drives to effectively handle students with behavioral problems.
- Transportation schedules should not determine school times-high schools and elementary schools start too early because of busing.
- Need monitors and/or cameras on buses.
- More businesses need to be involved with student internships.
- Student internships need to relate to future employment goals.
- Increase the visibility and awareness of the TAES and vocational program to businesses through increased marketing.
- Offer parents more educational opportunities such as parenting classes and more homework hot-lines.

Benchmarking Candidates

KPMG selected the peer districts used for comparison based on demographics, revenues and expenditures, and enrollment size. Additionally, OCPS leaders provided input as to whom they considered peers based upon experience and knowledge of Florida's school districts. This information assisted KPMG select OCPS' Florida peer districts. KPMG selected Fairfax County, Virginia because of its reputation as a district leader in the development and integration of best practices into management. In selected situations some benchmark districts were chosen because of their reputation as leaders in an area based on availability of data.

Peer Districts	1996-97			1995-96	
	Total Staff	Students	Total Schools	Revenues	Expenditures
Orange	15,356	129,137	138	$ 761,625,000	$ 707,641,946
Broward	20,373	215,557	188	1,345,596,000	1,208,907,179
Duval	11,575	126,116	145	673,672,000	611,811,792
Hillsborough	17,650	147,897	172	876,838,000	824,125,937
Palm Beach	14,876	137,663	146	927,518,000	820,990,051
Pinellas	12,933	107,077	126	654,473,000	572,144,215
Peer Average	15,481	146,862	155	895,619,400	769,432,000
State Average	3,702	33,424	38	200,668,657	173,268,582
Fairfax, VA	16,554	143,040	204	870,717,093	856,560,887

Source: Profiles of Florida School Districts 1995-96, Financial Data Statistical Report, Florida Department of Education, August 1997.

Profiles of Florida School Districts 1996-97, Student and Staff Data, Florida Department of Education, February 1998.

Fairfax County Public Schools 1998 Approved Budget.

Customer Survey Results

One of the objectives of KPMG's performance review was to determine how well existing central office services meet the needs of customers. To accomplish this objective, KPMG issued customer satisfaction surveys to customers that closely dealt with Facilities Services and Exceptional Education.

Survey	Survey Recipients	Number of Responses	Response Rate
Exceptional Education	150 to Exceptional Education teachers, 50 principals, and 50 regular education teachers *	111	44%
Facilities Services	All principals and assistant principals (340)	186	55%

* Recipients for the Exceptional Education survey were randomly selected.

These departments were selected by KPMG as areas in which the best opportunities to improve were suspected or in which a significant gap in expectations was apparent following our introductory interviews and document reviews.

The survey format was multiple choice, with one open-ended question that requested suggestions for improvement. Questions addressed core performance characteristics and asked respondents to define the service levels they *expect* versus the levels they actually receive.

Copies of the complete surveys results are included in Appendix B.

Employee Input

Job Activity Questionnaires (JAQs)

KPMG distributed approximately 650 JAQs to Orange County Public Schools central office staff to gather input from Orange County personnel. KPMG received back 392 responses, or 60 percent of distributed JAQs. Several common themes emerged from the JAQs:

Strengths:
- Highly qualified and motivated staff.
- Teamwork and collaborative atmosphere.
- Goals, objectives, policies, and procedures are clearly defined.
- Many staff indicated they are clear on their individual responsibilities and roles.
- Many staff indicated little duplication of functions and activities.
- Training and staff development.

Opportunities for improvement:
- Lack of strategic plans and planning process.
- Policies constantly change, making it difficult to stay abreast of current procedures.
- Organization structure:
  – Confusion as to other units responsibilities and scope of services
  – Workload exceeds organizational capacity
- Lack of communication.
- Slow, outdated, and unresponsive information technology.

Organization and Management

Background

A district's governance, organization, and management structure can have a significant impact on achievement of the district's goals. KPMG analyzed OCPS' organizational structure of the central office and administration to evaluate the level of oversight, efficiency, and responsiveness of OCPS' plan of management, organization, and staffing. KPMG assessed factors such as:

- Is the organization logical, efficient, and effective from a management staffing perspective?
- Are staffing levels adequate to accomplish the responsibilities and goals of the organization?
- Are spans of control too broad or too limited?
- Are there appropriate levels of oversight?
- Does the current plan of management organization and staffing provide for adequate communication and coordination between and among operating units?
- Is there overlap or duplication of functions?
- Does the plan of organization provide clear lines of authority and responsibility?
- What are the strengths of the organization?
- What are the weaknesses of the organization?

Organization and Management

Background

KPMG has developed organizational standards based on research into management and staffing practices in high performing governments and school systems, private sector companies, and not-for-profit organizations:

Layers of management	Flat organizations are desirable. A desirable number of layers of management is 4 or 5, with a target maximum of 6 for a given organization.
Number of employees managed by the typical executive/manager	Achieve spans of control of up to 1 manager per 10 staff–and possibly higher, with 1 to 5 for highly technical, policy sensitive, and/or non-repetitive functions.
Ratio of clerical to total staff	A reasonable level of clerical staff is 15 percent or less of total staff.
Vacancies	Eliminate non-shortage vacancies that have been open for more than six months. Long-term vacancies generally demonstrate that the organization has adapted by successfully reengineering related functions.
Consolidation of units	Consolidate units with small numbers of staff (e.g., 2 to 5) into larger, more efficient units. Consolidate regional administration where possible.
Amount of work cut out by process reengineering	A restructuring should be accompanied by at least a 25 percent reduction in the number of tasks performed.
Eliminate low-value activities	Eliminate non-core, non-mission-related activities
Skill levels of the remaining management group	Managers must learn to accept more responsibility and eliminate unnecessary work.

Organization and Management

Background

Function Components:
- *District Organization Structure*: examines the overall organization structure of the district
- *Board and Governance Issues*: examines School Board and governance issues
- *Policies and Procedures*: assesses the District's overall policies and procedures
- *District Management*: examines issues related to strategic planning
- *Site-Based Decision-Making and School Improvement*: includes school-based issues such as site-based management and the principal teacher evaluation process

Organization and Management

Background

Key Achievements/Commendations:
- OCPS' administration has established a good relationship with the School Board; the Board focuses on the "what" (i.e., what the District should be doing) and the Superintendent and administration focus on the "how" (i.e., how the "what" should be implemented). This is significant because it allows for effective management of the District.
- As assessed against the Malcolm Baldrige Award criteria, the District has developed a comprehensive process for soliciting, responding to, and acting upon employee suggestions.
- The District is effectively making use of business and community members' expertise by involving them in oversight committees which is a KPMG best practice based on the experience of KPMG's Public Education Practice because it fosters community involvement.
- As assessed against the Malcolm Baldrige Award criteria, a comprehensive strategic planning process is under way:
  - Mission, vision, and core beliefs
  - Includes broad-based representation (business members, community members, etc.)
  - Includes a plan/mechanism for implementing and updating the plan
- Compared to school districts nationwide, OCPS is a national leader in the amount of control over resources given to schools through the implementation of school-based management. OCPS principals have control over all staff and non-personnel expenditures in their budget compared to most districts nationally which only control non-personnel expenditures.

Organization and Management

Current Organizational Structure

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                    │   School Board  │- - - - - - - ┐
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                             │                       ├── Legal Counsel
                    ┌─────────────────┐              │
                    │  Superintendent │- - - - - - - ┘
                    └─────────────────┘
                             │──────────── Community Relations
```

Deputy Superintendent for Business & Support Services	Deputy Superintendent for Instructional Support Services	Deputy Superintendent for Human Resources	Deputy Superintendent for Planning and Executive Services

Facilities Services
Transportation
Food Services
Finance
Risk Management & Employee Health Benefits
Budget
Purchasing
Payroll
Collective Bargaining and Special Projects
	Elementary Education Services
	Secondary Education Services
	Student Support and Exceptional Education Services
	Technical and Adult Education Services
	Curriculum Services
		Human Resources
		Governmental Relations
		Pupil Assignment
		Project Development Services
		Real Property
		Special Services
		  Student Alternative Programs
		  Security Services
		  Area Administrators
		  Other Building Services
			Strategic Planning
			Educational Research
			Assessment
			Technology Services
			Multicultural Services
			Foundation

Organization and Management

Benchmarks

- Overall, OCPS has more staff than peer districts.
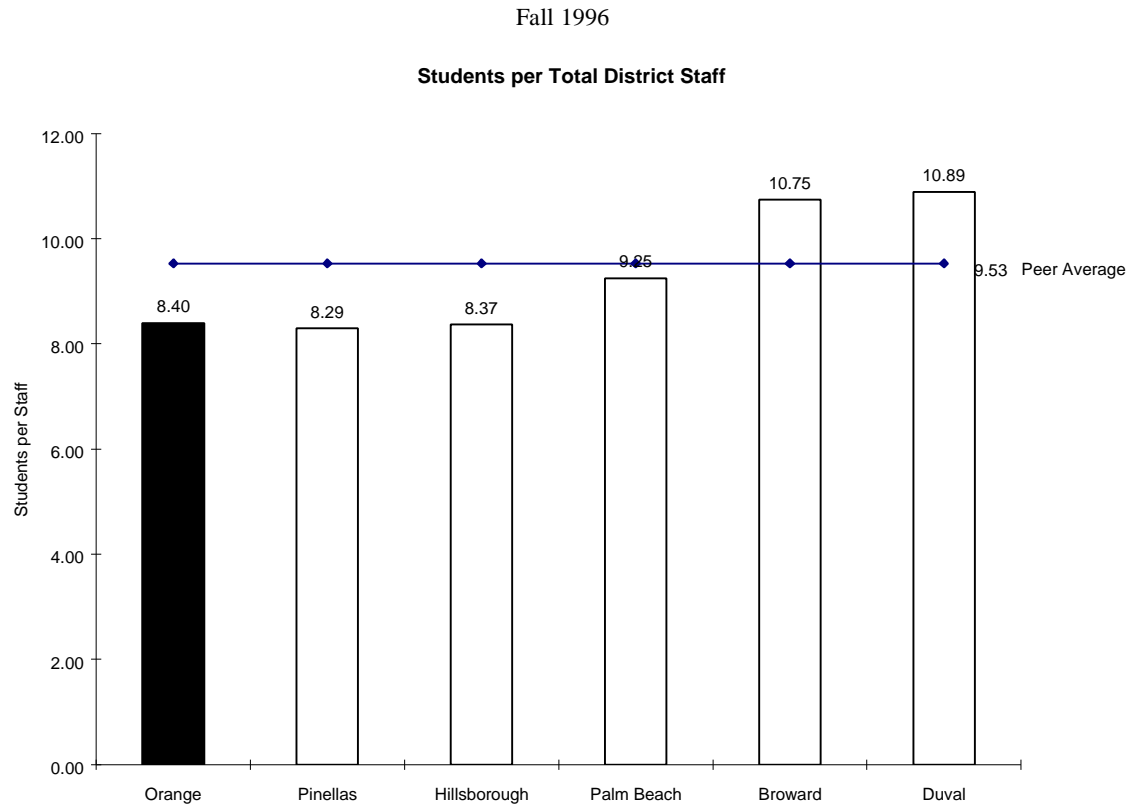
Fall 1996

Students per Total District Staff

Source: *Staff in Florida's Public Schools, Fall 1996*, Full-time Staff by Activity Assignment, Florida Department of Education

Organization and Management

Benchmarks

- OCPS has a similar number of elementary and secondary classroom teachers as its peers.

Total Number of Elementary and Secondary Classroom Teachers by District per 10,000 Students, 1996-97
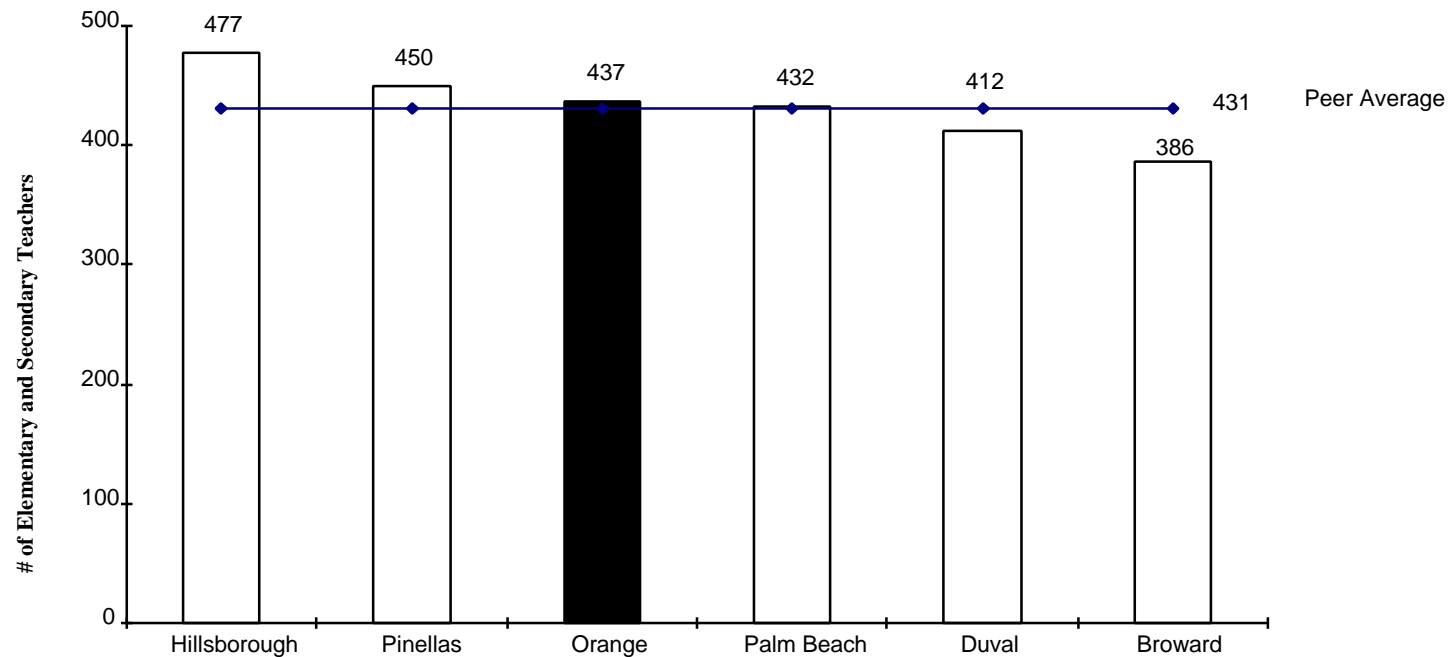
Source: Profiles of Florida School Districts 1996-97, Student and Staff Data, Florida Department of Education, February, 1997.
Elementary Classroom Teachers are teachers in grades PK-5 (and sixth grade teachers in elementary schools) and primary specialists. Secondary teachers are teachers in grades 6-12 who teach in a middle/junior high or high school.

Organization and Management

Benchmarks

- OCPS is staffed 220 percent higher for *Other Professional Non-administrative Instructional Staff* than the peer district average. If the current staffing level was to equal the peer average of 19 *Non-administrative Instructional Staff* per 10,000 students that would mean a total decrease of 286 *Other Professional Non-administrative Instructional Staff.*

Total Number of Other Non-administrative Instructional Staff per 10,000 Students By District, 1996-97
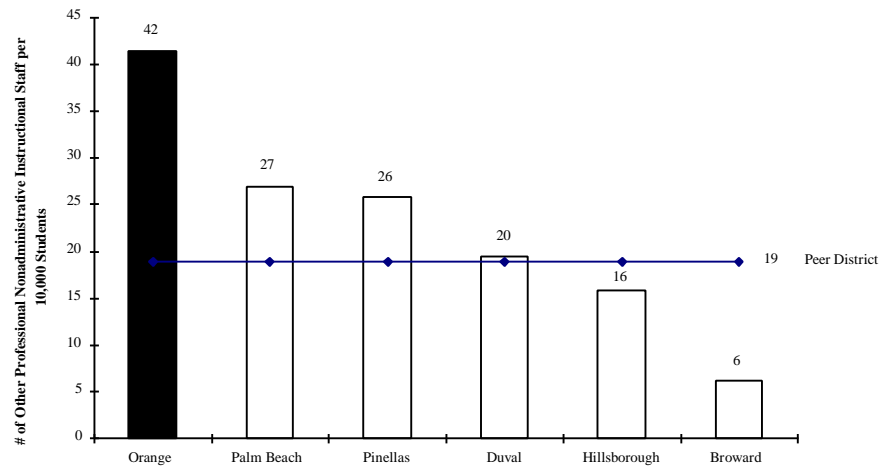
Source: Profiles of Florida School Districts 1996-97, Student and Staff Data, Florida Department of Education, February, 1997.
Other Professional Non-administrative Instructional Staff includes primary specialists, learning resource specialists, instructional trainers, and other similar positions.

Organization and Management

Benchmarks

- OCPS has more clerical/secretarial staff than peer districts (clerical/secretarial staff include secretaries, clerks, bookkeepers, messengers, and office machine operators).
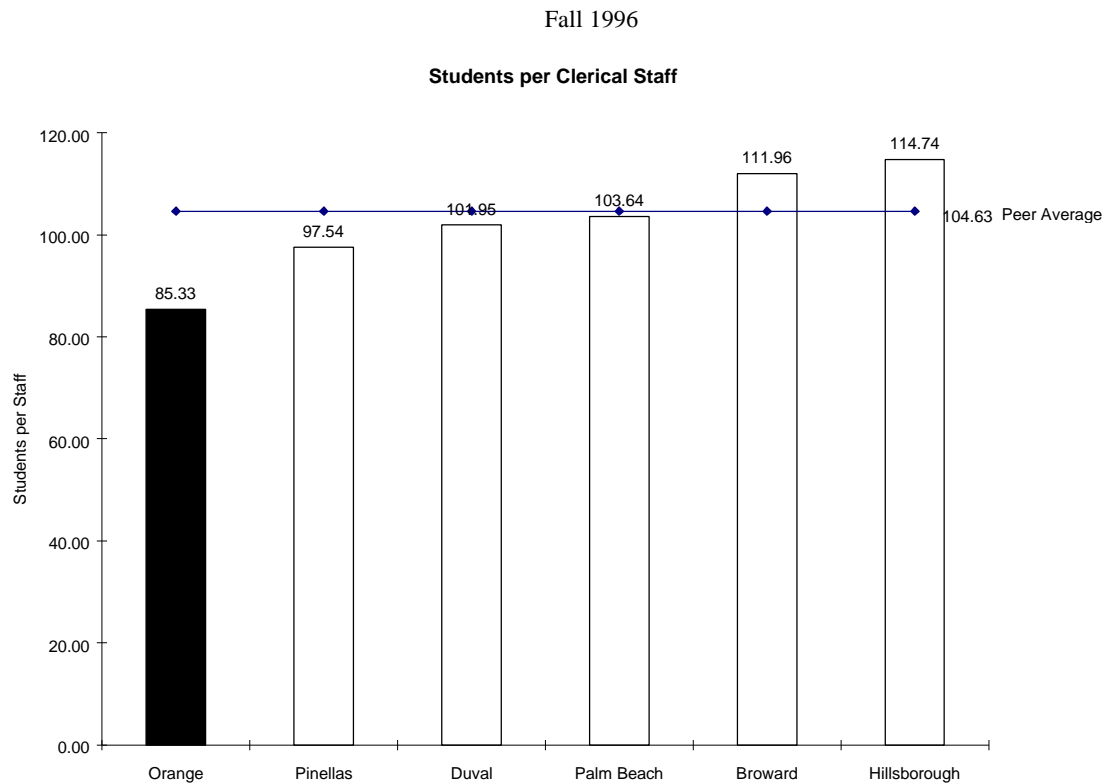
Fall 1996

Students per Clerical Staff

Source: *Staff in Florida's Public Schools, Fall 1996*, Full-time Staff by Activity Assignment, Florida Department of Education

Organization and Management

Benchmarks

- Several of OCPS' peer districts have a regional office structure, as shown in the table below.

District	Number of Area Offices	Avg. No. of Schools per Area Office	Avg. No. of Students per Area Office
Fairfax	3	59	48,600
*Broward	4	47	53,890
Pinellas	4	32	26,770
Palm Beach	5	29	27,530

Source: KPMG benchmarking surveys

*Please note that one area office is responsible for the alternative centers

Organization and Management

Findings and Recommendations for Opportunities to Improve

District Organization Structure

Findings: ### *Recommendations:*

- OCPS' overall organization structure does not meet KPMG's criteria for an effective organization (see criteria on page 2). For example:
  – Many functions are misplaced and inappropriately grouped.
  – Organizational responsibilities may not be evenly distributed, especially among the Deputy Superintendents.
  – OCPS has more clerical staff than peer districts.
  – Inappropriate spans of control exist in several parts of the organization.
  – There is limited communication among organizational units
  – There are excessive layers of management in parts of the organization.

➔ **OM1:** Reorganize the central office to reduce layers of management, more appropriately group related functions, and improve communications. See recommended organization chart on the following page. (Recommendations regarding clerical staff reductions are included in other sections of this report.)

Organization and Management

Findings and Recommendations for Opportunities to Improve

Recommended Central Office Organization Chart:

```
                        ┌─────────────────┐
                        │  School Board   │
                        └─────────────────┘
    ┌──────────────┐            │            ┌──────────────┐
    │   Internal   │────────────┼────────────│    Legal     │
    │    Audit     │            │            │   Counsel    │
    └──────────────┘    ┌───────────────┐    └──────────────┘
                        │ Superintendent │
                        └───────────────┘
┌───────────────────┐           │         ┌──────────────────┐
│   Exec. Dir. for  │           │         │    Government    │
│ Communications. & │           │         │ Relations Liaison│
│     Community     │           │         └──────────────────┘
│    Involvement    │
└───────────────────┘
```

Chief Financial Officer	Deputy Superintendent for Planning and Education	Deputy Superintendent for Operations	Area Superintendents

Director of Management Information Systems
Director of Finance
Director of Risk Management
Director of Procurement Services

Associate Super. for Curric. & Instruction K-12
Associate Super. for Workforce Development
Associate Super. for Special Programs
Associate Super for ESE
Executive Director of Pupil Personnel
Sr. Director of Research/Evaluation & Assessment
Sr. Director, Planning and Solution Development
Director of Grants Development

Associate Superintendent for Human Resources
Associate Superintendent for Facilities Services
Director of Transportation
Director of Food Services
Sr. Manager of Security Services
Sr. Manager Print Services
Sr. Administrator of Pupil Assignment

Organization and Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The current central support structure is not responsive to school needs and diffuses responsibility for results. This may be due to the fact that there are three layers of management between principals and the superintendent, which is higher than many districts (in many districts, there are zero to two layers between principals and the superintendent). In addition, based on interviews and focus groups, principals feel they must answer to several different "bosses" at central office and that decisions must be approved by many layers before they are approved. This organizational structure results in a culture of top-down management that provides no incentives for innovation at the school level or accountability for improvements in student achievement.	**OM2:** OCPS needs to create a new organizational culture of empowerment coupled with accountability at the school level. This concept should be supported by a regional structure that creates smaller, more accountable and supported "area districts" who are more directly responsible to the families and communities in each regional area. This concept is distinct from the creation of multiple independent school districts that most likely are a more costly and less efficient method of instructional delivery due to a loss of economies of scale and the creation of multiple school boards that can set conflicting educational policies and increase the potential for political patronage. An area office structure is more conducive to benefiting from some centralized operations while maintaining a regional customer focus. Each area office should be headed by an Area Superintendent, who is responsible for supervision and support of the school principals in

Organization and Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The central office should be responsible for defining outcomes and for controlling all areas requiring district standardization, such as the development of curriculum standards. Regional area offices and schools should be responsible for all areas requiring flexibility and creativity in implementation, such as staff development and instruction.	➔ his/her area. This will result in only one layer of line management between the principals and the District Superintendent and will create a more customer-focused, responsive and accountable organization. The diagram and table on the following pages illustrate the criteria defining a KPMG best practice organizational approach. **Estimated fiscal impact an area office: $3,400,000 (These costs reflect the reallocation of current staff within the central office and not a net investment in new staff. In addition, this estimate is based on the area offices remaining centrally located at this point in time.)**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Function/Process

Standardization

District

↓

Area Offices

↓
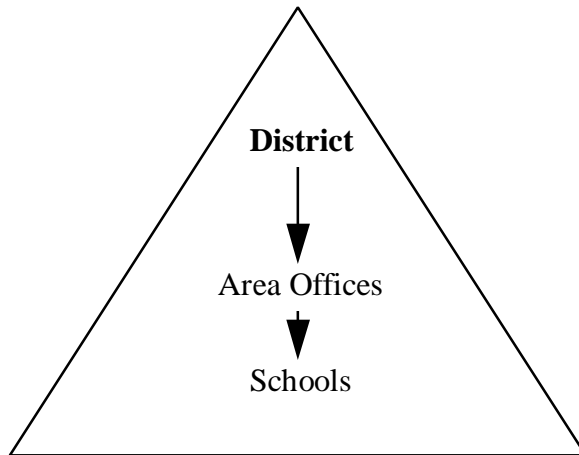
Schools

District Determines the "What"

Flexibility/Creativity

District

↑

Areas
Schools
Classrooms
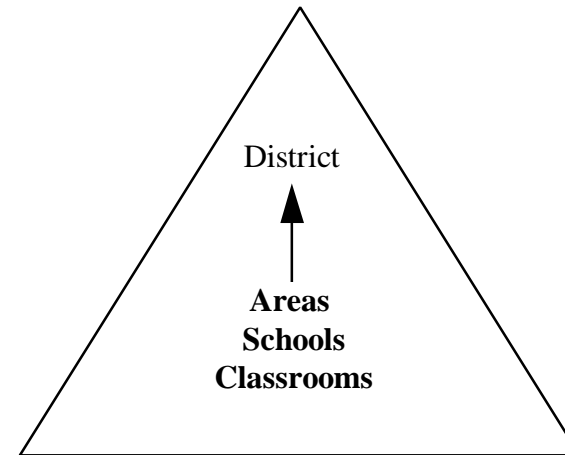
Schools/Areas Determine the "How"

Organization and Management

Criteria for Determining Organizational Placement of Functions

The table below identifies criteria for a function that help determine whether it should be performed centrally or at a school site. In addition, the table shows our recommended location of major district management functions.

	Centralized	**Decentralized**
Criteria	• Economies of scale, too expensive for individual schools and everyone benefits • Standardization is important, e.g., curriculum in high-mobility districts or standardization of technology and physical assets to limit maintenance costs • Leveraging of central purchasing power, e.g., negotiation of contracts, transportation, commodities • To ensure equity of resources • To provide oversight and prevent abuse	• Importance of speed of action • Local control improves flexibility • Better choices are made on-site • Those making decision must live with result (e.g., recruiting) • Development of resident expertise improves likelihood of impact on student achievement • Generated data is most accurate at source
Functions	• Transportation • Maintenance standards, policy, & outsourcing contracts • Capital projects • Custodial standards, policy, & outsourcing contracts • Payroll • Purchasing - negotiation of contracts, product storage • Curriculum development • Processing of new hires • Special education monitoring • Large grant applications	• Hiring • Staff development (schools develop plans arrange for resources, develop experts at school sites) • Purchasing decisions • Increase management of special programs (e.g., student support team) • School site budgeting (principals get total dollar amount and allocate as needed) • Electronic input of purchase orders, receiving reports, work order requisitions, payroll data

Organization and Management

Recommended Organizational Roles

The table below identifies our recommended division of responsibility among the central office, Area Superintendents, and schools. Overall, the role of central office and the Area Superintendents is to provide both support and leadership to the schools.

Central Office	Area Superintendents	Schools
• Leadership • Goal and policy setting • Economies of scale • Advocacy • Ensure equity • Standardization • Accountability • Academic expert resource (articulate educational trends) • Centralized data • Systemwide staff development * Develop innovative programs * Revenue generation * Maintain focus on District goals	• Evaluate principals • Handle parent complaints not resolved at school level • Ensure availability of central office resources for schools • Communicate central office policies • Articulate educational trends • Promote synergy among schools * Maintain focus on District goals	• Develop School Improvement Plans • Manage day-to-day operation of schools • Oversee teaching and learning • Handle parent involvement • Conflict resolution in schools • School staff selection, evaluation, and dismissal • Data collection/reporting • Execution of policies • Staff development • Special programs management • Monitor curriculum implementation * Develop innovative programs * Revenue generation

* Shared responsibility

Organization and Management

Recommended Organizational Roles

The table below identifies our recommended division of responsibility among the central office, Area Superintendents, and schools for Instructional Services.

Central Office	Area Superintendents	Schools
• Establish district-wide goals • Develop and disseminate curriculum standards • Administer standarized tests • Provide academic expertise (articulate educational trends) • Advocate for target populations • Ensure equity • Provide standardized staff development • Disseminate district-wide policies and procedures • Provide exceptional education specialized services • Provide compliance services	• Establish expected outcomes and evaluate principals • Assist in development of SIPs • Handle parent complaints not resolved at school level • Participate in curriculum development process • Coordinate and provide staff development resource to schools (shared with CPE and Teachers Academy) • Manage targeted population assessment and placement processes	• Develop SIPs • Teach curriculum to students • Develop school level expertise in subject matter areas • Monitor curriculum implementation • Participate in curriculum development process • Refer and participate in targeted population assessment and placement

Organization and Management

Findings and Recommendations for Opportunities to Improve

Potential Staffing for one of five Area Offices:

Area Superintendent (9 office reports, 27-34 principals)
- Principals (27 - 34 schools)
- Coordinator of Instructional Support Services
    - Language Arts Program Specialist
    - Math Program Specialist
    - Bilingual Program Assistant (testing)
    - Bilingual Instructional Support Teacher
    - Title I Social Educator (migrant case worker)
- Coordinator of Special Education
    - Staffing Specialists as Lead of Student Evaluation Teams (~10 evaluation teams)
    - Psychologists, Speech Therapists, Social Workers, Hearing/Vision, Audiologist
- Coordinator of Business Support Services
- Food Services Area Administrator
- Area Custodial Coordinator
- Area Maintenance Coordinator
- Technology Resource Consultant
- Area Coordinator of Community Involvement
- Area Administrator of Discipline (.5 to 1 FTE)
- Clerical Staff (TBD)

Organization and Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The current provision of "free" central office services to principals, such as staff development, custodial, maintenance, and technology services, insulates central office functions from having to compete with external services and eliminates formal incentives to reduce costs, improve customer service, and introduce innovation. This may result in OCPS not receiving the lowest cost, highest quality services.	➔ **OM3:** Continue to experiment with privatization of services such as that in the custodial area. **Estimated fiscal impact: None** ➔ **OM4:** Experiment with the use of enterprise funds which assign "prices" to central office services through the use of activity-based costing and reallocate current funds used to finance these functions to the principals who are then able to "buy-back" these services from the central office or use them externally. Enterprise funds create a more competitive environment and put in place incentives for the central office to reduce costs, improve service, and innovate. **Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

• Certain divisions are spending substantial resources on non-core, commercially available activities. For example, the Information Technology Division repairs computers and audio-visual equipment. While this is an important function that needs to be performed, it is not core to OCPS' mission and this service is available in the private sector.
 	
Performing these types of functions can distract these divisions from OCPS' core mission of educating children, and can result in inefficient use of scarce resources. Many districts contract out for these functions.
	➔ **OM5:** OCPS should evaluate all current functions and identify those that are not core to the District's mission. These functions should then be eliminated or contracted out. Examples include:
	  – Computer-electronic repair
	  – Printing services
	Estimated fiscal impact: Already captured in Information Systems recommendations IS6 and IS8.

Organization and Management

Findings and Recommendations for Opportunities to Improve

Board and Governance Issues

Findings:	*Recommendations:*
• OCPS School Board meetings are generally not held at different locations throughout the County. This may limit the level of community participation in District affairs. It is a best practice to conduct School Board meetings at various locations so that all citizens can have a chance to participate.	➔ **OM6:** School Board meetings should be held at different locations throughout the District to provide parents and community members with the opportunity to attend the meetings. **Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Policies and Procedures

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• Updating of policies and procedures throughout the District is uneven. Several departments, such as Facilities Services, do not have updated policies and procedures manuals. It is important to update policy and procedure manuals to ensure that the outdated policies are deleted or rewritten and that the school district is protected from legal risk (e.g., not having sexual harassment or EEO policies). It is also important to review policies and procedures often to ensure that all relevant issues are addressed.	➔ **OM7:** Departments should continuously update their policies and procedures. **Estimated fiscal impact: None**
• Updates to the School Board Policies and Procedures manual are currently distributed manually, which is time-consuming and inefficient. Some best practice districts distribute updates to their policies and procedures manuals electronically (e.g., via e-mail), which is more efficient than other methods.	➔ **OM8:** Consider distributing new policies and procedures electronically. This will reduce the amount of time spent copying and distributing updated policies. **Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

District Management

<u>Findings:</u>	<u>Recommendations:</u>
• There is a lack of long-range planning throughout the District. Several departments have not developed long-range strategic planning documents. For example, the District does not have a long-range plan for facilities or a manpower and recruiting plan. All major departments within the District should have some form of long-range plan, that outlines the department's long-term goals, objectives, and action plans for achieving these goals and objectives. Long-range plans help to ensure that employees are working toward common goals and objectives. The absence of long-range plans can result in a lack of focus and can result in departments being reactive to problems instead of proactive.	➔ **OM9:** OCPS departments should focus on long-range planning and ensure that there is a linkage to action plans in individual departments. **Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Site-Based Decision-Making and School Improvement

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• Principals may not always involve parents, teachers, and other school-based staff in school-based decision-making. One of the key concepts of site-based management is that parents and the local community will help to manage their local school and will have input into decisions made at the school level. When principals do not involve parents, teachers, and other school-based staff in school-based decision-making, true site-based management is not being implemented, and important input from these constituents is not being taken into account.	➔ **OM10:** The authority of principals should be balanced. Principals should involve teachers, parents, community members, and SACs as much as possible in school-based decision-making. **Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Site-Based Decision-Making and School Improvement

<u>*Findings:*</u>

<u>*Recommendations:*</u>

- Principals have been given a high degree of control, but it is unclear whether resources are being used to maximize student achievement. For example, many principals use teachers in non-classroom positions (such as CRT positions), which may not always be the most effective use of these teachers. (Of the approximately 435 full-time positions classified as Instructional Support and Resource Teachers, 86 percent are purchased for by schools through school-based dollars.) There are approximately 610 non-classroom teachers. Of these, 130 are Curriculum Resource Teachers, 190 are Instructional Support Teachers, 245 are Resource Teachers, 40 are Staffing Specialists and 4 are Teachers-on-Assignment.

→ **OM11:** Continue to allow principals complete control over allocations of funds within their school budgets. However, Area Superintendents should ensure that the performance evaluation process assesses the effective utilization of resources at the school level. Principals should be evaluated on how well their resource allocation decisions affect student achievement. One option is to encourage principals to rely less on full-time non-classroom instructional staff and to provide stipends to classroom teachers to develop expertise in areas such as technology, parent involvement, and science. The establishment of master/mentor teachers within schools will allow teachers to visit successful classrooms on site, provide teachers with on-demand access to experts at each site, and empower teachers as active participants in the change process.

Organization and Management

Findings and Recommendations for Opportunities to Improve

Site-Based Decision-Making and School Improvement

<u>Findings:</u>	<u>Recommendations:</u>
(previous finding continued)	➜ **OM11:** *continued*
One of the goals of site-based management is to improve student achievement by giving principals the authority to allocate resources based on the needs of their individual schools. However, if principals' resource allocation decisions are not resulting in increased student achievement, principals should be held accountable.	**Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Site-Based Decision-Making and School Improvement

Findings:	*Recommendations:*
• OCPS' principal performance evaluation process—the key method for holding principals accountable—is comprehensive and addresses core competencies. However, it lacks priorities and specific performance measures in key areas (e.g., student achievement), which limits the effectiveness of the process and makes it difficult to measure how well a principal has achieved his/her goals. An effective principal performance evaluation tool not only addresses all core competencies, but it also includes priorities and performance measures in key areas such as student achievement.	➔ **OM12:** The principal performance evaluation process should be revised so that it clearly lays out expectations and outcomes. It should include specific performance measures in key areas, which are developed jointly by the Area Superintendent and principal. In addition, the number of outcome measures should be manageable and prioritized, so that principals have a clear understanding of what they are held accountable for. Also considering providing formal incentives and sanctions for principals based on student performance. **Estimated fiscal impact: None**

Organization and Management

Findings and Recommendations for Opportunities to Improve

Site-Based Decision-Making and School Improvement

<u>*Findings:*</u>   <u>*Recommendations:*</u>

(previous finding continued)

- Some best practice districts conduct surveys of parents, teachers, and students to assess their level of satisfaction with principal performance, and then incorporate this feedback into principal performance evaluations.

➔ **OM13:** Consider incorporating parent, teacher, and student input into the principal performance evaluation process.

Estimated fiscal impact: None

Educational Service Delivery

Overview

The Education Service Delivery chapter covers the following departments:

- Elementary and Secondary Education
- Curriculum and Staff Development
- Exceptional Education
- Title 1
- Bilingual Education
- Instructional Technology
- Planning and Evaluation
- Vocational Education
- Adult and Postsecondary Education

The Overview section of this chapter presents the overall changes in the allocation of responsibilities among the central office, regional offices, and schools and provides a recommended educational service delivery organizational structure. The remainder of this chapter provides functional analyses for all departments listed above.

Educational Service Delivery

Summary

The delivery of educational services is the first and most important function of school districts. Achieving systemic and sustained boosts in student achievement will require more clearly defined accountability for both programs and results, as well as a system-wide focus on student achievement. OCPS is a national leader in the amount of latitude its principals have over their school budgets (as are other Florida Districts). However, many principals have not widely experimented with resource allocation changes at their schools because the culture of OCPS has not generated creativity and empowerment. Historically, most policy and program decisions have been made at the central office, with curriculum standards, staff development, program implementation, and technical assistance being divvied out to principals from the top down. This central planning and implementation model has divorced responsibility for program implementation at the schools from accountability for results. In addition, the "forced" allocation of resources from the central office has insulated the central office services from competitive market forces, potentially leading to higher cost, lower quality services with no formal incentives to innovate.

Moving forward, OCPS must create a culture of empowerment and accountability at the school level to ensure focus on improving student achievement. By moving to an area structure, OCPS will increase regional accountability, move resources closer to the schools, and diminish the monopoly the central office has on provision of services. A more targeted, measurable principal performance evaluation process will also increase accountability and focus on student achievement. This structure will create a more responsive and customer-focused central office organization.

Educational Service Delivery

Regional Offices

The table below identifies our recommended division of responsibility among the central office, Area Superintendents, and schools. Overall, the role of central office and the Area Superintendents is to provide both support and leadership to the schools on what is expected while avoiding prescription of how schools must operate and implement their instructional programs.

Central Office	Area Superintendents	Schools
• Establish district-wide goals • Facilitate and disseminate curriculum standards • Administer standardized tests • Provide academic expertise (articulate educational trends) • Advocate for target populations • Ensure equity • Provide standardized staff development • Disseminate district-wide policies and procedures • Provide exceptional education specialized services • Provide compliance services	• Establish expected outcomes and evaluate principals • Assist in the development of School Improvement Plans • Handle parent complaints not resolved at the school level • Participate in curriculum development process • Coordinate and provide staff development resource to schools (shared with CPE and Teachers Academy) • Manage targeted population assessment and placement processes	• Develop School Improvement Plans • Teach curriculum to students • Develop school level expertise in subject matter areas • Monitor curriculum implementation • Participate in curriculum development process • Refer and participate in targeted population assessment and placement

Educational Service Delivery

Background

Current Organization: This top level organizational chart displays the current organizational placement of key instructional functions in the District.

```
                          ┌──────────────────┐
                          │  Superintendent  │
                          └──────────────────┘
     ┌───────────────┬───────────┴──────────┬────────────────┐
┌──────────────┐ ┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Deputy       │ │ Deputy       │ │ Deputy       │ │ Deputy       │
│ Superintendent│ │ Superintendent│ │ Superintendent│ │ Superintendent│
│ for Business │ │ for          │ │ for          │ │ for Planning │
│ & Support    │ │ Instructional│ │ Administrative│ │ and Executive│
│ Services     │ │ Support      │ │ Services     │ │ Services     │
│              │ │ Services     │ │              │ │              │
└──────────────┘ └──────────────┘ └──────────────┘ └──────────────┘
```

Deputy Superintendent for Business & Support Services

Deputy Superintendent for Instructional Support Services

Elementary Education
Secondary Education
Vocational Education
Student Support and
Exceptional Education
   Services
Technical and Adult
   Education
Curriculum and Staff

Deputy Superintendent for Administrative Services

New Principal
Induction
   Program
Alternative Education
Project Development

Deputy Superintendent for Planning and Executive Services

Strategic Planning
Evaluation & Research
Multicultural Services
Assessment

Educational Service Delivery

Findings and Recommendations for Opportunities to Improve

Recommended Central Office Organization: This organizational chart shows the recommended central office structure.

	Deputy Superintendent Education and Planning 1 FTE	

```
                          Deputy Superintendent
                          Education and Planning
                                 1 FTE

        Planning and Solution Development      Planning and Curriculum Development
             Senior Director (Lead)                 Senior Director (Lead)
                    1 FTE                                   1 FTE

                    4 FTE                                   4 FTE

   Executive Director   Associate Superintendent   Associate Superintendent   Associate Superintendent   Sr. Director
   Pupil Personnel      Workforce Development*      Education and Support      ESE*                       Research/Evaluation
   1 FTE                1 FTE                       Programs                   1 FTE                      & Assessment*
                                                    1 FTE                                                 1 FTE

   Program Specialist          Director            Director
   Extended Day                Title I             2nd Language
   1 FTE                       1 FTE               Acquisition/ World Languages
                                                   1 FTE

   Program Specialist          Director            Program Specialist
   Athletics/Extracurricular   Grants              Early Childhood
   1 FTE                       1 FTE               1 FTE

   Sr. Admin                   Director            Director                   Teachers         Customized
   Social Workers/Health       Policy              Charter/Magnet             Academy          Professional
   1 FTE                       1 FTE               1 FTE                      Principal on     Education (CPE)
                                                                              Assignment       Director

   Director                    Director            Program Specialist
   Guidance                    Alternative         Gifted Education, K-12         ERC
   1 FTE                       Education           1 FTE                          6 FTE
                               1 FTE

   Senior Manager              Sr Admin
   Student Records             Student Assistance
   1 FTE                       SAFE Coordinator/Grant
```

Overseen by a Board of Directors comprised of the Area Superintendents.

*Staffing for Workforce Development, Exceptional Education, and Research/Evaluation and Assessment can be found in their respective sections: Vocational and Technical Adult, Exceptional Education , and Planning & Executive Services.

Educational Service Delivery

Findings and Recommendations for Opportunities to Improve

Recommended Regional Office Organization: This chart shows the recommended regional structure.
(A detailed staffing plan is outlined on the following page)

```
                                    ┌──────────────────┐
                                    │  Superintendent  │
                                    └──────────────────┘
                          ┌──────────────────┐
                          │ Area Superintendent │
                          └──────────────────┘
        ┌─────────────────────────┐      ┌─────────────────────────┐
        │     Coordinator of      │      │      Coordinator of     │
        │ Instructional Support   │──────│           ESE           │
        │       Services          │      │                         │
        └─────────────────────────┘      └─────────────────────────┘
        ┌─────────────────────────┐      ┌─────────────────────────┐
        │      Coordinator        │      │       Coordinator       │
        │ Business Support Service │─────│ Building Support Service │
        └─────────────────────────┘      └─────────────────────────┘
        ┌─────────────────────────┐      ┌─────────────────────────┐
        │      Technology         │      │    Area Coordinator     │
        │  Resource Consultant    │──────│      Community          │
        │                         │      │     Involvement         │
        └─────────────────────────┘      └─────────────────────────┘
        ┌─────────────────────────┐
        │      Area Admin.        │
        │       Discipline        │
        └─────────────────────────┘
                          ┌──────────────────┐
                          │     Schools      │
                          └──────────────────┘
```

Educational Service Delivery

Findings and Recommendations for Opportunities to Improve

Potential Staffing for one of five Area Offices:

Area Superintendent (9 office reports, 27-34 principals)
- Principals (27 - 34 schools)
- Coordinator of Instructional Support Services
  – Language Arts Program Specialist
  – Math Program Specialist
  – Bilingual Program Assistant (testing)
  – Bilingual Instructional Support Teacher
  – Title I Social Educator (migrant case worker)
- Coordinator of Special Education
  – Staffing Specialists as Lead of Student Evaluation Teams (~10 evaluation teams)
  – Psychologists, Speech Therapists, Social Workers, Hearing/Vision, Audiologist
- Coordinator of Business Support Services
- Food Services Area Administrator
- Area Custodial Coordinator
- Area Maintenance Coordinator
- Technology Resource Consultant
- Area Coordinator of Community Involvement
- Area Administrator of Discipline (.5 to 1 FTE)
- Clerical Staff (TBD)

Educational Service Delivery

Summary of Organizational Changes

- Reassign the functions of the new principal induction program, alternative education, project development (grants), evaluation & research, assessment, strategic planning, and multicultural services to the Division of Education and Planning.

- The District would have two offices solely devoted to planning with staff who have general skills in planning and systems development replacing specific content expertise. The first office, Planning and Solution Development, would approach issues raised from a variety of stakeholders. This might mean business leaders, community groups, or departmental needs related to Human Resources or Facilities needs. The second group, Planning and Curriculum Development, would consist of generalists who would facilitate development of curriculum using CPE and school-based expertise. Both offices would be staffed by five generalist positions. These two offices would be assigned tasks as identified by the Superintendent and his leadership team, as well as tasks identified by school in areas of greatest need.

- Most of the positions within Elementary and Secondary Education Departments and the Curriculum and Staff Development Department are reassigned, replacing subject area specialists with planning generalists to avoid central office top-down management and ownership of curriculum standards.

- Create the Teachers Academy which will be the District's resource for standardized staff development such as teacher and principal induction programs and the Office of Customized Professional Development (CPE) which will be the District's consulting organization offering services such as mentoring, technical assistance, workshops, and needs assessments.

Educational Service Delivery

Summary of Organizational Changes

- A new department, headed by the Associate Superintendent for Education and Support Programs, will oversee Title I, 2nd Language Acquisition, Grants, Early Childhood, Policy, Charter/Magnet, Alternative Education, and Gifted and Talented, K-12.

Educational Service Delivery

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The current organizational structure does not group similar functions within the District's instructional department in a manner which facilitates collaboration and shared expertise, and enhances communication. (Refer to OM1)	➔ **ESD1:** Rename the position of Deputy Superintendent of Planning and Executive Services to be the Deputy Superintendent for Education and Planning. **Estimated fiscal impact: None**
(previous finding continued)	➔ **ESD2:** The following functions should be moved within the Division of Education and Planning: – Assessment, Evaluation and Research, Multicultural Services and Strategic Planning currently under the Deputy Superintendent for Planning and Executive Services – New Principal Induction Program, Project Development (Grants), and the Alternative Education Program currently under the Deputy Superintendent for Administrative Services **Estimated fiscal impact: None**

Educational Service Delivery

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	• **ESD3:** The District should establish two offices solely devoted to planning with staff who have general skills in planning and systems development replacing the District's staff with specific content expertise. The office of Planning and Solution Development will approach issues raised from a variety of stakeholders. This might mean business leaders, community groups, or departmental needs related to Human Resources or Facilities needs. The office of Planning and Curriculum Development would consist of generalists who would facilitate development of curriculum using the CPE and school-based expertise. Both offices would be staffed by five generalist positions and would be assigned tasks as identified by the Superintendent and his leadership team, as well as tasks identified by school in areas of greatest need. **Estimated fiscal impact: Described below**

Elementary and Secondary Education

Background - Elementary Education

The mission of the Elementary Education Services Department is to provide leadership and assistance for the 96 elementary schools in the areas of program planning, curriculum development, instructional delivery, staffing and resource utilization. Elementary Education Services is committed to giving students the educational foundation for a functional, productive and satisfying life and to provide each child the opportunity to develop and learn to his/her maximum potential.

Functional Components:
- Oversees principals of 96 elementary schools.
- Oversees Early Childhood, Title 1, and Extended Day programs.
- Assists with school budget preparation and approval.
- Develops Curriculum and Instructional Program.
- Implements Instructional Staff Development.
- Assists and provides leadership in instructional delivery, staffing, and resource utilization
- Manages instructional material services, including textbook adoption, order processing and distribution

Staffing and Budget:
- 45 FTE
- Total FY 97 Actual Budget ~ $2,171,000
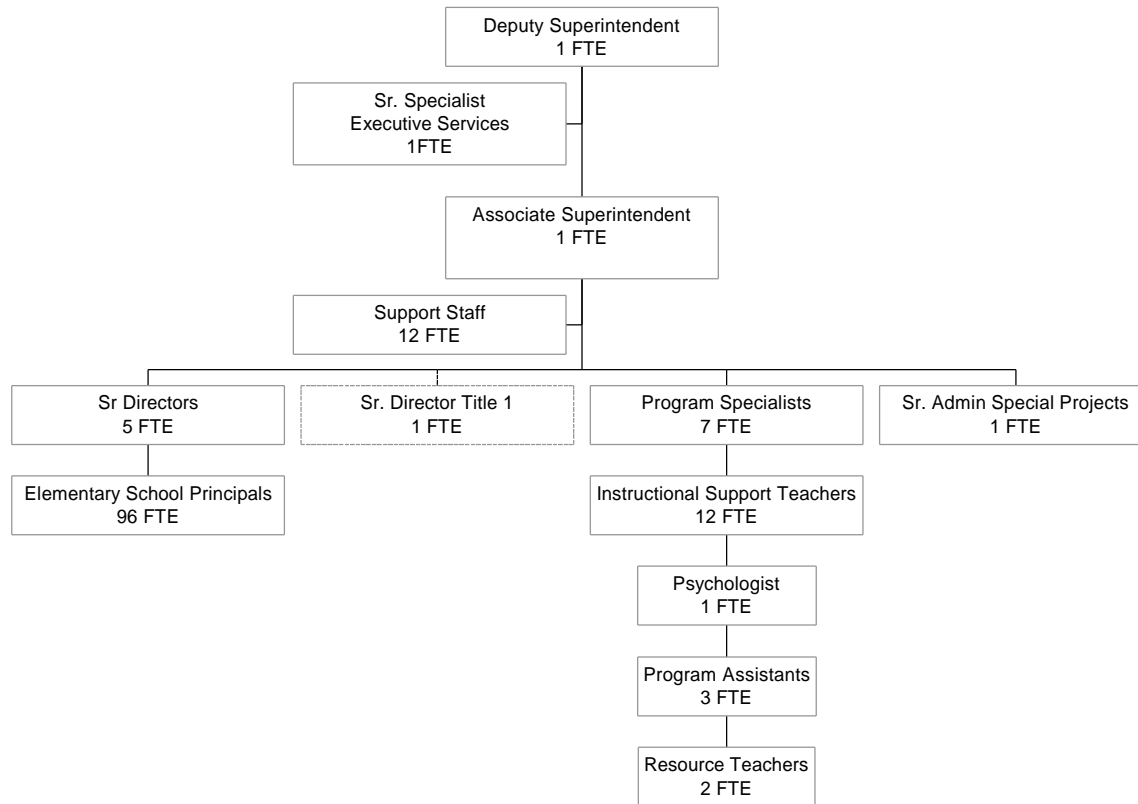- Total FY 98 Recommended Budget ~ $2,434,000[*]

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[*] Not including funding or budget for Title 1.

Elementary and Secondary Education

Background - Elementary Education

Current Organization:

```
                    ┌─────────────────────┐
                    │ Deputy Superintendent│
                    │        1 FTE         │
                    └─────────────────────┘
        ┌─────────────────┐      │
        │ Sr. Specialist  │      │
        │Executive Services│─────┤
        │      1FTE       │      │
        └─────────────────┘      │
                    ┌─────────────────────┐
                    │Associate Superintendent│
                    │        1 FTE         │
                    └─────────────────────┘
        ┌─────────────────┐      │
        │  Support Staff  │──────┤
        │     12 FTE      │      │
        └─────────────────┘      │
     ┌──────────┬──────────────┬──────────────┬──────────────┐
┌──────────┐┌──────────────┐┌──────────────┐┌──────────────────┐
│Sr Directors││Sr. Director Title 1││Program Specialists││Sr. Admin Special Projects│
│  5 FTE   ││    1 FTE     ││   7 FTE      ││     1 FTE        │
└──────────┘└──────────────┘└──────────────┘└──────────────────┘
     │                            │
┌──────────────────────┐  ┌──────────────────────┐
│Elementary School Principals│  │Instructional Support Teachers│
│      96 FTE          │  │      12 FTE          │
└──────────────────────┘  └──────────────────────┘
                                  │
                          ┌──────────────┐
                          │ Psychologist │
                          │    1 FTE     │
                          └──────────────┘
                                  │
                          ┌──────────────┐
                          │Program Assistants│
                          │    3 FTE     │
                          └──────────────┘
                                  │
                          ┌──────────────┐
                          │Resource Teachers│
                          │    2 FTE     │
                          └──────────────┘
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Elementary and Secondary Education

Background - Elementary Education

Workload:
- 1 Associate Superintendent and 5 Senior Directors oversee daily operations of 96 elementary schools with approximately 65,000 students. Span of control is approximately 18 principals per Senior Director.
- 7 Program Specialists provide direct support at the school level and monthly staff development activities on current trends and best practices.
- Evaluation and Selection of 96 Principals, 47 Assistant Principals.
- Oversight of numerous Early Childhood programs, including: The Activity Resource Center (The ARC), Florida First Start, Homeless Children and Youth, UCF Mentor Teacher Project, Early Intervention Pre-kindergarten, Resource Support for Preschool and Elementary School Personnel, 16 Head Start Centers, and 4 Satellite Schools.
- Coordination of approximately $5.7 million in competitive grant funds to support Early Childhood programming, including $5.3 million for the Early Intervention Pre-kindergarten program which has served over 6,000 4 year olds over the past 8 years.
- Operation of the OCPS Extended Day Enrichment Center at 88 elementary school sites for 15,000 children in kindergarten through fifth grade.

Elementary and Secondary Education

Key Achievements/Commendations - Elementary Education

Key Achievements/Commendations:
- Compared to other school districts reviewed by KPMG, the results of the teacher and principal focus groups indicate strong, supportive and accessible leadership in the Elementary Department.
- Eight of the critically low schools came off the State list within 1 -2 years and currently serve as best practice sites.
- The Extended Day Enrichment Program is the third largest child care facility in the United States and is both affordable and self-supporting. Weekly fees start at $20 per week per child for afternoon care and scholarships are available for students with economic needs.
- Every elementary school has implemented literacy initiatives which are a central component of their school improvement plans. Research indicates that student participation in Reading Recovery programs reduce the number of students who are later assigned to, and in need of exceptional education services.
- Elementary Education Services Action Plan details departmental goals, completion dates and contact persons. The Department's Action Plan is tied in to all individuals' performance goals. This represents a KPMG best practice based on application of the Malcolm Baldrige Award criteria.
- The Elementary Social Studies program has received numerous awards for its "Biz Kid" program, including awards from the National Council on Economic Education and the National Federation of Independent Businesses.

Elementary and Secondary Education

Background - Secondary Education

The purpose of the Secondary Education Department is to provide leadership and assistance for the middle and high schools in the areas of program planning, curriculum development, instructional delivery, staffing and resource utilization.

Functional Components:
- Oversees principals of 36 secondary schools - 23 middle schools, 12 high schools and 1 alternative school.
- Supervises responsibility for expulsion center and the Compact mentoring program.
- Oversees Gifted program K-12.
- Plans and develops instructional programs and curriculum.
- Implements Instructional Staff Development.
- Assists and provides leadership in instructional delivery, staffing, and resource utilization.
- Manages instructional material services, including textbook adoption, order processing and distribution.
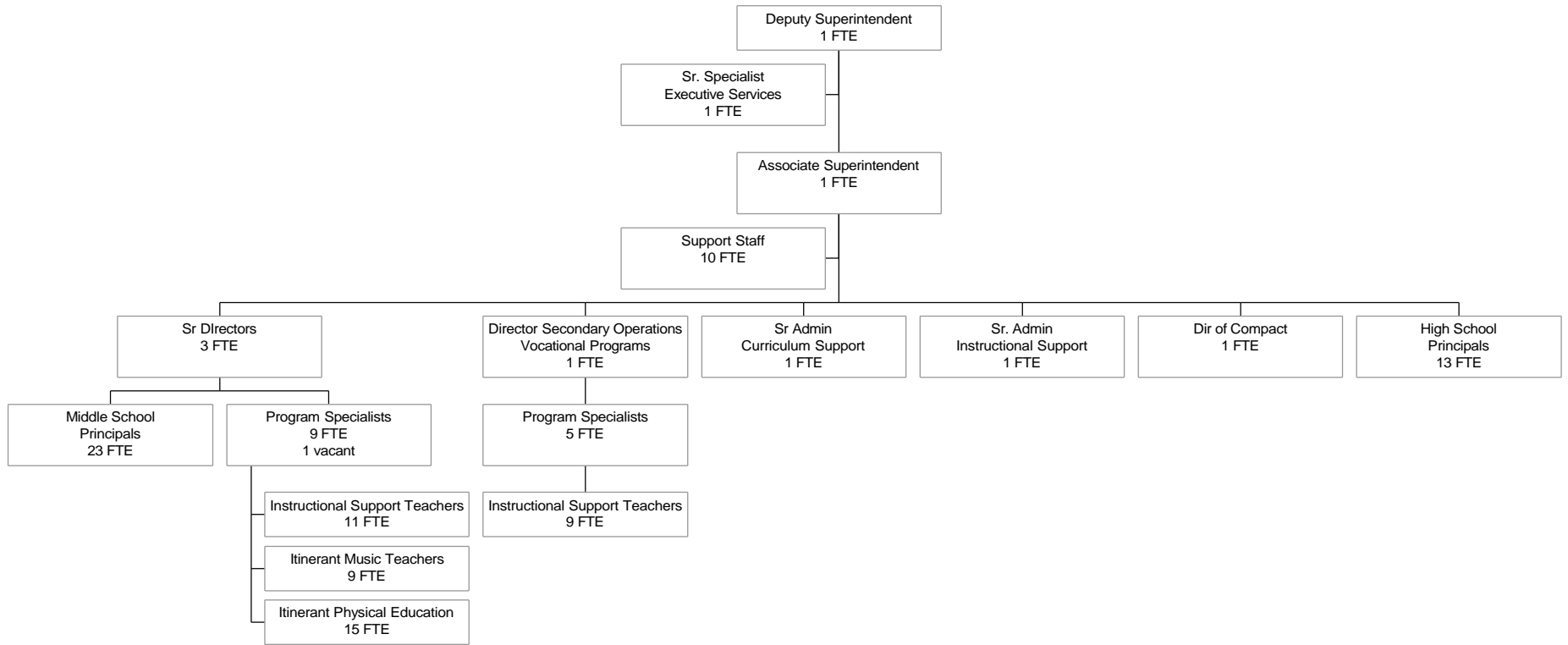
Staffing and Budget:
- 76 FTE
- Total FY 97 Actual Budget ~ $3,889,000
- Total FY 98 Recommended Budget ~ $3,410,000

Elementary and Secondary Education

Background - Secondary Education

Current Organization:

```
                                    Deputy Superintendent
                                          1 FTE

                Sr. Specialist
                Executive Services
                1 FTE

                                    Associate Superintendent
                                          1 FTE

                Support Staff
                10 FTE
```

| Sr DIrectors 3 FTE | Director Secondary Operations Vocational Programs 1 FTE | Sr Admin Curriculum Support 1 FTE | Sr. Admin Instructional Support 1 FTE | Dir of Compact 1 FTE | High School Principals 13 FTE |

```
Middle School          Program Specialists        Program Specialists
Principals             9 FTE                      5 FTE
23 FTE                 1 vacant

                       Instructional Support Teachers    Instructional Support Teachers
                       11 FTE                            9 FTE

                       Itinerant Music Teachers
                       9 FTE

                       Itinerant Physical Education
                       15 FTE
```

Elementary and Secondary Education

Background and Key Achievements/Commendations - Secondary Education

Workload:
- 1 Associate Superintendent and 3 Senior Directors oversee daily operations of 36 secondary schools with approximately 71,000 students. Span of control is approximately 12 principals per administrator.
- Coordinates contract for Excel Alternatives, and oversees approximately 150 students in the expulsion center.
- Supervises the Compact program which provides mentors for underachieving students, approximately 80 students per school.
- Oversees program for approximately 4,500 Gifted students and supervises Program Specialist for Gifted.
- Program Specialists provide direct support to 36 learning resource teachers and department chairs at the school on current trends, best practices, and initiatives to be implemented within the schools.
- Evaluation and Selection of 13 Senior High School Principals and 62 Assistant Principals, 24 Middle School Principals and 51 Assistant Principals.
- Currently in the third year of Architects for Tomorrow, OCPS is restructuring its high schools and middle schools to proactively meet the needs of the middle level achieving student.

Key Achievements/Commendations:
- Compared to other school districts reviewed by KPMG, the results of teacher and principal focus groups indicate that this department's strong leadership and district-wide vision have created an atmosphere that encourages innovation, such as block scheduling, academies, schools within schools.
- Secondary Education mission, objectives and goals outline completion dates and contact persons. The Department's plan is tied in to all individuals' performance goals. This represents a KPMG best practice based on the Malcolm Baldridge Award criteria.

Elementary and Secondary Education

Key Achievements/Commendations - Secondary Education

Key Achievements/Commendations (continued):
- Outsourcing the expulsion center to Excel has saved approximately $750,000 in staffing, programming and transportation costs. Attendance rate of students has increased from 40 percent when OCPS ran the program to 90% with Excel.
- On-line high school offers 5 courses, including SAT preparation classes, Advanced Placement classes. By year 2000, planning to have an entire high school curriculum on the Internet. This represents a state-of-the-art technology best practice.

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Organizational Structure

- The current organizational placement and role of the elementary and secondary departments does not create an organization that empowers principals.

  – Based on interviews and focus groups, principals feel they must answer to several different "bosses" at central office and that decisions must be approved by many layers before they are approved. This organizational structure results in a culture of top-down management that provides no incentives for innovation at the school level or accountability for improvements in student achievement.

➔ **ES1**: OCPS should implement four to five area offices to provide support services to the schools. Each area office should be headed by an Area Superintendent, who is responsible for supervision and support of the school principals in his/her area. This will move from five layers of line management to three from the principals to the District Superintendent and will create a more customer-focused, responsive and accountable organization.

Estimated fiscal impact: Captured in OM2

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

• OCPS' current organizational structure does not reflect a K-12 approach to instruction. Many program areas which currently reside in one division also have substantial impact on the other's student population. For example, gifted education resides in secondary education despite the fact that this program also serves elementary students.	➔ **ES2:** The departments of Elementary and Secondary Education Departments and the Curriculum and Staff Development Department are eliminated and the positions are reassigned. The newly titled position, Associate Superintendent of Education will oversee the newly organized department which includes the following areas: − Title I, 2nd Language Acquisition, Gifted and Talented Education, Alternative Education, Early Childhood − Grants, Policy, and Charter/Magnet Programs The placement of these functions within one department, without an elementary or secondary focus, will encourage a K - 12 focus. **Estimated fiscal impact: None**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- The current placement of staff development and curriculum program specialists within the Elementary and Secondary offices creates a top down approach. While curriculum design and development should be facilitated centrally to ensure district-wide standardization, the district's use of resident content experts can result in a top-down approach as represented through "ownership" of curriculum standards.

➔ **ES3:** The central office will no longer have a "top down" culture, but will allocate functions to the central office, regions, and schools based on set criteria that redefine the roles of each level to develop a more accountable and empowered organization. The responsibilities of curriculum development coordination and <u>standardized</u> staff development should be maintained centrally since they require districtwide standardization and will be housed in the Teachers Academy. Functions where flexibility and creativity are encouraged, such as staff development, should be decentralized. Area Superintendents and principals within individual schools should be held accountable for the delivery of effective instruction as measured by student achievement. This recommendation is further elaborated on in the Curriculum and Staff Development section.

Estimated fiscal impact: None

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>   **<u>Recommendations:</u>**

- Staff development is performed throughout the central   *(previous recommendation continued)*
  office, resulting in an uncoordinated staff
  development effort. This results in the lack of a
  single point of accountability and a lengthy decision
  making process with a potential for duplication of
  efforts. Functions such as staff and curriculum
  development among elementary education, secondary
  education and curriculum could be more appropriately
  grouped to better align curriculum, assessment and
  instruction.   Like functions should be grouped
  together to enhance communication and maximize
  shared expertise. These findings are further discussed
  in the Curriculum and Staff Development section.

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

- Curriculum design is primarily overseen by 16 program specialists who facilitate curriculum committees, are trained in best practices, and are located within the instructional departments. Compared to its peers, OCPS is staffed 50 percent higher for *Consultants/Supervisors of Instruction.* As mentioned above, OCPS' reliance on content experts can create an environment that is top down, as these experts often take ownership of the curriculum. (Refer to Curriculum and Staff Development, page 6, for benchmarking data)

➔ **ES4:** Reclassify 2 Program Specialist positions to be general planning specialists in two District offices solely devoted to planning. These staff should have general skills in planning and systems development replacing specific content expertise. Both offices would report to the Deputy Superintendent for Education and Planning. The first office, Planning and Solution Development, would approach issues raised from a variety of stakeholders. This might mean business leaders, community groups, or departmental needs related to Human Resources or Facilities needs. The second group, Planning and Curriculum Development, would consist of generalists who would facilitate development of curriculum using CPE and school-based expertise. These two offices would be assigned tasks as identified by the Superintendent and his leadership team, as well as tasks identified by schools in areas of greatest need.

Estimated fiscal impact: Captured in ES5

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	→ **ES5:** The Planning and Solution Development office should be staffed by five Senior Director generalist positions. These positions will be staffed by reclassifying two program specialist positions and one Senior Administrator position currently located in the Secondary Department, one Senior Administrator and one Director Strategic Planning currently located in the Department of Planning and Executive Services. **Estimated fiscal impact: $161,000 annual cost (cost of upgrading 5 positions)**
(previous finding continued)	→ **ES6:** The Planning and Curriculum Development office should be staffed by five Senior Director generalist positions. These positions will be staffed by reassigning 5 Senior Director currently located in the Elementary, Secondary, and Curriculum Departments. **Estimated fiscal impact ES6: None**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Workload and Staffing	
• Currently, the Program Specialist for PE/Athletics/Drivers Ed resides with the Department of Secondary Education. Currently, the Program Specialist for Gifted and Talented resides in Secondary Education and the Program Specialists for Extended Day and Early Childhood reside in Elementary Education. These offices have been dismantled and therefore need to be reassigned.	➔ **ES7:** Reassign four Program Specialists. − Reassign the Program Specialist for Athletics and Extracurricular Activities to report directly to the Executive Director of Pupil Personnel Services since it is primarily a coordinating and scheduling position for all students within the District. − Reassign the Program Specialist for Gifted and Talented and the Program Specialist for Early Childhood to report directly to the Associate Superintendent for Education and Support Programs. − Reassign the Program Specialist for Extended Day to report directly to the Executive Director of Pupil Personnel Services since it is primarily a coordinating and scheduling position. **Estimated fiscal impact: None**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

- Use of regional offices in large districts can create a more customer-focused organization; these offices should be organized to improve vertical articulation of the curriculum. (Refer to OM1 and OM2)

➔ **ES8:** OCPS needs to create a new organizational culture of empowerment coupled with accountability at the school level. This concept should be supported by a regional structure that creates smaller, more accountable and supported "area districts" who are more directly responsible to the families and communities in each regional area.

Reclassify the following positions to support the regional structure:
- − 2 Associate Superintendents to be Area Directors
- − 3 Senior Directors to be Area Superintendents
- − 5 Program Specialists to be Coordinators of Instructional Services
- − 1 Senior Director to be Director of CPE

Estimated fiscal impact: None

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	➔ **ES9:** Reassign the following staff to match the regional structure: – Of the 16 secretaries and 2 executive assistants, the Area Superintendents should be reassigned 10, one for the Area Superintendent and 1 for the remaining instructional staff (1:6). The remaining 8 should be distributed throughout the Department of Education and Planning based on need. KPMG recommends that the FTE equal 15% of total staff. – 9 Itinerant music teachers and 15 itinerant science teachers should be reassigned to the Area Superintendents – 9 FTEs in the Alternative Education Department should be retained and reassigned to the Associate Superintendent of Education and Support Programs. **Estimated fiscal impact: None**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS currently has 3 program assistants who are responsible for administrative tasks associated with two districtwide educational programs - a social studies program, Bizkid$, and an environmental program at Mead Gardens. These program assistants currently report to the program specialists in each of their respective content areas which, under the reorganization, no longer exist.	➔ **ES10:** The program assistants for Bizkid$ and Mead Gardens should report directly to the Coordinators of Instructional Services in the Area Offices in which the programs are geographically located. **Estimated fiscal impact: None**
• There are currently two Senior Administrators within Secondary Education who support the following functions: – A Senior Administrator who oversees existing programs and the development of new magnet programming and charter schools – A Senior Administrator who oversees district-wide policy on high school accreditation requirements and transfers.	➔ **ES11:** These are essential positions and should be retained. Since there is no longer a Secondary Education Department, these positions should be reassigned to report to the Associate Superintendent of Education and Support Programs. **Estimated fiscal impact: None**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The Elementary Education Department has 1 vacant program assistant position. The District has managed its workload and reengineered its work processes without support from this clerk for some time and is therefore not necessary.	➔ **ES12:** Eliminate 1 vacant Program Assistant position.
• OCPS' early childhood resource center, the "ARC," is located at the Tampa Avenue site and is currently staffed by 3 FTEs - 2 FTE Clerk Specialists (one located at the ELC and one at the ARC) and 1 FTE Resource Teacher. The workload does not necessitate 3 full-time positions.	**ES13:** Eliminate 1 Clerk Specialist position within the Early Childhood Program. The District should evaluate whether or not the remaining full time resource teacher is effectively utilized based on workload. One option for staffing the ARC would be to rotate classroom teachers on a voluntary basis who could spend time using the resources and/or modeling best practices.
• OCPS currently has three full-time positions devoted to the District's internship/mentoring programs. The Director of Compact oversees the mentoring program which is primarily coordinated by teachers within schools. Thus, the current workload does not necessitate having one full time coordinator.	➔ **ES14:** Eliminate the Director of Compact whose responsibility for oversight of the mentoring program should reside with the Program Specialist for Internships within Vocational Education. **Estimated fiscal impact ES12-14:$127,810 annual savings**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>   *<u>Recommendations:</u>*

Management Practices and Technology

• Employee input indicates that there is a general lack of clear delineation of job responsibilities between school principals and central office staff related to school operations (e.g. staff development, disciplinary action for students) which results in potential duplication of effort, and lack of accountability for results.	➔ **ES15:** The District's reorganization to a more customer-focused, responsive and accountable organization represents a fundamental shift in the District's culture. In order to facilitate the transition for District staff, OCPS should implement a training program for new Area Superintendents and Principals to ensure a consistent understanding of primary job responsibilities, performance indicators, and knowledge on how to access and utilize District-wide resources. **Estimated fiscal impact: None**

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

Findings:

- In the regional organizational structure, the performance evaluation process is essential in holding staff accountable. There are two critical components to the performance evaluation process - the form used and implementation.
  - The performance evaluation form currently used is too broad, lacks priorities and performance measures (e.g. specific benchmarks such as student achievement). An effective evaluation process should have specific benchmarks for which principals and teachers are held accountable, especially student achievement; performance measures that are clearly defined; and should monitor performance against the plan.
  - Implementation of the current performance evaluation form is inconsistently applied (e.g. monitoring performance against the plan) and/or used. This results in an inability to hold staff accountable.

Recommendations:

→ **ES16:** OCPS should implement a formalized performance accountability system that provides incentives and sanctions (e.g. curtailment of flexibility) tied to student achievement results and other clearly defined standards and benchmarks as required by recent legislation, Florida State Statute 231.29 (3)(a). According to the Florida State Statute, "[a]n assessment shall be conducted for each employee at least once a year. The assessment shall be based upon sound educational principles…[and] must used data and indicators of improvement in student performance and may consider results of peer reviews in evaluating the employees performance."

Estimated fiscal impact: None

Elementary and Secondary Education

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Findings:	Recommendations:
• There are no incentives to motivate principal performance. For example, Charlotte-Mecklenburg offers varying percentages of $1,000 bonuses to principals and teachers based upon the percentage of performance standards met by students at their school.	➔ **ES17:** Principals should annually develop professional development plans with their supervisors based on areas of improvement as defined by school improvement plans, District-wide strategic planning, and improvements in student achievement as measured through standardized tests. Principal evaluations should include benchmarks on participation rates of teachers in professional development activities. The District should create a pool to provide incentive bonuses for principals. **Estimated fiscal impact: $50,000 annual investment**
• Correspondence to schools and within central office is often duplicative, relying on multiple mediums such as letters, faxes, e-mails. This is time-consuming for principals and hinders their efforts at focusing on school priorities as opposed to central office priorities.	➔ **ES18:** Review all communications sent to principals and streamline process for correspondence between schools and Area and District offices. This could include, weekly batch mailers with only highest priority items included, and/or having all e-mails channeled through a central point. **Estimated fiscal impact: None**

Background

The Curriculum and Staff Development Department is responsible for developing, communicating and supporting the implementation of OCPS' curriculum, ensuring that curriculum guides and instructional materials provide activities that focus on effective and active learning, and providing staff development programs that support instructional personnel in increasing student achievement.

Functional Components:
- Coordinates the development of district-wide curriculum standards and benchmarks
- Communicates curriculum guidelines to district staff and the community
- Provides instructional staff development
- Oversees development of the Teachers Academy
- Develop Literacy Program training and implementation
- Oversees Bilingual/ESOL education

Staffing and Budget:
- 1 Senior Director of Curriculum Services
  - 2 Resource Teachers
  - 1 Principal on Assignment, Teachers Academy
  - 1 Secretary
- Total FY 98 Recommended Budget ~ $641,000[*]

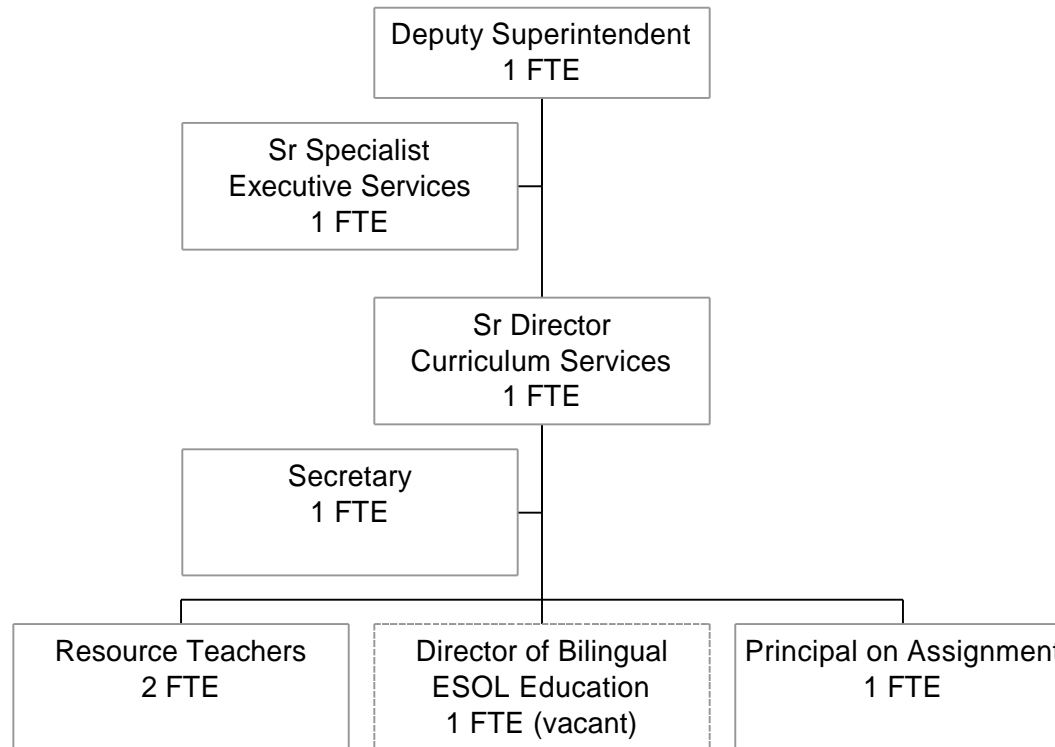[*]Not including funding or staffing for Bilingual/ESOL
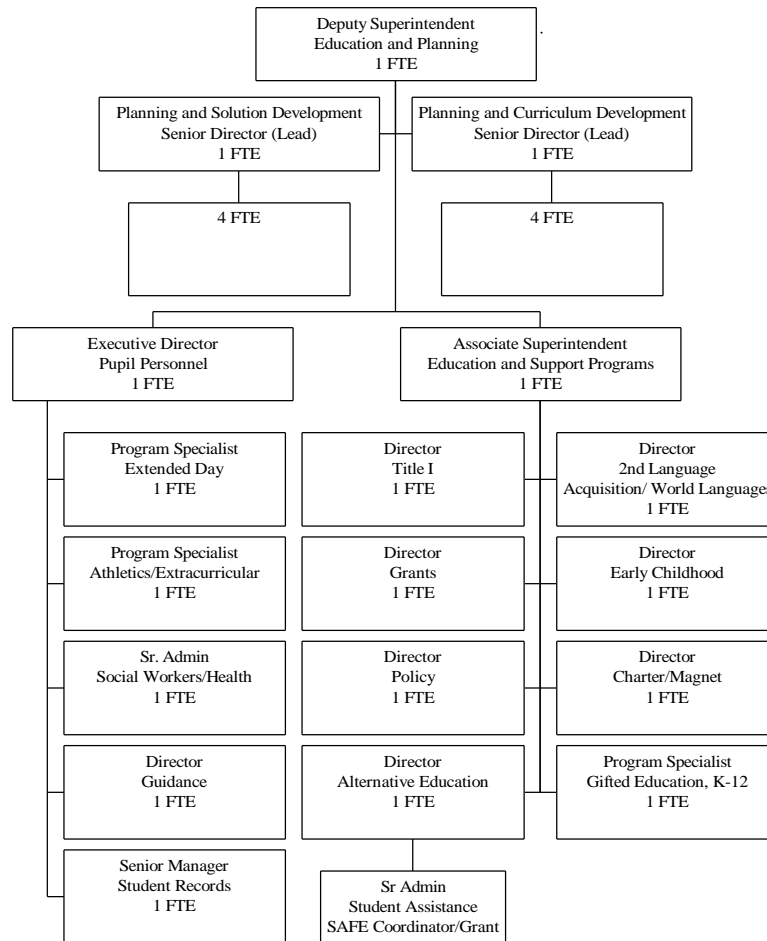
Curriculum and Staff Development

Background

Current Organization:

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                    ┌──────────────────────┐
                    │ Deputy Superintendent│
                    │       1 FTE          │
                    └──────────┬───────────┘
     ┌──────────────────┐      │
     │  Sr Specialist   │      │
     │Executive Services│──────┤
     │     1 FTE        │      │
     └──────────────────┘      │
                    ┌──────────┴───────────┐
                    │     Sr Director      │
                    │  Curriculum Services │
                    │       1 FTE          │
                    └──────────┬───────────┘
     ┌──────────────────┐      │
     │    Secretary     │      │
     │     1 FTE        │──────┤
     └──────────────────┘      │
        ┌──────────────────────┼──────────────────────┐
┌───────────────┐  ┌──────────────────┐  ┌────────────────────────┐
│Resource Teachers│ │Director of Bilingual│ │Principal on Assignment│
│     2 FTE      │  │  ESOL Education   │  │        1 FTE          │
│               │  │  1 FTE (vacant)   │  │                       │
└───────────────┘  └──────────────────┘  └────────────────────────┘
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Curriculum and Staff Development

Recommended Organization:

```
                    ┌─────────────────────────┐
                    │  Deputy Superintendent  │
                    │  Education and Planning  │
                    │          1 FTE          │
                    └─────────────────────────┘
           ┌───────────────────┴───────────────────┐
┌──────────────────────────┐      ┌──────────────────────────┐
│ Planning and Solution     │      │ Planning and Curriculum   │
│ Development               │      │ Development               │
│ Senior Director (Lead)    │      │ Senior Director (Lead)    │
│         1 FTE             │      │         1 FTE             │
└──────────────────────────┘      └──────────────────────────┘
         │                                  │
   ┌──────────┐                      ┌──────────┐
   │  4 FTE   │                      │  4 FTE   │
   └──────────┘                      └──────────┘
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Executive Director Pupil Personnel 1 FTE	Associate Superintendent Education and Support Programs 1 FTE

Program Specialist Extended Day 1 FTE	Director Title I 1 FTE	Director 2nd Language Acquisition/ World Languages 1 FTE
Program Specialist Athletics/Extracurricular 1 FTE	Director Grants 1 FTE	Director Early Childhood 1 FTE
Sr. Admin Social Workers/Health 1 FTE	Director Policy 1 FTE	Director Charter/Magnet 1 FTE
Director Guidance 1 FTE	Director Alternative Education 1 FTE	Program Specialist Gifted Education, K-12 1 FTE
Senior Manager Student Records 1 FTE	Sr Admin Student Assistance SAFE Coordinator/Grant	

Teachers Academy Principal on Assignment	Customized Professional Education Director

Overseen by a Board of Directors comprised of the Area Superintendents

Curriculum and Staff Development

Background and Key Achievements/Commendations

Workload:
- Coordinates district-wide staff to review and write benchmarks based on the Florida State Sunshine Standards and OCPS standards. Recently completed curriculum benchmarks for K-8 in each content area and currently in similar process for the revision of the high school curriculum.
- Organizes community sessions for parents and businesses to provide input into the curriculum revision process.
- Collaboratively works with 11 other departments, including Elementary and Secondary Education, Exceptional Education, ESOL/Bilingual, Adult/Technical Education, Technology Services, Community Relations, Assessment and Evaluation, and Training and Development.
- Coordinates 30 Program Specialists to provide staff development on curriculum development, assessment strategies, integration of technology into the classroom, and dissemination of content area best practices.

Key Achievements/Commendations:
- Benchmarks which align Florida State Standards with OCPS' standards, goals and objectives by grade level, a national best practice.
- Dissemination of OCPS curriculum frameworks/guides to parents, teachers, community via the internet, CD-ROM to ensure parent/community knowledge and support. This represents a state-of-the-art technology best practice.

Curriculum and Staff Development

Key Achievements/Commendations

Key Achievements/Commendations (continued):
- Implemented the Literacy Project in a joint effort with Peabody College to increase middle school students' reading and writing skills through computer technology, small class sizes, and flexible scheduling. The program, which was initially piloted in 1994-5 in three classrooms, has been implemented district-wide as of 1996-97 and has expanded to 120 classrooms. A comparison of the Literacy Project students against national norming groups indicate that these students, from the fall semester to the spring semester, gained 3-4 times as much as students within a normal reading program, evidence that the experimental group is closing the gap with the norming group.
- OCPS is in the initial stage of creating a Teacher Academy devoted solely to the District's staff development needs. The Academy plans to offer stipends for teachers who participate in staff development and implement lessons learned in their classrooms, and to encourage National Board Certification. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.

Curriculum and Staff Development

Benchmarks

- OCPS is staffed 50 percent higher for *Consultants/Supervisors of Instruction* than the peer district average. If the current staffing level was to equal the peer average of 303 teachers per consultant that would mean a total decrease of 36.5 *Consultants/Supervisors of Instruction.*

Total Number of Consultants/Supervisors of Instruction by District per Teacher, 1996-97
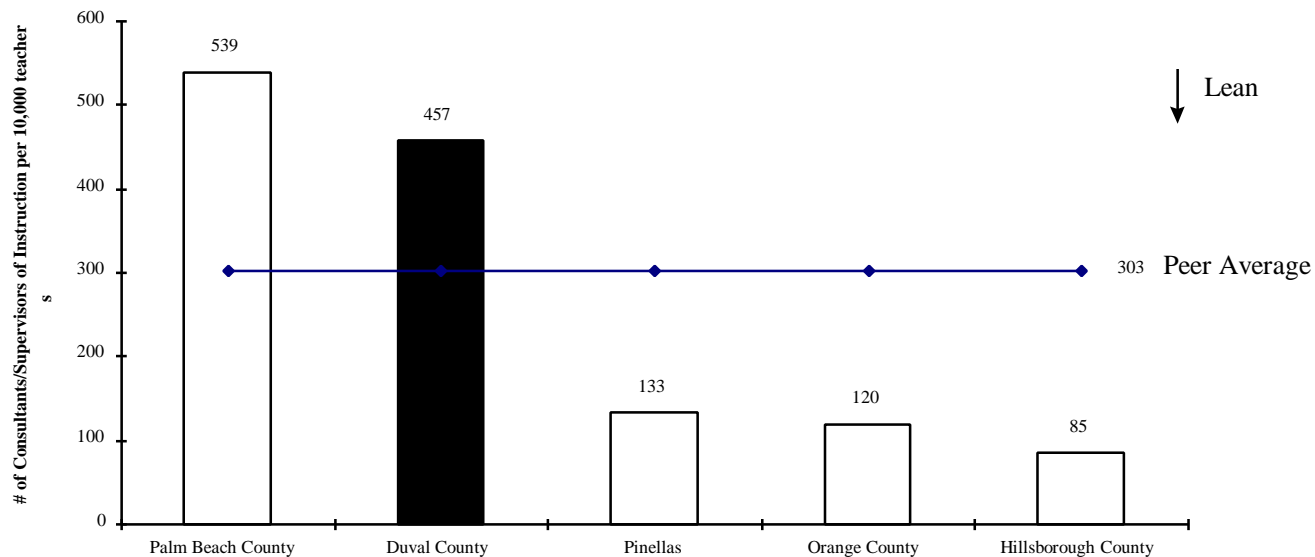
Source: Profiles of Florida School Districts 1996-97, Student and Staff Data, Florida Department of Education, February, 1997.
Consultants and Supervisors of Instruction are district-level professional staff members performing activities of leadership and guidance and exhibiting expertise in a field of specialization for the purpose of improving the performance of teachers and other instructional personnel.

Curriculum and Staff Development

Benchmarks

- OCPS has allocated $1,468,300 for instructional staff development for the 1997-98 school year, or approximately $195 per teacher. As a percent of the general fund, OCPS's staff development budget is 80 percent lower than the National School District Average and 15 times lower than the recommendation of the National Staff Development Council.

OCPS Staff Development Expenditures Compared to National and Recommended Averages, 1997-98
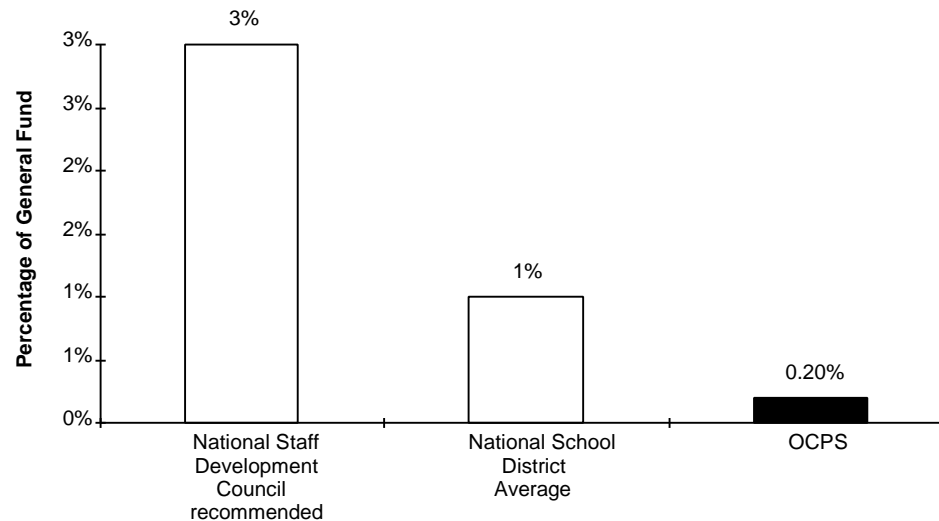
Source: OCPS's FY 1997-98 budget for staff development captured in costs centers under Training and Development and the New Principal Preparation Program. This figure does not capture staff development costs at the school site. National Staff Development Council.
Total General Fund for FY 97-98 = $743,265,915

Curriculum and Staff Development

Benchmarks

- As a percentage of the total budget, OCPS spends 35 times less on staff development than the private industry average.

OCPS Staff Development Expenditures Compared to Private Industry Average*
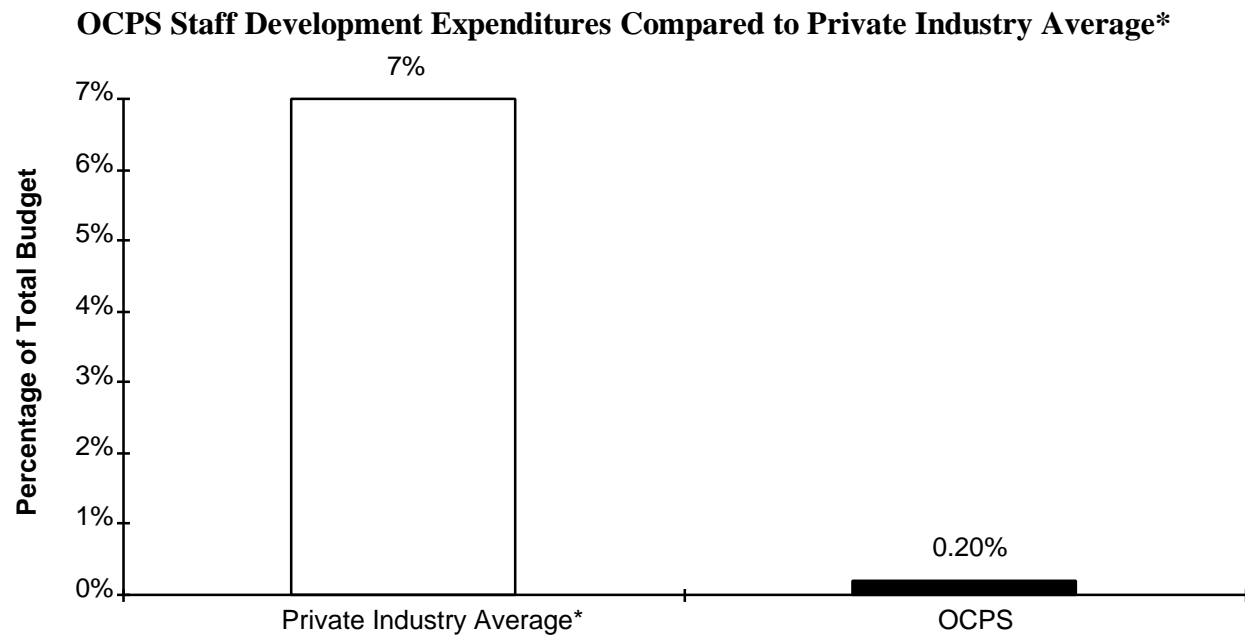
Source: OCPS budget FY 97-98 School Year and the National Staff Development Council.
*Private industry average includes staff development costs for all staff, while OCPS expenditures are for instructional staff only.
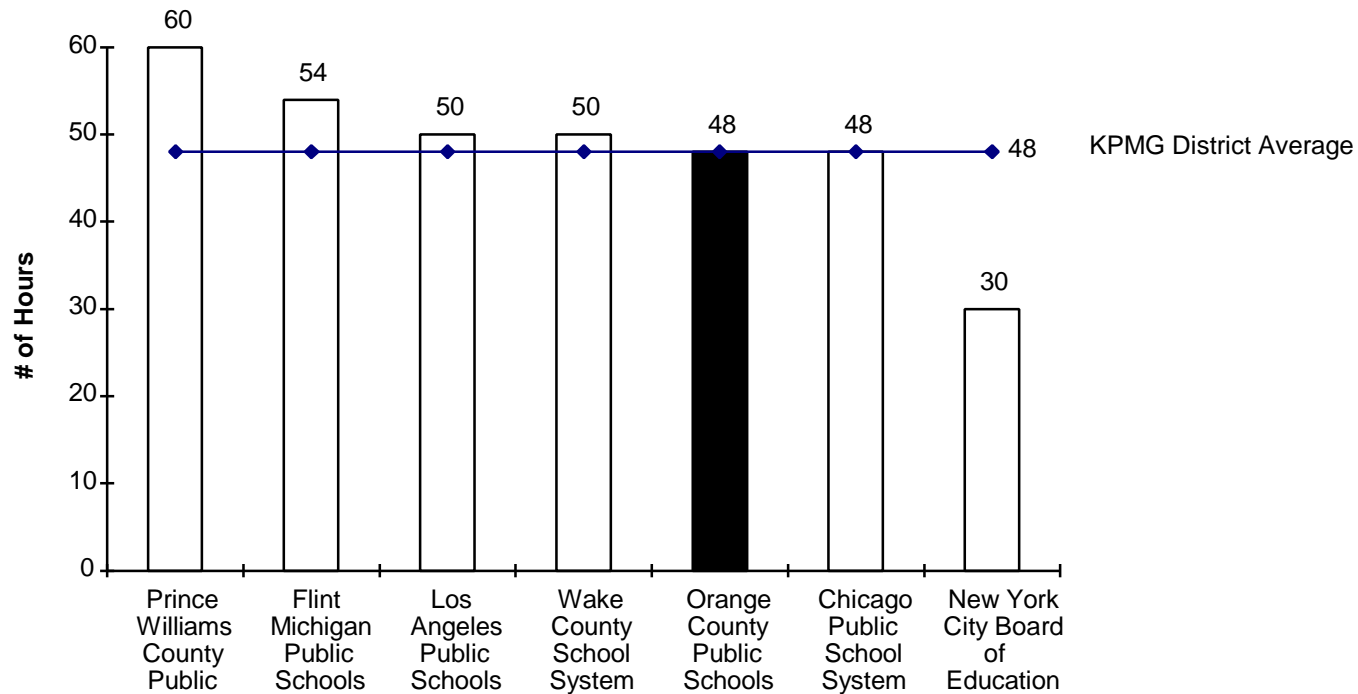
Curriculum and Staff Development

Benchmarks

- The number of scheduled hours of certified teacher staff development in OCPS is on average equal to the benchmarked district average.

District Comparison of Scheduled Staff Development Hours for Certified Teachers, 1996-97

Source: KPMG benchmarking data and analysis.

Curriculum and Staff Development

Benchmarks

Examples of Other Districts Staff Development Programs

- **Chicago Public Schools***
  - Uncertified Teachers participate in 30 hours of scheduled staff development training per school year (five scheduled days times six hours in a school day)
  - Teachers participate in 48 hours of scheduled staff development training per school year (five days that were negotiated with the teachers union and three to four days of staff development.

- **Los Angeles Public Schools****
  - Los Angeles does not have mandatory staff development days. However, schools have the option of participating in the state's staff development program in which teachers can engage in 48 hours of staff development training per year (up to eight days of staff development training times 6 hours in a school day).

- **Wake County School System*****
  - Teachers participate in an average of 50 hours of scheduled staff development training per school year (approximately 8.3 days of staff development times 6 hours in a school day).

*Based on Chicago's Teacher Union contract
**Based on the School-Based Program Coordination (SBPC) Act of 1981 which allows schools to use up to eight days for staff development x 6 hours in a school day).
***Based on the Wake County School District Staff Development Office (on average, schools participate in 8.3 days of staff development x 6 hours in a school day) .

Curriculum and Staff Development

Examples of Other Districts Staff Development Programs

- **Flint, Michigan Public School System***
  – Teachers participate in 54 hours of staff development training per school year (18 half days of mandatory staff development).

- **New York City Board of Education****
  – Certified Teachers without prior teaching experience participate in 30 hours of staff training per school year (5 mandatory days of staff development times 6 hours in a school day).
  – Uncertified teachers without prior teaching experience participate in 60 hours of staff development training per school year (10 mandatory days of staff development times 6 hours in a school day).

- **Prince William County Public Schools*****
  – Teachers participate in 60 hours of mandatory staff development training per school year (10 scheduled days of staff development times 6 hours in a school day).

*Source: Education Week, Money Talks, 3/17/96
**Based on the New York United Federation of Teachers' Website on Staff Development
***Based on the 1997-98 Annual School Calendar of the Prince William's Public Schools

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Organizational Structure

- Curriculum design and development is distributed throughout the organization in the following areas:
    - Elementary and Secondary Education
    - Curriculum Development
    - Exceptional Education
    - Bilingual and Title I

While curriculum design and development should be facilitated centrally to ensure district-wide standardization, the district's use of resident content experts can result in a top-down approach, as these experts often take ownership of the curriculum.

➜ **CS1:** Most of the positions within Elementary, Secondary, and the Curriculum and Staff Development Departments should be reassigned, replacing core content curriculum specialists with planning specialists to avoid central office top-down management and ownership of curriculum standards.

These new positions in the office of Planning and Curriculum Development would consist of generalists who facilitate development of the curriculum using CPE and school-based expertise. School level staff, including principals, department chairs, mentor teachers, and CRTs, should continue to participate in the existing district-wide curriculum and textbook selection committees facilitated by these general planners. Funds for curriculum program specialists in Bilingual and Title I should be reallocated to teacher salaries where they have more of a direct impact on students.

Estimated Fiscal Impact: Recommendation ES5

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Staff development is distributed throughout the organization in the following areas:
  - Elementary and Secondary Education
  - Training and Development
  - Exceptional Education
  - Bilingual Education and Title 1
  - Instructional Technology

  The current organizational placement does not focus resources in pursuit of common goals or foster collaboration and hinders sharing of resources. Also, staff development is determined by the central office rather than demanded by principals and teachers, resulting in a top down management practice. A KPMG best practice is the Teachers Academy and the Division of Customized Professional Education as illustrated on the following page.

➔ **CS2:** Consolidate staff development from five locations into two, the Teachers Academy and CPE. The Deputy Superintendent for Education and Planning will oversee the District's resources for staff development. This department will contain the centralized Teachers Academy that will oversee <u>standardized</u> district-wide implementation of staff development programs such as teacher induction programs and technology training. In addition, the Office of Customized Professional Education (CPE) will be located within this department. While the Teachers Academy and the CPE will be physically housed centrally, they will be governed by the Board of Directors comprised of the 5 Area Superintendents. At the school level, the Area Superintendents will set school performance and student outcomes and schools will drive demand for services.

Estimated fiscal impact: None

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Recommended Roles and Responsibilities of the Teachers Academy and the CPE

Teachers Academy

- Oversee implementation of standardized district-wide staff development programs such as the new teacher and new principal induction programs
- Supervise the Educational Resource Center (ERC) and technology training free of charge

Customized Professional Education

- Consulting organization run as a profit-loss center with services marketed to Area Superintendents and Principals such as mentoring, technical assistance, workshops, and needs assessments
- CPE must price services based on indirect and direct costs
- Principals should be given additional "staff development" funds to buy back professional services based on SIPs
- Principals can use money externally; CPE must compete
- Most instructional resource teachers and non-curriculum developing program specialists positions are reallocated to the CPE (34 FTEs)
- 20 FTEs start in schools as substitutes developing clients until demand for services changes role
- Staff development consultants report to the Director of Customized Professional Education, but receive customer service evaluations from Area Superintendents and principals.
- Staff development consultants can get consultations from curriculum design content area specialists.

Findings and Recommendations for Opportunities to Improve

Curriculum and Staff Development

Findings:	Recommendations:

Workload and Staffing

(previous finding continued)

➜ **CS3:** The Teachers Academy should oversee technology training which currently resides in other central office locations as part of the standardized staff development unit. The Teachers Academy will assume responsibility for the Educational Resource Center (ERC). The ERC will assist teachers in integrating technology into the classroom; provide multimedia and internet training at school sites as well as at the district office; and disseminate information to teachers concerning training opportunities, as well as software and internet resources. The ERC will have 6 FTEs on-site to provide training in instructional software demonstrations and multimedia tools, including 4 Instructional Support Teachers, 1 Media Specialist and 1 Systems Support Clerk who have been reassigned from Instructional Technology.

Estimated fiscal impact: None

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

(previous finding continued)	➔ **CS4:** The ERC will also include the following staff reassigned from Instructional Technology who will provide training to instructional staff, media specialists at school-sites:
	  − 1 Administrator
	  − 2 Technical Assistants
	  − 1 Video Production Assistant
	Estimated fiscal impact: None

• Currently, OCPS' instructional staff does not take full advantage of the resources offered by the ITV/Distance Learning staff which resides in Instructional Technology. This results in a lack of access to additional educational opportunities.	➔ **CS5:** The Teachers Academy, the ERC staff and the CPE should coordinate with the ITV/ Distance Learning staff in the Department of Community Relations to identify additional opportunities in Instructional Television and Distance Learning that support content areas and increase access to additional educational opportunities. **Estimated fiscal impact: None**

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>   *<u>Recommendations:</u>*

- OCPS' office of Training and Development, currently housed in Human Resources, offers professional development that duplicates efforts by the instructional staff. All professional development efforts should be coordinated in a focused manner. Principal professional development should be closely integrated with teacher professional development as the primary purpose of this training is to provide instructional leadership to teachers.

→ **CS6:** The new principal induction program should be reassigned to the Teachers Academy in order to closely integrate standardized teacher and principal professional development. These staff are currently housed within Human Resources and include 2 FTE trainers and 2 FTE support staff.

Estimated fiscal impact: None

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

- According to the teacher focus group, the Instructional Support Teachers and Resource Teachers provide a valued service to the instructional staff and should be retained on a consulting basis.

- The District has 7 full-time teachers located at the Holocaust Center, Mead Gardens, Juvenile Justice and the Science Center. School Districts should leverage its resources to the greatest extent possible by sharing costs with cities, counties, states, associations, etc. In these instances, OCPS is staffing these positions with non-classroom instructional staff in non-core content areas.

➔ **CS7:** The 29 Instructional Support Teacher positions and 2 Resource Teacher positions within the Elementary, Secondary and Curriculum Departments should be reassigned.
  – Each area office will also have one program specialist for Language Arts and one for Math to help areas provide support to the most needy schools, act as liaisons with CPE, and ensure vertical articulation of curriculum in areas. These positions will be 10 reassigned Instructional Support Teacher positions (IST) from the Elementary and Secondary Education Departments.
  – 8 FTEs should be retained by Alternative Education.
  – 3 FTEs should be retained by Early Childhood

(continued on following page)

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	*(previous recommendation continued)*
	− The 10 FTEs remaining should report directly to the Director of Customized Professional Education. The Instructional Support Teacher positions currently located at the Holocaust Center, Mead Gardens, Juvenile Justice and the Science Center should be part of this pool and reallocated based on demand.
	Estimated fiscal impact: Estimated fiscal impact: $182,000 annual cost (cost of upgrading 10 IST positions to program specialists)

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

Management Practices and Technology

- Currently, customized staff development offerings are numerous and diverse but are provided free of charge to schools. It is unclear whether principals value central office services enough to pay for them. Customized staff development should be decentralized to the schools to encourage flexibility in how schools use staff development to improve interaction, as well as where schools find staff development resources. For example, if the Office of Customized Professional Development does not offer a valuable training course (as determined through teacher feedback and student achievement results) then the principal can choose to find resources externally.

→ **CS8:** A Board headed by the Area Superintendents should set policy and direction and the Director of Customized Professional Education (CPE) should oversee the deployment of the District's customized school-based professional development staff. CPE will oversee a staff of 30 FTEs, including 10 FTEs reassigned from Elementary and Secondary Education, 3 FTEs from Human Resources, 6 FTEs from Bilingual Education, 8 FTEs from Title I, and 3 FTEs from Exceptional Education. Schools must use Title I and other restricted funds for Title I and other restricted funds CPE positions.

Estimated fiscal impact: None

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	➔ **CS9:** Pilot demand-based approach to staff development where schools receive an allocation for professional development and schools can buy back services from the Customized Professional Education. The CPE must price services based on direct costs (i.e. salaries and materials) and indirect costs (use of central office accounting system, warehouse). Menu of services may include: – Workshops - School-Based, Regional, and District – Classroom Modeling/Mentoring – Ongoing Technical Assistance – Classroom Diagnostic Visits – Staff Development opportunities in and out of the District – School Needs Assessment **Estimated fiscal impact: None**

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• The number of scheduled hours of certified teacher staff development in OCPS is on average equal to the benchmarked district database average. However, the District lacks incentives to encourage teachers to participate in professional development beyond minimum requirements.	➔ **CS10:** Allocate more resources to staff development at a rate consistent with recommendations of the National Staff Development Council (based on 3 percent of OCPS budget on staff development as recommended by the NSDC). If schools have more money to provide and reward staff development, more teachers may attend. **Estimated fiscal impact: $1.3 million annual investment** ➔ **CS11:** Focus teachers on reaching high teaching standards by developing a professional career ladder continuum for teachers, creating an incentive for teachers to continue learning and earning certificates. This can be done through Master teachers stipends and National Board Certification.[*] **Estimated fiscal impact: None**

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[*] "What Matters Most: Teaching for America's Future" Report on the National Commission on Teaching & America's Future, September, 1996.

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

(previous finding continued)

➜ **CS12:** Pay application fee for 60 teachers to apply for National Board Certification for school year 1998-99 to assist in developing master teachers who could assist in staff development initiatives within their own schools and/or Areas.
Estimated Fiscal Impact: $120,000 annual investment (60 teachers x $2,000)

➜ **CS13:** Create master teacher pay supplements for teachers once they have achieved National Board Certification. According to the National Board for Professional Teaching Standards, in school year 1996-97, approximately 45% of teacher applicants received National Board Certification.
Estimated fiscal impact: $135,000 annual investment (27 teachers x $5,000)

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS has allocated $1,468,300 for instructional staff development for the 1997-98 school year, or approximately $195 per teacher. As a percent of the general fund, OCPS's staff development budget is 80 percent lower than the National School District Average and 15 times lower than the recommendation of the National Staff Development Council.	➔ **CS14:** Provide each school with an allocation to be used to purchase CPE services. The allocation will average .5 percent of a total school budget and will be funded through the reallocation of salaries for Instructional Support and Resource teachers and an additional investment of $1.3 million dollars for a total of $2.2 million. On average, elementary schools will receive $12,500, middle schools will receive $21,200 and high schools will receive $41,500. **Estimated fiscal impact: Captured in CS11**
• As a percentage of the total budget, OCPS spends 35 times less on staff development than the private industry average.	➔ **CS15:** Ensure Area Superintendents work with principals to encourage that the amount allocated to schools is spent on staff development activities. **Estimated fiscal impact: None**

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Staff Development opportunities are not tracked system-wide to ensure the quality of offerings, teacher participation, that the weakest teachers are receiving training, and that individual school needs are being addressed. Since this is a large area of investment, it is essential to ensure a return on the investment by using the highest quality staff development providers, ensuring that the weakest teachers receive training and that staff development is driven by student deficiencies.

→ **CS16:** The Area Superintendents, the Teachers Academy, and the CPE should monitor the quality of staff development and teacher participation to ensure that staff development providers are carefully selected, programs are held to high standards, and that the weakest performing teachers receive the targeted staff development needed. The return on staff development resources can be monitored by:

  - Analysis of spending (type of training, vendor)
  - Analysis of hours spent by teachers and schools
  - Quality of staff development as reported by participants as measured against quality standards set forth by the National Staff Development Council
  - Research on staff development impact on student test scores
  - Track staff participation to enable continuous evaluation of successful courses and teachers.

Estimated fiscal impact: None

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

(previous finding continued)

➔ **CS17:** Allow schools to customize staff development to meet their individual needs as defined in their School Improvement Plan and individual professional development plans. However, encourage use of preferred staff development providers through coordinating master teacher requirement contracts based on feedback from teachers and CPE.

Estimated fiscal impact: None

➔ **CS18:** The Director of the CPE and the Teachers Academy's Principal on Assignment should conduct an inventory of all local resources and institutions that could assist in supporting teachers' professional growth, including local colleges and universities, cultural institutions, and business and scientific agencies. Work with these institutions to develop a plan for long-term partnerships that advance teachers' professional development.

Estimated fiscal impact: None

Findings and Recommendations for Opportunities to Improve

Curriculum and Staff Development

Findings:	Recommendations:
(previous finding continued)	➜ **CS19:** Avoid one-shot workshops by encouraging the use of the Customized Professional Education department, Teacher Networks, School-University Partnerships, and professional development that supports mastery of Board Certification professional teaching standards. **Estimated fiscal impact: None** ➜ **CS20:** Replicate best practices from exemplary OCPS schools and other districts nationwide. **Estimated fiscal impact: None**

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

- OCPS staff development is not systemically linked to either performance evaluations or student achievement. An example of a district which ties its performance evaluations to student achievement results is Broward County which, in collaboration, with the teachers union, has linked teacher evaluations to student achievement as shown through standardized tests results. The Broward School District policy states that teachers must provide "ongoing teacher documentation of student achievement gains through norm-referenced and criterion-referenced standardized tests results." Once this is in place, and in order to be effective, staff development should address areas in need of improvement as measured through student assessments.

➔ **CS21:** Encourage teachers to participate in deciding training needs for themselves and the school. Teachers should annually develop professional development plans with their principals based on areas of improvement as defined by school improvement plans, performance evaluations, teachers suggestions, principal recommendations and student achievement as measured through standardized tests.

Estimated fiscal impact: None

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	→ **CS22:** Teacher evaluations should incorporate how professional development methods are being integrated into the classroom. **Estimated fiscal impact; None**
The following pages provide methods to evaluate the quality of staff development programs.	→ **CS23:** Use student information systems to provide teachers with student test scores and tests so teachers can direct their teaching toward student deficiencies and be measured against student performance on subsequent tests. **Estimated fiscal impact: None**

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

An effective professional development program should have the components defined in the following pages and should be able to systemically track whether the District offerings meet these essential criteria.

Professional Development

- Fosters private/public partnerships with colleges, universities and businesses

- Provides more knowledge about curriculum and assessment design

- Trains teachers on how to effectively help students with exceptional needs

- Enhances ability to respond to multicultural and multi-abled classrooms

- Enables teachers to collaborate with fellow teachers and parents

- Provides training on the use of technology

Source: "What Matters Most: Teaching for Americas Future" Report of the National Commission on Teaching and America's Future, September, 1996.

Curriculum and Staff Development

Findings and Recommendations for Opportunities to Improve

Components of Effective Staff Development According to the National Staff Development Council

Context
- Fosters the norm of continuous improvement
- Requires strong leadership, support, motivation, and community advocacy
- Is aligned with school's and district's strategic plan and funded by a line item in the budget
- Provides adequate time during the workday for staff to work together
- Is an innovation that requires study of the change process

Process
- Is based on knowledge about human learning and development
- Provides for the three phases of the change process: initiation, implementation, and institutionalization
- Bases priorities on a careful analysis of desegregated student data regarding goals for student learning
- Uses content that has proven value in increasing student learning and development
- Provides a framework for integrating innovations and relating those innovations to the mission of the organization
- Requires and evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization
- Uses a variety of approaches to accomplish the goals of improving instruction and student success
- Provides the necessary follow-up to ensure improvement
- Requires staff members to learn and apply collaborative skills to conduct meetings, make shared decisions, solve problems, and work collegially
- Requires knowledge and use of the stages of group development to build effective, productive, collegial teams

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Source: National Staff Development Council's "Standards for Staff Development," Middle Level Edition, 1995

Planning and Executive Services

Background

The primary goal of Planning and Executive Services is to ensure that the District stays focused on student outcomes and programs that work by facilitating district-wide planning, administering standardized tests, and conducting research and evaluation of district initiatives.

Functional Components:
- *Administration of all Standardized Tests.* Oversee administration, distribution, and scoring of district-wide standardized tests.
- *Assessment Development.* Develop, design and implement new District-wide assessment system to match OCPS curriculum and district benchmarks.
- *Research and Evaluation of District Initiatives.* Research and evaluate district-wide and school-based initiatives to determine programmatic effectiveness.
- *District-wide Strategic Planning.* Support and coordinate the development of a District plan by the Superintendent, Staff, and School Board to deal with needs as identified annually through stakeholder meetings.
- *Monitoring of School Improvement Plans and School Advisory Committees.*   Assist in the development of school improvement plans through ongoing technical assistance and an orientation program for new school principals and School Advisory Council chairs', ensure compliance with all state laws and regulations
- *Staff Development.* Provide staff development on instructional strategies to improve student achievement, interpret test score reports, and provide technical assistance on performance and portfolio assessments techniques.

Planning and Executive Services

Background

Functional Components (continued):
- *Coordination of Multicultural Services.* Plan and oversee the delivery of services dealing with all aspects of multicultural and diversity education; Liaison between District and community groups/agencies focusing on minority issues; Coordinates translators for district-level and school-level needs.

Staffing and Budget:
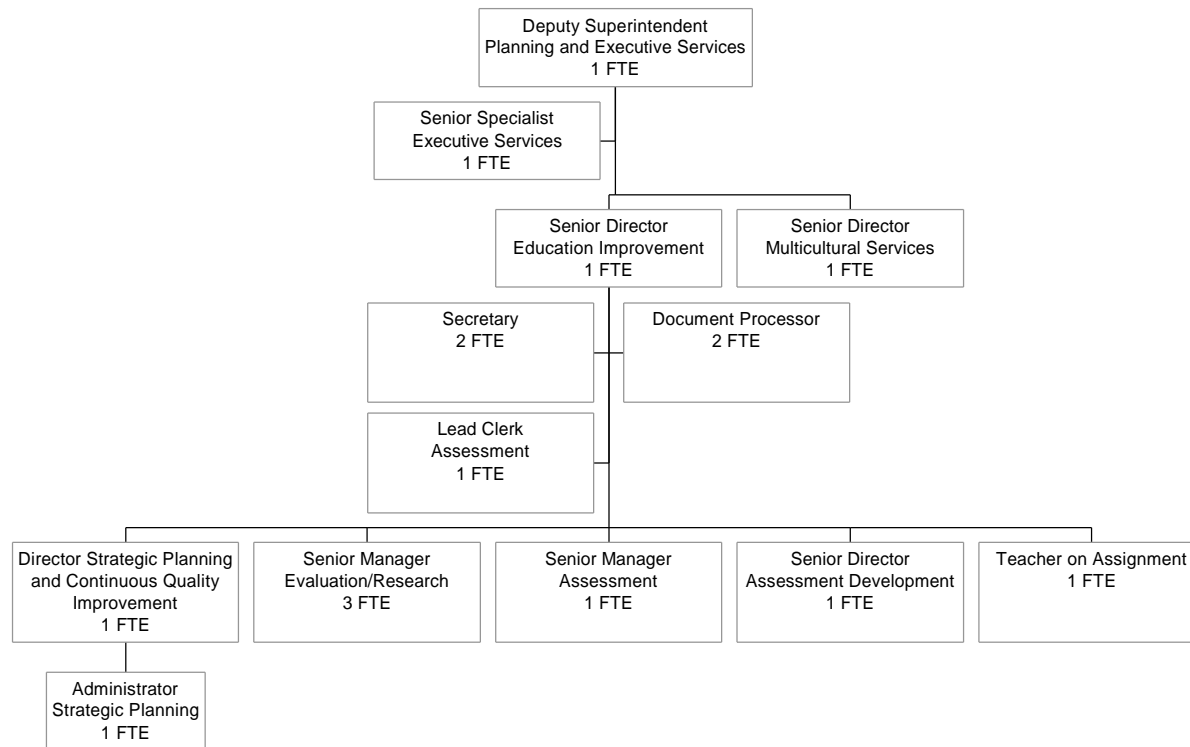- 17 FTE
- Total FY 98 Recommended Budget ~ $1,497,000
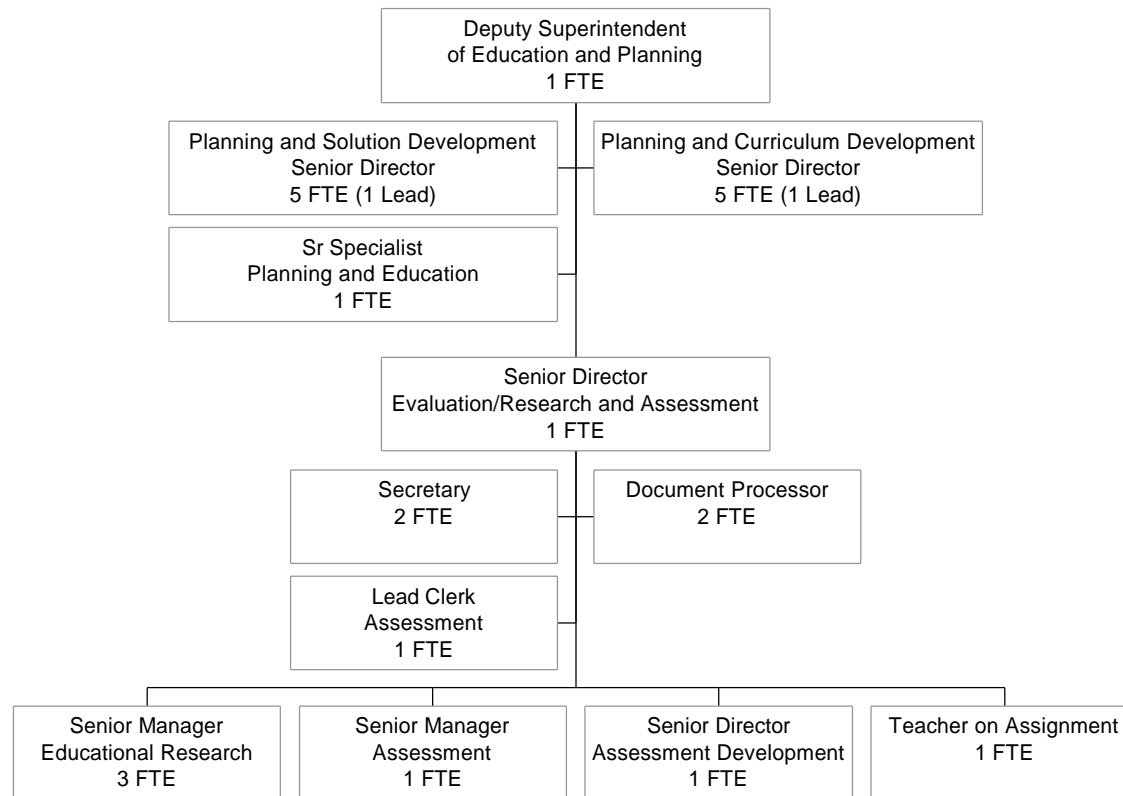
Planning and Executive Services

Background

Current Organization:

```
                        ┌──────────────────────────────┐
                        │   Deputy Superintendent      │
                        │ Planning and Executive       │
                        │       Services               │
                        │        1 FTE                 │
                        └──────────────────────────────┘
        ┌──────────────────────────┐
        │   Senior Specialist      │
        │   Executive Services     │
        │        1 FTE             │
        └──────────────────────────┘
              ┌──────────────────────────┐   ┌──────────────────────────┐
              │   Senior Director        │   │   Senior Director        │
              │ Education Improvement    │   │ Multicultural Services   │
              │        1 FTE             │   │        1 FTE             │
              └──────────────────────────┘   └──────────────────────────┘
        ┌──────────────────────────┐   ┌──────────────────────────┐
        │      Secretary           │   │  Document Processor      │
        │        2 FTE             │   │        2 FTE             │
        └──────────────────────────┘   └──────────────────────────┘
        ┌──────────────────────────┐
        │     Lead Clerk           │
        │     Assessment           │
        │        1 FTE             │
        └──────────────────────────┘
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| Director Strategic Planning and Continuous Quality Improvement 1 FTE | Senior Manager Evaluation/Research 3 FTE | Senior Manager Assessment 1 FTE | Senior Director Assessment Development 1 FTE | Teacher on Assignment 1 FTE |

| Administrator Strategic Planning 1 FTE |

Planning and Executive Services

Recommended Organization:

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                         ┌──────────────────────────┐
                         │   Deputy Superintendent  │
                         │  of Education and Planning│
                         │          1 FTE           │
                         └──────────────────────────┘
          ┌──────────────────────────────┐   ┌──────────────────────────────┐
          │ Planning and Solution Develop.│   │Planning and Curriculum Develop.│
          │      Senior Director          │   │      Senior Director          │
          │       5 FTE (1 Lead)          │   │       5 FTE (1 Lead)          │
          └──────────────────────────────┘   └──────────────────────────────┘
          ┌──────────────────────────────┐
          │        Sr Specialist          │
          │    Planning and Education     │
          │           1 FTE               │
          └──────────────────────────────┘
                    ┌──────────────────────────────┐
                    │       Senior Director         │
                    │ Evaluation/Research and Assess.│
                    │           1 FTE               │
                    └──────────────────────────────┘
          ┌──────────────────┐      ┌──────────────────┐
          │    Secretary     │      │ Document Processor│
          │      2 FTE       │      │      2 FTE        │
          └──────────────────┘      └──────────────────┘
          ┌──────────────────┐
          │    Lead Clerk    │
          │    Assessment    │
          │      1 FTE       │
          └──────────────────┘
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Senior Manager Educational Research 3 FTE	Senior Manager Assessment 1 FTE	Senior Director Assessment Development 1 FTE	Teacher on Assignment 1 FTE

Planning and Executive Services

Background

Workload:
- Administers the delivery of 10 standardized tests.[*]
- Created a new assessment system, the OCAT, aligned with both Florida State Sunshine Standards and OCPS' new district-wide curriculum and benchmarks.
- Formed four committees, each with approximately 8 teachers and 1 administrator, to choose content of new assessment system that tested benchmarks and met student interests.
- Conducted pilot testing in February, 1997 with approximately 400 students in 7 grade levels and tested students again in May, 1997 – 50,000 test booklets were built, collated and distributed.
- Developed alternative assessment for K-2nd through meetings with teachers and staff. Piloted this test "checklist" from mid-April to mid-May, 1997 in 10 schools - 60 classrooms, across 3 grade levels.
- Training all school test coordinators (one per school), distributing tests and materials, scoring all district tests, and reporting results.
- Conducts 10-12 research projects per year, requests from the Department typically are 30-40 per year.
- Facilitates the development of approximately 127 school improvement plans. Publishes annual School Advisory Council Guide and Strategic Planning Primer to assist SACs in the school improvement process and in preparing their school improvement plans.

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[*] The 10 tests include: Advanced Placement Program (AP), American College Testing Program (ACT), Florida Comprehensive Assessment Test (FCAT), High School Competency Test (HSCT), National Assessment of Educational Progress (NAEP), Orange County Aligned Test (OCAT), Preliminary Scholastic Assessment Test (PSAT), Scholastic Assessment Test (SAT), Stanford Achievement Test, 8th Edition (SAT-8).

Planning and Executive Services

Key Achievements/Commendations

Key Achievements/Commendations:
- OCPS is currently in the process of developing a Strategic Plan for the District. Approximately, 2/3 of the participants are non-OCPS employees but key stakeholders which include political and community leaders. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Development of the OCAT to match OCPS' new curriculum and test benchmarks and alternative assessment format for K-2nd in a 6 month period. Assessment Development was conducted through a consensus building process by encouraging teacher participation, community input through regional meetings to ensure widespread participation, and follow-up surveys for input on successes, failures, and suggestions for improvement. In addition, the District developed an OCAT press package covering the OCAT results and explanation of the development, results, and appropriate uses of the test results. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- OCPS' Division of Evaluation and Research and Assessment is staffed 10 percent lower than the peer district average, job responsibilities are clearly communicated and performed tasks are both mission and core-related.
- Recipient of numerous other American Educational Research Association awards for publications including, "Year-Round Schools Evaluation Report" and "Elementary Language Arts Summary Report."
- The Evaluation/Research department regularly surveys staff, parents, and students to measure customer satisfaction with Department and District initiatives. The existence of this type of feedback loop is a managerial best practice, ensuring that the Office is best serving, and meeting the needs of its customers.

Planning and Executive Services

Benchmarks

- OCPS' Division of Evaluation and Research and Assessment is staffed 10 percent lower than the peer district average, indicating that OCPS is leanly staffed in this area.

Total Number of Research, Evaluation and Assessment Central Office Staff, 1997-98
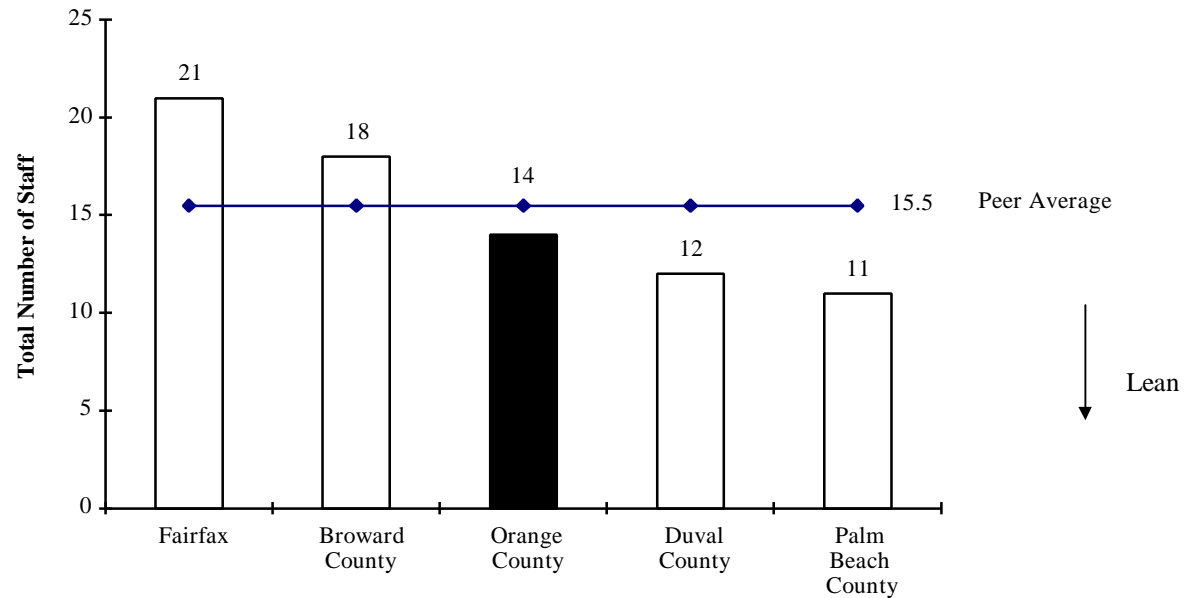
Source: KPMG Benchmarking.

Planning and Executive Services

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

Organizational Structure

- The number of reports within this department results in an overly narrow span of control (e.g. one-to-one reporting relationships) which does not maximize the use of managerial capacity and contributes to additional layering of the organization which hinders flexibility and rapid decision-making.

- The current organizational structure does not foster collaboration with the instructional division (e.g. success of the design and the development of the new assessment system is due to collaboration among departments). These functions should be better aligned with the instructional division to enhance communication and maximize collaboration.

➔ **PE1:** Rename the position of Deputy Superintendent of Planning and Executive Services to be the Deputy Superintendent for Education and Planning. Reorganize the functions within the division of Planning and Executive Services and the functions within the office of Instruction to better align district functions. Evaluation/Research and Assessment should be maintained as the current organizational structure, reporting directly to the Senior Director for Research/Evaluation and Assessment. The Strategic Planning function, and the 2 FTE currently devoted to performing this planning function, should report directly to the Deputy Superintendent for Education and Planning (refer to recommendation ES6).

Estimated fiscal impact: Already Captured in ES6

Planning and Executive Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Multicultural services within the Planning and Executive Services department do not align with the mission of the department and are not appropriately placed with similar functions. Functions should align with the organizational mission of their unit, and like functions should be grouped together to maximize coordination and enhance coordination. Also, OCPS does not need a full-time position devoted to multicultural services.	→ **PE2:** Eliminate the position of Senior Director of Multicultural Services. Encourage Community Relations to act as a liaison between the District and community groups/agencies focusing on minority issues and to coordinate translators for district-level and school-level needs. Encourage the CPE and Teachers Academy to integrate all aspects of multicultural and diversity education into the delivery of staff development. **Estimated Fiscal impact: $90,400 Annual Savings**

Planning and Executive Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

Workload and Staffing

• Although information is rigorously collected, interpreted and distributed to stakeholders, there is no clear evidence that the information from research reports is used consistently throughout the district to improve student achievement. All evaluation reports should include follow-up measures to ensure that results of monitoring are used to beneficially impact student achievement. Otherwise, OCPS is not maximizing its return on conducting evaluative reports.	➜ **PE3:** Follow up studies should be conducted one year after initial programmatic review to determine extent of implementation of the recommendations. **Estimated fiscal impact: None**

Planning and Executive Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• There is inconsistency in how test results are being used at the school level by instructional staff to improve student achievement. Achieving excellence in the teaching and learning process requires that teachers and principals use the results of student assessments to inform instruction and identify staff development needs. OCPS' failure to ensure that all teachers and principals use assessment results properly to inform schools' needs assessments results in a lack of district-wide focus on improving student achievement.	➔ **PE4:** Principal and teacher evaluations should include performance measures on how assessment tools are being used to address student deficiencies, as well as set staff development priorities. **Estimated fiscal impact: None**

Planning and Executive Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Management and Technology	
• The district maintains a website where programmatic evaluation reports can be downloaded but does not include best practices within OCPS for instructional staff to visit or share information. Providing opportunities for staff to share information and visit successful classrooms and teachers is a valuable staff development tool which will result in improvement of instruction.	➔ **PE5:** Expand the website to include district-wide best practices as discovered through programmatic evaluations. **Estimated fiscal impact: None**

Exceptional Education

Background

The Exceptional Education Department is responsible for leading, supporting and monitoring the provision of specially designed instruction to students with exceptional needs. Instruction is provided in a variety of settings according to State and Federal law which require special education students to be educated in the "least restrictive environment." The Exceptional Education Department is also responsible for assisting in the identification, assessment, placement and tracking of exceptional education students, curriculum articulation with regular education, development of Individualized Education Plans (IEP) for all exceptional needs students, providing support services for all students, and collecting and disseminating information between the schools and the State.

Functional Components:
- ***Exceptional Student Education.*** Provision of specially-designed programs to students with special needs; Adherence to state and federal regulations governing the education of students with special needs in the least restrictive environment.
- ***Related Services and Student Support.*** Attendance and student records keeping; guidance and career education; health related services (e.g. immunizations); homebound; home schooling; vision, hearing and audiological services
- ***Staff Development.*** Provide program of comprehensive staff development for school staff related to the provision of exceptional education services (e.g. guidance, psychological and evaluation services, health services) and instructional staff in regular education.

Background

Exceptional Education

Staffing and Budget:

- Summary of Current Staff

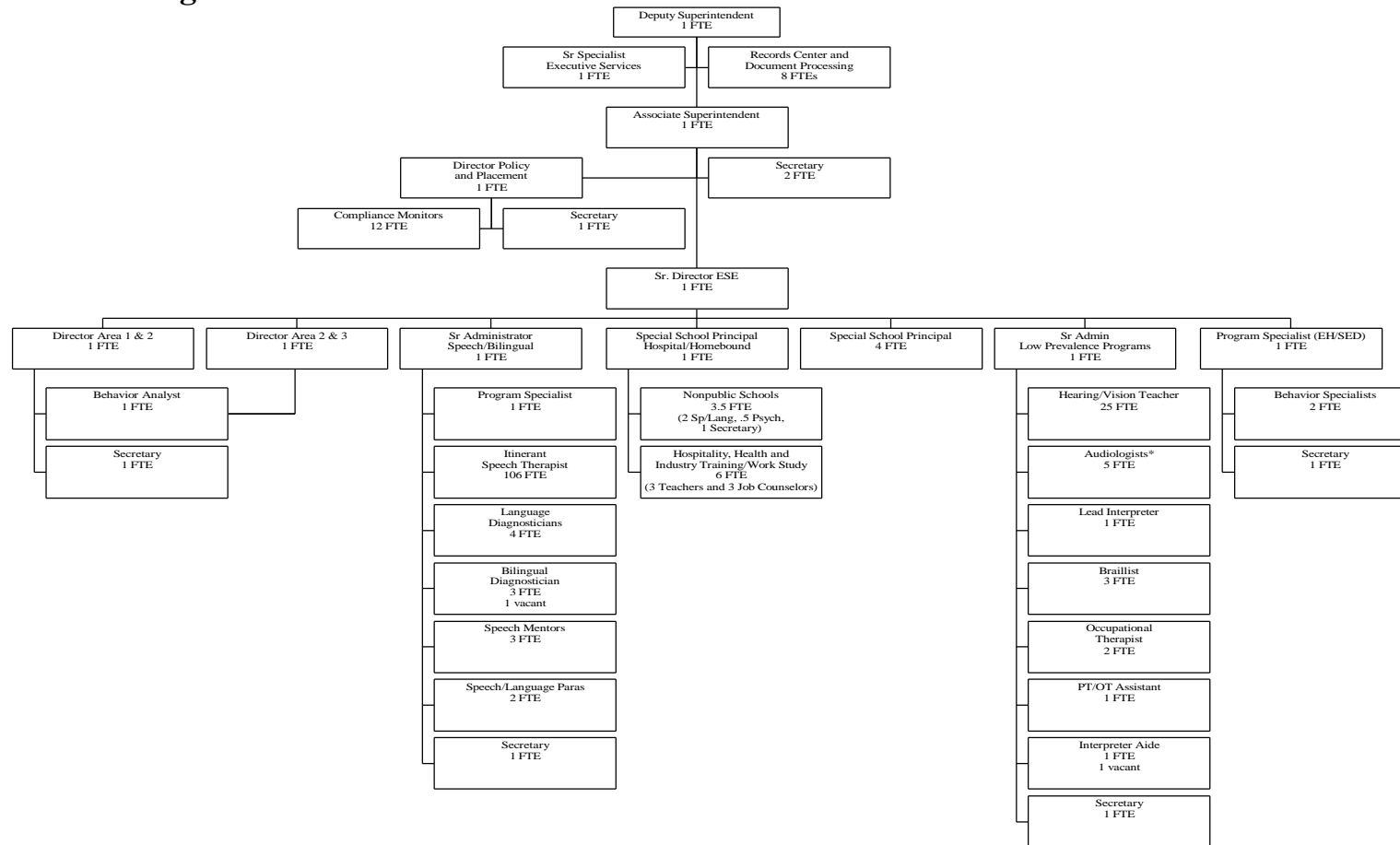| Position	FTEs
Special Programs and Related Services Central Office (e.g. Program Specialists, Compliance Monitors, Clericals)	73.5
Special Programs Specialist Staff (e.g. Braillists, Itinerant Vision/Hearing, Assistive Technology Specialists)	57
Related Services Professionals (e.g. Psychologists, Speech Therapists, Occupational Therapists, Behavior Specialists)	499
Other Staff (e.g. Staffing Specialists, Itinerant Teachers, Instructional Support Teachers, Paraprofessionals)	46
TOTAL	**675.5**

- Total FY 97 Actual Budget ~ $12,409,000

Exceptional Education

Background

Current Organization:

```
                              Deputy Superintendent
                                    1 FTE
           Sr Specialist                         Records Center and
         Executive Services                     Document Processing
              1 FTE                                   8 FTEs

                              Associate Superintendent
                                     1 FTE
         Director Policy                              Secretary
         and Placement                                 2 FTE
             1 FTE
   Compliance Monitors        Secretary
        12 FTE                  1 FTE

                                Sr. Director ESE
                                     1 FTE
```

| Director Area 1 & 2 1 FTE | Director Area 2 & 3 1 FTE | Sr Administrator Speech/Bilingual 1 FTE | Special School Principal Hospital/Homebound 1 FTE | Special School Principal 4 FTE | Sr Admin Low Prevalence Programs 1 FTE | Program Specialist (EH/SED) 1 FTE |

Director Area 1 & 2 / Director Area 2 & 3:
- Behavior Analyst 1 FTE
- Secretary 1 FTE

Sr Administrator Speech/Bilingual:
- Program Specialist 1 FTE
- Itinerant Speech Therapist 106 FTE
- Language Diagnosticians 4 FTE
- Bilingual Diagnostician 3 FTE 1 vacant
- Speech Mentors 3 FTE
- Speech/Language Paras 2 FTE
- Secretary 1 FTE

Special School Principal Hospital/Homebound:
- Nonpublic Schools 3.5 FTE (2 Sp/Lang, .5 Psych, 1 Secretary)
- Hospitality, Health and Industry Training/Work Study 6 FTE (3 Teachers and 3 Job Counselors)

Sr Admin Low Prevalence Programs:
- Hearing/Vision Teacher 25 FTE
- Audiologists* 5 FTE
- Lead Interpreter 1 FTE
- Braillist 3 FTE
- Occupational Therapist 2 FTE
- PT/OT Assistant 1 FTE
- Interpreter Aide 1 FTE 1 vacant
- Secretary 1 FTE

Program Specialist (EH/SED):
- Behavior Specialists 2 FTE
- Secretary 1 FTE

* indicates that the position is school-based

Exceptional Education

Background

Current Organization (continued):

```
                              Deputy Superintendent
                                    1 FTE

          Sr Specialist                    Records Center and
          Executive Services               Document Processing
          1 FTE                            8 FTEs

                              Associate Superintendent
                                    1 FTE

          Director Policy                        Secretary
          and Placement                          2 FTE
          1 FTE

   Compliance Monitors        Secretary
   12 FTE                      1 FTE

                              Sr Director ESE
                                    1 FTE
```

Program Specialist SLD Programs 1 FTE	Program Specialist 2 FTE Severe, Profound, Autistic EMH/TMH (1 vacant)	Senior Admin FDLRS 1 FTE	Program Specialists ATEN 1 FTE	Program Specialist SEDNET 1 FTE	Senior Admin Preschool Evaluation Center 1 FTE
Instructional Support Teachers 2 FTE	Behavior Paraprofessionals 3 FTE	Technology Specialist 1 FTE	Occupational Therapists 3 FTE	Itinerant Resource Teacher 1 FTE	Psychologist .5 FTE
Secretary 1 FTE	Instructional Support Teachers 1 FTE	Child Find Specialist 1 FTE	Instructional Support Teacher 3 FTE	Secretary 1 FTE	Social Worker 1 FTE
	Itinerant Techers Inclusion of EMH/SLD 9 FTE	Media Specialist 1 FTE	Speech/Language Pathologists 2 FTE		Staffing Specialists 2 FTE
	Secretary 1 FTE	Instruc Support Teacher 6 FTE	Admin PT/OT Rehab 1 FTE		Speech Therapists 4.5 FTE
		LATS Team 2 FTE	Clerk Specialists 3 FTE		LPN 1 FTE
		Occupational Therapist 1 FTE			Educational Diagnostician 4 FTE
		Support Staff 5 FTE			Program Assistants 2 FTE
					Systems Support CLerks 2 FTE

* indicates that the position is school-based and bold positions are state/federally funded

Exceptional Education

Background

Current Organization (continued):

| Deputy Superintendent |
| 1 FTE |

| Sr Specialist Executive Services | Records Center and Document Processing |
| 1 FTE | 8 FTEs |

| Associate Superintendent |
| 1 FTE |

| Director Policy and Placement | Secretary |
| 1 FTE | 2 FTE |

| Compliance Monitors | Secretary |
| 12 FTE | 1 FTE |

| Director Psychological & Evaluation Services/ Area 5 ESE | Director of Guidance | Senior Admin Health & Social Work Services |
| 1 FTE (26 Schools) | 1 FTE | 1 FTE |

| School Psychologists* | Secretary | Program Specialist | Secretary |
| 50 FTE | 1 FTE | 1 FTE (vacant) | 1.5 FTE |

| Intern Psychologists | School Counselors* | School Social Workers* |
| 2 FTE | 290 FTE | 41 FTE 1 vacant |

| Instructional Support Counselors | Nurse |
| 2 FTE | 1 FTE |

| Instructional Support Teachers |
| 1 FTE |

| Secretary |
| 1.5 FTE |

* indicates that the position is school-based

Exceptional Education

Recommended Organization:

```
                          Associate Superintendent
                          Exceptional Student Education
                                    1 FTE

              Document Processors            Sr Specialist
                   5 FTE                    Executive Services
                                                 1 FTE
```

Sr Admin of Specialists 1 FTE	Director Policy and Placement 1 FTE	Coordinator Hospital/Homebound 1 FTE	Director Psychological and Evaluation Services 1 FTE	Sr Admin PEC* 1 FTE Program Specialist SEDNET* 1 FTE	Sr Admin FDLRS* 1 FTE

- **Sr Admin of Specialists** (1 FTE)
  - Program Specialist Speech — 1 FTE
    - Speech Mentors — 3 FTE
  - Program Specialist EMH/TMH/Severe/Profound — 1 FTE
  - Program Specialist SLD — 1 FTE
  - Program Specialist EH/SED/Autistic — 1 FTE
  - Program Specialist Low Prevalence — 1 FTE
    - Interpreter/Braillist — 5 FTE 1 vacant
    - OT — 2 FTE
      - PT/OT Assist — 1 FTE

- **Director Policy and Placement** (1 FTE)
  - Compliance Monitors — 2 FTE

- **Coordinator Hospital/Homebound** (1 FTE)
  - Nonpublic Schools — 2.5 FTE
  - Health, Hospitality and Industry Training/Work-Study — 6 FTE

- **Director Psychological and Evaluation Services** (1 FTE)
  - Intern Psychologist — 2 FTE
  - Medicaid Coordinator — 1 FTE

- **Sr Admin FDLRS*** (1 FTE)
  - Program Specialist ATEN* — 1 FTE

*Bolded boxes are federally and state funded programs. Staffing changes remain the same as the current organizational chart.

Exceptional Education

Recommended Organization (continued):

```
                          ┌─────────────────────────┐
                          │   Deputy Superintendent  │
                          │  Education and Planning  │
                          │          1 FTE           │
                          └─────────────────────────┘
                                      │
                          ┌─────────────────────────┐
                          │    Executive Director    │
                          │     Pupil Personnel      │
                          │          1 FTE           │
                          └─────────────────────────┘
                                      │
```

Director of Guidance 1 FTE	Sr Administrator Health & Social Work 1 FTE	Program Specialist Athletics/Extracurricular 1 FTE	Program Specialist Extended Day 1 FTE	Manager Student Records 1 FTE
Secretary 1.5 FTE	Secretary 1.5 FTE		2 FTE	ESE Student Records 3 FTE
				Records Management Clerks 11 FTE
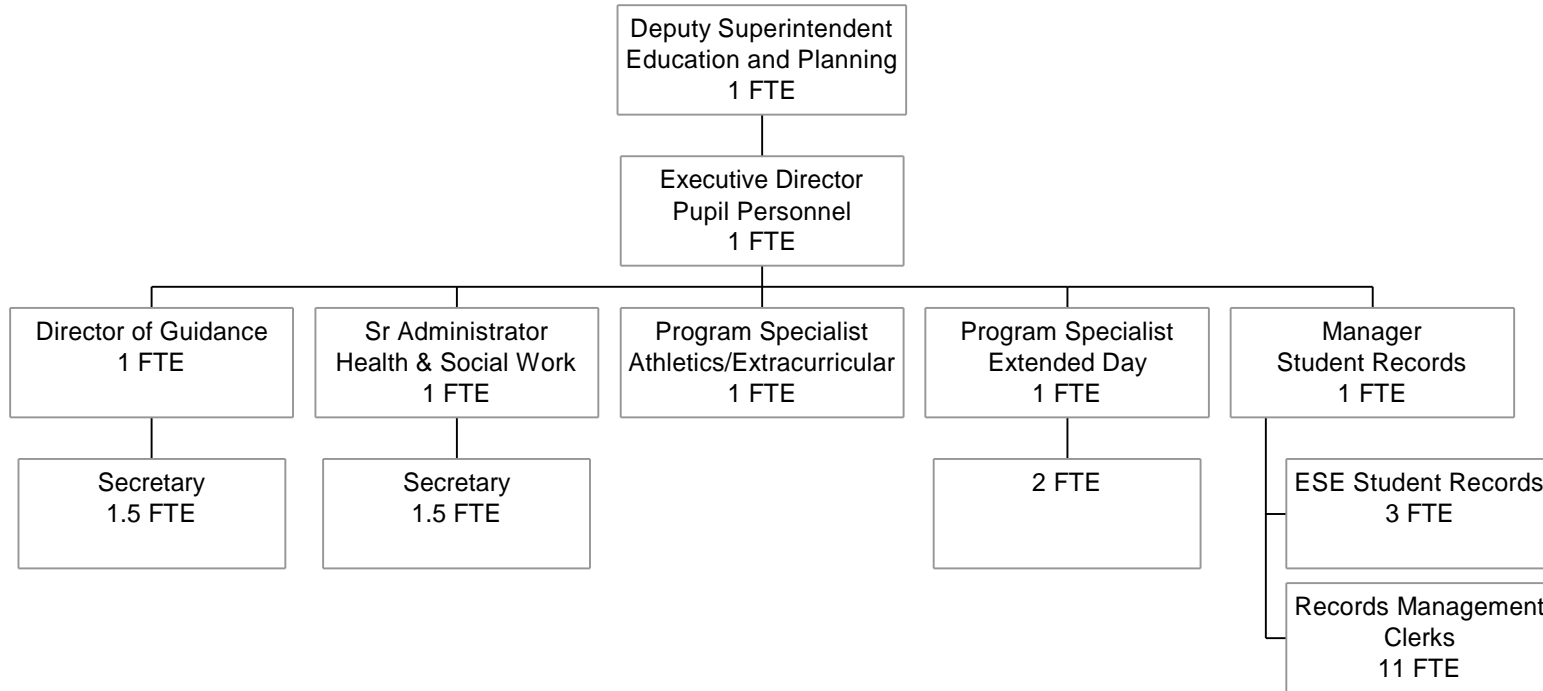
Exceptional Education

Recommended Organization: Regional Office*

Position	Total FTEs	FTEs per Area	# of Schools to Service
Psychologists	51	10	2-3
Speech Therapists	110	22	1-2
Social Workers	41	8.2	3-4
Staffing Specialists	10	2	13.5
Hearing/Vision Teachers	25	5	5
Bilingual Diagnosticians/ Language Paraprofessionals	5	1	27
Secretarial Support	5	1	--

*These numbers are based on 5 regional offices with average staffing needs. All ESE Area positions must be determined based on need. Secretarial support is based on redeployment of existing staff, additional support staff should be determined based on 15% of total staff.

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                    ┌──────────────────────┐
                    │ Area Superintendent  │
                    └──────────────────────┘
                              │
                    ┌──────────────────────┐
                    │    Coordinator of    │
                    │         ESE          │
                    └──────────────────────┘
                              │
        ┌─────────────────────┼─────────────────────┐
┌───────────────────┐ ┌───────────────────┐ ┌───────────────────┐
│ 10 ESE Evaluation │ │ 2 Staffing        │ │    1 Clerical     │
│ Teams             │ │ Specialists       │ │                   │
│ Psychologist      │ │ 2 Itinerant       │ │                   │
│ Social Worker     │ │ Teachers for      │ │                   │
│ Speech Therapist  │ │ Inclusion         │ │                   │
└───────────────────┘ └───────────────────┘ └───────────────────┘
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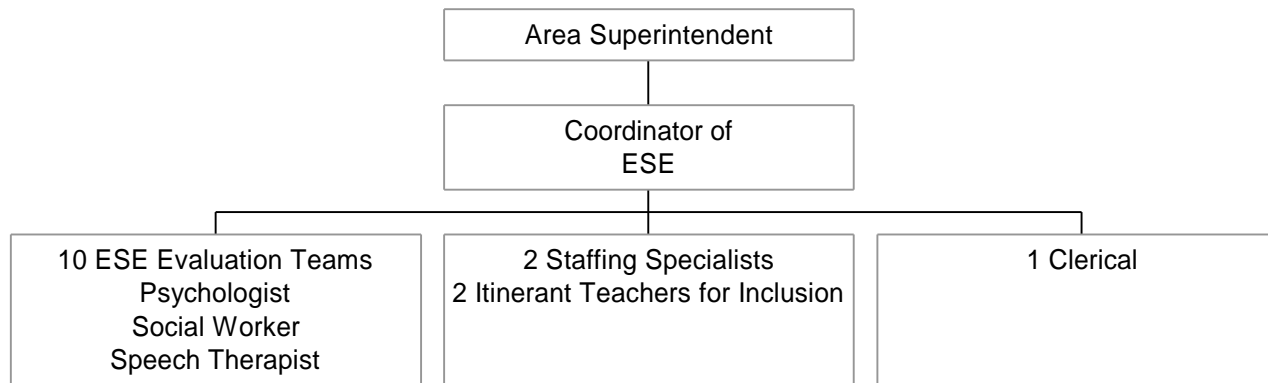
Exceptional Education

Background

Workload:
- Coordinate programs for approximately 25,000 exceptional students in accordance with IDEA and assist 127 schools with issues of compliance served by 1,200 instructional staff and over 650 paraprofessionals.
- Attendance and Student Record Keeping for 25,000 current OCPS students and 75,000-100,000 student records for ESE graduates.
- Evaluation and diagnostic services for all students identified as having learning and/or behavior problems - in November, 1997 466 evaluations were conducted district-wide, and 1,325 other activities were conducted including, screenings, staffings, student review team meetings, and student transfer requests.
- Provide technical assistance to schools in matters related to health services (e.g. immunizations) and home/hospital services to approximately 400 students annually who have health problems which prevent them from attending school.
- Provide assistance and monitor home schooling - 1,300 students in school year 95-96, an increase of 34 percent in the past two years.
- Oversee four special schools -- 104 students with severe needs including the Cherokee School (PK-5), the Gateway School (6-12) for 156 severely emotionally disturbed students, the Silver Star Center (6-12) for 200 students who commit expulsion offenses, and about 240 students at the Magnolia Center for (PK-12) for gifted, preschool and regular elementary students.
- In 1996-97, 19 nurses dispensed 5,341 doses per month, contacted parents 633 times per month, conducted hearing screenings 51 times per month, and conducted vision screenings 391 times per month.

Exceptional Education

Background

Workload (Continued):

- Through the Alternative Center for Truancy (ACT), a collaborative effort with law enforcement and juvenile court judges, 1,243 students were detained for truancy, averaging to 7 per day.
- Coordinate the Florida Diagnostic & Learning Resource System (FDLRS), a five county program providing staff development and material resources.
- Sponsors the Assistive Technology Education Network (ATEN) which is a statewide project providing training in the use of assistive technology devices for children with disabilities and the Severely Emotionally Disturbed Network (SEDNET) for Orange, Osceola, and Seminole counties.
- Hospitality, Health and Industry Training Program that involves 80 business partners who provide job training to over 700 students with disabilities.

Exceptional Education

Key Achievements/Commendations

Key Achievements/ Commendations:
- Monthly tracking of psychological services including number of evaluations conducted, average elapsed time between referral completion and evaluation completion, number of pending referrals, number of days schools have received services broken down by school level and by demographic information. This is a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Average turnaround time of 20 days for psychological evaluations from the time of a completed referral to evaluation. This is a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Implemented a computerized IEP development system to track student evaluations and placement. Staff have received laptops and site reporter system (floppy disks) to input data at school site.   This is a state-of-the-art technology best practice.
- District objective to educate mildly disabled students in their home schools or in schools closer to their homes has produced annual savings of $800,000 in staffing - $323,000 in transportation costs and freed up 25 buses for other transportation needs of the District, and $480,000 in saved personnel costs (12 teacher positions).

Exceptional Education

Benchmarks

Cost Drivers

School Districts across the country are bearing the universal high costs associated with the provision of exceptional education services. As a result, it is important to understand the philosophy, policy, and practices of providing special education services, to ensure sound management of scarce resources while meeting students' educational needs. Following is a list of the variables which impact special education costs. KPMG has analyzed the following variables which impact special education costs for OCPS in relation to several of its peer districts to determine areas of strengths, opportunities for improvement, and targets for further evaluation.

þ   Exceptional Education Spending/Costs
þ   Number of Students
þ   Type of Students
þ   Educational Policy
þ   Staffing
þ   District Control over Interpretation of State and Federal Regulations
þ   District "Initiative"
þ   Litigation

Exceptional Education

Benchmarks

Exceptional Education Spending
- OCPS spends 15 percent less per student than the peer district average.

Per Student Allocation of Exceptional Education Budget by District Program Costs
General And Special Revenue Funds Expenditures, 1996-97*
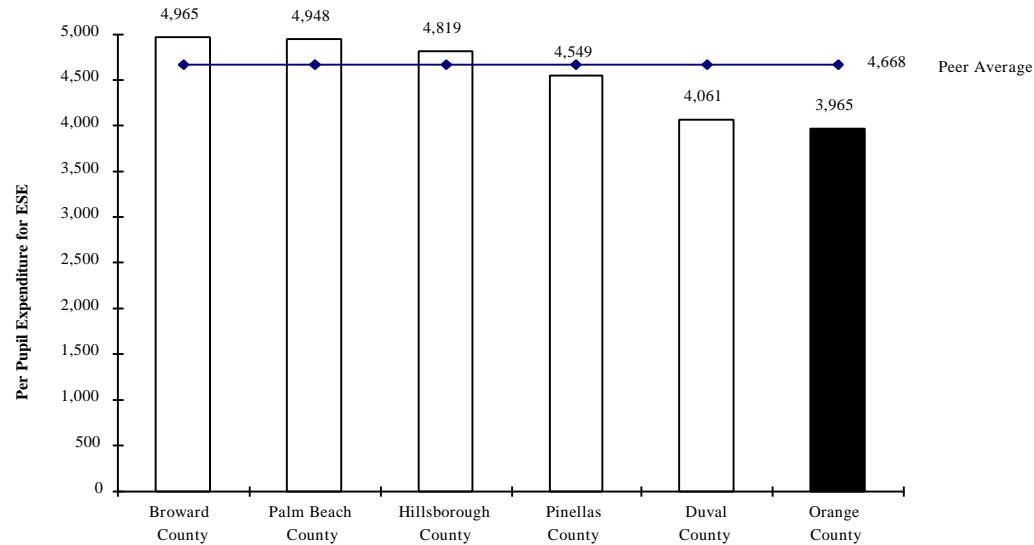
* This figure does not include costs associated with transportation and food services.
Source: Florida Department of Education, Division of Public Schools Financial Management Section.

Exceptional Education

Benchmarks

Exceptional Education Spending
- In 1996-97, OCPS spent 37 percent more than the district received from state and local FEFP revenue sources. This is 48 percent more of its general fund on Exceptional Education Program costs than the peer district average.

% of General Fund Revenue Spent on Exceptional Education Program Costs, 1996-97*
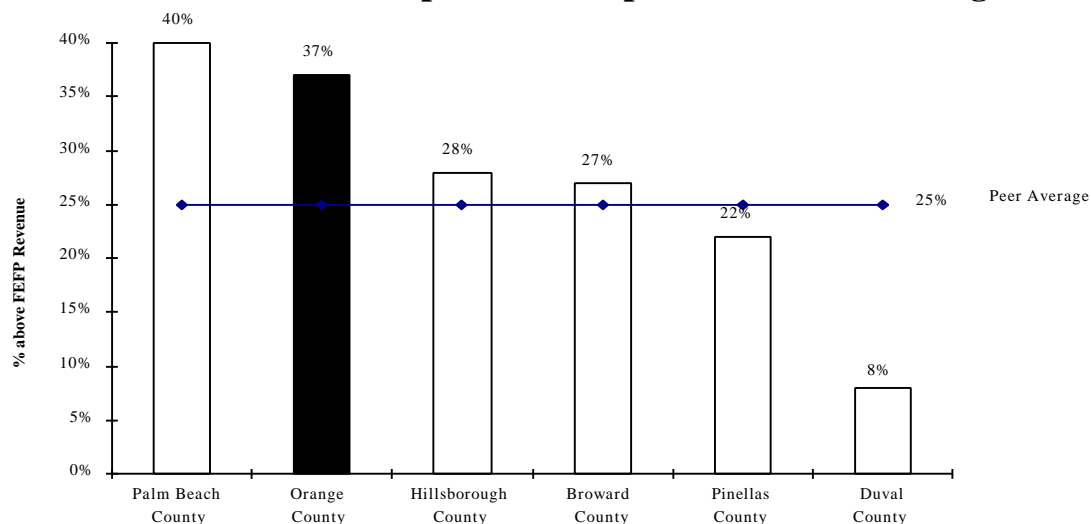
*This figure does not include costs associated with transportation and food services.

Source: "Program Cost Report with Selected Costs as Percentages of Revenue." Florida Department of Education, Division of Public Schools Financial Management Section

Exceptional Education

Benchmarks

Number of Students

The number of Exceptional Education students is determined by the incidence rate of exceptional students in the general population and the nature of the referral and evaluation processes in the District.

- With 19 percent of its students in exceptional education, OCPS places students at a rate consistent with the peer and state averages.

Exceptional Education Students as a Percent of Total Enrollment by District, 1996-97*
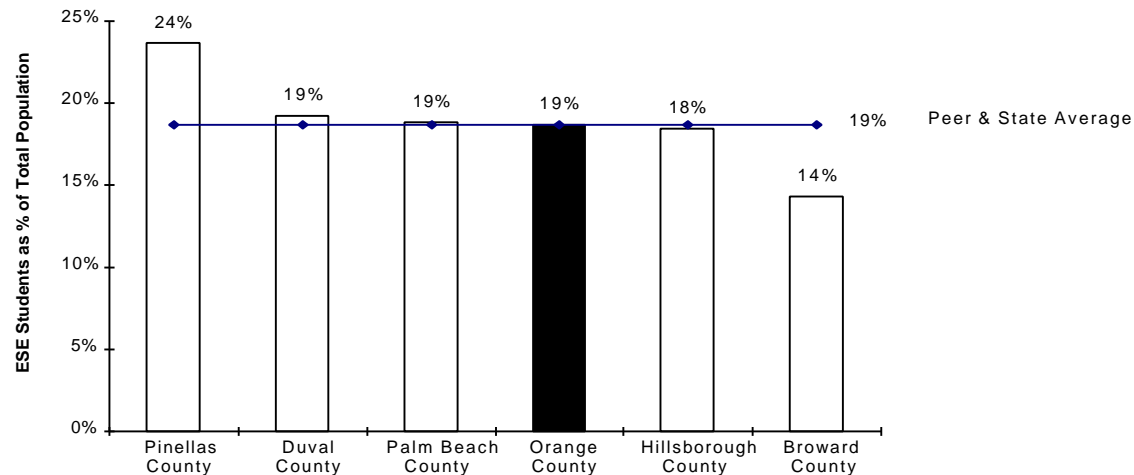
Source: Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services.
*Includes Gifted Students

Exceptional Education

Benchmarks

Types of Students - The types, or placement distribution, of exceptional education students in the district impact costs and therefore it is important to ensure that the District is consistent in the percentage of ESE student within specific categories. Certain exceptionality classifications require greater district resources. For example, specific learning disabled students require more aides and teaching resources than speech and language students. Categories of special education placements are included in this table and the graph on the following page.

Rate of Placement of Exceptional Education Students into Categories by Primary Disability, 1996-97

		FL State	Peer Average	Orange County	Broward Couty	Duval County	Hillsborough County	Palm Beach County	Pinellas County
Educable Mentally Handicapped	EMH	6.2%	6.1%	**9.8%**	5.0%	7.8%	7.5%	5.5%	4.7%
Trainable Mentally Handicapped	TMH	1.9%	2.1%	**2.5%**	1.9%	2.7%	2.4%	1.6%	1.8%
Profoundly Mentally Handicapped	PMH	0.7%	0.7%	**0.6%**	0.9%	0.9%	0.8%	0.6%	0.6%
Specific Learning Disabilities	SLD	33.8%	31.6%	**35.6%**	23.7%	37.5%	25.5%	33.2%	38.1%
Emotionally Handicapped	EH	6.6%	6.8%	**5.7%**	3.2%	8.4%	8.6%	5.7%	8.1%
Severely Emotionally Disturbed	SED	1.7%	2.0%	**1.3%**	2.0%	1.1%	2.7%	0.9%	3.4%
Speech Impaired	SI	14.4%	16.2%	**10.4%**	19.2%	14.6%	19.0%	11.2%	17.0%
Language Impaired	LI	6.6%	7.5%	**9.4%**	16.4%	5.3%	2.6%	12.4%	1.0%
Deaf or Hard of Hearing	DHH	0.6%	0.7%	**0.9%**	0.8%	0.7%	0.8%	0.5%	0.7%
Orthopedically Impaired	OI	1.5%	1.3%	**1.3%**	1.7%	1.0%	1.3%	1.0%	1.6%
Other Health Impaired	OHI	0.3%	0.5%	**0.3%**	0.6%	1.8%	0.1%	0.0%	0.2%
Traumatic Brain Injury	TBI	0.1%	0.1%	**0.1%**	0.1%	0.1%	0.1%	0.0%	0.0%
Visually Impaired	VI	0.3%	0.3%	**0.3%**	0.2%	0.4%	0.3%	0.1%	0.3%
Dual-Sensory Impaired	DSI	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%
Autism	AU	0.5%	0.7%	**0.3%**	1.4%	0.7%	0.4%	0.4%	0.6%
Developmentally Delayed	DD	1.4%	0.9%	**1.8%**	1.3%	0.9%	0.7%	0.7%	1.0%
Established Conditions	EC	0.1%	0.1%	**0.0%**	0.2%	0.0%	0.0%	0.0%	0.0%
Hospital/Homebound	H/H	0.3%	0.5%	**0.3%**	0.3%	0.5%	0.7%	0.5%	0.3%
Gifted	G	22.8%	21.9%	**19.5%**	21.1%	15.4%	26.9%	25.3%	20.7%
Total*		99.8%	100.0%	100.0%	100.0%	99.9%	100.3%	100.0%	100.0%

*Total may not equal 100% due to rounding. Source: Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services.

Exceptional Education

Benchmarks

- OCPS places students in exceptional education categories at a rate generally consistent with both Florida State and the peer district average. OCPS is slightly lower than its peers in the Gifted and Speech Impairment categories, and slightly higher in the Specific Learning Disabled and Educably Mentally Handicapped categories.

OCPS Exceptional Education Placement Compared to Peer and State Averages, 1996-97
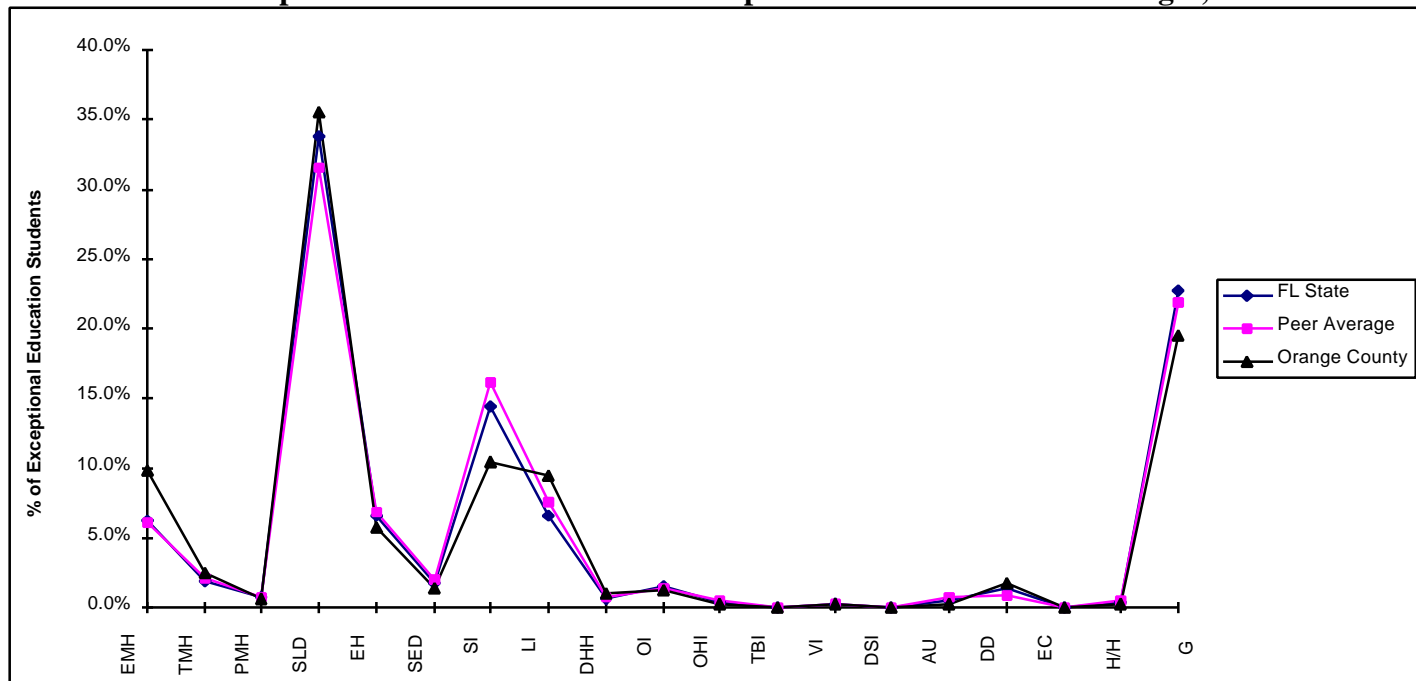
Source: Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services.

Exceptional Education

Benchmarks

- In comparison to the national average, OCPS has a higher rate of student placement into exceptional education. This may be due to factors that are unique to the State or the District. For example, the state places a high degree of importance on preschool evaluations which may mean that districts are identifying more student at an earlier age. OCPS classifies students at a rate 21 percent higher than the national average. OCPS places students into the category for "Specific Learning Disabled" at a rate 15.3 percent higher than the national average, into the categories for "Speech Impairment " and "Language Impairment" at a rate 24 percent higher than the national average into the category "Mental Retardation" at a rate 48 percent higher than the national average.*

**Rate of Placement of Exceptional Education Students into Categories by Primary Disability,
Fairfax and Orange County Public Schools, 1996-97, U.S. National Average, 1995-96**

U.S. Categories	OCPS Categories	U.S. Average	Orange County
Specific Learning Disabled	SLD	5.75%	**6.63%**
Speech or Language Impairments	SI/LI	2.28%	**3.69%**
Mental Retardation	EMH/PMH/TMH	1.27%	**2.42%**
Serious Emotional Disturbance	EH/SED	0.98%	**1.31%**
Hearing Impairments	DHH	0.15%	**0.18%**
Orthopedic Impairments	OI	0.14%	**0.24%**
Other Health Impairments	H/H/OHI	0.30%	**0.10%**
Visual Impairments	VI	0.06%	**0.06%**
Autism	AU	0.09%	**0.05%**
All Disabilities	Total	12.43%	**15.00%**

Source: Florida Department of Education, 1996-97, Virginia Department of Education, 1996-97, U.S Department of Education, 1995-96. OCPS' ESE placement categories differ from those reported on by the U.S Department of Education. The column titled "OCPS categories" display which categories have been collapsed into the broader national categories. Fairfax Public Schools use the same categories as the U.S Department of Education. Gifted is not included.

* This statistic for EMH/TMH may be due to the fact that several years ago the state institution, "Sunland," for EMH/TMH students closed and these students had to be absorbed into the public school system.

Exceptional Education

Benchmarks

Educational Policy

A current debate in the provision of exceptional education services is whether to include students in the same class as regular education services (the fullest degree of shared classes is referred to as inclusion) or whether to provide services to these students in a separate educational setting for all or part of the day (self-contained or resource room).

While there are varying degrees of inclusion, both Federal and Florida state law dictate for exceptional education students to be placed in the "least restrictive environment [where they can] benefit from regular education programs to the maximum extent appropriate."[1] Accordingly, recent educational policy has pushed for more exceptional education students to be placed in regular education classrooms.

Inclusionary educational policy can be more cost effective as regular education teachers take a larger role in the instruction of these students while special education teachers work with these students individually by adapting classroom materials for them. Research has been inconclusive in regard to which instructional setting provides the best educational benefit for students.[2]

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[1] The Least Restrictive Environment Provision of the Education for All Handicapped Children Act (EHA), 1975.
[2] "Special Education in Restructured Schools, Findings from Three Mullet-Studies," Phi Delta Kappan, March 1995, p. 531-540.

Exceptional Education

Benchmarks

- OCPS places its exceptional education students within regular education classrooms at a rate 38 percent higher than the peer district average. This is consistent with the State and Federal intent of the law to place students in the least restrictive environment.

Percent of ESE Students Placed in Regular Education Classrooms, 1996-97
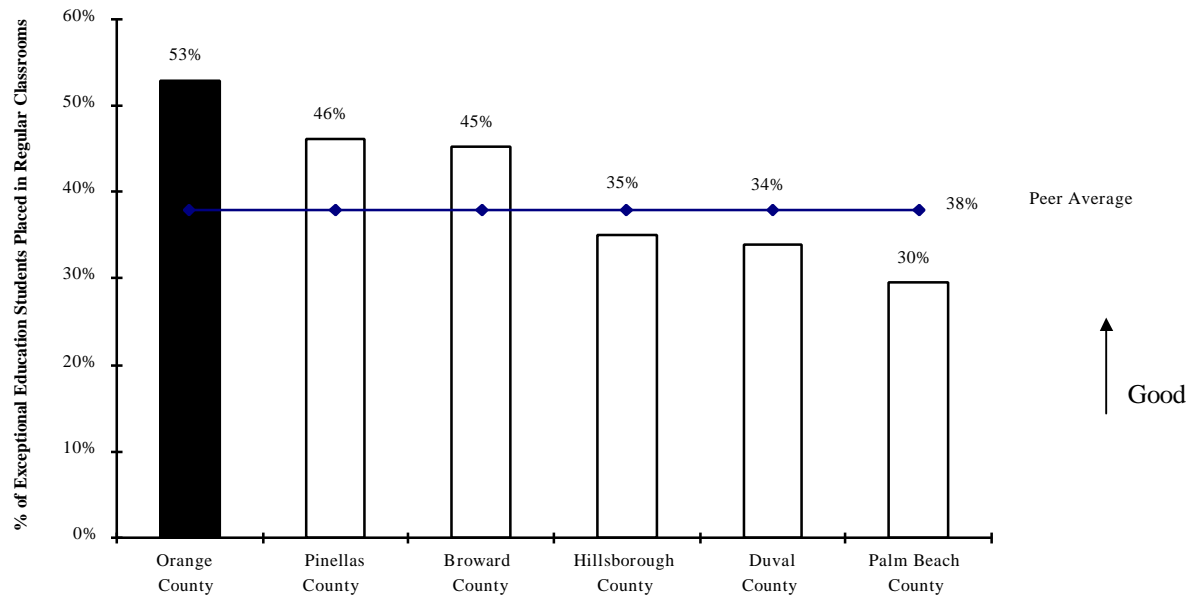
Source: Florida Department of Education.

Exceptional Education

Benchmarks

- OCPS places its exceptional education students within resource rooms at a rate 39 percent lower than the peer district average. This is consistent with the State and Federal intent of the law to place students in the least restrictive environment.

Percent of ESE Students Placed in Resource Rooms, 1996-97
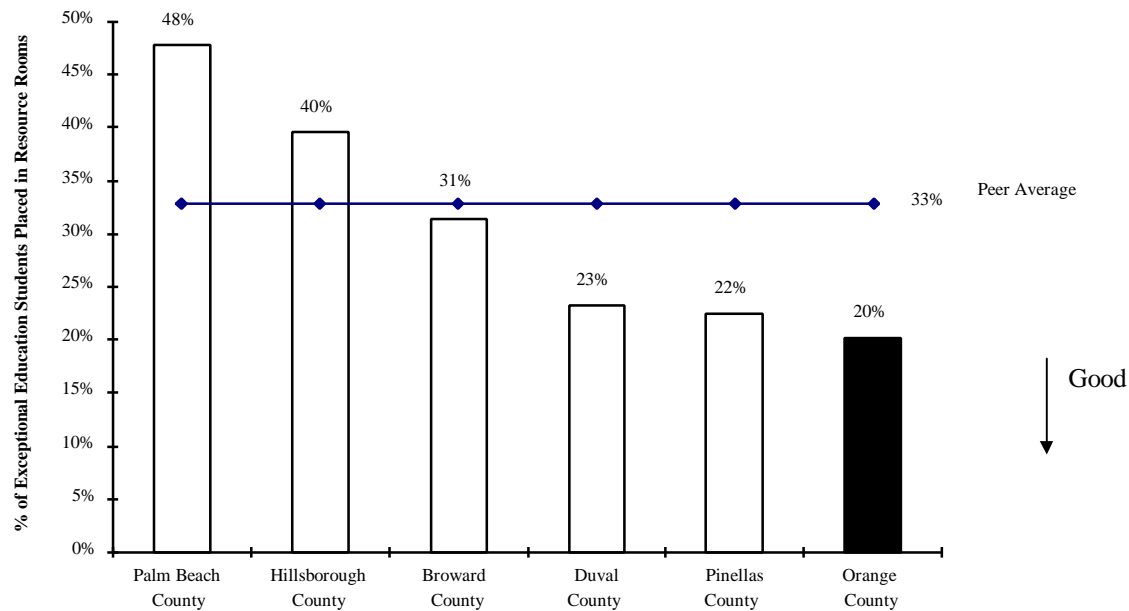
Source: Florida Department of Education.

Exceptional Education

Benchmarks

- OCPS places its exceptional education students within separate settings at a rate 8 percent lower than the peer district average. This is consistent with the State and Federal intent of the law to place students in the least restrictive environment.

Percent of ESE Students Placed in Separate Settings, 1996-97
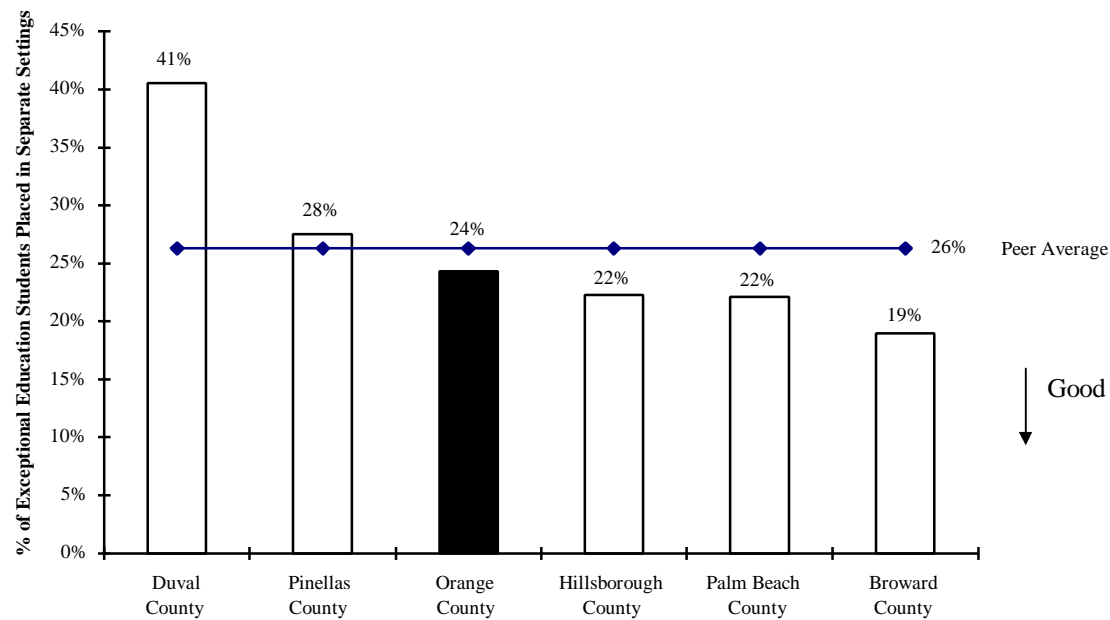
Source: Florida Department of Education

Exceptional Education

Benchmarks

Staffing - The level of personnel resources devoted to students has a large effect on exceptional education costs. Smaller class sizes and more exceptional education aides and specialists will drive up costs.

- OCPS is staffed in line with the peer district average.

Number of students per Exceptional Education Teacher, 1996-97
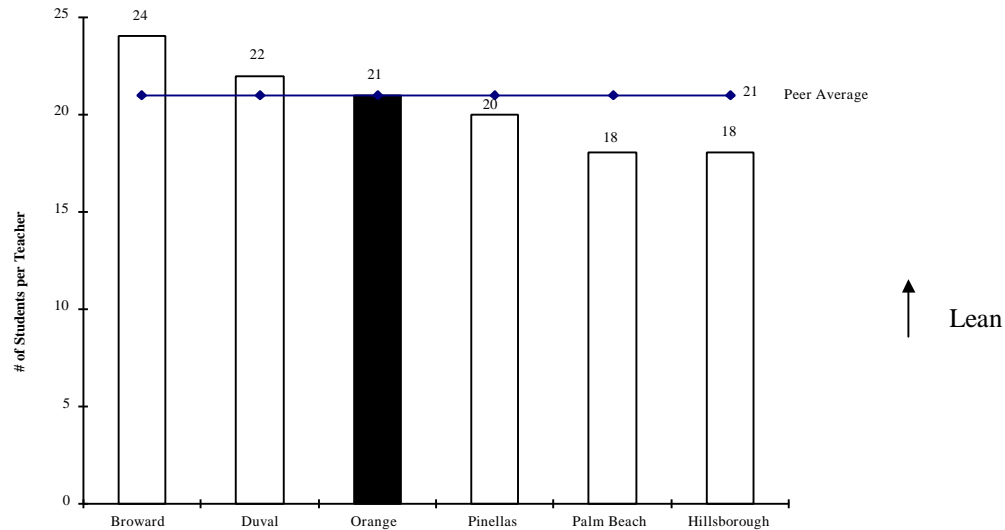
Source: Profiles of Florida School Districts 1996-97, Student and Staff Data, Florida Department of Education, February, 1997.
Exceptional Education Teachers are teachers who provide instruction to students in exceptional education programs.

Exceptional Education

Benchmarks

Staffing

- OCPS is staffed 80 percent higher for *Staffing Specialists* than the peer district average. If the current staffing level was to equal the peer average of 1 *Staffing Specialists* per 1,000 students that would mean a total decrease of 20 *Staffing Specialists*. The number of Staffing Specialists in Florida over the past five years has grown 38 percent.

Number of Staffing Specialists per 1,000 ESE Students, 1996-97
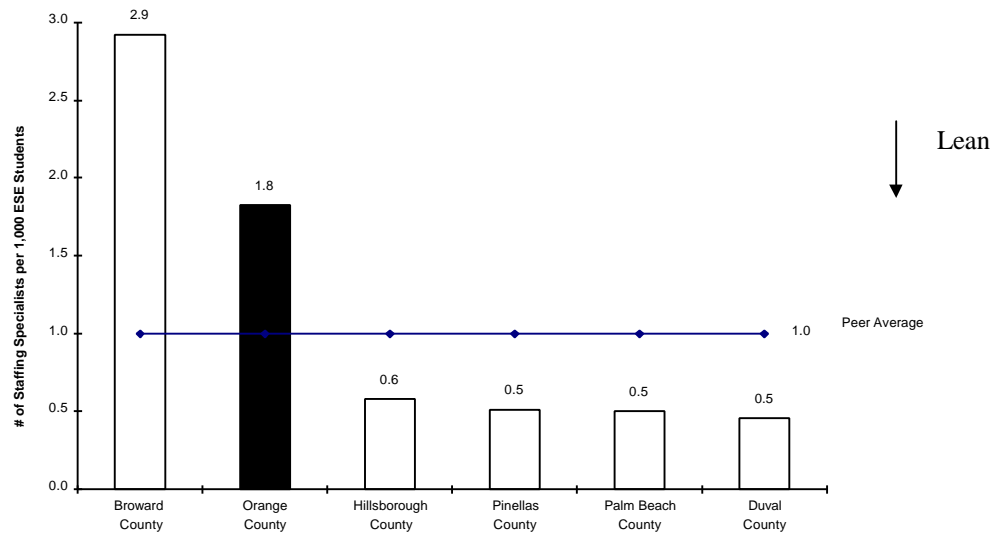
Source: Florida Department of Education. The role of staffing specialists is meeting coordination and scheduling, attending IEP meetings as a representative of the district office, ensuring consistency in placement and referral process.

Exceptional Education

Benchmarks

Staffing
- OCPS is staffed 20 percent higher for *Supervisors/Administrators* than the peer district average. If the current staffing level was to equal the peer average of 1 *Supervisors/Administrators* per 1,000 students that would mean a total decrease of 5 *Supervisors/Administrators*.

Number of ESE Administrators/Supervisors per 1,000 ESE Students, 1996-97
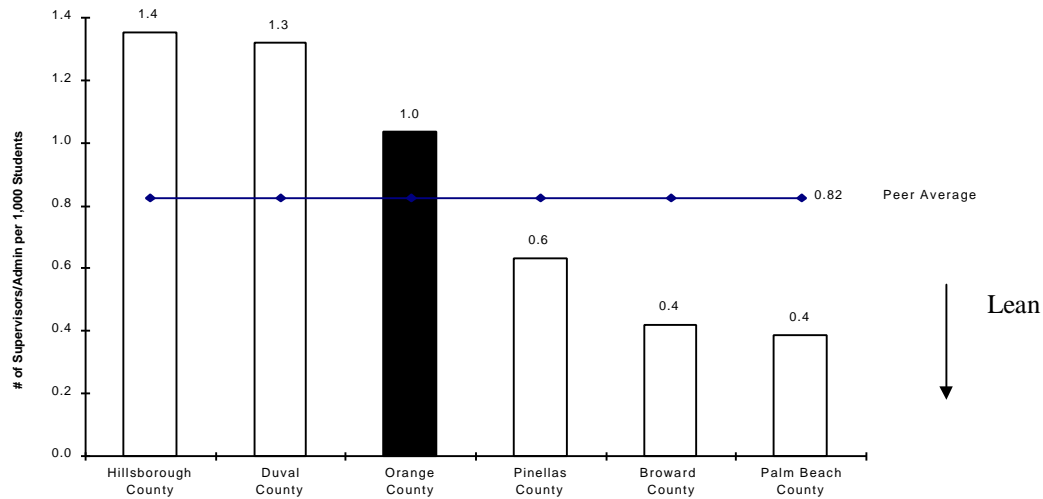
Source: Florida Department of Education.
The number of administrative personnel includes administrators for FDLRS, ATEN and SEDNET, federal/state programs which exist in all of the benchmarked districts so an accurate comparison can be made. However, the school districts' interpretation of personnel classifications is subject to interpretation and therefore may vary by District.

Exceptional Education

Benchmarks

Staffing

- OCPS is staffed 71% lower for *Work/Study Coordinators* than the peer district average. If the current staffing level was to equal the peer average of .28 *Work/Study Coordinators* per 1,000 students that would mean a total increase of 4.5 *Work/Study Coordinators*

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Number of Work/Study Coordinators per 1,000 ESE Students, 1996-97
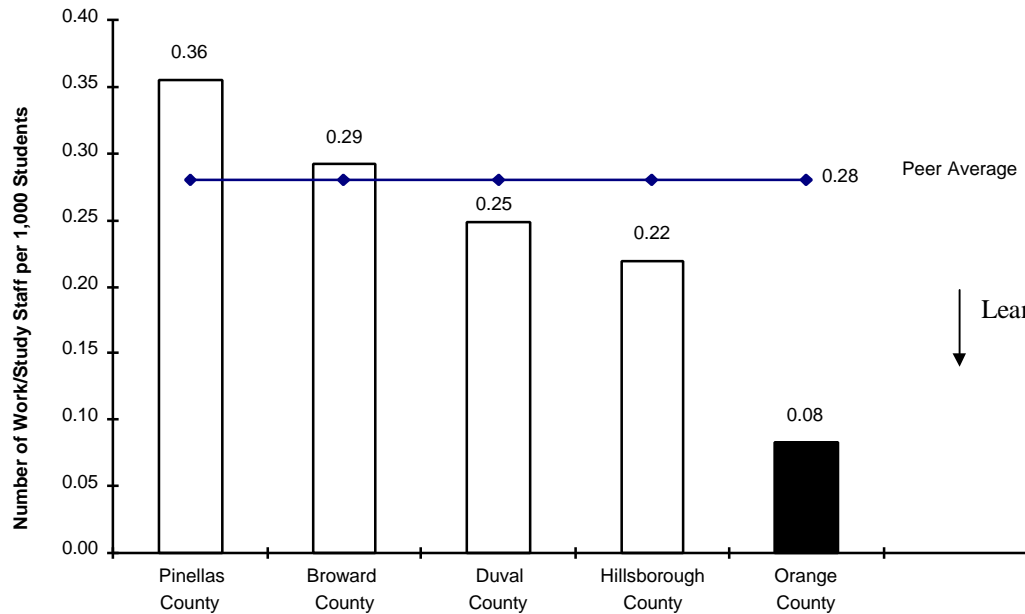
Source: Florida Department of Education.

Exceptional Education

Benchmarks

Staffing

- OCPS is staffed 15 percent higher than the peer district average. If OCPS were staffed at a rate consistent with the peer district average, the number of teacher aides would be reduced by approximately 92 positions. The number of teacher aides in Florida over the past five years has grown 38 percent.
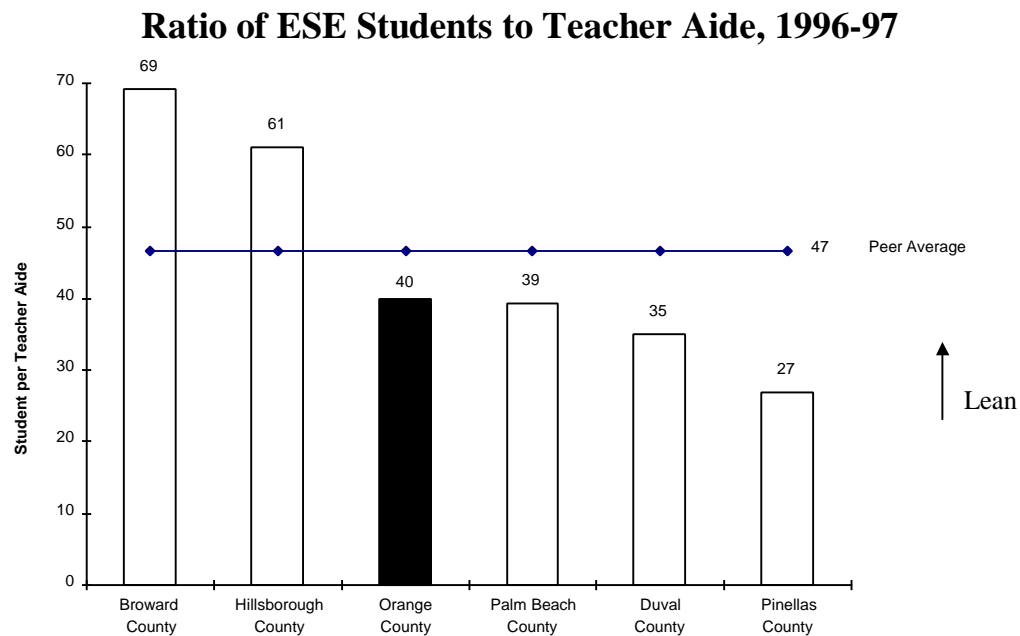
Ratio of ESE Students to Teacher Aide, 1996-97

Source: Florida Department of Education.

Exceptional Education

Benchmarks

Staffing

- OCPS is staffed higher for *Psychologists* than the peer district average but lower than the national recommended average of 1:2500. If the current staffing level was to equal the national recommendation that would mean an increase of 1.5 *Psychologists*.

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Number of Psychologists per 2,500 Students (Total Enrollment), 1996-97

Source: Florida Department of Education.

Exceptional Education

District Control Over Interpretation of State and Federal Regulations:
Determining the placement and services individual students should receive is a process that is both subjective and objective. A review of the definitions for behavior disordered, specific learning disability and developmentally delayed categories quickly reveals that experts may differ on whether a student would or should qualify for exceptional education. Once placed in exceptional education, the determination of which services and educational program to offer the student is a series of judgment calls. Naturally, parents will be interested in the best programs which will meet their child's needs, regardless of cost. The school district should be most interested in meeting those children's needs as best as reasonably possible. It may be the case that a less expensive program, while not offering all the added services of a more expensive program, may meet a child's educational needs. Assuming that a wide variety of programs will meet most of the student needs, it is up to the district to ensure it is meeting its educational responsibility to these students, while also ensuring equity for regular education students and prudently spending taxpayer moneys. Accordingly, many districts exercise a fair degree of control over the interpretation of state and federal regulations to ensure consistency of placement recommendations, equity of service provision and control of costs.

Exceptional Education

Benchmarks

District "Initiative":
District initiative is the effort with which the district pursues cost minimization through means such as sharing resources with other districts, minimizing out-of-district tuition for programs costing $20,000 or more per year by providing services within district, and generating revenues through grant writing.

The federal government reimburses school districts for healthcare costs for exceptional education services through medicaid reimbursements for eligible children. In Florida, 31 of the 67 school districts are currently participating and in 1997, 13 collected Medicaid reimbursements. OCPS has chosen not to pursue Medicaid reimbursement.

Litigation:
Court fees from non-compliance suits will drive up exceptional education costs. Conversely, the cost of providing an array of services extensive enough to avert lawsuits may outweigh any savings in legal fees. KPMG did not perform a cost-benefit analysis in this area.

Exceptional Education

Benchmarks

- OCPS had more mediations than the peer district average.

Number of Mediations Filed and Outcomes from July '96 - June '97

County	Total Number of Mediations	Outcomes
Orange County Public Schools	4	2 filed 2 mediations held
Duval County Public Schools	1	1 filed, then cancelled
Broward County Public Schools	0	
Pinellas County Public Schools	1	1 mediation held
Hillsborough County Public Schools	2	2 mediations held
Palm Beach County Public Schools	12	7 mediations held 5 withdrawn
Peer District Average	**3.2**	
State Total	47	34 formal mediations 13 cancelled

*Florida Department of Education. Mediations are held within the school district and are the first step for exceptional education parents' grievances.

Exceptional Education

Benchmarks

- OCPS had more complaints filed than the peer district average.

Number of Complaints Filed and Outcomes from July '96 - June '97

County	Total Number of Complaints Filed	Outcomes
Orange County Public Schools	5	4 final orders 1 withdrawn
Duval County Public Schools	2	1 final order 1 withdrawn
Broward County Public Schools	1	1 final order
Pinellas County Public Schools	2	1 withdrawn 1 final order
Hillsborough County Public Schools	2	2 final orders
Palm Beach County Public Schools	5	2 final orders 3 withdrawn
Peer District Average	**2.4**	
State Total	41	28 final orders 13 withdrawn

*Florida Department of Education. Complaints are filed with the State Department of Education and are the second step for exceptional education parents' grievances.   In this instance, a final order is determined by the State Commissioner of Education

Exceptional Education

Benchmarks

- While OCPS had more complaints and mediations than the peer average, the fact that OCPS had fewer due process cases filed than the peer average indicates the District resolves these grievances early on.

Number of Due Process Cases Filed and Outcomes from July '96 - June '97

County	Total Number of Complaints Filed	Outcomes
Orange County Public Schools	3	1 dismissed 2 pending
Duval County Public Schools	3	3 dismissed
Broward County Public Schools	19	15 dismissed 2 pending 2 heard
Pinellas County Public Schools	6	2 dismissed 4 heard
Hillsborough County Public Schools	3	3 heard
Palm Beach County Public Schools	8	7 dismissed 1 heard
Peer District Average	**7.8**	
State Total	99	64 dismissed 24 hearings 11 pending

*Florida Department of Education. Due process cases are formal hearing with a judge determining the outcome and are the final step for exceptional education parents' grievances.

Exceptional Education

Customer Satisfaction

Customer Satisfaction Survey Results[*]
The Exceptional Education and Related Services Department serve a variety of customers. First and foremost are the children in the district with special needs. Teachers and principals are also internal customers for the services provided by Exceptional Education. KPMG surveyed these customers to determine their satisfaction with the Exceptional Education services. Out of the 250 surveys sent out, 111 were returned for a response rate of 44 percent.

Respondents by Position (111 total):
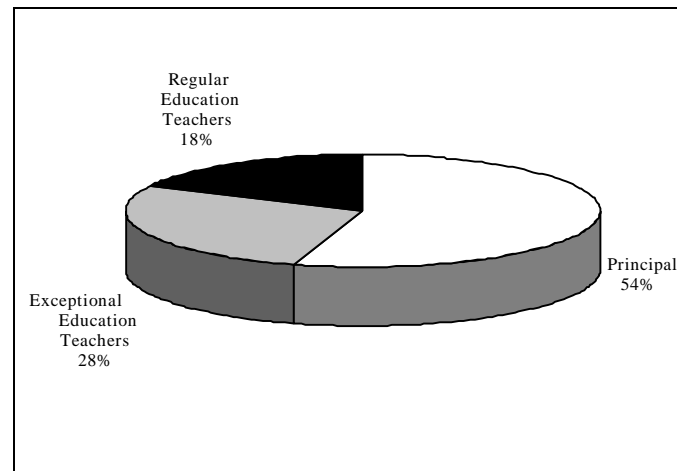
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[*] For comparison, the results of the customer satisfaction survey for the Wake County Public Schools' Exceptional Education Department can be found in Appendix B.

Exceptional Education

*Customer Satisfaction**

Exceptional Education:
- There is a good level of **overall satisfaction** with exceptional education services provided by the central office, with sixty-five percent (65 percent) of respondents rating the department as Good or Excellent. In comparison, Wake County Public Schools was 37%.
- There is a high level of satisfaction with the communication of **eligibility and placement criteria** for exceptional education students, with 84 percent of respondents rating the department Good or Excellent.
- There is a high level of satisfaction with the Department with the communication of **standardized processes and procedures** for student identification and referral with 81 percent responding Good or Excellent.
- 82 percent believe the Department to be **up-to-date in complying** with Federal and State laws/ regulations and 69 percent believe that the Department does a good job communicating changes in Federal and State laws/ regulations to its customers.
- There is a high level of participation in **staff development** offered by the District (94 percent). 83 percent of respondents agreed that the Department's staff provide training and staff development help them operate an effective program, 17 percent disagreed or strongly disagreed.
- 51 percent believe that the central office assists staff in learning about **best practices** in other schools within OCPS and outside OCPS and 49 percent disagree.
- The role of **compliance monitors and program specialists** was rated as being Very Important or Important by 61 percent of respondents and Somewhat Important and Not Important by 31 percent of respondents.

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* For comparison, the results of the customer satisfaction survey for the Wake County Public Schools' Exceptional Education Department can be found in Appendix B.

Exceptional Education

Customer Satisfaction[*]

Exceptional Education Comments:
- "Add more data entry clerks to free up counselors and to support personnel so that counselors can provide more support to students and teachers."
- "I feel that the ESE department of OCPS is in a very poor state of organization - changes have been made far too quickly without properly training staffing coordinators."
- "We need to stop making decisions based on worry about potential lawsuits; and work on developing the best program possible to meet children's needs."
- "Too much paperwork to get a child [placed]staffed into exceptional education - sometimes it takes the entire year to [place] a child."
- "The number of staff hours spent on staffing processes is disproportionate to the number of hours actually working with children."
- "The Exceptional Education Department needs to be addressing the issue of teacher/student ratio - the department seems to be too concerned with adhering to State and Federal guidelines."
- "OCPS needs to clearly define the procedures for [placing students] into the appropriate programs."

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[*] For comparison, the results of the customer satisfaction survey for the Wake County Public Schools' Exceptional Education Department can be found in Appendix B.

Exceptional Education

Customer Satisfaction[*]

Related Services:
- There is a high level of **overall satisfaction** with Related Services (e.g. Psychologists, Speech Therapists, Audiologists, OT/PT) with 85 percent rating the department Good or Excellent. In comparison, Wake County Public Schools was 75%.
- 53 percent agree that the amount of time it takes for **school psychologists to evaluate** students is adequate and 47 percent Disagree.
- 67 percent agree that the **availability of school psychologists** for consultation and intervention is adequate.
- 84 percent agree that the amount of time students receive from **Speech Therapists** in meeting their IEP goals is adequate.
- 62 percent agree that the amount of time students receive from **Social Workers** is adequate.
- 60 percent agree that the central office assists staff in learning about **best practices** in other schools within OCPS and outside OCPS and 40 percent disagree.
- Overall, the respondents found the **customer satisfaction survey** to be a useful instrument in evaluating the department's performance, with 91 percent responding that it should be used for both parents and staff.

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[*] For comparison, the results of the customer satisfaction survey for the Wake County Public Schools' Exceptional Education Department can be found in Appendix B.

Exceptional Education

Customer Satisfaction[*]

Related Services Comments:
- "Psychologist and social workers work very hard and are stretched to the limit."
- "Need more ways to encourage parents to communicate with teachers and to attend meetings."
- "The increased number of students to be tested has put a real strain on psychologists and has decreased their ability to conduct testing in a timely manner."
- "Streamline paperwork and furnish computers for guidance counselors and staffing coordinators."
- "There is a major lack of communication between Exceptional Education and the schools - this results in units having to shuffle kids two or three time a year as new students come in with varying exceptionalities."
- "The behavior analyst position validity is very questionable."
- "OCPS needs to develop a closer link between parents and schools."

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[*] For comparison, the results of the customer satisfaction survey for the Wake County Public Schools' Exceptional Education Department can be found in Appendix B.

Exceptional Education

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Organizational Structure

- The ESE department span of control is wide with staff having many responsibilities, limiting ability to focus on providing quality services in each area.

➔ **ESE1:** Reorganize Exceptional Student Education department to narrow the span of control and to align with the regional office structure. Change the name of the Associate Superintendent from Student Support and Exceptional Education Services to Exceptional Education Services.

Functions are to be allocated centrally based on the following criteria:
- More cost effective to keep some specialists centralized, such as Braillists, Assistive Technology Specialist and Program Specialists
- Standardization is critical
- Compliance

(continued on following pages)

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

(previous finding continued)   *(previous recommendation continued)*

Decentralize functions to the regions based on these
criteria:
- Ensure equity of resources such as the teams
managing the student referral and assessment
process
- Importance of speed of action
- Improves flexibility

Estimated fiscal impact: None

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Job Analysis Questionnaires (JAQs) indicate that social workers and guidance counselors spend a disproportionate amount of their time on ESE students. Functions should be grouped to maintain independence of a function where required. A primary customer of a shared resource should not be solely in charge of allocating these resources. For example, ESE should not be in charge of allocating guidance and social workers.

➔ **ESE2:** Hire an Executive Director of Pupil Personnel who will report directly to the Deputy Superintendent for Education and Planning. This Executive Director for Pupil Personnel will oversee the following ESE functions to maintain independence of shared resources:
  - Guidance
  - Social Work/Health

In addition, the Executive Director of Pupil Personnel Services will also be responsible for athletics scheduling and coordination, the extended day program, both of which were previously under the Departments of Elementary and Secondary Education, and all student records.

Estimated fiscal impact: $89,700 annual cost

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	***Recommendations:***
(previous finding continued)	➜ **ESE3:** The Director of Guidance and the Senior Administrator of Health and Social Work Services should be reassigned to the division of Pupil Personnel. The Senior Administrator for Health/Social Work should determine the percentage of time social workers spend on exceptional education students as opposed to general education and deploy staff accordingly. For example, if the majority of time is spent on exceptional education then the Social Workers should be regionalized as part of the Evaluation Teams assigned to the Area Offices and report to the Coordinator of Exceptional Student Education. If the majority of their time is spent with general education students, an option might be to relocate them to the schools for evaluation and budgeting. **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

- The current organizational structure of the ESE department does not create an organization that empowers principals.

  – The Job Analysis Questionnaires (JAQs) indicate that it is not clear who is responsible for delivering particular services and that job responsibilities are unevenly distributed throughout the central office. This lack of clarity can result in limited customer access as well as duplication of effort since staff are unsure of who to go to for specific services.

➔ **ESE4:** ESE should reallocate staff into the four to five area office structure to provide exceptional education services to the schools. The regional office concept creates a smaller, more accessible, and more accountable area office structure which is directly responsible to the families and communities in each regional area. This will also result in only one layer of line management between the principals and the Coordinator of ESE, resulting in a clearer delineation of job responsibilities.

➔ Reassign the positions of Director Area 1 & 2, Director 2 & 3, Sr Administrator of Speech/Language, Director ESE, to be Coordinators of Exceptional Education Services in the regional offices. Reclassify one program specialist for guidance (vacant) to be an Area Coordinator of ESE.

Estimated fiscal impact: None

Exceptional Education

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- Currently, the location of Exceptional Education Teams in the schools (e.g. staffing specialists) creates the potential for excess capacity. Exceptional Education resources will be more equitably allocated if they are managed by the regional offices who can assess the needs of all schools in the region. For example, a school with their own staffing specialist may not generate enough referrals and placements to maintain a full workload. At the same time, another school may be falling behind in assessments and referrals due to a shortage of resources.

➔ **ESE5:** Create Exceptional Education Evaluation Teams, approximately 10 per cluster, each comprised of one psychologist, one social worker, one speech/language therapist to conduct evaluations and placement recommendations. This team approach at the regional level will help equalize the workload among schools In the case where the distribution of exceptional education students results in an unequal number of students, the team members should be flexible to assist in the equalization of workloads. These teams will be evaluated by the Area Coordinator of ESE with input from teachers and other team members.

Estimated fiscal impact: None

Exceptional Education

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
(previous finding continued)	➜ **ESE6:** Regionalize the 110 Speech/Language Specialists as part of the Evaluation Teams to the Area Offices; redeploy the 2 Speech/Language Paraprofessionals and the 3 Bilingual Diagnosticians to the Areas with the most ESE students with these specific needs. **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
(previous finding continued)	➔ **ESE7:** Regionalize the following positions as determined by ESE population within Area Offices: – 10 Staffing Specialists (Retain 2 FTE at the District Office) – 51 Psychologists (1 received from the Department of Elementary Education) – 25 Hearing/Vision Teachers – 9 Itinerant Teachers for Inclusion/Compliance – 5 Secretary positions (the remaining positions should be reassigned based on the KPMG standard of 15% of total FTE being supported) **Estimated fiscal impact: None** ➔ **ESE8:** Regionalize the supervision of the Special School Principals - Magnolia, Cherokee, Gateway, and Silver Star - to the Area Superintendents. Due to the special needs and services these schools require, they should be distributed on an equitable basis, one school for each Area. **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
• The number of direct reports to the central office Director of ESE (currently 16) is an overly wide span of control that limits the ability of management to effectively monitor and ensure quality in all areas.	• **ESE9:** Lower the span of control to this Director to 1:5. In the central ESE office, rename the Sr Admin of Low Prevalence to Sr Admin of Specialists. This position will report directly to the Associate Superintendent of ESE and will oversee the five program specialists: - SLD - EMH/TMH/Severe/Profound - EH/SED/Autistic - Speech - Low Prevalence - OT/PT staff and contract, hearing/vision, and deaf/blind. The program specialists should retain case management responsibilities, ensuring that students are appropriately placed, disseminate policy and guidelines in respective areas of expertise, and oversee staff development initiatives around compliance. (Refer to ESE1 for KPMG criteria) **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

- Currently the Director of Psychological and Evaluation is at the central office. This is consistent with KPMG best practice criteria on allocation of functions (Recommendation ESE1). OCPS' 50 psychologists are typically assigned three to four schools each as determined by the central office based on annual student enrollment projections and total number of psychologists available to the District.

→ **ESE10:** The Director of Psychological and Evaluation Services will oversee the District's psychological services and be responsible for overseeing the Medicaid Coordinator. Psychologists should be placed on regional office budgets and should be evaluated by the regional coordinator of exceptional education with input from staffing specialists, principals, and the Director of Psychological and Evaluative Services.

Estimated fiscal impact: None

- Medicaid reimbursement is not being pursued. Based on KPMG database average, OCPS could achieve savings of approximately $343 per exceptional education student eligible for free and reduced lunch.[*]

→ **ESE11:** Hire a Medicaid Coordinator who will report to the Director of Psychological and Evaluation Services and who will coordinate OCPS' Medicaid tracking and reimbursement requests

Estimated fiscal impact: $39,000 Annual Investment

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[*] The KPMG database average includes data from school districts across the country, including Washington DC, Wichita, KS, NE Texas, Prince Georges, MD, Montgomery County, MD, and St. Louis, MO. Since Florida has only recently started to collect Medicaid reimbursements, the reimbursement amounts available so far do not adequately reflect the districts' full potential for Medicaid reimbursement.

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
(previous finding continued)	➔ **ESE12:** OCPS should track the costs of serving exceptional education need students who are eligible for Medicaid reimbursement and collect this funding from the federal government. **Estimated fiscal impact: $3,057,200 Annual Savings**
• Student records are currently housed in two locations. ESE records reside in the ESE Department and all general education student records reside in Information Technology. These functions should be better aligned to coordinate similar functions and avoid duplication of efforts.	➔ **ESE13:** The Exceptional Student Education Records Center and the Records Management staff currently located within Information Systems should be consolidated to better align these functions and to create a centralized, coordinated, district warehouse for student records. The staff from both of these divisions, 3 FTE from ESE and 12 FTE from Information Systems, should report to a Sr. Manager of Student Records who in turn should report to the Executive Director of Pupil Personnel. **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
• Currently, the District has 4 FTE who are assigned to individual students but reside on central office payroll. These positions should be relocated to the school sites of the students' being serviced.	➜ **ESE14:** Relocate the following positions to school sites: 3 Behavior Paraprofessionals and 1 LPN based on location site of students being served. **Estimated fiscal impact: None**
• Staff development is currently placed throughout the central office and is determined by the central office rather than demanded by principals and teachers. According to the teacher focus group, the Instructional Support Teachers and Resource Teachers provide a valued service to the instructional staff and should be retained on a consulting basis	➜ **ESE15:** Relocate 3 Instructional Support Teachers - 2 for SLD and 1 for EH - to the Office of Customized Professional Education within the Division of Education and Planning. **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS is staffed 20 percent higher for *Supervisors/Administrators* than the peer district average.	➔ **ESE16:** Eliminate the following positions which perform supervisory/administrative tasks: – 1 Behavior Analyst – 2 Instructional Support Counselors – 1 Placement/ Follow-up Instructional Support Teacher – 2 Behavior Specialists **Estimated fiscal impact: $312,500 Annual Savings**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

Workload and Staffing

- ESE is growing at a rate of 6 percent per year, higher than the district average of 3-4 percent for enrollment, but comparable to the statewide enrollment growth for exceptional education.

- ESE has an increasing number of students from culturally and linguistically diverse backgrounds requiring employment of exceptional education educators and evaluators with bilingual skills.

- ESE is faced with the challenge of meeting new IDEA regulations that require more personnel resources, e.g. the requirement to have a regular education teacher present at staff meetings for student placement.

- ESE has an increasing number of disadvantaged students requires more medical, social and psychological services.

➔ **ESE17:** The District needs to continue to ensure program effectiveness in the face of growing demands while maintaining an efficient program. OCPS should also collaborate with the Florida Department of Education, its peer districts and national best practices to arrive at and to share innovative strategies and resources in meeting these changing requirements and growing student needs.

Innovative practices in technology might include:

− Conference calls to reduce travel time and streamline IEP meeting processes.

− Speech learning software (i.e. Scientific Discovery) to assist in drill and practice exercises that have been shown to increase student performance in a shorter time frame.

Estimated fiscal impact: None

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS is faced with growing needs at the same time there is a shortage of trained qualified teachers to work with students with disabilities. This is especially true in the following areas: the emotionally handicapped and severely emotionally disturbed teachers for trainable and profound autistic, and fewer masters degree speech therapist – 16 percent of all exceptional teachers are teaching out-of-field, 50 percent of emotionally handicapped teachers are teaching out-of-field, and 42 percent of autistic teachers are teaching out-of-field.	➔ **ESE18:** More efforts need to be extended by Human Resources to recruit staff members with appropriate background and training to meet the needs of these students and programs. Refer to Human Resources Recommendation HR3. **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
Management Practices and Technology	
• 15 percent of OCPS' student population is enrolled in special education compared to a national average of 12 percent. This difference may be a result of several things, including a non-standardized approach and/or the implementation of Florida regulations.	➔ **ESE19:** OCPS may need to standardize the process for student referral and placement (e.g. ensure consistent use and application of FL regulations throughout the exceptional education and placement process, as well as consistent use of appropriate language on the referral and placement forms). **Estimated fiscal impact: None**

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• In December, 1997, OCPS exceeded the state cap by approximately 10 percent for funding allocated to ESE level 251, the level with the least restrictions. This level includes the majority of ESE students classified as Specific Learning Disabled. • OCPS places students in exceptional education categories at a rate generally consistent with both Florida State and the peer district average. However, OCPS is slightly higher in the Specific Learning Disabled. • In 1996-97, OCPS spent 37 percent more than the district received from state and federal revenue sources. This is 48 percent more of its general fund on Exceptional Education Program costs than the peer district average.	➔ **ESE20:** Review the Individual Education Plan of students who are placed in ESE Level 251 to determine whether these students are appropriately placed. If appropriate, a reduction in the number of students classified as Specific Learning Disabled to meet the peer district average for the SLD classification would achieve savings of $817,000 (550 4th - 8th gr. Students over the peer district average x $1,035, the difference between the base allocation for 4-8th graders of $3,035 and the base allocation times the weighted average of 1.341 for Level 251 ESE students; 318 9th - 12th gr. students over the peer district average x $519, the difference between the base allocation for all 9-12th graders of $3,548 and the base allocation for Level 251 ESE students; and 97 K- 3rd graders over the peer district average x $868, the difference between the base allocation for all K-3rd grade students of $3,199 and the base allocation for Level 251 ESE students .) **Estimated fiscal impact: $817,000 Annual Savings**

Findings and Recommendations for Opportunities to Improve

Exceptional Education

Findings:	Recommendations:
(previous finding continued)	➔ **ESE21:** Consider conducting an exceptional education IEP audit to address in more detail the issues raised in this management audit and identified in ESE19 and ESE20. **Estimated fiscal impact: $85,000 one time cost**
• Recent educational policy has pushed for more exceptional education students to be placed in regular education classrooms. OCPS places its exceptional education students within regular education classrooms at a rate 38 percent higher than the peer district average. Inclusionary educational policy can be more cost effective as regular education teachers take a larger role in the instruction of these students while special education teachers work with these students individually by	

Exceptional Education

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

adapting classroom materials for them.

- The level of personnel resources devoted to students has a large effect on exceptional education costs. Smaller class sizes and more exceptional education aides and specialists will drive up costs. In comparison to its peers, OCPS had the following staffing levels:
  - 21 students to 1 exceptional education teachers is in line the peer district average.
  - OCPS is staffed 80% higher for *Staffing Specialists* than its peers. If the current staffing level was to equal the peer average that would mean a total decrease of 20 *Staffing Specialists*. However, approximately 42 of these positions are purchased by schools through school-based budgeting. Other school districts use guidance counselors for this area. OCPS may want to consider an increased use of guidance counselors coupled with the hiring of guidance paraprofessionals for a lower cost delivery system.

➔ **ESE22:** Continue to allow principals complete control over allocations of funds within their school budgets. However, Area Superintendents should ensure that the performance evaluation process assesses the effective utilization of resources at the school level. Principals should be evaluated on how well their resource allocation decisions affect student achievement.

According to the benchmarking data collected, OCPS appears to have more staff in the areas of staffing specialists, teacher aides, and administrators than the peer district averages. This may be occurring for several reasons. First, OCPS maintains a philosophy of high quality and high service delivery for exceptional education students. In practice, this philosophy requires more staff to provide a fuller range of services to its students. The result is a full-service program.

Exceptional Education

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>

<u>Recommendations:</u>

(previous finding continued)

- – OCPS is staffed 71% lower for *Work/Study Coordinators* than the peer district average.
- – OCPS is staffed 15 percent higher for teacher aides than the peer district average. The number of teacher aides in Florida over the past five years has grown 38 percent.
- – OCPS is staffed higher for *Psychologists* than the peer district average but lower than the national recommended average of 1:2500. If the current staffing level was to equal the national recommendation that would mean an increase of 1.5 *Psychologists.*

(previous recommendation continued)

➔ Another indication of this is the lack of lawsuits which may indicate a high incidence of accommodating parents' wishes to the full extent possible.

Note: The Florida State Department's data is based on self-reported staffing levels by the school districts. As such, interpretation of personnel classifications is subject to interpretation and therefore may vary by District.

Estimated fiscal impact: None

Exceptional Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• While OCPS had more complaints and mediations than the peer average, the fact that OCPS had 62 percent fewer due process cases filed than the peer average from June 1996 to June 1997 indicates that the District resolves these grievances early on.	➔ **ESE23:** The District should conduct a cost-benefit analysis to determine if the cost of providing an array of services extensive enough to avert lawsuits outweighs any savings in legal fees. KPMG did not perform a cost-benefit analysis in this area. **Estimated fiscal impact: None**
• There is no department-wide process in place to track student achievement and exit data. In addition, technology can be a useful tool throughout all ESE programs to increase productivity and accessibility to accurate and timely information on students.	➔ **ESE24:** OCPS should create a process to track the exit rate of students from ESE. This can be accomplished by stressing the importance of maintaining records of exit data through training, and expanding the availability and use of technology throughout exceptional education to increase productivity and accessibility to accurate and timely information on students and programs. **Estimated fiscal impact: None**

Bilingual/ESOL

Background

The purpose of the Bilingual and English for Speakers of Other Languages (ESOL) programs is to help Limited English Proficiency (LEP) students attain proficiency in English, to develop the curriculum for LEP students, offer mandated training for teachers, and to ensure compliance with the META Consent Decree.

Functional Components:
- Supervises administration of bilingual/ESOL education.
- Develops ESOL curriculum standards and frameworks.
- Demonstrates model lessons for bilingual/ESOL teachers.
- Provides state-mandated ESOL training to teachers.
- Assesses student proficiency in English through the Language Assessment Battery (LAB) test.
- Reviews programmatic compliance with the META Consent Decree.

Staffing and Budget:
- 18 FTE
- Adopted budget for FY 1998 of $919,999
- Actual budget for FY 1997 of $704,867

Bilingual/ESOL

Background

Current Organization:

```
                    ┌─────────────────────┐
                    │   Acting Director   │
                    │       1FTE          │
                    └──────────┬──────────┘
              ┌────────────────┴────────────────┐
   ┌──────────────────────┐      ┌──────────────────────────────┐
   │  Program Assistants  │      │ Instructional Support Teachers│
   │        8 FTE         │      │            6FTE               │
   └──────────┬───────────┘      └──────────────────────────────┘
   ┌──────────────────────┐
   │ Secretarial/Clerical │
   │        3FTE          │
   └──────────────────────┘
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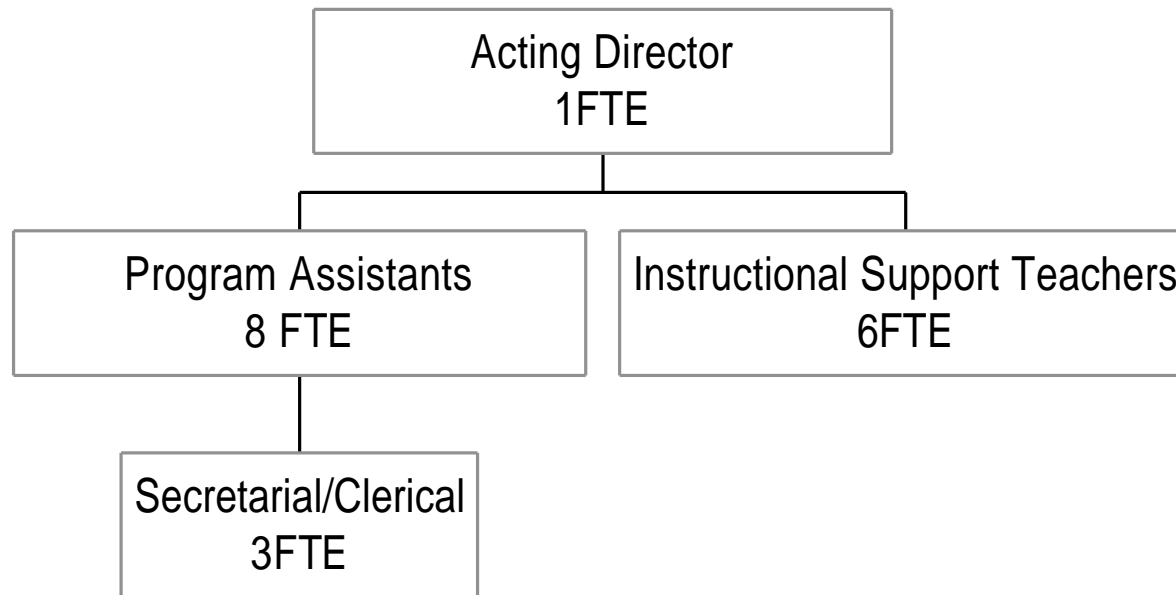
Bilingual/ESOL

Background

Recommended Organizational Structure:

Second Language Acquisition/World Languages Program

```
                ┌─────────────────────────────────┐
                │     Associate Superintendent     │
                │ of Education and Support Programs │
                │              1 FTE               │
                └─────────────────────────────────┘
                                 │
                ┌─────────────────────────────────┐
                │    Director of 2nd Language      │
                │  Acquistion/World Languages      │
                │              1 FTE               │
                └─────────────────────────────────┘
                                 │
        ┌──────────────────────┐ │
        │       Secretary       │─┤
        │        1 FTE          │ │
        └──────────────────────┘ │
                                 │
                ┌─────────────────────────────────┐
                │  Testing Program Assistant       │
                │            5 FTE                 │
                │         Area Offices             │
                └─────────────────────────────────┘
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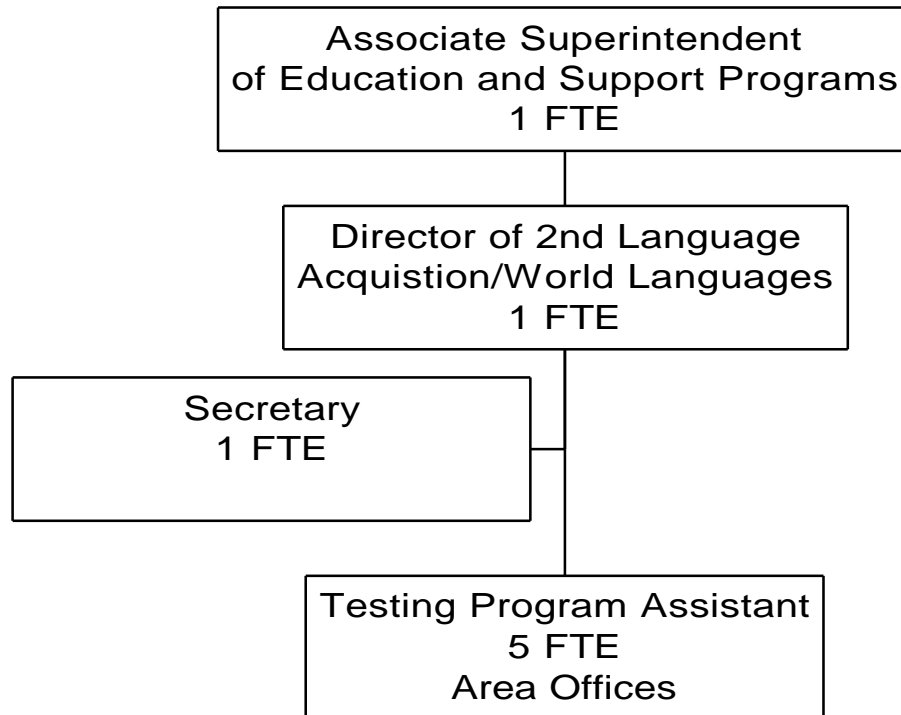
Bilingual/ESOL

Background, and Feedback

Workload:
- Serves over 8,000 students and provides bilingual/ESOL education at 23 elementary schools, 14 middle schools, and all high schools.

Focus Group Input:
Recommended Goals of Bilingual/ESOL:
- Decrease the length of time that it takes to test and place a child in the bilingual/ESOL program.
- Seek ways to increase parent participation in activities such as the PTA, School Advisory Committee, and open houses.
- Increase the number of aides available to assist students.

Bilingual/ESOL

Benchmarks

Selected benchmark data for bilingual programs in seven districts are as follows:

	OCPS	**Pinellas**	**Broward**	**Palm Beach**	**Duval**	**Hillsborough**	**Fairfax**
Length of Days of the Referral and Screening Process*	17	7	12	8	38	6	1
LEP Students as a % of the total Population	7%	2%	8%	12%	N/A	9%	N/A
Total ESOL Teachers: LEP Students	1:34	1:39	N/A	1:28	N/A	1:82	1:26
Central Office Bilingual Non-Clerical Staff: Total Teachers	1:19	1:26	N/A	N/A	N/A	1:30	1:18

Source: Benchmark Surveys and telephone interviews
*Florida Department of Education 1995-96 Annual Report
Please note that N/A denotes that data was not available from that district

Bilingual/ESOL

Benchmarks

- It takes OCPS 42 percent longer to refer and screen students into the Bilingual/ESOL Program than the peer average. This delays services to students.

Length of Days of the Referral and Screening Process by District, 1995-96 School Year
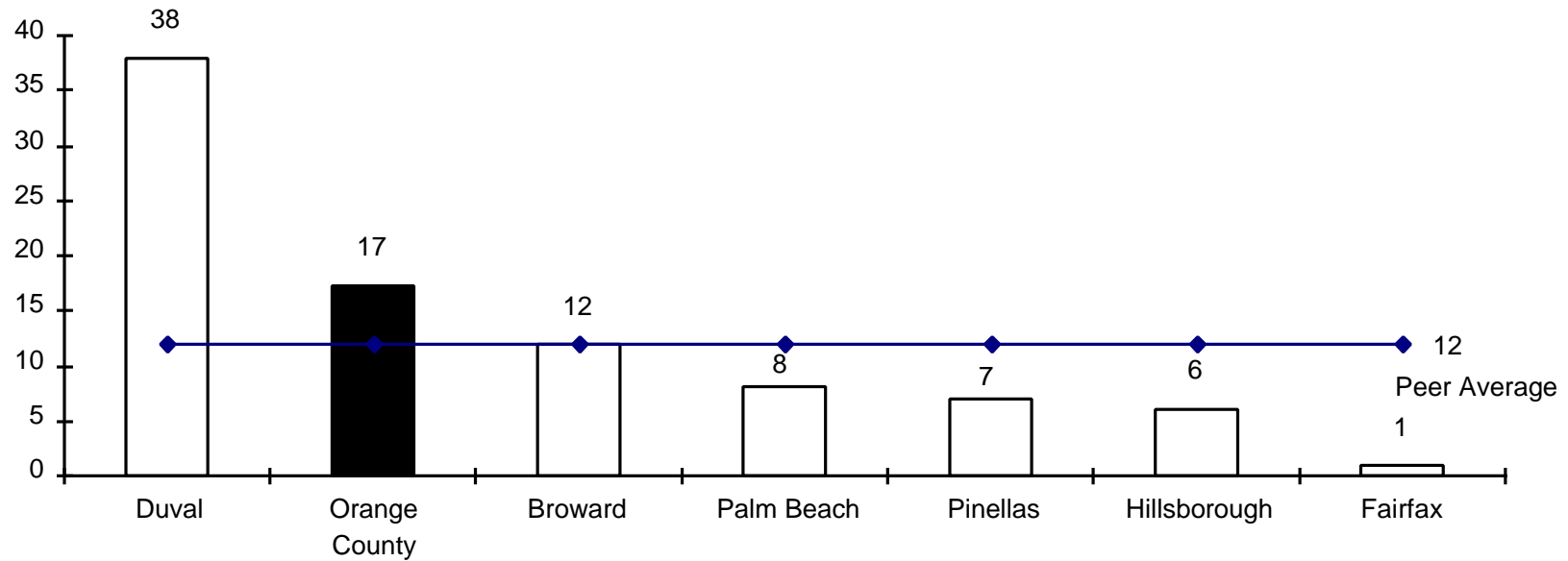
Source: Florida Department of Education 1995-96 Annual Report and telephone interview

Bilingual/ESOL

Benchmarks

- OCPS serves 24 percent fewer teachers per central office non-clerical staff than the peer average. This indicates OCPS spends more on administrative central office functions than the peer districts. If OCPS were to staff at the peer average, this would lead to a reduction of four positions.

**Ratio of Non-Clerical Central Office Bilingual Staff to Teachers
1997-98 School Year**
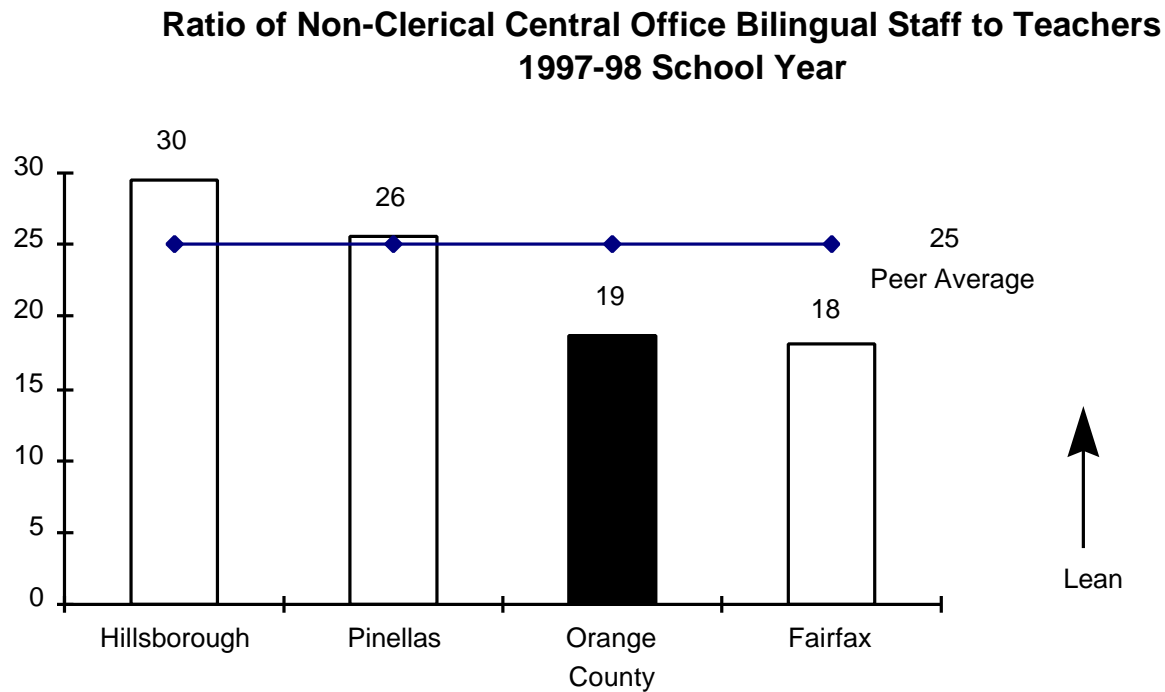
Source: Benchmark Surveys and telephone interviews

Bilingual/ESOL

Benchmarks

- OCPS supplements 31 percent of its Bilingual/ESOL Fund with the General Budget dollars relative to a peer average of 26 percent. This indicates that OCPS is offering a wider array of services in the bilingual area than peer districts.
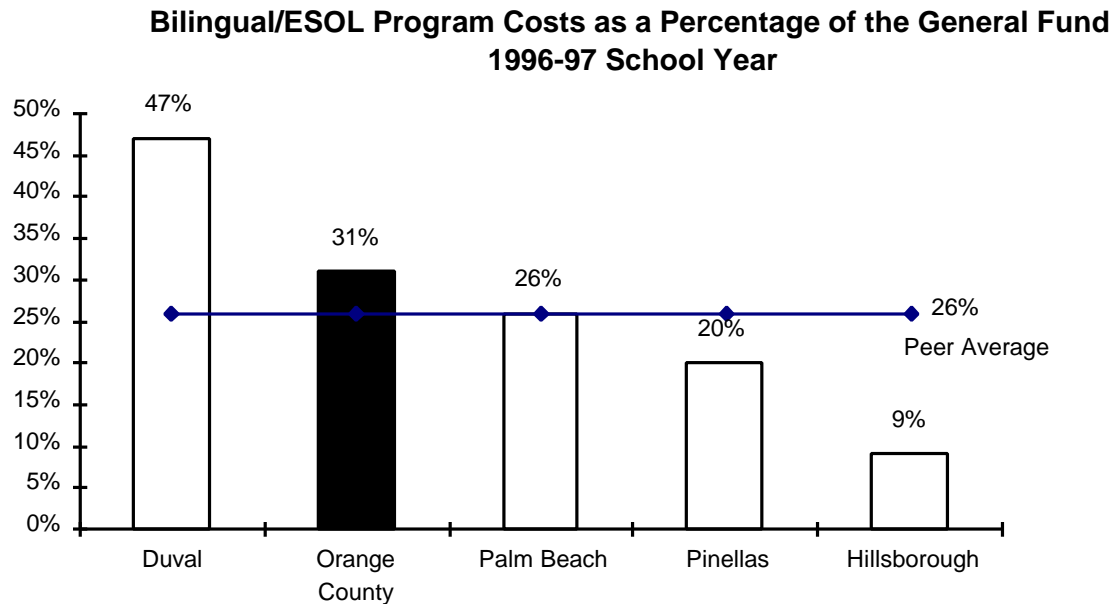
Bilingual/ESOL Program Costs as a Percentage of the General Fund
1996-97 School Year

Source: Florida Department of Education Division of Public Schools Financial Management Section: 1996-97 Program Cost Report with Selected Costs as a Percentage of state and local FEFP Revenue

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

Organizational Structure

• The Bilingual/ESOL Program currently reports to the Senior Director of Curriculum. This is a one-to-one reporting relationship which creates an additional layer in the organization, and does not maximize managerial capacity. In addition, the full programmatic nature of the Bilingual/ESOL Program does not align with the curriculum design functions of Curriculum Services.	➔ **B1:** Rename the Bilingual/ESOL Program 2nd Language Acquisition/World Languages and have it report to the Associate Superintendent of Education and Support Programs who will serve as an advocate and provide accountability for this special population. This will ensure that LEP students' needs and concerns are closely monitored at the Associate Superintendent level. Moreover, it will enable the department to more effectively disseminate policy information to the regions. **Estimated fiscal impact: None**

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

Findings: ### *Recommendations:*

- OCPS serves 24 percent fewer teachers per central office non-clerical staff than the peer average. This indicates OCPS spends more on administrative central office functions than the peer districts. If OCPS were to staff at the peer average, this would lead to a reduction of four positions.

➔ **B2:** Eliminate three Program Assistant positions, and reallocate funds to hire teachers.

Estimated fiscal impact: $97,500 Annual Savings

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• *(previous finding continued)*	➜ **B3:** Decentralize the remaining five Program Assistant testing positions to the Area Superintendent Offices to increase regional accountability, and base the number of Program Assistants within each area office on the number of LEP students in that region. This will ensure that there are adequate numbers of Program Assistants to test and evaluate the LEP student population in the regions. **Estimated fiscal impact: None**
• It takes OCPS 42 percent longer to refer and screen students into the Bilingual/ESOL Program than the peer average. This delays services to students.	➜ **B4:** While a detailed analysis of the referral and screening process is beyond the scope of this study, OCPS should streamline this process so that it is consistent with the peer district average of 12 days Streamlining this process requires a detailed analysis of each step in the process to determine whether the step is necessary or can be done in a more efficient manner. **Estimated fiscal impact: None**

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Currently there is no accountability for how resources, such as those provided by the Instructional Support Teacher positions, are allocated. The central location of the Instructional Support Teacher positions creates a "top-down" program that drives the allocation of resources at the school level. A KPMG best practice is to empower principals to determine the best allocation of resources at their school.	➔ **B5:** Reassign the six Instructional Support Teacher positions, to the Director of Customized Professional Education. The demand for these positions should be assessed by principals' willingness to use their funds to purchase these services. **Estimated fiscal impact: None**
• A reasonable level of clerical staff is 15% or less of total staff.	➔ **B6:** Eliminate 2 secretarial/clerical positions and reallocate funds to hire new teachers. **Estimated fiscal impact: $70,850 Annual Savings.**

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Management Practices and Technology

• According to the 1996 Monitoring Report by the Florida Department of Education, there is no process in place to accurately monitor the exit rate of LEP students**.**	➔ **B7:** OCPS should create a process to track the exit rate of students from the Bilingual/ESOL program. This can be accomplished by maintaining better records of student exit rates through training on the importance of data, and expanding the availability and use of technology throughout the 2nd Language Acquisition/World Languages Program. **Estimated fiscal impact: None**
• According to a OCPS 1997 Evaluation Report of the Bilingual/ESOL Program, there is superficial agreement on the basic goal of programs for LEP students, but disagreements on the programs used to reach this goal.	➔ **B8:** The Director of 2nd Language Acquisition/World Languages should establish a clear consistent approach to achieving the goal of helping LEP students to attain proficiency in English that agrees on the primary and essential elements of meeting the goal (i.e., base program selection on student needs and school resources). **Estimated fiscal impact: None**

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	➔ **B9:** Recognize and reward principals that have adopted an approach consistent with research and best practices in bilingual/ ESOL instruction and assessment (e.g., provide principals with a recognition awards ceremony). **Estimated fiscal impact: None**
• According to the 1996 Monitoring Report by the Florida Department of Education, there is inadequate usage of ESOL instructional strategies by ESOL teachers. This may be caused by OCPS not standardizing Bilingual/ESOL instruction.	➔ **B10:** Area Superintendents should work in consultation with the Director of 2nd Language Acquisition/World Languages to ensure that standard Bilingual/ESOL instruction is implemented District-wide. Standardizing Bilingual/ESOL instruction will enable teachers to use appropriate and consistent ESOL instructional strategies. **Estimated fiscal impact: None**

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- *(previous finding continued)*   → **B11:** Conduct thorough and systemic training for principals and teachers regarding program management policies and procedures to standardize the administration of the Bilingual/ESOL Program. This will ensure that teachers use appropriate and consistent ESOL instructional strategies. One training tool is a compliance checklist for principals to ensure that schools are consistently administering the program.

Estimated fiscal impact: None

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

- According to a OCPS 1997 Evaluation Report of the Bilingual/ESOL Program, more focus is placed on simple compliance issues than on recruitment and development of personnel, teacher competency, best practices in instruction, effective instructional materials and activities, consistent curriculum, instructional assessment, objective monitoring of student progress and communication

of program processes, structures, and outcomes.

➔ **B12:** Refocus resources on recruitment, staff development, teacher competency, effective and consistent instructional materials, and best practices in bilingual/ESOL instruction.

Estimated fiscal impact: None

- There is a shortage of qualified bilingual/ESOL teachers and trained translators.

➔ **B13:** Develop tested and "fast track" recruiting efforts for bilingual teachers:
  - Pursue early identification of high school students who want to be teachers, and develop a program to support them.
  - Pursue alternate certification measures to draw upon the large local bilingual population. This will help increase the number of qualified bilingual teachers available to teach in OCPS.

Estimated fiscal impact: None

Bilingual/ESOL

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• According to the 1996 Monitoring Report by the Florida Department of Education, non-LEP students and LEP students do not always receive equal and adequate instruction in math, science, social studies, and ESOL/language arts. This creates inequity in the quality of education received by students.	➔ **B14:** Establish procedures to ensure that LEP students receive equal and adequate instruction as non-LEP students. **Estimated fiscal impact: None**
• Not all home-school communication is provided in a language that all parents and/or guardians can understand (i.e., free/reduced lunch applications, notices of LEP meetings, and invitations to participate in the School Advisory Council).	➔ **B15:** The District should consider utilizing volunteers where possible to increase the number of multilingual publications. **Estimated fiscal impact: None**

Bilingual/ESOL

Regional Offices

Functions to Be Performed at Central Office	Functions to Be Performed at Regional Offices	Functions to Be Performed at Schools
• Compliance and monitoring • Curriculum development • Interpretation/translation • Policy dissemination and standardization of the program • Mandated ESOL training	• Testing, evaluation, and assessment of students. • Technical assistance to teachers • Communication of policies, and standardization of the program	• Bilingual/ESOL instruction

Title I

Background

The goal of Title I, the largest federally funded program for elementary and secondary schools, is to improve the educational performance of low achieving students in high poverty schools. The Title I department provides support and oversight of Title I funded programs to ensure resources are being used to improve student achievement of the most needy students and ensure compliance with Federal and State guidelines.

Functional Components:
- Works with critically low and Tier II schools to improve student performance.
- Conducts site visits and needs assessments of schools.
- Assists schools in creating School Improvement Plans.
- Provides funding, staff development, and technical assistance to implement reading programs such as the SFA Program, Houghton Mifflin's Invitations to Literacy, the Middle School Literacy Project, and the Project Success and Reading Recovery intervention models.
- Performs testing and evaluation of Title I student progress.
- Conducts outreach efforts to enroll migrant students.
- Verifies school compliance with Federal and State mandates.

Staffing and Budget:
- 33 FTE
- Adopted Budget for FY 1998 $1,607,878 (central office staff salaries and benefits)
- Actual Budget for FY 1997 $1,559,547 (central office staff salaries and benefits)
- Total program revenues for FY 1998 $15,581,311.

Title I

Background

Current Organization:

Current Title I Organization Structure

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                        ┌─────────────────────────┐
                        │     Senior Director      │
                        │          1 FTE           │
                        └─────────────────────────┘
   ┌────────────────────────────┐        ┌────────────────────────────┐
   │    Program Specialists      │        │      Senior Managers        │
   │        Title I Basic        │        │          2 FTE              │
   │          3 FTE              │        └────────────────────────────┘
   └────────────────────────────┘
┌──────────────────────────────────┐
│  Instructional Support Teachers  │
│             3 FTE                │
└──────────────────────────────────┘
   ┌────────────────────────────┐        ┌────────────────────────────┐
   │  Reading Recovery Teachers  │        │   Early Literacy Teachers   │
   │          2 FTE              │        │          2 FTE              │
   └────────────────────────────┘        └────────────────────────────┘
   ┌────────────────────────────┐        ┌────────────────────────────┐
   │   Senior Administrator      │        │ Technology Resource Teacher │
   │       Title I Migrant       │        │          1 FTE              │
   │          1 FTE              │        └────────────────────────────┘
   └────────────────────────────┘
   ┌────────────────────────────┐
   │     Social Educators        │
   │          3 FTE              │
   └────────────────────────────┘
   ┌────────────────────────────┐        ┌────────────────────────────┐
   │       Support Staff         │        │  Clerks in the Neglected    │
   │          4 FTE              │        │  and Delinquent Program     │
   └────────────────────────────┘        │          2 FTE              │
   ┌────────────────────────────┐        └────────────────────────────┘
   │  Secretarial/Clerical Workers │
   │          9 FTE              │
   └────────────────────────────┘
```

Title I

Background

Recommended Organization:

Recommended Title I Central Office Organization Structure

```
                    ┌──────────────────────────────────┐
                    │     Associate Superintendent      │
                    │  of Education and Support Programs │
                    │               1 FTE               │
                    └──────────────────────────────────┘
                                     │
                          ┌─────────────────────┐
                          │   Senior Director    │
                          │        1 FTE         │
                          └─────────────────────┘
          ┌──────────────┬──────────┴──────────┬──────────────┐
┌──────────────┐ ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│Senior Managers│ │Secretarial/Clerical│ │Clerks in the     │ │Senior Administrator│
│    2 FTE      │ │     Workers       │ │Neglected and     │ │  Title I Migrant  │
│              │ │     1 FTE         │ │Delinquent Program│ │       1 FTE        │
│              │ │                   │ │     2 FTE        │ │                    │
└──────────────┘ └──────────────────┘ └──────────────────┘ └──────────────────┘
                                                                      ┊
                                                           ┌──────────────────┐
                                                           │ Social Educators  │
                                                           │      3 FTE        │
                                                           │   Area Offices    │
                                                           └──────────────────┘
                                                                      ┊
                                                           ┌──────────────────┐
                                                           │  Support Staff    │
                                                           │      3 FTE        │
                                                           │   Area Offices    │
                                                           └──────────────────┘
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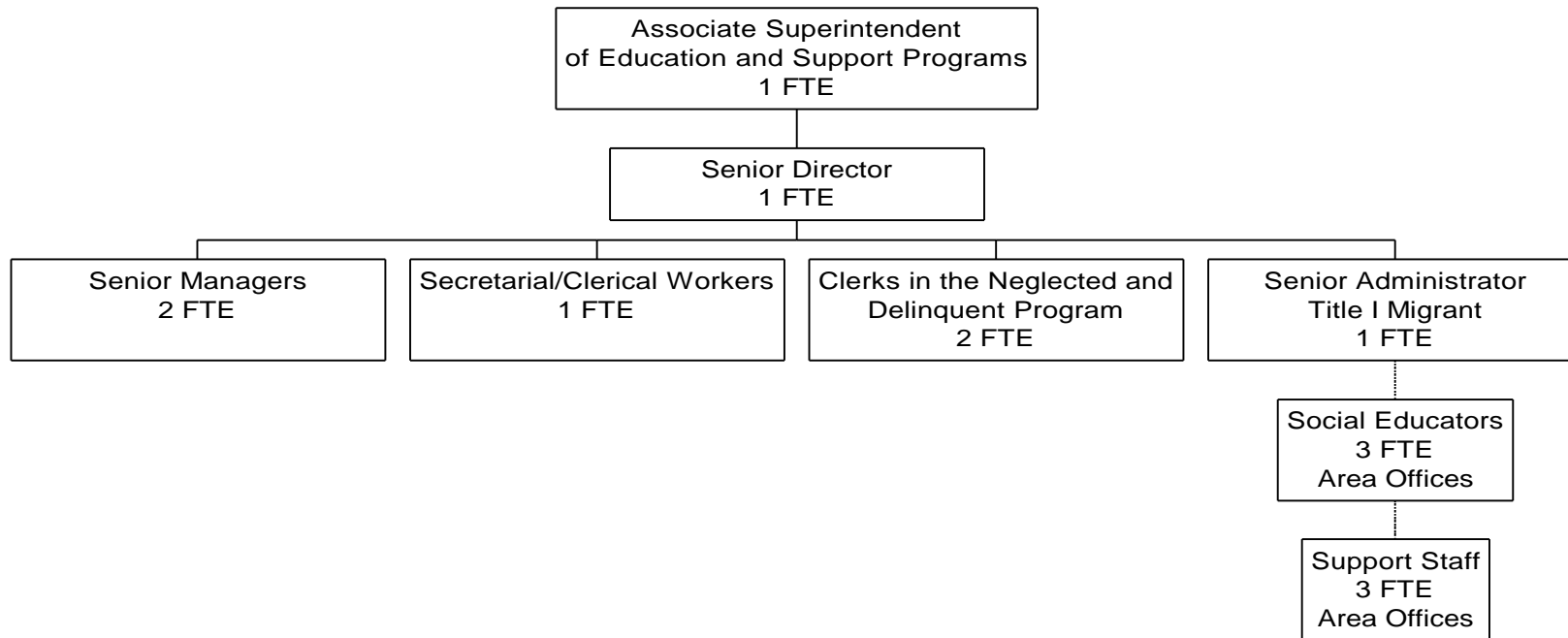
Please note that dashed lines indicate positions that have been relocated to the regional offices.

Title I

Background

Workload:
- Serves 17,824 students and provides direct supervision to Title I programs in 33 Title I schools, 13 centers in the Neglected and Delinquent Program, 8 Non-public schools, 2 Homeless Centers, the 13 Success for All (SFA) schools, and the 5 critically low schools.
- Conducts approximately 240 site visits per school year and performs needs assessments of the 33 Title I schools as well as works with the 33 Title I schools to ensure that they are in compliance with Federal guidelines and State mandates.
- The Migrant Outreach Program currently has enrolled 2,369 migrant students as of January 1998 for SY 1997-98.
- Funds six technology-supported programs: Josten's Reading Lab, Accelerated Reader, EMG, Express Multimedia, the Waterford Early Reading Program, and Synergystics.

Title I

Key Achievements/Commendations:
- OCPS' Title I early childhood programs, unlike many districts, are based on best practice programs that have been proven to positively improve student achievement (e.g., Success for All).
- OCPS serves 37 percent more teachers per central office non-clerical staff than the peer average, indicating a relatively leaner central office than peer districts.

Title I

Benchmarks

Selected benchmark data for the Title I programs in seven districts are as follows:

	OCPS	**Pinellas**	**Broward**	**Palm Beach**	**Duval**	**Hillsborough**	**Fairfax**
Total Teachers: Title I Students	1:136	N/A	1:260	1:160	1:133	1:132	1:120
Title I Students as Percent of Student Population	13%	N/A	19%	21%	30%	25%	4%
# of Languages Free and Reduced Lunch Applications are in	2	N/A	2	2	16	5	6
Title I Non-Clerical Staff: Total Teachers	1:26	N/A	1:21	1:4	1:14	1:41	1:16
Title I Paraprofessionals: Title I Students	1:128	N/A	N/A	N/A	1:216	1:710	N/A

Source: Benchmark Surveys, telephone interviews, and the Florida Department of Education's Profile of Florida School Districts 1995-96 School Year.
Please note that N/A denotes that data was not available from that district.

Title I

Benchmarks

- OCPS serves 16 percent fewer Title I students per teacher than the peer average.

Ratio of Title I Teachers to Title I Students, 1997-98 School Year
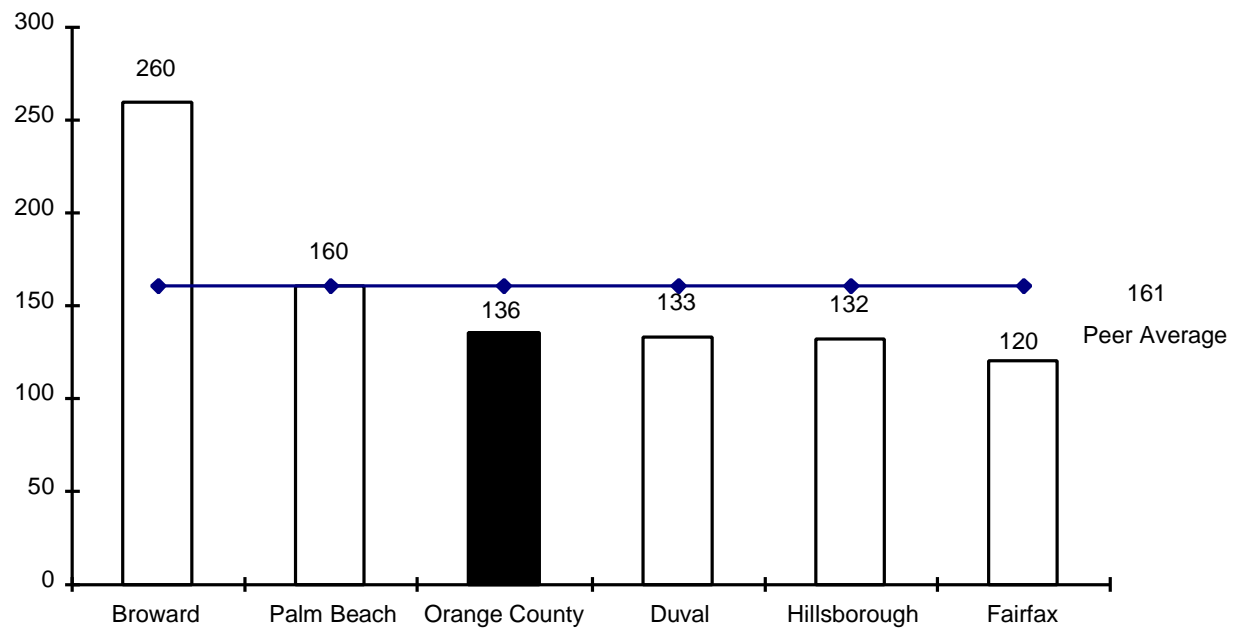
Source: Benchmark Surveys and telephone interviews

Title I

Benchmarks

- OCPS has the largest gap among peer districts between the percent of Title I students and the percent of free and reduced lunch students. Because identification of Title I and free and reduced lunch students are based on poverty measures, the percentages should be closer.

Comparison Between the Percent of Title I Students and the Percent of Students Receiving Free and Reduced Lunch, 1996-97 School Year.
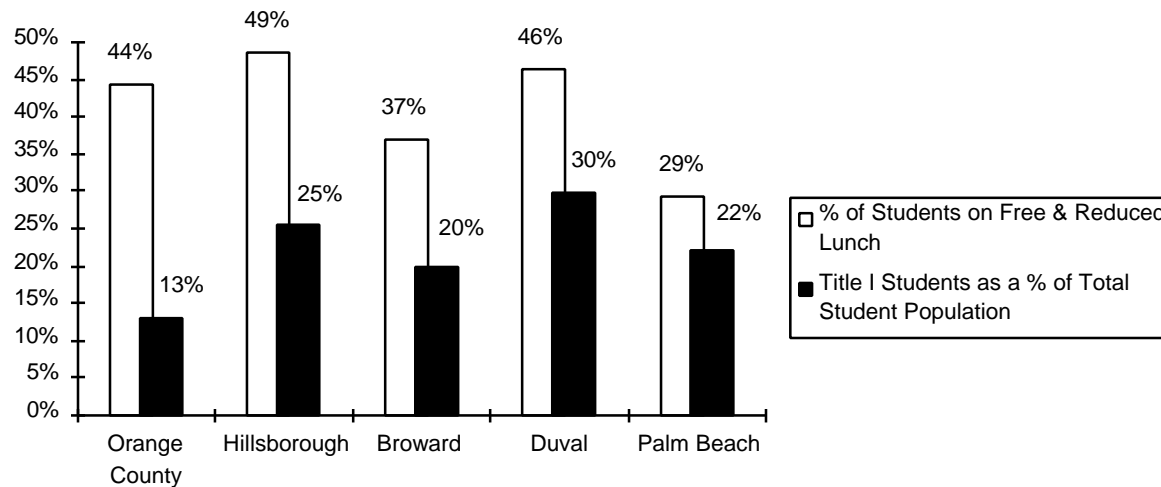
Source: The Florida Department of Education Profile of School Districts, 1996-97 School Year Financial Data, and Benchmark Data.

Title I

Benchmarks

- OCPS serves 37 percent more teachers per central office non-clerical staff than the peer average, indicating a relatively leaner central office than peer districts.

Ratio of Non-Central Office Staff to Title I Teachers, 1997-98 School Year
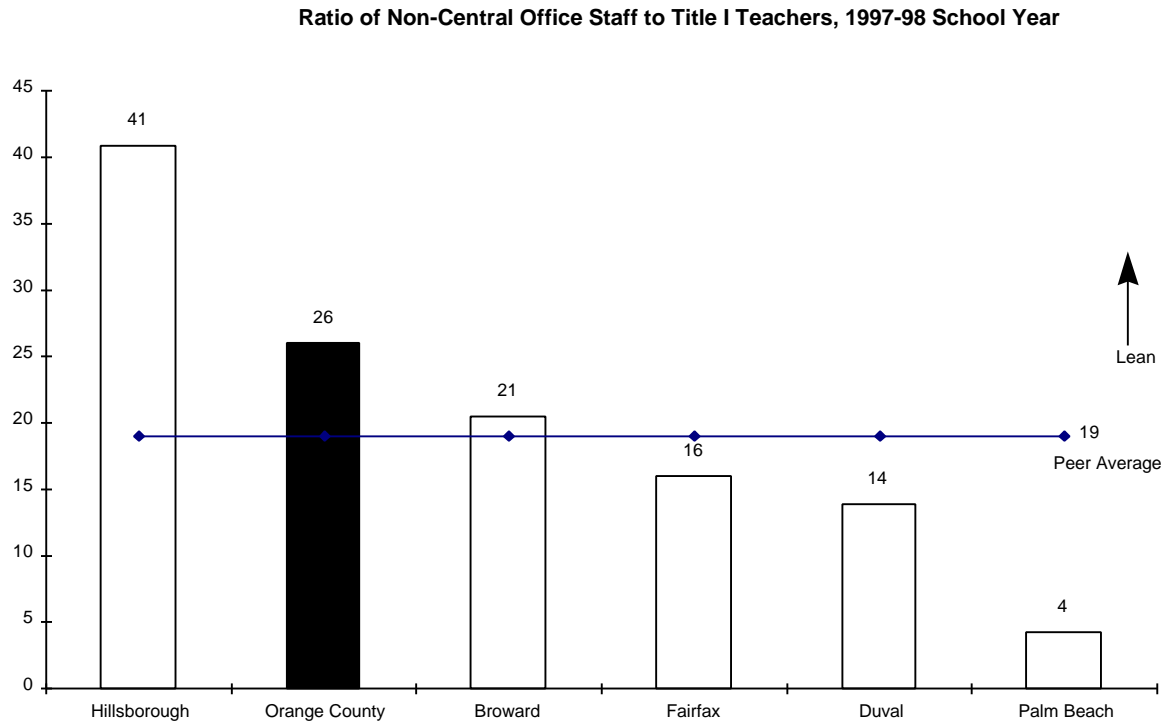
Source: Benchmark Surveys and telephone interviews

Title I

Findings:	*Recommendations:*

Organizational Structure

• Title I currently reports to the Associate Superintendent of Elementary Education. Title I could benefit through shared expertise by being placed organizationally with other programs targeted at special populations.	➜ **TI1:** Title I should report to the Associate Superintendent of Education and Support Programs who will serve as an advocate and provide accountability for the targeted population. **Estimated fiscal impact: None** ➜ **TI2:** Maintain the Senior Director position, the clerk positions in the Neglected and Delinquent Program, and the Senior Manager positions at the central office. The Senior Director and the Senior Managers will coordinate Title I grant application efforts and disseminate policy information. **Estimated fiscal impact: None**

Title I

Findings:	_Recommendations:_

(previous finding continued)

➔ **TI3:** Retain the Senior Administrator position of Title I Migrant at the central office to oversee the Social Educators in the regions and to provide policy dissemination.

Estimated fiscal impact: None

- The Social Educator positions are currently located within the Title I central office. They are not physically close to areas that have high concentrations of migrant students. This limits their ability to effectively identify and enroll migrant students. KPMG's best practice standard is that the use of regional offices in large districts can create a more customer focused organization; these organizations should be organized geographically and by feeder school patterns to create a long-term relationship between families and superintendents.

➔ **TI4:** Place Social Educator positions in the Area Superintendent Offices that have the highest concentration of migrant students. This will move these functions closer to the schools, and increase the regional accountability for these functions.

Estimated fiscal impact: None

Findings and Recommendations for Opportunities to Improve

Title I

Findings: | _Recommendations:_

(previous finding continued)

➜ **TI5:** Reorganize the 3 support staff positions and one secretary/clerk position within the regional offices to assist the social educators.

Estimated fiscal impact: None

- The curriculum development provided by the Program Specialist positions is duplicative and unnecessary as Title I is increasingly relying on curriculum and programs that have already been developed such as Slavin's Success For All model. The current staff-intensive "team" site visits to monitor the implementation of Title I programs is an excessive use of resources on a low value-added activity. The KPMG best practice standard is to allocate resources to have highest impact on students and teachers by streamlining monitoring and relying on proven curriculum rather than developing new programs.

➜ **TI6:** Eliminate the three Program Specialist positions, and reallocate funds to hire new teachers. Streamline compliance and monitoring activities by conducting more desk audits and less site visits.

Estimated fiscal impact: $207,000 Annual Savings.

Findings and Recommendations for Opportunities to Improve

Findings: | _Recommendations:_

Title I

- Title I clerical staff is 28% of total staff. A reasonable level of clerical staff is 15% or less of total staff.

  ➔ **TI7:** Eliminate nine of the 13 secretarial/clerical positions and reallocate funds to hire teachers. This will reduce the number of clerical staff and bring it to a number consistent with KPMG's best practice standard.

  Estimated fiscal impact: $318,825 Annual Savings.

- The Title I Technology Resource Teacher, the Instructional Support Teachers, the Reading Recovery Teachers, and the Early Literacy Teacher positions currently design, disseminate, and provide support for Title I programs at the schools. The central location of these positions creates a "top-down" program that drives the allocation of resources at the school level. A KPMG best practice is to empower principals to determine the best allocation of resources at their school.

  ➔ **TI8:** Reallocate the Title I Technology Resource Teacher, the Instructional Support Teachers, the Title I Reading Recovery Teacher, and the Title I Early Literacy Teacher position to the Director of Customized and Professional Education. The demand for these positions should be assessed by principals' willingness to use their Title I funds to purchase these services.

  Estimated fiscal impact: None

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Title I funding is not always spent in ways that

  ➔ **TI9:** Hold the Title I Senior Director and Area

maximize impact on student achievement (i.e., heavy reliance on paraprofessionals and two security staff members are funded by Title I dollars).	Superintendents responsible for ensuring that Title I funds are spent appropriately. Decrease the reliance on paraprofessionals and fund security staff through alternative resources to spend more funds on teachers who have a more direct impact on student achievement. Please refer to Safety and Security recommendation SS5P. **Estimated fiscal impact: None**
• Central office staff are located at different sites (i.e., some staff are located at the Tampa Avenue Center and others are located at the ELC). This results in fragmented efforts, hinders sharing of resources, and does not maximize collaboration within Title I. In order to be effective, a position should be located closest to the core source of knowledge that position is required to draw upon.	➔ **TI10:** Relocate the remaining six staff positions into one central location. This will help increase the efficiency of the Title 1 Program. **Estimated fiscal impact: None**

Title I

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• According the Job activity Questionnaire there is limited communication and sharing of information between departments within Title I which results in duplication of research and evaluation functions (e.g., staff are not always sharing reports and research that they have done with other staff. This has caused duplication of work).	➔ **TI11**: Develop a plan for improved communication among Title I staff. This will ensure that there is a feedback loop in place to prevent staff from duplicating one another's work. It will also help to maximize collaboration of projects within Title I. **Estimated fiscal impact: None**

Title I

Regional Offices

Functions to Be Performed at Central Office	Functions to Be Performed at Regional Offices	Functions to Be Performed at Schools
• Provides oversight of the Title I programs • Ensures school compliance with District mandates	• Works with critically low and Tier II schools • Conducts site visits and needs assessments of schools • Assists schools in creating School Improvement Plans • Performs testing and evaluation of students • Provides identification and recruiting services to migrant students and their families • Provides parent support services	• Writing of school-wide plans • Implementation of school-wide plans • Title I program implementation

Vocational Education

Background

The mission of vocational-education is to provide students with the skills to be consumers and to be prepared to move into the workforce or secondary education. Vocational-technical programs start in the sixth grade and continue through 12th grade.

Functional Components:
- Oversees districtwide vocational education program.
- Member of the School-to-Work Consortium with Valencia Community College and Osceola School District, 12 private employers, two public employers, the Economic Development Commission and three other education agencies. The direct involvement of these groups ensures that all parties share a common vision and that the training programs are responsive to both employment and training needs.
- Collaborates with Curriculum Department to rewrite vocational education curriculum and create benchmarks.
- Coordinates student internships.
- Develops articulation agreements.

Vocational Education

Background

Workload:
- Currently serving approximately 36,000 students.
- In 1997, 9,115 students had Tech Prep Plans.
- Program Specialist of Family and Consumer Science/Health oversees approximately 40 middle and high school teachers; Program Specialist for Business Technology, Education, Marketing and DCT oversees 110 teachers; Program Specialist of Technology Education oversees 64 teachers; Program Specialist of Agribusiness oversees 21 teachers.
- The Executive Internship Program serves about 150 students, the Apprenticeship Program has about 186 students.
- OCPS has articulation agreements with 158 colleges/universities and approximately 700 with businesses.

Vocational Education

Background

Current Organization:

```
                              ┌─────────────────────────┐
                              │ Associate Superintendent │
                              │   Secondary Education    │
                              │          1 FTE           │
                              └─────────────────────────┘
          ┌──────────────────┐            │
          │   Support Staff   │───────────┤
          │      1 FTE        │           │
          └──────────────────┘           │
                              ┌─────────────────────────┐
                              │    Director Vocational   │
                              └─────────────────────────┘
```

Program Specialist 1 FTE Business, Technology Education, Marketing (DCT)	Program Specialist 1 FTE Agribusiness	Program Specialist 1 FTE Executive Internship	Program Specialist 1 FTE Technology Education	Program Specialist 1 FTE Family & Consumer Health	Instructional Support Teachers 9 FTE

Vocational Education

Recommended Organization:

```
                    Associate Superintendent
                    Workforce Development
                          1 FTE
                             |
                  Director Vocational-Technical
```

Program Specialist 1 FTE Business, Technology Education, Marketing (DCT)	Program Specialist 1 FTE Internships	Program Specialist 1 FTE Technology Education, Agribusiness	Program Specialist 1 FTE Family and Consumer Science	Instructional Support Teachers 7 FTE

Vocational Education

Key Achievements/Commendations

Key Achievements/ Commendations:
- From 1995 to 1997, the number of tech prep student program plans has increased by 180%, from 3,255 student plans to 9,115 student plans.
- A survey conducted by the Florida Education & Training Placement Information Program in 1996 of Tech Prep Graduates found OCPS' Consortium, Valencia, to have a higher percentage of its graduates employed post graduation, 62% employed, than its peer district's consortium.
- Based on the experience of KPMG's Public Education Practice, the large number of businesses involved in OCPS' curriculum development through the district-wide business education committees is a best practice.

Vocational Education

Benchmarks

- The number of OCPS tech prep student program plans has increased by 180%, from 3,255 student plans to 9,115 student plans. According to KPMG benchmarking, OCPS had over 2,000 more tech prep plans than Hillsborough Public Schools, the District with the second highest number (~6,800).

Growth of OCPS Tech Prep Program Plans from 1995 to 1997
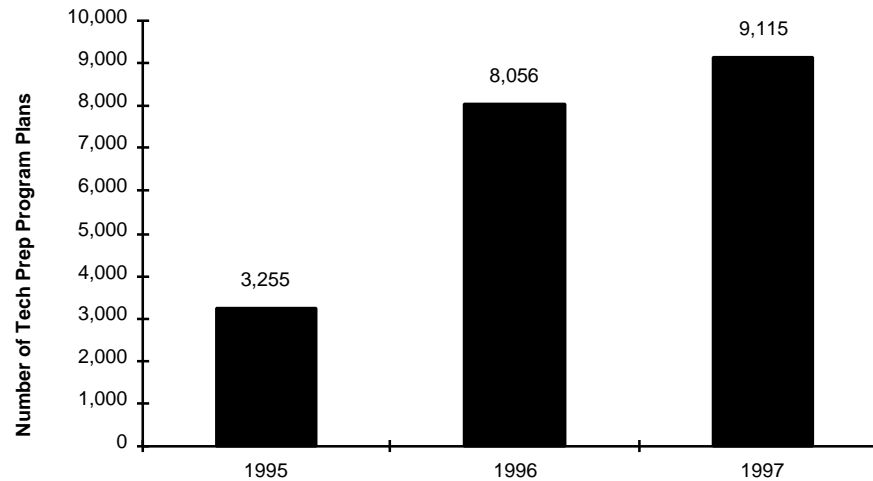
Source: Orange County Public Schools.

Vocational Education

Benchmarks

- A 1996 report of Tech Prep Graduates by the Florida Education and Training Placement Information Program found that OCPS' School-to-Work Consortium, Valencia, to have a higher percentage of its graduates employed post graduation.

Tech Prep Graduates Employed by Regional Consortium, 1995-96
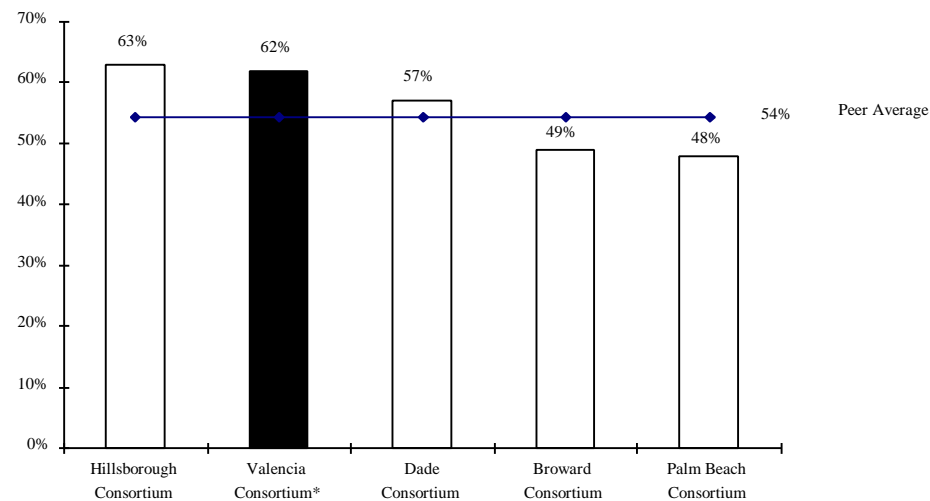
Source: Florida Education and Training Placement Information Program. OCPS is part of the Valencia Consortium. Of the 2,294 graduates, 1,836 (80 percent) were matched by the computer datebase. Of these, 1,428 (62 percent) were found to be employed and 1,197 (52 percent) were in continuing education programs – 6 percent in District Postsecondary, 73 percent in Community Colleges, 21 percent in State University and 3 percent in an Independent College or University, In total, 68 percent of the respondents were found to be employed or continuing their education.

Vocational Education

Benchmarks

- In 1996-97, OCPS spent 10 percent more than the district received from state and local FEFP revenue sources but 47% less than its peers. Potential reasons for this might be that the District is not be maximizing state and local FEFP revenues based on enrollment figures, or that the District is not efficiently working with the FEFP revenue received.

% of General Fund Revenue Spent on 6-12 Job Prep Program Costs, 1996-97
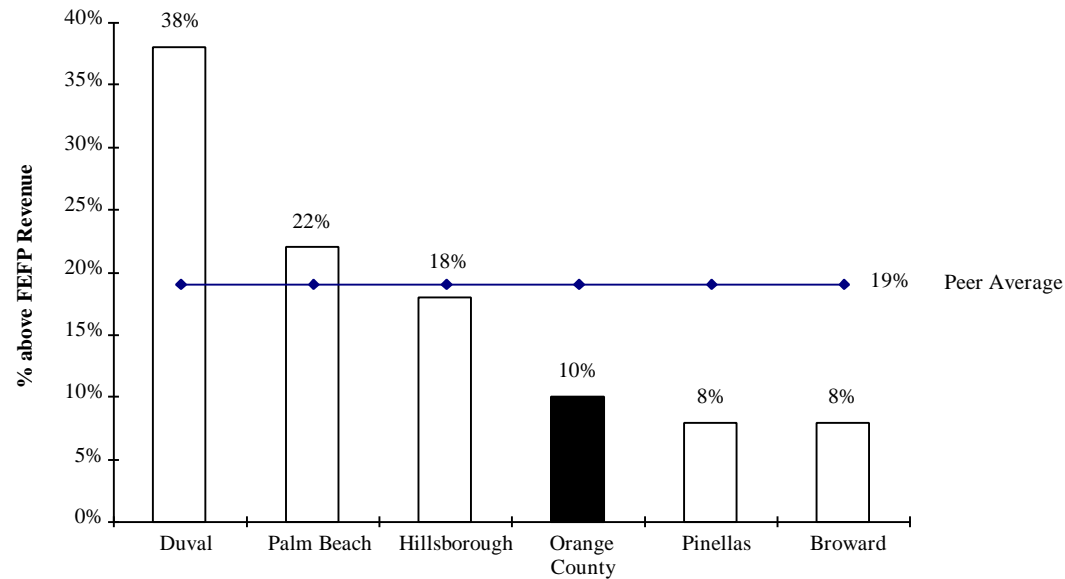
Source: "Program Cost Report with Selected Costs as Percentages of Revenue." Florida Department of Education, Division of Public Schools Financial Management Section. This figure does not include costs associated with transportation and food services for these students.

Vocational Education

Benchmarks

- OCPS has 7 percent more students per Vocational Education teacher than the peer district average. Although outside the scope of this study, a school level analysis of staffing may indicate that OCPS has larger class sizes than its peers.

Vocational Education Students per Vocational Education Teacher, 1996-97
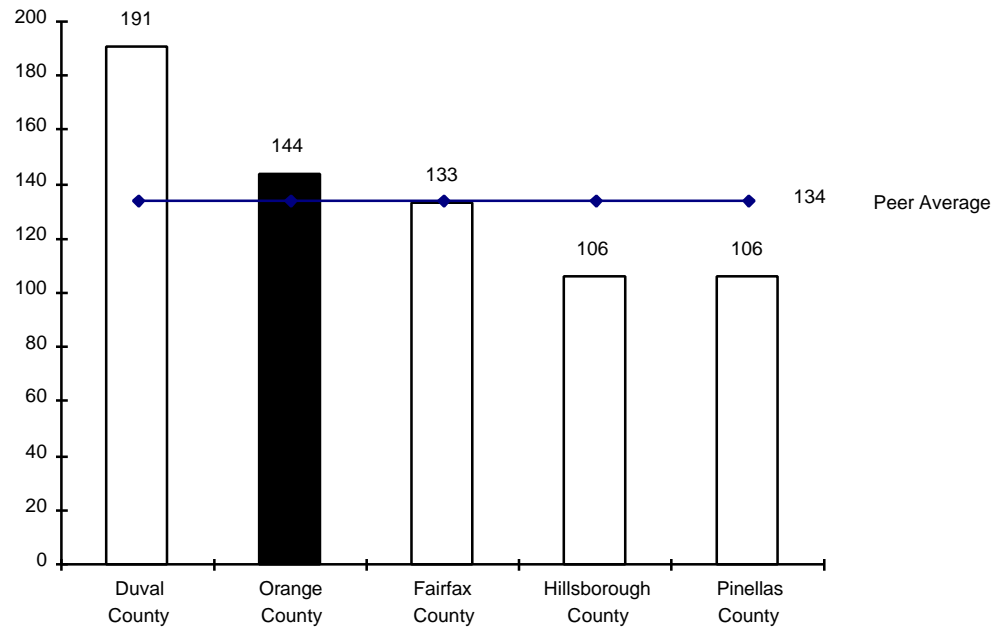
Source: KPMG Benchmarking.

Vocational Education

Benchmarks

- OCPS central office staff serve 28 percent fewer teachers than the peer district average, indicating that the central office offers more services than peers.

Vocational Education Teachers per District Central Office Staff, 1996-97
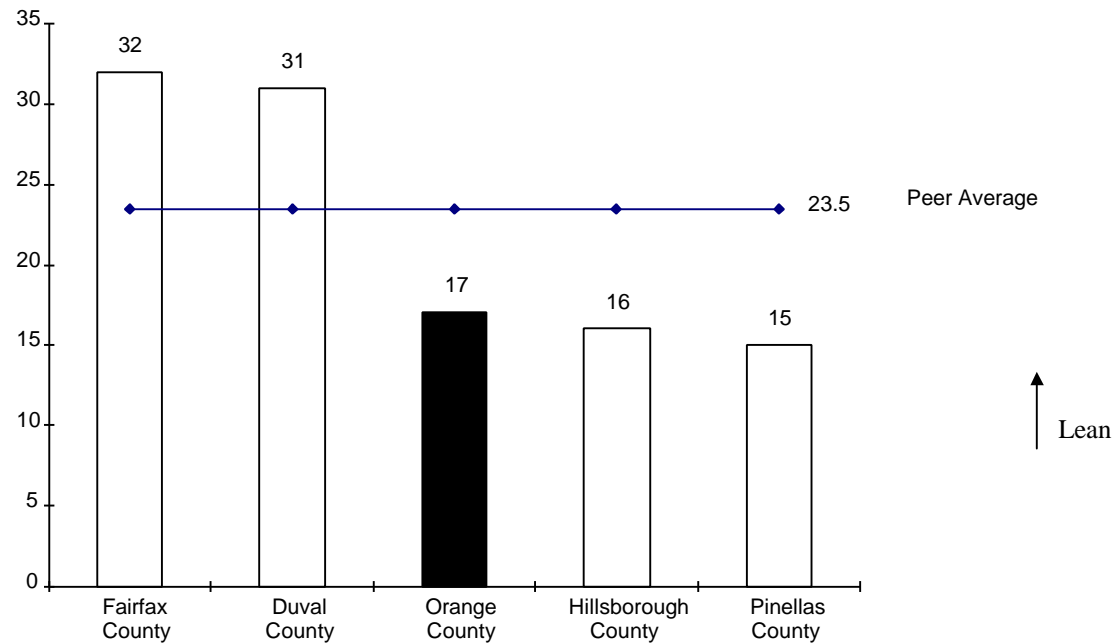
Source: KPMG Benchmarking. Central office staff for all districts does not include staffing at Vocational Technical Centers.

Vocational Education

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>	<u>Recommendations:</u>

Organizational Structure

• According to employee input, the current organizational structure does not maximize collaboration between the Vocational Education Department and the Adult Education/Technical Programs Department and, as a result, there is programmatic duplication between these two units (e.g. similar course offerings, business partnership outreach). These functions should be grouped together to enhance communication and maximize shared resources and expertise.	➔ **VE1**: Move Vocational Education to the newly formed and named **Workforce Development** Department within the Division of Planning and Education. This will increase the coordination of similar programs within vocational education and adult/technical programs in order to decrease duplication and take advantage of combined resources. Furthermore, the name of the department, Workforce Development, clearly communicates the functions of these consolidated departments. **Estimated Fiscal Impact: None**

Vocational Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The vocational education department's central office staff serve 28 percent fewer teachers than the peer district average and OCPS has 7 percent more students per Vocational Education teacher than the peer district average. These results indicate that the District has more staff in the central office than its peers and fewer teachers providing direct services to its students. Benchmarking results also indicate that in 1996-97, OCPS spent 10 percent more than the district received from state and federal revenue sources to cover its Job Prep Programs. The current organizational design does not focus staff and resources in a manner which delivers services efficiently and effectively.	➔ **VE2**: The Program Specialist for the Executive Internship Program should be renamed the Program Specialist for Internships and take on the functions that are currently overseen by the Director of Compact and the School-to-Work Coordinator. The Director of Compact position should be eliminated and the School-to-Work position should be moved to a school site to be closer to the high schools and students being serviced (refer to VE5). The Program Specialist for Internships should be responsible for coordinating student executive and school-to-work internship programs, as well as maintaining district/business partnerships, and identifying and cultivating relationships with new businesses. This position is also responsible for coordinating with Community Relations /Volunteer Services in working with and cultivating business partnerships and the work-study coordinators in ESE. **Estimated Fiscal Impact: Already Captured ES14**

Vocational Education

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
• Based on employee input and the workload this program demands, OCPS does not need a full-time position to develop curriculum and provide support for the Agribusiness Vocational Education program.	➔ **VE3:** Eliminate the Program Specialist for Agribusiness and transfer responsibilities to the Program Specialist for Technology Education. The person in this position should be a generalist, possessing the skills necessary to facilitate program development and trained in best practices. **Estimated Fiscal Impact: $57,600 Annual Savings**
• The caseload of staff responsible for coordinating district-wide internship and mentoring programs is too small, 1:150. A caseload of 1:300 for a coordinator of internship programs is a KPMG benchmark.	➔ **VE4:** Eliminate the two district funded Instructional Support Teachers and redistribute functions. The Program Specialist for Internships should take on the responsibilities of coordinating work-study programs and business partnerships. The responsibilities of the technical education instructional support teacher can better be served by the networking design staff in Information Systems, and/or the Technology Consultants in the Regional Offices. **Estimated Fiscal Impact: $97,000 Annual Savings**

Vocational Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• In comparison to its peers, OCPS has a higher percentage of central office staff funded through School-to-Work and Carl Perkins Grants. For example, the District currently has one school-to-work funded central office position charged with establishing internships. As indicated in recommendation VE2, one central office person should maintain responsibility for this function and all other internship positions should be moved to the school sites to be closer to the high schools and students being serviced.	➔ **VE5:** Decentralize and push to high schools functions and responsibilities to ensure that the dollars received from school-to-work grants are being best allocated to support direct services to students at the school site. **Estimated Fiscal Impact: None**

Vocational Education

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Workload and Staffing	
• There is no process in place to collect feedback from employers and students on internship programs to determine effectiveness of programs. Thus, OCPS has no systematic way to ensure that students are enrolling in the highest quality programs available.	➜ **VE6:** The Program Specialist for Internships should develop and utilize survey instruments for students and businesses upon completion of student internships to ensure that programs are both educationally valuable to students and to obtain input on students' skill readiness for the workforce. Students should complete a post-internship survey to both rate the quality of the internships and to provide input to prospective students on daily job responsibilities. **Estimated Fiscal Impact: None**

Vocational Education

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
• The vocational education program is outlined in the curriculum frameworks, but benchmarks for student achievement have not been established. Benchmarks ensure that students, teachers, and parents are aware of what students should know and when they should know it. In addition, clearly defined benchmarks allow Districts to monitor student performance in relation to its peers and best practices.	➜ **VE7:** In addition to the Florida State Sunshine Standards, the District should create student benchmarks in relation to the six key components outlined in the School-to-Work Opportunities Act, including: – Rigorous, contextual academic instruction – Integrated technical/vocational instruction – Career Development – Work-based/community-based learning integrated with classroom instruction – Linking secondary and postsecondary learning – Promoting equity in academic and career success The District should avail itself of external resources to avoid reinventing the wheel. An example of School-to Work desired outcomes are outlined on the following pages **Estimated Fiscal Impact: None**.

Vocational Education

Findings and Recommendations for Opportunities to Improve

Key Component #1: Rigorous, Contextual, Academic Instruction.

Contextual academic instruction that promotes student achievement of high standards related to both content areas and SCANS skills.

Operational Examples:
- During four years of high school, students take a minimum of two academic subjects per year that make use of applied, project-based instructional strategies
- Academic courses incorporate teaching of SCANS skills
- Course of study of college preparatory curriculum

Desired Student Outcomes:
– All students graduate from high school with the academic skills required for postsecondary study and advanced technical training.
– All students, particularly those not performing at high levels, are helped to meet more demanding standards through and increase in contextual, active learning approaches.
– Students are more engaged in, and attached to, school
– All students become proficient in SCANS skills required in the modern workplace.

Source: Jobs For the Future's Benchmark Communities Initiative including five school districts - Boston, Philadelphia, Oregon, Louisville, and Milwaukee.

Vocational Education

Findings and Recommendations for Opportunities to Improve

Key Component #2: Integrated Technical/Vocational Instruction.

Technical/vocational instruction that is linked to a broadly defined career area of study and that provides students an opportunity to learn and use advanced technical, SCANS, and academic skills.

Operational Examples:
- Students are offered a sequence of courses that allows them to pursue advanced study related to a broadly defined career area (e.g. engineering and advanced manufacturing).
- Career courses integrate SCANS and academic skills emphasizing broad, cross-cutting technical knowledge as opposed to occupation specific skills.
- Academic courses integrate opportunities to learn and use technical knowledge in context of academic instruction.

Desired Student Outcomes:
- Students learn academic and SCANS skills through technical courses.
- High-quality advanced technical instruction is available to all students who wish to pursue that option.
- Students have improved access to adult apprenticeships, career-track employment and/or postsecondary occupational training programs.

Source: Jobs For the Future's Benchmark Communities Initiative including five school districts - Boston, Philadelphia, Oregon, Louisville, and Milwaukee.

Vocational Education

Findings and Recommendations for Opportunities to Improve

Key Component #3: Career Development.

Sequence of Career Development activities that prepare students to make future work and education choices.

Operational Examples:
- Activities offer students regular opportunities to explore their interests and develop personal plans for future learning and work.
- Activities are integrated into academic and/or career related courses.
- Sequence includes opportunities for students to process work-based/community-based learning experiences.

Desired Student Outcomes:
- Students are prepared to make more informed choices about their education and career plans.
- Students gain an understanding of the labor market and the entrepreneurial skills needed to find and secure career track employment.

Source: Jobs For the Future's Benchmark Communities Initiative including five school districts - Boston, Philadelphia, Oregon, Louisville, and Milwaukee.

Vocational Education

Findings and Recommendations for Opportunities to Improve

Key component #4: Work-based/Community-based Learning Integrated with Classroom Instruction.

Work-based/community-based learning integrated with classroom instruction.

Operational Examples:
- Progressive sequence of work-based or community-based learning experiences is offered.
- Each experience is integrated with at least one academic subject in addition to any career related studies.
- The sequence includes a:
- substantial work based or community based placement in which students learn challenging subject matter in context of performing meaningful work and field-based investigation of a workplace or community issue in which students complete a project with help from adult coaches and advisors.

Desired Student Outcomes:
- Work on authentic, complex problems which build, reinforce, and extend students' development of academic and SCANS skills.
- Connecting academic material to a meaningful context increases student motivation to learn.
- Students are connected to supportive adults outside the school walls.
- Students' access to high-skilled employment is expanded by direct links to potential employers.
- Students gain an understanding of workplace culture and skills.

Source: Jobs For the Future's Benchmark Communities Initiative including five school districts - Boston, Philadelphia, Oregon, Louisville, and Milwaukee.

Vocational Education

Findings and Recommendations for Opportunities to Improve

Key Component #5: Linking secondary and postsecondary learning.

Connection of secondary and postsecondary learning to expand the range of courses offered related to a student's academic and career interests and promote a successful transition to postsecondary learning.

Operational Examples:
- Students are provided opportunities to take college courses while still in high school (i.e. dual enrollment).
- Students gain college credit for high school courses that meet college course requirements (i.e. articulation agreements)

- Performance-based assessments accepted as valid measures for admissions/advanced study.

> **Desired Student Outcomes:**
> - Increased number of students take college-level courses while still enrolled in high school.
> - Students are prepared for the demands of postsecondary study.

Source: Jobs For the Future's Benchmark Communities Initiative including five school districts - Boston, Philadelphia, Oregon, Louisville, and Milwaukee.

Vocational Education

Findings and Recommendations for Opportunities to Improve

Key Component #6: Promoting equity in academic and career success.

Educational practices that promote equity in academic and career success.

Operational Examples:
Partners take aggressive, affirmative steps to implement a range of strategies to ensure success for all students in School to Work programs that include:
- Creating supportive, family-like environments by subdividing large schools into smaller communities
- Adapting instruction to accommodate different learning styles
- Offering extra credit supports including tutoring, after school and Saturday classes, and summer programs
- Developing a network of caring adults (e.g. mentoring)
- Providing counseling, case management, health and social services to students and families in need
- Involving parents and other family members in students' education
- Establishing supports which allow English Language Learners to participate fully in School-to-Work

- Establishing supports that allow students with special learning needs to participate fully in School-to-Work

Desired Student Outcomes:
- Reduction in disparities in academic achievement, postsecondary completion, and career success based on ethnicity, gender, English language proficiency and socio-economic status.
- Expanded opportunities for students with disabilities to secure employment and achieve economic self-sufficiency.

Source: Jobs For the Future's Benchmark Communities Initiative including five school districts - Boston, Philadelphia, Oregon, Louisville, and Milwaukee.

Technical and Adult Education Services (TAES)

Background

The mission of Technical and Adult Education Services is to provide leadership, direction, coordination and support services to Orange Technical Centers (OTECs) and Adult and Community Education Centers (ACE) to ensure that all learners acquire the skills, knowledge and attitudes necessary to succeed.

Functional Components:
- Provides technical and academic training to adults and students 16 years and older.
- Supervision of the four OTEC centers and the ACE Program.
- Provides training to businesses and industries.
- Manages seven Family Service Centers that supply space for community agencies to provide medical assistance and supportive services like counseling to the community.
- Provides local teacher certification
- Provides staff development and training to teachers, administrators, and the community.

Staffing and Budget:
- 56 FTEs
- Adopted budget for central office staff in FY 1998 of $2,642,113
- Actual budget for central office staff FY 1997 of $2,286,119
- Program revenues total $38.5 million in the 1996-97 school year. (Taken from the FY 96-97 Adopted Budget and includes base funding, the lottery, base FTE funding, excess course fees, and performance-based incentive funding).

Technical and Adult Education Services (TAES)

Background

Current Organization:

Technical and Adult Education Services (TAES)

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                              ┌─────────────────────────┐
                              │ Associate Superintendent │
                              │         1 FTE            │
                              └─────────────────────────┘
                   ┌──────────────────┐       ┌──────────────┐
                   │  Support Staff    │       │  Guidance    │
                   │     3 FTE         │       │   1 FTE      │
                   └──────────────────┘       └──────────────┘
```

| TAES SR. Director 1 FTE | Career Academy Director 1 FTE | Marketing Public Relations Coordinator 1 FTE | Orange Technical Education Centers SR. Director 4 FTE | Lead Clerk 1 FTE |

TAES Senior Administrator — 1 FTE

- Instructional Support Teacher — 2 FTE
- Support Staff — 1 FTE

Support Staff — 1 FTE (under Career Academy / Marketing Public Relations Coordinator)

Technical Assistant — 1 FTE

ACE Administrator — 4 FTE

Information Management Director — 1 FTE
- Support Staff — 2 FTE
- Senior Technical Assistant — 1 FTE
- Instructional Support Teacher — 1 FTE

Adult & Community Education Program Services SR. Administration — 1 FTE
- Support Staff — 4 FTE
- Technical Assistants — 2 FTE
- Resource Teacher — 1 FTE
- Guidance Counselor — 1 FTE
- GED Test Monitor — 1 FTE
- Instructional Support Teachers — 4 FTE

Vocational/Technical Leadership Service SR. Administrator — 1 FTE
- Support Staff — 1 FTE
- Coordinators — 5 FTE

Student Services, Grants & Specials Projects SR. Administration — 1 FTE
- Support Staff — 1 FTE
- Job Developer/School to Work Transition Administrator — 1 FTE
  - One-Stop — 4 FTE
- Program Assistants — 2 FTE
- Employment, Certification, Disciplinary Senior Technical Assistant — 1 FTE
- Special Projects Technical Assistant — 1 FTE

Technical and Adult Education Services (TAES)

Background, Key Achievements/Commendations

Workload:
- Serves approximately 109,000 unduplicated students annually and offers about 97 programs a year.
- Provides services to 3,866 secondary students.
- Oversees the four Orange Technical Education Centers and the Adult and Community Education Program which is provided in about 30 locations (includes all of the high schools, middle schools, and sites at outreach organizations).
- Provides career counseling, job placement assistance, and financial assistance to students.
- Conducts about 77,000 Tests of Adult Basic Education (TABE) per year.
- Provides customized training to between 200 to 300 businesses per year.

Key Achievements/Commendations:
- Average job placement rate of 85% (based on the 1995-96 Vocational Summary of course averages (is not based on the number of FTEs). This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- OCPS' Adult General Education expenditures per FTE in the 1995-96 school year were within the peer average.

Technical and Adult Education Services (TAES)

Benchmarks

- OCPS' Adult General Education expenditures per FTE in the 1995-96 school year were within the peer average.

Adult General Education Expenditures Per FTE
1995-96 School Year
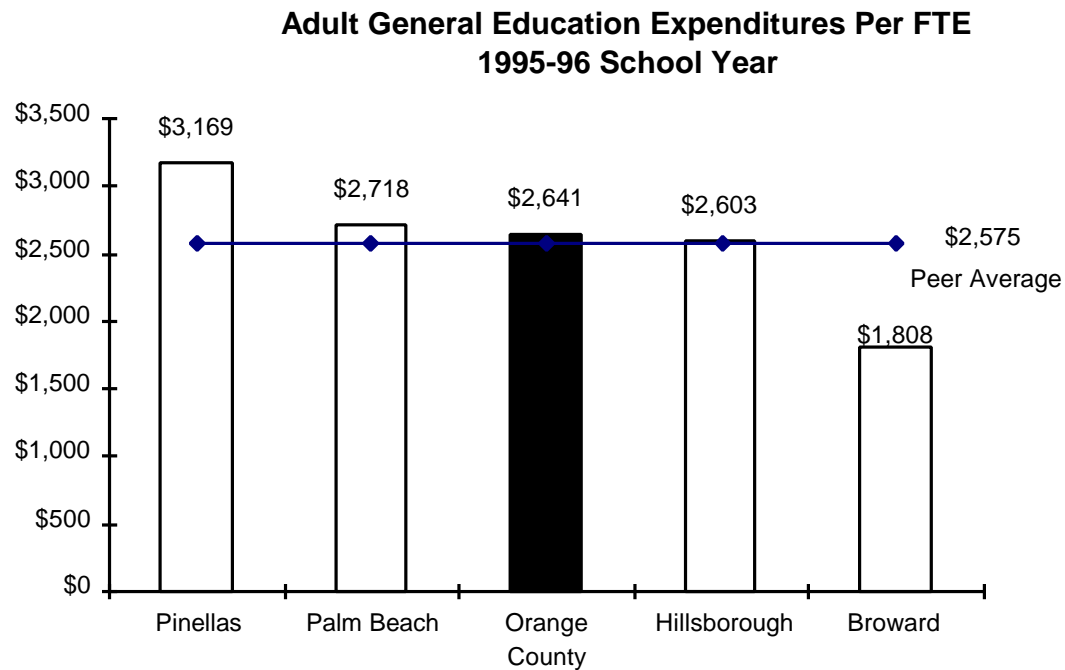
Source: The Florida Department of Education Profile of School Districts, 1995-96 Financial Data

Findings and Recommendations for Opportunities to Improve

Technical and Adult Education Services (TAES)

Findings:

Recommendations:

Organizational Structure

- According to the Job Activity Questionnaires, the current organizational placement of this unit does not maximize collaboration with vocational education. Consequently, there is programmatic duplication between Technical and Adult Education, and vocational education (i.e., providing the same or similar courses).
- Organizational separation of these departments impedes the ability to maximize combined resources.

➔ **TA1:** Merge Technical and Adult Education and vocational education, and change the name to Workforce Development. This will increase the coordination of similar programs and functions within these areas and will enable the District to take advantage of combined resources (e.g., curriculum and staff development).

Estimated fiscal impact: None

➔ **TA2:** Change the title of the Associate Superintendent of Technical and Adult Education to Associate Superintendent of Workforce Development. This will ensure that the job title clearly communicates the new position function.

Estimated fiscal impact: None

Technical and Adult Education Services (TAES)

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
Management Practices and Technology	
• The District does not adequately calculate true costs for providing courses. As a result there is no procedure to capture actual program performance and results at a detail level and match it with actual costs for those activities.	➔ **TA3:** Implement a financial information system such as SCORE that is capable of tracking all of TAES program information. SCORE is a major initiative underway in the District to acquire and implement a District-wide financial information system and a human resource information system. SCORE may enable the District to capture actual program performance and results at a detail level and match it with actual costs for those activities. **Estimated fiscal impact: None** ➔ **TA4:** ACE should identify and categorize its costs and link these to programs driving these costs to accurately determine how and why costs occur. **Estimated fiscal impact: None**
The current registration system does not accommodate a web-based registration process. This limits the ability of OCPS to be more efficient in the registration process by speeding up	➔ **TA5:** Work with the District Webmaster to create a web-based registration process for students. **Estimated fiscal impact: None**

Technical and Adult Education Services (TAES)

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(Previous finding continued) registration and by decreasing the need for in-person registration.	
• Technical and Adult Education does not offer distance learning to students via the Internet or Instructional Television (ITV).	➔ **TA6:** Expand the academic programs and courses where appropriate though distance learning technology. The distance learning technologies available in the district are the Internet and ITV. **Estimated fiscal impact: None**
• Technical and Adult Education does not have a methodical means of training staff. This can result in wider variation in teacher quality and delivery of the instructional program.	➔ **TA7:** Adopt a formal professional development program in which staff are required to attain a set number of professional development units as part of their performance evaluation. Training should be offered in the use of software applications, network and navigation use, and where appropriate, instructional integration for teaching and learning. **Estimated fiscal impact: None**

Instructional Technology

Background

The goal of instructional technology is to provide training to teachers on how to use technology to support the teaching and learning process.

Functional Components:
- Administers the Educators Resource Center (ERC) as a software preview center for teachers and administrators.
- Assists in ITV production and programming.
- Provides staff development support to schools (e.g. Provide multimedia, Internet development and training).
- Maintains the District Web page.
- Provides Graphic Arts services.
- Provides technical support to schools (network, hardware and software support)

Staffing and Budget:
- 44.5 FTEs
- Adopted budget for FY 1998 of $2,389,522
- Actual budget for FY 1997 of $2,783,645

Instructional Technology

Background and Key Achievements/Commendations

Workload:
- Provides multimedia training in 8 different software packages (i.e., Hyperstudio, Inspiration, etc.).
- Provides multimedia training and assistance to approximately 116 teachers and 3,400 students per school year.
- Provides approximately 28 Internet training classes per school year to 1,150 teachers and administrators.
- Provides approximately 21 satellite programs per month and airs the school program "Inside Our Schools" about 17 times a month.

Key Achievements/ Commendations:
- The Eden Project, a live state-wide series for environmental education produced by the OCPS ITV staff and Sea World, received recognition by the Department of Education for excellence in programming.
- The Virtual Museum CD collection created by staff in conjunction with the Orlando Museum of Art was inducted into the permanent collection of the Smithsonian Institute as an example of best educational multimedia.

Instructional Technology

Focus Group Input

Recommended Goals of OCPS Instructional Technology:
- Increase the number of computer technicians at the school sites to assist teachers with computer problems.
- Increase the involvement of businesses and community members in technology.
- Increase technology training and support of teachers.
- Improve equitable access to technology in schools.
- Increase technology funding and standardize the computers used.
- Increase the number of schools that are retrofitted.
- Look into leasing computers as a way of increasing the number of high end computers in classrooms and computer labs.

Instructional Technology

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Organizational Structure

- A separate Instructional Technology office creates a focus on technology as an "end goal" rather than a tool for delivering instruction. This can result in pursuing the implementation of expensive technology without planning for its effective use or the desired results of its implementation (e.g. improved student performance).

➔ **IT1:** Reallocate the functions of the Instructional Technology department to the Planning and Education Division to enable those with expertise on how OCPS technology will be used to control the staffing resources.

Estimated fiscal impact: None

➔ **IT2:** Eliminate the Director and two Senior Administrator positions. The functions and staff resources that these positions were managing have been reorganized, creating excess management capabilities. Eliminate one associated clerk position.

Fiscal Impact - $247,000 annual savings

Instructional Technology

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The District is creating "World-Class" educational materials for populations outside of the current OCPS target population and outside of OCPS' core mission. For example, the district is expending its resources to develop best practice materials in Art and Social Studies while many students are failing in Math and Reading. Resources should be directed, as much as possible, at improving student performance in core academic areas.	➔ **IT3:** Reallocate resources from non-core functions (i.e. developing "World-Class materials") into assisting teachers with creating lesson plans that integrate technology into the core academic curriculum areas. **Estimated fiscal impact: None**

Instructional Technology

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

- The Educational Resource Center (ERC) provides a variety of services to the District, such as staff development, software preview and a professional materials library. The ERC will more effectively reach teachers if it is part of a larger training initiative directly linked to curriculum frameworks.

➔ **IT4:** Reassign the ERC services into the Teacher Academy for Instructional Technology to ensure more effective and efficient use of training resources across the District.

Estimated fiscal impact: None

➔ **IT5:** Reassign the Webmaster position under Instructional Services to ensure that format of the Website follows its contents in instructional areas.

Estimated fiscal impact: None

➔ **IT6:** Reassign the Technical Assistant position within Information Systems to assist with site licensing and demonstration of new products.

Estimated fiscal impact: None

Instructional Technology

Findings:	_Recommendations:_

- Currently, six technology consultants provide technical assistance at a ratio of 1 to approximately 23 schools. The technology consultants can provide more timely and efficient support to their schools when they are based in regional offices.

  ➔ **IT7:** Decentralize six technology consultant positions under the Area Superintendents to move the resources closer to the schools and increase accountability to regional customers. One technology consultant can be used across regions based on demand.
  Estimated fiscal impact: None

- Document processing staff (2 FTE) are directly supporting word processing and desktop publishing functions required by other organizational units and do not require information technology management capabilities.

  ➔ **IT8:** Relocate 2 positions from the document processing unit into the departments which are the primary users of those services:
  – Technical and Adult Education Services (1 FTE)
  – Grants development unit within Instructional Services (1 FTE)
  The District has already begun to reorganize these positions.
  Estimated fiscal impact: None

- Other Document Processing positions (5 FTE) are supporting unnecessary functions for other organizational units (i.e. dictation and basic word processing). These functions should be assumed by the primary users.

  ➔ **IT9:** Eliminate 5 document processing positions performing dictation and basic word processing.
  Fiscal Impact - $151,400 annual savings

Instructional Technology

Findings and Recommendations for Opportunities to Improve

Findings:

- The only remaining functions within Instructional Technology are Graphic Arts and Instructional Television (ITV). These functions directly serve Communications and Community Relations. The organizational placement of these units does not maximize formal accountability for their work products by the key customer unit - Communications and Community Relations. At the same time, supporting a separate organizational unit for these two functions does not maximize the efficient use of management capabilities.

- The ITV organization has been able to adapt to a staffing model that does not include an Administrator for Distance Learning/ITV. This position has been vacant for over six months.
- OCPS is supporting a photographer position while workload and demand for this service is limited.

Recommendations:

→ **IT10:** Relocate the graphic arts functions into the Communications and Community Involvement unit who is the primary user of these services. Creating organizational proximity will increase accountability to the primary customers of these services.
Estimated fiscal impact: None

→ **IT11:** Reorganize the instructional television and television production within Communications and Community Involvement unit as they are the primary users of these services. Increase the coordination of ITV content development with Customized Professional Education and the Teacher's Academy.
Estimated fiscal impact: None

→ **IT12:** Eliminate the Administrator Distance Learning/ITV position.
Estimated fiscal impact: $44,600 annual savings

→ **IT13:** Eliminate the Photographer position and focus resources on higher priority functions.
Fiscal Impact - $38,000 annual savings

Instructional Technology

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
Management Practices	
• Many teachers are unaware of staff development opportunities available through instructional television.	➔ **IT14:** ITV should coordinate with the ERC within the Teacher's Academy and Customized Professional Education to produce, through a more concerted effort, awareness of ITV resources available to teachers. **Estimated fiscal impact: None**
• There is no formal feedback mechanism in place to assess the perceived value of staff development by school or its impact on changing the teaching and learning process. This issue is further addressed in the Curriculum and Staff development section of this report.	➔ **IT15:** A. Conduct program evaluations to assess the impact of technology on student performance. B. Allocate funds into school budgets for technology training so that principals can "buy back" instructional training. This will enable the District to assess that value of the services by a school's willingness to pay for them. **Estimated fiscal impact: None**.

Instructional Technology

Findings:	Recommendations:
• Approximately 55% of schools do not have full LAN connectivity. This limits the ability of students to share information, send Email and work collaboratively on projects. This also limits the ability of the District to provide for shared printers across many users resulting in additional hardware purchasing and maintenance costs.	➔ **IT16:** Reallocate resources to continue the network implementation efforts of the District. **Estimated fiscal impact: None**
• There are no incentives to encourage teachers to participate in technology training. Teachers are not fully utilizing the District's training resources, specifically the ERC services (e.g. educational software demonstrations). This can lead to non-improving levels of technology proficiency amongst teachers.	➔ **IT17:** Develop incentives such as providing teachers with stipends, credits towards staff development, and providing a lap top to teachers who successfully attain a certain level of technology proficiency. These incentives are options that should be available to principals to choose from. The number and types of incentives to eventually be selected should be tracked as they are issued. **Estimated fiscal impact: None**

Instructional Technology

Findings:

Recommendations:

- The Job Activity Questionnaire responses indicated that teachers need more assistance with integrating technology into the classroom. Peer to peer training is a best practice for professional development, according to the National Staff Development Council.

➔ **IT18:** Increase the technology assistance available to teachers by linking teachers who participate in technology training with a teacher who successfully completed training. This will provide teachers with follow-though and continual support which is critical if teachers are to successfully integrate technology into the curriculum.

Estimated fiscal impact: None

Instructional Technology

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The Technology Coordinators at each school site do not have a consistent set of technology proficiencies required to support the school-site users. Some schools have only a part-time technology coordinator, a trained technical assistant, a specified teacher or a media specialist at their school to support their expanding technology needs.	➔ **IT19:** Create a technology support infrastructure to meet teachers needs, including: 　– School-based expertise 　– Peer teacher networks 　– Regional back-up support 　– Increasing Network connectivity 　– Reliable Help desk functions 　– On-line assistance and detailed documentation **Estimated fiscal impact: None** ➔ **IT20:** Adopt a program for developing the skill sets required for Technology Coordinators at each school site to decrease the support required from central and area technical staff. **Estimated fiscal impact: None**

Instructional Technology

Community Involvement

Overview

KPMG's review of community involvement focused on the following organizational units:

- Governmental Relations
- Volunteer Services
- Community Relations
- School Advisory Councils

Community Involvement: *Governmental Relations*

Background

The purpose of the Governmental Relations is to develop, implement and maintain the school district's local, state, and national legislative program. In addition, the department provides leadership and oversight for the Pupil Assignment, Project Development and Real Property departments.

Functional Components:
- *Legislative services:* Lobby the Florida State Legislature, on behalf of OCPS, with respect to any education-related bills; disseminate information to the educational leadership team, school board members, and other appropriate staff/constituents; identify and lobby for grant funds.
- *Pupil assignment:* Administer student assignment process; maintain new housing database; student accounting and projections; attendance zone changes, recommendations for new schools; analyze demographic trends; and evaluate requests by foreign students to attend Orange County schools.
- *Project development:* Write grant proposals, provide technical assistance, and conduct workshops; establish and maintain communication with funding sources; report news pertaining to funding opportunities; resolution writing; initial setting up of funded projects; provide compliance information to project managers; conduct periodic on-site visitations; prepare periodic and final reports.
- *Real property:* Identify general search area for potential site acquisitions (coordinate with pupil assignment); prepare Request for Proposals (RFP) for site search consultant; obtain zoning, land use, appraisal, survey, phase one environmental, related due diligence and bi-racial approvals; provide advice on site development and site design issues.

Community Involvement: *Governmental Relations*

Background

Staffing and Budget:

- 20 FTE
- Legislative services: FY 1997 actual results of $203,372 and FY 1998 recommended budget of $203,576
- Pupil assignment: FY 1997 actual results of $421,969 and FY 1998 recommended budget of $430,695
- Project development: FY 1997 actual results of $321,555 and FY 1998 recommended budget of $275,034
- Real property: FY 1997 actual results of $0 and FY 1998 recommended budget of $149,998

Community Involvement: *Governmental Relations*
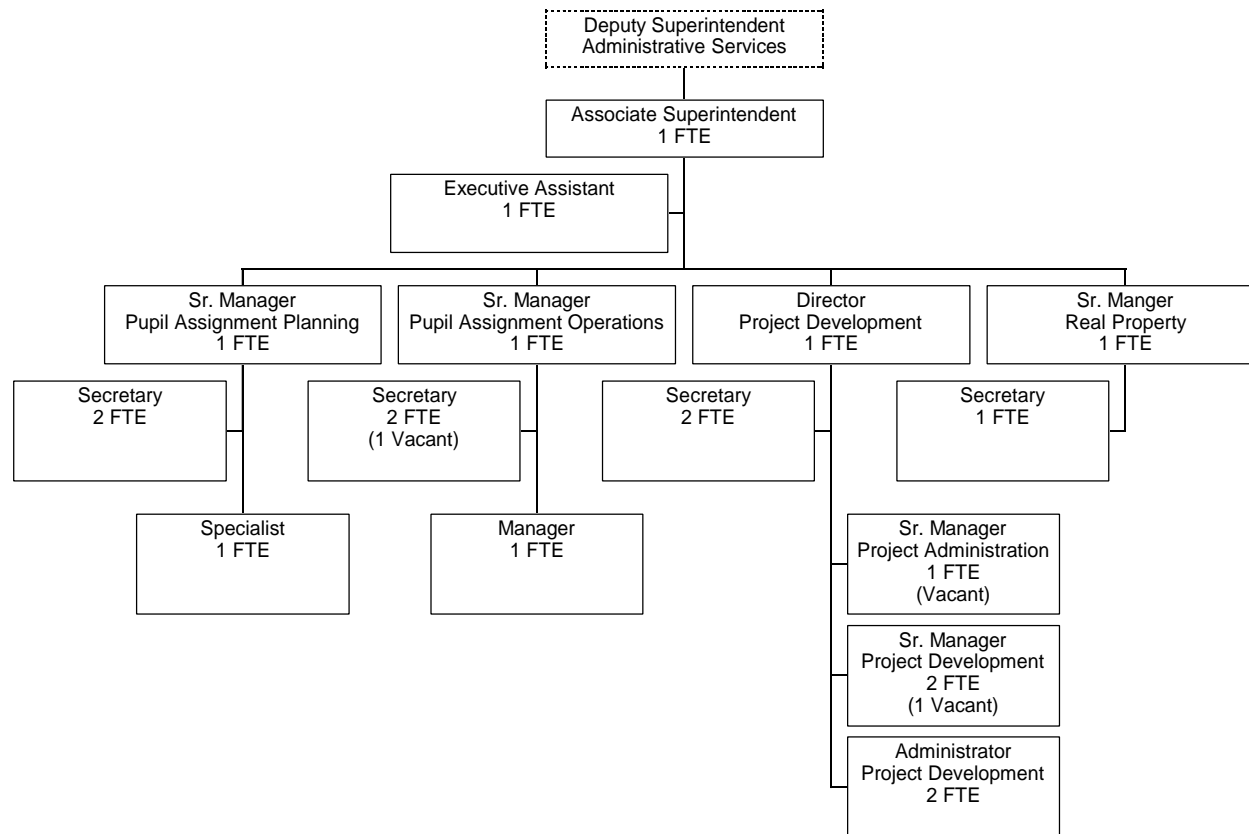
Background

Current Organization:

```
                        ┌──────────────────────────┐
                        │ Deputy Superintendent    │
                        │ Administrative Services   │
                        └──────────────────────────┘
                                    │
                        ┌──────────────────────────┐
                        │ Associate Superintendent │
                        │ 1 FTE                     │
                        └──────────────────────────┘
                                    │
                ┌──────────────────────────┐
                │ Executive Assistant       │
                │ 1 FTE                     │
                └──────────────────────────┘
```

Sr. Manager Pupil Assignment Planning 1 FTE	Sr. Manager Pupil Assignment Operations 1 FTE	Director Project Development 1 FTE	Sr. Manger Real Property 1 FTE
Secretary 2 FTE	Secretary 2 FTE (1 Vacant)	Secretary 2 FTE	Secretary 1 FTE
Specialist 1 FTE	Manager 1 FTE	Sr. Manager Project Administration 1 FTE (Vacant)	
		Sr. Manager Project Development 2 FTE (1 Vacant)	
		Administrator Project Development 2 FTE	

Community Involvement: *Governmental Relations*

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

```
        ┌- - - - - - - - - - - - - - - - - - - - ┐
        :              Superintendent            :
        └- - - - - - - - - - - - - - - - - - - - ┘
                            │
        ┌───────────────────────────────────────┐
        │     Governmental Relations Liaison     │
        │                 1 FTE                  │
        └───────────────────────────────────────┘
                            │
   ┌─────────────────────────────┐
   │      Executive Assistant     │
   │            1 FTE             │
   └─────────────────────────────┘
```
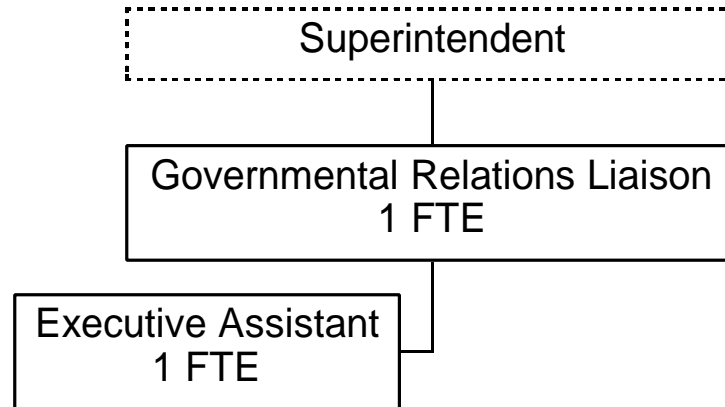
Community Involvement: *Governmental Relations*

Background and Key Achievements/Commendations

Workload and Program Information:
- Lobbied for 249 education-related bills in the Florida State Legislature
- Purchased land for 45 new school openings since 1987
- Approved 10,561 written student transfer requests FY 1996-97
- Monitors 301 grants, for a total revenues of $70,041,448
- Conducted 13 grant application preparation workshops in FY 1996-97 for 179 teachers, administrators, parents and technical personnel

Key Achievements/Commendations:
- OCPS increased the total value of grants awarded by 24 percent from FY 1995-96 to FY 1996-97.
- Real Property and Governmental Relations functions work closely with the community with respect to redistricting; as a result, the district has achieved a 100 percent success rate in gaining approval from the community for new school openings. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.

Community Involvement: *Governmental Relations*

Benchmarks

- OCPS has more staff assigned to the pupil assignment function than the peer districts. Responses from KPMG's benchmarking study indicate that OCPS also provides more enhanced services (e.g., more comprehensive enrollment planning/forecasting) than peer districts. OCPS should determine whether providing these enhanced services justifies the additional cost to the District.

Number of Students per Pupil Assignment FTE
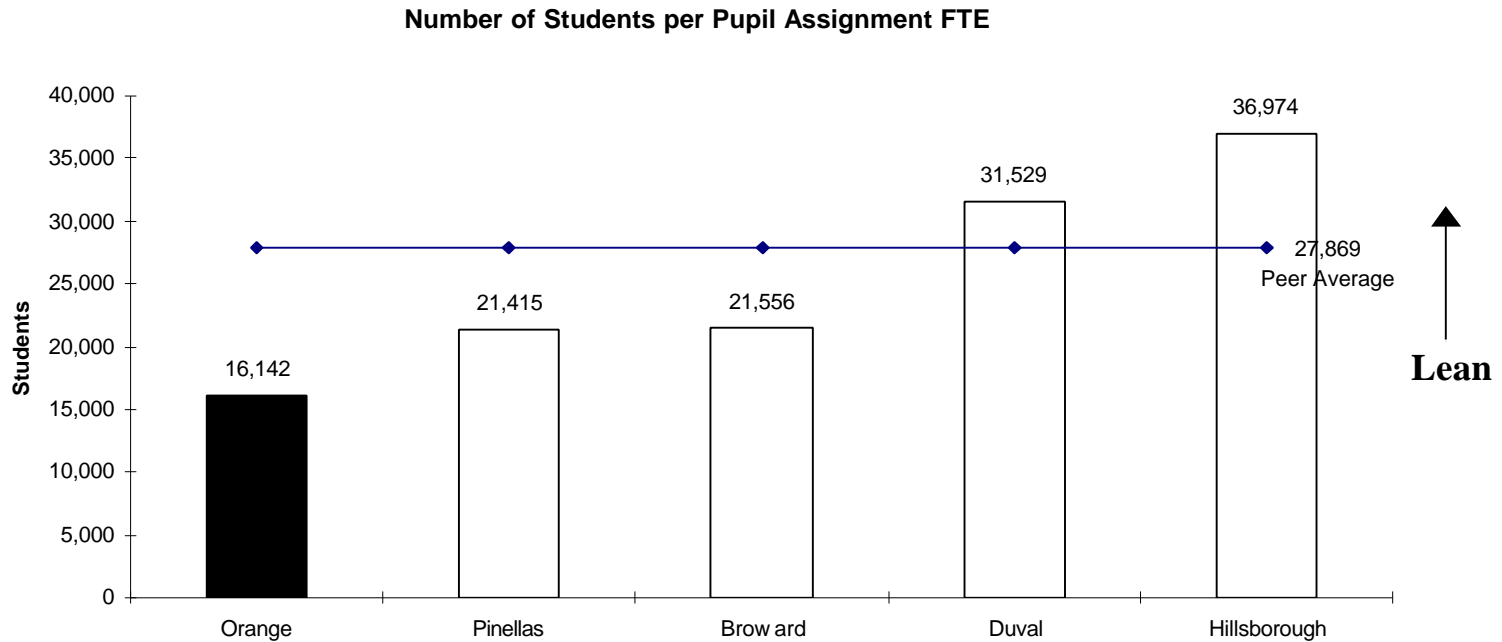
Source: KPMG benchmarking survey responses and telephone interviews.

Community Involvement: *Governmental Relations*

Benchmarks

- OCPS has a higher percentage of total grant revenue as a percentage of the total operating budget than all of the peer districts surveyed, and has a higher percentage of competitive grant revenue. A higher percentage of funds generated through competitive grants indicates the District is proactive in pursuing additional funding opportunities.

**Total Grant Revenue as a Percentage of the Total Budget
FY 1996-97**

**Total Competitive Grant Revenue as a Percentage of the Total Budget
FY 1996-97**
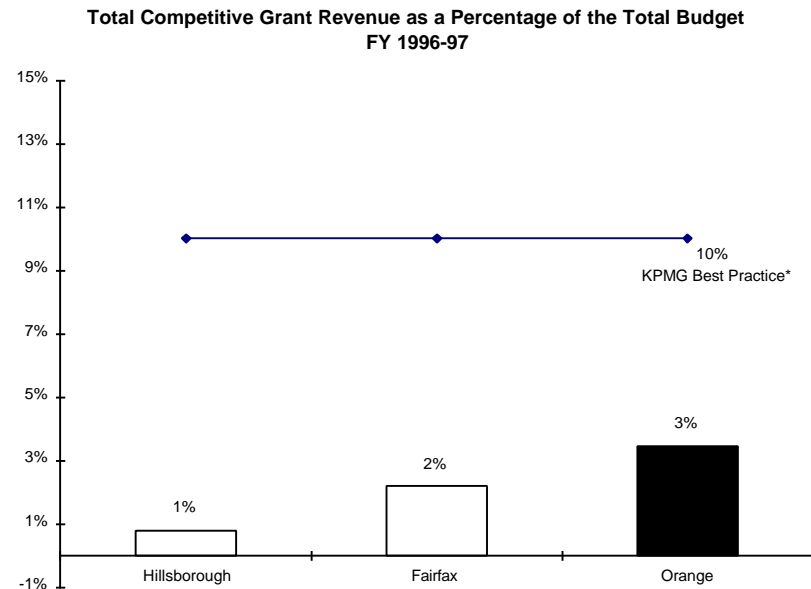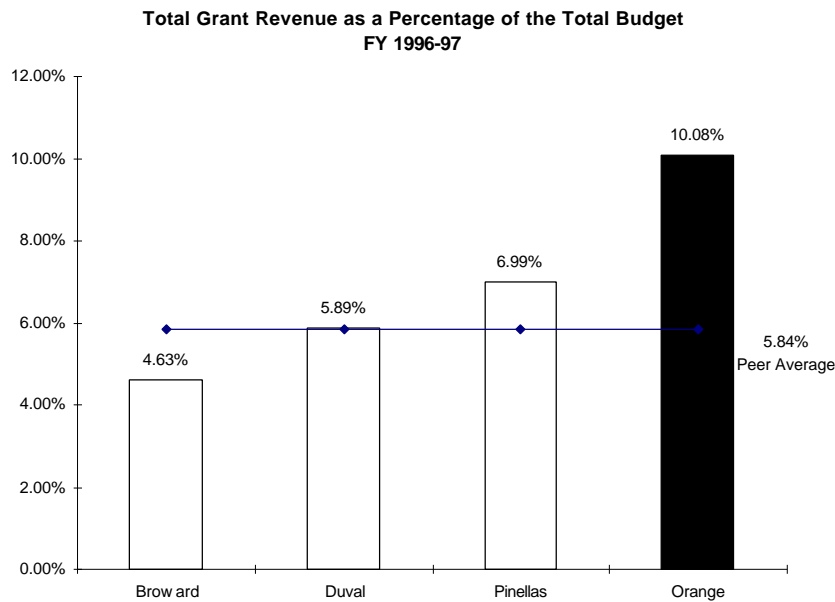
* Based on the best districts that KPMG has worked with.
Source: KPMG benchmarking and telephone interviews.
Note: Data for Duval County is based on FY 1997-98 data.

Community Involvement: *Governmental Relations*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
Organizational Structure	

• The pupil assignment, grant writing and monitoring, and real property functions within the Governmental Relations department do not align with the mission of this department and are not appropriately grouped with similar functions. Functions should align with the organizational mission of their unit, and like functions should be grouped together to enhance communication and maximize shared expertise. The current organizational placement of these functions does not focus resources in pursuit of a common goal and hinders sharing of resources.
 	
• KPMG's review of the organization structures of peer districts showed that:
  – Two of the peer districts surveyed have the governmental liaison function reporting directly to the Superintendent
  – Placement of the grant writing and compliance function varies across each district
	➔ **CI1:** Reorganize the Government Relations Department as follows:
	  – Reassign the grant proposal writing and technical assistance functions of the Project Development unit (6 FTE) to the new department of Curriculum and Staff Development K-12, and have this unit report to the Deputy Superintendent. This will more closely align the grant development and writing services to its primary customers—the instructional staff.
	  – Move the grants monitoring and compliance functions of the Project Development unit (2 FTE) to Business and Administrative Services, and have this unit report to the Senior Administrator of Financial Accounting.

Community Involvement: *Governmental Relations*

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

(previous finding continued)

- – Two of the peer districts surveyed have the pupil assignment function reporting to a Deputy Superintendent.
- – All of the peer districts have the real property function reporting to the facilities department.
- – The organizational units reporting to Government Relations do not perform functions related to Government Relations, are not similar functions, and are more functionally aligned with other divisions. For example, project development is a grant writing function that primarily focuses on instructional programs and pupil assignment is responsible for demographic projections and transferring of students, functions more closely linked with facilities. This organizational misalignment does not maximize collaboration of like functions.

(previous recommendation continued)

- – Transfer the Pupil Assignment function (5 FTE) to the Deputy Superintendent of Operations.
- – Reassign the Real Property function to Facilities Services, where it will be better aligned with the facilities planning function.
- – Reclassify the Associate Superintendent of Governmental Relations to Governmental Liaison, and have this position report directly to the Superintendent. The Governmental Liaison should work closely with the Executive Director of Communications and Community Involvement.

Estimated fiscal impact: None

Community Involvement: *Governmental Relations*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Workload and Staffing

- OCPS has more staff assigned to the pupil assignment function than peer districts, which is not the most efficient use of the District's scarce resources. Because of this higher level of staff, the Pupil Assignment unit has taken on more responsibility and provides a higher level of service than peer districts. For example, responses from KPMG's benchmarking study indicate that OCPS provides more enhanced services than peer districts, such as maintaining the Metroscan database and conducting site visits of apartment complexes and housing developments to enhance enrollment planning/forecasting. While these are important functions, it is not the most appropriate use of the District's resources.

→ **CI2:** Reduce staffing by three positions, including one vacant secretarial position, to bring OCPS more in line with the peer district average.

Estimated fiscal impact: $148,000 Annual Savings

Community Involvement: *Governmental Relations*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>

<u>**Recommendations:**</u>

- The Department has a high level of secretarial support staff compared to administrators. Currently, clerical staff comprise 37 percent of the total staff in the Governmental Relations Department. This staffing level does not meet KPMG's criteria for an effective organization, which says that an appropriate clerical staffing level is approximately 15 percent of total staff.

➔ **CI3:** Reduce clerical staffing by 2 FTE. KPMG recommends eliminating the Secretary to the Senior Manager of Real Property position, and having the Senior Manager of Real Property utilize existing support staff in the Facilities Services department. (In the previous recommendation CI2, KPMG recommends eliminating one clerical position in Pupil Assignment unit.) Although these recommendations are aimed at reducing the overall level of clerical staff, both the levels of clerical staff in Project Development (25 percent) and Pupil Assignment (60 percent) units will continue to have clerical staff greater than the KPMG standard due to the "paper intensive" nature of the functions of each of these units.

Estimated fiscal impact: $32,500 Annual Savings

Community Involvement: *Governmental Relations*

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• There are currently two vacant positions within Project Development (one Sr. Manager of Project Development and one Sr. Manager of Project Administration). It is in the District's best interest to fill these positions because they are revenue generating positions.	➔ **CI4:** Coordinate with Human Resources to fill these vacant positions as soon as possible. **Estimated fiscal impact: None**
Management Practices and Technology	
• Pupil Assignment has an open-door policy for parents requesting student transfers. With more than 500 requests per week, the current policy has lead to a disruptive and non-productive work environment. Several of the peer districts designate certain days per week to accept calls from parents and other constituents. This results in a less disruptive work environment and allows staff to focus on other work on days that are not designated for parent calls.	➔ **CI5:** Designate certain days per week (e.g, Monday, Wednesday, Friday) to assist parents with student transfer requests. **Estimated fiscal impact: None**

Community Involvement: *Volunteer Services*

Background

The mission of the Volunteer Services department is to enhance the quality of instructional services provided for students through the assistance of school volunteers and business partners.

Functional Components:
- Oversees the ADDitions School Volunteer and Partners in Education programs.
- Supports school-based coordinators; interfaces with community agencies (e.g., Jr. Achievement, Jr. League, United Way, NASA, Disney, Universal Studios, Orlando Magic, etc.); serves as a human resource office with recruitment and placement of volunteers; trains and develops volunteers and businesses; handles liability issues (e.g., screening volunteers, injuries); community relations; student community service; recognition.

Staffing and Budget:
- FY 1997 actual results is $329,092 and FY 1998 recommended budget is $334,249
- 8 FTE

Community Involvement: *Volunteer Services*
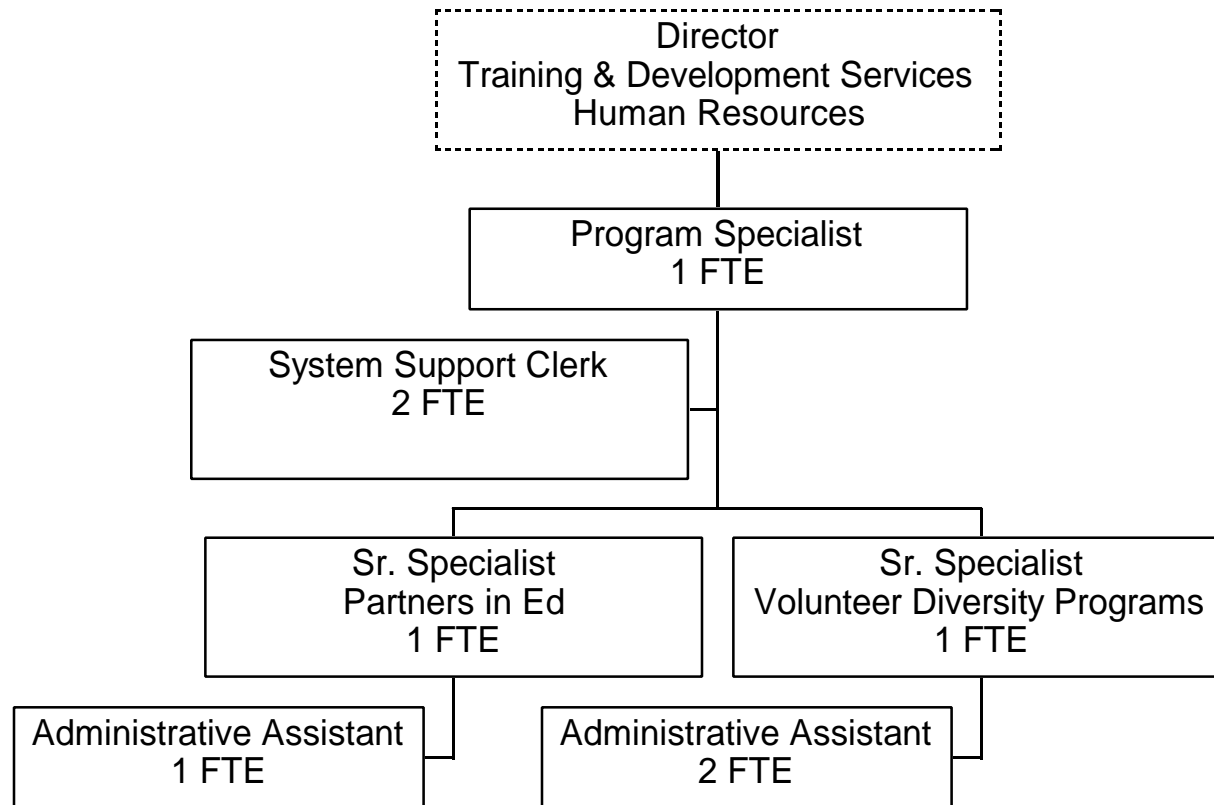
Background

Current Organization:

```
                    ┌─────────────────────────────────┐
                    │            Director              │
                    │  Training & Development Services │
                    │         Human Resources          │
                    └─────────────────────────────────┘
                                    │
                    ┌─────────────────────────────────┐
                    │       Program Specialist         │
                    │            1 FTE                 │
                    └─────────────────────────────────┘
                                    │
        ┌──────────────────────────┤
        │                          │
┌─────────────────────┐           │
│ System Support Clerk│           │
│       2 FTE         │           │
└─────────────────────┘           │
                      ┌───────────┴───────────┐
        ┌─────────────────────┐      ┌─────────────────────────┐
        │   Sr. Specialist    │      │     Sr. Specialist      │
        │   Partners in Ed    │      │ Volunteer Diversity     │
        │       1 FTE         │      │      Programs           │
        └─────────────────────┘      │       1 FTE             │
                  │                   └─────────────────────────┘
        ┌─────────────────────┐         │
   │ Administrative Assistant │  ┌──────────────────────────┐
   │         1 FTE            │  │ Administrative Assistant │
   └──────────────────────────┘  │         2 FTE            │
                                  └──────────────────────────┘
```

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

Please refer to page 30 for the recommended organization structure.

Community Involvement: *Volunteer Services*

Background and Key Achievements/Commendations

Workload and Program Information:
- 34,000 ADDitions volunteers who contributed approximately 1 million volunteer hours (estimated at $10/hour) in FY 1996-97.
- 2,332 business partnerships (estimated at $2,000 each) in FY 1996-97.
- 80 to 100 workshops performed annually.

Key Achievements/Commendations:
- In FY 1996-97, 35 OCPS schools received the "Five Star School Award" (an award given by the Florida Department of Education to recognize schools that have exceptional community involvement), which is more than several of the peer districts surveyed.
- Volunteer participation has increased significantly from FY 1989-90 to FY 1996-97 (467 percent increase in ADDitions volunteers, 233 percent increase in volunteer hours, 203 percent increase in community partnerships, and 223 percent increase in the dollar value of volunteer hours and partnerships). This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Performance evaluations are conducted for all volunteers to ensure that the ADDitions program is responsive to the changing educational needs of the district. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.

Community Involvement: *Volunteer Services*

Benchmarks

- OCPS has more volunteers for each student than the peer district average, and its volunteers dedicate more hours per student than the peer average.

Total Students per Volunteers, 1997-98
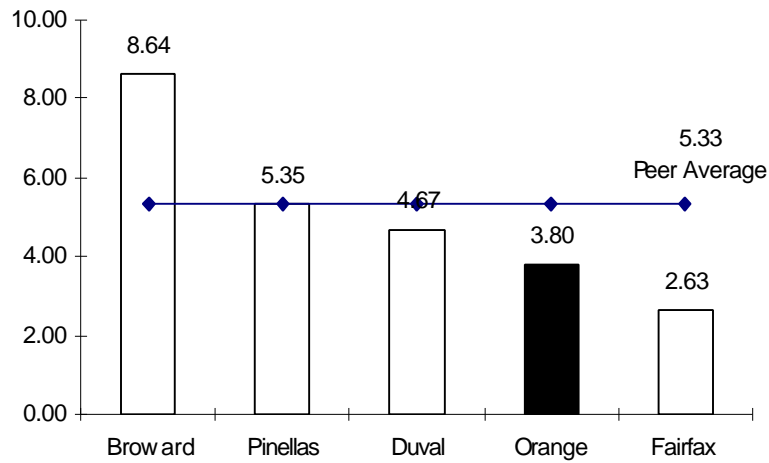
Total Volunteer Hours per Students, 1997-98
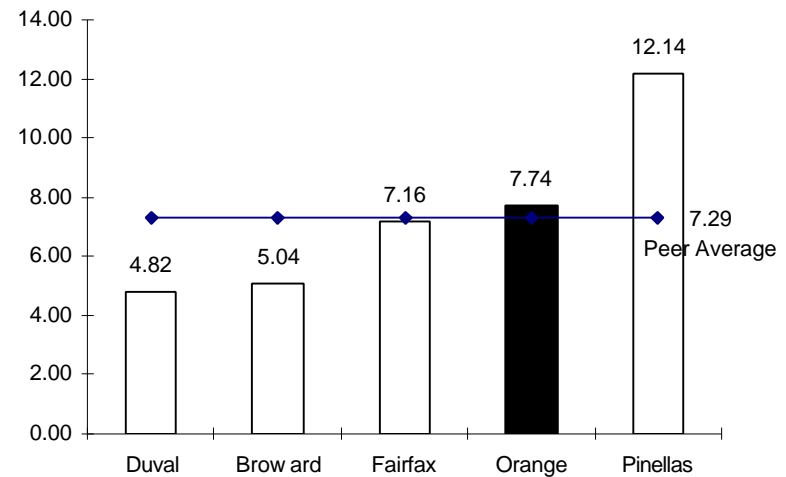
Source: KPMG benchmarking surveys.

Community Involvement: *Volunteer Services*

Benchmarks

- OCPS has significantly more business partnerships than the peer districts surveyed. Business partnerships are critical to a public school district as businesses can assist in developing curriculum, providing student internships and jobs, and giving in-kind or monetary donations.
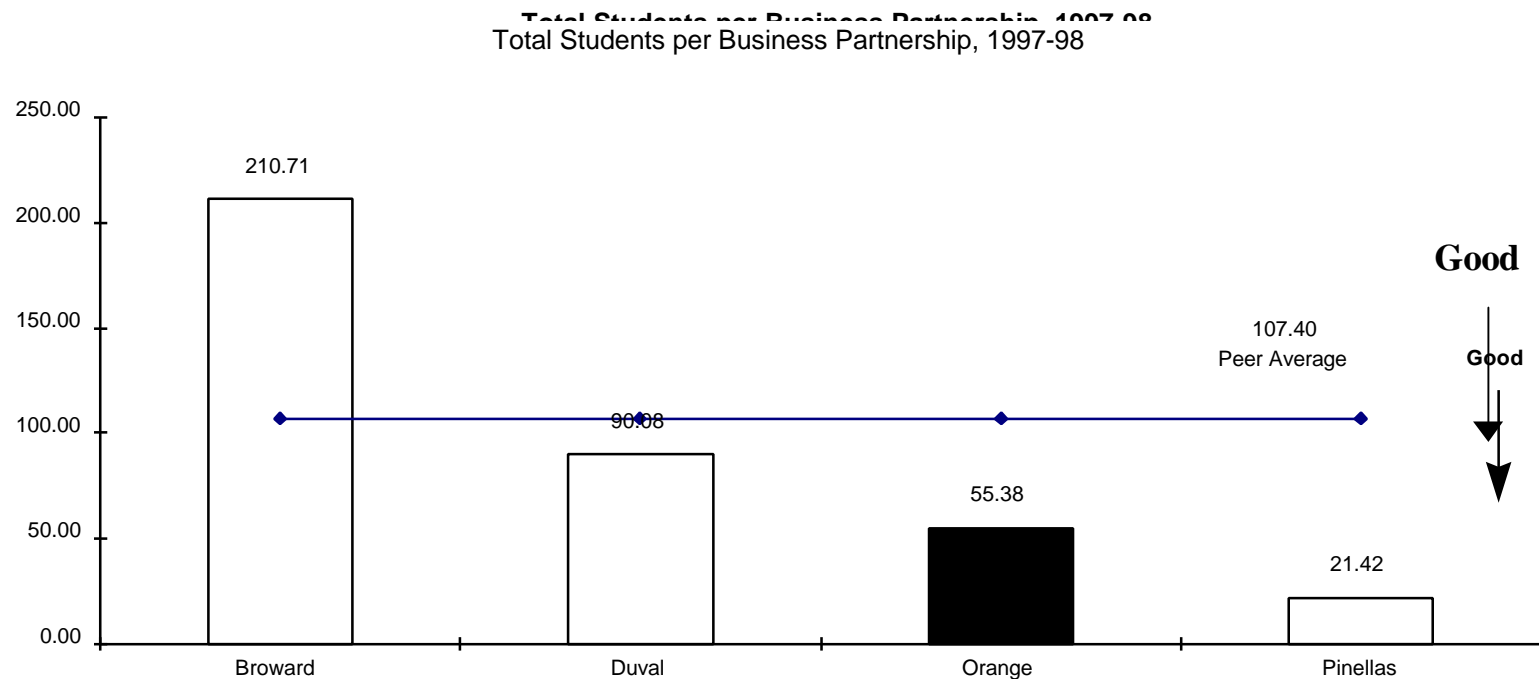
Total Students per Business Partnership, 1997-98

Source: KPMG benchmarking surveys.

Community Involvement: *Volunteer Services*

Benchmarks

- In FY 1996-97, OCPS had 25 percent (or 35 schools) receive the "Five Star School Award," an award given by the Florida DOE to recognize schools that have exceptional community involvement. Of the districts surveyed, only Pinellas had a higher percentage of schools receive this award.
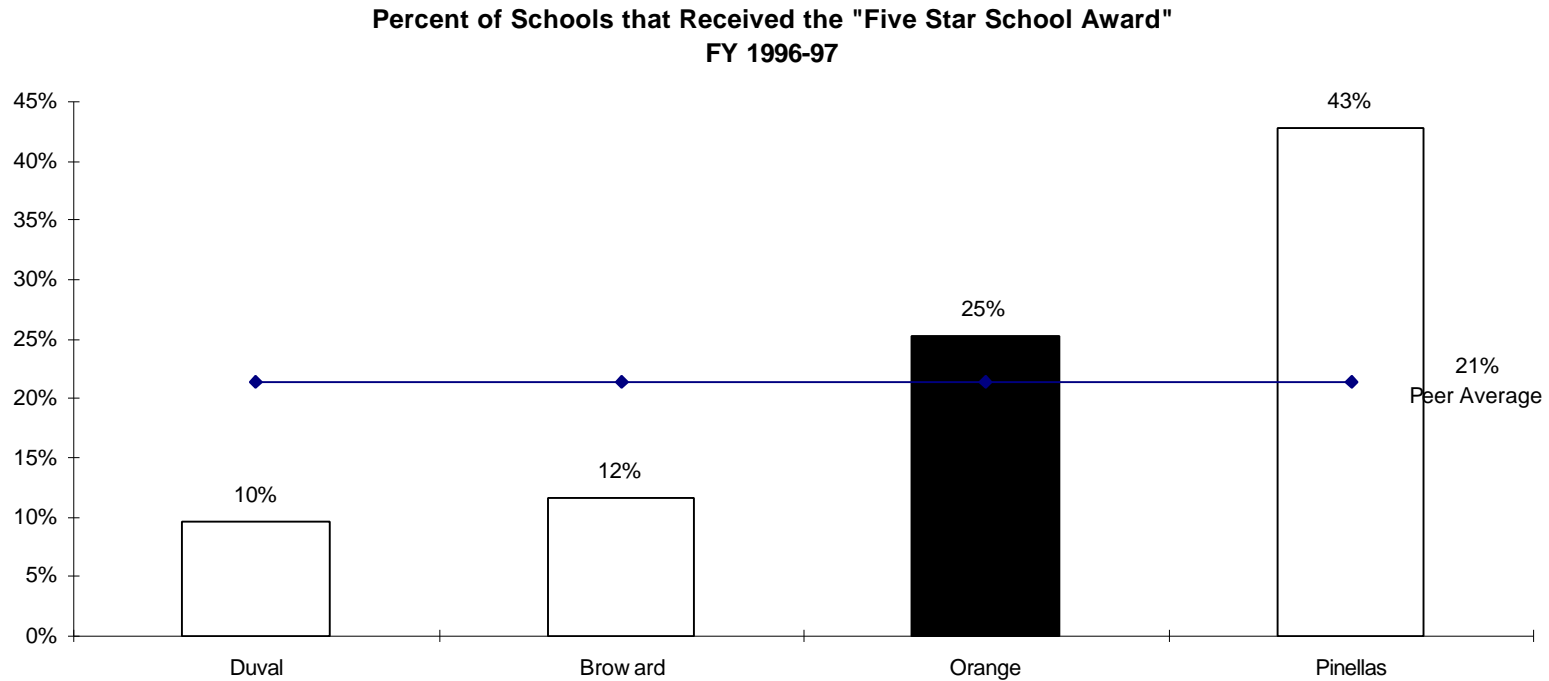
Percent of Schools that Received the "Five Star School Award"
FY 1996-97

Source: KPMG benchmarking surveys.

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Organizational Structure

- Volunteer Services may be organizationally misplaced in Human Resources because it does not align with the core mission of the Human Resources Department. Coordination of volunteer services and business partnerships is more closely related to the Community Relations unit. The current organizational placement of this function can result in lack of coordination and communication with other closely related functions, such as community relations, and can result in duplication of effort.

➔ **CI6:** Transfer Volunteer Services to the Department of Communications and Community Involvement where it is more functionally aligned with community relations efforts.

Estimated fiscal impact: None

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Several community involvement functions, such as volunteer services and community relations, are located at the central office, which hampers their ability to build relationships with local communities throughout the District. Use of regional offices would create a more customer-focused organization, and would facilitate the development of long-term relationships with local communities.

➔ **CI7:** The functions of community involvement and volunteer services should move to the regional office structure. Each area office should be staffed with a Community Involvement Area Coordinator who would be responsible for recruiting, training, and coordinating community and parent volunteers, as well as serving as a liaison to the business community. Under the regional structure, Area Coordinators would report administratively to the Area Superintendent, but would rely on the Program Specialist of Community Involvement/Volunteer Services for technical assistance. OCPS should hire one Area Coordinator of Community Involvement and utilize existing staff in the Volunteer Services and Community Relations departments to staff these regional office positions. The fiscal impact below is based on an estimated annual salary for the Area Coordinator position.

Estimated fiscal impact: $32,000 Annual Investment

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:

- Volunteer Services has a high level of support staff compared to administrators. Currently, support staff comprise 63 percent of the total staff in the Volunteer Services Department. This staffing level does not meet KPMG's criteria for an effective organization, which say that an appropriate clerical staffing level is approximately 15 percent of total staff.

Recommendations:

➔ **CI8:** Reduce clerical staffing by two System Support Clerk positions and three Administrative Assistant positions. Under the new organization structure (refer to page 32), clerical staff will comprise approximately 14 percent of the Community Involvement/Volunteer Services unit total staff. staff. Pool clerical resources at the regional offices to maximize efficiencies. In addition, OCPS should hire one Database Administrator who would have primary responsibility for maintaining the two volunteer services databases.

Estimated fiscal impact: $102,050 Annual Savings

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Management Practices and Technology	
• There is duplication and limited communication and coordination between Volunteer Services, Governmental Relations, the Education Foundation, and individual schools in soliciting donations and sponsorships from local businesses. This can result in duplication of effort, and may alienate businesses if they are approached for donations from more than one unit. Many districts assign responsibility for coordinating and soliciting donations and sponsorships from businesses to a single unit to avoid these problems.	➔ **CI9:** Identify the Orange County Education Foundation as the central point for requesting and receiving all monetary donations from local business to the district. It is in the District's best interest for administrators to consolidate efforts when soliciting from businesses for their support because many businesses do not appreciate multiple solicitations from one organization. **Estimated fiscal impact: None**

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Community involvement functions occur in several places throughout the organization with limited coordination (e.g., Partners in Education, School-to-Work, Executive Internship Program, Tech Prep). This can result in duplication and lack of communication, which may reduce the effectiveness of community involvement activities.	➔ **CI10:** OCPS should minimize duplication of efforts and increase coordination between all departments soliciting in-kind or monetary services from local businesses and organizations. Designate individuals as "industry specialists" and have them focus their efforts on soliciting sponsorships from businesses and organizations within their respective industry. Community Involvement Area Coordinators should be responsible for coordinating industry client lists and matching local resources with school needs. **Estimated fiscal impact: None**

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:

- Sharing of "best practices" among schools is limited. During the course of our study, KPMG found that some schools do a better job of recruiting volunteers and business partnerships than other schools (e.g., those schools that received the "Five Star School Award"). In a school system as large as Orange County, however, it is difficult for schools to come together for the purpose of sharing best practice ideas so that they can be replicated throughout the district.

Recommendations:

➔ **CI11:** One of the responsibilities of the Community Involvement Area Coordinators should be to disseminate best practice information and work with individual schools and the School Advisory Councils to maximize the use of volunteer resources and community involvement efforts.

Estimated fiscal impact: None

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS does not have a common mechanism for communicating with parents and the community; teachers and schools currently handle this type of communication on an individual basis. Some best practice districts have implemented a system whereby parents can use the telephone to access information about their children, such as homework assignments and upcoming projects and events.	**CI12:** OCPS should expand the use of computer telephony (both integrated telephone voicemail systems and outbound calling systems) to allow teachers to send and post messages to improve communication and encourage parent involvement. Periodic voice messages could be provided from teachers to parents regarding homework assignments, upcoming events, key dates, volunteer opportunities, etc. While all of the middle and high schools have an outbound calling system (for attendance purposes), it is estimated that only 10 percent of the elementary schools currently have this capacity. **Estimated fiscal impact: $120,000 One-time Investment**

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Responses from the employee Job Analysis Questionnaires (JAQs) indicate that the Department's employees are unclear as to the mission and goals of the Volunteer Services unit. This is due, in part, to the fact that there have been numerous changes in the organizational structure of this unit. An effective organization clearly defines and explains its mission and goals to employees. A lack of understanding regarding the mission and goals can result in lack of direction and focus for staff and poor morale.	→ **CI13:** Develop a departmental action plan as described in the following section of this report (refer to Community Relations). **Estimated fiscal impact: None**

Community Involvement: *Volunteer Services*

Findings and Recommendations for Opportunities to Improve

Findings:

- Results of KPMG's focus groups with principals and teachers indicate that there is a greater need to provide opportunities for parental involvement for non-English speaking parents. An outcome measure of the State's Parental Involvement education goal is that schools involve a partners parents from all economic levels and all ethnic groups in the improvement and maintenance of a good learning environment. By providing only limited opportunities for non-English speaking parents, OCPS is missing out on potentially significant input from these parents.

Recommendations:

→ **CI14:** Community Involvement Area Coordinators should work closely with and provide assistance to the School Advisory Councils (SACs) in identifying volunteer opportunities for non-English speaking parents. Given the State's emphasis on parental involvement and the fact that the number of non-English speaking parents is increasing, a critical function of the Area Coordinators should be to identify best practices for increasing minority involvement and share them with other Area Coordinators so they can be replicated district-wide.

Estimated fiscal impact: None

Community Involvement: *Community Relations*

Background

For a school system to receive the level of support from taxpayers that is necessary to sustain quality and ensure adequate growth, it must find effective ways to communicate with and receive input from different segments of the community. News about public schools flows across many channels, from the mass media to personal contacts, to the newsletters put out by individual schools.

Functional Components:
- *Community Relations:* The mission of the Community Relations department is to bring the community to a level of interest, understanding, and commitment for public education, and engages the community in a meaningful way in district plans and activities. The role of this department is to provide resources and services to schools to enhance their local communities.
- *Employee Communications:* Informs employees of district activities and events so that they can see beyond their own department or school and serve as ambassadors of public education in the community. The role of this department is to recognize meritorious achievement and outstanding efforts of school district employees.
- *Media Relations:* Coordinates media requests, provides tips to administrators on communicating with the media.

Staffing and Budget:
- FY 1997 actual results is $519,306 and FY 1998 recommended budget is $781,981
- 11.5 FTE

Community Involvement: *Community Relations*

Background

Current Organization:

```
                    ┌─────────────────────┐
                    :     Superintendent  :
                    └─────────────────────┘
                               │
                    ┌─────────────────────┐
                    │  Executive Director │
                    │        1 FTE        │
                    └─────────────────────┘
            ┌─────────────┐        │
            │  Lead Clerk │────────┤
            │    1 FTE    │        │
            └─────────────┘        │
         ┌────────────────┐  ┌────────────────────┐
         │   Sr. Manager  │  │      Director      │
         │ Community      │  │ Employee           │
         │ Relations      │  │ Communications     │
         │    2 FTE       │  │       1 FTE        │
         └────────────────┘  └────────────────────┘
```

Sr. Manager Community Relations 2 FTE
 — Clerk Specialist 2 FTE

Director Employee Communications 1 FTE
 — System Support Clerk 2 FTE
 — Sr. Secretary 1 FTE
 — Clerk Specialist .5 FTE
 — Sr. Specialist 1 FTE

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

```
                                    Superintendent
                                          |
              +---------------------------+------------------------+
              |                                                    |
     Executive Director                                   OCPS Education Foundation
Communications and Community Involvement
          1 FTE
              |
   +----------+----------+
   |                     |
Lead Clerk          Clerk Specialist
 1 FTE                 .5 FTE
              |
   +---------------------+---------------------+
   |                     |                     |
Program Specialist    Director          Sr. Administrator
Community          Communications/        Media Production
Involvement/        Media Relations          1 FTE
Volunteer Services     1 FTE
   1 FTE
```

Program Specialist branch	Director branch	Sr. Administrator branch
Database Administrator 1 FTE	System Support Clerk 2 FTE	Sr. Manager TV Production 1 FTE
Community Involvement Area Coordinator 1 FTE	Sr. Specialist 1 FTE	Video Production Assistant 2 FTE
Community Involvement Area Coordinator 1 FTE	Graphic Artist 2 FTE	Sr. Technical Assistant 1 FTE
Community Involvement Area Coordinator 1 FTE	Technical Assistant 1 FTE	Technical Assistant 3 FTE
Community Involvement Area Coordinator 1 FTE		Systems Support Clerk 3 FTE
Community Involvement Area Coordinator* 1 FTE		Photographer 1 FTE

Community Involvement: *Community Relations*

Background and Key Achievements/Commendations

Workload and Program Information:

- External communication channels include: Internet Web page, *Inside Your Schools* television video, OCPS Fact Sheet, *Meet the Orange County School Board* pamphlet, OCPS News Release, press conferences, speakers bureau, newcomer packets.
- Internal communication channels include: *Orange Peal* newsletter, district-wide voicemail system, e-mail system, OCPS News Release (e.g., School Board meeting highlights).
- Monthly production of eight-page employee newsletter.
- Coordinate 2 district-wide events and 4 Quality Ambassador receptions per year.
- Answers approximately 500 telephone inquiries per week from community members, media, and district employees.

Key Achievements/Commendations:

- OCPS makes use of volunteer news reporters at each school to communicate positive events/happenings in the employee newsletter. This is an effective use of resources and is a best practice based on the experience of KPMG's Public Education Practice.
- Employee Communications conducts a readership survey to assess the overall satisfaction with the *Orange Peal* newsletter. This is effective because it allows employees to have input into their newsletter, and provides Employee Communications with a good feedback mechanism.

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
Organizational Structure	
• The Department's title of "Community Relations" does not clearly describe the full scope of services provided by the department (e.g., community relations, volunteers, business partnerships, media relations and communications, and media production).	➜ **CI15:** Rename the Community Relations department Communications and Community Involvement, and move Volunteer Services from Human Resources to this department, as described in the previous section of this report. **Estimated fiscal impact: None**
• OCPS' employee recognition program may be organizationally misplaced in Community Relations. Employee Communications coordinates two employee recognition programs annually: Employee of the Year and Teacher of the Year. While these programs are valuable, they are not organizationally aligned with the mission of this department. KPMG's best practices indicate that an organizational unit should be located closest to the core source of knowledge that the unit is required to draw upon.	➜ **CI16:** Transfer the employee recognition function (1 FTE) of Employee Communications to the Director of Employee Relations in the Human Resources department, and have this department responsible for the employee recognition programs. **Estimated fiscal impact: None**

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>

<u>**Recommendations:**</u>

(Previous finding continued.)
In this case, Human Resources may have better access to employee performance information and may be able to make better informed decisions regarding employee recognition.

- Instructional Television (ITV) positions are organizationally misplaced in Instructional Technology. The primary responsibilities of this unit include the broadcasting and television production of School Board meetings and the *Inside Your Schools* television video. These functions are more closely aligned with the mission and responsibilities of Community Relations. In addition, Community Relations is the primary user of many of ITV's services.

➔ **CI17:** Create a unit called "Media Production" and have it report to the Executive Director of Communications and Community Involvement. Move the following positions from Instructional Technology into this department:
  - 1 Sr. Administrator of Media Production
  - 1 Sr. Manager of TV Production
  - 2 Video Production Assistants
  - 1 Senior Technical Assistant
  - 3 Technical Assistants
  - 3 Systems Support Clerks
  - 1 Photographer

This unit should continue to coordinate with the Educational Resource Center and Program Specialists regarding the availability of ITV resources.

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
(previous finding continued)	In addition, move the following positions from Instructional Technology and have them report to the Director of Communications and Media Relations: – 1 Technical Assistant – 1 Graphic Artists **Estimated fiscal impact: None**

Workload and Staffing

• Community Relations has a high level of support staff compared to administrators. Under the current organization structure, support staff comprise 52 percent of the total staff in the Community Relations Department. This staffing level does not meet KPMG's criteria for an effective organization, which say that an appropriate clerical staffing level is approximately 15 percent of total staff.	➔ **CI18:** Reduce staffing by two Clerk Specialist positions. Under the new organization structure, clerical staff will comprise approximately 19 percent of the Department's total staff. The Department should expand its electronic news clipping service to include all newspapers and disseminate information via e-mail. In addition, archives could be maintained on computer disks rather than in bound volumes. **Estimated fiscal impact: $49,800 Annual Savings**

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
Management Practices and Technology	
• Significant time is spent by department employees manually clipping and archiving local newspaper articles, which is inefficient given recent advances in information technology (e.g., Internet, Lexis/Nexis) and the availability of private sector clipping services. • OCPS is not fully implementing the community relations plan *Seeking Common Ground for Unity* which was developed by an independent consultant in January 1997. The plan addresses specific objectives, assigns responsibility, provides detailed action plans, and designates timelines.	➔ **CI19:** The Department should develop specific performance measures for the objectives identified in the community relations plan and ensure accountability for meeting those objectives. The Executive Director should periodically update internal management on the progress toward meeting the performance outcomes. **Estimated fiscal impact: None**

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Responses from the employee Job Analysis Questionnaires (JAQs) indicate that the Department's employees are unclear as to the mission and goals of the Community Relations department. Much of this is due to the fact that multiple reorganizations have taken place over the past several years with little justification or clarification of individuals' roles and responsibilities. An effective organization clearly defines and explains its mission and goals to employees. A lack of understanding regarding the mission and goals can result in lack of direction and focus for staff and poor morale.

→ **CI20:** Develop a departmental action plan that is linked to the OCPS' district-wide strategic plan. The action plan should address the mission, vision, goals, objectives and strategies of the new department of Communications and Community Involvement. This should be a collaborative effort between the Executive Director and department staff.

Estimated fiscal impact: None

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

- There is an overlap in public relations efforts between the Community Relations and Technical and Adult Education departments. Both of these departments perform similar activities, such as developing and disseminating brochures and informational materials community-wide. This can result in duplication of effort and lack of communication and coordination of public relations efforts, which can lead to an inconsistent "identity" for the District. In addition, opportunities to share information and resources are not maximized.

➜ **CI21:** Increase coordination between these two departments to better leverage resources. For example, the Technical and Adult Education department mails the *Educator* newsletter to more than 310,000 households in Orange County three times per year—a potential opportunity for the Communications and Community Involvement department to disseminate information to Orange County citizens.

Estimated fiscal impact: None

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• Communication and dissemination of information throughout the district is fragmented; many schools have limited access to e-mail and voice-mail systems. An effective communication mechanism is an important component of an effective organization. Lack of communication can result in employees not receiving important information, which can lead to other problems such as low morale. Results of KPMG's principal and teacher focus groups indicates that there is a greater need for effective communication throughout the organization.	➔ **CI22:** OCPS should utilize existing ITV infrastructure (the District has already invested more than $2 million) to disseminate additional information District-wide. The satellite communication system could be used to communicate such things as the Superintendent's message, upcoming events, and individual school highlights. **Estimated fiscal impact: $10,800 Annual Investment** ➔ **CI23:** OCPS should provide job shadowing opportunities for employees throughout the district to increase awareness and understanding of the roles and functions of certain departments. **Estimated fiscal impact: None**

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

Findings:	Recommendations:
• Community Relations has developed and disseminated media guidelines; however, they are not always adhered to by school administrators; This leads to inconsistent messages being distributed, and a lack of a common "identity" for the District.	➔ **CI24:** The Director of Communications/Media Relations should work with Human Resources to incorporate media relations training into the New Principal Induction Program and other inservice training for principals and school administrators that interact with the media. **Estimated fiscal impact: None**
• Community Relations has limited input into the content of the District's Internet website, a primary means for disseminating information and receiving input from the community. In other districts and industries identified as best practices by KPMG, the Community Relations unit is the primary unit responsible for the content of the website, because this unit is aware of the types of information to which the public wants access. In addition, Community Relations is the best department to develop a website that represents the District and conveys the appropriate messages.	➔ **CI25:** Communications and Community Involvement should have primary responsibility for the content of the District's website. In addition, OCPS should expand its website to include school-by-school information, budget documents, Internet addresses for individual departments and schools, etc. stimated fiscal impact: None

Community Involvement: *Community Relations*

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

- Employee Job Analysis Questionnaire (JAQs)   ➔ See **CI25** above.
  responses indicate that OCPS is not maximizing the
  full potential of the Internet as a medium for
  improving community relations. Many districts have
  more complete websites, and include information such
  as organization charts, budget documents, Internet
  addresses for departments and schools, and school-
  by-school information.

Community Involvement: *School Advisory Councils (SAC)*

Background

Florida's system of School Improvement and Accountability has prioritized Parental Involvement as one of its eight state education goals. This goal states that "communities, school boards, and schools [should] provide opportunities for involving parents and guardians as active partners in achieving school improvement and education accountability." KPMG conducted a review of OCPS' School Advisory Councils (SAC) to assess how well OCPS is meeting this goal.

Workload and Program Information:
- The Director for Strategic Planning and Continuous Quality Improvement facilitates the development of approximately 120 school improvement plans through on-going technical assistance; provides an orientation program for new school principals and SAC chairs; and ensures compliance with all state laws and regulations regarding school improvement.
- Publication of Annual School Advisory Council Guide to assist SAC in the school improvement process and preparing their school improvement plans.
- 149 School Advisory Councils (91 elementary schools, 24 middle schools, 14 high schools, 4 VoTec, 16 Alternative Education centers).
- SAC membership ranges from an average of 21 members at the Exceptional Education Schools, to an average of 41 members at the high schools.

Community Involvement: *School Advisory Councils (SAC)*

Key Achievements/Commendations

Key Achievements/Commendations:
- The total number of SAC members in OCPS increased from 3,585 in FY 1995-96 to 3,817 in FY 1996-97, an increase of 6.5 percent.
- School Advisory Council Membership Reports are completed monthly by school administrators and track the composition of SAC members by type (e.g., parents, teachers, educational support staff, business/community, students, and administrators) and ethnicity.

Community Involvement: *School Advisory Councils (SAC)*

Benchmarks

- As illustrated on the graph below, 55.3 percent of the SAC membership is comprised of non-district staff, which is significant because it shows that the schools are making an effort to involve community members in school decision making.
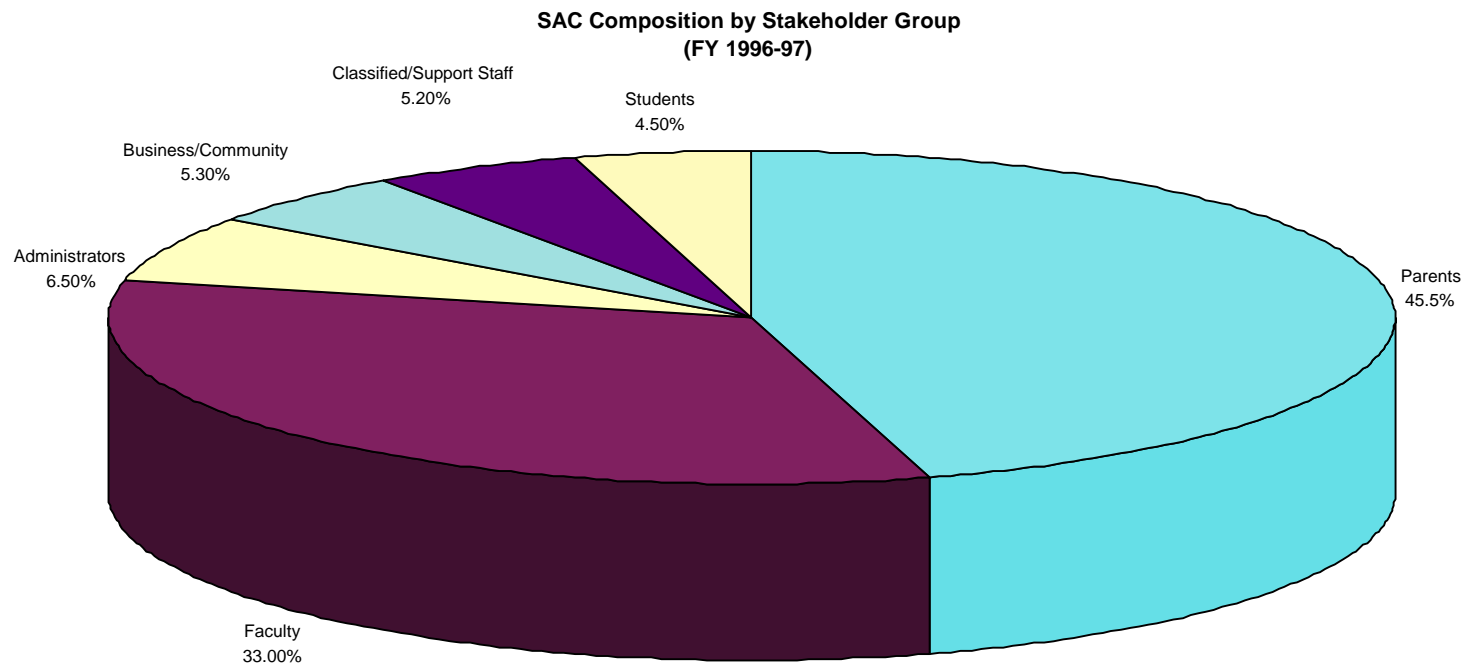
SAC Composition by Stakeholder Group
(FY 1996-97)

Classified/Support Staff
5.20%

Students
4.50%

Business/Community
5.30%

Administrators
6.50%

Parents
45.5%

Faculty
33.00%

Source: OCPS Office of Planning & Executive Services, 1997

Community Involvement: *School Advisory Councils (SAC)*

Benchmarks

- Racial composition of the SACs does not always reflect the racial composition of the schools, especially for the Hispanic and Black populations.

Racial/Ethnic Composition of SAC Compared to Composition of Orange County Students by Percentage
(FY 1996-97)
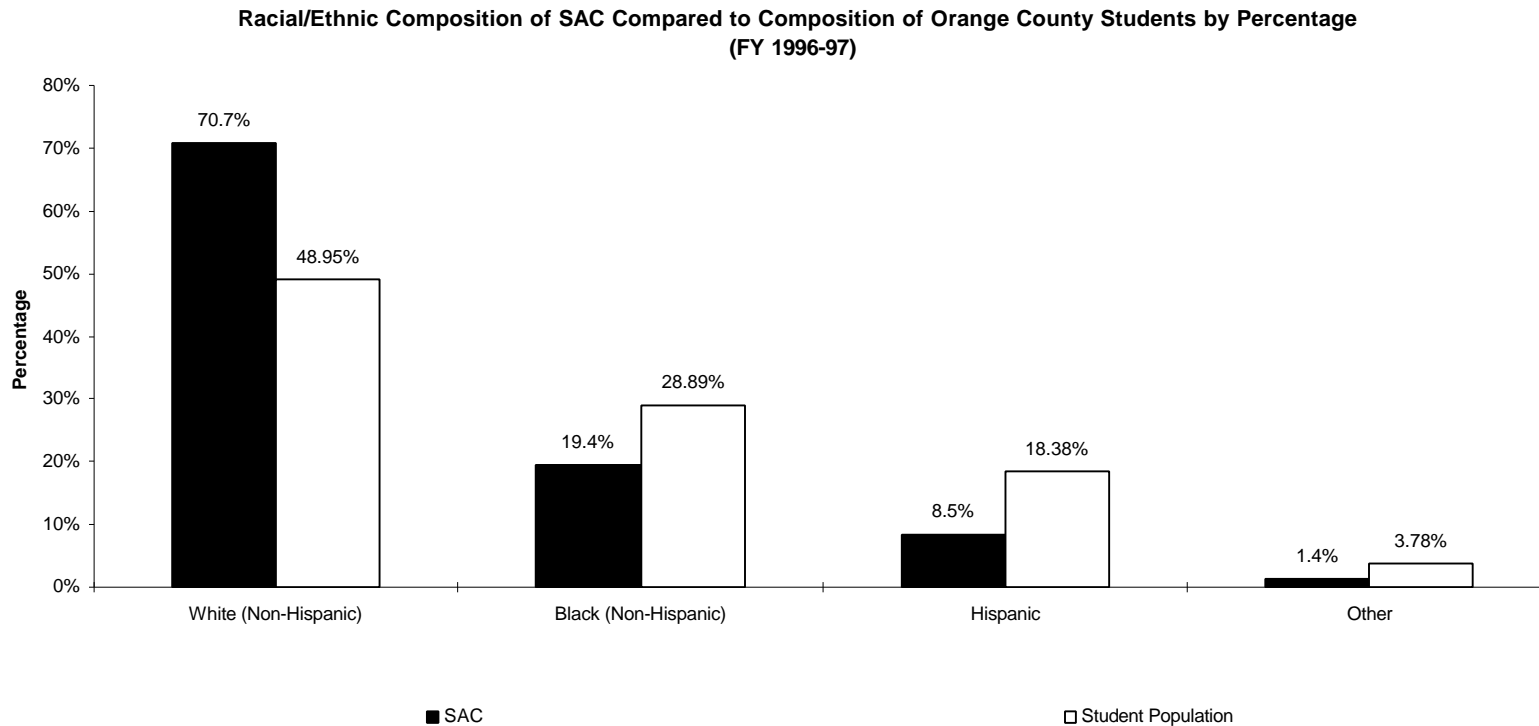
Source: OCPS Office of Planning & Executive Services, 1997

Community Involvement: *School Advisory Councils (SAC)*

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Management Practices and Technology

• The racial composition of SACs does not always reflect the racial composition of the schools, especially for the Hispanic and Black populations. According to the State Legislation Chapter 229.58, "each advisory council shall be composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school".	➔ **CI26:** Community Involvement Area Coordinators should work closely with the SACs and Program Specialists of World Language/Multicultural to identify methods to encourage SAC participation from minority populations. (i.e. articles in minority papers, and multi-lingual promotional materials). **Estimated fiscal impact: None**
• The average length of service on a SAC by individual members is 1.75 years in 1996-97, down from 1.87 years in 1996-96. This turnover is likely the result of a highly mobile population.	➔ **CI27:** Community Involvement Area Coordinators should design a member recognition program aimed at increasing SAC member's length of service (i.e. peer-to-peer networking, recognition programs, annual spotlight awards and other public commendation efforts). **Estimated fiscal impact: None**

Facilities Use and Management

Overview

The Facilities Use and Management chapter covers the following departments:

- Construction Management
- Environmental Compliance
- Maintenance

The Overview section of this chapter presents the current division level organizational chart and the recommended organizational changes in the overall Facilities Services Division.

Safe, clean, soundly constructed, and well-maintained buildings with sufficient, appropriate space have a significant impact on a school's climate and the self-esteem of students and staff.   Facilities Services—which includes Construction Management, Environmental Compliance, Maintenance, Custodial, and Special Crews (Grounds) functions—is responsible for managing the District's facilities. Construction Management is responsible for managing the District's growing building program. Environmental Compliance ensures that environmental regulations are met. The Maintenance Division safeguards the investment made in public schools by keeping all school buildings in safe condition and in good repair. Custodial Services maintains the cleanliness of the facilities to provide a healthy environment for the District's facilities. Special Crews ensures that the District's grounds are clean, well-groomed, and in an attractive state to provide a healthy, safe, and attractive setting for the educational program.

Facilities Use and Management

Overview

Facilities Services' current organizational structure does not adequately support the District's facility needs and does not meet KPMG's standards for an effective organization. For example:

- Facilities planning is not being performed by Facilities Services.
- Construction Management's current organizational structure is missing job positions that address core areas of responsibility. For example, there is no clear design function as reflected by a lack of design engineers in civil, mechanical and electrical areas.
- Certain facilities-related functions, such as real estate acquisition, and office design, are not located in Facilities Services.
- OCPS' field maintenance technician (FMT) program is an overly decentralized and heavily staffed maintenance function that has resulted in high-cost, low quality services to schools. OCPS' maintenance organization is organized into 13 zones that do not align with the District's new five area regional structure. The current deployment of trades positions into 13 zones and 140 schools creates an overabundance of maintenance generalists and too few maintenance specialists. This makes it difficult to handle complex or large maintenance activities, while also limiting the ability of the district to benefit from economies of scale gained through regional leverage of highly skilled positions. In terms of customer service, on the Facilities Services customer survey, 67% of customers responded that they are dissatisfied with OCPS maintenance services. This compares to a 29% dissatisfaction rate from the same question posed to the Wake County Public School System, a KPMG "best practice" district. Survey responses were echoed in the principal focus group. Although some principals were happy with their FMT, the majority of the group claimed that their FMT was completely unaccountable and that they did not perceive they were getting adequate value for the resources expended on this position.

Facilities Use and Management

Overview

Organizational recommendations described in this section include:
- Add facilities planning and design capabilities to Facilities Services.
- Move the real estate function from its existing location and place it within Facilities Services to enable the District to create a complete continuum of service, from site acquisition to site development.
- Consolidate the 13 maintenance zones into five zones to align with OCPS' new five area regional structure. OCPS should eliminate the FMT program, replacing school level generalists with regional level specialists to increase accountability, provide the District with a greater depth of expertise, and improve the District's ability to handle larger, more complex maintenance projects more effectively and efficiently.

Facilities Use and Management

Overview

As part of this study, KPMG assessed OCPS' Facilities Services Division using the Best Financial Practices and Indicators developed by OPPAGA. OPPAGA developed specific indicators for facilities in three major areas:

- Use of state and district construction funds
- Educational facilities construction
- Facilities maintenance

KPMG submitted the list of indicators to OCPS' Facilities Division and requested that the leadership team perform a self assessment to determine the degree to which OCPS is meeting the Best Financial Practices and Indicators. After Facilities completed the self assessment, KPMG followed up with Facilities staff to discuss several of the key results. KPMG then developed findings and recommendations based on the results of the assessment. These findings and recommendations have been incorporated into the Facilities Use and Management section of this report.

The remainder of the chapter provides a detailed functional analysis for each of the departments listed above.

Facilities Use and Management

Background

Current Organization Chart:

```
                    ┌─────────────────────────┐
                    │ Associate Superintendent│
                    │         1 FTE           │
                    └─────────────────────────┘
        ┌───────────────────────┐
        │     Support Staff      │
        │   3 FTE (1 Vacant)     │
        └───────────────────────┘

┌──────────────────────┐  ┌──────────────────────────┐  ┌──────────────────┐
│Construction Management│  │Environmental Compliance  │  │   Maintenance    │
│     SR. Director      │  │         Director         │  │    Director      │
│        1 FTE          │  │          1 FTE           │  │  1 FTE (Vacant)  │
└──────────────────────┘  └──────────────────────────┘  └──────────────────┘

        ┌─────────┐              ┌─────────┐               ┌──────────┐
        │ 33 FTE  │              │ 19 FTE  │               │ 504 FTE  │
        └─────────┘              └─────────┘               └──────────┘
```
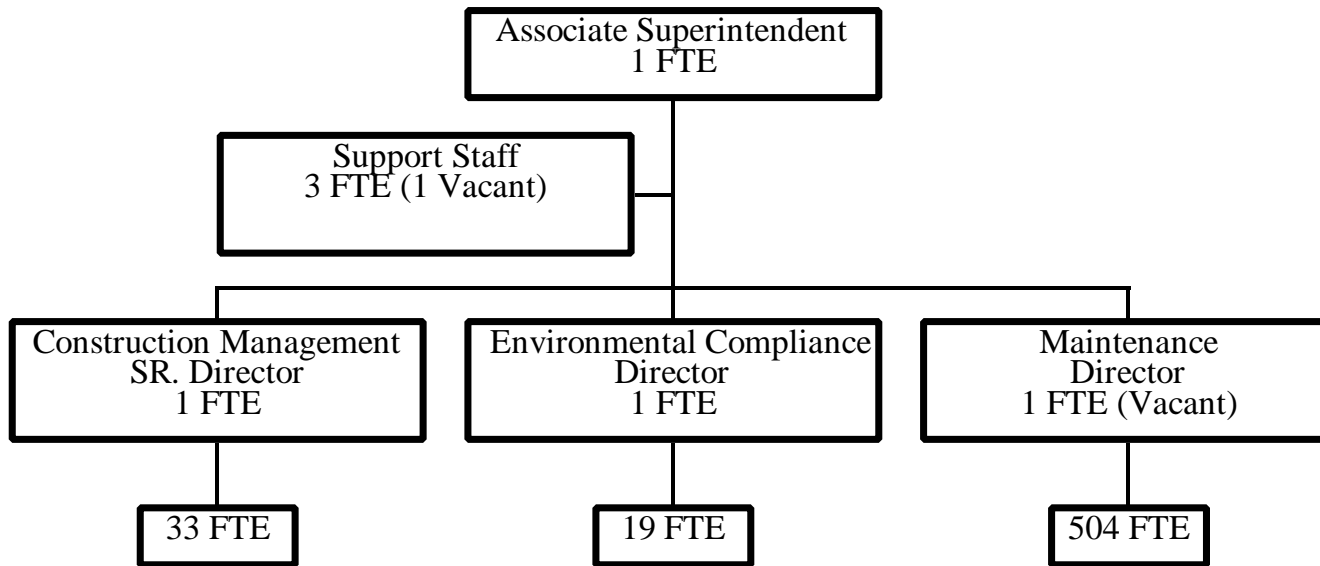
More detailed organization charts for each specific department are located throughout this section of the report. Construction Management is located on Facilities-17. Environmental Compliance is located on Facilities-35. Maintenance is located on Facilities-44.

Facilities Use and Management

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

Facilities Services

```
                    Associate Superintendent
                              of
                      Facilities Services
                           1 FTE

   Administration                    Planning & Real Estate
Budget/Personnel/Clerical              Facilities Planning
                                       F.I.S.H.- Real Estate
      9 FTE                                 4 FTE

   Information
    Services
     2 FTE
```

Director of Maintenance 2 FTE	Director of Special Services 2 FTE	Director of Design & Construction 7 FTE

```
Area Maintenance Coordinator/   Central Facility    Special Crews    Custodial Services
    Manager (5 Areas)           Trades & Shops       Administrator       Administrator
         5 FTE                     133 FTE              1 FTE               1 FTE

        Trades                                     Special Crews Staff   Area Custodial Coordinators   Custodial Staff
       190 FTE                                         85 FTE                  5 FTE                       14 FTE


Environmental
  Programs
   9 FTE

   Energy
 Management
   2 FTE

   Project
 Management
   11 FTE

 Engineering
   Design
  Inspection
   16 FTE

 Construction
   Services
   Portables
   31 FTE
```

Facilities Use and Management

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Organizational Structure:

- Facilities Services' current organizational structure does not adequately support the District's facility needs and does not meet KPMG's standards[1] for an effective organization. For example:
  - Facility planning is not being performed by Facilities Services (discussed later).
  - Certain facilities-related functions, such as real estate acquisition, and office design, are not located in Facilities Services.
  - Environmental Management is currently responsible for activities such as Florida Inventory of School Houses (F.I.S.H.), training, clerical, and information support, which is not consistent with its key mission.

➔ **FM1:** Reorganize Facilities Services as illustrated in the organization chart. Specific changes include:
  - Implement facilities planning function.
  - Real Estate should be transferred to Facilities Services.
  - The Senior Manager Design and Services position should be moved to Facilities Services.
  - Realign responsibility for F.I.S.H., clerical, and information support.
  - The Director of Special Services also directs Environmental Programs.

Estimated fiscal impact: None

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[1] KPMG has developed organizational standards, documented in Section 1: Organization and Management, based on research into management and staffing practices in high performing governments and school systems, private sector companies, and not-for-profit organizations.

Facilities Use and Management

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
Management Practices and Technology	
• Facilities Services lacks overall strategic direction, which has resulted in ineffective management of the facilities management function as well as a lack of focus and direction. Facilities Services' leadership is currently in the process of addressing this issue by implementing key elements of a strategic management process (such as developing vision and mission statements, defining responsibilities, and developing policies and procedures). Prior to the new leadership, the guidance and responsibilities in some areas were not clear. The Maintenance Department, for example, focused more on construction than maintenance, which has had a negative impact on the condition of OCPS' facilities.	➔ **FM2:** The Facilities Services leadership team must finalize and implement its strategic mission and plans to ensure that there is a coordinated effort to plan, design, construct, and maintain quality facilities for the students of Orange County. Facilities Services should involve all relevant staff in the development of the mission, vision, goals, and responsibilities, and should give all Facilities Services staff the opportunity to provide input. When finalized, the vision, mission, goals, and responsibilities should be disseminated to all Facilities Management employees. **Estimated fiscal impact: None**

Facilities Use and Management

Findings, and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Facilities Services indicated that although the District has established a Facilities Steering Committee, the committee's role has not been established in writing and that district goals, procedures, and processes, as well as project responsibilities, have not been explained to the committee. The committee also may not be broadly representative of the community and its members may not be free from conflict of interest. In addition, there is no mechanism for documenting decisions of the committee and for submitting recommendations to the School Board.	➔ **FM3**: OCPS should define the Facilities Steering Committee's role in writing, and should explain to the committee the district goals, procedures, and processes, as well as project responsibilities. OCPS should also ensure that the committee members are broadly representative of the community and that they are free from conflict of interest. In addition, OCPS should develop a mechanism for documenting decisions of the committee and for submitting recommendations to the School Board. **Estimated fiscal impact: None**

Facilities Use and Management

Findings, and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- Facilities Services lacks a coordinated facilities planning office/function, a key element of an effective facilities management function. Planning has been accomplished by the Associate Superintendent for Government Relations, who is filling the planning void left in Facilities Services. A Facilities Steering Committee exists; however, its main function is site acquisition. Planning is an important part of the facilities management function, and lack of a planning function can have serious repercussions. For example, without adequate planning, the District might not have enough schools in the future to handle the growth in enrollment, or the District may end up building too many new schools.

➔ **FM4:** OCPS should establish a planning function in Facilities Services as soon as possible to address current planning requirements. The responsibility for facilities planning should be assigned to the Senior Manager Real Property position (which should be transferred to Facilities Services). In addition, the Senior Manager Office Design and Services position be should be assigned to support this planning function. Facilities Services should continue to utilize the Facilities Steering Committee and its mission should be expanded to include the entire planning process, from needs determination to construction.

Estimated fiscal impact: None

Facilities Use and Management

Findings and Recommendations for Opportunities to Improve

Findings: **_Recommendations:_**

- OCPS does not routinely assess alternatives, including estimates of cost and other appropriate considerations, prior to considering the use of construction funds. For example, OCPS does not consider alternatives such as revising the timing of the school day and school year to include extended-day schedules and year-round schools.

➔ **FM5:** OCPS should consider alternatives prior to using construction funds. Alternatives include:
  - Revising the timing of the school day and school year to include extended-day schedules and year-round schools.
  - Evaluating how existing facilities could be used more efficiency to include revising grade-level configuration and making changes in attendance boundaries.
  - Consider the use of alternative sites for the growing student population in lieu of building new schools. Alternative sites could include major employers in the area, vacant shopping centers, etc. In addition, OCPS could arrange for a local university (such as the University of Central Florida) to create a school on its campus to use as a teaching site for education students.

Estimated fiscal impact: None

Facilities Use and Management

Findings, and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• OCPS indicated that although they are currently doing so, in the past the district has not incorporated factors to minimize the maintenance and operations requirements of new facilities when designing and constructing new educational facilities.	➔ **FM6:** OCPS should continue to work to minimize the maintenance and operations requirements of new facilities. The district should ensure that the factors used minimize maintenance and operations costs based on appropriate standards from comparable school districts, government agencies, and private industry. **Estimated fiscal impact: None**
• OCPS has not established policies and procedures that define "education facilities construction" and identify the types of expenditures that are consistent with that definition, and consistent with law and rule.	➔ **FM7:** OCPS should establish policies and procedures that define "education facilities construction" and identify the types of expenditures that are consistent with that definition. **Estimated fiscal impact: None**
• Facilities Services indicated that the District is not using all available building capacity to the fullest extend.	➔ **FM8:** OCPS should conduct an assessment to evaluate whether the District is using all available building capacity to the fullest extent. **Estimated fiscal impact: None**

Facilities Use and Management

Findings, and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• OCPS indicated that although all projects are given estimated budgets, the items within each program's budgets are not prioritized. This prioritization is necessary in the event that the estimated budget will not be adequate for the stated program.	➔ **FM9:** OCPS should prioritize items within each program's budgets. **Estimated fiscal impact: None**
• For example, the Facilities Director does not provide the School Board and the public with a full, detailed accounting of the use of all capital funds each year (contracted services, day labor, purchase orders, etc.). • There is currently no plan in place to accomplish the significant amount of planning work that needs to be completed by June 1998, nor is there planning staff to perform this work. Examples of the planning work to be accomplished include: 10-year educational facility master plan needs to be revalidated 5-year plant survey needs to be revised and revalidated − House Bill 17-A requirements need to be addressed	➔ **FM10:** The Facilities Director should present the School Board with a full accounting of the use of all capital funds at least once each year. **Estimated fiscal impact: None**

Facilities Use and Management

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Findings:	Recommendations:
• OCPS indicated that the District has not met its planned time frames in the long-range plan. Facilities Services indicated that this is in the process of being corrected.	➔ **FM11:** OCPS should work to meet time frames as much as possible. When time frames are not met, the District should revise its time frames accordingly and identify why the time frames were not met. The District should also provide updates to the Board and the public. **Estimated fiscal impact: None**
• House Bill 17-A could potentially have a significant impact on future needs determination and the level of state funding the District receives for facilities. Currently, OCPS has not assessed how House Bill 17-A will affect the District's future funding levels and workload, and has not planned how it will address these issues. The potential impact of not addressing House Bill 17-A is a loss of qualification for state funds.	➔ **FM12:** OCPS must examine the impacts of House Bill 17A and other state initiatives and develop a strategy to address these issues. Work programs, plant surveys, capital budgets and other related documents must be developed and/or updated to meet state requirements. **Estimated fiscal impact: None**

Facilities Use and Management: Construction Management

Background

Functional Components:
Construction Management
- *Architect Support:* Responsible for the design and architectural support of construction projects.
- *Project Management:* Responsible for the life-cycle management of projects from design through construction. This includes managing contracts with various design and construction firms.
- *Construction:* Responsible for the construction requirements associated with the relocation of the portable units.

Staffing and Budget:
Construction Management
- 64 FTE positions budgeted in FY98
- 15 FTE vacancies (as of February 3, 1998)
- The construction FY 98 operating budget is $4,337,157
- Facilities Services FY98 capital budget is $282,261,189 (includes $138,902,589 in carry forward project funds)
- Construction operating expenditures were $1,431,436 in FY97 (Note: this function was moved from maintenance to construction beginning in FY98)
- Facilities Services capital expenditures were $ 74,991,048 in FY97

Facilities Use and Management: Construction Management

Background

Workload:
- The Capital Projects Priority List (published January 1997) consists of 124 facilities at an estimated cost of $107,000,000.
- Seven schools under construction
- 17 new schools are planned for FY1998 through FY2002, at an estimated cost of $329,000,000:
    - 10 elementary schools
    - 5 middle schools
    - 2 high schools

Facilities Use and Management: Construction Management

Background

Current Organization Chart:

Construction Management

```
                              Construction Management
                              SR. Director
                              1 FTE

              Support Staff
              6 FTE
```

Project Management SR. Administrator 1 FTE (Vacant)	SR. Administrator 2 FTE (1 vacant)	Construction Management SR. Administrator 1 FTE (Vacant)	Construction Management SR. Administrator 1 FTE	Construction Management SR. Administrator 1 FTE

Project Management branch:
- Architectual Support SR. Manger 1 FTE
  - Project Design
- Project Management SR. Manager 1 FTE (Vacant)
  - Project Design

Construction Management (Project Management/Oversight Renovation/Remodeling):
- SR. Manager 1 FTE (Vacant)
- Manager 1 FTE
- SR. Manager 1 FTE
- Manager 1 FTE
- SR. Manager 1 FTE (Vacant)
  - Draftsman 4 FTE
- Manager 1 FTE
- Manager 1 FTE
  - UBCI 9 Vacant (4 Vacant)

Construction Management (New Construction):
- New Construction

Construction Management:
- SR. Manager 1 FTE (Vacant)
  - Portable Hook-ups, Drainage, Striping, Paving, and Concrete Crews 29 FTE

Facilities Use and Management: Construction Management

Background

Recommended Organization:

Design and Construction Department

```
                        ┌─────────────────────────┐
                        │        Director          │
                        │  Design & Construction   │
                        │         1 FTE            │
                        └─────────────────────────┘
        ┌──────────────────────────┐
        │    Clerical Support      │
        │        6 FTE             │
        └──────────────────────────┘

┌──────────────────────────┐  ┌──────────────────────┐  ┌──────────────────────┐
│    SR. Administrator     │  │   SR. Administrator  │  │   SR. Administrator  │
│ Engineering/Design and   │  │  Project Management  │  │ Construction Services│
│      Inspection          │  │       1 FTE          │  │       1 FTE          │
│        1 FTE             │  │                      │  │                      │
└──────────────────────────┘  └──────────────────────┘  └──────────────────────┘

    ┌──────────────────────┐  ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
    │     SR. Manager      │  │   SR. Manager    │ │     Manager      │ │     Portable     │
    │  Architect Support   │  │Project Management│ │Project Management│ │Construction      │
    │        1 FTE         │  │   Five Areas     │ │     5 Areas      │ │   Services       │
    │                      │  │     5 FTE        │ │     5 FTE        │ │    30 FTE        │
    └──────────────────────┘  └──────────────────┘ └──────────────────┘ └──────────────────┘

        ┌──────────────────┐
        │    Engineering   │
        │      Staff       │
        │      4 FTE       │
        └──────────────────┘

        ┌──────────────────┐
        │ Technical Staff  │
        │      CADD        │
        │      1 FTE       │
        └──────────────────┘

    ┌──────────────────────┐
    │  Uniform Building    │
    │  Code Inspectors     │
    │       9 FTE          │
    └──────────────────────┘
```

Please see FM13 for explanation of recommended organization chart beginning on Facilities 20.

Facilities Use and Management: Construction Management

Key Achievements/Commendations

Key Achievements/Commendations:
- The District has established the Construction Oversight Value Engineering (COVE) Committee, composed of business leaders and community members, to oversee the construction management program. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.

Facilities Use and Management: Construction Management

Customer Satisfaction

- 68 percent of customers* indicated they are dissatisfied with the services provided by Construction Management.

Overall Satisfaction with Construction Management Services, 1997-98
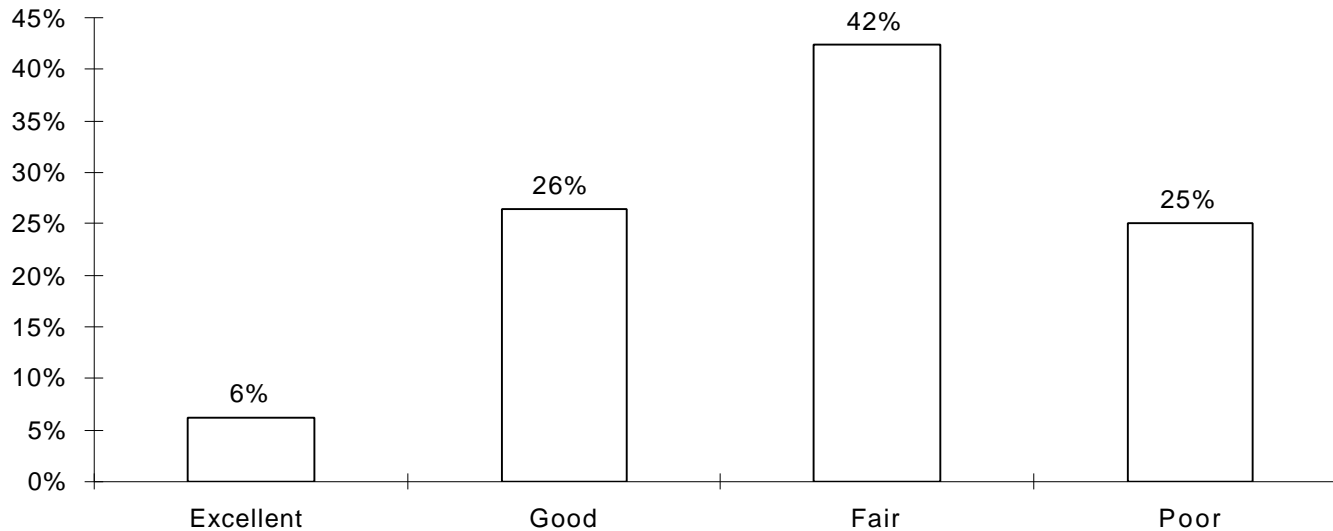
Source: KPMG customer satisfaction survey results

* 186 principals and assistant principals who responded to the Facilities Services Customer Survey. See response rate in the Introduction portion of this report and the completed survey in Appendix B.

Facilities Use and Management: Construction Management

Benchmarks

- OCPS construction costs per square foot are 42 percent higher than its peers. The construction costs reflect the following activities in the peer districts: Broward a learning center, Duval two elementary schools, Hillsborough a high school, and Pinellas three elementary schools and one middle school. Orange County costs represent only those associated with the construction of four elementary schools.

Construction Costs per Square Foot ($) for All Contracts Awarded in 1996
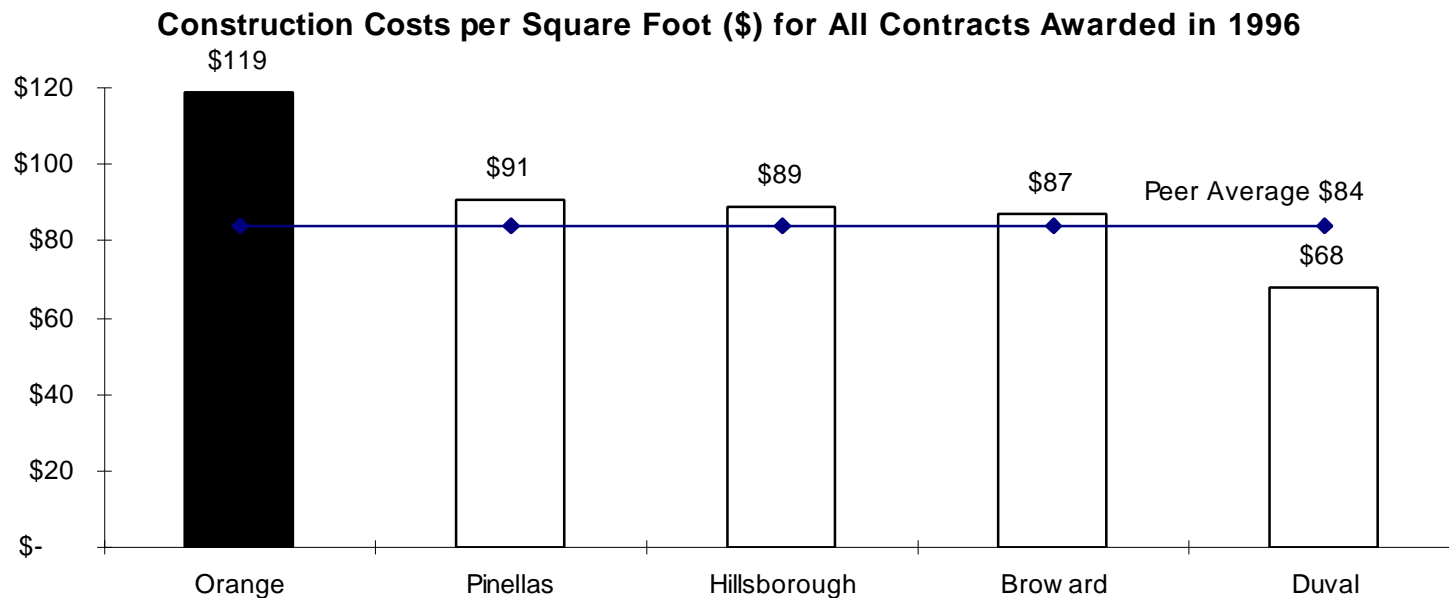
Source: Benchmarking surveys and the Florida Department of Education.

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Organizational Structure

- Construction Management's current organizational structure is missing job positions addressing core areas of responsibility, while having excess capacity in other areas. For example, there is no clear design function as reflected by a lack of design engineers in civil, mechanical and electrical areas of expertise.

- OCPS has too many high level administrative and draftsman positions, while lacking lower level project management job responsibilities.

- In addition, Construction Management's title focuses only on building and project management. The department title should reflect all department functions, i.e., life-cycle project management (design through construction).

➔ **FM13:** The Construction Management Department should be reorganized to facilitate the execution of its engineering, design, and construction functions. Reorganize the department into three sections reporting to the Senior Director:

– **Engineering/Design and Inspection**: This unit should be responsible for architectural, civil, mechanical, and electrical engineering functions, and Uniform Building Code inspections. This section should focus on providing the expertise needed for:
  - Design contract administration
  - Design review
  - Limited in-house designs
  - Uniform Building Code Inspections

– **Project Management** (design through construction): This section should manage all projects from design through construction. All project management functions should remain centralized, but project managers should be assigned to support specific geographic areas of the District.

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

(previous finding continued)   *(previous recommendation continued)*

- **Construction Services**: This section should manage the installation of portables and do small capital projects.

This new organizational structure eliminates two of the five Senior Administrator positions and three draftsman. The two Senior Administrator positions are currently vacant; their elimination will facilitate the addition of two lower level project managers. These two positions, one manager and one senior manager, are needed to provide additional project management capabilities. Three draftsman positions are also eliminated; these positions are currently underutilized. Four engineer positions are added to provide in-house design expertise.

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

Staffing and Workload

- Facilities Services has a dedicated staff of 34 positions who are responsible for the preparation and installation of portable units, which may not be an efficient use of resources. Facilities Services was unable to provide workload or performance measurement data for this unit to show that this unit is being used effectively. Many other districts do not have a dedicated staff for this function; they often use maintenance personnel for these installations or they contract out this function.

(previous recommendation continued)
These engineers should include at least one of the following: one civil engineer, one mechanical engineer, and electrical engineer. An additional engineer should be added to handle additional workload increases.

Estimated Fiscal impact: $10,500 Annual Investment

➜ **FM14:** Rename Construction Management to accurately reflect its functions. A more accurate name would be Design and Construction Department.
Estimated fiscal impact: None

➜ **FM15:** Facilities Services should assess the feasibility of contracting out for all or a portion of portable functions. If outsourced, the unit currently responsible for this function should be eliminated.
Estimated fiscal impact: None

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:

- There has been a lack of visible progress on the capital project priority list published and approved in January 1997. To date, no projects have been cleared from the list. However, 15 projects (facilities) with an estimated cost of $34,000,000 are in design and construction this fiscal year. The list consists of 124 facilities with an estimated cost of $107,000,000. If these projects are not completed in a timely manner, the problems and costs associated with them are likely to increase.

- The life safety issues on the capital project priority list have not been resolved, which is a significant liability for the District and a safety issue for students and staff. A council of fire chiefs has been appointed to address and make recommendations on the priority/actions of these issues. To date, Facilities Services has not received the recommendations on the issues.

Recommendations:

➔ **FM16:** OCPS must continue to focus on addressing the projects on the priority list and should develop a plan for addressing these issues.

Life safety issues must be resolved and the appropriate action plans should be expeditiously developed and implemented.

Estimated fiscal impact: None

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:

- Construction Management makes limited use of program/project management tools for design and construction. Most effective construction management functions make use of these tools. They help keep programs and projects on schedule and within budget, and can be used for the measurement of performance. Construction Management does develop individual project status reports to report on design and construction, but these reports are not adequate given the size and complexity of the District's construction program.

Recommendations:

➔ **FM17:** Facilities Services should select, develop, and utilize standardized program/project management, reporting, and tracking tools to help effectively manage the planning, design, and construction programs. Individual project status reports should continue to be developed. These tools should allow for the development of a master planning schedule that reflects the key design and construction milestone dates for all the projects budgeted for execution during the fiscal year. Scheduled progress information can be added to this schedule. From this master schedule, budget curves can be developed to track program execution from a financial perspective. These tools should also be utilized for the measurement of performance. Potential software used for this includes Microsoft Project, a software program the District currently has.

Estimated fiscal impact: None.

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- Data from the Florida DOE indicates that OCPS' average construction cost per square foot for five recently completed elementary schools was $119.10, which is higher than most districts in the state. Effective construction management departments work to keep construction costs as low as possible, without sacrificing quality.

➔ **FM18:** OCPS should continue its efforts to reduce construction costs. This should include the following:
  - The utilization of more independent construction estimates to ensure that they are paying a fair price for construction projects. These estimates should be accomplished through in-house staff. These costs vary depending on the estimates sought and cannot be determined at this time.
  - Continue to work with the Construction Oversight Value Engineering (COVE) Committee to find methods to build schools within the amounts specified.

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	*(previous recommendation continued)*
• There is a discrepancy between construction cost data provided by DOE and OCPS' Construction Management Department. As stated above, DOE indicates that OCPS' average construction cost per square foot is $119.10, while OCPS data indicates that the cost per square foot is $91.68, which is close to the Florida state average of $91.04. Construction cost per square foot is a key performance measure used by construction management departments. The lack of consistent data regarding construction costs makes it difficult for OCPS to appropriately project and monitor its costs.	The District should continue to investigate designs that can be site adapted to save on design costs. Designs can be formally value engineered by engineer/design and construction firms to identify additional savings. Economies of scale should be considered when developing construction packages; there may be a cost savings in management and materials by building more than one school under the same contract. When developing methods to reduce construction costs, quality should not be sacrificed. Adequate standards and specifications must be maintained to obtain a long-lasting, maintainable, quality facility. **Estimated fiscal impact: None** ➔ **FM19:** OCPS should work with the DOE to resolve the difference in construction costs. **Estimated fiscal impact: None**

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:	Recommendations:
• The School Board does not establish a total "not-to-exceed" cost per square foot contract amount for each new project prior to the beginning to the initial planning phase. Instead, OCPS indicated that costs are based on target costs per student station.	➔ **FM20:** The School Board should consider establishing a total "not-to-exceed" cost per square foot contract amount for each new project prior to the beginning to the initial planning phase. **Estimated fiscal impact: None**
• Facilities Services was not actively involved in the development of its FY98 capital projects budget. The FY98 and future-year capital construction budgets were developed by Business Services due to the turnover in leadership and management personnel in Facilities Services. Ideally, department budgets should first be developed by individual departments. The lack of involvement by Facilities Services in the development of its budget can result in a budget that does not accurately reflect OCPS' facility needs due to lack of information on plant surveys, priority lists, work programs, and plans when developing the budget.	➔ **FM21:** Facilities Services must establish itself as the leader and key team member in the development of the capital and operating budgets for the functional areas administer. The budgets should be developed through a team process. Plant surveys, priority lists, work programs, plans, and other tools should serve as the basis for building and finalizing the budgets. **Estimated fiscal impact: None**

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

<ins>*Findings:*</ins>	<ins>*Recommendations*</ins>
• OCPS' architect selection committee does not review and evaluate the architects' performance at the completion of projects.	➔ **FM22:** OCPS' architect selection committee should review and evaluate the architects' performance at the completion of projects, and should report findings to the School Board. **Estimated fiscal impact: None**

• OCPS develops general project descriptions for new projects, but these descriptions do not include all relevant information such as:
  – A stated rationale for the project
  – A narrative describing the district in general
  – A historical description of the growth pattern of the district
  – A map that shows the location of the planning facilities within the community and the proposed attendance area of the school
	➔ **FM23:** Future project descriptions should include all relevant information, such as that cited in OPPAGA's Best Financial Practices and Indicators.
	Estimated fiscal impact: None

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>   **<u>Recommendations:</u>**

- Although OCPS indicated that it conducts comprehensive building evaluations at the end of the first year of operation and periodically during the next three to five years to collect information about building operation and performance, OCPS noted that the comprehensiveness of these building evaluations is questionable. In addition, the District cannot demonstrate that other evaluations were performed at appropriate intervals during the first three to five years of operation.

➔ **FM24:** OCPS should ensure that these building evaluations are comprehensive, and that other evaluations are performed at appropriate intervals during the first three to five years of operation.

Estimated fiscal impact: None

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS does not analyze building evaluations to determine whether facilities are fully used, operating costs are minimized, and changes in the District's construction planning process are needed.	➔ **FM25:** OCPS should analyze building evaluations to determine whether facilities are fully used, operating costs are minimized, and changes in the District's construction planning process are needed. This should include: – Conducting formal, structured post-occupancy building evaluations to assess facility use and operating costs – Using the results of the evaluation to compare the product with the specifications to see whether the District received the product it said it wanted, and whether the District still needs the product built. **Estimated fiscal impact: None**

Facilities Use and Management: Construction Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Construction Management does not have a comprehensive policies and procedures manual. An effective organization consistently updates its policies and procedures manual.	➔ **FM26:** Work processes should be reviewed and updated. Procedure manuals should then be developed to facilitate the uniform execution of programs and projects. When formalizing the work processes, elements from the OPPAGA Best Financial Practices and Indicators checklist should be incorporated. **Estimated fiscal impact: None**

Facilities Use and Management: Environmental Compliance

Background

Function Components:
Environmental Compliance
- *Environmental:* Responsible for compliance with all federal, state, and local environmental regulations. Responsibilities include managing asbestos levels, lead paint, indoor air quality, underground storage tanks, hazardous waste, solid waste, and water/waste water treatment. This department is also responsible for the District's recycling program.

Information Support: Responsible for clerical support and maintenance of the Florida Inventory School House (F.I.S.H.) data.

Staffing and Budget
- 25 FTE positions budgeted in FY98
- 7 vacancies (as of February 3, 1998)
- The FY98 environmental operating budget is $1,557,685
- Environmental operating expenditures were $1,268,469 in FY97

Workload:
- 17 environmental programs
- Operate and maintain 12 wastewater and 5 water treatment plants

Facilities Use and Management: Environmental Compliance

Background

Current Organization Chart:

Environmental Compliance

```
            ┌─────────────────────────────┐
            │ Environmental Compliance    │
            │          Director           │
            │           1 FTE             │
            └─────────────────────────────┘
    ┌──────────────────┐
    │  Support Staff   │
    │     2 FTE        │
    └──────────────────┘

  ┌──────────────────┐              ┌──────────────────┐
  │ Fiscal Controls  │              │     Manager      │
  │  Administrator   │              │     5 FTE        │
  │     1 FTE        │              │   (2 Vacant)     │
  └──────────────────┘              └──────────────────┘

 ┌──────────────────┐                 ┌──────────────────┐
 │  Support Staff   │                 │    Tradesman     │
 │     1 FTE        │                 │     7 FTE        │
 └──────────────────┘                 └──────────────────┘

 ┌──────────────────┐   ┌───────────────────────┐
 │   Lead Clerk     │   │ Systems Support Clerk │
 │     1 FTE        │   │        4 FTE          │
 └──────────────────┘   └───────────────────────┘
 ┌──────────────────┐   ┌───────────────────────┐
 │ Trades Technicians│  │  Technical Assistant  │
 │     2 FTE        │   │        1 FTE          │
 └──────────────────┘   └───────────────────────┘
```
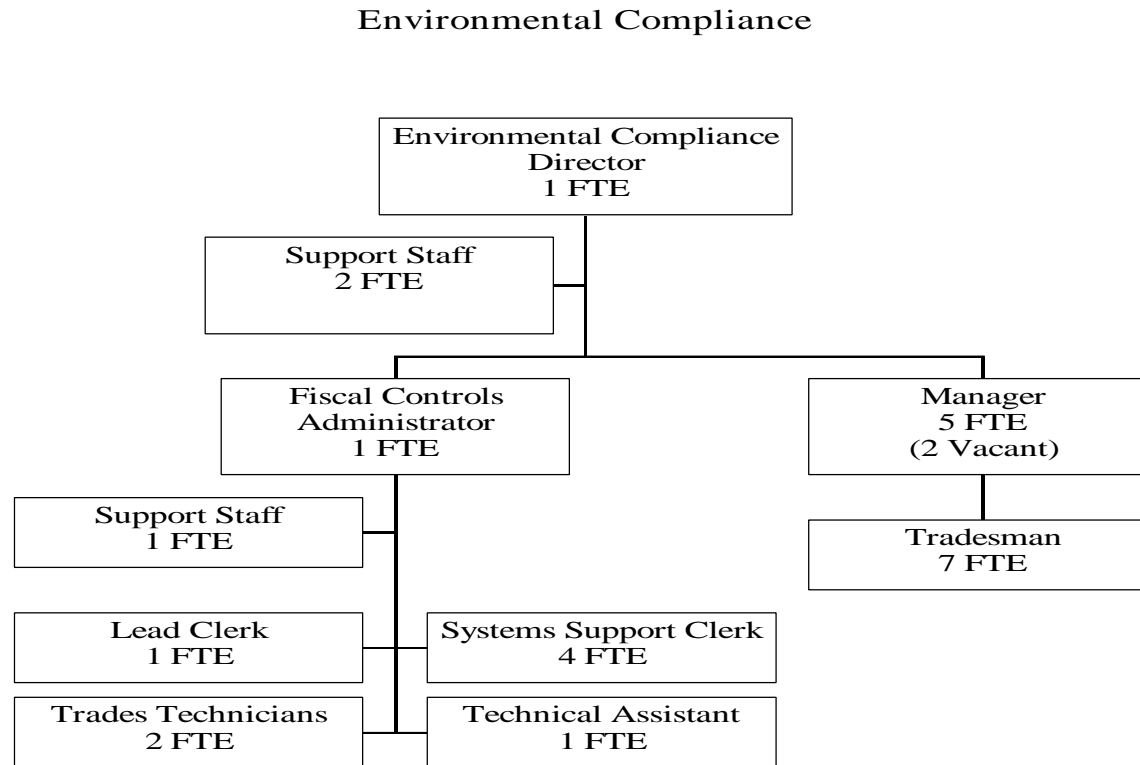
Facilities Use and Management: Environmental Compliance

Key Achievements/Commendations

Key Achievements/Commendations:
- OCPS received the 1996 Business in Industry Recycling Program Award. The District estimates that it realizes an annual savings of $200,000 to $300,000 from the recycle program.
- OCPS received an Environmental Leadership award in 1996 from the Mayor of Orlando.

Facilities Use and Management: Environmental Compliance

Customer Satisfaction

- 76 percent of the customers are satisfied with the services provided by Environmental Compliance.

Overall Satisfaction with Environmental Compliance Services, 1997-98
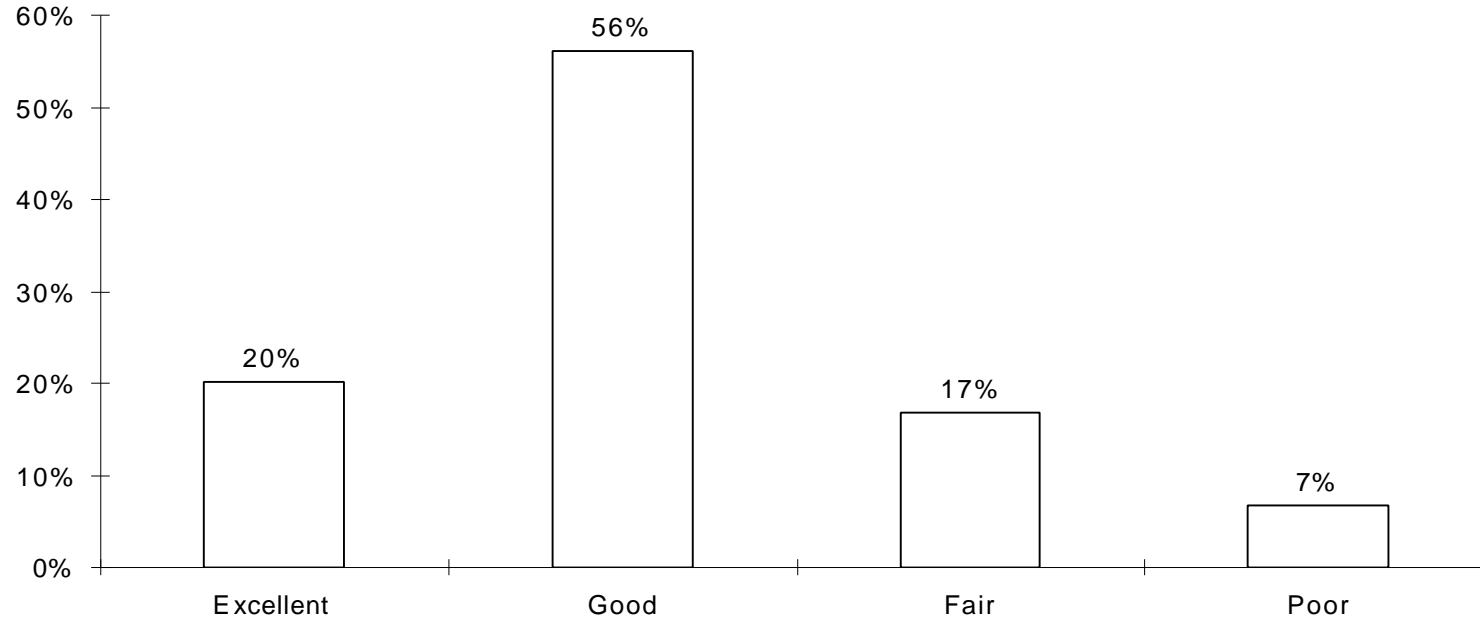
Source: KPMG customer satisfaction survey results.

Facilities Use and Management: Environmental Compliance

Customer Satisfaction

- 55 percent of customers were satisfied with Environmental Compliance's *responsiveness*, but 55 percent were dissatisfied with the *quality* of service provided.

Satisfaction with Environmental Compliance, 1997-98
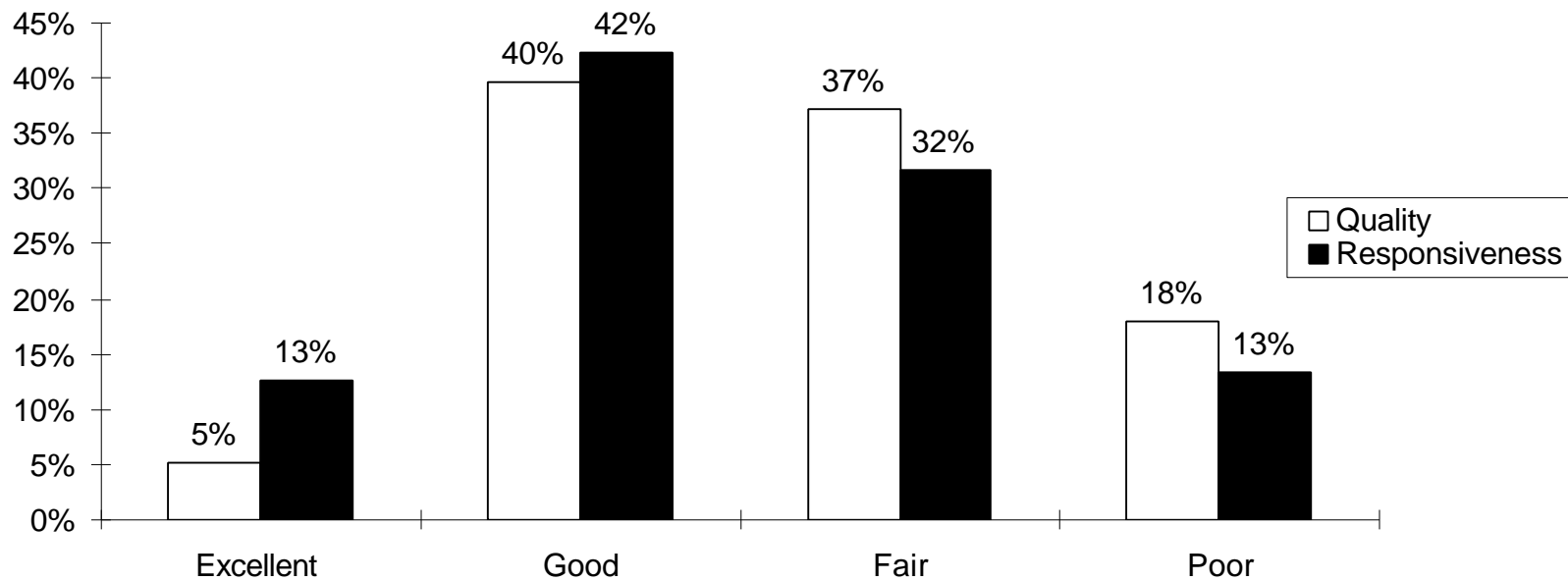
Source: KPMG customer satisfaction survey results.

Facilities Use and Management: Environmental Compliance

Benchmarks

- OCPS has more Environmental Compliance staff than peer districts based on schools and square footage per FTE.

Number of Schools per Environmental Compliance FTE, 1997-98

Square Footage per Environmental Compliance FTE, 1997-98
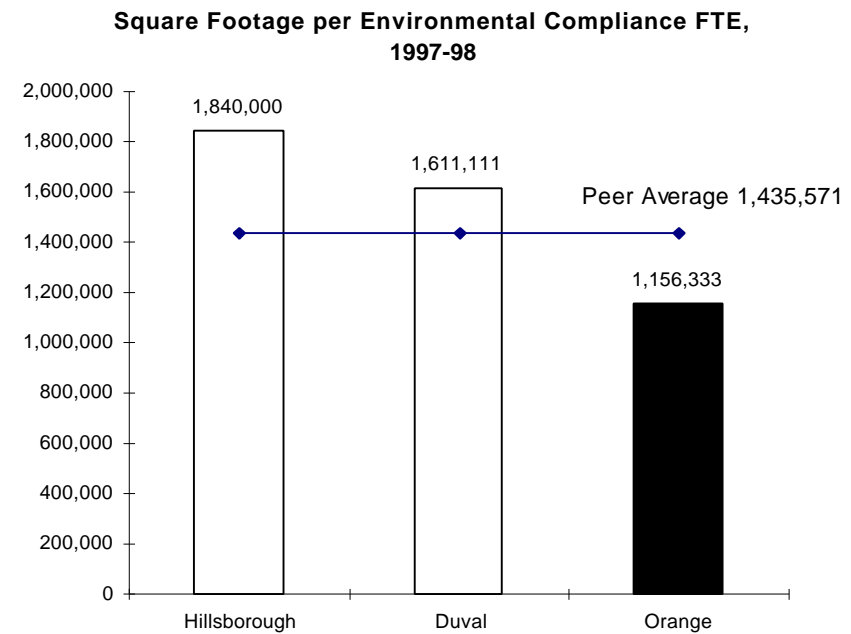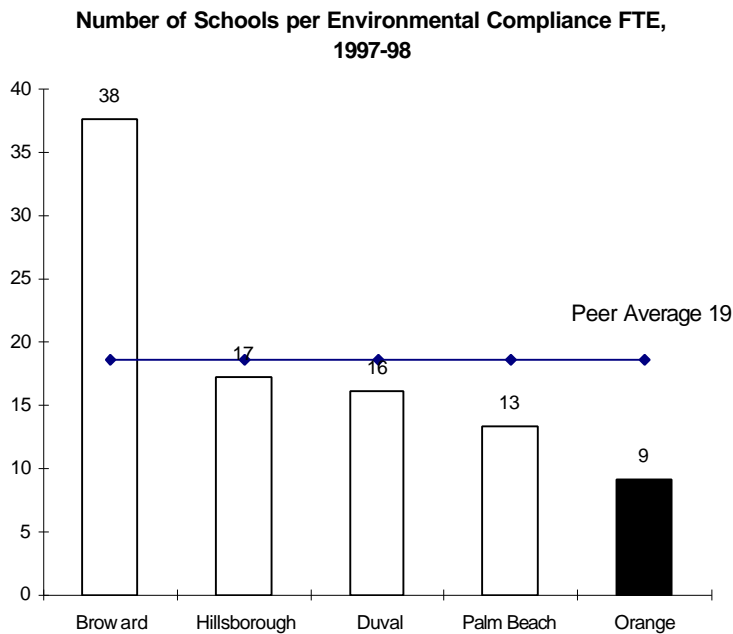
Source: KPMG Benchmarking surveys

Please note that information from Pinellas County was unavailable for both benchmarks. Information for Palm Beach, Hillsborough, and Broward Counties was unavailable for the square footage per environmental compliance FTE benchmark.

Facilities Use and Management: Environmental Compliance

Findings and Recommendations for Opportunities to Improve

Findings: **_Recommendations:_**

- OCPS provides a higher level of service in
  Environmental Compliance than other school districts.
  OCPS manages more environmental programs than
  peers, including silver recovery, recycling, and solid
  waste. Although these are important functions, they
  are not part of the core mission of the District,
  educating students. Because of this high level of
  service, Environmental Compliance's staffing is
  significantly higher than that of their peers. Based on
  square footage and schools per FTE, OCPS
  Environmental Compliance should have a staff
  between 7 to 12 FTEs.

➔ **FM27:** Environmental Compliance should focus on
  the core environmental programs for which
  environmental regulatory compliance is required. If
  OCPS staffed closer to the peer average, 4 of the
  current 15 positions could be reduced. However,
  OCPS should analyze revenues per FTE and the cost
  savings attributable its environmental programs to
  determine if its current level of staffing is justified.

Estimated Fiscal impact: $151,000 Annual Savings

Facilities Use and Management: Maintenance

Background

Function Components:
- *Maintenance:* performs preventive and routine maintenance for the school district's facilities, such as plumbing, electrical, painting, HVAC, and roofing services.
- *Special Crews (Grounds):* performs grass cutting, pest control, tree maintenance, irrigation management, gym floor refinishing, small engine repairs, landscaping, playground sand installation, and baseball and football field fertilization and management.
- *Custodial Services:* responsible for oversight of the custodial function, including training custodians, evaluating supplies and equipment, controlling allocation of overtime, conducting school inspections, and assisting principals with disciplinary problems.
- *Energy Management:* responsible for monitoring energy and utility costs.

Staffing and Budget
- Within the Maintenance Department, 391 budgeted FTEs are responsible for maintenance activities (57 vacancies)
- Operating budget is $19,300,000 in FY98 (maintenance only)
- Expenditures were $22,098,000 in FY97 (maintenance only)

Special Crews (Grounds)
- 94 FTEs budgeted in FY98
- Operating budget is $4,025,000 in FY98
- Expenditures were $3,910,000 in FY97

Facilities Use and Management: Maintenance

Background

Staffing and Budget: (continued):
Custodial Services
- 20 FTEs budgeted in FY98 (10 of which are custodians)
- 788.5 custodians (10 at Facilities Services compound)
- Operating budget is $843,000 in FY98
- District-wide operating budget for custodial supplies is $699,000 in FY98
- District-wide expenditures for custodial supplies was $771,113
- District-wide salaries and benefits for custodians is $12,589,000 in FY98

Workload:
Maintenance
- 160 facilities maintained according to the Florida Inventory of School Houses (FISH) report:
  - 14,071,879 permanent square feet
  - 3,279,065 portable square feet
- 1,811 open maintenance work orders as of January 1998
- 8,400 maintenance work orders completed in 1996-97 and 3,400 completed year-to-date
- Responsible for maintenance on 807 vehicles
- Responsible for maintenance on approximately 3250 portable facilities

Facilities Use and Management: Maintenance

Background

Workload:

Custodial Services

- Responsible for custodial services 15,723,643 square feet and 144 facilities
- Trained 116 custodians in 1996-97 and 59 in 1997-98
- Conducted 322 school inspections in 1996-97 and 171 in 1997-98
- Responsible for contract management on contracts involving the Education Learning Center, Tampa Avenue complex, Orlando Tech, Piedmont Lakes (Gotha) Middle School, Hunters Creek Middle School, Southwest Middle School, Dr. Phillips (West Orange) Ninth Grade Center, and Evans (Apopka) Ninth Grade Center.

Workload:

Special Crews (Grounds)

- Responsible for 3,000 acres at 147 facilities.
- Responsible for pest control on:
  - 14,071,879 permanent square feet
  - 3,279,065 portable square feet
- Performed 720 lawn maintenance engine repairs in 1996-97
- Performed 150 non-lawn equipment related repairs on 1996-97

Facilities Use and Management: Maintenance

Background

Current Organization Chart:

Maintenance

```
Maintenance
Director
1 FTE

Support Staff
5 FTE
```

| Maintenance Manager 3 FTE (2 vacant) | Special Crews Administrator 1 FTE | Custodial Services Administrator 1 FTE | Maintenance Manager 1 FTE | Maintenance Manager 1 FTE (Vacant) | Energy Controls 2 FTE (2 vacant) |

Maintenance Manager — 3 FTE (2 vacant)

Air Conditioning 12 FTE	Cabinet Maker 4 FTE
Carpenter 6 FTE	Communications 6 FTE
General Maintenance 4 FTE	Grounds Pavement 6 FTE
Heavy Equipment 12 FTE	Light Equipment 1 FTE
Locksmith 2 FTE	Machinist 1 FTE
Painter 16 FTE	Refinisher 2 FTE
Refrigeration 4 FTE	Roofer 11 FTE
Sheet Metal 7 FTE	Shipping Clerk 1 FTE
Technical Assistant 1 FTE	Trades Technician 17 FTE
Welder 5 FTE	Electrical 5 FTE

Special Crews Administrator — 1 FTE

- Support Staff 3 FTE
- Manager 1 FTE (Vacant)
- Grounds Personnel 90 FTE (9 Vacant)

Custodial Services Administrator — 1 FTE

- Systems Support 1 FTE
- Custodail Technicians 5 FTE
- Custodial Crew Leader 2 FTE
- Custodians 10 FTE

Maintenance Manager — 1 FTE

- Zone 3 — 17 FTE
  - 1 Zone Lead
  - 6 Tradesmen
  - 10 FMTs
- Zone 4 — 22 FTE
  - 1 Zone Lead
  - 6 Tradesmen
  - 15 FMTs (3 vacant)
- Zone 7 — 20 FTE
  - 1 Zone Lead
  - 6 Tradesmen
  - 13 FMTs
- Zone 8 — 24 FTE
  - 1 Zone Lead
  - 8 Tradesmen
  - 15 FMTs (2 vacant)
- Zone 9 — 20 FTE
  - 1 Zone Lead
  - 7 Tradesmen (1 vacant)
  - 12 FMTs (1 vacant)
- Zone 10 — 22 FTE
  - 1 Zone Lead
  - 6 Tradesmen (1 vacant)
  - 15 FMTs (4 vacant)
- Zone 13 — 12 FTE
  - 1 Zone Lead
  - 10 Tradesmen (1 vacant)
  - 1 FMT

Maintenance Manager — 1 FTE (Vacant)

- Zone 1 — 19 FTE
  - 1 Zone Lead
  - 6 Tradesmen
  - 12 FMTs (2 vacant)
- Zone 2 — 15 FTE
  - 1 Zone Lead
  - 6 Tradesmen (1 vacant)
  - 8 FMTs (2 vacant)
- Zone 5 — 23 FTE
  - 1 Zone Lead
  - 7 Tradesmen (1 vacant)
  - 15 FMTs (1 vacant)
- Zone 6 — 21 FTE
  - 1 Zone Lead
  - 6 Tradesmen (1 vacant)
  - 14 FMTs (3 vacant)
- Zone 11 — 21 FTE
  - 1 Zone Lead
  - 7 Tradesmen
  - 13 FMTs (2 vacant)
- Zone 12 — 18 FTE
  - 1 Zone Lead (1 vacant)
  - 6 Tradesmen (2 vacant)
  - 11 FMTs (1 vacant)

Please refer to Recommended Organization Chart on page 4 to see recommended maintenance organization.

Facilities Use and Management: Maintenance

Key Achievements/Commendations

Key Achievements/Commendations:
- Inventory control initiatives reduced cost of lost supplies and equipment from 38 percent in 1996-97 to less than one percent in 1997-98 (to date).
- Analysis of electric bills has enabled the District to receive refunds from local power companies in the amount of approximately $78,000.
- Outsourcing initiatives in lawn mowing reduced the need for seasonal personnel, reduced the District's exposure to workers compensation claims, and eliminated the need for additional part-time and full-time staff.
- Outsourcing of grounds maintenance at 13 schools allowed OCPS to maintain current staffing levels as workload levels increased.

Facilities Use and Management: Maintenance

Customer Satisfaction

- 67 percent of OCPS customers are dissatisfied with the maintenance services provided by Facilities Services. A similar survey KPMG conducted for Wake County Public School showed that only 29 percent of customers were dissatisfied with maintenance services. (See Appendix B).

Overall Satisfaction with Maintenance Services, 1997-98
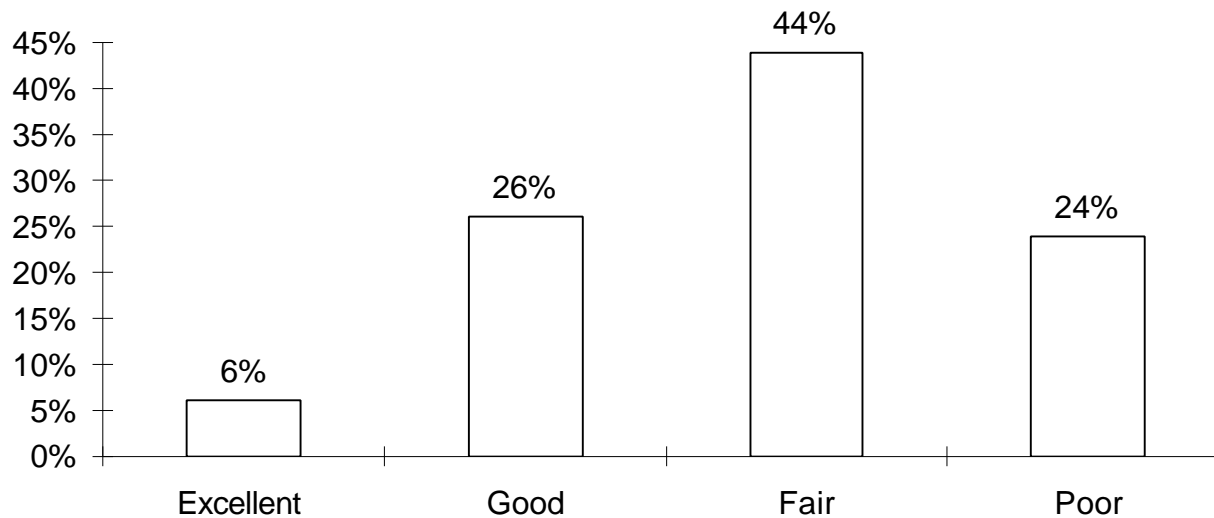
Source: KPMG customer satisfaction survey results.

Facilities Use and Management: Maintenance

Customer Satisfaction

- 82 percent of customers are dissatisfied with Maintenance's response time to routine roofing work orders. 73 percent of customers are dissatisfied with Maintenance's response time to routine painting work orders.

Timeliness of Response to Routine Work Orders - Roofing and Painting, 1997-98
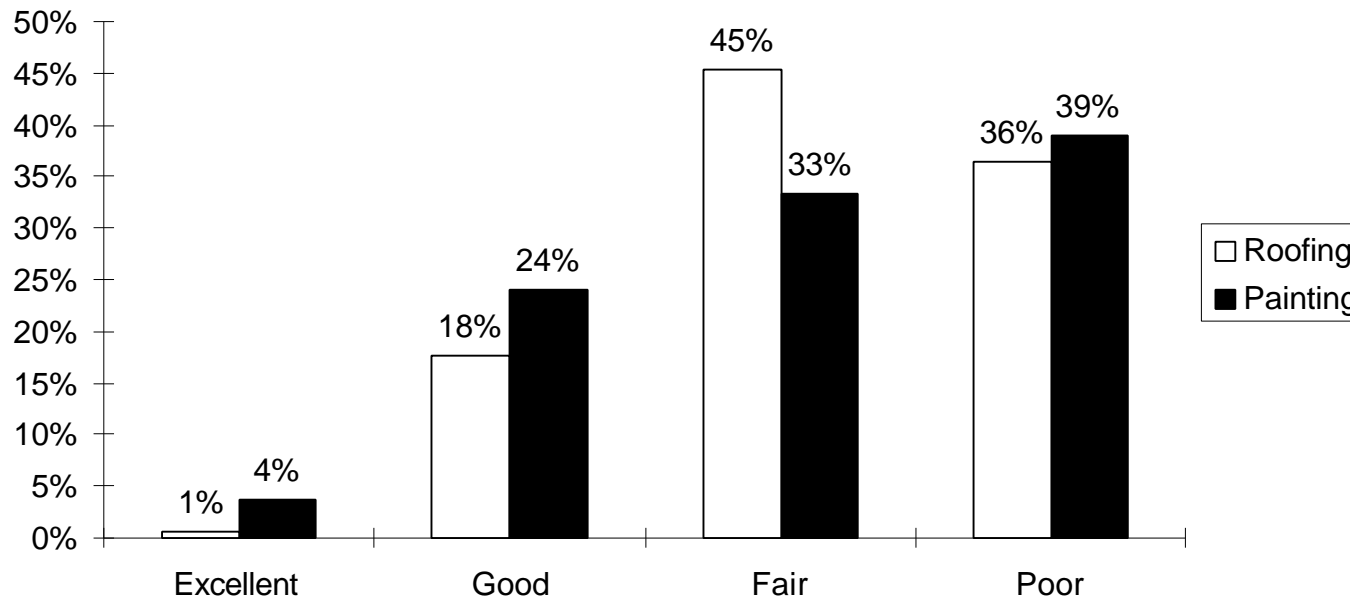
Source: KPMG customer satisfaction survey results.

Facilities Use and Management: Maintenance

Customer Satisfaction

- 57 percent of customers are generally satisfied with the services provided by OCPS' Custodial Services, although 43 percent rated Custodial Services as fair or poor.

Overall Satisfaction with Custodial Services, 1997-98
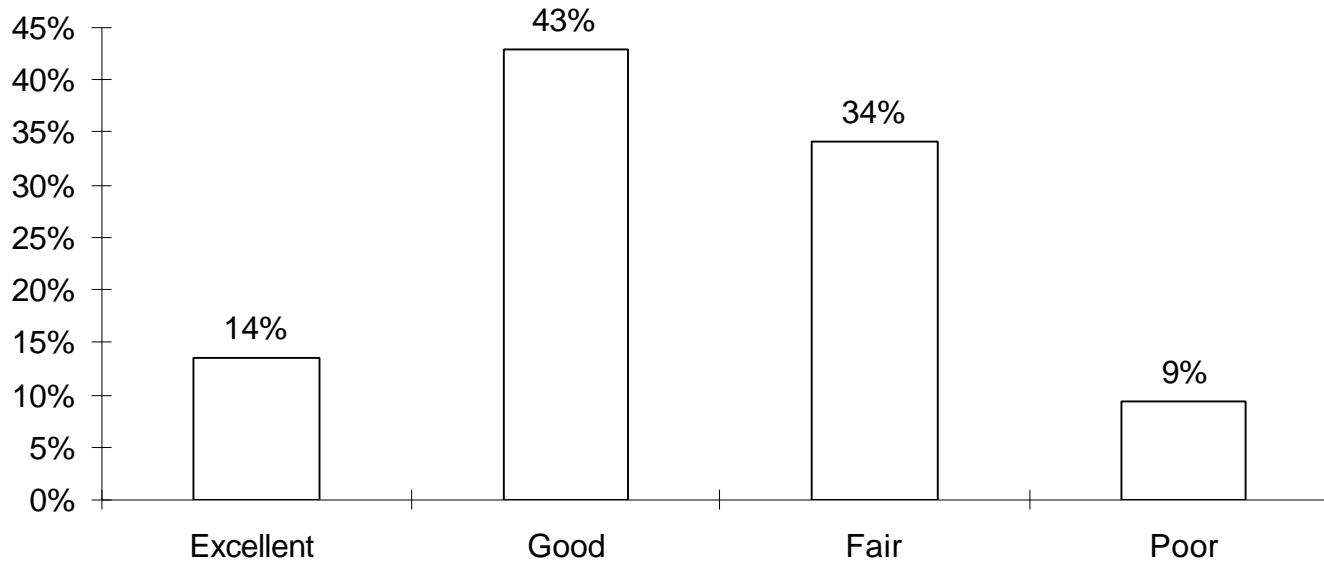
Source: KPMG customer satisfaction survey results.

Facilities Use and Management: Maintenance

Customer Satisfaction

- Only 27 percent of customers are satisfied with the District's contracted custodial services.

Satisfaction with Contracted Custodial Services, 1997-98
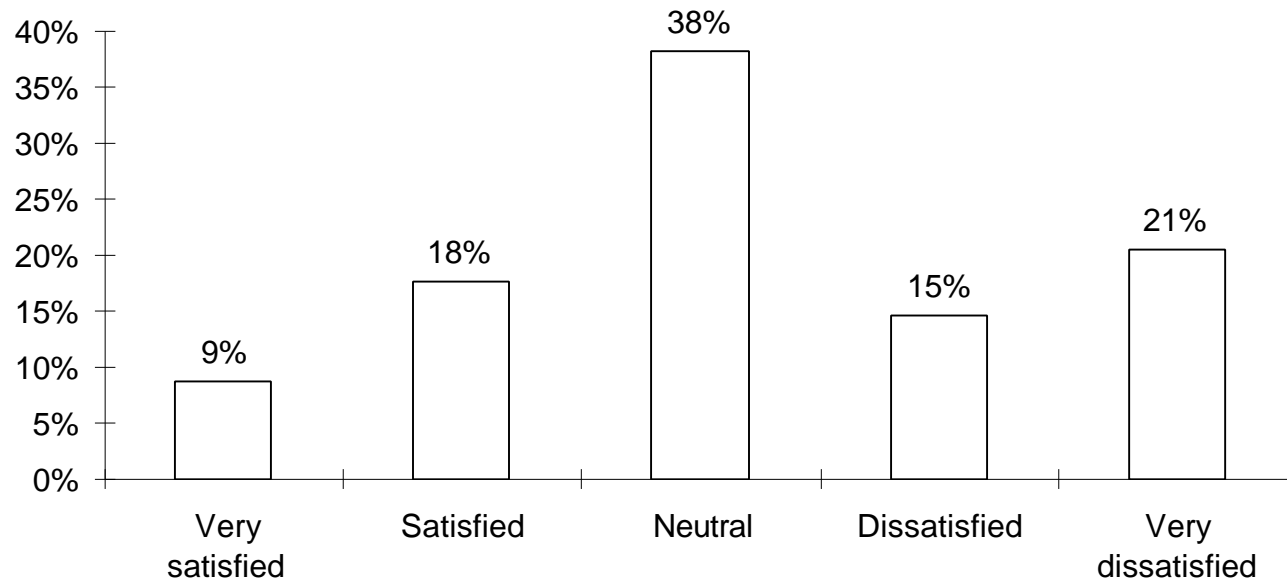
Facilities Use and Management: Maintenance

Customer Satisfaction

- 76 percent of customers are generally satisfied with the services provided by both OCPS Special Crews and those outsourced, making it the highest rated function within Facilities Services.

Overall Satisfaction with Special Crews Services, 1997-98
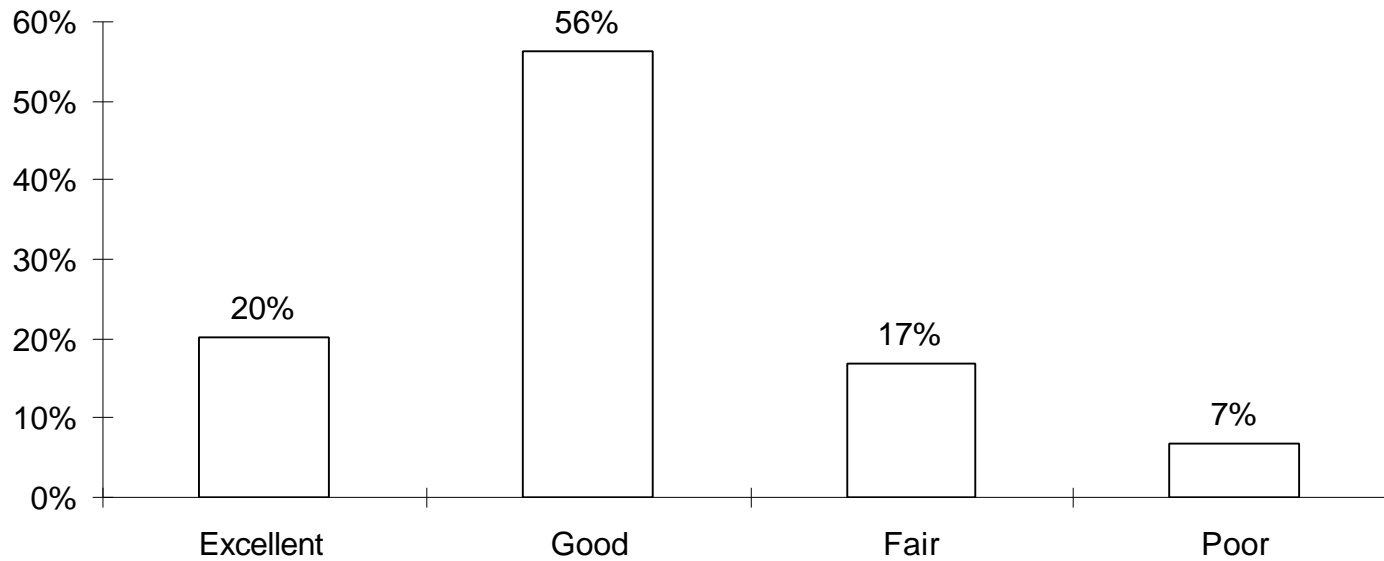
Source: KPMG customer satisfaction survey results.

Facilities Use and Management: Maintenance

Benchmarks

- Some categories of custodial and maintenance costs in the District are higher than the regional average and the national median.

Maintenance and Operations Costs, 1997

Costs per Student	OCPS	Region Average	National Median
Custodian payroll per student *	126.54	124.86	189.41
Maintenance payroll per student	95.53	53.78	59.70
Grounds payroll per student	19.75	11.19	19.64
Equipment and maintenance supplies per student	26.18	18.96	29.74
Grounds equipment and supplies per student	4.51	11.73	6.38
Utilities per student	156.53	152.06	158.58
Total M&O per Student	429.05	372.58	463.45

Costs per Square Foot			
Custodian payroll per square foot **	0.97	0.83	1.31
Maintenance payroll per square foot	0.74	0.41	0.43
Equipment and maintenance per square foot	0.20	0.16	0.19
Grounds equipment and supplies per square foot	0.03	0.09	0.04
Utilities per square foot	1.21	1.22	1.07
Total M&O per Square Foot	3.15	2.71	3.04

* KPMG assumes benefits equal 30% of payroll.

** Based on total square footage.

Source: "1997 AS&U Maintenance and Operations Cost Study," American School & University, April 1997.

Information received from Orange County Public Schools.

Facilities Use and Management: Maintenance

Benchmarks

- OCPS' average salaries are above the regional average, but below the national median.

OCPS Salaries, 1997

	OCPS	Region Average	National Median
Average custodial salary	16,289	14,861	20,990
Average maintenance salary	24,146	24,000	27,528
Average grounds salary	20,423	19,143	22,726

Source: "1997 AS&U Maintenance and Operations Cost Study," American School & University, April 1997.

Information received from Orange County Public Schools.

Facilities Use and Management: Maintenance

Benchmarks

- OCPS' maintenance FTEs are responsible for 15 percent less square feet than the peer average.

Number of Square Feet per Maintenance FTE, 1997-98

Peer Average 52,582

District	Value
Cobb	64,394
Fairfax	61,111
Clark	52,723
Pinellas	45,046
Orange	44,604
Duval	39,634
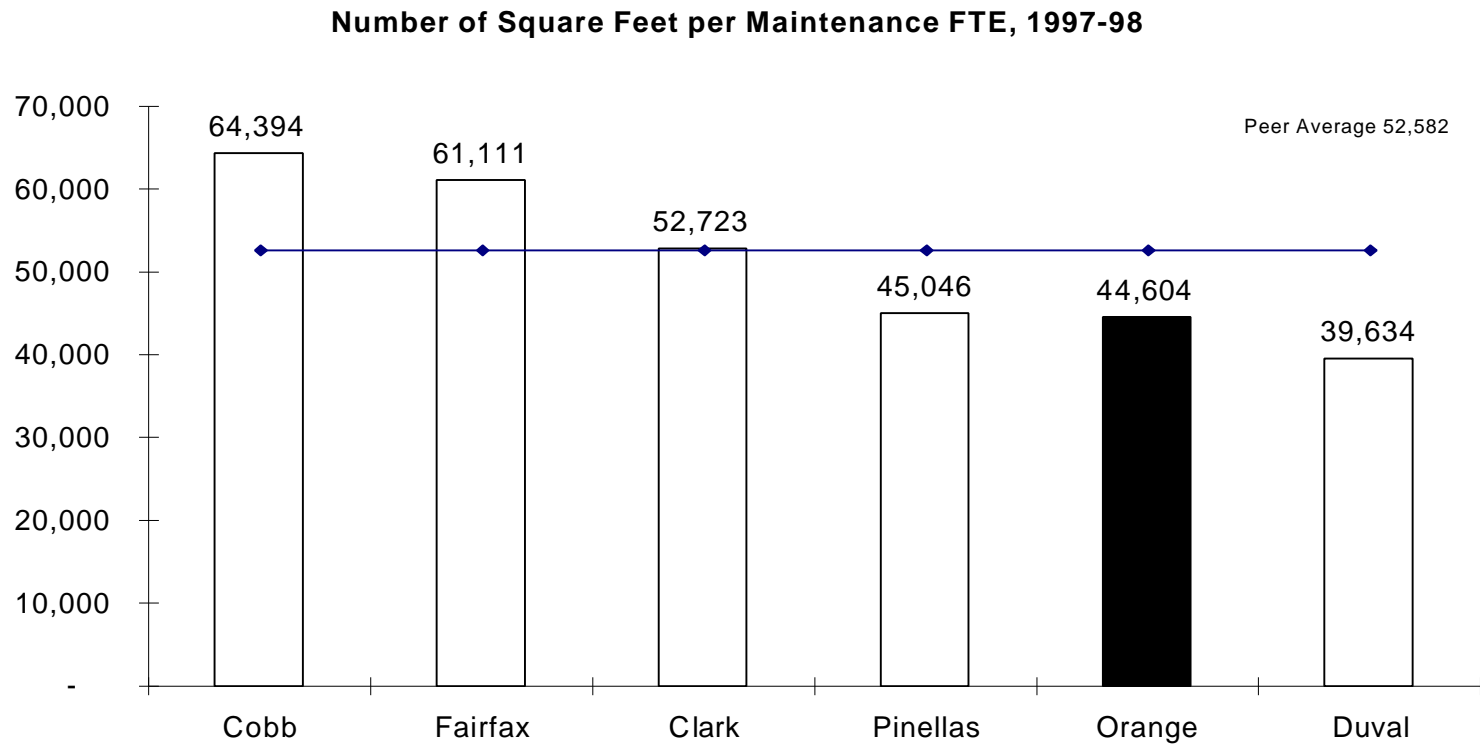
Source: District budgets and benchmarking surveys.
Please note that Cobb and Clark were chosen as peer districts because they are leaders in facilities use and management and that information on Palm Beach County and Hillsborough County was unavailable.

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Organizational Structure

- OCPS currently has 13 maintenance zones. This number of zones does not match the District initiative to move to a four-five area structure. In addition, 13 maintenance zones do not allow OCPS to take advantage of economies of scale, such as that provided by better leveraging highly paid trade positions across a greater number of schools.

➔ **FM28:** Collapse existing 13 maintenance zones into four or five areas, depending on the organization structure implemented by the District. Estimated fiscal impacts are based upon five areas.

  Allocate trade personnel based on regional needs. Area offices should coordinate to allow for consistent distribution of workload among the areas.

  Reassign two existing maintenance managers that currently monitor the District's thirteen zones as Area Maintenance Coordinators for two of the area offices.

  Upgrade two or three Zone Lead positions to Area Maintenance Coordinators.

Estimated fiscal impact: $16,000 annual cost

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Staffing and Workload

- OCPS' field maintenance technician (FMT) program is an overly decentralized and heavily staffed maintenance function that has resulted in high-cost, low quality services to schools. (This program budgets at least one FMT per school whose role is to perform preventive and routine maintenance as needs arise.) As described above in the Facilities Services customer survey, 67% of customers are dissatisfied with OCPS maintenance services. This compares to a 29% dissatisfaction rate from the same question posed to the Wake County Public School System, a KPMG "best practice" district. Survey responses were echoed in the principal focus group. Although some principals were happy with their FMT, the majority of the group claimed that their FMT was completely unaccountable and that they did not perceive they were getting adequate value.

➔ **FM29:** Eliminate the FMT program. Reassign 108 of 167 FMT and Zone Lead (ZL) positions to regional trade positions. Ensure area coordinators best leverage their trade specialists among schools within their region. Eliminating 59 FMTs and ZLs positions will result in savings to the District of $1,298,000[2]. Upgrading 105 FMTs/ZLs to trades will require an investment of $1,103,000.

Estimated fiscal impact: $195,000 Annual Savings

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[2] Based on average FMT salary (including benefits) of $22,000.

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings: **_Recommendations:_**

- The OCPS Maintenance Department also has more
  staff than peer school systems. OCPS maintenance
  FTEs are responsible for 15 percent less square feet
  per FTE than the peer average. OCPS maintenance
  FTEs are responsible for 44,604 square feet,
  compared to the peer average of 52,582 square feet
  per maintenance FTE.

- In addition to OCPS' high level of staff, each FMT is
  trained in more trade areas than other districts.
  OCPS' FMTs should have a general working
  knowledge of several disciplines, i.e. plumbing,
  masonry, electric, in order to manage a school's
  diverse maintenance needs. The District provides a
  training program intended to increase their skill level
  to that of a master tradesman in approximately five
  disciplines. However, the use of a highly skilled trade
  specialist position in each school does not best
  leverage these resources which should be allocated on
  a regional basis.

(previous finding continued)

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

- Maintenance staff currently perform a limited amount of preventive maintenance. Similar to other districts, OCPS focuses on emergency and other reactive measures, instead of operating under a preventive maintenance plan. Lack of preventive maintenance threatens the integrity of OCPS' facilities and equipment. Conducting preventive maintenance can increase or maintain the life cycle of equipment and facilities at a fraction of the cost needed to refurbish or replace materials. Failure to conduct preventive maintenance reduces the useful life, thus exposing the District to the increased financial burden of replacing equipment and facilities before the exhaustion of their scheduled life.

➔ **FM30:** Reinitiate the preventive maintenance program to prolong the useful life of equipment and facilities and reduce the District's exposure to large (unscheduled) expenditures. Please note that preventative maintenance is a funded activity within OCPS, but preventive maintenance is not currently emphasized in the organization's operations.

Estimated fiscal impact: Already Captured

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:

- Facilities Services indicated that its budget does not adequately address recurring maintenance tasks. The District does not fund deferred maintenance projects within the resources available. In addition, the budget process does not provide for periodic evaluation of actual versus planned expenditures.
- The District's current capital project list contains items that most likely could have been prevented with preventive maintenance. A large portion of the projects are roofing-related repairs that could have been prevented or delayed if preventive maintenance was performed.

Recommendations:

➔ **FM31:** Consider assigning certain minor preventive maintenance tasks (such as changing air filters) to custodians.

Estimated fiscal impact: None

➔ **FM32:** OCPS and Facilities Services should ensure that its budget adequately addresses recurring maintenance tasks, and that it includes sufficient funds for deferred maintenance projects. OCPS should also ensure that the budget process provides for periodic evaluation of actual versus planned expenditures.

Estimated fiscal impact: None

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Although the District indicated that it analyzes maintenance and operations costs to identify improvements to the construction management process, no changes have been implemented that have resulted in documentable cost savings.	➔ **FM33:** OCPS should ensure that it analyzes maintenance and operations costs to identify improvements to the construction management process, and use the information obtained from this analysis to implement changes that will result in documentable cost savings. **Estimated fiscal impact: None**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Management Practices and Technology

• There is a lack of clear definitions of roles and responsibilities between maintenance and construction responsibilities. Prior to the Facilities Services' recent change in management, the Maintenance Department became heavily involved in performing construction activities within the District. The Department's focus changed from maintenance priorities to construction objectives because OCPS' Construction Management Department was unable to meet all the District's need for construction services. Due to Maintenance's involvement in construction related activities for several years, OCPS facilities and equipment did not receive an appropriate level of maintenance attention and budgeted maintenance dollars were used on capital projects.	➔ **FM34:** Develop clear and concise definitions of roles and responsibilities between maintenance and construction. This will enable clear differentiation between functions, reduce duplication of services, and improved management of resources. **Estimated fiscal impact: None**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

(previous finding continued)
The future continuation of this activity will result in
duplication of services and mismanagement of resources.
An effective organization clearly delineates the roles and
responsibilities of all units, so that individuals are focused
and have clear direction.

• The Maintenance Department does not use performance
measures to monitor performance and identify areas of
concern. The department also indicated that it does not
have work standards, quality levels, completion
schedules, and other standards for job performance. In
addition, the department does not use external and
internal benchmarking to monitor performance, evaluate
service quality, and determine appropriate staffing levels.
Many best practice organizations use performance
measures and benchmarking as tools to monitor and
improve their performance. Without these tools,
organizations tend to maintain the status quo.

➔ **FM35:** Develop and implement work standards,
quality levels, completion schedules, and other
standards for job performance. Also develop
internal and external performance measures to
monitor performance and identify areas of
concern. OCPS should continually benchmark
these measures with other school districts and the
private sector (if applicable).

Estimated fiscal impact: None

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	➜ **FM36:** Develop a system for projecting cost estimates associated with maintenance projects. **Estimated fiscal impact: None**
• OCPS utility costs (estimated at $20,000,000 a year) are higher than the regional averages, according to AS&U's Maintenance and Operations Cost Study. This may be due in part to the fact that OCPS does not have a negotiated rate from Florida Power and Light concerning its cost of power. OCPS is one of the largest users of electricity in Orange County and its buying power should enable the negotiation of a reduced rent.	➜ **FM37:** OCPS should work to reduce the cost of electricity within the District by negotiating better rates with Florida Power and Light. **Estimated fiscal impact: $1,500,000 annual savings (outlined below)**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

- Energy Education, Inc., an independent company, has estimated that it can save the District $30,000,000 over seven years by implementing an education program. These savings include operating expenses associated with the implementation of Energy Education's program. Operating expenses are estimated at $1,000,000 per year, for the first four years of the program.

The School Board of Polk County initiated the program in 1992 and has experienced total savings of $9,149,969, compared to estimated savings of $5,446,000.

➔ **FM38:** Consider implementation of Energy Education, Inc.'s proposal to save OCPS an estimated $30,000,000 over seven years with the implementation of an energy management program. Energy Education contractually guarantees to save the District more money than their fees; if estimated savings are not achieved they will reimburse the District for the difference. The final three years of the program provide the largest benefit because OCPS would not have to pay Energy Education's administration fees. The average savings per year, for the first five years is approximately $1,500,000.

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
• OCPS does not use external benchmarks to achieve energy efficiency, or perform analysis on utility costs. This makes it impossible to identify cost trends, and it increases the District's exposure to misbillings. In addition, analysis of utility costs at specific locations could enable the District to identify inefficiencies and then implement corrective measures to reduce utility costs.	➔ **FM39:** OCPS should use external benchmarks to determine more cost-effective ways to meet health and safety standards. To improve energy efficiency, OCPS should consider collaborating with its utility providers, the U.S. EPA, available local industry expertise, and/or other organizations to identify energy efficiency benchmarks and implement actions to increase cost efficiency. If OCPS could reduce utility expenditures to the regional average (per student) it would save $595,000 per year. Obtaining an improved power rate or reduce electric usage should be the primary method investigated to obtain these. If OCPS implements Energy Education's program, KPMG assumes that the $595,000 savings will be captured in that program.
• 24 percent of schools lack Power Line Carrier (PLC) capability, which could be increasing the District's utility costs. PLC enables the District to automatically turn power at facilities on and off.	➔ **FM40:** Determine costs and benefits of configuring schools with PLC. **Estimated fiscal impact: None**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- OCPS currently has nine unique technological Direct Digital Control (DDC) platforms that monitor twenty-six schools. DDC is used to control the use of electricity and monitor current equipment and situations in specific rooms, as well as turn power off and on. For example, DDC equipped schools enable the District to select a specific room and obtain temperature and humidity information. This capability enables the District to monitor conditions in specific locations and implement corrective measures before they become impediments to the educational activities.

➔ **FM41:** Ensure that all future schools equipped with DDC use equipment utilizing a standard open system (e.g. BackNet). This will provide a standard reporting monitoring system and enable the District to make equipment purchases based on overall quality, and not necessarily the equipment's ability to be integrated into the existing DDC system.

Savings attributable to Energy Education's plan and the recommendation associated with reducing electric costs (at a savings of $595,000) are mutually exclusive. KPMG assumes that the $595,00 would be included in the Energy Education's plan; however, if OCPS does not implement Energy Education's plan, it should achieve the $595,000 savings attributable to a better power rate. KPMG developed a range of savings, $595,000 to $1,500,000, and determined a conservative midpoint of $1,000,000.

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>

- Although Maintenance indicated that the District provides a staff development program that includes appropriate training for maintenance and operations staff to enhance worker job satisfaction, efficiency, and safety, several key elements are missing. For example:
  - There are not written goals in the areas of safety, trades enhancement, cross trades utilization, interpersonal team skills, district policy awareness, and department procedures.
  - Instructors for staff training are not from appropriate trade/instructional areas.

<u>**Recommendations:**</u>

- ➔ **FM42:** Develop or contract out for a training program that enables staff to integrate new technologies, materials, and processes into maintenance activities.
Estimated fiscal impact: None

- ➔ **FM43:** Provide continual staff development to ensure staff maintains a consistent level of capabilities. This will ensure staff members possess a high level of competency and understand work procedures.
Estimated fiscal impact: None

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>　　　　　　　　　　　　　　　　　**<u>Recommendations:</u>**

Findings:	Recommendations:
(previous finding continued) • Additionally, the District does not have ongoing staff development that focuses on use of new technologies, materials, and processes. Lack of a solid program in these areas can reduce the effectiveness and efficiency of work performed by the staff. In addition, failure to continually integrate new processes and technologies into operations prevents the District from capitalizing on potential cost savings, time requirement reductions, and quality improvements.	*(previous recommendation continued)*

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:

- The Central Office Maintenance Department does not offer career advancement programs or training, which can make it difficult to retain staff and can result in poor morale. Although Human Resources offers some training and workshops, Maintenance staff indicated the training is not targeted at the unique needs of the Department.

Recommendations:

➔ **FM44:** Work with local technical colleges to provide career advancement courses to those employees willing to use personal time and money to acquire managerial skills. Local community and technical colleges charge approximately $100 per credit hour for management courses. If OCPS selected five candidates that possess the ability and willingness to enroll in 6 credit hours of management related courses, the cost would be $3,000, or $600 per person. Six hours of management courses provides an individual with a solid understanding of basic managerial skills and would be suitable for team leaders, shop managers, or foremen. As job requirements and responsibilities associated with a position increase, OCPS may require staff to take additional courses.

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
	(previous recommendation continued) This gives employees the opportunity to obtain the skills necessary to advance within the District. Additionally, this program will enable the District to hire qualified candidates from within (which fosters ownership). **Estimated fiscal impact: $3,000 Annual Investment**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

- The District's work order information system (COIN) does not provide management with necessary information to monitor performance and costs. Information captured and entered into the COIN system is difficult to retrieve, modify, and interpret for use as a management tool. New or unique reports require additional computer programming, which requires the skills and costs (financial and time) of an outside vendor.

➔ **FM45:** Implementation of Financial Information System will enable OCPS to track and monitor work order activity. This will enable: development of performance measures, monitoring of performance, turnaround time, and tracking of costs (labor, material, and supplies). Please note that the implementation of the Financial Information System is part of the Human Resource Financial Information System that the District is currently in the process of purchasing. Therefore, the cost of the Financial Information System is not realized by Facilities, but by the Information Systems Department.

Estimated fiscal impact: None

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
• School-based staff use several different communication devices (i.e. telephone, interoffice mail, fax, and computer) to submit work orders. This makes tracking of work orders difficult-from Maintenance's and school-based staff's perspective-because of lack of standardization.	➔ **FM46:** Educate users on how to properly use current work order system to submit, track, and follow-up on submitted work orders. Education could be a pamphlet or mailing explaining the process. Classes, seminars, tutorials, or additional staff is not necessary. **Estimated fiscal impact: None**
• The Maintenance Department does not have an updated and comprehensive employee manual that explains OCPS policies and procedures. This can result in lack of understanding concerning roles and responsibilities, reduced job quality, and duplication of services. In addition, personnel may be unaware of their roles in relation to the mission and overriding principles of the Maintenance Department, and in turn, the Department's place within the Facilities Services Division.	➔ **FM47:** Continue with plans to revise and update the policy and procedure manual. Updated policies and procedures allow for clear definitions of roles and responsibilities and a standard level of job quality and performance. This in turn allows personnel to be responsive to the missions and goals of the Maintenance Department and its role within Facilities Services. **Estimated fiscal impact: None**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

- The Maintenance Department does not utilize many of the best practices identified in the Office of Program Policy and Government Accountability's (OPPAGA) *Best Financial Management Practices*.

➔ **FM48:** Use OPPAGA's *Best Financial Management Practices* as a management tool to monitor performance, identify areas for improvement, and determine appropriate staffing levels. Also, the effective implementation of programs to achieve 'best practices' will allow the District to demonstrate to Orange County citizens the effective management of taxpayer funding. This in turn may enable OCPS to garner increased voter support for bond referendums.

Estimated fiscal impact: None

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The Maintenance Department lacks technology-based tracking and monitoring process for the maintenance tool warehouse. Currently, the maintenance warehouse uses a manual system to track items checked out from the warehouse, which is time consuming and can result in errors.	➔ **FM49:** Integration of the new Financial Information System's requirements will provide this capability. This will free up valuable personnel time and enable quick and accurate retrieval and monitoring of information. Please note that the implementation of the Financial Information System is part of the Human Resource Financial Information System that the District is currently in the process of purchasing. Therefore, the cost of the Financial Information System is not realized by Facilities, but by the Information Systems Department. **Estimated fiscal impact: None**

Facilities Use and Management: Maintenance

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>	<u>Recommendations:</u>
• The District lacks a comprehensive maintenance system that includes scheduling capabilities. This can result in inefficient scheduling and lack of coordinated schedules between Maintenance and Construction. • The District lacks a technology-based scheduling process to monitor maintenance projects and ensure coordination of future maintenance activities. This capability will enable the District to perform cost/benefit analysis comparing immediate needs versus scheduled events. For example, if a gym is scheduled for roof repair in six months, resurfacing the floor in one month would probably lead to a ruined floor.	➔ **FM50:** Implement a Computer Aided Facilities Management (CAFM) program that enables the tracking of maintenance projects, schedule future maintenance projects, and coordinate activities with construction. This component may be offered through the District's Financial Information System. If this option is unavailable in the District's system, it would cost $400,000 to implement a stand-alone CAFM system. **Estimated fiscal impact: $400,000**
• The District has not developed a hazardous materials business plan.	➔ **FM51:** OCPS should consider developing a hazardous materials business plan.

Facilities Use and Management: Maintenance

Service Alternatives

Findings and recommendations presented on the previous pages represent an evaluation of OCPS' current methods and recommendations to improve them. This page presents alternatives to those current methods. It includes recommendations, which we fully support, and portions for which OCPS should weigh costs and benefits.

Service Alternative Option:
➔ OCPS should implement a pilot program to contract out for maintenance in an area (ideally in a part of the County that is remote from OCPS' Maintenance and area offices). Locating the pilot study at a relatively remote location will help reduce the amount of travel time spent by OCPS maintenance workers. OCPS should allow the County, private vendors, and in-house staff to bid on the contracts. OCPS should closely monitor the schools and consider using different contractors at each school to increase competition and allow for comparisons of quality among contractors.
➔ OCPS should consider contracting out for all roofing maintenance. OCPS staff indicated that they have numerous schools that require roofing attention. Currently OCPS contracts out for some of its roofing needs. Extending the service to cover a greater portion of needs could allow the District to avoid hiring additional staff to perform roof maintenance, and allow the District to focus on other maintenance needs. OCPS should allow the County, private vendors, and in-house staff to bid on the contracts. OCPS should closely monitor the contractors and consider using different contractors at each school to increase competition and allow for comparisons of quality among contractors.

Facilities Use and Management: *Custodial Services*

Benchmarks

- OCPS custodians are responsible for less square feet than the regional and national averages.

Square Feet per Custodian, 1997

	OCPS	Region Average	National Median
Square feet per custodian	19,941	20,485	20,936

Source: "1997 AS&U Maintenance and Operations Cost Study," American School & University, April 1997.

Information received from Orange County Public Schools.

Facilities Use and Management: *Custodial Services*

Benchmarks

- OCPS custodians are responsible for approximately the same amount of square feet as their peers.

Number of Square Feet per Custodian, 1997-98
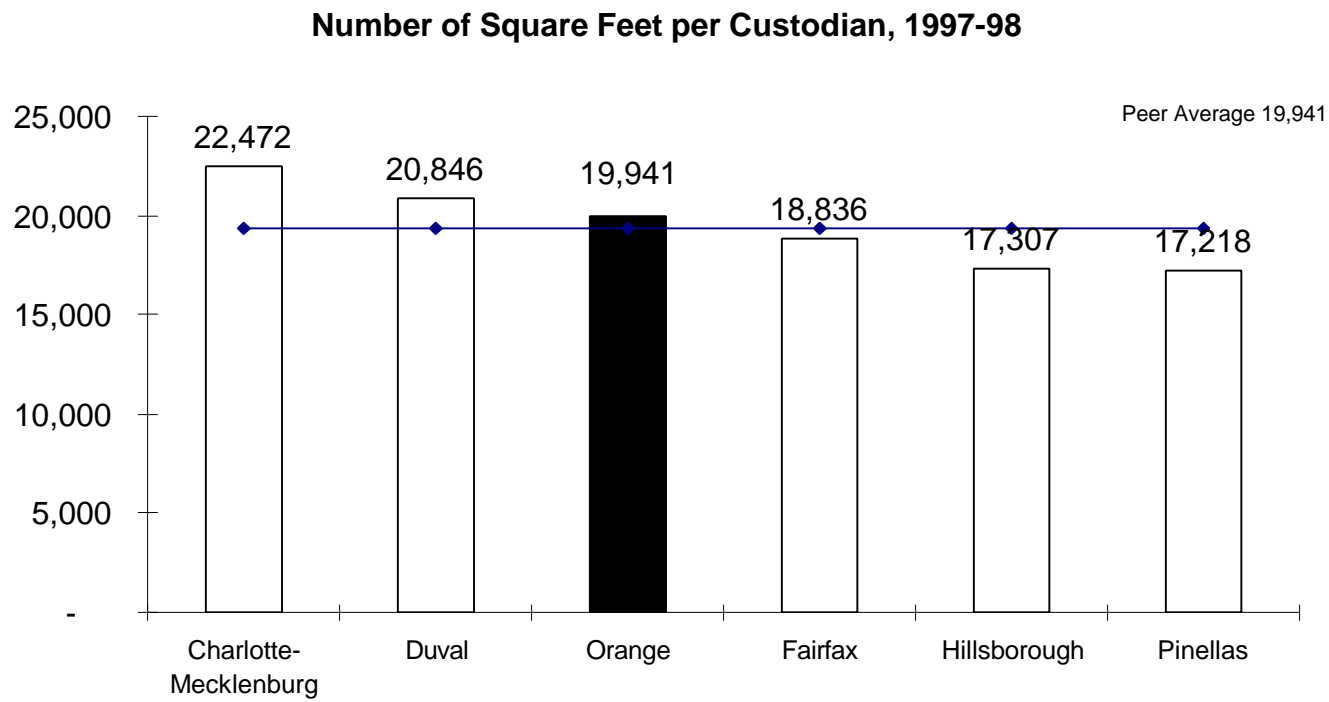
Source: District operating budgets.
    Please note that information on Palm Beach County and Broward County was unavailable.

Facilities Use and Management: *Custodial Services*

Findings and Recommendation for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Workload and Staffing

- Currently the District has four Custodial Technicians that provide training and oversight. If the District moves to a five area concept, there will not be enough custodial supervision in the areas, given current staffing allocations.

➔ **FM52:** Allocate existing Custodial Technicians to five area offices and change title to Area Custodial Coordinator. This will provide the District with appropriate oversight and training.

➔ **FM53:** Add one Area Custodial Coordinator to provide uniform support.

Estimated fiscal impact: $36,000 Annual Investment

Facilities Use and Management: *Custodial Services*

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Management Practices and Technology

• The Custodial Services policy and procedure manual was last updated August of 1990. Because of its age, the manual may contain information that is irrelevant or outdated. This may lead to improper use of custodial products which may result in personal injury, reduced quality, and additional costs. Lack of a policy and procedure manual may also lead to confusion over roles and responsibilities.	➔ **FM54:** Update and modify the Custodial Handbook to ensure District policies and procedures meet current federal, state, and local regulations and address the appropriate use of new technologies and equipment. **Estimated fiscal impact: None**
• The District's current custodial outsourcing program will save the District approximately $360,000 in FY 1997-98; however, principals with contracted services indicated they are dissatisfied with the service provided by contractors, because it is difficult to hold the contractors accountable.	➔ **FM55:** Continue to evaluate opportunities to outsource custodial operations in additional schools. Expansion of outsourcing program to include 20 additional facilities in FY 1998-1999 will result in savings of $540,000.

Facilities Use and Management: *Custodial Services*

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- An effective outsourcing contract should hold contractors accountable. The contract should include stringent performance measures and technical provisions to ensure contractors provide appropriate level of service. If the contractor does not meet the terms of the contract, action can them be taken.

➔ **FM56:** Integrate more stringent performance measures and technical provisions into future contracts to ensure contractors provide appropriate level of service. Additionally, increase number of OCPS inspections to monitor performance. This will increase performance and raise the quality of work provided by contractors.

➔ **FM57:** Evaluate renewal considerations based on past performance, principal input, and costs and benefits of in-house capabilities. Situations where in-house capabilities can provide better service at a similar or reduced cost, should be considered in light of contracted services.

Estimated fiscal impact: $540,000 Annual Savings

Facilities Services: Special Crews

Benchmarks

- OCPS' Special Crews staff is responsible for less acres per FTE than the regional average, but more than the national median.

Acres per Grounds FTE, 1997

	OCPS	Region Average	National Median
Acres per grounds FTE	44	99	34

Source: "1997 AS&U Maintenance and Operations Cost Study," American School & University, April 1997.

Information received from Orange County Public Schools.
Staffing per acre includes only those individuals responsible for lawn and tree maintenance.

Facilities Services: Special Crews

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Workload and Staffing

- Special Crews is responsible for less acres per FTE (44) than the regional average of 99, which indicates that the District is over staffed. This is be an inefficient use of the District's scarce staffing resources.
- As of February 1998, Special Crews had 11 vacancies or 12 percent of budgeted positions. KPMG's organization criteria state that positions that have been vacant for six months or longer should be considered for elimination, because long-term vacancies may indicate that the organization has adapted by modifying activities and procedures.

➜ **FM58:** OCPS should reduce Special Crews staff by 3 FTE to bring staffing levels in line with regional averages.

➜ **FM59:** Eliminate all positions that have been vacant for more than six months. As of February 1998, five positions have been vacant for more than six months. Long-term vacancies indicate that the organization has adapted by successfully reengineering activities.

Estimated fiscal impact: $212,000 Annual Savings

Facilities Services: Special Crews

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

Management Practices and Technology

- There is often a lack of coordination between the Special Crews and Maintenance Departments. For example, Special Crews and Maintenance both have responsibility for playground installations (Special Crews installs the sand and Maintenance installs the playground equipment). Often, however, these activities are not coordinated between the two departments which results in additional work and reduced quality.

➔ **FM60:** Develop a coordinated schedule for installing playground equipment. This will ensure that operations are coordinated and maximize the efficient and effective use of OCPS resources.

Estimated fiscal impact: None

Facilities Services: Special Crews

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Special Crews often does not have access to equipment and personnel from other divisions needed to complete projects (e.g., Special Crews delivers baseball diamond clay, but is unable to spread the clay because it does not have the necessary equipment). This is inefficient, and can increase the time required to complete projects.	➔ **FM61:** Identify needs in accordance with demand (i.e., demand for spreading of clay occurs at the start of baseball season). After identifying demand, schedule with other departments to secure the necessary equipment and personnel needed to complete projects. **Estimated fiscal impact: None**
• The gym floor maintenance function within Special Crews does not align with the mission of this department and it is not appropriately grouped with similar functions. Functions should align with the organizational mission of their unit.	➔ **FM62:** Eliminate or outsource the gym floor maintenance function or transfer the function to a more appropriate department, such as Custodial Services. **Estimated fiscal impact: None**

Facilities Services: Special Crews

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Lawn mowing outsourcing initiatives only compose 8 percent of Special Crews' $4,025,000 total operating budget ($305,000 in outsourced contracts). A peer district, Duval County, outsources as much as 40 percent of their grounds activities.	➔ **FM63:** Investigate the costs and benefits of expanding lawn mowing outsourcing initiatives. If in-house capabilities provide the District with an economically feasible alternative to outsourcing, then allow in-house staff to perform. However, it is imperative that all costs associated with in-house performance are captured. Failure to capture overhead and other miscellaneous costs could generate a false financial picture, and lead to an erroneous decision. **Estimated fiscal impact: None**

Facilities Services: Special Crews

Service Alternative

Findings and recommendations presented on the previous pages represent an evaluation of OCPS' current methods and recommendations to improve them. This page presents alternatives to those current methods. It includes recommendations, which we fully support, and portions for which OCPS should weigh costs and benefits.

Service Alternative Option:
➔ OCPS should contract for all of the grounds maintenance as a pilot program of geographically concentrated schools (ideally in a part of the County that is remote from OCPS' grounds offices). Locating the pilot study at a relatively remote location will help reduce the amount of travel time spent by OCPS grounds workers. OCPS should allow the County, private vendors, and in-house staff to bid on the contracts. OCPS should closely monitor the schools and consider using different contractors at each school to increase competition and allow for comparisons of quality among contractors.

Personnel Management

Background

The Human Resources (HR) is responsible for providing the leadership and support needed to attract and retain high quality staff for a full range of district needs, develop clear performance expectations and evaluation processes, and provide opportunities for staff to maintain and advance their knowledge and skills.

Function Components:

- *Recruitment and Hiring* - Seek and identify candidates, screen and evaluate applicants, maintain a pool of qualified applicants, and support schools and work locations in the interview and selection process.
- *Personnel Operations* - Process initial appointments and annual updates for all staff (except transportation and food services), manage record keeping process, and provide assistance to schools and work locations in processing transactions and retrieving information.
- *Employment Services* - Manage reception desk for personnel service, handle pre-employment processing (including drug testing, fingerprinting, employment verifications), manage sick leave bank, and process retirements.
- *Certification Services* - Ensure compliance with state certification requirements and assist individuals in applying for or renewing their certification.
- *Employee Benefits* - Provide information to employees on health and life insurance benefits, process enrollments and claims, manage the placement and costs of employee benefits including workers' compensation.
- *Compensation Services* - Evaluate jobs and position placements/classifications, monitor salary and compensation programs and trends, conduct salary surveys and studies and support the collective bargaining process.

Personnel Management

Background

Function Components (continued):
- ***Substitute Teachers Services*** - Manage the process of recruiting and assigning substitute teachers.
- ***Collective Bargaining*** - Negotiate labor contracts with the two unions (Classrooms Teachers Association and Educational Support Personnel Association).
- ***Employee Relations*** - Investigate complaints, assist principals and supervisors in handling employee problems, process terminations, formal grievances, and Professional Practice referrals to the state.
- ***Training and Development*** - Conduct orientation program for all new employees, provide district wide staff development programs, support school based programs, maintain records of staff member participation , prepare the Master Inservice Plan for submission to the state and provide support for school volunteers.
- ***Equal Employment Opportunity*** - Investigate complaints of discrimination and gender equity, represent the district at agency hearings and proceedings, and prepare annually required reports.
- ***Minority Business Enterprise*** - Assure a portion of district purchases and contracts are with qualified minority businesses.

In addition, the Deputy Superintendent for Administrative Services has responsibility for the following functional components:
- ***Governmental Relations*** - Maintain positive relations with elected representatives and government officials at three levels (state, county and 13 municipalities), manage the process of assigning students to schools, and manage real estate acquisitions for the district.
- ***Special Services*** - Manage alternative programs/centers and manage district office facilities including office design and security.

Personnel Management

Background

Staffing:
- There are 167 FTE staff assigned to Administrative Services departments:

-Human Resources	81	-Office of Administrative Services	2
-Government Relations	20	-Special Services	64

- There are 12 FTE staff assigned to the Employee Health Benefits department in Business Services.
- There are 2 FTE staff assigned to the Collective Bargaining department in Business Services.

Budgets:	**1996-97** **Actual**	**1997-98** **Budget**
• Administrative Services:		
-Human Resource Services	$3,277,000	$3,852,000
-Office of Administrative Services	164,000	181,000
-Government Relations	946,000	1,059,000
-Special Services	2,336,000	2,915,000
• Business Services		
-Employee Health Benefits	361,000	518,000
-Collective Bargaining	129,000	138,000

Personnel Management

Current Organization:

Administrative Services
Deputy Superintendent
1 FTE

Support Staff
1 FTE

Government Relations
Associate Superintendent
1 FTE

Human Resources

Special Services
Associate Superintendent
1 FTE

Employee Relations
Director
1 FTE

Equal Employment Oppt.
Sr. Manager
1 FTE

Personnel Services
Director
1 FTE

Training & Development
Director
1 FTE

Miniority Bus. Enterprise
Manager
1 FTE (vacant)

Sr. Manager
4 FTE (1 vacant)

Specialist
1 FTE

Support Staff
2 FTE

Support Staff
1 FTE

Specialists
1 FTE

Support Staff
4 FTE

Minority Recruting
Project Administrator
1 FTE

Compensation
Administrator
1 FTE

Support Staff
1 FTE

Elementary Staffing
Sr. Manager
1 FTE

Secondary Staffing
Sr. Manager
1 FTE

Employment Services
Manager
1 FTE

Training & Development
Sr. Manager
1 FTE

Training & Development
Program Specialist
1 FTE

Volunteer Services
Program Specialist
1 FTE

Support Staff
1 FTE

Support Staff
6 FTE

Support Staff
5 FTE

Support Staff
1 FTE

Support Staff
5 FTE

Classified Staffing
Sr. Manager
1 FTE

Personnel Operations
Sr. Specialist
1 FTE

Certification
Sr. Specialist
1 FTE

Substitute Services
Sr. Administrator
1 FTE

Instructional
Support
1 FTE

Instructional
Support
3 FTE

Diversity Pgm.
Sr. Specialist
1 FTE

Support Staff
.5 FTE

Support Staff
12 FTE

Support Staff
2 FTE

Support Staff
1.5 FTE

Principals on
Assignment
2 FTE

Partners in
Education
1 FTE

Sr. Technical
Assistance
1 FTE

Sr. Technical
Assistance
1 FTE

Sr. Technical
Assistance
2 FTE

Technical
Assistance
2 FTE

Support Staff
2 FTE

Personnel Management

Recommended Organization:

Human Resources
Associate Superintendent
1 FTE

Collective Bargaining
Director
1 FTE

Support Staff
3 FTE

Employee Relations
Director
1 FTE

Support Staff
1 FTE

Staff/Evaluation Support
Manager (4) & Specialist (1)
5 FTE

Support Staff
3 FTE

Director of Training & Dev
Sr. Manager
1 FTE

Trainers (2)
Support Staff (6)
6 FTE

Regional Offices
H.R. Support Staff
5 FTE

Personnel Services
Director
1 FTE

Support Staff
1 FTE

Recruitment & Hiring
Sr. Manager
1 FTE

Staffing Managers &
Administrator
3 FTE

Support Staff (1.5) &
Technical Asst. (1)

Employment
Sr. Manager
1 FTE

Sr. Specialist
1 FTE

Support Staff (12) &
Technical Asst. (1)

Compensation
Manager
1 FTE

Substitute Services
Sr. Administrator
1 FTE

Support Staff (1.5) &
Technical Asst. (2)
3.5 FTE

Certification
Sr. Specialist
1 FTE

Support Staff (2) &
Technical Asst. (2)
4 FTE

Personnel Management

Background

Workload:

District Staff (FTEs)	1994-95	1997-98	change over three years	average annual change
Full-time				
Instructional	7,075	8,828	1,753	584
Administrative	631	631	0	0
Classified	6,244	6,637	393	131
Federal Projects	580	541	-39	-13
Subtotal	14,530	16,637	2,107	702
Part-time (includes substitutes)	6,471	5,453	-1,018	-393
Total	21,001	22,090	1,089	363

- 1,575 new teachers were hired for 1997-98; 84 teaching positions were not filled.
- Almost 4,000 teacher applications were processed this past year.
- Approximately 1 out of every 2½ teacher applicants screened were hired last year.
- 75,558 teachers absences in 1996-97; 64,659 absences were covered by a substitute.
- 1,666 active substitutes are in the pool; over a 15 months period from September 1996 to November 1997) 1,211 new substitutes were hired and 1,251 substitutes left the district.
- 4,163 applications were processed for classified positions last year.
- 1,057 classified staff were hired for 1997-98.

Personnel Management

Background

Workload (continued):
- 2,910 employees attended the New Employee Orientation program.
- 38,515 personnel transactions were processed between Jan. and Sept. of 1997.
- 3,200 new certification applications and 2,467 certification renewals were processed last year.
- 1,227 cases of complaints/employee discipline/performance investigated/processed in 1996-97.
- 61 grievances were processed through stage III, 39 went to arbitration in 1996-97.
- 53 Professional Practices referrals were made to the Department of Education last year.
- 47 employees were terminated in 1996-97.
- 2 labor contracts are negotiated.

Personnel Management

Key Achievements/Commendations

Key Achievements/Commendations
- The number of district employees per Human Resource staff member in OCPS is more leanly staffed than peers in all but two of the peer districts and is 17% greater than the average for all peer districts, and 22% greater than the KPMG private sector average (see Benchmark section).
- The cost of Human Resources services per district employee in OCPS is less than all but one of the peer districts and is 33% less that the average for all peer districts (see Benchmark section).
- The following represent best practices based on the experience of KPMG's Public Education Practice:
  – The ability to give salary credit for related work experience in hiring non-traditional staff for teaching positions just added to the teachers' contract.
  – A substitute teacher recognition/appreciation day was conducted in 1997 with support from private contributors.
  – Best practices are reviewed when areas of need are addressed (e.g. Fairfax County system for managing and screening applications).

Personnel Management

Focus Group Sessions

Survey of School Principals

- Principals participating in focus group sessions conducted in December were asked to rate the support provided by Human Resources in twelve areas. Support was rated as low, medium or high. A weighted score was calculated for each area and used to determine the relative rankings shown below. The area of employee benefits received the highest score and number one ranking, while the area of substitute teachers received the lowest score and number twelve ranking.

Rank	Area of Service or Support	Rank	Area of Service or Support
1	Employee benefits	7	New staff orientation
2	Certification	8	Adding/changing positions
3	Negotiating employee contracts	9	Recruiting and hiring
4	Responding to questions from staff	10	Processing grievances
5	Staff development and training	11	Performance appraisals
6	E.O.O. concerns and complaints	12	Substitute teachers

Personnel Management

Benchmarks

- OCPS' Human Resources staffing level is leaner than most peer districts, leaner than the average for peer districts, and leaner than the average of private sector firms included in a special study recently conducted by KPMG.
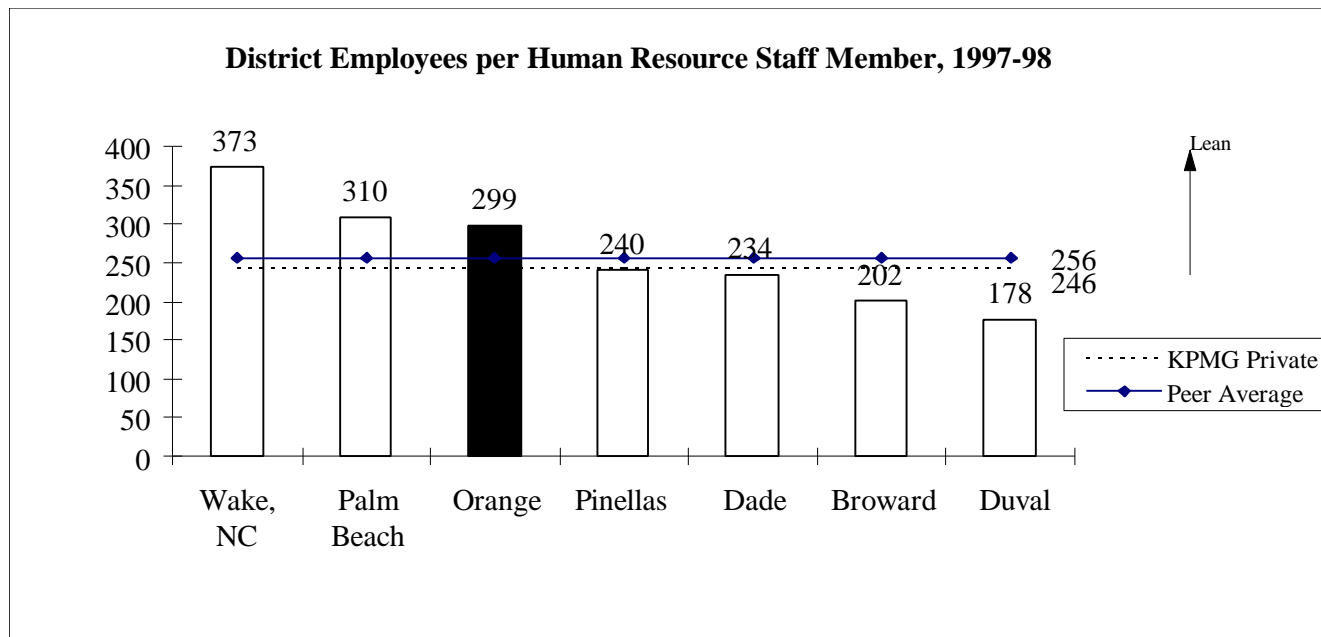
District Employees per Human Resource Staff Member, 1997-98

District	Value
Wake, NC	373
Palm Beach	310
Orange	299
Pinellas	240
Dade	234
Broward	202
Duval	178

KPMG Private: 246
Peer Average: 256

Lean

········ KPMG Private
——◆—— Peer Average

Note: H.R. Staff does not include Volunteer Services, Minority Business Enterprise, Employee Benefits for all peer districts, but does include Collective Bargaining. A KPMG survey of 28 cross-industry private sector firms were used for reference purposes on average staff to HR professionals.
Source: Questionnaires and telephone calls to peer districts. KPMG Private standard was taken from a special KPMG study, *World Class HR Benchmark Study* of private sector firms completed in October 1997.

Personnel Management

Benchmarks

- The cost of OCPS' Human Resources services per district employee is less than all but one of the peer districts and considerably less that the average for all peer districts.

Human Resource Cost per District Employee, 1997-98
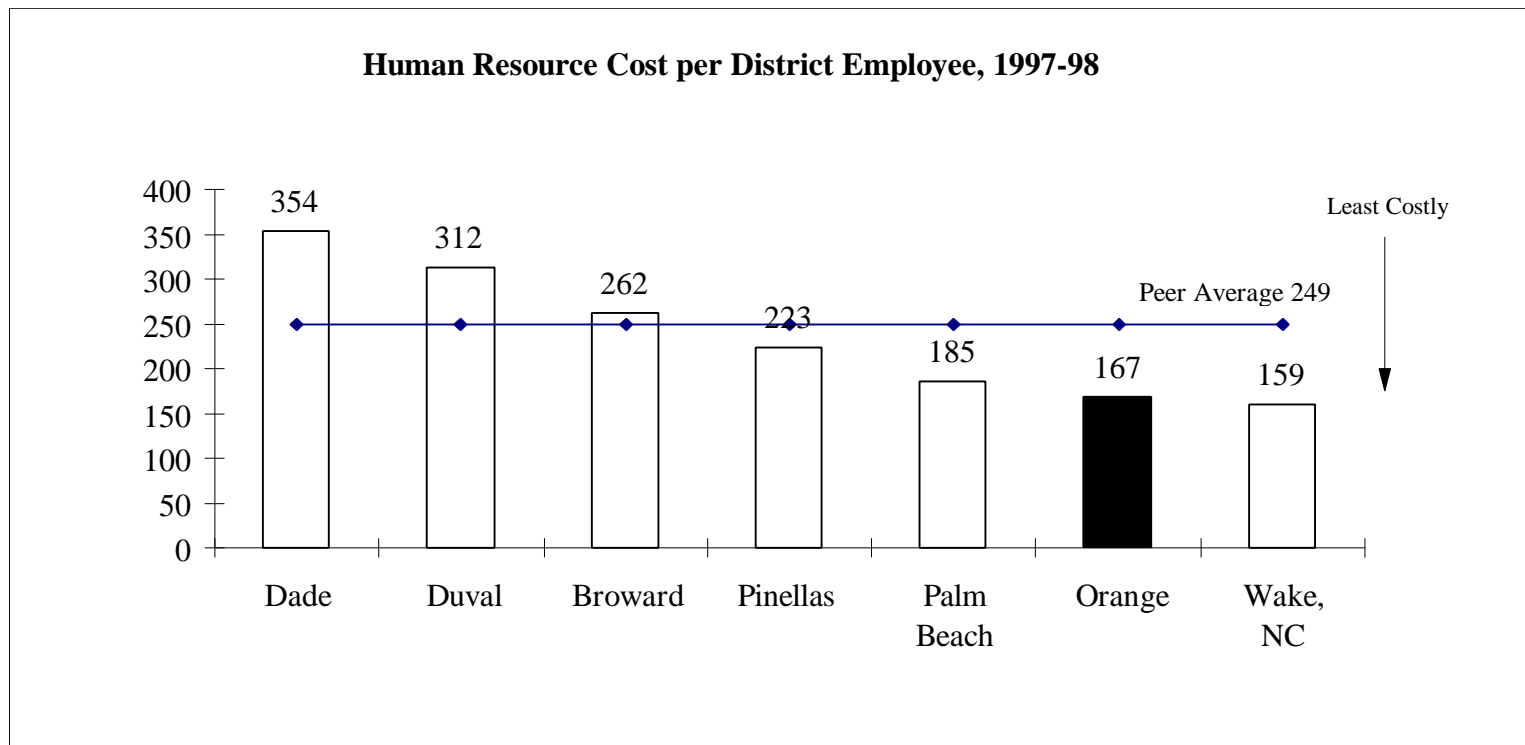
Note: This includes the total budgeted expenses for Human Resources divided by the number of employees. Budgeting and staffing numbers were analyzed and compiled to ensure comparable comparisons. Budgeting and staffing numbers were analyzed and compiled to ensure comparable comparisons.
Source: Questionnaires and telephone calls to peer districts.

Personnel Management

Benchmarks

- OCPS hired 1,575 new teachers this year. The average number of teachers hired per OCPS Human Resources staff member is considerably greater than that of any of the peer districts. This indicates that the department is relatively productive in its processing of new hires.
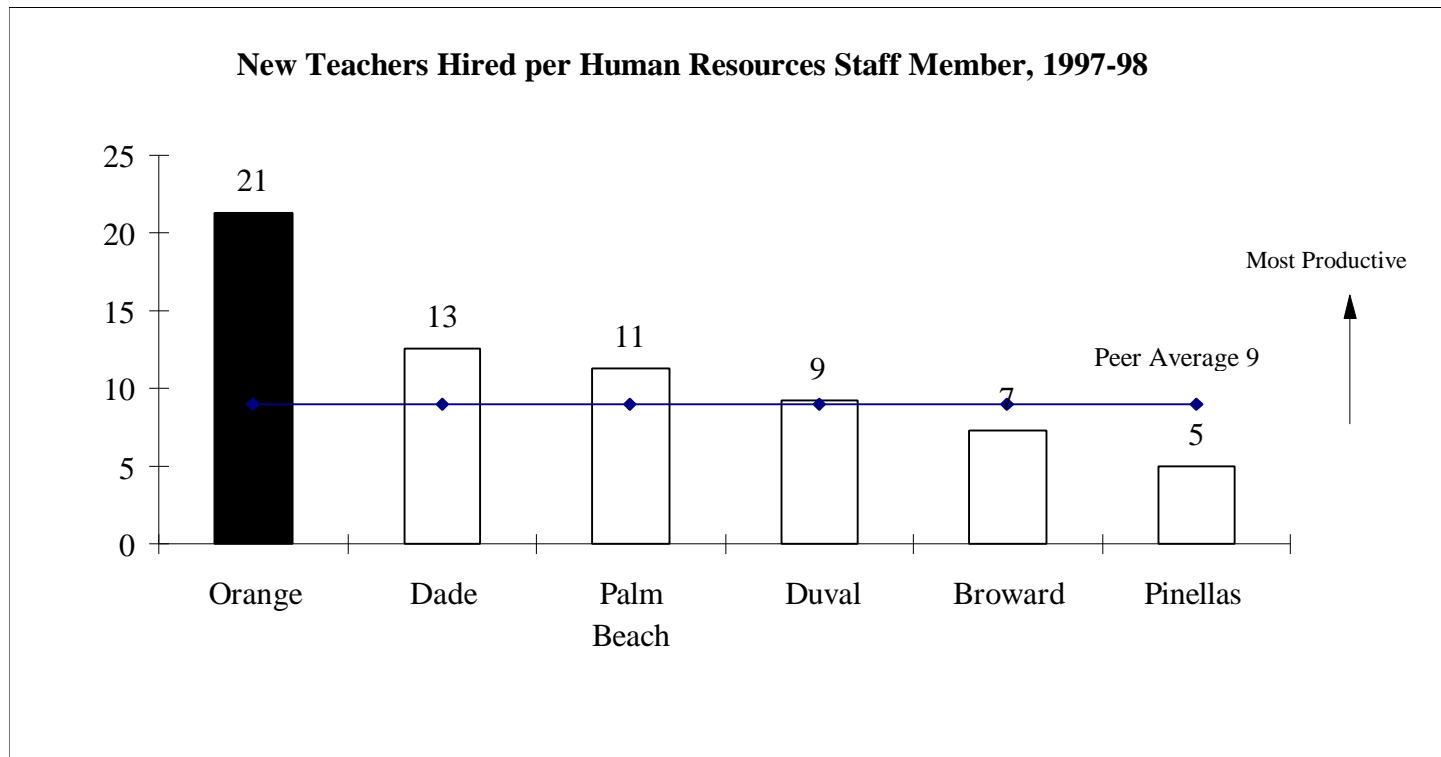
New Teachers Hired per Human Resources Staff Member, 1997-98

Most Productive

Peer Average 9

Orange	Dade	Palm Beach	Duval	Broward	Pinellas
21	13	11	9	7	5

Note: H.R. Staff does not include Volunteer Services, Minority Business Enterprise, Employee Benefits, but does include Collective Bargaining.
Source: Questionnaires and telephone calls to peer districts.

Personnel Management

Benchmarks

- OCPS' Human Resources staff processed 3,953 teacher applications this year for an average of 53 applications per Human Resources staff member. This average is 22% above the average for the peer districts.
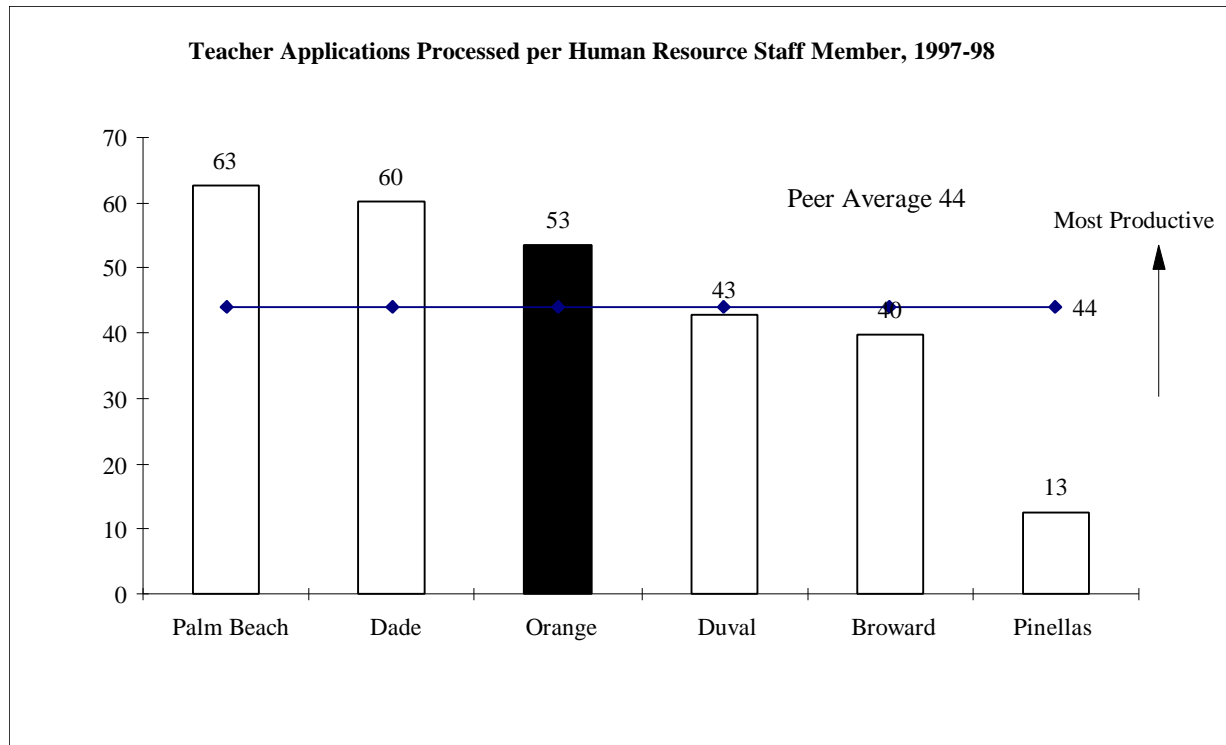
Teacher Applications Processed per Human Resource Staff Member, 1997-98

Peer Average 44

Most Productive

District	Value
Palm Beach	63
Dade	60
Orange	53
Duval	43
Broward	40
Pinellas	13

Note: H.R. Staff does not include Volunteer Services, Minority Business Enterprise, Employee Benefits, but does include Collective Bargaining.
Source: Questionnaires and telephone calls to peer districts.

Personnel Management

Benchmarks

- The average number of teacher applications processed by OCPS this year for each new teacher hired was the lowest among the peer districts. In order to find the best candidates, a district should review the greatest number of potential applicants. Based on these numbers, OCPS is reviewing an inadequate number of applicants.
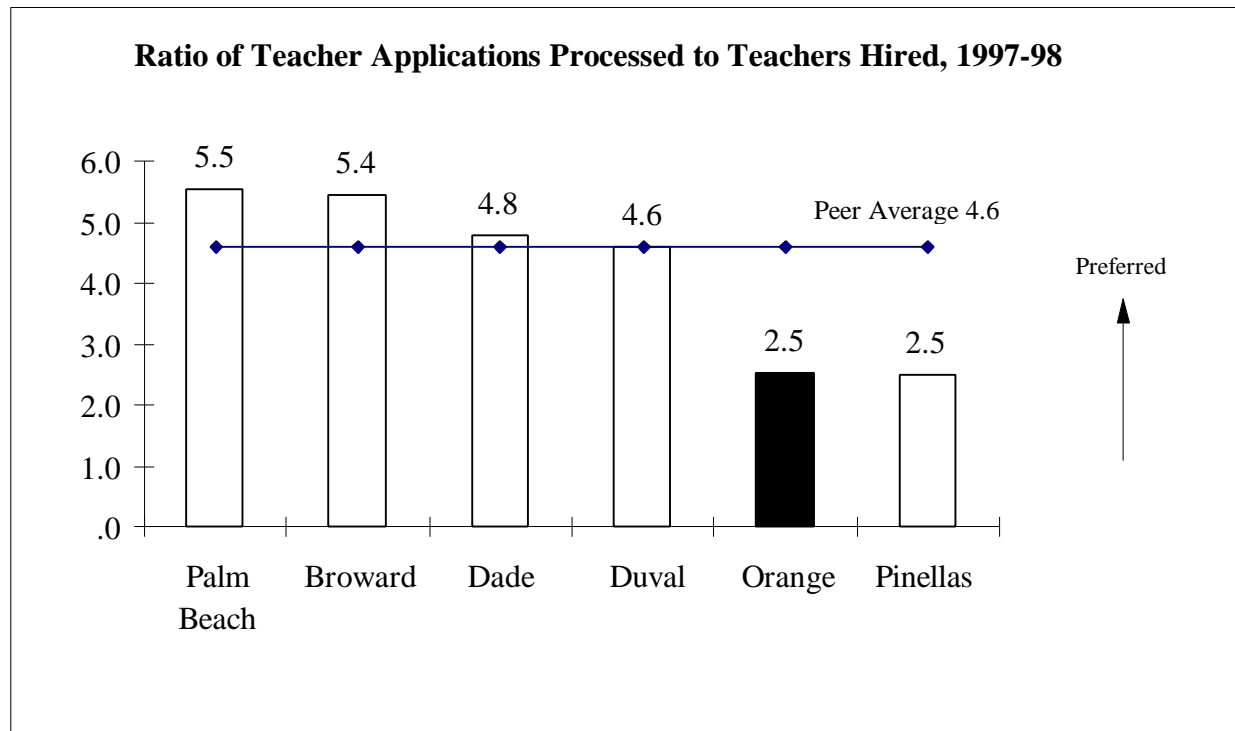
Ratio of Teacher Applications Processed to Teachers Hired, 1997-98

District	Ratio
Palm Beach	5.5
Broward	5.4
Dade	4.8
Duval	4.6
Orange	2.5
Pinellas	2.5

Peer Average 4.6

Preferred

Source: Questionnaires and telephone calls to peer districts.

Personnel Management

Benchmarks

- Last year OCPS teachers were absent more that 75,500 days. Of this total, more than 10,899 of these absences, (86%) were not covered by a substitute teacher. This rate of coverage was the lowest among peer districts. This low rate of substitute coverage means that continuity of instruction is adversely impacted for many students.
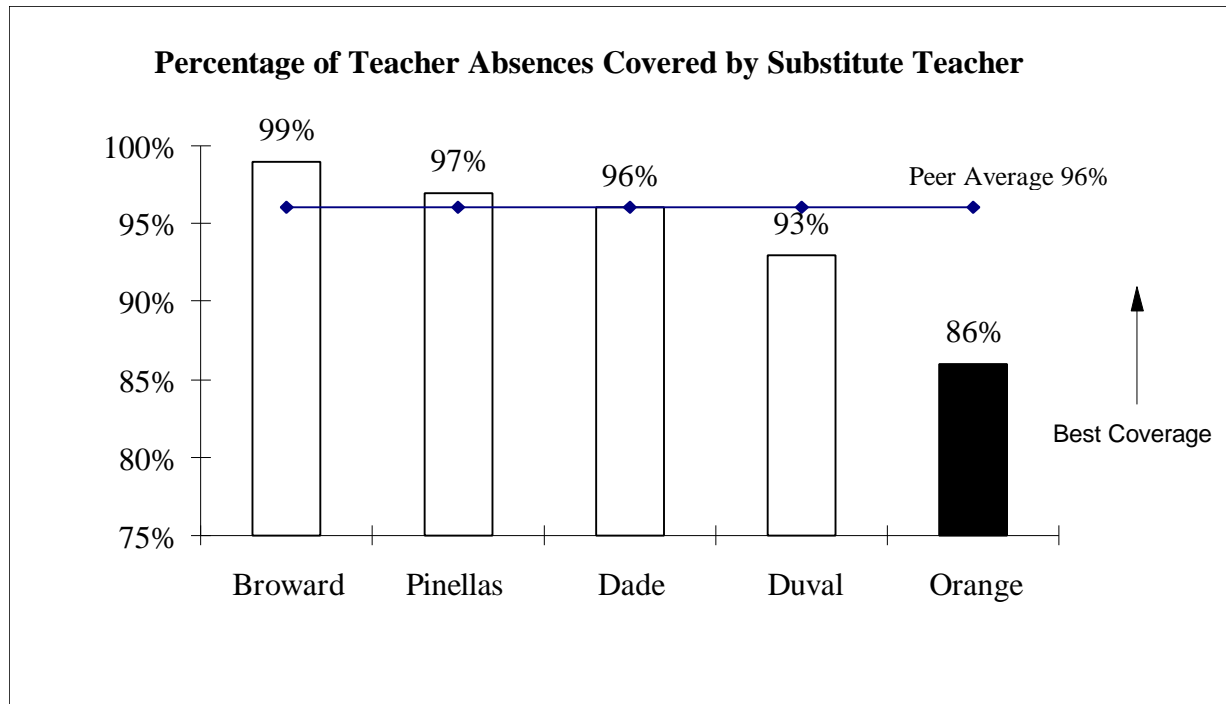
Percentage of Teacher Absences Covered by Substitute Teacher

Peer Average 96%

Best Coverage

	Broward	Pinellas	Dade	Duval	Orange
	99%	97%	96%	93%	86%

Source: Questionnaires and telephone calls to peer districts.

Personnel Management

Benchmark

- OCPS pays its teachers 10% less than the peer average and 6% less than the state average for all degrees. OCPS should assess current salaries in light of market conditions to ensure that OCPS can attract the best candidates while maintaining a competitive compensation cost structure.

Average Salaries for Teachers 1996-97

District	Bachelor's	Master's	Specialist	Doctorate	All Degrees
Orange	$ 29,379	$ 35,521	$ 38,947	$ 39,291	$ 31,757
Broward	34,852	40,887	46,500	43,932	37,496
Duval	30,914	36,756	41,423	39,144	33,032
Hillsborough	29,946	36,611	41,605	40,888	32,567
Palm Beach	36,204	42,427	47,484	45,848	38,679
Pinellas	31,930	37,283	40,291	40,528	34,013
Peer Average	32,769	38,793	43,461	42,068	35,157
State Average	31,055	37,690	44,825	43,421	33,885

Source: Statistical Brief, Teacher Salary, Experience, and Degree Level 1996-97, Florida Department of Education, March 1997.

Personnel Management

Benchmarks

- Average salaries for the OCPS' Deputy Superintendents, School Board Members, and high and elementary school principal salaries are higher than the peer and state averages. Average salaries for middle school principals are lower than the peer average. OCPS should assess current salaries in light of market conditions to ensure that OCPS can attract the best candidates while maintaining a competitive compensation cost structure.

1996-97 Average Salaries for Selected Administrative Positions

District	Superintendent	Deputy Superintendent	School Board Member	High School Principal	Middle School Principal	Elementary Principal
Orange	$ 148,340	$ 78,536	$ 28,570	$ 67,731	$ 57,283	$ 56,432
Broward	167,948	107,999	28,722	79,790	76,059	71,895
Duval	139,830	77,000	26,841	62,524	56,982	53,328
Hillsborough	89,415	91,852	29,121	74,225	66,261	62,388
Palm Beach	135,000	N/A	N/A	67,936	63,362	59,013
Pinellas	130,126	91,151	29,052	66,483	65,968	62,337
Peer Average	132,464	92,001	28,434	70,192	65,726	61,792
State Average	89,506	76,613	21,593	66,601	62,620	60,674

Source: Statistical Brief, Florida District Staff Salaries of Selected Positions, 1996-97, Florida Department of Education, March 1997.

Statistical Brief, Teacher Salary, Experience, and Degree Level 1996-97, Florida Department of Education, March 1997.

Orange County School District Staffing Positions, December 1997.

Personnel Management

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Organizational Structure

- The purposes of four functional units (Minority Business Enterprise - Government Relations - Special Services - School Volunteer Programs) are not directly related to the primary mission of Human Resources. In addition, the responsibilities for employee benefits and labor relations functions are divided between Human Resources and Business Services.   The current organizational pattern does not focus clear and undivided attention to the pursuit of the primary mission of Human Resources and hinders the sharing of resources.

- The organizational units reporting to Government Relations do not perform functions related to Government Relations, are not similar functions, and are more functionally aligned with other divisions. For example, project development is a grant writing function that primarily focuses on instructional programs. Pupil assignment is responsible for demographic projections and transferring of students, functions more closely linked with

➔ **PM1***:* Make the following organizational changes:
  A. Human Resources should continue to provide the leadership and support needed to:
  – attract and retain high quality staff for a full range of district needs.
  – develop clear performance expectations and evaluation processes.
  – provide opportunities for non-instructional staff to maintain and advance their knowledge and skills.
  B. Restructure the current Government Relations section.   Have the Government Liaison (i.e. Associate Superintendent) report directly to the Superintendent, assign the Project Development Office to Planning and Education, assign the Pupil Assignment Office to Operations and assign the Real Estate Acquisition function to Facilities Services.

Personnel Management

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

(previous finding continued);
facilities. This organizational misalignment does not maximize collaboration of like functions.

➡ **PM1:** *(continued):*

  C. Eliminate the current Special Services section and the position of Associate Superintendent for Special Services. Assign the Alternative Programs functions to Planning and Education, assign the Special Services Area Administrators to the new area offices, and assign Security Services to Operations.

  D. Reorganize and restructure the Human Resources functions to reflect the outcomes noted in A.

    – Assign the responsibility of placing a portion of district purchases and contracts with qualified minority businesses to the purchasing department. Have Internal Auditing assure compliance through periodic reviews. This transfer of responsibilities will allow the elimination of three positions from the current Minority Business Enterprise.

    – Organize Collective Bargaining and Employee Benefits (health & wellness) within Human Resources.

    – Reassign the Volunteer Services unit to

Personnel Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

(previous finding continued);	➜ **PM1:** *(continued):*
	Community Relations
	  – Incorporate EEO responsibilities including investigating complaints into the Employee Relations section and eliminate the Sr. Manager position.
	  – Assign one Employment Service support staff member to each of the new regional centers as a Human Resources liaison.
	Estimated fiscal impact: $350,000 annual savings.

• Training and Development currently offers professional development that sometimes overlaps with other staff development efforts. This training is also not coordinated with other staff development efforts in the Curriculum and Instructional area. All professional development efforts should be coordinated in a focused manner. Principal professional development should be closely integrated with teacher professional development as the primary purpose of this training is to provide instructional leadership to teachers.	➜ **PM1:** *(continued):* Move standardized teacher and principal instructional professional development positions to the Teacher Academy and customized training positions to the CPE. Delete the position of the Senior Manager of NEO and Classified staff as the majority of functions within the Training and Development department will be moved to the instructional area and two director level positions already exist in the instructional area. **Estimated fiscal impact: $71,500 annual savings.**

Personnel Management

Regional Offices

The table below identifies our recommended division of responsibility among the central office, Area Superintendents, and schools.

Functions to Be Performed at Central Office	Functions to Be Performed at Regional Offices	Functions to Be Performed at Schools
• Provide leadership, guidance and support for assuring appropriate employment and assignment of staff. • Provide leadership for developing clear performance expectations and evaluation processes for all staff. • Provide guidance, support, and opportunities for staff to advance their understanding of current research, methodology, trends, and critical issues in education.	• Assure the communication of district expectations and procedures regarding Human Resource matters to schools. • Assure the communication of school needs, concerns, and views regarding Human Resource matters to the central office. • Assist schools in processing personnel related actions.	• Assure staff are selected and appropriately assigned. • Assure communication of performance expectations and effective use of evaluation processes for staff • Encourage staff to advance their understanding of current research, methodology, trends, and critical issues in education.

At a Regional Office

Reassignment of Positions	FTEs
Personnel Services Support Staff (assign one of the existing H.R. support staff members to each of the regional offices)	5.0
Total	**5.0**

Personnel Management

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
Management Practices and Technology	
• Managing the Educational Leadership Center (ELC)/CENTA-PLEX is not a core function of the school district which distracts from the primary mission of educating children. Other districts who have outsourced this type of service have done so at less cost.	➔ **PM2:** Outsource both facility related units of Special Services (ELC/CENTA-PLEX and Office Design Services). Explore a sale/lease back agreement for the ELC facility and invest the proceeds in school facilities. This may require special enabling legislation, therefore the it should be referred to the Florida State Legislature for formal consideration. **Estimated fiscal impact: None.**
• There is no formal process for projecting future staffing needs, nor for preparing a comprehensive recruitment plan. Finding a sufficient number of qualified teacher applicants requires a well-prepared recruitment plan. Lack of a formal process for recruitment is leading to an insufficient number of applicants to be reviewed and contributes to the inability to hire the best staff available.	➔ **PM3:** Develop a formal process for projecting staffing needs over a multi-year period and link it to a comprehensive action plan for recruiting. This planning model needs to reflect expected Districts directions for instructional programs and services, projected staff turnover, and expected growth of student enrollments and needs. **Estimated fiscal impact: None**

Personnel Management

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>   <u>Recommendations:</u>

- There is need for more qualified teacher applicants. One out of every 2 1/2 teacher applicants were hired this past year and eighty-four teaching positions were unfilled. The current recruitment budget is $8,000.

➔ **PM4***:* Increase and expand recruiting efforts.
   A. Establish programs to encourage and support current district employees to become certified in areas of high need (e.g., special education).
      − Encourage and support current classified staff to become certified (e.g., special job schedules, *Pathways to Teaching Program).*
   B. Focus additional recruiting efforts in states where teacher shortage is not a problem, particularly in the Northeast and Midwest.
      − Visit teacher colleges early each year.
      − Attend educational job fairs.
      − Consider outsourcing to firms in target areas.

Personnel Management

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

(previous finding continued):

➔ **PM4***: (continued)*:
   C. Explore inexpensive ways of communicating need:
      – Articles in newsletters of national and state teacher associations.
      – Contact placement offices of teacher preparation colleges in target states.
      – Consortium of area districts to share costs.
      – Article in AARP to reach retirees.
   D. Approach school districts and private companies that are downsizing to develop jointly sponsored transition programs.
   E. Develop approach to helping individuals finance teachers' preparation costs with a commitment to repay over years of teaching in the district.
   F. Explore expansion of student teacher programs, including colleges in other states.
   G. Develop housing arrangements to support expanded student teacher program and help out-of-state candidates make a transition to the area.

Personnel Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	➔ **PM4:** *(continued):* H. Explore recent retirees from other states who have or are willing to retire to Florida (for both regular and substitute positions). **Estimated fiscal impact: None**

• Only 86% of teacher absences were covered by a substitute teacher last year. Based on an average class size of 25 students per class and 10,899 non-substitute covered absences last year, this represents at least 272,500 student days without access to their regular teacher or a substitute teacher. When a qualified substitute is not available the District must resort to various approaches to cover classes (e.g. merging two classes together, assigning an aide to supervise a class of students, etc.) which seriously affects the continuity of instruction for students.	➔ **PM5:** Address both supply and demand for substitutes by:
	A. Increasing the number of available substitutes.
	  – create program to select/train current classified staff
	  – publicize need through stories in local media.
	  – focus on recent retirees from other states (AARP).
	  – require certified staff working in non-classroom assignments (including administrators) to substitute some days each year.

Personnel Management

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued)	➔ **PM5:** *(continued):* B. Reducing the number of teacher absences. – expand current OCPS financial incentive piloted to reduce teacher absences to more schools (the District uses current substitute funds to provide a limited number of schools who are able to reduce teacher absences with financial incentives). – coordinate scheduling of staff development activities to reduce peak demands for substitutes. **Estimated fiscal impact: None**
• A core function of Human Resources is to help set performance expectations and develop the models by which employees are evaluated and support supervisors in implementation of these models. Currently, the role of Human Resources in developing and monitoring appraisal expectations and evaluation processes is unclear. The evaluation of staff performance is important to the overall success of the district and the role that Human Resources plays in this process should be clear to everyone.	➔ **PM6:** Assign the following performance evaluation related responsibilities to Human Resources: – assure that performance expectations for each position are written clearly and provided to all employees. – develop evaluation models and processes for all employees. – support supervisors who are responsible for conducting staff evaluations. **Estimated fiscal impact: None**

Personnel Management

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
• The Management Technical Compensation plan creates recruiting and retention problems for some positions. This plan is rigidly constructed with salary bands tied to specific titles. Some current pay bands do not reflect market salary ranges for titles particularly in the technology area. Thus, to hire people in these areas, OCPS is forced to hire individuals at higher titles which leads to job title "creep" and internal inconsistencies in job responsibilities and titles.	➔ **PM7:** Review the Management Technical Compensation plan to: – minimize/eliminate "job title creep." – assure salaries reflect current job market. – assure evaluation process is focused on outcomes and is less time consuming. **Estimated fiscal impact: None**

Personnel Management

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>	<u>Recommendations:</u>
• Some personnel functions for food services and transportation are separate and decentralized. This leads to a lack of consistency in hiring practices.	➔ **PM8:** Establish and communicate to these departments clear District expectations regarding recruiting and hiring of staff. Have Internal Auditing review compliance on a regular basis. Identify and assign the costs incurred by Human Resources to support food services. **Estimated fiscal impact: None**
• There are limited capabilities of systems and software in place to manage human resource information. In addition, the computerized substitute system (SEMS) is at its limit. The current ways used by the District to manage such information is labor intensive, unreliable, and does not provide easy to access to information on a timely basis.	➔ **PM9** Acquire and install new Human Resource software and integrated systems for position management and benefits. In addition, increase the capacity of SEMS. **Estimated fiscal impact: Once implemented, up to six (6) human resource support positions could be eliminated at an annual savings of $154,000.**

Business Services

Overview

The Business Services chapter covers the following departments:

- Risk Management and Employee Health Benefits
- Finance
- Labor Relations and Support Services
- Payroll Services
- Office of Management and Budget

The Overview section of this chapter presents the current division level organizational chart and the recommended organizational changes in the Business Services division level. The significant recommended changes include moving the budget function to the regional locations, moving Management Information Systems into this division, and relocating Transportation Services, Food Services, Facilities Services to the Operations division. Although Transportation Services, Food Services, and Facilities Services are included in the current organizational chart, they are addressed in separate chapters of this report.

The remainder of the chapter provides a detailed functional analysis for each of the departments listed above.

Business Services

Background

Current Organization:

Business Services

```
                          Deputy Superintendent
                                1 FTE

        Support
         1 FTE

  Director OMB                          Director Finance
  (Title Only)                              1 FTE

                                   Director Risk Mgmt. and Employee Health Benefits
      Sr Administrator                          1 FTE
          1 FTE
                                   Director Labor Relations and Support Services
  Administrator Budget Analyst                  1 FTE
          2 FTE
                                   Director Payroll Services
  Specialist Budget Analyst                     1 FTE
          2 FTE
                                   Associate Superintendent Facilities Services
  Sr Administrator Cash Mgmt                    1 FTE
          1 FTE
                                   Director Food Services
      Clerk Specialist                          1 FTE
          1 FTE
                                   Director Transportation
      Lead Clerk                                1 FTE
         4 FTE
```

Business Services

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

```
                    ┌─────────────────────────────┐
                    │   Chief Financial Officer    │
                    │          1 FTE               │
                    └─────────────────────────────┘
                                   │
┌─────────────────────────────┐   │
│          Support             │   │
│          1 FTE               │   │
│                              │   │
└─────────────────────────────┘   │

┌─────────────────────────────┐   ┌─────────────────────────────┐
│      Director Finance        │   │  Director Risk Management and │
│          1 FTE               │   │      Employee Benefits        │
│                              │   │          1 FTE                │
└─────────────────────────────┘   └─────────────────────────────┘

┌─────────────────────────────┐   ┌─────────────────────────────┐
│ Director Procurement Services│   │ Director Management Information Systems │
│          1 FTE               │   │          1 FTE                │
│                              │   │                               │
└─────────────────────────────┘   └─────────────────────────────┘
```

Risk Management and Employee Health Benefits

Background

Function Components:
- *Risk Management:* Administers the District's property, casualty, general liability and worker's compensation self insurance programs and consults with departments regarding insurance needs limiting risk. Risk management also provides oversight on contractors providing claim adjudication services, including funding requirements for ongoing claims and rehabilitation plans for workers compensations claims.
- *Safety:* Monitors compliance with federal, state and local laws, ordinances and regulations relating to employee, student and community safety and health. Provides training on OSHA mandated areas and investigates injuries occurring on District property.
- *Employee Health Benefits:* Administers the District's employee health benefit plans.

Staffing and Budget:
- The Risk Management Department has 12 budgeted full-time equivalent staff.
- The Risk Management Department's total operating budget for 1997-98 is $518,000.
- The Safety Department has 6 budgeted full-time equivalent staff.
- The Safety Department's total operating budget for 1997-98 is $515,000.

Risk Management and Employee Health Benefits

Background

Current Organization:

Risk Management and Employee Benefits Department

```
                    Dir Risk Mgmt & Employee Health Benefits
                                  1 FTE

   ┌─────────────────────┬──────────────────────┬──────────────────────┐

  Benefits Administrator    Sr Mgr Risk Mgmt       Administrator Safety
        1 FTE                   1 FTE                    1 FTE

      Support              Clerk Prop & Caus             Support
       1 FTE                    1 FTE                     1 FTE

  Insurance Benefits       Clerk Workers Comp           Trades Tech
       4 FTE                    1 FTE                     1 FTE

   Admin Wellness          Tech Asst Lt Duty            Tech Assist
       1 FTE                    1 FTE                     1 FTE

                                                    Certified Inspector
                                                          2 FTE
```
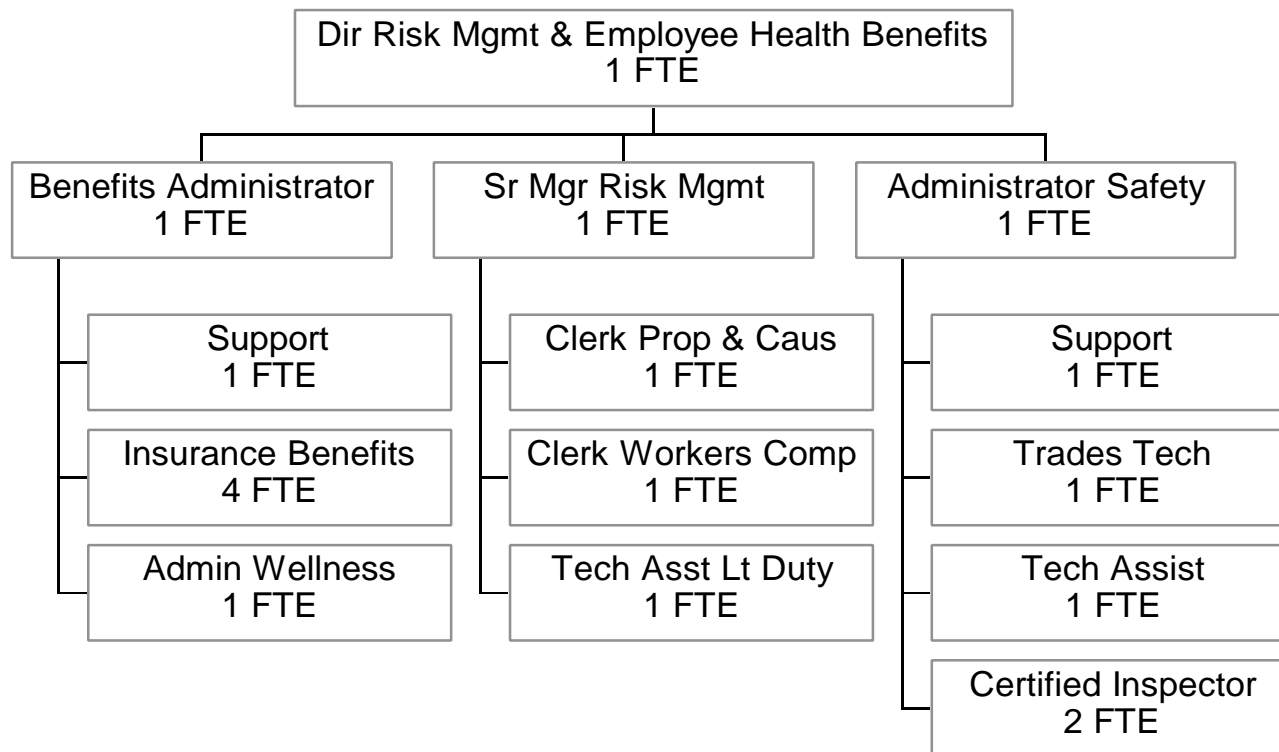
Risk Management and Employee Health Benefits

Background

Proposed Organizational Chart:

Risk Management and Employee Benefits Department

```
                    ┌─────────────────────────────────┐
                    │ Dir Risk Mgmt & Employee Health  │
                    │         Benefits                 │
                    │           1 FTE                  │
                    └─────────────────────────────────┘
```

Benefits Administrator 1 FTE	Clerk Prop & Caus 1 FTE	Clerk Workers Comp 1 FTE	Tech Asst Lt Duty 1 FTE	Administrator Safety 1 FTE

Benefits Administrator branches:
- Support — 1 FTE
- Insurance Benefits — 4 FTE
- Admin Wellness — 1 FTE

Administrator Safety branches:
- Support — 1 FTE
- Trades Tech — 1 FTE
- Tech Assist — 1 FTE
- Certified Inspector — 2 FTE

Risk Management and Employee Health Benefits

Key Achievements/Commendations

Key Achievements/Commendations:

- OCPS works closely with the Committee of Fire Chiefs in evaluating and prioritizing current deficiencies and establishing District-wide fire safety standards, a KPMG Best Practice.
- OCPS has been recognized in a national competition conducted by Ernst & Young for their self insurance plan. Approximately $7,500,000 in savings were achieved as a result of implementing the self insurance program.
- OCPS's partnership with Orlando Regional Healthcare Systems was recognized as a Distinguished Partnership in a national competition sponsored by the National Managed Healthcare Congress. The partnership is aimed at measuring variations in the cost of healthcare services and identifying best practices.
- OCPS won a second place award in a national competition sponsored by Wyeth-Ayerst Healthcare Systems and the Zitter Group Center for Outcomes Information. The program is focused on the improvement of women's and children's healthcare outcomes.
- OCPS's health plan has achieved the highest satisfaction level on a satisfaction survey conducted by the Central Florida Healthcare Coalition. The survey is completed by employees of organizations in central Florida that are members of the Coalition.

Risk Management and Employee Health Benefits

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Organizational Structure	
• Risk Management and Employee Health Benefits has responsibility for identifying safety issues within the District. They do not, however, have authority to correct deficiencies. This leads to a lack of accountability for both problem identification and resolution.	➔ **BS1:** Create an ad-hoc committee comprised of joint representatives from the Safety function and Facilities Services to address joint safety issues.
• The management capabilities of the Director of Risk Management and Employee Benefits are underutilized with a span of control of one to three.	➔ **BS2:** The Senior Manager of Risk Management position can be eliminated, thus increasing the Director's span of control from three to six.
	Estimated Fiscal Impact: $61,000 Annual Savings

Risk Management and Employee Health Benefits

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>	<u>**Recommendations:**</u>
Management Practices and Technology	
• Risk Management has begun to compare OCPS claims experience with other peer organizations. This will enable OCPS to identify its rate of claims with other benchmarked entities and to take steps to identify steps to reduce the incident of these claims.	➜ **BS3:** OCPS Risk Management should move forward aggressively in establishing a program to compare its rate of claims with other benchmarked entities. The focus of this effort should be to lower the cost of claims that exceed the norms of other comparable entities. The program should include coordination with other District organizations to address steps that should be taken to reduce the incidence of claims, such as employee safety training, and facility and grounds maintenance. **Estimated fiscal impact: None**
• Approximately 30% of classrooms do not have working fire alarms. The risk of undetected fires is mitigated through alternative methods, such as intercom systems.	➜ **BS4:** OCPS should continue to work with the Committee of Fire Chiefs to develop an implementation plan to prioritize and correct fire alarm and "6.A2" safety issues in a timely manner. This plan should include the selection of a standard alarm to be utilized on a District-wide basis. **Estimated fiscal impact: None**

Risk Management and Employee Health Benefits

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
(previous finding continued) • A standard fire alarm system has not been selected across schools. • The "6.A2" report identifies recurring problems, some of which are considered life safety issues which have not been resolved in a timely fashion.	
• There is no single point of accountability for ensuring that life safety issues and findings are corrected in a timely manner.	➔ **BS5:** The Associate Superintendent of Facilities Services should be responsible and accountable for the timely resolution of life safety issues. As life safety issues pose a significant risk to OCPS students, teachers, and administrators, resolution of these issues should be an integral part of the Director's performance evaluation. **Estimated fiscal impact: None**

Finance

Background

Function Components:
- *Financial Reporting:* Records payroll, receipts and other financial transactions and maintains ledgers and journals. Prepares monthly and annual financial reports including comparison of budget to actual. Prepares project reports and cost reports.
- *Accounts Payable:* Accepts invoices from vendors and receiving reports from OCPS personnel. Matches invoices and receiving reports to purchase orders. Processes disbursements including approved check requests, travel reimbursements, etc.

Staffing and Budget:
- The Finance Department has 25 Full-time equivalent staff in of which 16 are Accounts Payable employees.
- The Finance Department's total operating budget for 1997-98 is $885,000.

Finance

Background

Current Organization:

Finance Department

```
                        ┌─────────────────────┐
                        │  Director Finance   │
                        │       1 FTE         │
                        └─────────────────────┘
       ┌─────────────────┐        │
       │    Support      │        │
       │     1 FTE       │        │
       └─────────────────┘        │
           ┌───────────────────────┴───────────────────────┐
  ┌──────────────────┐                         ┌──────────────────────┐
  │ Sr Admin Finance │                         │  Sr Administrator AP │
  │     1 FTE        │                         │        1 FTE         │
  └──────────────────┘                         └──────────────────────┘
        │                                             │
  ┌──────────────────┐                         ┌──────────────────────┐
  │   Sr Manager     │                         │      Lead Clerk      │
  │     1 FTE        │                         │        1 FTE         │
  └──────────────────┘                         └──────────────────────┘
        │                                             │
      ┌──────────────────┐                     ┌──────────────────────┐
      │  Technical Asst  │                     │   Clerk Specialist   │
      │      1 FTE       │                     │        9 FTE         │
      └──────────────────┘                     └──────────────────────┘
  ┌──────────────────────┐                     ┌───────────────────────────┐
  │ Administrator Finance│                     │ Lead Clerk Food Service   │
  │       1 FTE          │                     │          1 FTE            │
  └──────────────────────┘                     └───────────────────────────┘
        │                                             │
      ┌──────────────────┐                     ┌──────────────────────┐
      │   Lead Clerk     │                     │   Clerk Specialist   │
      │     1 FTE        │                     │        3 FTE         │
      └──────────────────┘                     └──────────────────────┘
  ┌──────────────────────┐                     ┌───────────────────────────┐
  │  Sr Technical Assist │                     │ Systems Support Clerk     │
  │        1 FTE         │                     │          1FTE             │
  └──────────────────────┘                     └───────────────────────────┘
  ┌──────────────────────┐
  │   Technical Assist   │
  │        1 FTE         │
  └──────────────────────┘
```
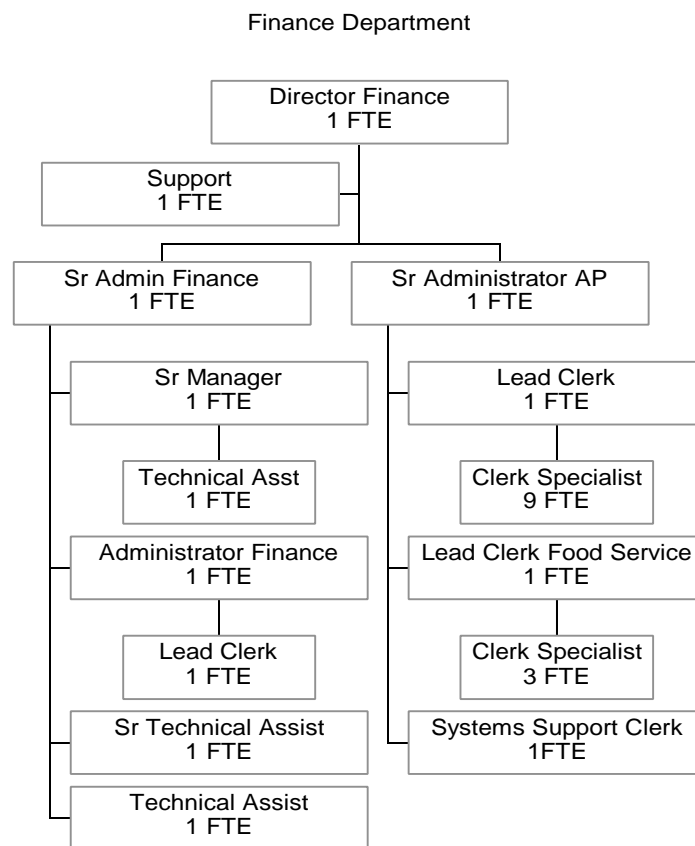
Finance

Recommended Organization:

Finance Department

```
Director Finance
1 FTE
```

```
Support
1 FTE
```

Sr Admin. Finance — 1 FTE
- Sr Manager — 1 FTE
  - Technical Asst — 1 FTE
- Administrator Finance — 1 FTE
  - Lead Clerk — 1 FTE
- Sr Technical Assist — 1 FTE
- Technical Assist — 1 FTE
- Admin. Grants Monitoring & Compliance — 2 FTE

Sr. Admin. Payroll — 1 FTE
- Technical Asst. — 1 FTE
- Lead Clerk — 3 FTE
  - System Supp. Clerk — 12 FTE

Sr. Admin. Budget — 1 FTE
- Budget Manager — 5 FTE (Located at Regions)

Sr Admin. AP — 1 FTE
- Lead Clerk — 1 FTE
  - Clerk Specialist — 9 FTE
- Lead Clerk Food Service — 1 FTE
  - Clerk Specialist — 3 FTE
- Systems Support Clerk — 1FTE

Finance

Background and Key Achievements/Commendations

Workload:
- The Finance Department processed 54,000 checks during 1996-97.
- The Finance Department processed 996,000 journal entries/postings during 1996-97.

Key Achievements/Commendations:
- The Finance Department has achieved high remarks and minimal criticisms from the Auditor General annual financial audits.
- The amount of time to complete the Annual Financial Report has been reduced from approximately two months to approximately one month.
- The Finance Department initiated weekly check processing in June 1996. The faster turnaround permits a more prompt payment to vendors and increases the potential for taking advantage of purchase discounts.
- OCPS processes 55% more vendor checks per accounts payable employee than the peer average. Thus, the OCPS Accounts Payable Department is operating more efficiently and maintains a leaner staff per volume of checks processed as compared to other school districts.

Finance

Benchmarks

- OCPS processes 55% more vendor checks per accounts payable employee than the peer average. Thus, the OCPS Accounts Payable Department is operating more efficiently and maintains a leaner staff per volume of checks processed as compared to other school districts.

Checks Processed per Accounts Payable Employee, 1996-97

District	Checks Processed
Orange	3375
Pinellas	3294
Fairfax	2059
Duval	1857
Palm Beach	1500

Peer Average: 2178
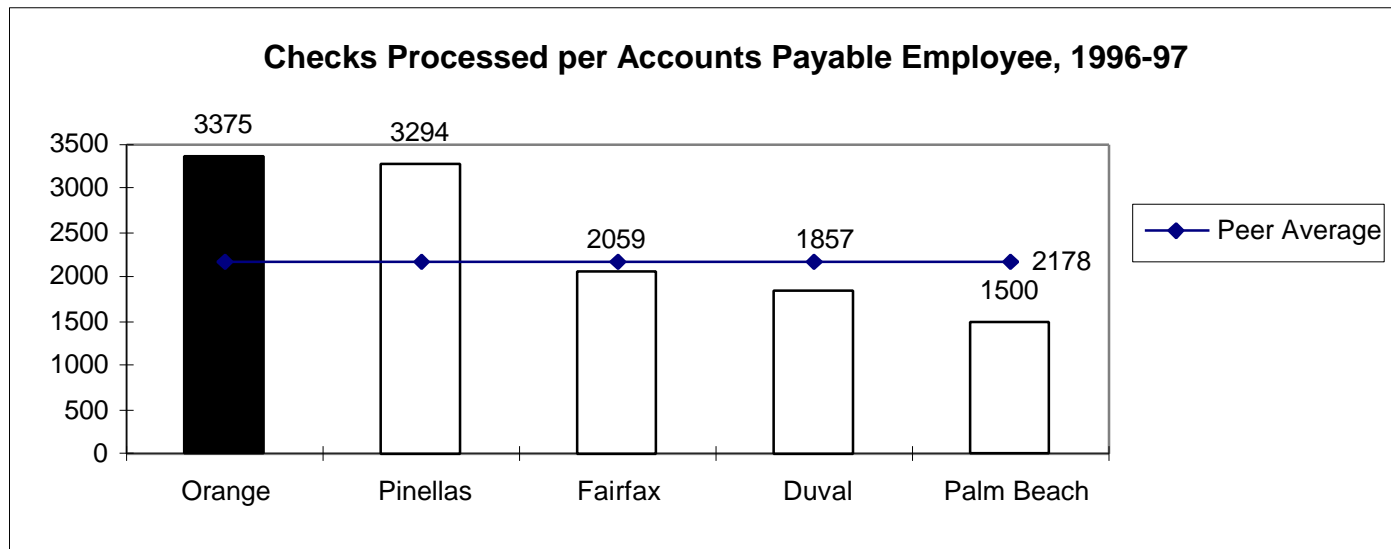
Source: Questionnaires and phone calls to districts.

Finance

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Organizational Structure	
• Monitoring fiscal requirements is a responsibility shared in Finance, Budget and Project Development. Lack of communication between these departments has led to duplication of efforts in federal grants management.	➔ **BS6:** As proposed in the OMB section of this report, the Budget Department will report to the Director of Finance. See detailed discussion in the OMB section. Additionally, the two positions in the Project Development Department responsible for monitoring and compliance activities should be reassigned to the Finance Department reporting to the Senior Administrator of Finance. These positions should each be titled as Administrator positions. This will result in more effective and efficient communication in regards to grant monitoring and compliance. **Estimated fiscal impact: None**
• There is limited communication between the Finance and Budget Departments causing duplication of efforts. Currently the Budget and Finance Departments report directly to the Deputy Superintendent of Business Services.	➔ **BS7:** Organizationally, the Budget Department should report to the Director of Finance. This structure will enhance communication between Finance and Budget personnel. **Estimated fiscal impact: None**

Finance

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

Management Practices and Technology

• Payment and shipping terms are not included on purchase orders. The District could be missing purchase discounts and could be paying freight when not required.	➜ **BS8:** Payment and shipping terms should be part of each vendor's master file. OCPS should take advantage of payment terms whenever possible as the capability is in place with the weekly check runs. Based on discussions with management, OCPS could receive the payment terms of 1% 10, net 30 on 20% of their total purchase orders of $116,000,000. **Estimated fiscal impact: $232,000 Annual Savings**
• The current MIS system limits Accounts Payable's access to routine vendor information. In addition, all pertinent vendor information is not included in the vendor file (i.e. payment terms).	➜ **BS9:** The Purchasing Department should be responsible for capturing all pertinent vendor data within the vendor file. Read-only access to vendor information should be made available to all parties involved in purchasing and accounts payable through system enhancement. **Estimated fiscal impact: None**

Finance

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• There is currently no central receiving function at school locations which has led to delay in the input of receiving reports and a subsequent delay in processing payments. This delay limits the ability of the District to capture early vendor payment discounts.	➔ **BS10:** Each school location should assign receiving duties to a custodian. These duties should include preparation of receiving reports and ensuring total of items received agrees to attached shipping documentation. The successful implementation of this recommendation hinges upon the communication of this policy to school personnel. **Estimated fiscal impact: None**
• According to employee feedback, periodic financial reports are not in a desired format that is readily usable by departments. This requires additional effort by departments who need to call the Finance Department for clarification.	➔ **BS11:** As part of the new system implementation, the Finance Department should develop monthly reports which are geared towards the end-user. Prior to designing monthly reports, user input should be obtained. **Estimated fiscal impact: None**

Labor Relations and Support Services

Background

Function Components:
- *Purchasing:* Procures products and services for the OCPS including the selection of vendors and negotiation of prices and terms.
- *Warehouse and Distribution:* Receives and records goods from vendors, stores new supplies, equipment and fixtures, moves furniture and picks up and delivers inter-office mail and packages throughout the OCPS.
- *Property Control:* Accounts for, verifies and maintains records of the District's tangible personal property.
- *Surplus Property:* Manages the transfer of tangible personal property which is considered no longer usable from schools and other work locations to a surplus property warehouse. Redistributes surplus property to other schools and work locations. Offers items which cannot be used within the District for sale to the public by means of retail sale, auction or sealed bid or donates the items to other agencies.
- *Internal Auditing:* Interprets OCPS policies and procedures for internal account funds and conducts audits to determine compliance with OCPS policies, state laws and rules. Provide constructive feedback for process improvement over internal account funds. Perform special projects upon request.
- *Labor Relations:* See discussion in the Personnel Management section.

Labor Relations and Support Services

Background

Staffing and Budget:
- The Purchasing Department has 17 full-time equivalent staff, of which 10 are assigned to Facilities purchasing.
- The Purchasing Department's total operating budget for 1997-98 is $349,000 and Facilities total operating budget is $332,000.
- The Warehouse and Distribution Department has 41 budgeted full-time equivalent staff, of which 2 positions are currently vacant.
- The Warehouse and Distribution Department's total operating budget for 1997-98 is $1,505,000.
- The Property Control Department has 8 budgeted full-time equivalent staff, of which the Senior Manager position is currently vacant.
- The Property Control Department's total operating budget for 1997-98 is $293,000.
- The Surplus Property Department has 6 full-time equivalent staff.
- The Surplus Property Department's total operating budget for 1997-98 is $202,000.
- The Internal Audit Department has 9 budgeted full-time equivalent staff, of which 1 position is currently vacant.
- The Internal Audit Department's total operating budget for 1997-98 is $385,000.

Labor Relations and Support Services

Background

Current Organization:

Labor Relations & Support Services

```
                        Dir Labor Relations & Support Serv
                                    1 FTE
```

Sr Purchasing Admin — 1 FTE
Warehouse & Distribution Admin — 1 FTE
Property Control & Internal Audit — 1 FTE

Sr Purchasing Admin (1 FTE)

Administrator — 1 FTE
- Sr Technical Asst — 1 FTE
- Technical Asst — 1 FTE
- Clerk Specialist — 1 FTE
- Systems Support — 2 FTE

Administrator (Fac) — 1 FTE
- Sr Technical Asst — 1 FTE
- Technical Asst — 1 FTE
- Clerk Specialist — 2 FTE
- Systems Support — 2 FTE
- Construction Mgmt — 3 FTE

Warehouse & Distribution Admin (1 FTE)

Distribution Tech Master — 1 FTE
- Delivery Operators — 15 FTE
- Courier Driver — 1 FTE
- Systems Support — 1 FTE

Receiving — 2 FTE
Textbook — 1 FTE
Inventory — 2 FTE
Administration — 1 FTE
Shipping — 12 FTE
Stock Control — 4 FTE

Property Control & Internal Audit (1 FTE)

Prop Control Ld Clerk — 1 FTE
- Prop Auditor — 3 FTE
- Systems Support — 3 FTE

Surplus Property Clerk — 1 FTE
- Tech Master — 1 FTE
- Delivery Operators — 2 FTE
- Systems Support — 1 FTE
- General Asst — 1 FTE

Administrator Auditor — 1 FTE
- Auditors — 6 FTE
- Technical Asst — 1 FTE
- Clerk Specialist — 1 FTE

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

Procurement Services

```
                          Director Procurement Services
                                    1 FTE
                   ┌──────────────────┴──────────────────┐
          Sr Purchasing Admin                  Warehouse & Distribution Admin
               1 FTE                                   1 FTE
```

Sr Purchasing Admin — 1 FTE		
Administrator 1 FTE	**Administrator (Fac)** 1 FTE	**Property Control Lead Clerk** 1 FTE
Sr Technical Asst 1 FTE	Sr Technical Asst 1 FTE	Property Auditor 3 FTE
Technical Asst 1 FTE	Technical Asst 1 FTE	Sytems Support 3 FTE
Clerk Specialist 1 FTE	Clerk Specialist 2 FTE	
Systems Support 2 FTE	Systems Support 2 FTE	
	Construction Mgmt 3 FTE	

Warehouse & Distribution Admin — 1 FTE	
Distribution Tech Master 1 FTE	**Receiving** 2 FTE
Delivery Operators 15 FTE	Textbook 1 FTE
Courier Driver 1 FTE	Inventory 2 FTE
Systems Support 1 FTE	Administration 1 FTE
	Shipping 12 FTE
	Stock Control 4 FTE
	Surplus Property Clerk 1 FTE

Surplus Property Clerk — 1 FTE			
General Asst 1 FTE	Systems Support 1 FTE	Tech Master 1 FTE	Delivery Operators 2 FTE

Labor Relations and Support Services

Background and Key Achievements/Commendations

Workload:
- The Purchasing Department processed approximately 63,000 purchase orders during 1996-97.
- The Warehouse and Distribution Department processes 28,000 requisitions per year.
- The Internal Audit Department is responsible for performing approximately 145 internal account audits annually and other various projects as needed.

Key Achievements/Commendations:
- In accordance with OPPAGA Best Practices, the District properly segregated purchasing responsibilities from the requisitioning, authorizing and receiving functions.
- The Purchasing Department helped outsource custodial services for seven schools achieving cost savings of approximately $300,000 in 1996-97 with projected savings of approximately $360,000 in 1997-98.
- The Purchasing Department increased the percentage of transportation items on competitive bid from approximately 20% in 1992 to 98% in 1997.
- The Property Department has implemented a bar-coding and scanning process for tracking personal property inventory, a state-of-the-art system.

Labor Relations and Support Services

Benchmarks

- OCPS has a 22% higher purchasing operating budget per student than the peer average. Thus the OCPS Purchasing Department is not operating as efficiently as the peer school districts.

Purchasing Operating Budget per Student, 1996-97

District	Value
Pinellas	5.13
Orange	5.10
Palm Beach	3.86
Duval	3.54

Peer Average: 4.17
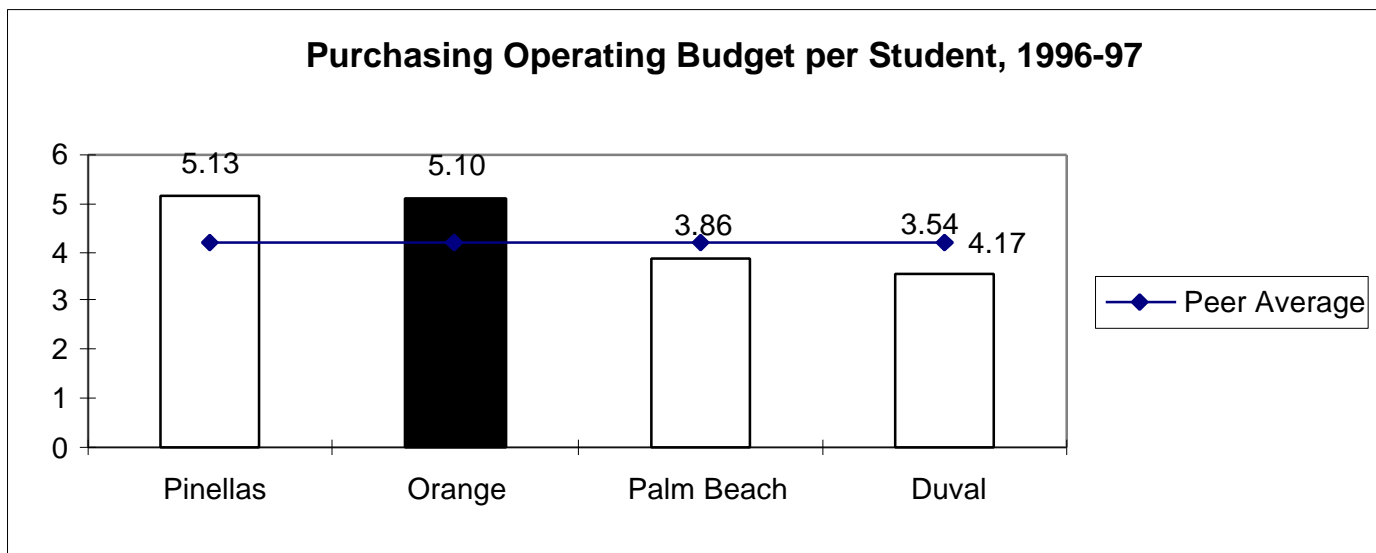
Source: District operating budgets, questionnaires and phone calls to districts.

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
Organizational Structure	
• The Labor Relations and Support Services Department title is not reflective of functions actually being performed. Labor Relations is not aligned with the mission of the department.	➜ **BS12:** This department should be renamed Procurement Services to more accurately reflect its functions. Labor Relations responsibilities should be assumed by Human Resources. **Estimated fiscal impact: None**
• The Manager of Minority Business Enterprises is currently in Human Resources. The current scope of this position does not require a full time position. These functions can be assumed by existing positions in the Purchasing Department.	➜ **BS13:** The Manager of Minority Business Enterprises should be eliminated and the responsibilities should be assumed by the Purchasing Department. See estimated fiscal impact in the Human Resources section. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- The Senior Manager of Property Control and Internal Audit position is currently vacant. The responsibilities for these functions have been assumed by other positions with limited disruption of current job functions. In addition, responsibility for these functions should be reassigned as noted to the right.

➔ **BS14:** Property Control personnel and duties should be reassigned to the Purchasing Department. This will properly aid in the timely tagging of tangible personal property. Surplus Property personnel, duties and location should be reassigned to Warehousing and Distribution. Internal Audit should report to the School Board as discussed in detail below. This allows for the elimination of the Senior Manager of Property Control and Internal Audit.

Estimated fiscal impact: $61,000 Annual Savings

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

- Organizationally, the Internal Audit Department does not report directly to the OCPS Board which is not in compliance with Florida Statutes.

➔ **BS15:** In accordance with Florida Statutes, as noted in OPPAGA Best Practices, the Internal Audit Department should report directly to the OCPS Board, or its designee (Superintendent). This will ensure maximum independence from District operations, broad audit coverage and adequate consideration of and action on the findings and recommendations of the internal auditors.

Estimated fiscal impact: None

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Workload and Staffing	
• The main warehouse has excess capacity.	→ **BS16:** The surplus property warehouse should be combined physically with the main warehouse to more effectively utilize the warehouse space. This will allow for the elimination of the surplus warehouse facility and promote more efficient surplus property operations.
	Estimated fiscal impact: $32,000 Annual Savings

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:

Recommendations:

• Internal Auditing is responsible for the collection of IRS Form 1099 information and the Accounts Payable Department is responsible for issuing Form 1099's. The collection of Form 1099 information is not consistent with Internal Auditing's functions.	➔ **BS17:** The gathering and reporting functions for IRS Form 1099 information should be contained in the same location. As Accounts Payable is responsible for issuing Form 1099's, they should also be responsible for compiling the relevant information. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Management Practices and Technology	
• There is no formal program for identifying cost saving opportunities for outsourcing services.	➜ **BS18:** The Purchasing Department should create a formal program to identify and evaluate possible savings through the use of outsourcing. **Estimated fiscal impact: None**
• A formal plan to address the findings from a recent purchasing and warehousing study has not been developed.	➜ **BS19:** OCPS should evaluate the recommendations made in a recent purchasing and warehousing study. A formal plan and timeline for implementation should be developed for viable recommendations. Explanations should be documented for recommendations not implemented. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

- All purchases regardless of dollar amount require the processing of a purchase order. OCPS has a 22% higher purchasing operating budget per student than the peer average. Thus the OCPS Purchasing Department is not operating as efficiently as the peer school districts.

➔ **BS20:** OCPS should implement a purchasing card program. This will allow OCPS the flexibility of limiting each cardholder's purchasing power based on their job functions. In 1996-97, approximately 23,000 purchase orders for $100 or less were processed (approximately 36% of all purchase orders processed). The implementation of the purchasing card program would eliminate the processing of all of these low dollar purchase orders. Conservative fiscal savings would represent 36% of the purchasing operating budget of $681,000.

Estimated fiscal impact: $245,000 Annual Savings

Additionally, OCPS should increase the thresholds for verbal and written quotes and sealed bids to state levels.

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• It takes approximately four days to process a purchase requisition into a purchase order and purchase requisition approval is largely a manual process.	➔ **BS21:** As part of the implementation of the new system, approval of purchase requisitions should be a computerized process. This will allow for more timely processing of purchase requisitions. Additionally, purchase requisitions, purchase orders and receiving reports can be generated and matched on-line, thus shortening the length of time it takes to process purchase order payments. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

• Payment and delivery terms are not negotiated with vendors and are not included in the bid process or vendor master file.	➜ **BS22:** Vendor payment and shipping terms, including discounts and drop shipment capabilities, should be negotiated as part of the bidding process. Past vendor history and performance information should be included as part of each vendor's master file and maintained for at least three years. Vendor performance information should be a significant factor in awarding future contracts. See additional comments below. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Information is not accumulated by vendor indicating the number of purchase orders and the total volume of business in quantity and dollars. This does not allow the Department to use summary report information identifying opportunities for additional savings (e.g. blanket orders) or over-reliance on certain vendors.	➔ **BS23:** Purchasing information including the number of purchase orders and the total volume of business in quantity and dollars should be accumulated annually for all vendors. This information will give OCPS leverage in negotiating volume discounts and payment terms. **Estimated fiscal impact: None**
• Past vendor performance is not a significant factor in awarding new contracts, potentially re-exposing OCPS to non-performing vendors.	➔ **BS24:** OCPS should develop comprehensive vendor performance criteria. Examples of best practice performance measures include damage free delivery rates, defect rates, order to delivery lead-times, on-time delivery percentage and supplier response time. **Estimated fiscal impact: None**
• Certain items currently stored in the warehouse could be shipped directly to requesting locations in a just-in-time manner. This would eliminate a portion of the indirect costs relating to the warehouse, thus reducing overall expenses.	➔ **BS25:** See comments on previous page regarding vendor delivery terms. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- Warehouse customers are dissatisfied with the amount of time it takes to receive requisitioned items during peak seasons. During peak seasons warehouse staff work a considerable amount of overtime.

➔ **BS26:** Based on an analysis of three frequently purchased inventory items, standard copy paper, Hewlett Packard printer cartridges, and 3x3 post-it notes, when the indirect cost of the main warehouse is applied to the cost of inventoried items it becomes less expensive for OCPS to purchase items directly from local retailers. These local retailers offer free delivery, to the requesting location, with purchases in excess of $50, and one to two day delivery terms based on the time of order. OCPS should perform a more detailed cost analysis of maintaining inventory and explore the possibility of eliminating the warehouse function. The use of local retailers with favorable delivery terms will alleviate long lead times during the warehouse's peak seasons.

Estimated fiscal impact: None

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Cost of warehouse operations is not included as part of the cost of goods sold to schools, thus not enabling OCPS to determine if the cost of its warehoused items are competitive with the external market.	➔ **BS27:** In order to determine the cost of warehouse supplies to requisitioning locations, direct labor and overhead should be included as a component of costs charged to requisitioner's budget. This will appropriately allocate the costs of the warehouse throughout the District. See additional comments in the preceding recommendation. **Estimated fiscal impact: None**
• Standards have not been established to limit the number and type of items that are carried in the warehouse. This causes the warehouse to store small quantities of a large number of similar items.	➔ **BS28:** District-wide standards should be established for the purchasing of homogeneous supplies. The standard should be exclusive of brand names. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	_Recommendations:_
• There is no formal policy requiring OCPS employees to order items from the warehouse as opposed to purchasing directly from vendors.	➔ **BS29:** A policy should be established requiring District employees to requisition inventoried items from the warehouse prior to purchasing directly from vendors. This will reduce the number of purchase orders and vendor invoices processed in the central office and ensure compliance with standards as recommended above. **Estimated fiscal impact: None**
• The current warehouse system does not have a backorder capability.	➔ **BS30:** Backorder capability should be integrated as part of the new system. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:

- There is no clear definition of responsibility for property and equipment at each location or follow-up and recovery of stolen or lost items. This lack of accountability may be leading to unrecovered costs. Based on internally generated report, the net amount of unlocated items proposed to be deleted from inventory is approximately $155,000. This report covers a period of five months.

Recommendations:

➔ **BS31:** Department directors and school principals should be responsible and accountable for property and equipment at their locations. This will include the timely follow-up and recovery of stolen or lost items. This responsibility should be included as part of their performance evaluations. Performance should be measured with a comparison of lost and stolen property per principal. A goal of reducing unlocated items by 90% should be established by OCPS.

Estimated Fiscal Impact: $279,000 Annual Savings

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Findings	Recommendations
• Property identification tags are generated upon invoice payment which may delay the tagging of property up to 45 days.	➔ **BS32:** Property identification tags should be produced upon generation of receiving reports. This will allow for the timely tagging of property. **Estimated fiscal impact: None**
• Internal audit plans are not developed in consultation with the Board and efforts are not based on a risk assessment of the District. Thus, internal audit resources may not be applied in the highest priority or highest risk areas.	➔ **BS33**: Internal audits are currently performed on school internal accounts and at the ELC, as requested. At the School Board's direction, regularly scheduled internal audits for internal accounts and Education Leadership Center (ELC) departments should be developed using a risk based approach. The Internal Audit Department (IAD) currently has a three year backlog of audits. The additional volume of risk based audits at the ELC should be outsourced. This will require OCPS to purchase additional services. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Internal audits do not provide assurance that the internal control processes in the District are adequately designed and functioning effectively. Internal audits are focused on the internal accounts of schools.	➔ **BS34:** The IAD's primary mission should be to provide assurance that internal control processes in the organization are adequately designed and functioning effectively. Where appropriate, the IAD should offer management recommendations to improve their performance. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

<u>Findings:</u>	**<u>Recommendations:</u>**
• Internal Auditing has a backlog of internal account audits to be performed dating back to 1995.	➔ **BS35:** Internal Auditing developed a plan to complete these audits by the end of fiscal year 1998. Adherence to this plan should be linked to auditors' performance evaluations and compensation increases. This backlog could be a result of over-compliance with state statutes. Audit programs and procedures should be reevaluated and designed to meet minimum compliance standards. **Estimated fiscal impact: None**
• Accountability for addressing internal audit findings is not clearly defined. A lack of accountability undermines the achievement of goals.	➔ **BS36:** Department directors and school principals should be responsible and accountable for internal audit findings. This will include the timely response and resolution of such findings. These items should be tied to the performance evaluations of the responsible positions. **Estimated fiscal impact: None**

Labor Relations and Support Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Follow-up on prior year's findings are not included in the report to the Board.	➔ **BS37:** Follow-up on prior year's findings should be included in the report to the Board. This should include an analysis of the number of times of recurrence for each finding. **Estimated fiscal impact: None**

Payroll Services

Background

Function Components:
- ***Payroll Processing:*** Receives employee pay rate and employment data from Human Resources, and timekeeping data from schools and other cost centers in order to process paychecks, direct deposits, withholding and garnishments. Records wage/salary, benefit and withholding data in OCPS' financial reports.

Staffing and Budget:
- The Payroll Services Department has 18 budgeted full-time equivalent staff.
- The Payroll Services Department's total operating budget for 1997-98 is $605,000.

Payroll Services
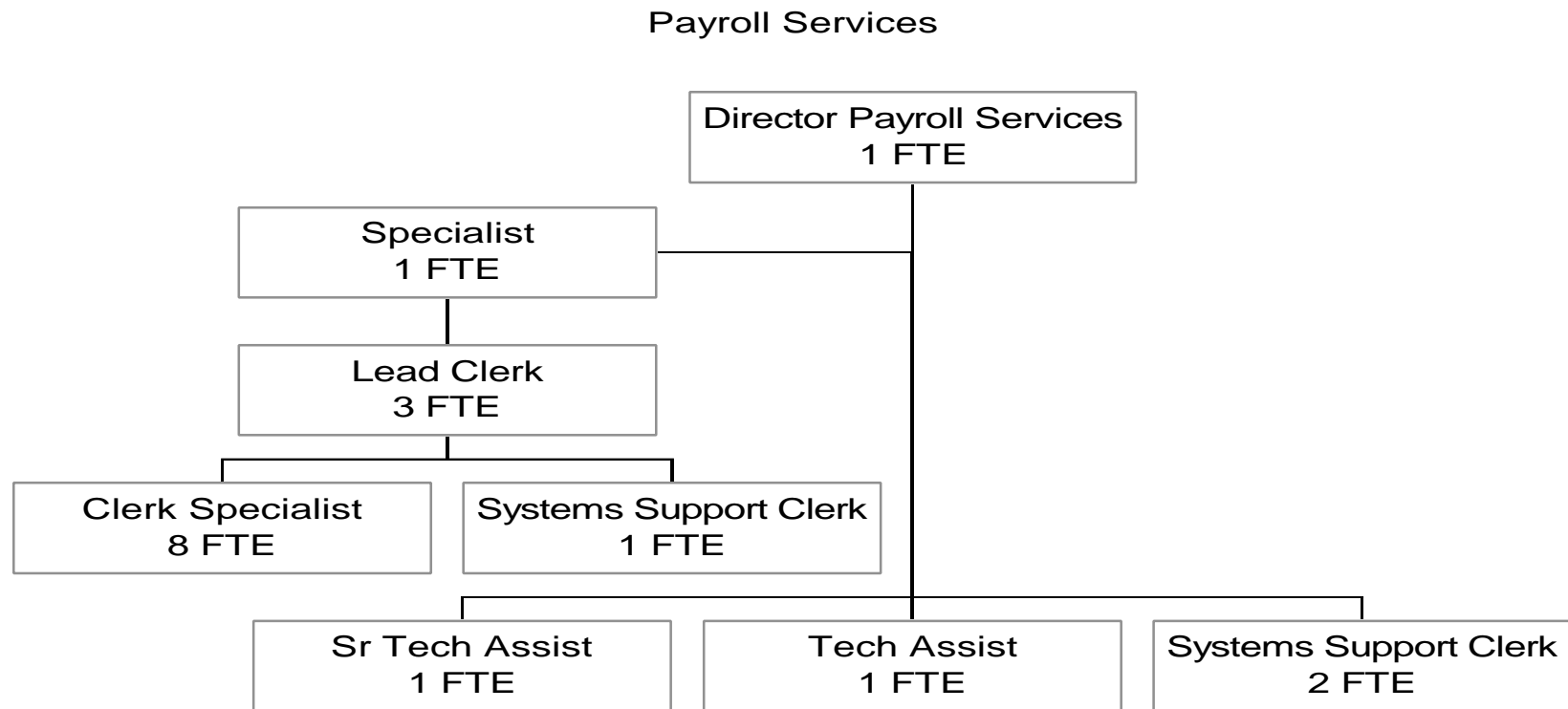
Background

Current Organization:

Payroll Services

```
                              ┌─────────────────────────┐
                              │ Director Payroll Services │
                              │         1 FTE            │
                              └─────────────────────────┘
                                          │
        ┌──────────────────┐              │
        │    Specialist    │──────────────┤
        │      1 FTE       │              │
        └──────────────────┘              │
                │                         │
        ┌──────────────────┐              │
        │    Lead Clerk    │              │
        │      3 FTE       │              │
        └──────────────────┘              │
             │         │                  │
  ┌──────────────┐ ┌────────────────────────┐
  │ Clerk        │ │ Systems Support Clerk  │
  │ Specialist   │ │        1 FTE           │
  │   8 FTE      │ └────────────────────────┘
  └──────────────┘
```

Sr Tech Assist	Tech Assist	Systems Support Clerk
1 FTE	1 FTE	2 FTE

Payroll Services

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

Finance Department

```
                        ┌─────────────────────┐
                        │   Finance Director  │
                        │        1 FTE        │
                        └─────────────────────┘
          ┌──────────────┐          │
          │   Support     │─────────┤
          │   1 FTE       │         │
          └──────────────┘         │
                        ┌─────────────────────┐
                        │  Sr. Admin. Payroll │
                        │        1 FTE        │
                        └─────────────────────┘
          ┌──────────────┐          │
          │ Technical Asst.│────────┤
          │   1 FTE       │         │
          └──────────────┘         │
        ┌──────────────────────────┼──────────────────────────┐
┌─────────────┐            ┌─────────────┐            ┌─────────────┐
│ Lead Clerk  │            │ Lead Clerk  │            │ Lead Clerk  │
│   1 FTE     │            │   1 FTE     │            │   1 FTE     │
└─────────────┘            └─────────────┘            └─────────────┘
       │                          │                          │
┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│System Support    │   │System Support    │   │System Support    │
│Clerk             │   │Clerk             │   │Clerk             │
│   4 FTE          │   │   4 FTE          │   │   4 FTE          │
└──────────────────┘   └──────────────────┘   └──────────────────┘
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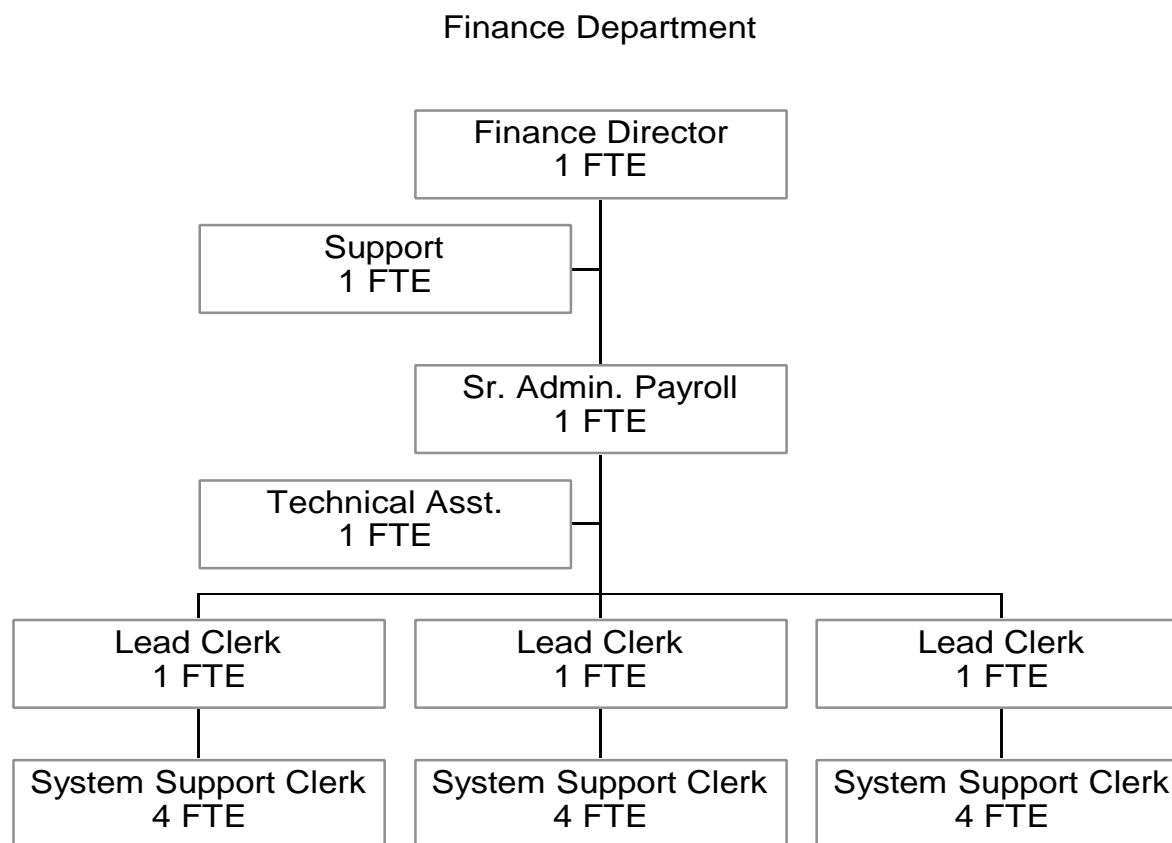
Payroll Services

Background and Key Achievements/Commendations

Workload:
- The Payroll Services Department processed 480,000 payroll checks, including direct deposits, in 1996-97, to approximately 23,000 full-time and part-time employees and substitute teachers.

Key Achievements/Commendations:
- Payroll for schools and other District cost centers is processed on-line through exception reporting, which represents a state-of-the-art system.
- OCPS is approximately 23% below the peer average in payroll spending per school system FTE and approximately 27% below the peer average in payroll staffing per 1,000 FTE. These favorable operations were verified through Automatic Data Processing (ADP). ADP estimated the cost per check as approximately $1.25 to $1.50 plus the retention of 1 FTE per every 1,500 to 2,000 employees. Using a conservative estimate of $1.25, the annual cost of outsourcing, not including the required FTE retention, is approximately $600,000, $5,000 below Payroll Services current operating budget.

Payroll Services

Benchmarks

- OCPS is approximately 27% below the peer average in payroll staffing per 1,000 FTE. This indicates that OPCS is operating a relatively efficient department.
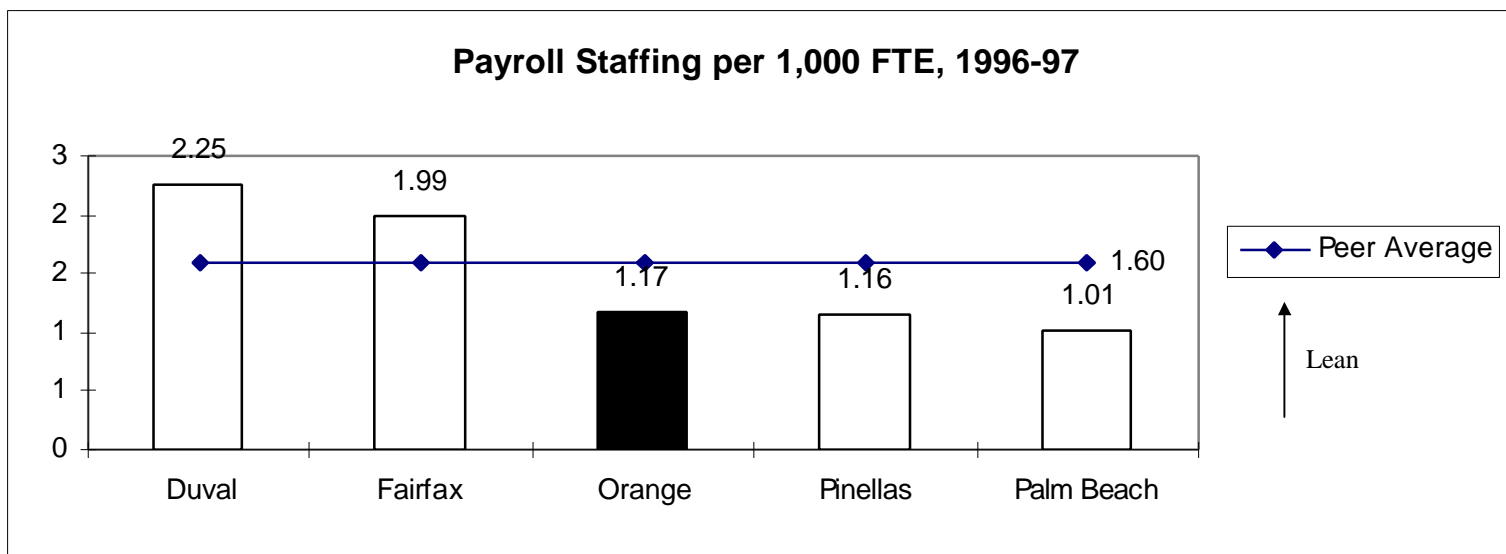
Payroll Staffing per 1,000 FTE, 1996-97

Source: Questionnaires and phone calls to districts.

Payroll Services

Benchmarks

- OCPS is approximately 23% below the peer average in payroll spending per school system FTE.

Payroll Spending per School System FTE, 1996-97

	Fairfax	Duval	Orange	Palm Beach	Pinellas
Value	80.02	57.51	39.40	35.04	33.16

Peer Average: 51.43
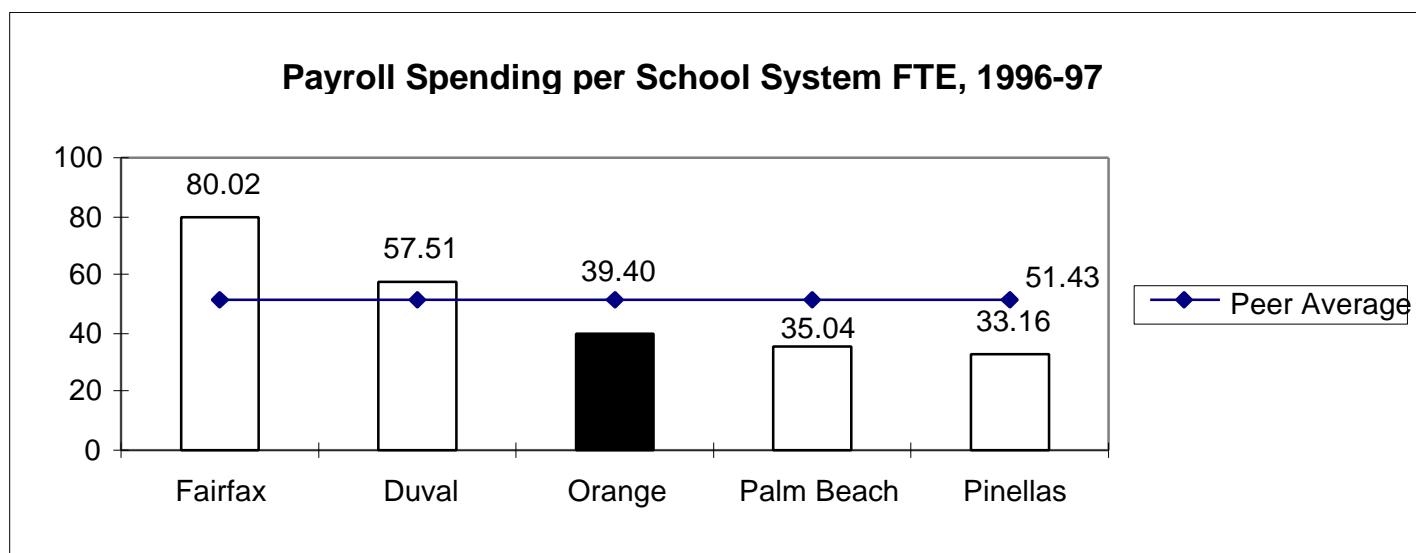
Source: Questionnaires and phone calls to districts.

Payroll Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

Organizational Structure

• Payroll Services Director reports directly to the Deputy Superintendent. The routine nature of this function enables it to report to a lower level administrator position, thus maximizing the focus of the lower level administrator on operational areas and enabling the Deputy Superintendent to focus more efforts on strategic issues.	➜ **BS38:** Organizationally, the Payroll Services Department should report to the Director of Finance. This new structure will allow for the downgrade of the Director of Payroll Services position to a Senior Administrator and the elimination of one Systems Support Clerk position and one Specialist position. Elimination of these positions will be facilitated by implementing the new integrated system. The remaining positions should be reorganized as indicated in the proposed organizational chart. This new structure will align responsibilities for span of control with more appropriate titles.
	Estimated fiscal impact: $104,000 Annual Savings

Payroll Services

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

Management Practices and Technology

- Approximately 48% of OCPS employees are utilizing direct deposit. Other organizations have nearly 100% of employees utilizing direct deposit.

➔ **BS39:** OCPS should mandate that all employees accept direct deposit for their payroll. Going forward, direct deposit should be made a condition of employment which is consistent with the State of Florida. The potential savings of using direct deposits for all employees as opposed to checks is comprised of the labor costs in processing lost and stale dated checks as well as the cost difference in paper stock. The savings in paper stock alone is approximately $7,500 annually. The labor costs are estimated by management to be one-half to one FTE (approximately $10,000 to $20,000).

Estimated fiscal impact: $17,500 Annual Savings

Payroll Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• OCPS pays its employees on a bi-weekly basis. OCPS will be able to decrease costs by reducing the number of payroll runs.	➔ **BS40:** OCPS should change its payroll structure to semi-monthly. This will reduce the number of payroll runs from 53 to 49 per year, an approximate 7% decrease in costs. The current bi-weekly payroll structure is a component the collective bargaining agreement. A change in the payroll structure will require a corresponding modification to the collective bargaining agreement. **Estimated fiscal impact: $42,350 Annual Savings**
• Payroll Services must rely on Information Services Department to generate ad-hoc management reports.	➔ **BS41:** The new system should allow users to write reports manipulating or extracting desired information. **Estimated fiscal impact: None**

Office of Management and Budget

Background

Function Components:
- *Budget:* Develops the annual budget and reviews and evaluates actual results of annual performance.
- *Treasury Services:* Bids and monitors banking service provider, performs daily cash management functions and is responsible for debt issuance and management for the District. Manages (1) banking services, including transfers of funds between the State Board of Administration Investment Pool and the OCPS commercial bank, (2) forecast of cash disbursement requirement to meet disbursements for payroll, self insurance claims, and general fund expenditures, and (3) issuance of debt. Treasury Services investment policy is to maintain minimal or zero balances in bank accounts, with the capability to immediately transfer funds from interest earning investments to meet cash disbursement requirements. A master bank account is maintained, with separate zero balance bank accounts for specific expenditures, such as payroll, casualty, and general disbursements. Treasury Services also manages investment of bond and note proceeds, tax revenue, and trust fund reserves for future employee benefit, property and casualty claims. Treasury Services debt issuance duties include selecting advisors and counsel, preparation of offering statements, obtaining applicable ratings, and oversight of the sale of debt instruments.

Staffing and Budget:
- The Office of Management and Budget Department has 13 budgeted full-time equivalent staff, of which 2 are assigned to Treasury Services.
- The Office of Management and Budget Department's total operating budget for 1997-98 is $697,000.

Office of Management and Budget

Background

Current Organization:

Business Services

```
                        Deputy Superintendent
                              1 FTE

        Support
        1 FTE

Director OMB                              Director Finance
(Title Only)                              1 FTE

    Sr Administrator                      Director Risk Management
    1 FTE                                 1 FTE

    Administrator Budget Analyst          Director Labor Relations and Support Services
    2 FTE                                 1 FTE

    Specialist Budget Analyst             Director Payroll Services
    2 FTE                                 1 FTE

    Sr Administrator Cash Mgmt            Associate Superintendent Facilities Services
    1 FTE                                 1 FTE

        Clerk Specialist                  Director Food Services
        1 FTE                             1 FTE

    Lead Clerk                            Director Transportation
    4 FTE                                 1 FTE
```

Office of Management and Budget

Findings and Recommendations for Opportunities to Improve

Recommended Organization:

Budget Department

```
                    ┌─────────────────────┐
                    │   Finance Director   │
                    │        1 FTE         │
                    └─────────────────────┘
                                │
    ┌──────────────┐            │
    │   Support    │────────────┤
    │    1 FTE     │            │
    └──────────────┘            │
                                │
                    ┌─────────────────────┐
                    │  Sr. Admin. Budget   │
                    │        1 FTE         │
                    └─────────────────────┘
                                │
                    ┌─────────────────────┐
                    │   Budget Manager     │
                    │        5 FTE         │
                    │ (Located at Regions) │
                    └─────────────────────┘
```
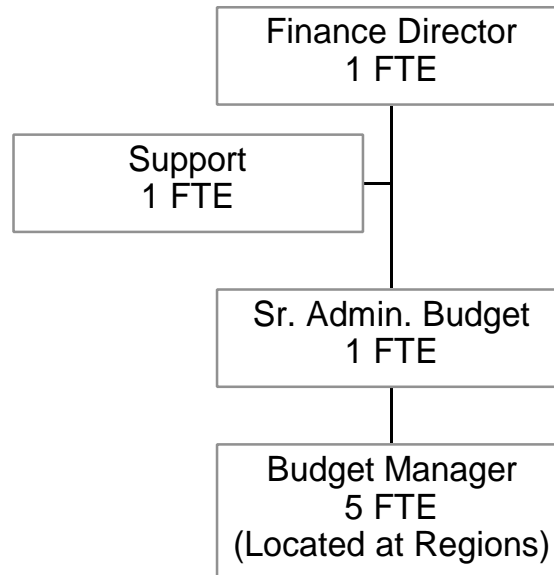
Office of Management and Budget

Background and Key Achievements/Commendations

Workload:
- The Budget Department develops annual budgets for 293 cost centers and 349 capital and other projects.
- Treasury Services prepares quarterly and annual investment reports and edits and produces bond offering statements.

Key Achievements/Commendations:
- OCPS received a Aaa rating from Moody's on their Certificates of Participation, Series 1997A.
- OCPS received a MIG-1 rating from Moody's on their Tax Anticipation Notes, Series 1997.
- The District has moved to site-based budgeting which allows principals full discretion over managing and expending their allocated budget. OCPS is a national best practice in the amount of control principals have over their budget.

Office of Management and Budget

Benchmarks

- OCPS budget staffing per 1,000 students is consistent with the peer average.

Budget Staffing per 1,000 Students 1996-97
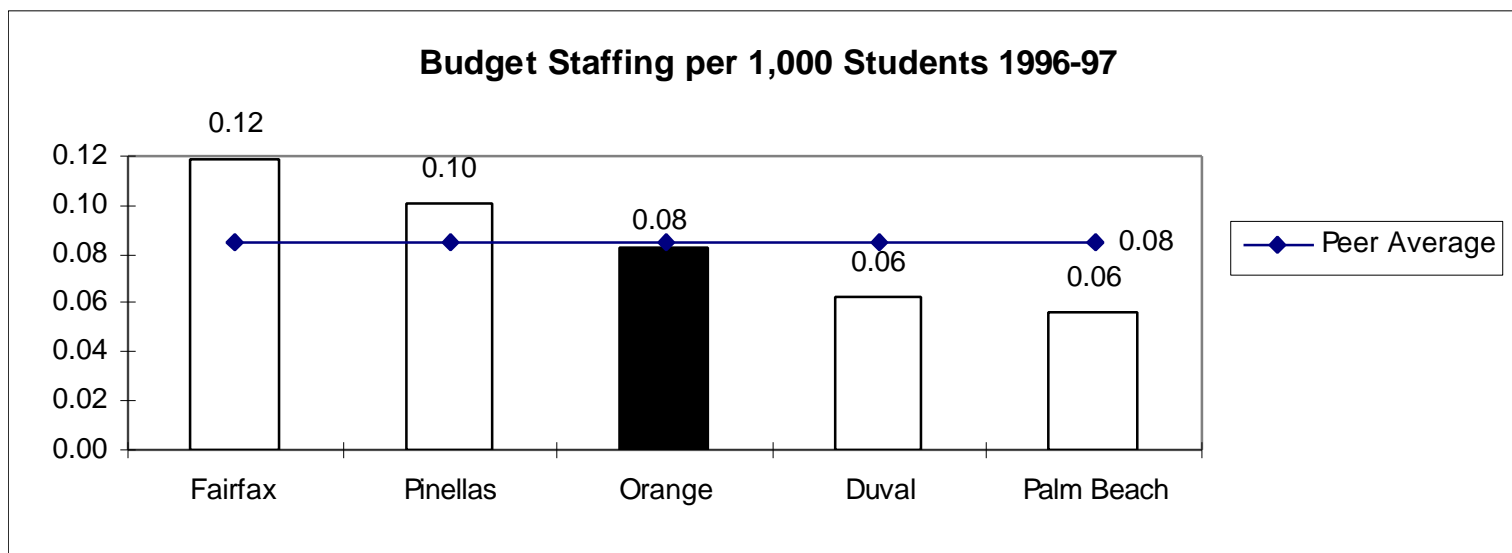
Source: Questionnaires and phone calls to districts.

Office of Management and Budget

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Organizational Structure

- The Budget and Treasury Departments report directly to the Deputy Superintendent of Business Services.

➔ **BS42:** Under the proposed organizational structure, the OMB should report to the Director of Finance. The Clerk Specialist position and the four Lead Clerk positions should be eliminated. The remaining OMB positions should be reorganized with one Senior Administrator of Budget, located at the central office, and five regional Budget Managers, reporting to the Sr. Administrator. Cash management responsibilities should be reallocated to the Finance Department. This is not considered an internal control weakness as other mitigating controls are present. OCPS should endeavor to obtain a thorough knowledge transfer throughout the recommended reorganization. Implementation of the recommendation will be facilities by the new system.

Estimated fiscal impact: $156,000 Annual Savings

Office of Management and Budget

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Monitoring fiscal requirements is a responsibility shared in Finance, Budget and Project Development. Lack of communication between these departments has led to duplication of efforts in federal grant management.	➔ **BS43:** Responsibility for federal grants management should be clearly defined. See proposed reorganization comments above and related comments noted in the Finance Department section. **Estimated fiscal impact: None**
Management Practices and Technology	
• Budgeting process is a manual, time consuming process. Automation of this system will increase speed and ease of budgeting, as well as allow greater user access to information.	➔ **BS44:** As part of the new system, budgeting should be performed on-line. Access to detailed budgets should be granted to end users. This recommendation will reduce the duplication of data entry, the likelihood of human error and will provide users access to detailed budget information. **Estimated fiscal impact: None**

Office of Management and Budget

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>

<u>*Recommendations:*</u>

- The District's site-based budgeting approach has made schools more cognizant of the importance of counting all student FTEs for the Florida Education Finance Program FEFP because schools receive funds directly related to their student FTE count. In the most recent audit report available, the 1992-93 "OCPS Florida Education Finance Program FEFP - Full-time Equivalent Students Report, #1448-93", the State Auditor General made a negative adjustment of $1,063,061 to OCPS' student count. According to the Florida Department of Education, the size of this adjustment is comparable to that of other large districts.

➔ **BS45:** Continue to link school funding directly to FEFP FTE counts.

Estimated fiscal impact: None

Office of Management and Budget

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• According to employee input, cost center management does not have sufficient input on budgeting needs/concerns.	➔ **BS46:** The Budget Department should solicit input from cost center management in developing budgets. This will allow for a more meaningful allocation of OCPS financial resources. **Estimated fiscal impact: None**
• According to employee input, there is the perception that work is not always equitably allocated and employees are not always evaluated in a uniform manner, resulting in low morale within the Department.	➔ **BS47:** The implementation of an upward feedback program as part of the employee evaluation process should be implemented by Human Resources. **Estimated fiscal impact: None**

Transportation

Background

Functional Components:
- *Operations*: Operate the school bus service, including home to school transportation, transportation from school to school or from school to special educational program sites
- *Maintenance*: Maintain school bus vehicles and all other vehicles owned and operated by the District.

Staffing and Budget:
- 1,565 FTEs in 1997-98
- $35,450,000 budget for 1997-98

Workload:
- Transported 56,511 students in 1995-96 (45.9 percent of total enrollment)
- 1,018 buses (855 buses in daily service)
- 2 bus maintenance facilities, 7 bus compounds

Transportation

Key Achievements/Commendations:
- OCPS' transportation costs are lower than its peers in Florida.
- In 1995-96, OCPS transported fewer students in the specialized transportation categories of "Courtesy," "Hazardous Walking," and "Center-to-Center" than it did in 1994-95. This is a significant accomplishment because it is more expensive to provide these specialized transportation services.
- The Transportation Department has established the Transportation Advisory Partners group (TAP), an advisory group of government and business officials, to provide oversight and advice to the Transportation Department. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.

Transformation

Benchmarks

- OCPS provides transportation to a higher percentage of its students than peer districts. The more students transported, the higher the cost.

Percentage of Pupils Receiving Transportation Services, 1995-96

Source: Quality Link

Transparency
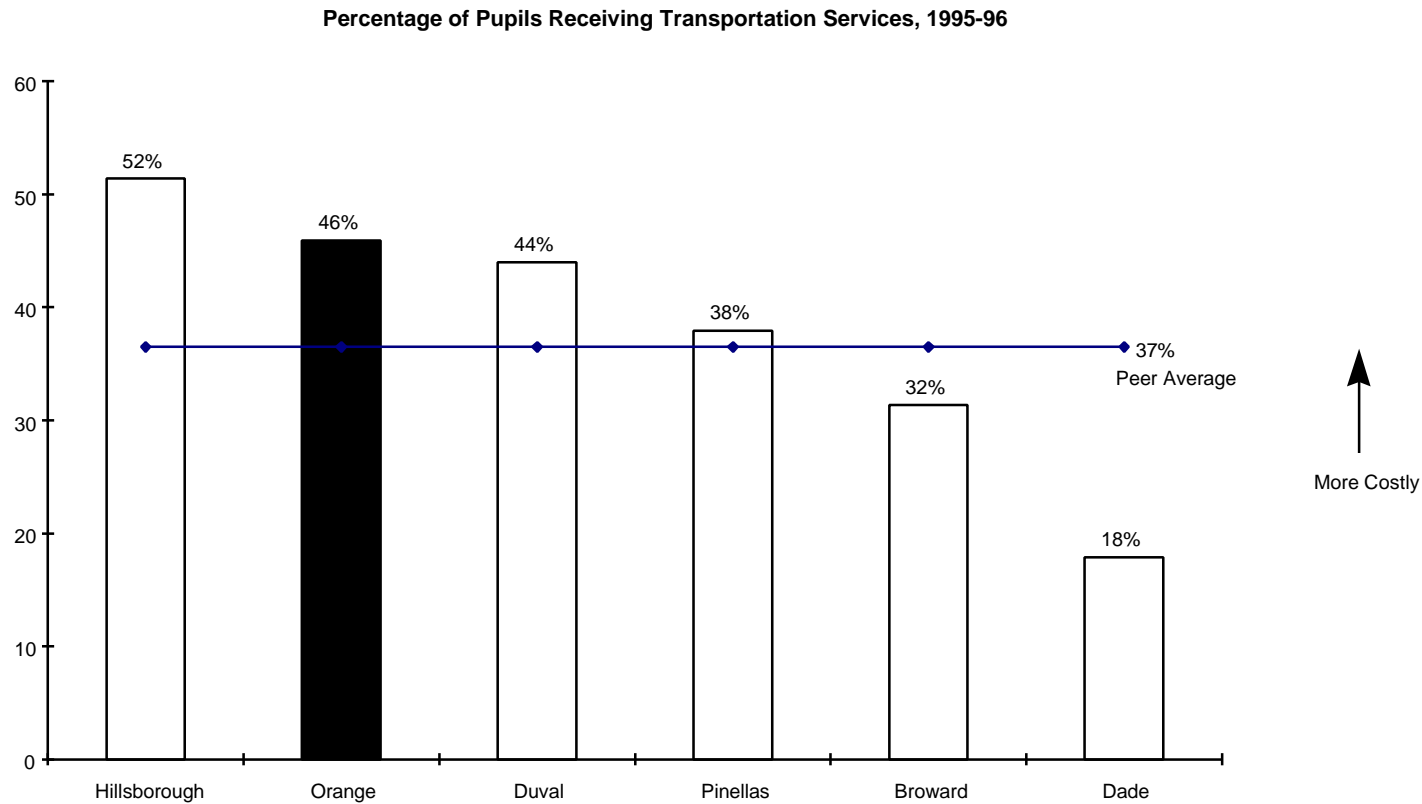
Transportation

Benchmarks

- OCPS' transportation cost per pupil/day is lower than the peer average. This indicates that OCPS has a lower cost operation.

Transportation Cost per Pupil/Day, 1995-96
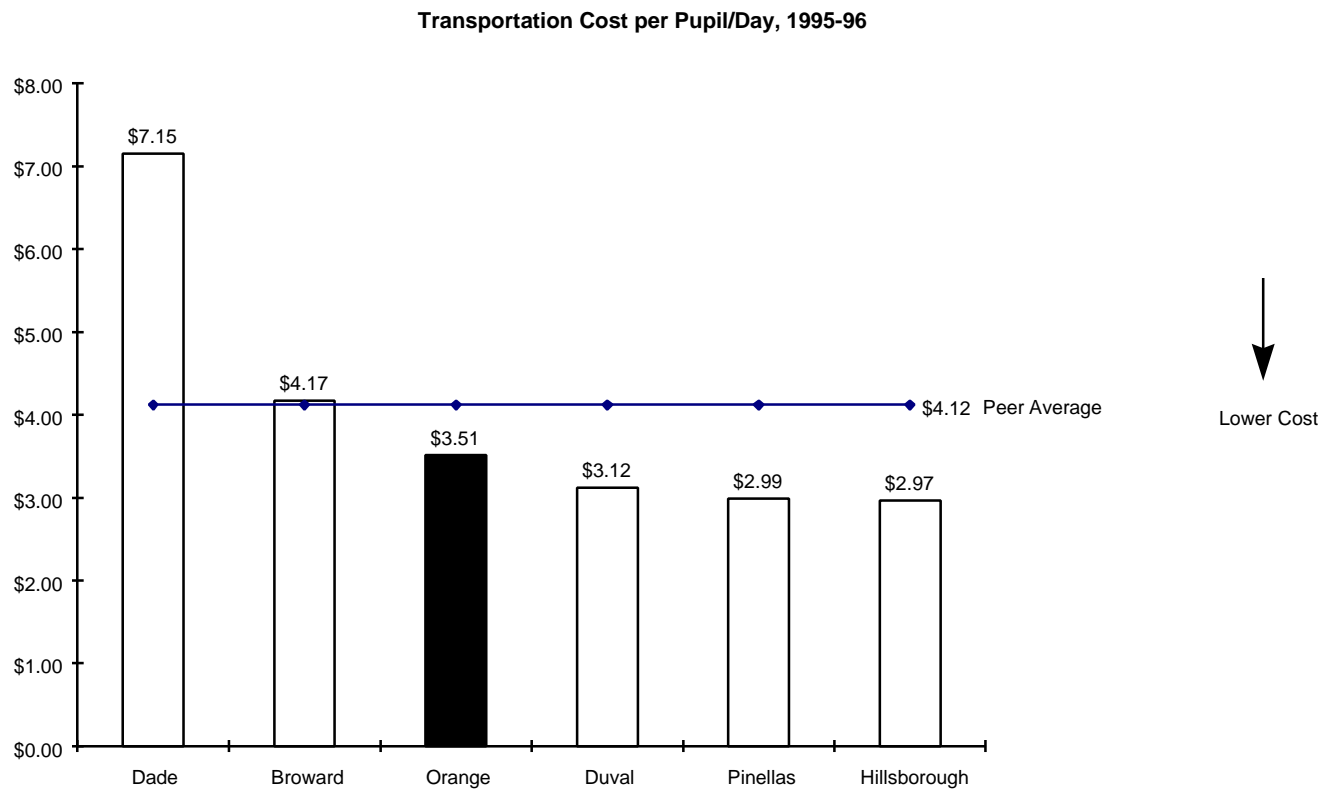
Source: Quality Link

Transportation

Benchmarks

- OCPS' transportation cost per mile is lower than the peer average. This indicates that OCPS has a lower cost operation.
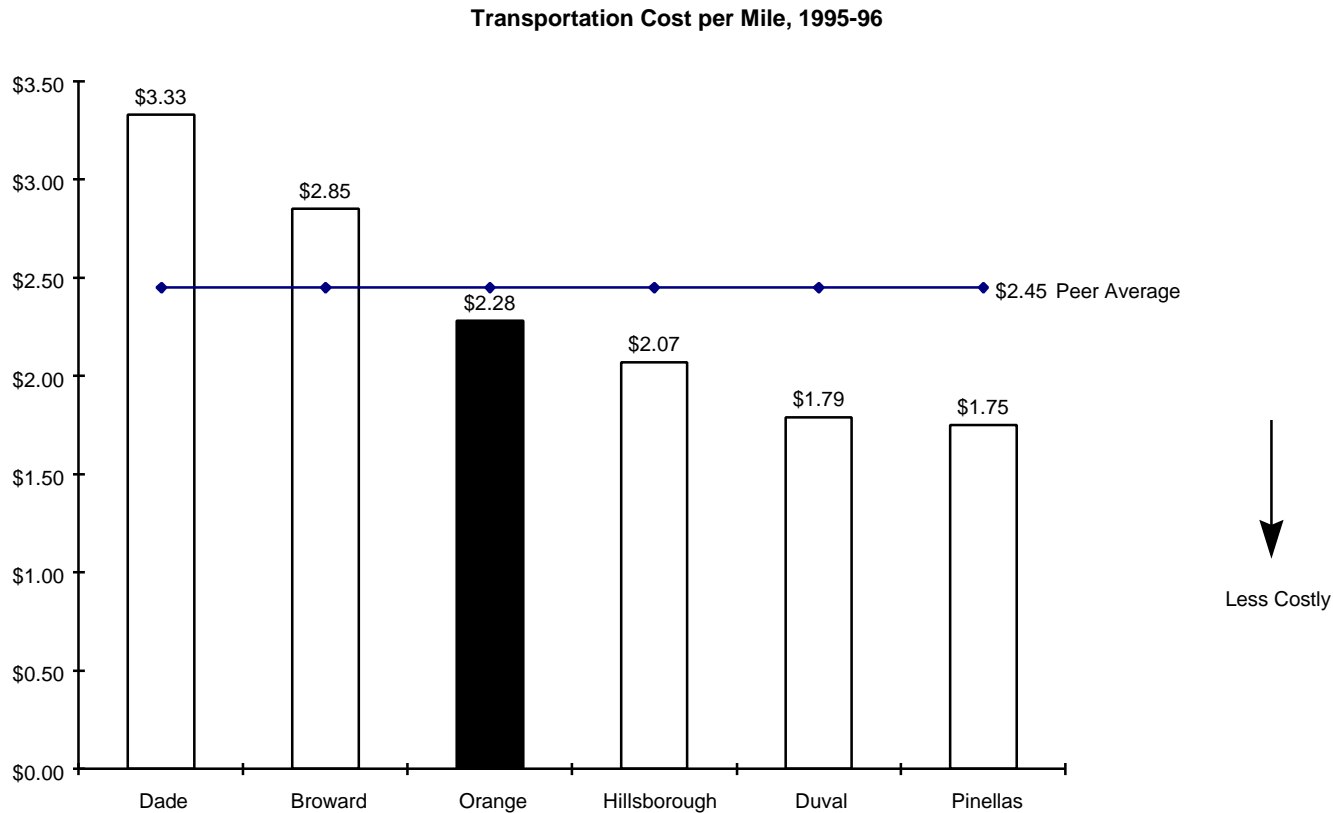
Transportation Cost per Mile, 1995-96

Source: Quality Link

Transportation

Benchmarks

- OCPS' transportation cost per vehicle/day is lower than the peer average. This indicates that OCPS has a lower cost operation.

Cost per Vehicle/Day, 1995-96
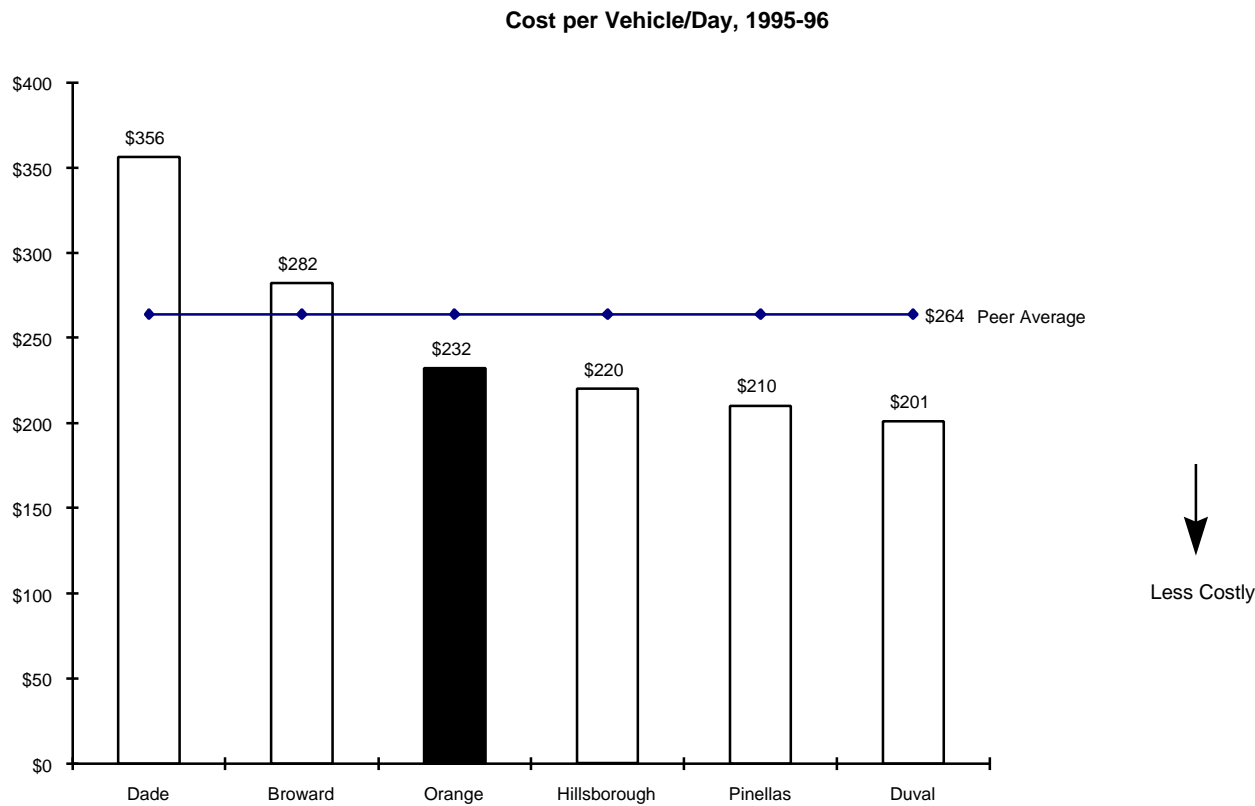
Source: Quality Link

Transportation

Benchmarks

- OCPS' efficiency in terms of average miles per vehicle is lower than most of its peers. This indicates that OCPS may have room to achieve additional efficiency by increasing the miles driven per bus.

Average Miles per Vehicle Day, 1995-96
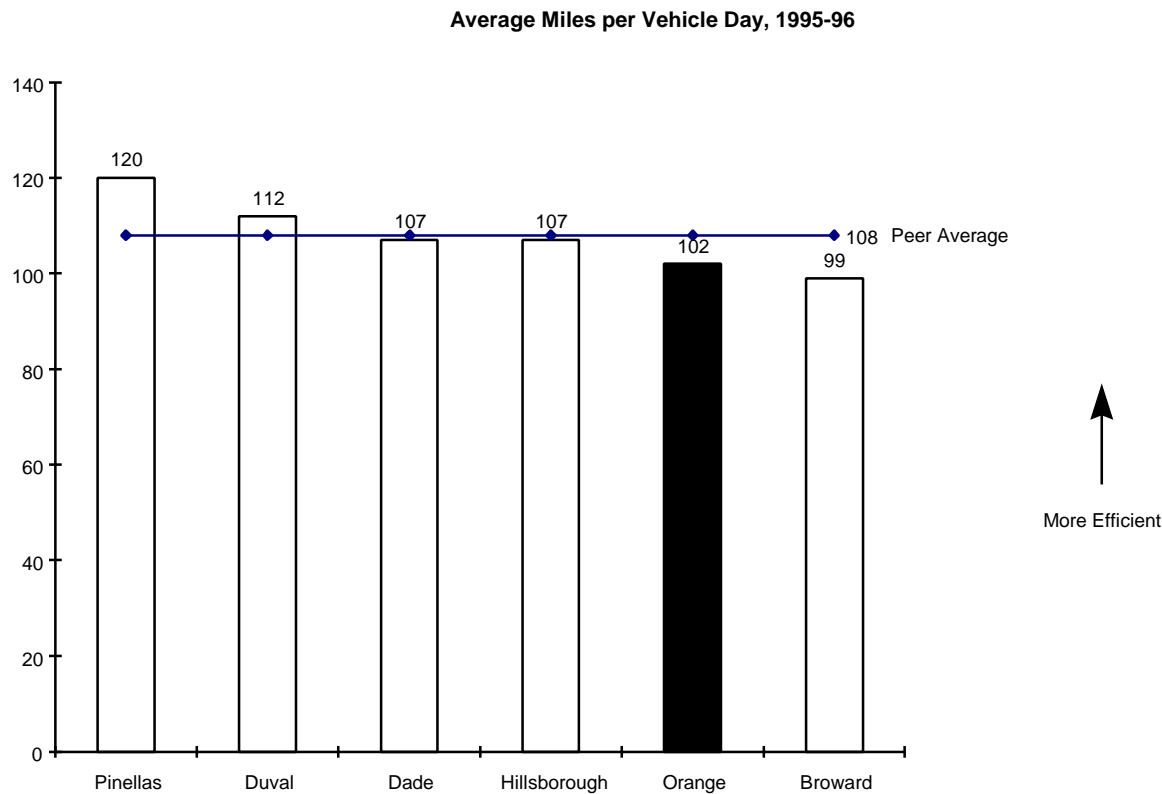
Source: Quality Link

Transportation

Benchmarks

- OCPS' efficiency in terms of average pupils per vehicle is higher than the peer average. This indicates that OCPS carries higher numbers of pupils per bus than the peer average.

Average Pupils per Vehicle, 1995-96
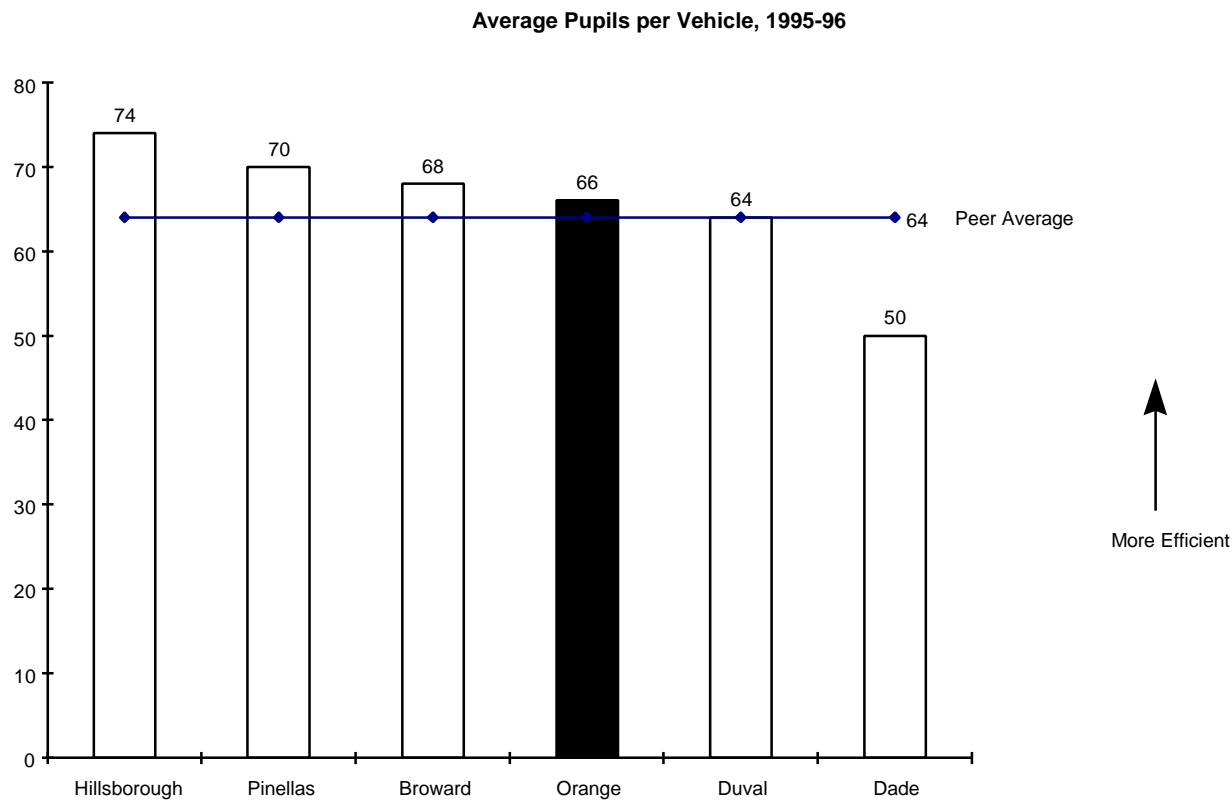
Source: Quality Link

Transportation

Benchmarks

- OCPS has more transportation staff as a percentage of student transportation than peer districts. This indicates that OCPS may have the potential to reduce staff. Please refer to the KPMG 1996 Transportation Report for additional detail.

Transportation Staff as a Percentage of Students Transported, 1995-96
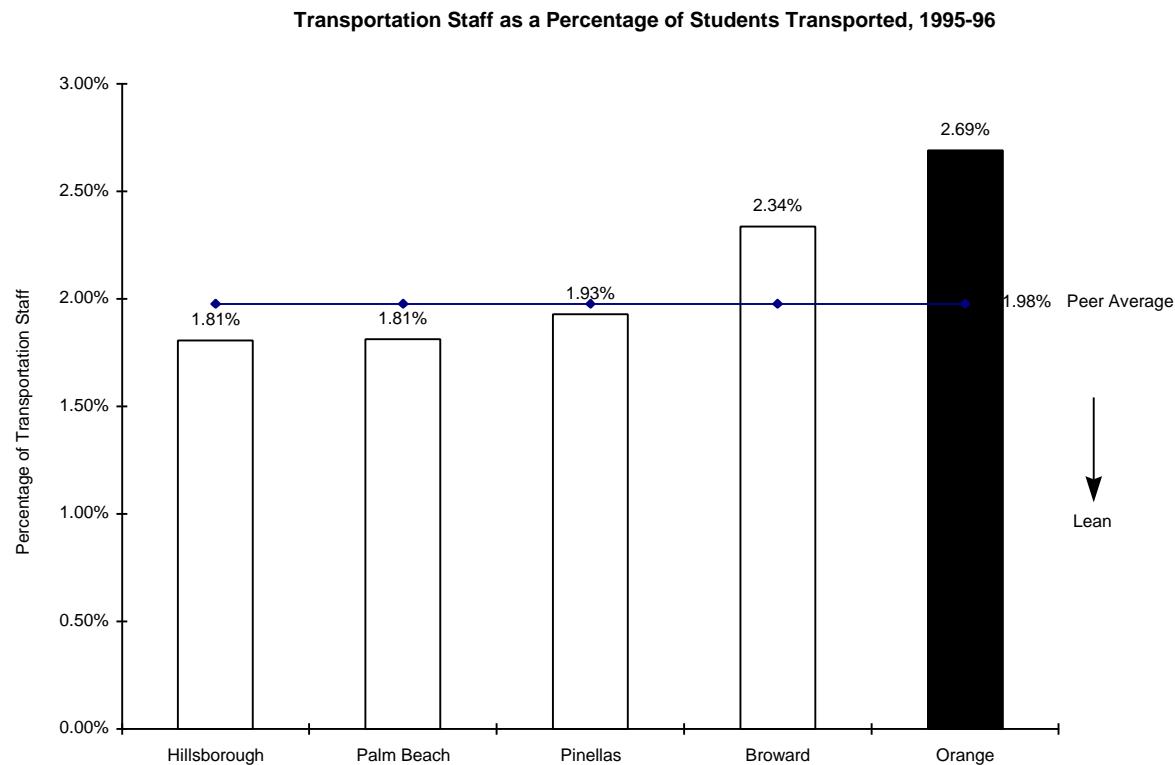
Source: Quality Link, 1995-96

Transportation

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• KPMG conducted a review of OCPS' student transportation system in the Fall of 1996 and developed several recommendations for the Transportation Department to improve efficiency and effectiveness. To date, OCPS has not developed a formal implementation plan (which assigns implementation responsibility to specific individuals, describes the actions necessary to implement the recommendations, and timelines), and no recommendations from KPMG's 1996 study have been implemented. • The Transportation Department is beginning the process of implementing recommendations. The department has prepared an analysis of some of KPMG's recommendations and has prioritized the recommendations they are planning to implement.	➔ **TR1:** OCPS should develop a formal implementation plan to implement the recommendations in KPMG's report. ➔ **TR2:** The District should make implementing the recommendations from KPMG's report a priority. These recommendations include: – Instituting a policy whereby students receiving transportation services to attend magnet of alternative education programs are required to walk to an established satellite location. – Adjust school starting and dismissal times to allow for better utilization of the vehicle fleet. – Consider the cost/benefit of maximizing the allowable state guideline regarding walking distance to school bus stops – Consider the potential benefits of full or partial privatization of the student transportation function. **Estimated fiscal impact: None**

Transportation

Findings and Recommendations for Opportunities to Improve

In the 1996 review of OCPS' student transportation system, KPMG compared OCPS' cost and efficiency data with several large districts in Florida using 1994-95 data from the Florida Department of Education's *Quality Link* report. For the current performance review, KPMG updated these cost and efficiency comparisons using the 1995-96 data from the most recent *Quality Link* report. Our findings are listed below.

Findings:	_Recommendations:_

• In 1995-96, OCPS transported fewer students in the specialized transportation categories of "Courtesy," "Hazardous Walking," and "Center-to-Center" (e.g., vocational school to regular school) than it did in 1994-95.
  – The percentage of courtesy riders transported increased by one percent, which is a smaller increase than the peer average. (The Transportation Department indicated that the number of courtesy riders decreased in 1996-97.)
  – The percentage of hazardous walking and center-to-center students decreased in 1995-96.
This is a significant accomplishment because it is more expensive to provide these specialized transportation services.
	➜ **TR3:** OCPS should continue working to reduce the number of "Courtesy," "Hazardous Walking," and "Center-to-Center" students transported, as recommended in KPMG's 1996 report.

Transportation

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*

• Although OCPS' costs are lower than its peers in Florida, its costs have been increasing at a faster rate than peer districts (<u>and</u> the percentage of students transported is decreasing).
   – OCPS' transportation expenditures increased by 17 percent, which is higher than the peer average of 7 percent.
   – OCPS' transportation cost per student/day increased by 17 percent, which is a greater increase than the peer average increase of 8 percent.
   – OCPS' transportation cost per mile increased by 11 percent, while the peers' cost per mile decreased by an average of 9 percent.
   – OCPS' transportation cost per vehicle day increased by 12 percent, while the peer's cost per mile decreased by an average of 4 percent.
	➔ **TR4:** OCPS should continue to work to reduce transportation costs and improve efficiency by implementing the recommendations in KPMG's 1996 report.
	
	Estimated fiscal impact: None

Food Services

Background

It is the goal of the School Food Service Department to provide a food service program that will encourage the consumption of nutritious foods at a price that is acceptable to the majority of the students in its schools. To achieve this goal, the Food Service Department offers expertise, management skills, and direction in the areas of nutrition, finance, School Board policies, and federal and state regulations, while maintaining superior customer relations with principals, teachers, students, and parents. The food services department operates as a separate financial entity within the District's budget and is financially self-supporting.

Functional Components:
- Serves breakfast and lunch at 94 elementary schools, and serves lunch at 23 middle and 19 high schools.
- Processes applications for free and reduced meals.
- Caters school functions as requested.
- Coordinates staff development activities for food service workers.

Staffing and Budget:
- FY 1997 total revenues of $34,188,346
- 15 FTE in central office and 835 school-based/hourly staff (129 managers and 706 school lunch attendants)

Food Services

Background

Current Organization:

```
                    ┌---------------------------┐
                    : Deputy Superintendent     :
                    : Business Services         :
                    └---------------------------┘
                                |
                    ┌───────────────────────────┐
                    │ Director                  │
                    │ 1 FTE                     │
                    └───────────────────────────┘
         ┌──────────────────────┐   ┌──────────────────────────┐
         │ Support Staff        │   │ Administrative Staff     │
         │ 2 FTE                │   │ 1 Personnel              │
         │                      │   │ 1 Payroll                │
         │                      │   │ 4 Accounts Payable       │
         └──────────────────────┘   └──────────────────────────┘
         ┌──────────────────────┐
         │ Systems Support Clerks│
         │ 2 FTE                │
         │                      │
         └──────────────────────┘

  ┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
  │ Area Administrator│  │ Area Administrator│  │ Area Administrator│
  │ 1 FTE            │  │ 1 FTE            │  │ 1 FTE            │
  └──────────────────┘  └──────────────────┘  └──────────────────┘
       │                      │                      │
  ┌──────────┐          ┌──────────┐          ┌──────────┐
  │ Manager  │          │ Manager  │          │ Manager  │
  │ 43 persons│         │ 43 persons│         │ 43 persons│
  └──────────┘          └──────────┘          └──────────┘

  ┌──────────────────────────────────────────────────────────┐
  │            706 School Lunch Attendants                   │
  └──────────────────────────────────────────────────────────┘
```

Food Services

Recommended Organization:

```
                        ┌─────────────────────────┐
                        │ Associate Superintendent │
                        │      of Operations       │
                        └─────────────────────────┘
                                    │
                        ┌─────────────────────────┐
                        │        Director          │
                        │         1 FTE            │
                        └─────────────────────────┘

    ┌──────────────────────┐        ┌──────────────────────────┐
    │   Support Staff       │        │ Systems Support Clerk     │
    │      2 FTE            │        │        2 FTE              │
    └──────────────────────┘        └──────────────────────────┘

    ┌──────────────────────┐
    │ Administrative Staff  │
    │    1 Personnel        │
    │    1 Payroll          │
    │  4 Accounts Payable   │
    └──────────────────────┘
```

Area Administrator 1 FTE	Area Administrator 1 FTE	Area Administrator 1 FTE	Area Administrator 1 FTE	Area Administrator 1 FTE
Manager 26 persons	Manager 26 persons	Manager 26 persons	Manager 26 persons	Manager 26 persons

706 School Lunch Attendants

Food Services

Background and Key Achievements

Workload and Program Information:
- 37 percent of students are eligible for free/reduced lunch.
- Approximately 92,000 lunches and 15,000 breakfasts served per month in FY 1996-97.
- 83 percent overall participation rates in school food service programs.

Key Achievements/Commendations:
- Food Services has an operating a surplus of $8.4 million for FY 1996-97, which is significantly higher than many of its peers.
- OCPS solicits student input and feedback in the menu planning process (e.g., taste testings; student satisfaction surveys; nutrition classes plan the school lunch menu for a week). This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Efforts to increase student participation include serving meals that appeal to the student ethnicity at individual schools contribute to a high overall participation rate (83 percent). Based on KPMG's experience with other school districts across the country, OPCS' participation rate represents a KPMG best practice.
- Cafeteria managers share information and best practices at managers meetings. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Price per meal is in line with peer average.

Food Services

Benchmarks

- OCPS has 2.52 percent more students eligible for free/reduced lunch meals than the peer average, but 14.82 percent fewer students eligible for free/reduced lunch meals than the state average. This measure is intended to provide background information on OCPS and the peer districts.

Percentage of Students Eligible for Free/Reduced Lunch
(FY 1997-98)
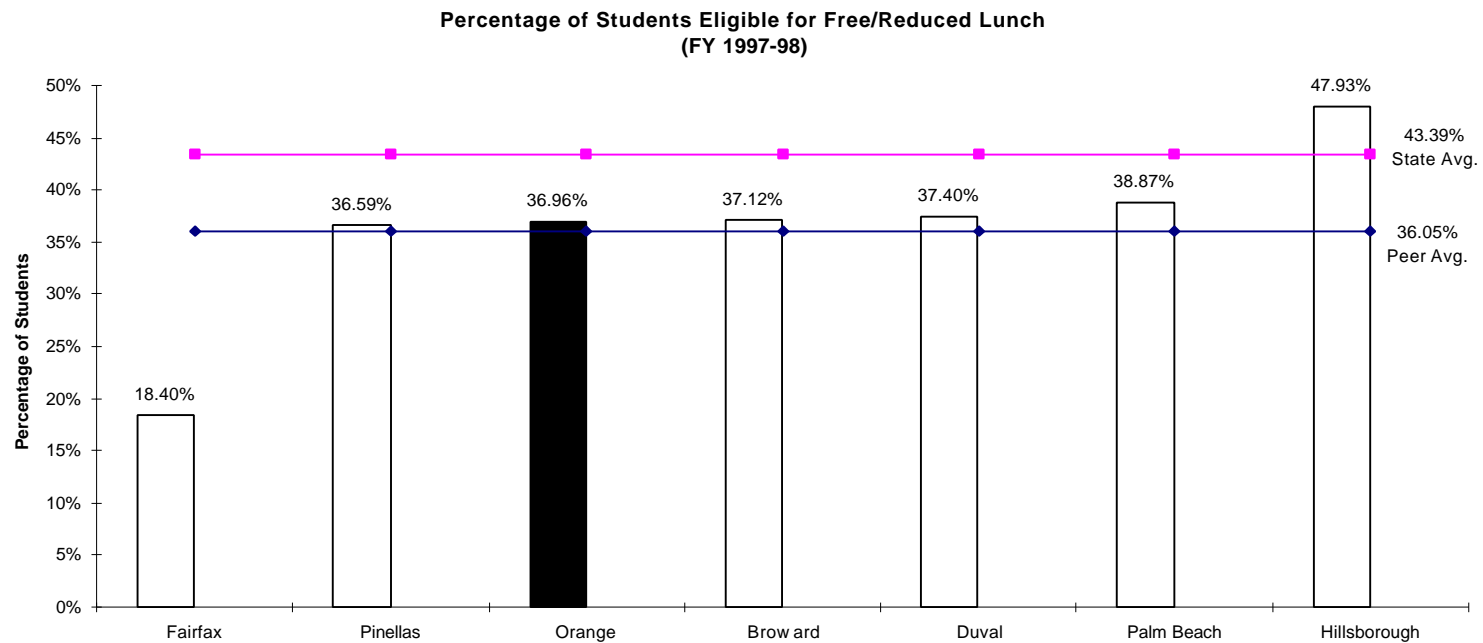
Source: *Percent of Public Membership Eligible for Free/Reduced Lunch by District Survey, December, 1997,* Florida Department of Education, and KPMG benchmarking surveys.

Food Services

Benchmarks

- In FY 1995-96, OCPS had a surplus of more than $5.6 million, which is 159 percent higher than the peer district average.
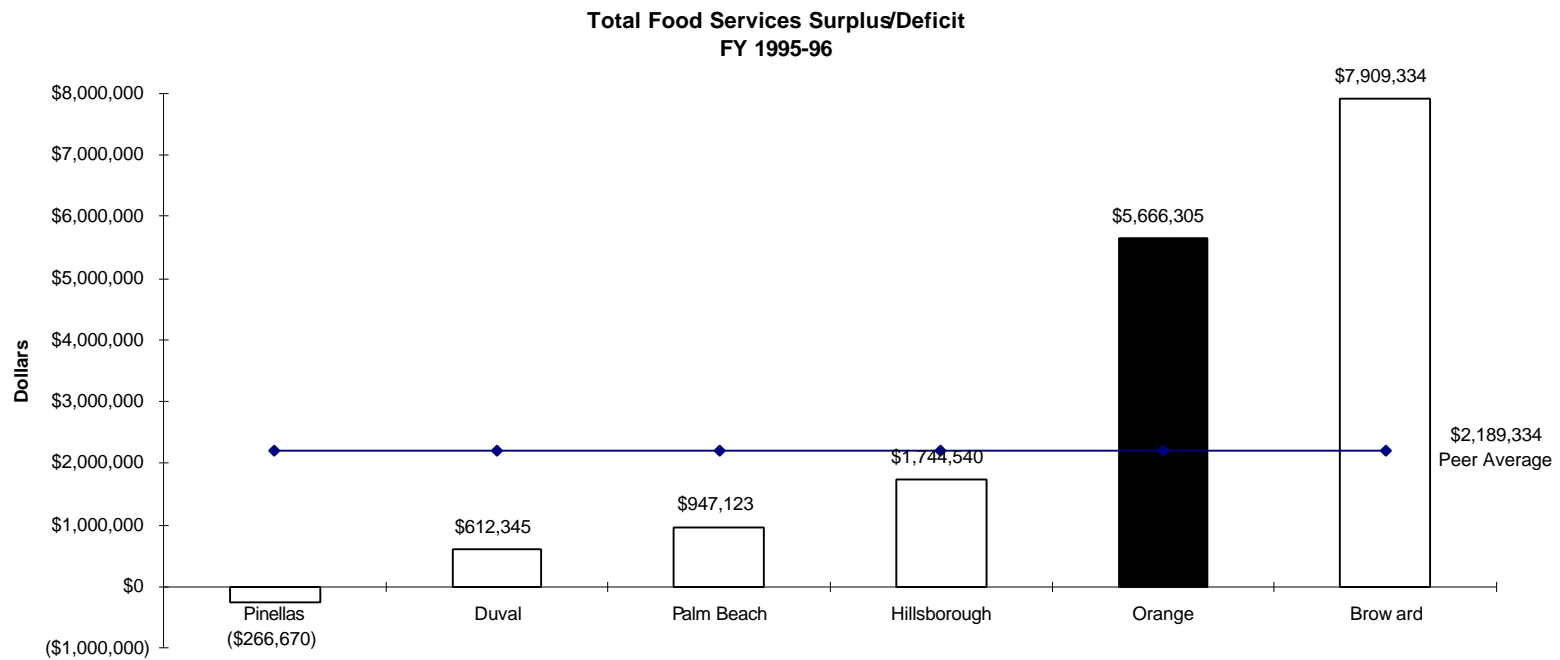
Total Food Services Surplus/Deficit
FY 1995-96

Source: Florida Department of Education Food and Nutrition Management, *Annual Report of Child Nutrition Programs, National School Lunch & Breakfast Programs Cost Report 1995-96*. Data was not available for Fairfax County.
Note: Net cash resources equal the district's school food service unreserved fund balance minus the inventory value.

Food Services

Benchmarks

- OCPS is staffed leaner than all of the peer districts surveyed.
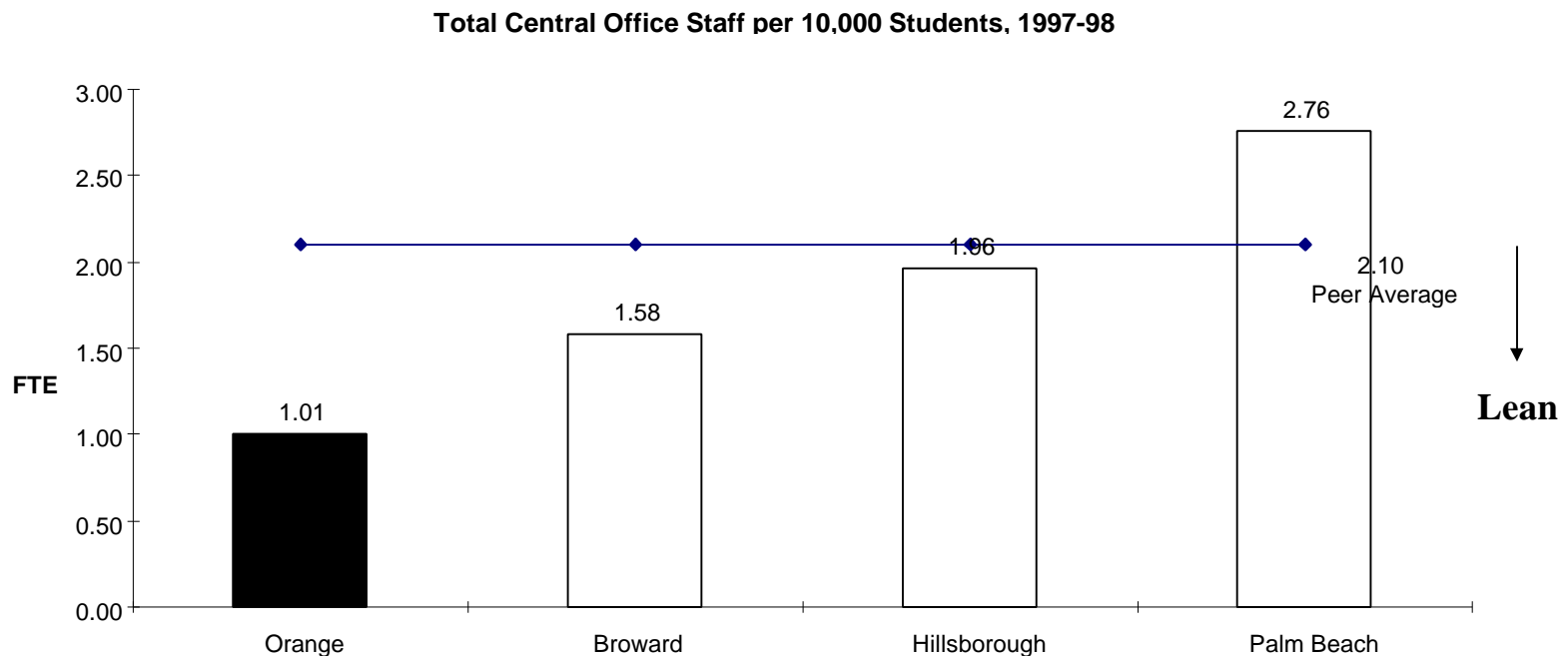
Total Central Office Staff per 10,000 Students, 1997-98

Source: KPMG benchmarking surveys. Data was not available for Fairfax, Pinellas, or Duval counties.
Note: Central office staffing includes all positions funded by the Food Services fund (e.g., accounts payable staff, payroll, custodial, etc.).

Food Services

Benchmarks

- OCPS has more schools per Area Administrator position than the peer average, which indicates that OCPS may be understaffed in this area (see Findings and Recommendations for additional information).
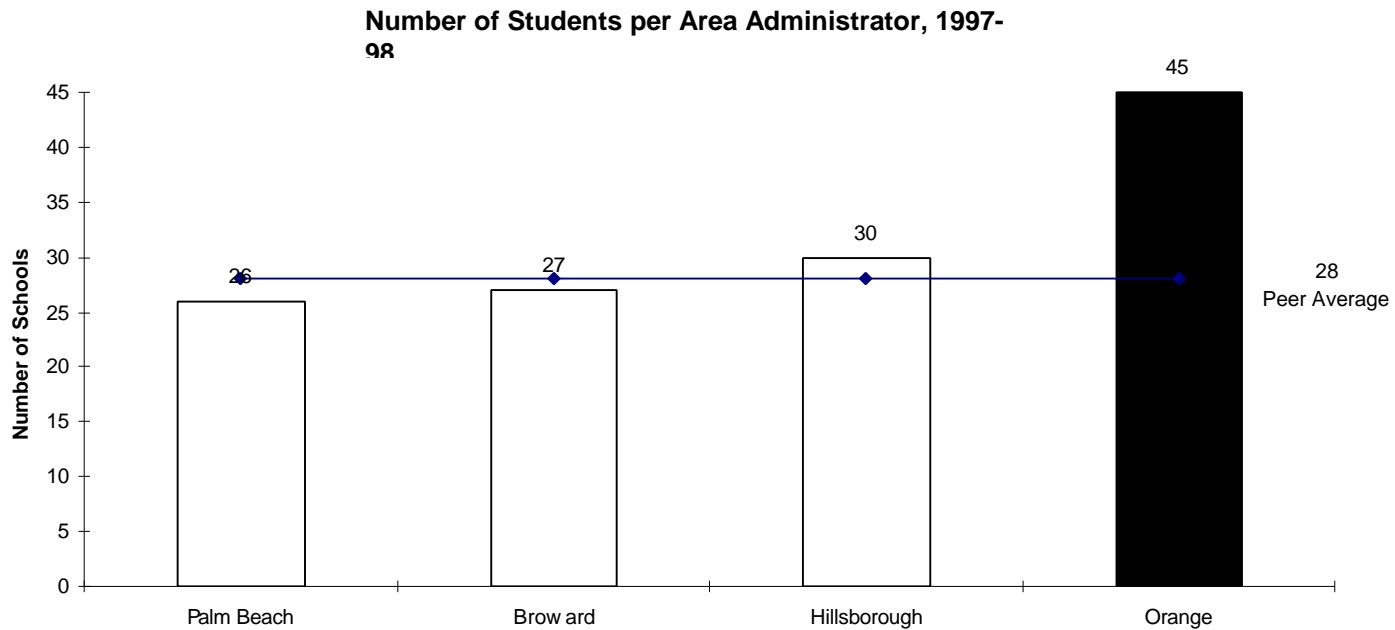
Number of Students per Area Administrator, 1997-98

Source: KPMG benchmarking surveys. Data was not available for Fairfax, Pinellas, or Duval counties.

Food Services

Benchmarks

- OCPS has a higher overall participation rate in its food services program than the peer districts—83 percent of the students participate in the food service program. Based on KPMG's experience with other school districts across the country, OPCS' participation rate represents a KPMG best practice.

Food Service Overall Participation Rate
FY 1996-97
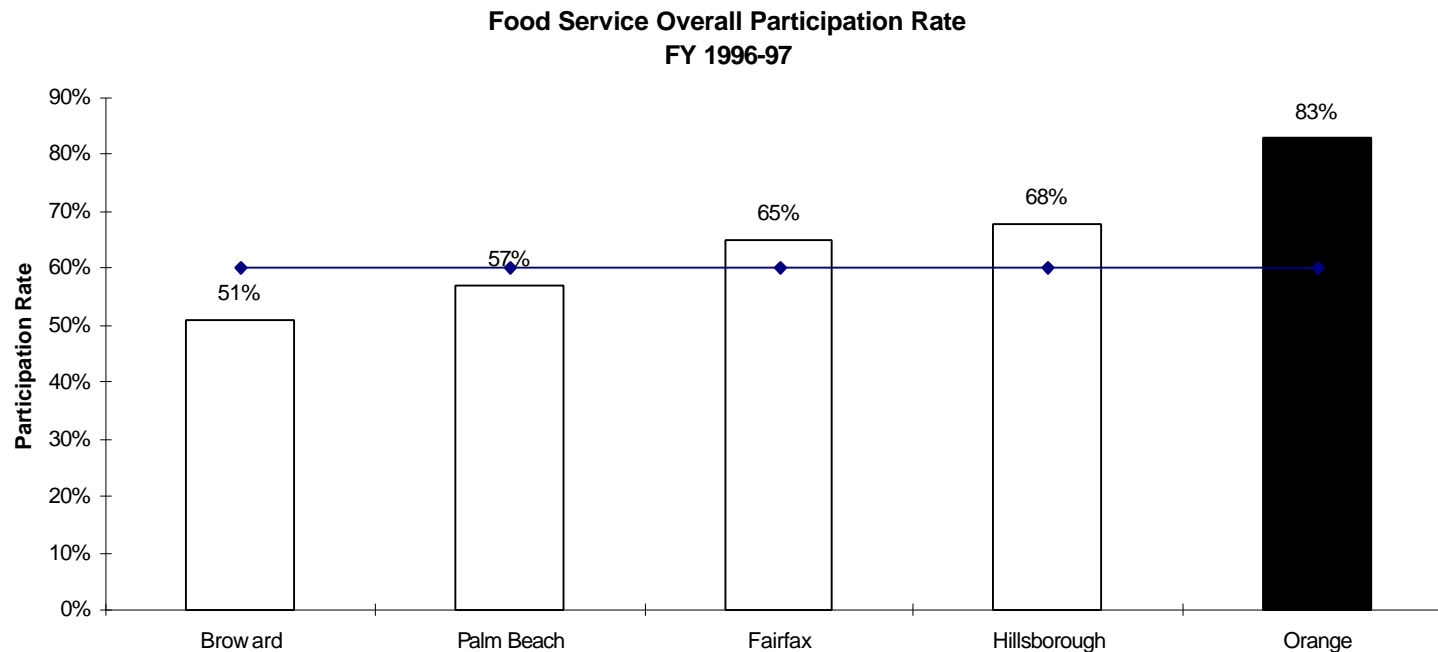
Source: KPMG benchmarking surveys. Data was not available for Pinellas, or Duval counties.

Food Services

Benchmarks

- For breakfast, OCPS price per meal at the elementary level is $.02 (or 2.44 percent) higher than the peer district average, and its adult price per meal is $.10 (or 12.5 percent) higher than the peer district average. OCPS is the only district of its peers that does not serve breakfast at the middle and high schools.

Breakfast Price per Meal: Elementary
FY 1996-97
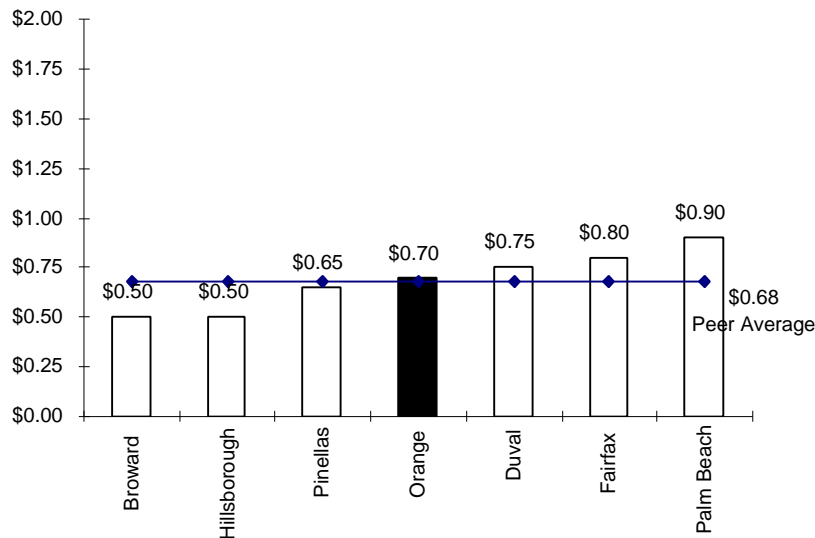
Breakfast Price per Meal: Adult
FY 1996-97
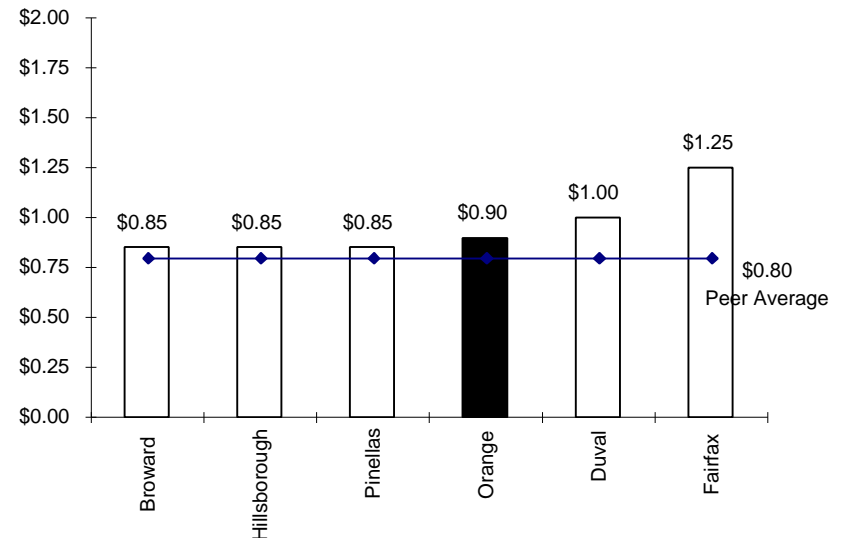
Source: Florida Department of Education Food and Nutrition Management, *Annual Report of Child Nutrition Programs, National School Lunch & Breakfast Programs Cost Report 1995-96*, and KPMG benchmarking surveys.
Note: Palm Beach did not report a price for adult meals for breakfast.

Food Services

Benchmarks

- The graphs below, and on the following page, illustrate that OCPS' lunch prices are generally in line with its peers at all grade levels.

Lunch Price per Meal: Elementary
FY 1996-97

Lunch Price per Meal: Middle
FY 1996-97

Source: Florida Department of Education Food and Nutrition Management, *Annual Report of Child Nutrition Programs, National School Lunch & Breakfast Programs Cost Report 1995-96*, and KPMG benchmarking surveys.

Food Services

Benchmarks

- The graphs below, and on the following page, illustrate that OCPS' lunch prices are generally in line with its peers at all grade levels.

Lunch Price per Meal: High
FY 1996-97

Lunch Price per Meal: Adult
FY 1996-97

Source: Florida Department of Education Food and Nutrition Management, *Annual Report of Child Nutrition Programs, National School Lunch & Breakfast Programs Cost Report 1995-96.*

Food Services

Findings and Recommendations for Opportunities to Improve

<ins>Findings:</ins>   **<ins>Recommendations:</ins>**

Organizational Structure

- OCPS' Food Services function is staffed leaner than all of the peer districts surveyed. Each Food Services Area Administrator has a large number of schools for which they are responsible (between 43 and 47 each), which is higher than the peer average and the State of Florida's standard. The Florida Department of Education Office of Food and Nutrition Management recommends a workload of 25 schools per Area Administrator, and the peer average is 28 schools per Area Administrator. A low number of Area Administrator positions results in an increased workload for each Area Administrator, which limits the number and types of services they can provide to school cafeterias, such as training and inspections.

➔ **FS1:** Add two Area Administrator positions to the Department of Food Services, which will reduce the workload to approximately 26 schools for each Area Administrator. Their primary responsibilities should continue to be to provide expertise in the areas of staffing, meal planning, nutrition, purchasing, sanitation, equipment use and care, financial planning, inservice employee and manager training, and compliance with federal, state, and county regulations to the school-based operations in their area. Under the new organization structure, the Area Administrators will report administratively to the Area Superintendent, and will receive technical assistance from the Director of Food Services.

Estimated fiscal impact: $118,800 Annual Investment.

Food Services

Findings and Recommendations for Opportunities to Improve

Findings: **Recommendations:**

- Principals have direct line authority over Food Service   → **FS2:** Food Service Managers and school-based food
  Managers, which is not the most effective reporting   service staff should report directly to the Area
  relationship. A supervisor should have significant   Administrators. Area Administrators should have
  knowledge of the area for which they are providing   primary responsibility for conducting performance
  supervision. Food Services is a very specialized area,   evaluations of Food Service Managers with input
  and most principals do not have significant knowledge   from the building principal. Direct supervision of
  of this function. This can result in decisions being   food service operations will enable the Department to
  made regarding the operation of the school-based   continue to insure financial solvency and to maintain
  food service that may compromise the nutritional   compliance with existing policies and regulations for
  integrity of the program, violate state and federal   which it is currently held accountable.
  regulations, and jeopardize the financial solvency of   **Estimated fiscal impact: None**
  the program.

Food Services

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Workload and Staffing

- Some schools may be abusing the current policy of granting courtesy meals to adults and custodians, which can result in higher costs for the District. The current policy states that "adult courtesy meals are to be discouraged and can be made only with the prior approval of the principal. It is suggested that a five meal limit be established, and every effort made to collect the amount due." However, it was indicated that some OCPS schools grant between 25 and 30 courtesy meals per day.

→ **FS3:** The District should discontinue providing free meals to adults and custodians. Assuming that there are approximately 25[1] schools that provide free meals, and that the average cost per adult meal is $1.45, the annual cost savings is estimated to be approximately $163,125 ($1.45 x 25 meals/school x 25 schools x 180 school days). There will also likely be a positive impact from additional revenue generated from these custodians and adults as they will be required to pay adult lunch prices, although this amount has not been estimated.

Estimated fiscal impact: $163,000 Annual Savings.

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[1] This estimate of 25 schools is based on OCPS' Food Services Department.

Food Services

Findings and Recommendations for Opportunities to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

Management Practices and Technology

- Although the Food Service department pays for the majority of the indirect costs associated with operating the department (e.g., salaries and benefits of all workers, vehicles for transportation of USDA foods to schools), the costs of utilities or building lease space are not charged back to the department. The Food Service fund operates as an enterprise fund and should be charged for all costs associated with operating the food service function. Many best practice districts charge the food services fund for all costs associated with operating the food service program, including utilities. For example, Clark County, Polk County, and Charlotte-Mecklenburg County pay for all or a portion of utility costs.

➔ **FS4:** The Food Services fund should be charged for all costs associated with operating the department, including utility costs. Assuming cafeterias utilize three percent of a building's utilities, the Food Services fund would be charged back approximately $600,000. OCPS should also consider an additional charge for building space usage, although this is rare in other school districts.

Estimated fiscal impact: $600,000 Savings (to the General Fund).

Food Services

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
• Forty percent of the District's monthly claim for reimbursement was withheld by DOE from July 1997 to November 1997 because of discrepancies in meal counting and claiming system; this resulted in a loss of approximately $32,000 in revenue from interest bearing accounts.[2]	➔ **FS5:** The Food Services Director and the Director of Finance should continue to monitor the controls the Department has put in place to ensure that this type of clerical error is avoided in the future. **Estimated fiscal impact: None**

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[2] [Estimated $2 million x 4 months x 40% reimbursement] x [3% annual interest rate]/3 = $32,000.

Food Services

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• The use of technology in food service cafeterias is limited, which can result in manual processes and inefficiencies. Most best practice districts have computerized point-of-sale systems at each school, which automates many manual processes at the school cafeterias. Most OCPS schools are not equipped with computerized cash registers, and monthly inventory is performed manually. This is time consuming and increases the potential for error. • The Department is currently conducting a pilot study to implement automated cash registers at each school. However, no formalized plan exists for the implementation and use of technology hardware and software in the Food Services Department, which can result in an uncoordinated implementation schedule, and could delay implementation.	➔ **FS6:** Although the Department has previously conducted an assessment of its existing equipment and technology needs, the Food Service Director should coordinate with Information Technology to develop a multi-year plan for purchasing both new and replacement equipment/technology, including an implementation timeline. There is no estimated fiscal impact associated with this recommendation because the procurement of new and replacement equipment/technology is already included in the Food Services budget. **Estimated fiscal impact: None**

Food Services

Findings and Recommendations for Opportunities to Improve

Findings:	**Recommendations:**
• Applications for free/reduced meals are only provided in English and Spanish (OCPS is currently in the process of translating the application into Creole). This may discourage speakers of other languages from applying for free/reduced meals, which could limit the reimbursement that OCPS is currently receiving.	**FS7:** The Florida Department of Education Office of Food and Nutrition Management maintains applications for free/reduced meals in seven different languages, including Spanish, French, Vietnamese, Arabic, Chinese, Laotian, and Cambodian. The Food Services department should obtain these applications and make them readily available to parents at the central office and at each school. If OCPS could increase student participation in the free/reduced lunch program by 3 percent, it could receive an additional $6,200 per school day in reimbursement from the State[3]. This fiscal impact assumes that the additional revenue would be generated from students not currently participating in the food service program. **Estimated fiscal impact: $1,116,000 Annual Savings.**

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[3] [Of the 36.96 percent of free/reduced lunch students, 30.72% are eligible for free meals, and 6.24% are eligible for reduced meals. The reimbursement amount from the State is $1.71 per free meal, and $1.31 per reduced meal. This estimate is calculated as follows: 3,800 students x [83% ($1.71) + 17%($1.31)] = $6,200 reimbursement x 180 days = $1,353,000.

Food Services

Service Alternatives

Findings and recommendations presented on the previous pages represent an evaluation of OCPS current operations, and recommendations to improve them. This page presents an alternative to the current approach. It covers an option for which OCPS should weigh costs and benefits.

Service Alternative Options:
- ➔ OCPS currently has full-service kitchens in all but six schools. OCPS should consider conducting a pilot study in one of the regional areas to test the concept of having a central kitchen with receiving schools. KPMG has found that many larger school districts have implemented this structure in an effort to reduce costs and increase efficiencies.

Food Services

Service Alternatives

Service Alternative Options (continued):

➜ OCPS could consider contracting out for food service operations at certain schools on a pilot basis. Potential schools include those with low participation or low staffing efficiency rates to determine if a contractor could improve performance. OCPS should allow private vendors and in-house staff to bid on the contract. The district should closely monitor the schools and consider using different contractors at each school to increase competition and compare quality among contractors. Although Food Services appears to be an efficiently run department, the following criteria[4] can be used to determine whether or not OCPS should consider privatizing its food service operations:
  – Operating at a deficit
  – Low participation rates
  – Numerous citations by the DOE
  – High cost per meal
  – Limited automation/investment in technology resources

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[4] OCPS should also refer to the OMB Circular A76 for more specific criteria for outsourcing.

Safety and Security

Background

Florida's system of School Improvement and Accountability has prioritized School Safety and Environment as one of its eight state education goals. This goal states that "Communities [should] provide an environment that is drug-free and protects students' health, safety, and civil rights". To determine how well schools are performing in this area, the State has established the following performance indicators: the number and percentage of incidents of violence, weapons violations, vandalism, substance abuse, and harassment on the bus, on campus, and at school-sponsored activities. The mission of Security Services is to provide for the safety and security of the OCPS students, personnel and visitors, while ensuring the security of OCPS property. This department does not include Safety Services, which reports to the Director of Risk Management and Employee Health Benefits in the Department of Business Services.

Functional Components:
- *Uniformed Security Force*: Provides security at the Educational Leadership Center, Orlando-Tech, and Tampa Avenue Annex by monitoring surveillance cameras, burglar alarm systems, fire alarm systems, and dispatching officers.
- *Site Security Services*: Installs electronic security systems and Vandal Watch sites, conducts investigations on security incidents, evaluates security needs, recommends measures to increase security protection, and responds after hours to all security-related incidents.
- *Emergency Management*: Serves as the emergency management coordinator for the district and is the liaison with local law enforcement agencies, the Orange County Office of Emergency Management, and the American Red Cross.

Safety and Security

Background

Staffing and Budget:
- FY 1997 actual results is $638,144 and FY 1998 recommended budget is $701,483
- 21 FTE

Safety and Security

Background

Current Organization:

```
                        ┌─────────────────────────┐
                        ┊ Associate Superintendent ┊
                        ┊    Special Services      ┊
                        └─────────────────────────┘
                                    │
                        ┌─────────────────────────┐
                        │      Sr. Manager         │
                        │    Security Services     │
                        │         1 FTE            │
                        └─────────────────────────┘
                                    │
              ┌──────────────────────────────────┐
              │      Technical Assistant          │
              │          1 FTE                    │
              └──────────────────────────────────┘
                                    │
        ┌──────────────────────┐         ┌──────────────────────┐
        │     Administrator    │         │   Shift Coordinators │
        │     Site Security    │         │        3 FTE         │
        │        1 FTE         │         └──────────────────────┘
        └──────────────────────┘                   │
            │                           ┌───────────────┬────────────────┐
  ┌──────────────────────┐    ┌─────────────────────┐ ┌─────────────────────┐
  │  System Support Clerk │    │ Uniformed Security  │ │ Uniformed Security  │
  │         1 FTE         │    │     Officers        │ │     Officers        │
  └──────────────────────┘    │      8 FTE          │ │      4 FTE          │
            │                  └─────────────────────┘ │ (2 Title I Grant FTE)│
  ┌──────────────┬──────────────┐                      │   (2 TAES Grant)    │
┌──────────────┐ ┌──────────────┐                      └─────────────────────┘
│  Specialist  │ │  Specialist  │
│ Site Security│ │ Site Security│
│    1 FTE     │ │    1 FTE     │
└──────────────┘ │(SAFE Schools │
                 │   Grant)     │
                 └──────────────┘
```

Safety and Security

Recommended Organization:

```
┌─────────────────────────────┐
┊  Associate Superintendent   ┊
┊         Operations          ┊
└─────────────────────────────┘
              │
    ┌─────────────────────┐
    │     Sr Manager      │
    │  Security Services  │
    │       1 FTE         │
    └─────────────────────┘
              │
┌────────────────────────┐   ┌────────────────────────┐
┊ School Resource Officer ┊  │   Technical Assistant  │
┊        Program          ┊  │         1 FTE          │
└────────────────────────┘   └────────────────────────┘

┌────────────────────────┐
┊   Contracted Services   ┊
└────────────────────────┘

┌──────────────┐  ┌──────────────────┐  ┌──────────────┐
│ Site Security│  │  Site Security   │  │ Site Security│
│  Specialist  │  │   Specialist     │  │  Specialist  │
│    1 FTE     │  │     1 FTE        │  │    1 FTE     │
│              │  │(SAFE Schools Grant)│ │              │
└──────────────┘  └──────────────────┘  └──────────────┘
```

Safety and Security

Background and Key Achievements

Workload and Program Information:
- Responded to and completed investigative reports on 529 security-related incidents in FY 1996-97, a 37 percent decrease from 844 reported incidents FY 1994-95.
- 85 schools currently equipped with SONITROL electronic security systems.

Key Achievements/Commendations:
- Security Services uses School Resource Officers (SROs) at secondary schools and Drug Abuse Resistance Education (DARE) officers from local law enforcement agencies to supplement in-house staff (50 percent of the SROs salary is paid by SAFE schools grant, and 50 percent is paid by the local law enforcement agency). This represents a KPMG best practice based on the experience of KPMG's Public Education Practice because it provides additional security to school sites, and saves the District money by sharing costs with other agencies.
- OCPS is currently issuing ID tags for all school district employees and visitors, which is an excellent way to ensure that only authorized individuals are on school grounds. This represents a KPMG best practice based on the experience of KPMG's Public Education Practice.
- Security Services hotline is available 24 hours a day, 365 days a year, which ensures that employees have access to security personnel at all times.

Safety and Security

Benchmarks

KPMG received benchmarking survey responses from four of the seven peer districts surveyed—Broward, Duval, Hillsborough, and Fairfax. KPMG noted the following general observations:

- Peer districts appear to have a larger and more comprehensive Security Services program than OCPS. Two of the four districts surveyed are responsible for truancy, juvenile crime investigations (e.g., gangs, drugs), and hazardous materials.
- All of the districts surveyed, including OCPS, utilize SROs and DARE officers from local law enforcement agencies to supplement in-house staff at the elementary and secondary levels. All of the districts, except for OCPS, have the SRO function reporting to the security services director.
- Three of the four peer districts have the Safety and Security units reporting to the same person.
- Three of the four districts monitor burglar alarms in-house; OCPS and Duval utilize a private contractor for this service.
- All of the districts, except Fairfax, employ full-time investigators.
- OCPS and Hillsborough are the only districts that do not require schools to report security-related incidents to security services.
- OCPS is the only district which does not have electronic monitoring systems in 100 percent of its schools.
- OCPS is the only district that currently has a Vandal Watch program; other districts have utilized this program in the past, but have phased it out due to a lack of interest/success.

Safety and Security

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

Organizational Structure

- OCPS' current organization structure limits coordination and communication between Security Services (which currently reports to the Deputy Superintendent of Administrative Services) and the School Resource Officer program (which currently reports to the Senior Director of Secondary Education Services). Organizational best practices indicate that similar functions should be grouped together to enhance communication and maximize shared expertise.

➔ **SS1:** Combine Security Services and the School Resource Officer Program into one organizational unit reporting to the Deputy Superintendent of Operations. This redesigned organization structure will more closely align functional units to improve communication and coordination.

Estimated fiscal impact: None

Safety and Security

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- There are narrow spans of control throughout the Security Services department (e.g., many one-to-three and one-to-four reporting relationships), which results in an ineffective organization structure and increases costs because of a higher number of supervisory positions. KPMG's criteria for an effective organization state that narrow spans of control should be eliminated; a typical span of control is ten.

➔ **SS2:** Reclassify the Site Security Administrator position to Site Security Specialist, and reduce staffing by one System Support Clerk position. This will eliminate one layer of management in the organization, and will increase the span of control of the Senior Manager from five to six (including oversight of the SRO program and contracted uniformed security services). This estimated fiscal impact is based on a $10,000 decrease in salary for the reclassification of the Site Security Administrator position, and a savings of $15,700 salary plus 30 percent benefits for the System Support Clerk position.

Estimated fiscal impact: $30,410 Annual Savings

Safety and Security

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
• Security Services is not a core function of the school district. Best practices indicate that an organization should focus on its core mission; other functions should be eliminated or outsourced if vendors for the function exist. Several security vendors exist in Orange County.	➔ **SS3:** Outsource the Uniform Security Force to a building management or security services firm. KPMG estimates that the cost of outsourcing will offset the savings associated with reducing Uniform Security Force by 11 FTE. **Estimated fiscal impact: None**
• The Senior Manager of Security Services has limited involvement in hiring, training, supervising, and evaluating more than 45 school-based security guards, gate guards, and security officers—a function primarily performed by school principals. OCPS' decentralized security program limits communication and coordination between the central office and the schools, which has resulted in a lack of standardization of security procedures and inaccurate information concerning number of security-related incidents at the schools.	➔ **SS4:** Increase the involvement of the Sr. Manager of Security Services in hiring, training, supervising, and evaluating school-based security personnel. The recommended organization structure should improve the communication, coordination and standardization of security services throughout the district. **Estimated fiscal impact: None**

Safety and Security

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
Workload and Staffing	
• Two Uniformed Security Officer positions are currently funded with Title I grant monies, which is an inappropriate use of these funds. These officers currently provide security services at administrative facilities, including the Educational Leadership Center, Orlando-Tech, and/or Tampa Avenue Annex. Title I funds are required to be used to provide direct services to needy students.	➜ **SS5:** Eliminate the Uniformed Security Officer positions as described previously and reallocate Title I grant monies to the Title I Federal Programs department, where the money should be used to provide more direct services to needy students. **Estimated fiscal impact: None**

Safety and Security

Findings and Recommendations for Opportunities to Improve

Findings: *Recommendations:*

Management Practices and Technology

* Only 65 percent of the District's schools are equipped with electronic monitoring systems; all of the peer districts surveyed have electronic monitoring systems in 100 percent of their schools. Electronic monitoring systems are an effective deterrent to crimes such as theft. Without complete alarm coverage, school district sites are vulnerable to vandalism and theft. According to Security Services, the district experienced approximately $281,118 in vandalism and theft loss in FY 1996-97.

➔ **SS6:** Establish as a priority installing electronic monitoring systems in the 46 schools that do not yet have them. While alarms cannot prevent loss from theft or burglary completely, they can serve as a significant deterrent which may result in cost avoidance savings in the future. There is no fiscal impact associated with this recommendation because these costs have already been incorporated into individual school budgets.

Estimated fiscal impact: None

Safety and Security

Findings and Recommendations for Opportunities to Improve

Findings:

- The Vandal Watch program is costly (approximately $313,200[1] per year), and there is limited performance measurement data to show the program's overall effectiveness in reducing incidents of crime and vandalism at the schools. Moreover, the program has exposed the District to potential legal risk factors; there is currently one lawsuit pending with a vandalwatcher. Best practices indicate that programs such as this should be constantly reviewed, and programs that are shown to be ineffective should be eliminated. The Vandal Watch program is currently in place at 87 schools.

Recommendations:

➔ **SS7:** Discontinue the Vandal Watch program. The estimated savings could be used to invest in electronic monitoring systems, as described previously. Under this scenario, it would take approximately 4.5 years before all schools were equipped with electronic monitoring systems.

Estimated fiscal impact: $313,000 Annual Savings

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[1] The Security Services department estimates that the costs associated with the Vandal Watch program are approximately $300 per month per school for utilities and water expenses.

Safety and Security

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

- Schools are not required to report security-related incidents to the central office, and therefore many go unreported. In FY 1996-97, there were only 529 incidents reported—significantly less than peer districts. Under the State's system of School Improvement and Accountability, schools are required to track and report on the number and percentage of incidents of violence, weapons violations, vandalism, substance abuse, and harassment on the bus, on campus, and at school-sponsored activities. Without proper policies and procedures in place, OCPS is unable to determine how well its schools are meeting the School Safety and Environment state education goal to "provide an environment that is drug-free and protects students' health, safety, and civil rights".
- Security Services performs limited prevention activities. This is due in part due to the lack of reliable incident data from the schools.

➔ **SS8:** Establish policies and procedures that require principals and/or school-based administrators to report *all* incidents of burglary, theft, vandalism, fire, etc. to the Security Services as soon as they are discovered. This information should be used to identify trends and specific problem areas, which is necessary to make proper resource allocation decisions and establish effective prevention activities to reduce incidents of crime in the future.

Estimated fiscal impact: None

Safety and Security

Service Alternatives

Findings and recommendations presented on the previous pages represent an evaluation of OCPS current operations, and recommendations to improve them. This page presents an alternative to the current approach. It covers an option for which OCPS should weigh costs and benefits.

Service Alternative Options:
  ➔ OCPS should also consider privatizing the Site Security unit (at the central office) to a security services firm, which would be responsible for monitoring and tracking security-related incidents, conducting investigations, and assisting schools in identifying security needs.

Information Systems

Background

The goal of the Information Systems is to provide an integrated set of information systems to efficiency and effectively support the administration and operational needs of the District.

Functional Components:

- ***Technical Services*:** Design, installation and support of District LAN and WAN, telecommunications design, implementation and support, mainframe technical support, Retrofit Program, technology repair (*Moving to Instructional Technology*).

- ***Systems Development*:** Design, development, support and modification of the District's major information systems, federal and state level compliance reporting, implementation of Macschool/Winschool, Records Management (storage, retrieval and destruction).

Major Systems

- General Ledger
- Budget System
- Project Accounting
- Procurement and Accounts Payable
- Inventory

- Human Resources
- Payroll
- Fixed Assets
- Grants and Funds
- Maintenance Management

- Departmental Information Systems
- Business Objects Decision Support Systems
- Student Information System
- Adult/Vocational Education

Information Systems

Background

Functional Components (continued):
- *Customer Support Services*: Maintain the mainframe and PC/MAC help desks, mainframe production control (I/O), client/server applications support, manage data center vendor, internal/external communications, manage the Printing Services division.

Information Systems

Background

Staffing and Budget
- 1997 actual results $7.0 million
- 1998 Budget $8.7 million
- 1998 Budgeted Positions: 119 position

Information Systems

Background

Current Organization:

Deputy Superintendent Planning and Executive Services

Associate Superintendent .5 fte

Director 1 fte

Secretary 1 fte

Senior Administrator Systems Development, 1 fte

Clerk Specialist 1 fte

Senior Manager 1 fte
- Senior Programmer Analyst 3 fte
- Programmer Analyst 1 fte, (Vacant)

Senior Manager 1 fte, Vacant
- Senior Programmer Analyst 3fte, (2 Vacant)
- Senior Applications Programmer 4 fte, (1 Vacant)
- Programmer Analyst 2 fte, (1 Vacant)

Senior Manager 1 fte, Vacant
- Senior Programmer Analyst 2 fte
- Programmer Analyst 2 fte, (1 Vacant)

Records Management 12 fte

Senior Systems Programmer/DBA 1 fte

Administrator Systems Development 1 fte
- Senior Applications Programmer 1 fte
- Senior Programmer Analyst 1 fte, (Vacant)

Senior Administrator Customer Support Services, 1 fte

Senior Manager 1 fte
- Manager PC/MAC Help Desk 1 fte
- Senior Technical Assistant 4 fte
- Senior User Services Scheduler 1 fte
- User Services Scheduler 1 fte
- System Support Clerk 1 fte, (Vacant)

Senior Manager Printing Services 1 fte

Print Services Staff 12 fte

Senior Manager Data Center 1 fte

Senior Manager 1 fte

Senior Technical Assistant 5 fte, (1 Vacant)

Senior Specialist 1 fte, (Vacant)

Lead Clerk 1 fte, (Vacant)

Senior Administrator Technical Services, 1fte

Senior Manager Communications 1 fte
- Senior Specialist 1 fte
- Technical Assistant 1 fte
- Clerk Specialist 1 fte
- System Support Clerk, 5 fte
- Telephone Wiring Staff, 2 fte

Senior Manager Infrastructure and Network Design 3 fte

Senior Manager Network/Technical Support 1 fte
- Senior Systems Programmer 3fte, (1 Vacant)
- System Programmer 2 fte
- Senior Specialist 1 fte, (Vacant)
- Lead Network Operator 5 fte, (1 Vacant)

Administrator Tech Repair 1 fte
- Parts/Materials Team 2 fte
- Support team 4 fte, (1 Vacant)
- Computer Repair Team 10 fte, (1 Vacant)
- Electronics Team 12 fte, (1 Vacant)

Moving to Intructional Technology

Information Systems

Recommended Organization:

```
                                    Deputy Superintendent
                                           |
                            Financial Management Systems
                                      Director
                                       1 fte
                                           |
                                      Secretary
                                       1 fte
```

Senior Administrator
Systems Development, 1 fte

Senior Administrator
Customer Support Services, 1 fte

Senior Administrator
Technical Support Services, 1fte

Systems Development

- Clerk Specialist — 1 fte

- Senior Manager — 1 fte
  - Senior Programmer Analyst — 3 fte
  - Programmer Analyst — 1 fte, (Vacant)

- Senior Manager — 1 fte, Vacant
  - Senior Programmer Analyst — 3fte, (2 Vacant)
  - Senior Applications Programmer — 4 fte, (1 Vacant)
  - Programmer Analyst — 2 fte, (1 Vacant)

- Senior Manager — 1 fte, Vacant
  - Senior Programmer Analyst — 2 fte
  - Programmer Analyst — 2 fte, (1 Vacant)

- Senior Systems Programmer/DBA — 1 fte

- Administrator Systems Development — 1 fte
  - Senior Applications Programmer — 1 fte
  - Senior Programmer Analyst — 1 fte, (Vacant)

Customer Support Services

- Senior Manager — 1 fte, Helpdesk
  - Manager PC/MAC Help Desk — 1 fte
  - Senior Technical Assistant — 4 fte
  - Senior User Services Scheduler — 1 fte
  - User Services Scheduler — 1 fte
  - System Support Clerk — 1 fte, (Vacant)

- Administrator Technology Repair — 1 fte
  - Clerk Specialist — 1 fte
  - Clerk Specialist — 1 fte

- Senior Manager — 1 fte
- Senior Technical Assistant — 5 fte, (1 Vacant)
- Senior Specialist — 1 fte, (Vacant)
- Lead Clerk — 1 fte, (Vacant)
- Tehnical Assistant — 1 fte

Technical Support Services

- Senior Manager Communications — 1 fte
  - Senior Specialist — 1 fte
  - Technical Assistant — 1 fte
  - Clerk Specialist — 1 fte
  - System Support Clerk, 5 fte
  - Telephone Wiring Staff, 2 fte

- Senior Manager Infrastructure and Network Design — 3 fte

- Senior Manager Network/Technical Support — 1 fte
  - Senior Systems Programmer — 3fte, (1 Vacant)
  - System Programmer — 2 fte
  - Senior Specialist — 1 fte, (Vacant)
  - Lead Network Operator — 5 fte, (1 Vacant)

- Senior Manager Data Center — 1 fte

Information Systems

Background

Workload:

- **Systems Development**

Major Projects 1997-1998

- SCORE project- Selection of new Financial Information Systems and Human Resources applications.
- Conversion of all programs to meet year 2000 operating requirements.
- Modify programs (extract and transmission) to accommodate new or changed DOE requirements.
- Continued implementation of Winschool/Macschool.
- Develop new procedures and timelines for archiving and accessing ESE student records.
- Modify automated textbook ordering process.
- Develop Oracle database for increased reporting flexibility of student information.
- Develop interface between Point-of-sale interface of WinSnap to finance, revenue analysis and commodities systems.

Information Systems

Background

- **Customer Support Services**

  - Customer Support Center (Help Desk):
    November 1997
    Total Calls received   892
    Calls answered   796
    Calls transferred   25

    Ad Hoc Reports generated:
    October   131
    November 95

    Training Classes provided
    October   9
    November 7

    Mainframe print jobs scheduled per
    month
    October   4,120
    November 4,135

Help Desk Calls by Topic

Finance 1% — FTE 1% — Network 3% — Training 5% — FOCUS 7% — Personnel/Payroll 9% — Other 13% — Student (elementary) 16% — Student (secondary) 17% — Security 29%

Source: OCPS Information Systems Status Report November 1997
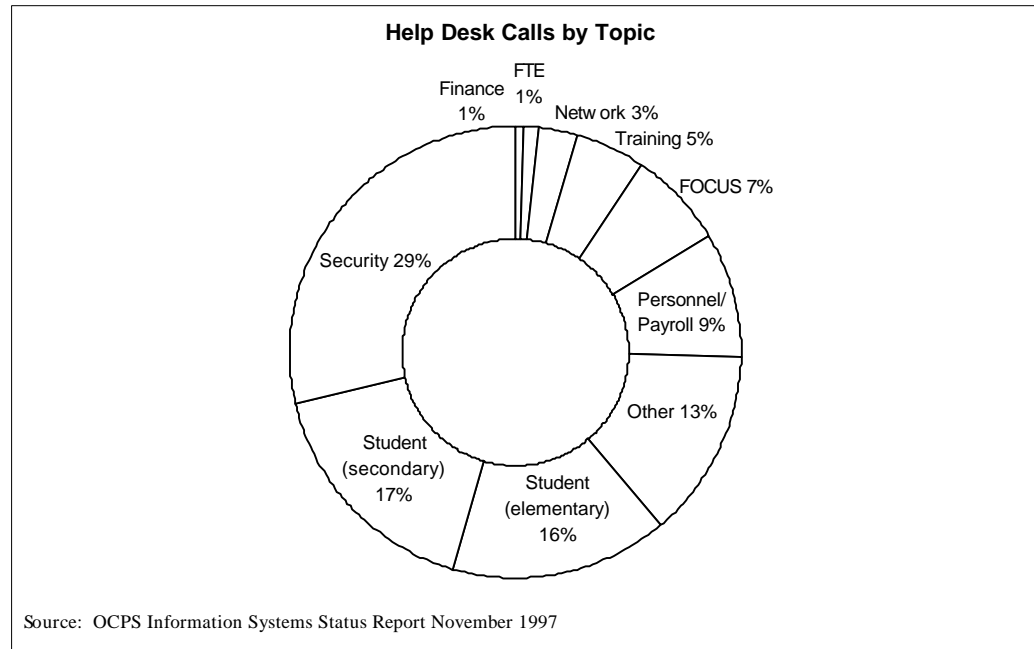
Information Systems

Background

- Printing Services
  Number of impressions per month
  Combined July/Aug. production 12,078,016
  September production 3,852,811
  October production   3,408,364

  Year to date totals
  Through November 1997 - 19,339,191 impressions
  The District's high-speed copiers have provided 73.8% of production
  The District's 2, 2-color presses have provided 26.2% of production

Major Projects 1997-1998
- Implement HEAT application to track Help Desk calls, IT service requests and to management problem trends, develop Web-based Knowledge Base.
- Installation and support for MS exchange.
- Replace mainframe FOCUS with a more useful tool that will take advantage of the Oracle database's flexibility, including a web-enabled interface.
- Implement Xerox Network printing to allow mainframe printing to LAN printers and to the district's high speed copiers.
- Implementation of the OCPS data security plan.

Information Systems

Background

- **Technical Services**
  Technical Repair
  1996-97   15,536 Service Requests
                  15,108 Requests closed
                  97.3% of requests closed

Major Projects 1997-1998
- Tracking the technology progress of schools to ensure that they are following the District's blueprint.
- Retrofit project - To retrofit schools to conform to District network and electrical wiring standards.
- LAN/WAN expansion in response to school site requests, current 60% of schools are not wired with LAN connectivity, 100% of schools have WAN access.
- Connecting Literacy labs and Business Education labs to Local Area Networks.
- Labeling computers to improve equipment, warranty and maintenance tracking.
- Convert ELC to switching technology that provides better routing and higher speed ethernet.

Information Systems

Key Achievements/Commendations

Key Achievements/Commendations:

- Based on the experience of KPMG's Public Education practice the state-of-the-art web-based curriculum dissemination tool which has become the prototype for a National Technology Challenge Literacy Grant is a best practice.
- KPMG commends the Department for submitting and publishing recent articles in Teaching and Learning with Technology, Media Methods, T.H.E. Journal, The Electronic School and the Journal of Research on Computing Education this is a significant achievement.

Information Systems

Benchmarks

Function	Orange County	Hillsborough County	Fairfax County	Broward County	Pinellas County
Regional technology support	No	No	Yes, 23 FTE in 3 regions	Yes, 4 Technical Response Teams (12 FTE)	No, all staff is centralized
School site technology support	Networked schools and other limited support	No	Some - skills vary across the District	Yes, technology Liaison at each school	No
LAN connectivity (percent of schools)	65%	85%	n/a	100%	64%
Staff (FTEs)	119 (with Records, Printing and Tech repair)	62	247.5 (includes Instructional Tech functions)	125	160
Technology repair	Yes, within IT	Only office machines	Yes, within IT	Limited repair through Facilities Dept.	Yes, through Maintenance Dept.
Help desk	Yes	Yes	Yes	Yes	Yes
Outsourced IT functions	Data Center, network configuration	Equipment Maintenance, data entry	n/a	n/a	Mainframe, 3270 maint., phone add, changes, installs

Information Systems

Background

The current technological environment is undergoing a major transition at OCPS. Specifically, the acquisition and implementation of a new financial and human resources information system and the conversion of the Student Information System to meet year 2000 operating requirements. Technology Services staff does not currently have the capabilities to meet the continually changing needs of the District.

Infomation Systems staff members with 6 months experience in...

Category	Value
Other Network OS	0
Dbase	0
Mainframe OS/390	0
NT	1
Oracle	1
TCP/IP	2
Unix	2
Focus	4
Mac OS	4
Novell	4
Client/Server	4
Mainframe MVS/ESA	4
Cobol	18
Mark IV	18
CICS	19
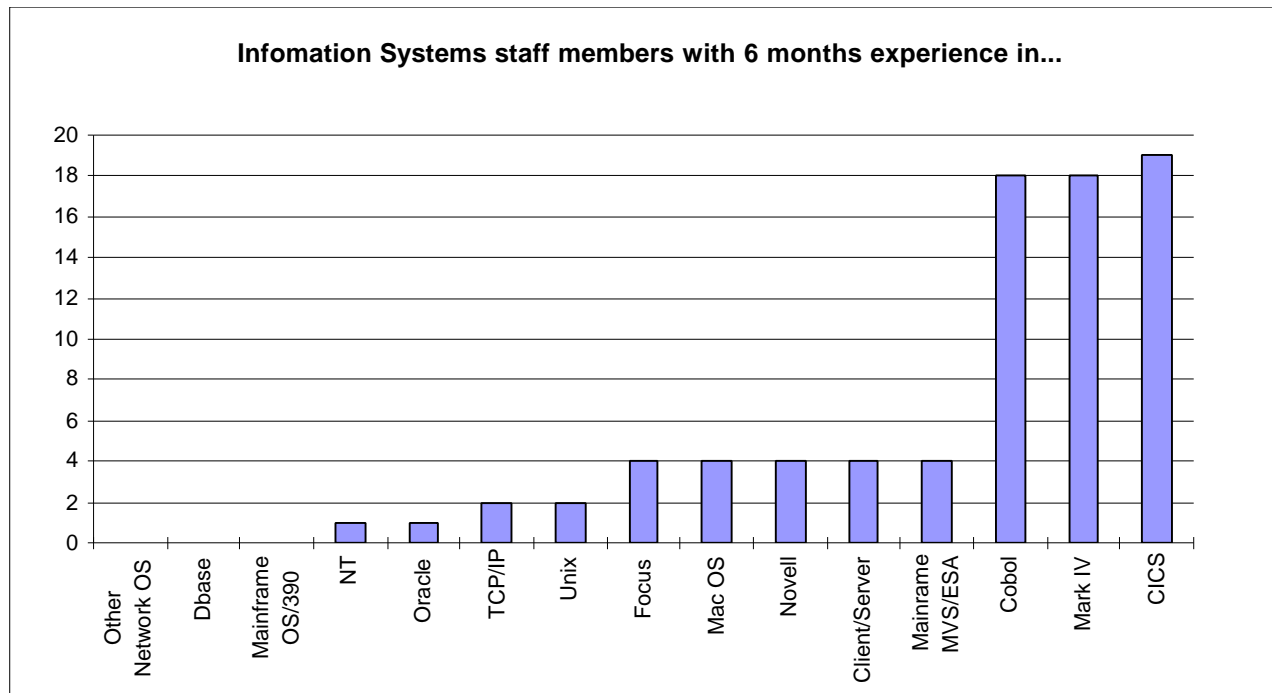
Information Systems

SCORE
System Communications and Operations Reaching Everyone (SCORE)

- What is SCORE?
  - SCORE is a major initiative underway in the District to acquire and implement a District-wide financial information system and a human resource information system. These systems will support the District's critical business functions and human resources processes.

- High Risk & High Cost
  - The current systems aren't year 2000 compliant, therefore they must be converted or replaced. The district has chosen to replace the older systems in order to realize the benefits of a new system while accomplishing year 2000 compliance.
  - The projects is resource intensive. Although the proposals OCPS has received vary, most vendors require a full-time commitment of 12-15 FTE for 9-12 months for implementation. A portion of these staff members will come from Information Systems, the remainder from functional units.
  - Multi-million dollar, multi-year project will require extremely strong project management skills and executive sponsorship to complete on time and on budget.

- High Reward
  - State-of-the-art systems will allow for the use and integration of District data and services. These systems will provide access to OCPS data for improved management decision making, more effective District resource allocation, efficient operations and financial and human resource management.

Information Systems

Findings and Recommendations for Opportunities to Improve

Findings:	*Recommendations:*
Organizational Structure	
• Technology Services organization structure has narrow spans of control and multiple layers of management. This results in excess management capabilities and inefficient use of District resources.	➔ **IS1:** OCPS should eliminate the Associate Superintendent position and the associated clerical position. **Estimated Fiscal Impact: $136,000 annual savings**
• The Associate Superintendent position was required to manage the Information systems and Instructional Technology division staff members. All Instructional Technology functions have been reorganized under other organizational units creating excess management capability in Technology Services.	➔ **IS2:** Change the name of the Information Systems department to Management Information Systems because the Department will no longer provide support with instructional technologies.
• The Data Center manager does not have clear and formal methods of communication with the mainframe technical support staff.	➔ **IS3:** Reorganize the Data Center management function under Technical Support Services to improve planning, coordination and communication with the mainframe technical support staff. **Estimated fiscal impact: None**

Information Systems

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>
Management Practices and Technology	

• Information Systems is responsible for functions not related to the core mission of Information Systems, specifically (detracts management focus from core projects such as SCORE and year 2000 conversion):
   – Printing Services
   – Records Management
	Printing Services
	➔ **IS4:** OCPS should organize Printing Services under the Deputy Superintendent for School Support Services.
	Estimated fiscal impact: None
	Records Management
	➔ **IS5:** OCPS should reorganize Records Management under Pupil Personnel Services.
	Estimated fiscal impact: None

• The current student information system is undergoing a conversion to meet year 2000 requirements creating additional demands on the current resources levels of Information Systems. This has led to increased customer response times and an overall reduction in user support capabilities.	➔ **IS6:** Information Systems should rely on contract programmers to meet peak workloads to avoid excess staffing when the project is completed. **Estimated fiscal impact: None**

Information Systems

Findings and Recommendations for Opportunities to Improve

Findings:

- Operating printing presses is not a core function of OCPS.

- There are currently over 15 offset printing vendors in Orange county.

- Currently, OCPS is operating 2 color presses at a rate of approximately 1.5 million impression per month for off-set print runs including bond stock, envelopes, multi copy forms and letterhead. This workload does not maximize the production capacity of the current equipment.

- OCPS should reallocate the funds for the current salaries and benefits of the 3 press operators to pay for obtaining these services from an outside vendor.

Recommendations:

➔ **IS7:** OCPS should outsource offset printing and eliminate the 3 positions dedicated to that function.
timated fiscal impact: None

➔ **IS8:** OCPS should sell the 2 color presses on the printing press resale market.
Estimated Fiscal Impact: $180,000 one-time revenue

Information Systems

Findings and Recommendations for Appointees to Improve

<u>*Findings:*</u>   <u>*Recommendations:*</u>

Findings	Recommendations
• Maintaining a computer and electronics repair shop, including a parts inventory and factory authorized technicians is not a core function of OCPS. • There are over 7 computer repair vendors in Orange county. • In 1996-97, 90% percent of Technology Repair service requests were for computer and electronics repair. • OCPS' currently Technology Repair department that consists of 25 FTE and a budget of $1.5 million.	→ **IS9:** OCPS should outsource computer and electronics repair and eliminate 27.5 positions dedicated to performing that function. → **IS10**: OCPS should refocus the remaining 3 positions on vendor contract management and customer support. → **IS11:** OCPS should adopt and enforce technology procurement standards and procedures that ensure sufficient (3-5 year) warranty coverage for all purchases to reduce the technology repair requests throughout the district. **Estimated Fiscal Impact: None**
• Currently, OCPS does not effectively enforce technology procurement standards. For example, the District has purchased several different network operating systems that require increased maintenance and support capabilities.	→ **IS12:** OCPS should adopt and enforce technology procurement standards and procedures that ensure OCPS technical standards are adhered to for all technology purchases. **Estimated fiscal impact: None**

Information Systems

Findings and Recommendations for Opportunities to Improve

Findings:	**_Recommendations:_**
• The Technological environment at OCPS is changing, staff members will require additional technical skills to successfully operate in the new environment. (see Exhibit IT-1)	➔ **IS13:** Information Systems should design a training and development program for its staff members that includes training in the specific technologies acquired for the new systems environment. **Estimated fiscal impact: None**

Information Systems

Findings and Recommendations for Opportunities to Improve

<u>*Findings:*</u>	<u>*Recommendations:*</u>

Workload and Staffing

• District users do not use the help desk functions for technology problem solving. This has forced technical staff to engage in increased customer service activities, which does not maximize the use of the District's technical expertise.	➔ **IS14:** Customer Support Services should communicate frequently with its different customer bases (i.e. Central office staff, principals, teachers, technology coordinators, etc.) about its service offerings and capabilities.
• Customer Support Services has not successfully trained users to understand and use the help desk services.	➔ **IS15:** The help desk should strive for addressing 85% of calls without transferring users to technical staff. **Estimated fiscal impact: None**

Information Systems

Findings and Recommendations for Appointees to Improve

<u>**Findings:**</u>   <u>**Recommendations:**</u>

- OCPS Telecommunication unit is operating one of the largest telephone systems in Orange county for the District with 2 field technicians for all sites. This has caused a negative effect on customer response times and overall telecommunications planning.

- OCPS Technical Services supports data network implementation for the District with 2 field technicians for all sites. This has caused a negative effect on customer response times and overall telecommunications planning.

➜ **IS16:** Technology services should reorganize the technicians into one organizational unit that will create a cross trained voice/data field technician team.

➜ **IS17:** OCPS should conduct a detailed cost/benefit analysis of outsourcing all "add, change and move," telephone programming and repair services to a vendor. Alternatively, OCPS should pursue vendor support for peak voice/data work loads.

Estimated fiscal impact: None

Information Systems

Region Offices

Functions to Be Performed at Central Office	Functions to Be Performed at Regional Offices	Functions to Be Performed at Schools

• Develop and disseminate OCPS technology standards
• Manage technology repair vendor
• Telecommunications design
• Software development and support
• Intranet development
• State and federal reporting
• Help desk
• Central Office Report printing
• Data Center Management
• Technology Purchasing
• Support for Technology coordinators*
	• Student and business computer application operation, printing selected reports
	  – Student Test Scores
	  – Student Demographics
	  – Grade Distribution
	  – Attendance
	  – Teacher certifications
	  – Transportation reports
	  – Budget information
	• Technology Support
	  – District Applications
	  – Hardware trouble shooting*
	  – Network support*
	  – Software troubleshooting*
	  – Support for Technology coordinators*
	  – Purchase and installation of consumable repair items
		• Network administration and support (user account administration)
		• Software installation and troubleshooting*
		• On-site hardware trouble shooting*

* shared responsibility

Implementation Plan

Summary of Recommendations and Implementation Plan

The tables on the following pages summarize each recommendation presented within the body of this report. For each recommendation, this implementation plan designates the person or body which KPMG suggests take lead responsibility for assuring that the recommendation is implemented. In most cases, the person or body with lead responsibility will need substantial assistance from other persons within the School System to fully implement the recommendation. Within the "Timeframe" column, KPMG suggests that the recommendation can be implemented in one of the following time frames:

"**S**"   **Short-Term:** Feasible within 90 days, without substantial additional resources. Does not require change of law or policy.

"**M**"   **Medium-Term:** Feasible within the school-year. Any additional resources requirements should not exceed current School Department budget constraints. Does not require change of law or policy.

"**L**"   **Long-Term:** Not feasible within the school year, requires resources which may exceed this year's School Department budget constraints, and/or requires a change of law or policy.

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
OM1	Reorganize the central office to reduce layers of management, more appropriately group related functions, and improve communications. See recommended organization chart on the following page. (Recommendations regarding clerical staff reductions are included in other sections of this report.)	Superintendent	S

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
OM2	OCPS needs to create a new organizational culture of empowerment coupled with accountability at the school level. This concept should be supported by a regional structure that creates smaller, more accountable and supported "area districts" who are more directly responsible to the families and communities in each regional area. This concept is distinct from the creation of multiple independent school districts that most likely are a more costly and less efficient method of instructional delivery due to a loss of economies of scale and the creation of multiple school boards that can set conflicting educational policies and increase the potential for political patronage. An area office structure is more conducive to benefiting from some centralized operations while maintaining a regional customer focus. Each area office should be headed by an Area Superintendent, who is responsible for supervision and support of the school principals in his/her area. This will result in only one layer of line management between the principals and the District	Superintendent	L

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
OM2 Cont	Superintendent and will create a more customer-focused, responsive and accountable organization. The diagram and table on the following pages illustrate the criteria defining a KPMG best practice organizational approach.		
OM3	Continue to experiment with privatization of services such as that in the custodial area.	School Board, Superintendent and Functional Directors,	S
OM4	Experiment with the use of enterprise funds which assign "prices" to central office services through the use of activity-based costing and reallocate current funds used to finance these functions to the principals who are then able to "buy-back" these services from the central office or use them externally. Enterprise funds create a more competitive environment and put in place incentives for the central office to reduce costs, improve service, and innovate.	School Board	S

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

OM5	OCPS should evaluate all current functions and identify those that are not core to the District's mission. These functions should then be eliminated or contracted out. Examples include:
	   – Computer-electronic repair
	   – Printing services
		Superintendent and Department Heads	M

OM6	School Board meetings should be held at different locations throughout the District to provide parents and community members with the opportunity to attend the meetings.	Superintendent, Department Heads, and Information Services Director	M
OM7	Departments should continuously update their policies and procedures.	Department Heads	M
OM8	Consider distributing new policies and procedures electronically. This will reduce the amount of time spent copying and distributing updated policies.	Superintendent and Department Heads	S
OM9	OCPS departments should focus on long-range planning and ensure that there is a linkage to action plans in individual departments.	Area Superintendents	M

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
OM10	The authority of principals should be balanced. Principals should involve teachers, parents, community members, and SACs as much as possible in school-based decision-making.	Area Superintendents, Principals	M

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
OM11	Continue to allow principals complete control over allocations of funds within their school budgets. However, Area Superintendents should ensure that the performance evaluation process assesses the effective utilization of resources at the school level. Principals should be evaluated on how well their resource allocation decisions affect student achievement. One option is to encourage principals to rely less on full-time non-classroom instructional staff and to provide stipends to classroom teachers to develop expertise in areas such as technology, parent involvement, and science. The establishment of master/mentor teachers within schools will allow teachers to visit successful classrooms on site, provide teachers with on-demand access to experts at each site, and empower teachers as active participants in the change process.	Area Superintendents,	M

Implementation Plan

Organization and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
OM12	The principal performance evaluation process should be revised so that it clearly lays out expectations and outcomes. It should include specific performance measures in key areas, which are developed jointly by the Area Superintendent and principal. In addition, the number of outcome measures should be manageable and prioritized, so that principals have a clear understanding of what they are held accountable for. Also considering providing formal incentives and sanctions for principals based on student performance.	Area Superintendents	M
OM13	Consider incorporating parent, teacher, and student input into the principal performance evaluation process.	Area Superintendents	M

Implementation Plan

Educational Service Delivery

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESD1	Rename the position of Deputy Superintendent of Planning and Executive Services to be the Deputy Superintendent for Education and Planning.	Superintendent	S
ESD2	The following functions should be moved within the Division of Education and Planning: – Assessment, Evaluation and Research, Multicultural Services and Strategic Planning currently under the Deputy Superintendent for Planning and Executive Services – New Principal Induction Program, Project Development (Grants), and the Alternative Education Program currently under the Deputy Superintendent for Administrative Services	Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Educational Service Delivery

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESD3	The District should establish two offices solely devoted to planning with staff who have general skills in planning and systems development replacing the District's staff with specific content expertise. The office of Planning and Solution Development will approach issues raised from a variety of stakeholders. This might mean business leaders, community groups, or departmental needs related to Human Resources or Facilities needs. The office of Planning and Curriculum Development would consist of generalists who would facilitate development of curriculum using the CPE and school-based expertise. Both offices would be staffed by five generalist positions and would be assigned tasks as identified by the Superintendent and his leadership team, as well as tasks identified by school in areas of greatest need.	Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES1	OCPS should implement four to five area offices to provide support services to the schools. Each area office should be headed by an Area Superintendent, who is responsible for supervision and support of the school principals in his/her area. This will move from five layers of line management to three from the principals to the District Superintendent and will create a more customer-focused, responsive and accountable organization.	Superintendent	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES2	The departments of Elementary and Secondary Education Departments and the Curriculum and Staff Development Department are eliminated and the positions are reassigned. The newly titled position, Associate Superintendent of Education will oversee the newly organized department which includes the following areas: – Title I, 2nd Language Acquisition, Gifted and Talented Education, Alternative Education, Early Childhood – Grants, Policy, and Charter/Magnet Programs The placement of these functions within one department, without an elementary or secondary focus, will encourage a K - 12 focus.	Superintendent, Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES3	The central office will no longer have a "top down" culture, but will allocate functions to the central office, regions, and schools based on set criteria that redefine the roles of each level to develop a more accountable and empowered organization. The responsibilities of curriculum development coordination and <u>standardized</u> staff development should be maintained centrally since they require district-wide standardization and will be housed in the Teachers Academy. Functions where flexibility and creativity are encouraged, such as staff development, should be decentralized. Area Superintendents and principals within individual schools should be held accountable for the delivery of effective instruction as measured by student achievement. This recommendation is further elaborated on in the Curriculum and Staff Development section.	Superintendent	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES4	Reclassify 2 Program Specialist positions to be general planning specialists in two District offices solely devoted to planning. These staff should have general skills in planning and systems development replacing specific content expertise. Both offices would report to the Deputy Superintendent for Education and Planning. The first office, Planning and Solution Development, would approach issues raised from a variety of stakeholders. This might mean business leaders, community groups, or departmental needs related to Human Resources or Facilities needs. The second group, Planning and Curriculum Development, would consist of generalists who would facilitate development of curriculum using CPE and school-based expertise. These two offices would be assigned tasks as identified by the Superintendent and his leadership team, as well as tasks identified by schools in areas of greatest need.	Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES5	The Planning and Solution Development office should be staffed by five Senior Director generalist positions. These positions will be staffed by reclassifying two program specialist positions and one Senior Administrator position currently located in the Secondary Department, one Senior Administrator and one Director Strategic Planning currently located in the Department of Planning and Executive Services.	Superintendent, and Deputy Superintendent for Education and Planning	S
ES6	The Planning and Curriculum Development office should be staffed by five Senior Director generalist positions. These positions will be staffed by reassigning 5 Senior Director currently located in the Elementary, Secondary, and Curriculum Departments.	Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

ES7	Reassign four Program Specialists.
	  – Reassign the Program Specialist for Athletics and Extracurricular Activities to report directly to the Executive Director of Pupil Personnel Services since it is primarily a coordinating and scheduling position for all students within the District.
	  – Reassign the Program Specialist for Gifted and Talented and the Program Specialist for Early Childhood to report directly to the Associate Superintendent for Education and Support Programs.
	Reassign the Program Specialist for Extended Day to report directly to the Executive Director of Pupil Personnel Services since it is primarily a coordinating and scheduling position.
		Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES8	OCPS needs to create a new organizational culture of empowerment coupled with accountability at the school level. This concept should be supported by a regional structure that creates smaller, more accountable and supported "area districts" who are more directly responsible to the families and communities in each regional area. Reclassify the following positions to support the regional structure: – 2 Associate Superintendents to be Area Directors – 3 Senior Directors to be Area Superintendents – 5 Program Specialists to be Coordinators of Instructional Services 1 Senior Director to be Director of CPE	Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES9		Reassign the following staff to match the regional structure: – Of the 16 secretaries and 2 executive assistants, the Area Superintendents should be reassigned 10, one for the Area Superintendent and 1 for the remaining instructional staff (1:6). The remaining 8 should be distributed throughout the Department of Education and Planning based on need. KPMG recommends that the FTE equal 15% of total staff. – 9 Itinerant music teachers and 15 itinerant science teachers should be reassigned to the Area Superintendents 9 FTEs in the Alternative Education Department should be retained and reassigned to the Associate Superintendent of Education and Support Programs.	Superintendent, and Deputy Superintendent for Education and Planning	S
ES10		The program assistants for Bizkid$ and Mead Gardens should report directly to the Coordinators of Instructional Services in the Area Offices in which the programs are geographically located.	Superintendent, and Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES11		These are essential positions and should be retained. Reassign these 2 Senior Administrators to report to the Associate Superintendent of Education and Support Programs.	Deputy Superintendent for Education and Planning	S
ES12		Eliminate 1 vacant Program Assistant position.	Deputy Superintendent for Education and Planning	S
ES13		Eliminate 1 Clerk Specialist position within the Early Childhood Program. The District should evaluate whether or not the remaining full time staff are effectively utilized. One option for staffing the ARC would be to rotate classroom teachers on a voluntary basis who could spend time using the resources and/or modeling best practices.	Deputy Superintendent for Education and Planning	S
ES14		Eliminate the Director of Compact whose responsibility for oversight of the mentoring program should reside with the Program Specialist for Internships within Vocational Education.	Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES15	The District's reorganization to a more customer-focused, responsive and accountable organization represents a fundamental shift in the District's culture. In order to facilitate the transition for District staff, OCPS should implement a training program for new Area Superintendents and Principals to ensure a consistent understanding of primary job responsibilities, performance indicators, and knowledge on how to access and utilize District-wide resources.	Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES16	OCPS should implement a formalized performance accountability system that provides incentives and sanctions (e.g. curtailment of flexibility) tied to student achievement results and other clearly defined standards and benchmarks as required by recent legislation, Florida State Statute 231.29 (3)(a). According to the Florida State Statute, "[a]n assessment shall be conducted for each employee at least once a year. The assessment shall be based upon sound educational principles…[and] must used data and indicators of improvement in student performance and may consider results of peer reviews in evaluating the employees performance."	Deputy Superintendent for Education and Planning	S

Implementation Plan

Elementary and Secondary Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ES17		Principals should annually develop professional development plans with their supervisors based on areas of improvement as defined by school improvement plans, District-wide strategic planning, and improvements in student achievement as measured through standardized tests. Principal evaluations should include benchmarks on participation rates of teachers in professional development activities. The District should create a pool to provide incentive bonuses for principals.	Area Superintendents	S
ES18		Review all communications sent to principals and streamline process for correspondence between schools and Area and District offices. This could include, weekly batch mailers with only highest priority items included, and/or having all e-mails channeled through a central point.	Deputy Superintendent for Education and Planning	S

Implementation Plan

Curriculum and Staff Development

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS1	Most of the positions within Elementary, Secondary, and the Curriculum and Staff Development Departments should be reassigned, replacing core content curriculum specialists with planning specialists to avoid central office top-down management and ownership of curriculum standards. These new positions in the office of Planning and Curriculum Development would consist of generalists who facilitate development of the curriculum using CPE and school-based expertise. School level staff, including principals, department chairs, mentor teachers, and CRTs, should continue to participate in the existing district-wide curriculum and textbook selection committees facilitated by these general planners. Funds for curriculum program specialists in Bilingual and Title I should be reallocated to teacher salaries where they have more of a direct impact on students.	Superintendent Deputy Superintendent for Planning and Education s	S

Implementation Plan

Curriculum and Staff Development

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS2	Consolidate staff development from five locations into two, the Teachers Academy and CPE. The Deputy Superintendent for Education and Planning will oversee the District's resources for staff development. This department will contain the centralized Teachers Academy that will oversee <u>standardized</u> district-wide implementation of staff development programs such as teacher induction programs and technology training. In addition, the Office of Customized Professional Education (CPE) will be located within this department. While the Teachers Academy and the CPE will be physically housed centrally, they will be governed by the Board of Directors comprised of the 5 Area Superintendents. At the school level, the Area Superintendents will set school performance and student outcomes and schools will drive demand for services.	Superintendent Deputy Superintendent for Planning and Education	S

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS3		The Teachers Academy should oversee technology training which currently resides in other central office locations as part of the standardized staff development unit. The Teachers Academy will assume responsibility for the Educational Resource Center (ERC). The ERC will assist teachers in integrating technology into the classroom; provide multimedia and Internet training at school sites as well as at the district office; and disseminate information to teachers concerning training opportunities, as well as software and Internet resources. The ERC will have 6 FTEs on-site to provide training in instructional software demonstrations and multimedia tools, including 4 Instructional Support Teachers, 1 Media Specialist and 1 Systems Support Clerk who have been reassigned from Instructional Technology.	Teachers Academy Principal on Assignment	S

Implementation Plan

Curriculum and Staff Development

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

CS4	The ERC will also include the following staff reassigned from Instructional Technology who will provide training to instructional staff, media specialists at school-sites:
	  – 1 Administrator
	  – 2 Technical Assistants
	  – 1 Video Production Assistant
		Superintendent
		Deputy Superintendent for Education and Planning, Associate Superintendent Curriculum and Instruction
			S

CS5	The Teachers Academy, the ERC staff and the CPE should coordinate with the ITV/ Distance Learning staff in the Department of Community Relations to identify additional opportunities in Instructional Television and Distance Learning that support content areas and increase access to additional educational opportunities.	Director of Customized Professional Education, Teachers Academy Principal on Assignment	M
CS6	The new principal induction program should be reassigned to the Teachers Academy in order to closely integrate standardized teacher and principal professional development. These staff are currently housed within Human Resources and include 2 FTE trainers and 2 FTE support staff.	Deputy Superintendent for Education and Planning	M

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS7		The 29 Instructional Support Teacher positions and 2 Resource Teacher positions within the Elementary, Secondary and Curriculum Departments should be reassigned. – Each area office will also have one program specialist for Language Arts and one for Math to help areas provide support to the most needy schools, act as liaisons with CPE, and ensure vertical articulation of curriculum in areas. These positions will be 10 reassigned Instructional Support Teacher positions (IST) from the Elementary and Secondary Education Departments. – 8 FTEs should be retained by Alternative Education. – 3 FTEs should be retained by Early Childhood. – The 10 FTEs remaining should report directly to the Director of Customized Professional Education. The Instructional Support Teacher positions currently located at the Holocaust Center, Mead Gardens, Juvenile Justice and the Science Center should be part	Deputy Superintendent for Education and Planning, and Director of Customized Professional Education	S

Implementation Plan

Curriculum and Staff Development

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS7 Cont	of this pool and reallocated based on demand.		
CS8	A Board headed by the Area Superintendents should set policy and direction and the Director of Customized Professional Education (CPE) should oversee the deployment of the District's customized school-based professional development staff. CPE will oversee a staff of 30 FTEs, including 10 FTEs reassigned from Elementary and Secondary Education, 3 FTEs from Human Resources, 6 FTEs from Bilingual Education, 8 FTEs from Title I, and 3 FTEs from Exceptional Education. Schools must use Title I and other restricted funds for Title I and other restricted funds CPE positions.	Superintendent, Area Superintendents	M

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS9		Pilot demand-based approach to staff development where schools receive an allocation for professional development and schools can buy back services from the Customized Professional Education. The CPE must price services based on direct costs (i.e. salaries and materials) and indirect costs (use of central office accounting system, warehouse). Menu of services may include: – Workshops - School-Based, Regional, and District – Classroom Modeling/Mentoring – Ongoing Technical Assistance – Classroom Diagnostic Visits – Staff Development opportunities in and out of the District – School Needs Assessment	Director of Customized Professional Education	S

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS10		Allocate more resources to staff development at a rate consistent with recommendations of the National Staff Development Council (based on 3 percent of OCPS budget on staff development as recommended by the NSDC). If schools have more money to provide and reward staff development, more teachers may attend.	Director of Customized Professional Education, and Teachers Academy Principal on Assignment	M
CS11		Focus teachers on reaching high teaching standards by developing a professional career ladder continuum for teachers, creating an incentive for teachers to continue learning and earning certificates. This can be done through Master teachers stipends and National Board Certification.[*]	Director of Customized Professional Education, and Teachers Academy Principal on Assignment	M
CS12		Pay application fee for 60 teachers to apply for National Board Certification for school year 1998-99 to assist in developing master teachers who could assist in staff development initiatives within their own schools and/or Areas.	Director of Customized Professional Education, and Teachers Academy Principal on Assignment	M

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[*] "What Matters Most: Teaching for America's Future" Report on the National Commission on Teaching & America's Future, September, 1996.

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS13		Create master teacher pay supplements for teachers once they have achieved National Board Certification. According to the National Board for Professional Teaching Standards, in school year 1996-97, approximately 45% of teacher applicants received National Board Certification.	Director of Customized Professional Education, and Teachers Academy Principal on Assignment	M
CS14		Provide each school with an allocation to be used to purchase CPE services. The allocation will average .5 percent of a total school budget and will be funded through the reallocation of salaries for Instructional Support and Resource teachers and an additional investment of $1.3 million dollars for a total of $2.2 million. On average, elementary schools will receive $12,500, middle schools will receive $21,200 and high schools will receive $41,500.	Director of Customized Professional Education, and Teachers Academy Principal on Assignment	M

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	M
CS15		Ensure Area Superintendents work with principals to encourage that the amount allocated to schools is spent on staff development activities.	Area Superintendents,	S
CS16		The Area Superintendents, the Teachers Academy, and the CPE should monitor the quality of staff development and teacher participation to ensure that staff development providers are carefully selected, programs are held to high standards, and that the weakest performing teachers receive the targeted staff development needed. The return on staff development resources can be monitored by: – Analysis of spending (type of training, vendor) – Analysis of hours spent by teachers and schools – Quality of staff development as reported by participants as measured against quality standards set forth by the National Staff Development Council – Research on staff development impact on student test scores Track staff participation to enable continuous evaluation of successful courses and teachers.	Customized Professional Education, Teachers Academy Principal on Assignment, and Area Superintendents	M

Implementation Plan

Curriculum and Staff Development

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS17	Allow schools to customize staff development to meet their individual needs as defined in their School Improvement Plan and individual professional development plans. However, encourage use of preferred staff development providers through coordinating master teacher requirement contracts based on feedback from teachers and CPE.	Area Superintendents	M
CS18	The Director of the CPE and the Teachers Academy's Principal on Assignment should conduct an inventory of all local resources and institutions that could assist in supporting teachers' professional growth, including local colleges and universities, cultural institutions, and business and scientific agencies. Work with these institutions to develop a plan for long-term partnerships that advance teachers' professional development.	Director of Customized Professional Education, Teachers Academy Principal on Assignment	M

Implementation Plan

Curriculum and Staff Development

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS19		Avoid one-shot workshops by encouraging the use of the Customized Professional Education department, Teacher Networks, School-University Partnerships, and professional development that supports mastery of Board Certification professional teaching standards.	Area Superintendents, Principals	M
CS20		Replicate best practices from exemplary OCPS schools and other districts nationwide.	Director of Customized Professional Education, Teachers Academy Principal on Assignment	M
CS21		Encourage teachers to participate in deciding training needs for themselves and the school. Teachers should annually develop professional development plans with their principals based on areas of improvement as defined by school improvement plans, performance evaluations, teachers suggestions, principal recommendations and student achievement as measured through standardized tests.	Principals	M

Implementation Plan

Curriculum and Staff Development

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CS22	Teacher evaluations should incorporate how professional development methods are being integrated into the classroom.	Principals, and Area Superintendents	M
CS23	Use student information systems to provide teachers with student test scores and tests so teachers can direct their teaching toward student deficiencies and be measured against student performance on subsequent tests.	Principal Assignment Division	M

Implementation Plan

Planning and Executive Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
PE1	Rename the position of Deputy Superintendent of Planning and Executive Services to be the Deputy Superintendent for Education and Planning. Reorganize the functions within the division of Planning and Executive Services and the functions within the office of Instruction to better align district functions. Evaluation/Research and Assessment should be maintained as the current organizational structure, reporting directly to the Senior Director for Research/Evaluation and Assessment. The Strategic Planning function, and the 2 FTE currently devoted to performing this planning function, should report directly to the Deputy Superintendent for Education and Planning (refer to recommendation ES6).	Superintendent	S

Implementation Plan

Planning and Executive Services

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
PE2		Eliminate the position of Senior Director of Multicultural Services. Encourage Community Relations to act as a liaison between the District and community groups/agencies focusing on minority issues and to coordinate translators for district-level and school-level needs. Encourage the CPE and Teachers Academy to integrate all aspects of multicultural and diversity education into the delivery of staff development.	Superintendent, and Deputy Superintendent for Education and Planning	S
PE3		Follow up studies should be conducted one year after initial programmatic review to determine extent of implementation of the recommendations.	Senior Director of Evaluation and Research	L
PE4		Principal and teacher evaluations should include performance measures on how assessment tools are being used to address student deficiencies, as well as set staff development priorities.	Area Superintendents	M

Implementation Plan

Planning and Executive Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
PE5	Expand the website to include district-wide best practices as discovered through programmatic evaluations.	Executive Director of Communications and Community Involvement, and Senior Director of Evaluation and Research	M

Implementation Plan

Exceptional Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE1	Reorganize Exceptional Student Education department to narrow the span of control and to align with the regional office structure. Change the name of the Associate Superintendent from Student Support and Exceptional Education Services to Exceptional Education Services. Functions are to be allocated centrally based on the following criteria: – More cost effective to keep some specialists centralized, such as Braillists, Assistive Technology Specialist and Program Specialists – Standardization is critical – Compliance Decentralize functions to the regions based on these criteria: – Ensure equity of resources such as the teams managing the student referral and assessment process – Importance of speed of action – Improves flexibility	Associate Superintendent of ESE	M

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE2		Hire an Executive Director of Pupil Personnel who will report directly to the Deputy Superintendent for Education and Planning. This Executive Director for Pupil Personnel will oversee the following ESE functions to maintain independence of shared resources: – Guidance – Social Work/Health In addition, the Executive Director of Pupil Personnel Services will also be responsible for athletics scheduling and coordination, the extended day program, both of which were previously under the Departments of Elementary and Secondary Education, and all student records.	Associate Superintendent for ESE, Deputy Superintendent for Planning and Education	S

Implementation Plan

Exceptional Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE3	The Director of Guidance and the Senior Administrator of Health and Social Work Services should be reassigned to the division of Pupil Personnel. The Senior Administrator for Health/Social Work should determine the percentage of time social workers spend on exceptional education students as opposed to general education and deploy staff accordingly. For example, if the majority of time is spent on exceptional education then the Social Workers should be regionalized as part of the Evaluation Teams assigned to the Area Offices and report to the Coordinator of Exceptional Student Education. If the majority of their time is spent with general education students, an option might be to relocate them to the schools for evaluation and budgeting.	Associate Superintendent for ESE, Deputy Superintendent for Education and Planning	S

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE4		ESE should reallocate staff into the four to five area office structure to provide exceptional education services to the schools. The regional office concept creates a smaller, more accessible, and more accountable area office structure which is directly responsible to the families and communities in each regional area. This will also result in only one layer of line management between the principals and the Coordinator of ESE, resulting in a clearer delineation of job responsibilities. Reassign the positions of Director Area 1 & 2, Director 2 & 3, Sr Administrator of Speech/Language, Director ESE, to be Coordinators of Exceptional Education Services in the regional offices. Reclassify one program specialist for guidance (vacant) to be an Area Coordinator of ESE.	Associate Superintendent for ESE	M

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE5		Create Exceptional Education Evaluation Teams, approximately 10 per cluster, each comprised of one psychologist, one social worker, one speech/language therapist to conduct evaluations and placement recommendations. This team approach at the regional level will help equalize the workload among schools In the case where the distribution of exceptional education students results in an unequal number of students, the team members should be flexible to assist in the equalization of workloads. These teams will be evaluated by the Area Coordinator of ESE with input from teachers and other team members.	Associate Superintendent for ESE, Area Superintendent, Coordinator of ESE	S
ESE6		Regionalize the 110 Speech/Language Specialists as part of the Evaluation Teams to the Area Offices; redeploy the 2 Speech/Language Paraprofessionals and the 3 Bilingual Diagnosticians to the Areas with the most ESE students with these specific needs.	Associate Superintendent for ESE, Area Superintendent, Coordinator of ESE	S

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE7		Regionalize the following positions as determined by ESE population within Area Offices: – 10 Staffing Specialists (Retain 2 FTE at the District Office) – 51 Psychologists (1 received from the Department of Elementary Education) – 25 Hearing/Vision Teachers – 9 Itinerant Teachers for Inclusion/Compliance – 5 Secretary positions (the remaining positions should be reassigned based on the KPMG standard of 15% of total FTE being supported)	Associate Superintendent for ESE, Area Superintendent, Coordinator of ESE	S
ESE8		Regionalize the supervision of the Special School Principals - Magnolia, Cherokee, Gateway, and Silver Star - to the Area Superintendents. Due to the special needs and services these schools require, they should be distributed on an equitable basis, one school for each Area.	Associate Superintendent for ESE, Area Superintendent, Coordinator of ESE	M

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

ESE9		Lower the span of control to this Director to 1:5. In the central ESE office, rename the Sr Admin of Low Prevalence to Sr Admin of Specialists. This position will report directly to the Associate Superintendent of ESE and will oversee the five program specialists:
		- SLD
		- EMH/TMH/Severe/Profound
		- EH/SED/Autistic
		- Speech
		   - Low Prevalence - OT/PT staff and contract,
		       hearing/vision, and deaf/blind.
		The program specialists should retain case management responsibilities, ensuring that students are appropriately placed, disseminate policy and guidelines in respective areas of expertise, and oversee staff development initiatives around compliance. (Refer to ESE1 for KPMG criteria)
			Associate Superintendent for ESE	M

Implementation Plan

Exceptional Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE10	The Director of Psychological and Evaluation Services will oversee the District's psychological services and be responsible for overseeing the Medicaid Coordinator. Psychologists should be placed on regional office budgets and should be evaluated by the regional coordinator of exceptional education with input from staffing specialists, principals, and the Director of Psychological and Evaluative Services.	Associate Superintendent for ESE, Director of Psychological and Evaluation Services	M
ESE11	Hire a Medicaid Coordinator who will report to the Director of Psychological and Evaluation Services and who will coordinate OCPS' Medicaid tracking and reimbursement requests	Associate Superintendent for ESE, Director of Psychological and Evaluation Services	M
ESE12	OCPS should track the costs of serving exceptional education need students who are eligible for Medicaid reimbursement and collect this funding from the federal government.	Associate Superintendent for ESE, and Medicaid Coordinator	M

Implementation Plan

Exceptional Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE13	The Exceptional Student Education Records Center and the Records Management staff currently located within Information Systems should be consolidated to better align these functions and to create a centralized, coordinated, district warehouse for student records. The staff from both of these divisions, 3 FTE from ESE and 12 FTE from Information Systems, should report to a Sr. Manager of Student Records who in turn should report to the Executive Director of Pupil Personnel.	Senior Administrator of Systems Development, Executive Director of Pupil Personnel	M
ESE14	Relocate the following positions to school sites: 3 Behavior Paraprofessionals and 1 LPN based on location site of students being served.	Associate Superintendent for ESE	S
ESE15	Relocate 3 Instructional Support Teachers - 2 for SLD and 1 for EH - to the Office of Customized Professional Education within the Division of Education and Planning.	Associate Superintendent for ESE	S

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

ESE16		Eliminate the following positions which perform supervisory/administrative tasks:
		   – 1 Behavior Analyst
		   – 2 Instructional Support Counselors
		   – 1 Placement/ Follow-up Instructional Support
		      Teacher
		 2 Behavior Specialists
			Associate Superintendent for ESE	S

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE17		The District needs to continue to ensure program effectiveness in the face of growing demands while maintaining an efficient program. OCPS should also collaborate with the Florida Department of Education, its peer districts and national best practices to arrive at and to share innovative strategies and resources in meeting these changing requirements and growing student needs. Innovative practices in technology might include: − Conference calls to reduce travel time and streamline IEP meeting processes. − Speech learning software (i.e. Scientific Discovery) to assist in drill and practice exercises that have been shown to increase student performance in a shorter time frame.	Associate Superintendent for ESE	S

Implementation Plan

Exceptional Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE18	More efforts need to be extended by Human Resources to recruit staff members with appropriate background and training to meet the needs of these students and programs. Refer to Human Resources Recommendation HR3.	Associate Superintendent for ESE	M
ESE19	OCPS may need to standardize the process for student referral and placement (e.g. ensure consistent use and application of FL regulations throughout the exceptional education and placement process, as well as consistent use of appropriate language on the referral and placement forms).	Associate Superintendent for ESE	M
ESE20	Review the Individual Education Plan of students who are placed in ESE Level 251 to determine whether these students are appropriately placed. If appropriate, a reduction in the number of students classified as Specific Learning Disabled to meet the peer district average for the SLD classification would achieve savings of $817,000 (550 4th - 8th gr. students over the peer district average x $1,035, the difference between the base allocation for 4-8th graders of $3,035 and the base allocation times the	Associate Superintendent for ESE	L

Implementation Plan

Exceptional Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE20 Cont	weighted average of 1.341 for Level 251 ESE students; 318 9th - 12th gr. students over the peer district average x $519, the difference between the base allocation for all 9-12th graders of $3,548 and the base allocation for Level 251 ESE students; and 97 K- 3rd graders over the peer district average x $868, the difference between the base allocation for all K-3rd grade students of $3,199 and the base allocation for Level 251 ESE students .)		
ESE21	Consider conducting an exceptional education IEP audit to address in more detail the issues raised in this management audit and identified in ESE19 and ESE20.	Associate Superintendent for ESE	L

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE22		Continue to allow principals complete control over allocations of funds within their school budgets. However, Area Superintendents should ensure that the performance evaluation process assesses the effective utilization of resources at the school level. Principals should be evaluated on how well their resource allocation decisions affect student achievement. According to the benchmarking data collected, OCPS appears to have more staff in the areas of staffing specialists, teacher aides, and administrators than the peer district averages. This may be occurring for several reasons. First, OCPS maintains a philosophy of high quality and high service delivery for exceptional education students. In practice, this philosophy requires more staff to provide a fuller range of services to its students. The result is a full-service program.	Associate Superintendent for ESE	M

Implementation Plan

Exceptional Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
ESE22 Cont.		Another indication of this is the lack of lawsuits which may indicate a high incidence of accommodating parents' wishes to the full extent possible. Note: The Florida State Department's data is based on self-reported staffing levels by the school districts. As such, interpretation of personnel classifications is subject to interpretation and therefore may vary by District.		
ESE23		The District should conduct a cost-benefit analysis to determine if the cost of providing an array of services extensive enough to avert lawsuits outweighs any savings in legal fees. KPMG did not perform a cost-benefit analysis in this area.	Associate Superintendent for ESE	M
ESE24		Expand the availability and use of technology throughout exceptional education to increase productivity and accessibility to accurate and timely information on students (e.g. student achievement and exit data) and programs.	Associate Superintendent for ESE	M

Implementation Plan

Bilingual/ESOL

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
B1	Rename the Bilingual/ESOL Program 2nd Language Acquisition/World Languages and have it report to the Associate Superintendent of Education and Support Programs who will serve as an advocate and provide accountability for this special population. This will ensure that LEP students' needs and concerns are closely monitored at the Associate Superintendent level. Moreover, it will enable the department to more effectively disseminate policy information to the regions.	Superintendent Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	S
B2	Eliminate three Program Assistant positions, and reallocate funds to hire teachers.	Director of 2nd Language Acquisition/World Languages	M

Implementation Plan

Bilingual/ESOL

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
B3	Decentralize the remaining five Program Assistant testing positions to the Area Superintendent Offices to increase regional accountability, and base the number of Program Assistants within each area office on the number of LEP students in that region. This will ensure that there are adequate numbers of Program Assistants to test and evaluate the LEP student population in the regions.	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	S
B4	While a detailed analysis of the referral and screening process is beyond the scope of this study, OCPS should streamline this process so that it is consistent with the peer district average of 12 days Streamlining this process requires a detailed analysis of each step in the process to determine whether the step is necessary or can be done in a more efficient manner.	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	L

Implementation Plan

Bilingual/ESOL

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
B5	Reassign the six Instructional Support Teacher positions, to the Director of Customized Professional Education. The demand for these positions should be assessed by principals' willingness to use their funds to purchase these services.	Associate Superintendent of Education and Support Programs, Director of Customized and Professional Education	S
B6	Eliminate 2 secretarial/clerical positions and reallocate funds to hire new teachers.	Director of 2nd Language Acquisition/World Languages	M
B7	OCPS should create a process to track the exit rate of students from the Bilingual/ESOL program. This can be accomplished by maintaining better records of student exit rates through training on the importance of data, and expanding the availability and use of technology throughout the 2nd Language Acquisition/World Languages Program.	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	M

Implementation Plan

Bilingual/ESOL

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
B8		The Director of 2nd Language Acquisition/World Languages should establish a clear consistent approach to achieving the goal of helping LEP students to attain proficiency in English that agrees on the primary and essential elements of meeting the goal (i.e., base program selection on student needs and school resources).	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	M
B9		Recognize and reward principals that have adopted an approach consistent with research and best practices in bilingual/ ESOL instruction and assessment (e.g., provide principals with a recognition awards ceremony).	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	M
B10		Area Superintendents should work in consultation with the Director of 2nd Language Acquisition/World Languages to ensure that standard Bilingual/ESOL instruction is implemented District-wide. Standardizing Bilingual/ESOL instruction will enable teachers to use appropriate and consistent ESOL instructional strategies.	Director of 2nd Language Acquisition/World Languages	M

Implementation Plan

Bilingual/ESOL

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
B11	Conduct thorough and systemic training for principals and teachers regarding program management policies and procedures to standardize the administration of the Bilingual/ESOL Program. This will ensure that teachers use appropriate and consistent ESOL instructional strategies. One training tool is a compliance checklist for principals to ensure that schools are consistently administering the program.	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	M
B12	Refocus resources on recruitment, staff development, teacher competency, effective and consistent instructional materials, and best practices in bilingual/ESOL instruction.	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	M
B13	Develop tested and "fast track" recruiting efforts for bilingual teachers: − Pursue early identification of high school students who want to be teachers, and develop a program to support them. — Pursue alternate certification measures to draw upon the	Director of 2nd Language Acquisition/World Languages, and Associate Superintendent of Human Resources	M

Implementation Plan

Bilingual/ESOL

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
B13 Cont	large local bilingual population. This will help increase the number of qualified bilingual teachers available to teach in OCPS .large local bilingual population. This will help increase the number of qualified bilingual teachers available to teach in OCPS.		
B14	Establish procedures to ensure that LEP students receive equal and adequate instruction as non-LEP students.	Associate Superintendent of Education and Support Programs, Director of 2nd Language Acquisition/World Languages	M
B15	The District should consider utilizing volunteers where possible to increase the number of multilingual publications.	Director of 2nd Language Acquisition/World Languages	M

Implementation Plan

Title I

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TI1	Title I should report to the Associate Superintendent of Education and Support Programs who will serve as an advocate and provide accountability for the targeted population.	Associate Superintendent of Education and Support Programs	S
TI2	Maintain the Senior Director position, the clerk positions in the Neglected and Delinquent Program, and the Senior Manager positions at the central office. The Senior Director and the Senior Managers will coordinate Title I grant application efforts and disseminate policy information.	Associate Superintendent of Education and Support Programs, and Senior Director of Title I	S
TI3	Retain the Senior Administrator position of Title I Migrant at the central office to oversee the Social Educators in the regions and to provide policy dissemination.	Associate Superintendent of Education and Support Programs, and Senior Director of Title I	S
TI4	Place Social Educator positions in the Area Superintendent Offices that have the highest concentration of migrant students. This will move these functions closer to the schools, and increase the regional accountability for these functions.	Associate Superintendent of Education and Support Programs, and Senior Director of Title I	S

Implementation Plan

Title I

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TI5	Reorganize the 3 support staff positions and one secretary/clerk position within the regional offices to assist the social educators.	Associate Superintendent of Education and Support Programs, Senior Director of Title I	S
TI6	Eliminate the three Program Specialist positions, and reallocate funds to hire new teachers. Streamline compliance and monitoring activities by conducting more desk audits and less site visits.	Associate Superintendent of Education and Support Programs, Senior Director of Title I	M
TI7	Eliminate nine of the 13 secretarial/clerical positions and reallocate funds to hire teachers. This will reduce the number of clerical staff and bring it to a number consistent with KPMG's best practice standard.	Senior Director of Title I	M
TI8	Reallocate the Title I Technology Resource Teacher, the Instructional Support Teachers, the Title I Reading Recovery Teacher, and the Title I Early Literacy Teacher position to the Director of Customized and Professional Education. The demand for these positions should be assessed by principals' willingness to use their Title I funds to purchase these services.	Associate Superintendent of Education and Support Programs, Director of Customized and Professional Education	S

Implementation Plan

Title I

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TI9	Hold the Title I Senior Director and Area Superintendents responsible for ensuring that Title I funds are spent appropriately. Decrease the reliance on paraprofessionals and fund security staff through alternative resources to spend more funds on teachers who have a more direct impact on student achievement. Please refer to Safety and Security recommendation SS5P.	Associate Superintendent of Education and Support Programs, Senior Director of Title I	L
TI10	In order to be effective, a position should be located closest to the core source of knowledge that position is required to draw upon. Therefore, relocate the remaining six staff positions into one central location. They will help increase the efficiency of the Title 1 Program.	Associate Superintendent of Education and Support Programs, Senior Director of Title I	M
TI11	Develop a plan for improved communication among Title I staff. This will ensure that there is a feedback loop in place to prevent staff from duplicating one another's work. It will also help to maximize collaboration of projects within Title I.	Associate Superintendent of Education and Support Programs, Senior Director of Title I	S

Implementation Plan

Vocational Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
VE1	Move Vocational Education to the newly formed and named **Workforce Development** Department within the Division of Planning and Education. This will increase the coordination of similar programs within vocational education and adult/technical programs in order to decrease duplication and take advantage of combined resources. Furthermore, the name of the department, Workforce Development, clearly communicates the functions of these consolidated departments.	Superintendent, Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	M

Implementation Plan

Vocational Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
VE2		The Program Specialist for the Executive Internship Program should be renamed the Program Specialist for Internships and take on the functions that are currently overseen by the Director of Compact and the School-to-Work Coordinator. The Director of Compact position should be eliminated and the School-to-Work position should be moved to a school site to be closer to the high schools and students being serviced.(refer to VE5). This position will be responsible for coordinating student executive and school-to-work internship programs, as well as maintaining district/business partnerships, and identifying and cultivating relationships with new businesses. This position is also responsible for coordinating with Community Relations /Volunteer Services in working with and cultivating business partnerships and the work-study coordinators in Exceptional Education.	Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	M

Implementation Plan

Vocational Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
VE3		Eliminate the Program Specialist for Agribusiness and transfer responsibilities to the Program Specialist for Technology Education. The person in this position should be a generalist, possessing the skills necessary to facilitate program development and trained in best practices.	Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	S
VE4		Eliminate the two district funded Instructional Support Teachers and redistribute functions. The Program Specialist for Internships should take on the responsibilities of coordinating work-study programs and business partnerships. The responsibilities of the technical education instructional support teacher can better be served by the networking design staff in Information Systems, and/or the Technology Consultants in the Regional Offices.	Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	S
VE5		Decentralize and push to high schools functions and responsibilities to ensure that the dollars received from school-to-work grants are being best allocated to support direct services to students at the school site.	Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	M

Implementation Plan

Vocational Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
VE6		The Program Specialist for Internships should develop and utilize survey instruments for students and businesses upon completion of student internships to ensure that programs are both educationally valuable to students and to obtain input on students' skill readiness for the workforce. Students should complete a post-internship survey to both rate the quality of the internships and to provide input to prospective students on daily job responsibilities.	Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	L

Implementation Plan

Vocational Education

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
VE7	In addition to the Florida State Sunshine Standards, the District should create student benchmarks in relation to the six key components outlined in the School-to-Work Opportunities Act, including: – Rigorous, contextual academic instruction – Integrated technical/vocational instruction – Career Development – Work-based/community-based learning integrated with classroom instruction – Linking secondary and post-secondary learning – Promoting equity in academic and career success The District should avail itself of external resources to avoid reinventing the wheel.	Associate Superintendent of Workforce Development, Deputy Superintendent of Education and Planning	L

Implementation Plan

Technical and Adult Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TA1		Merge Technical and Adult Education and vocational education, and change the name to Workforce Development. This will increase the coordination of similar programs and functions within these areas and will enable the District to take advantage of combined resources (e.g., curriculum and staff development).	Superintendent, Deputy Superintendent of Education and Planning	S
TA2		Change the title of the Associate Superintendent of Technical and Adult Education to Associate Superintendent of Workforce Development. This will ensure that the job title clearly communicates the new position function.	Deputy Superintendent of Education and Planning	S
TA3		Implement a financial information system such as SCORE that is capable of tracking all of TAES program information. SCORE is a major initiative underway in the District to acquire and implement a District-wide financial information system and a human resource information system. SCORE may enable the District to capture actual program performance and results at a detail level and match it with actual costs for those activities.	Associate Superintendent of Workforce Development, Systems Office	L

Implementation Plan

Technical and Adult Education

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TA4		ACE should identify and categorize its costs and link these to programs driving these costs to accurately determine how and why costs occur.	Associate Superintendent of Workforce Development, TAES Senior Director	L
TA5		Work with the District Webmaster to create a web-based registration process for students.	Associate Superintendent of Workforce Development, TAES Senior Director	M
TA6		Expand the academic programs and courses where appropriate though distance learning technology. The distance learning technologies available in the district are the Internet and ITV.	Associate Superintendent of Workforce Development, TAES Senior Director	L
TA7		Adopt a formal professional development program in which staff are required to attain a set number of professional development units as part of their performance evaluation. Training should be offered in the use of software applications, network and navigation use, and where appropriate, instructional integration for teaching and learning.	Associate Superintendent of Workforce Development TAES Senior Director	M

Implementation Plan

Instructional Technology

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IT1		Reallocate the functions of the Instructional Technology department to the Planning and Education Division to enable those with expertise on how OCPS technology will be used to control the staffing resources.	Superintendent	M
IT2		Eliminate the Director and two Senior Administrator positions. The functions and staff resources that these positions were managing have been reorganized, creating excess management capabilities. Eliminate one associated clerk position.	Superintendent	M
IT3		Reallocate resources from non-core functions (i.e. developing "World-Class materials") into assisting teachers with creating lesson plans that integrate technology into the core academic curriculum areas.	Superintendent	M
IT4		Reassign the ERC services into the Teacher Academy for Instructional Technology to ensure more effective and efficient use of training resources across the District.	Superintendent	M
IT5		Reassign the Webmaster position under Instructional Services to ensure that format of the Website follows its contents in instructional areas.	Superintendent	M

Implementation Plan

Instructional Technology

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IT6		Reassign the Technical Assistant position within Information Systems to assist with site licensing and demonstration of new products.	Superintendent	M
IT7		Decentralize five technology consultant positions under the Area Superintendents to move the resources closer to the schools and increase accountability to regional customers.	Superintendent	M
IT8		Relocate 2 positions from the document processing unit into the departments which are the primary users of those services: – Technical and Adult Education Services (1 FTE) – Grants development unit within Instructional Services (1 FTE) The District has already begun to reorganize these positions.	Superintendent	M
IT9		Eliminate 5 document processing positions performing dictation and basic word processing.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M

Implementation Plan

Instructional Technology

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IT10		Relocate the graphic arts functions into the Communications and Community Involvement unit who is the primary user of these services. Creating organizational proximity will increase accountability to the primary customers of these services.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M
IT11		Reorganize the instructional television and television production within Communications and Community Involvement unit as they are the primary users of these services. Increase the coordination of ITV content development with Customized Professional Education and the Teacher's Academy.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M
IT12		Eliminate the Administrator Distance Learning/ITV position.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M
IT13		Eliminate the Photographer position and focus resources on higher priority functions.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M

Implementation Plan

Instructional Technology

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IT14		ITV should coordinate with the ERC within the Teacher's Academy and Customized Professional Education to produce, through a more concerted effort, awareness of ITV resources available to teachers.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M
IT15		A. Conduct program evaluations to assess the impact of technology on student performance. B. Allocate funds into school budgets for technology training so that principals can "buy back" instructional training. This will enable the District to assess that value of the services by a school's willingness to pay for them.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M
IT16		Reallocate resources to continue the network implementation efforts of the District.	Superintendent, Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction	M
IT17		Develop incentives such as providing teachers with stipends, credits towards staff development, and providing a lap top to teachers who successfully attain a certain level of technology	Superintendent	M

Implementation Plan

Instructional Technology

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IT17 Cont		proficiency. These incentives are options that should be available to principals to choose from. The number and types of incentives to eventually be selected should be tracked as they are issued.		
IT18		Increase the technology assistance available to teachers by linking teachers who participate in technology training with a teacher who successfully completed training. This will provide teachers with follow-though and continual support which is critical if teachers are to successfully integrate technology into the curriculum.	Superintendent	M

IT19		Create a technology support infrastructure to meet teachers needs, including:
		  – School-based expertise
		  – Peer teacher networks
		  – Regional back-up support
		  – Increasing Network connectivity
		  – Reliable Help desk functions
		  – On-line assistance and detailed documentation
			Superintendent	M

Implementation Plan

Instructional Technology

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IT20	Adopt a program for developing the skill sets required for Technology Coordinators at each school site to decrease the support required from central and area technical staff.	Deputy Superintendent of Planning and Education, Associate Superintendent of Curriculum and Instruction Teachers Academy Principal on Assignment	M

Implementation Plan

Community Involvement

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI1	Reorganize the Government Relations Department as follows: – Reassign the grant proposal writing and technical assistance functions of the Project Development unit (6 FTE) to the new department of Curriculum and Staff Development K-12, and have this unit report to the Deputy Superintendent. This will more closely align the grant development and writing services to its primary customers—the instructional staff. – Move the grants monitoring and compliance functions of the Project Development unit (2 FTE) to Business and Administrative Services, and have this unit report to the Senior Administrator of Financial Accounting.	Senior Manage r of Project Development, Deputy Superintendent of School Support Services, Associate Superintendent for Facilities Services, Chief Financial Officer, Senior Manager Pupil Assignment Planning, Senior Manager Pupil Operations, Senior Manager Real Property, and Governmental Liaison	M

Implementation Plan

Community Involvement

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI1 Cont	– Transfer the Pupil Assignment function (5 FTE) to the Deputy Superintendent of Operations. – Reassign the Real Property function to Facilities Services, where it will be better aligned with the facilities planning function. – Reclassify the Associate Superintendent of Governmental Relations to Governmental Liaison, and have this position report directly to the Superintendent. The Governmental Liaison should work closely with the Executive Director of Communications and Community Involvement.	See previous	M
CI2	Reduce staffing by three positions, including one vacant secretarial position, to bring OCPS more in line with the peer district average.	Senior Manager Pupil Assignment Operations and Senior Manager Pupil Assignment Planning	M
CI3	Reduce clerical staffing by 2 FTE. KPMG recommends eliminating the Secretary to the Senior Manager of Real Property position, and having the Senior Manager of Real Property utilize existing support staff in the Facilities	Senior Manager Real Property	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI3 Cont		Services department. (In the previous recommendation CI2, KPMG recommends eliminating one clerical position in Pupil Assignment unit.) Although these recommendations are aimed at reducing the overall level of clerical staff, both the levels of clerical staff in Project Development (25 percent) and Pupil Assignment (60 percent) units will continue to have clerical staff greater than the KPMG standard due to the "paper intensive" nature of the functions of each of these units.	See Previous	M
CI4		Coordinate with Human Resources to fill these vacant positions as soon as possible.	Senior Manager Project Development	S
CI5		Designate certain days per week (e.g, Monday, Wednesday, Friday) to assist parents with student transfer requests.	Senior Manager Pupil Assignment Operations	S

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI6		Transfer Volunteer Services to the Department of Communications and Community Involvement where it is more functionally aligned with community relations efforts.	Executive Director of Communications and Community Involvement	M
CI7		The functions of community involvement and volunteer services should move to the regional office structure. Each area office should be staffed with a Community Involvement Area Coordinator who would be responsible for recruiting, training, and coordinating community and parent volunteers, as well as serving as a liaison to the business community. Under the regional structure, Area Coordinators would report administratively to the Area Superintendent, but would rely on the Program Specialist of Community Involvement/Volunteer Services for technical assistance. OCPS should hire one Area Coordinator of Community Involvement and utilize existing staff in the Volunteer Services and Community Relations departments to staff these regional office positions. The fiscal impact below is based on an estimated annual salary for the Area Coordinator position.	Executive Director of Communications and Community Involvement	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI8		Reduce clerical staffing by two System Support Clerk positions and three Administrative Assistant positions. Under the new organization structure (refer to page 32), clerical staff will comprise approximately 14 percent of the Community Involvement/Volunteer Services unit total staff. staff. Pool clerical resources at the regional offices to maximize efficiencies. In addition, OCPS should hire one Database Administrator who would have primary responsibility for maintaining the two volunteer services databases. Reduce clerical staffing by two System Support Clerk positions and three Administrative Assistant positions. Under the new organization structure (refer to page 32), clerical staff will comprise approximately 14 percent of the Community Involvement/Volunteer Services unit total staff. staff. Pool clerical resources at the regional offices to maximize efficiencies. In addition, OCPS should hire one Database Administrator who would have primary responsibility for maintaining the two volunteer services databases..	Executive Director of Communications and Community Involvement	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI9		Identify the Orange County Education Foundation as the central point for requesting and receiving all monetary donations from local business to the district. It is in the District's best interest for administrators to consolidate efforts when soliciting from businesses for their support because many businesses do not appreciate multiple solicitations from one organization.	Director of Orange County Education Foundation	S
CI10		OCPS should minimize duplication of efforts and increase coordination between all departments soliciting in-kind or monetary services from local businesses and organizations. Designate individuals as "industry specialists" and have them focus their efforts on soliciting sponsorships from businesses and organizations within their respective industry. Community Involvement Area Coordinators should be responsible for coordinating industry client lists and matching local resources with school needs.	Community Involvement Area Coordinators	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI11		One of the responsibilities of the Community Involvement Area Coordinators should be to disseminate best practice information and work with individual schools and the School Advisory Councils to maximize the use of volunteer resources and community involvement efforts.	Community Involvement Area Coordinators	M
CI12		OCPS should expand the use of computer telephony (both integrated telephone voicemail systems and outbound calling systems) to allow teachers to send and post messages to improve communication and encourage parent involvement. Periodic voice messages could be provided from teachers to parents regarding homework assignments, upcoming events, key dates, volunteer opportunities, etc. While all of the middle and high schools have an outbound calling system (for attendance purposes), it is estimated that only 10 percent of the elementary schools currently have this capacity	Executive Director of Communications and Community Involvement and Director of Management Information Systems	M
CI13		Develop a departmental action plan as described in the following section of this report (refer to Community Relations).	Community Involvement Area Coordinators	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI14		Community Involvement Area Coordinators should work closely with and provide assistance to the School Advisory Councils (SACs) in identifying volunteer opportunities for non-English speaking parents. Given the State's emphasis on parental involvement and the fact that the number of non-English speaking parents is increasing, a critical function of the Area Coordinators should be to identify best practices for increasing minority involvement and share them with other Area Coordinators so they can be replicated district-wide..	Community Involvement Area Coordinators	M
CI15		Rename the Community Relations department Communications and Community Involvement, and move Volunteer Services from Human Resources to this department, as described in the previous section of this report.	Executive Director of Communications and Community Involvement	

Implementation Plan

Community Involvement

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI16	Transfer the employee recognition function (1 FTE) of Employee Communications to the Director of Employee Relations in the Human Resources department, and have this department responsible for the employee recognition programs.	Executive Director of Communications and Community Involvement and Associate Superintendent for Human Resources	M

Implementation Plan

Community Involvement

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI17	Create a unit called "Media Production" and have it report to the Executive Director of Communications and Community Involvement. Move the following positions from Instructional Technology into this department: – 1 Sr. Administrator of Media Production – 1 Sr. Manager of TV Production – 2 Video Production Assistants – 1 Senior Technical Assistant – 3 Technical Assistants – 3 Systems Support Clerks – 1 Photographer This unit should continue to coordinate with the Educational Resource Center and Program Specialists regarding the availability of ITV resources.	Executive Director of Communications and Community Involvement	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI18		Reduce staffing by two Clerk Specialist positions. Under the new organization structure, clerical staff will comprise approximately 19 percent of the Department's total staff. The Department should expand its electronic news clipping service to include all newspapers and disseminate information via e-mail. In addition, archives could be maintained on computer disks rather than in bound volumes.	Executive Director of Communications and Community Involvement	S
CI19		The Department should develop specific performance measures for the objectives identified in the community relations plan and ensure accountability for meeting those objectives. The Executive Director should periodically update internal management on the progress toward meeting the performance outcomes.	Executive Director of Communications and Community Involvement	M
CI20		Develop a departmental action plan that is linked to the OCPS' district-wide strategic plan. The action plan should address the mission, vision, goals, objectives and strategies of the new department of Communications and Community Involvement. This should be a collaborative effort between the Executive Director and department staff.	Executive Director of Communications and Community Involvement	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI21		Increase coordination between these two departments to better leverage resources. For example, the Technical and Adult Education department mails the *Educator* newsletter to more than 310,000 households in Orange County three times per year—a potential opportunity for the Communications and Community Involvement department to disseminate information to Orange County citizens.	Executive Director of Communications and Community Involvement	S
CI22		OCPS should utilize existing ITV infrastructure (the District has already invested more than $2 million) to disseminate additional information District-wide. The satellite communication system could be used to communicate such things as the Superintendent's message, upcoming events, and individual school highlights.	Executive Director of Communications and Community Involvement	M
CI23		OCPS should provide job shadowing opportunities for employees throughout the district to increase awareness and understanding of the roles and functions of certain departments.	Executive Director of Communications and Community Involvement	M

Implementation Plan

Community Involvement

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI24		The Director of Communications/Media Relations should work with Human Resources to incorporate media relations training into the New Principal Induction Program and other inservice training for principals and school administrators that interact with the media.	Director of Communications/Media Relations and Associate Superintendent for Human Resources	M
CI25		Communications and Community Involvement should have primary responsibility for the content of the District's website. In addition, OCPS should expand its website to include school-by-school information, budget documents, Internet addresses for individual departments and schools, etc.	Executive Director of Communications and Community Involvement	M
CI26		Community Involvement Area Coordinators should work closely with the SACs and Program Specialists of World Language/Multicultural to identify methods to encourage SAC participation from minority populations. (i.e. articles in minority papers, and multi-lingual promotional materials).	Executive Director of Communications and Community Involvement	M

Implementation Plan

Community Involvement

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
CI27	Community Involvement Area Coordinators should design a member recognition program aimed at increasing SAC member's length of service (i.e. peer-to-peer networking, recognition programs, annual spotlight awards and other public commendation efforts).	Executive Director of Communications and Community Involvement	M

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM1		Reorganize Facilities Services as illustrated in the organization chart. Specific changes include: – Implement facilities planning function. – Real Estate should be transferred to Facilities Services. – The Senior Manager Design and Services position should be moved to Facilities Services. – A more comprehensive energy management function should be implemented using existing staff. – Realign responsibility for F.I.S.H., clerical, and information support. – The Director of Special Services also directs Environmental Programs.	Associate Superintendent of Facilities Services	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM2	The Facilities Services leadership team must finalize and implement its strategic mission and plans to ensure that there is a coordinated effort to plan, design, construct, and maintain quality facilities for the students of Orange County. Facilities Services should involve all relevant staff in the development of the mission, vision, goals, and responsibilities, and should give all Facilities Services staff the opportunity to provide input. When finalized, the vision, mission, goals, and responsibilities should be disseminated to all Facilities Management employees.	Associate Superintendent of Facilities Service, Senior Director of Design and Construction and Maintenance Director	S
FM3	OCPS should define the Facilities Steering Committee's role in writing, and should explain to the committee the district goals, procedures, and processes, as well as project responsibilities. OCPS should also ensure that the committee members are broadly representative of the community and that they are free from conflict of interest. In addition, OCPS should develop a mechanism for documenting decisions of the committee and for submitting recommendations to the School Board.	Associate Superintendent for Facilities Services	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM4	OCPS should establish a planning function in Facilities Services as soon as possible to address current planning requirements. The responsibility for facilities planning should be assigned to the Senior Manager Real Property position (which should be transferred to Facilities Services). In addition, the Senior Manager Office Design and Services position be should be assigned to support this planning function. Facilities Services should continue to utilize the Facilities Steering Committee and its mission should be expanded to include the entire planning process, from needs determination to construction.	Senior Manager Real Estate and Senior Manager Office Design and Services	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM5	OCPS should consider alternatives prior to using construction funds. Alternatives include: − Revising the timing of the school day and school year to include extended-day schedules and year-round schools. − Evaluating how existing facilities could be used more efficiency to include revising grade-level configuration and making changes in attendance boundaries. Consider the use of alternative sites for the growing student population in lieu of building new schools. Alternative sites could include major employers in the area, vacant shopping centers, etc. In addition, OCPS could arrange for a local university (such as the University of Central Florida) to create a school on its campus to use as a teaching site for education students.	Associate Superintendent of Facilities Services	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM6	OCPS should continue to work to minimize the maintenance and operations requirements of new facilities. The district should ensure that the factors used minimize maintenance and operations costs based on appropriate standards from comparable school districts, government agencies, and private industry.	Associate Superintendent of Facilities Services	S
FM7	OCPS should establish policies and procedures that define "education facilities construction" and identify the types of expenditures that are consistent with that definition.	Associate Superintendent of Facilities Services and Senior Director of Design and Construction	M
FM8	OCPS should conduct an assessment to evaluate whether the District is using all available building capacity to the fullest extent.	Associate Superintendent of Facilities Services and Senior Director of Design and Construction	M
FM9	OCPS should prioritize items within each program's budgets.	Associate Superintendent of Facilities Services and Senior Director of Design and Construction	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM10	The Facilities Director should present the School Board with a full accounting of the use of all capital funds at least once each year.	Associate Superintendent for Facilities Services and Senior Director of Design and Construction	M
FM11	OCPS should work to meet time frames as much as possible. When time frames are not met, the District should revise its time frames accordingly and identify why the time frames were not met. The District should also provide updates to the Board and the public.	Senior Director of Design and Construction	S
FM12	OCPS must examine the impacts of House Bill 17A and other state initiatives and develop a strategy to address these issues. Work programs, plant surveys, capital budgets and other related documents must be developed and/or updated to meet state requirements.	Senior Director of Design and Construction	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

FM13	The Construction Management Department should be reorganized to facilitate the execution of its engineering, design, and construction functions. Reorganize the department into three sections reporting to the Senior Director:
	– **Engineering/Design and Inspection**: This unit should be responsible for architectural, civil, mechanical, and electrical engineering functions, and Uniform Building Code inspections. This section should focus on providing the expertise needed for:
	    • Design contract administration
	    • Design review
	    • Limited in-house designs
	    • Uniform Building Code Inspections
	Project Management (design through construction): This section should manage all projects from design through construction. All project management functions should remain centralized, but project managers should be assigned to support specific geographic areas of the District.
	– **Construction Services**: This section should manage the installation of portables and do small capital projects.
		Associate Superintendent for Facilities Services and Senior Director of Design and Construction	S

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM13 Cont		This new organizational structure eliminates two of the five Senior Administrator positions and three draftsman. These two positions are currently vacant; their elimination will facilitate the addition of two lower level project managers. These two positions, one manager and one senior manager, are needed to provide additional project management capabilities. Three draftsman positions are also eliminated; these positions are currently underutilized. Four engineer positions are added to provide in-house design expertise. These engineers should include at least one of the following: one civil engineer, one mechanical engineer, and electrical engineer. An additional engineer should be added to handle additional workload increases.		
FM14		Rename Construction Management to accurately reflect its functions. A more accurate name would be Design and Construction Department.	Associate Superintendent for Facilities Services and Senior Director of Design and Construction	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM15	Facilities Services should assess the feasibility of contracting out for all or a portion of portable functions. If outsourced, the unit currently responsible for this function should be eliminated.	Senior Director of Design and Construction	S
FM16	OCPS must continue to focus on addressing the projects on the priority list and should develop a plan for addressing these issues. Life safety issues must be resolved and the appropriate action plans should be expeditiously developed and implemented.	Associate Superintendent for Facilities Services and Senior Director of Design and Construction	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM17	Facilities Services should select, develop, and utilize standardized program/project management, reporting, and tracking tools to help effectively manage the planning, design, and construction programs. Individual project status reports should continue to be developed. These tools should allow for the development of a master planning schedule that reflects the key design and construction milestone dates for all the projects budgeted for execution during the fiscal year. Scheduled progress information can be added to this schedule. From this master schedule, budget curves can be developed to track program execution from a financial perspective. These tools should also be utilized for the measurement of performance. Potential software used for this includes Microsoft Project, a software program the District currently has.	Associate Superintendent for Facilities Services and Senior Director of Design and Construction	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM18	OCPS should continue its efforts to reduce construction costs. This should include the following: – The utilization of more independent construction estimates to ensure that they are paying a fair price for construction projects. These estimates should be accomplished through in-house staff or through a separate firm under contract. These costs vary depending on the estimates sought and cannot be determined at this time. – Continue to work with the Construction Oversight Value Engineering (COVE) Committee to find methods to build schools within the amounts specified. – The District should continue to investigate designs that can be site adapted to save on design costs. – Designs can be formally value engineered by engineer/design and construction firms to identify additional savings. – Economies of scale should be considered when developing construction packages; there may be a cost	Associate Superintendent for Facilities Services and Senior Director of Design and Construction	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM18 Cont	– savings in management and materials by building more than one school under the same contract. When developing methods to reduce construction costs, quality should not be sacrificed. Adequate standards and specifications must be maintained to obtain a long-lasting, maintainable, quality facility.		
FM19	OCPS should work with the DOE to resolve the difference in construction costs.	Associate Superintendent for Facilities Services and Senior Director of Design and Construction	M
FM20	The School Board should consider establishing a total "not-to-exceed" cost per square foot contract amount for each new project prior to the beginning to the initial planning phase.	Senior Director of Design and Construction	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM21	Facilities Services must establish itself as the leader and key team member in the development of the capital and operating budgets for the functional areas administer. The budgets should be developed through a team process. Plant surveys, priority lists, work programs, plans, and other tools should serve as the basis for building and finalizing the budgets.	Senior Director of Design and Construction	S
FM22	OCPS' architect selection committee should review and evaluate the architects' performance at the completion of projects, and should report findings to the School Board.	Senior Director of Design and Construction	M
FM23	Future project descriptions should include all relevant information, such as that cited in OPPAGA's Best Financial Practices and Indicators.	Senior Director of Design and Construction	M
FM24	OCPS should ensure that these building evaluations are comprehensive, and that other evaluations are performed at appropriate intervals during the first three to five years of operation.	Senior Director of Design and Construction	M

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM25		OCPS should analyze building evaluations to determine whether facilities are fully used, operating costs are minimized, and changes in the District's construction planning process are needed. This should include: – Conducting formal, structured post-occupancy building evaluations to assess facility use and operating costs Using the results of the evaluation to compare the product with the specifications to see whether the District received the product it said it wanted, and whether the District still needs the product built.	Senior Director of Design and Construction	M
FM26		Work processes should be reviewed and updated. Procedure manuals should then be developed to facilitate the uniform execution of programs and projects. When formalizing the work processes, elements from the OPPAGA Best Financial Practices and Indicators checklist should be incorporated.	Senior Director of Design and Construction	M

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM27		Environmental Compliance should focus on the core environmental programs for which environmental regulatory compliance is required. If OCPS staffed closer to the peer average, 4 of the current 15 positions could be reduced.	Director of Special Programs	M
FM28		Collapse existing 13 maintenance zones into four or five areas, depending on the organization structure implemented by the District. Estimated fiscal impacts are based upon five areas. – Allocate trade personnel based on regional needs. Area offices should coordinate to allow for consistent distribution of workload among the areas. – Reassign two existing maintenance managers that currently monitor the District's thirteen zones as Area Maintenance Coordinators for two of the area offices. – Upgrade two or three Zone Lead positions to Area Maintenance Coordinators.	Associate Superintendent of Facilities Services and Director of Maintenance	L

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM29	Eliminate the FMT program. Reassign 108 of 167 FMT and Zone Lead (ZL) positions to trade positions. Ensure area coordinators best leverage their trade specialists among schools within their region. Eliminating 59 FMTs and ZLs positions will result in savings to the District of $1,298,000[1]. Upgrading 105 FMTs/ZLs to trades will require an investment of $1,103,000.	Director of Maintenance and Associate Superintendent of Facilities Services	S
FM30	Reinitiate the preventive maintenance program to prolong the useful life of equipment and facilities and reduce the District's exposure to large (unscheduled) expenditures. Please note that preventative maintenance is a funded activity within OCPS, but preventive maintenance is not currently emphasized in the organization's operations.	Director of Maintenance	S

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[1] Based on average FMT salary (including benefits) of $22,000.

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM31	Consider assigning certain minor preventive maintenance tasks (such as changing air filters) to custodians.	Director of Maintenance and Administrator Custodial Services	S
FM32	OCPS and Facilities Services should ensure that its budget adequately addresses recurring maintenance tasks, and that it includes sufficient funds for deferred maintenance projects. OCPS should also ensure that the budget process provides for periodic evaluation of actual versus planned expenditures.	Director of Maintenance	M
FM33	OCPS should ensure that it analyzes maintenance and operations costs to identify improvements to the construction management process, and use the information obtained from this analysis to implement changes that will result in documentable cost savings.	Director of Maintenance	M
FM34	Develop clear and concise definitions of roles and responsibilities between maintenance and construction. This will enable clear differentiation between functions, reduce duplication of services, and improved management of resources.	Senior Director of Construction and Design and Director of Maintenance	M

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM35		Develop and implement work standards, quality levels, completion schedules, and other standards for job performance. Also develop internal and external performance measures to monitor performance and identify areas of concern. OCPS should continually benchmark these measures with other school districts and the private sector (if applicable).	Director of Maintenance	M
FM36		Develop a system for projecting cost estimates associated with maintenance projects.	Director of Maintenance	M
FM37		OCPS should work to reduce the cost of electricity within the District by negotiating better rates with Florida Power and Light.	Director of Maintenance	M
FM38		Consider implementation of Energy Education, Inc.'s proposal to save OCPS an estimated $30,000,000 over seven years with the implementation of an energy management program. Energy Education contractually guarantees to save the District more money than their fees; if estimated savings are not achieved they will reimburse the District for the difference. The final three years of the program provide the	Director of Maintenance	M

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM38 Cont		largest benefit because OCPS would not have to pay Energy Education's administration fees. The average savings per year, for the first five years is approximately $1,500,000.		
FM39		OCPS should use external benchmarks to determine more cost-effective ways to meet health and safety standards. To improve energy efficiency, OCPS should consider collaborating with its utility providers, the U.S. EPA, available local industry expertise, and/or other organizations to identify energy efficiency benchmarks and implement actions to increase cost efficiency. If OCPS could reduce utility expenditures to the regional average (per student) it would save $595,000 per year. Obtaining an improved power rate or reduce electric usage should be the primary method investigated to obtain these. If OCPS implements Energy Education's program, KPMG assumes that the $595,000 savings will be captured in that program.	Director of Maintenance	M
FM40		Determine costs and benefits of configuring schools with PLC.	Director of Maintenance	S

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM41		Ensure that all future schools equipped with DDC use equipment utilizing a standard open system (e.g. BackNet). This will provide a standard reporting monitoring system and enable the District to make equipment purchases based on overall quality, and not necessarily the equipment's ability to be integrated into the existing DDC system. Savings attributable to Energy Education's plan and the recommendation associated with reducing electric costs (at a savings of $595,000) are mutually exclusive. KPMG assumes that the $595,00 would be included in the Energy Education's plan; however, if OCPS does not implement Energy Education's plan, it should achieve the $595,000 savings attributable to a better power rate. KPMG developed a range of savings, $595,000 to $1,500,000, and determined a conservative midpoint of $1,000,000.	Director of Maintenance and Associate Superintendent of Facilities Services	S
FM42		Develop or contract out for a training program that enables staff to integrate new technologies, materials, and processes into maintenance activities.	Director of Maintenance	M

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM43		Provide continual staff development to ensure staff maintains a consistent level of capabilities. This will ensure staff members possess a high level of competency and understand work procedures.	Director of Maintenance	M
FM44		Work with local technical colleges to provide career advancement courses to those employees willing to use personal time and money to acquire managerial skills. Local community and technical colleges charge approximately $100 per credit hour for management courses. If OCPS selected five candidates that possess the ability and willingness to enroll in 6 credit hours of management related courses, the cost would be $3,000, or $600 per person. Six hours of management courses provides an individual with a solid understanding of basic managerial skills and would be suitable for team leaders, shop managers, or foremans. As job requirements and responsibilities associated with a position increase, OCPS may require staff to take additional courses. This gives employees the opportunity to obtain the skills	Director of Maintenance	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM44 Cont	necessary to advance within the District. Additionally, this program will enable the District to hire qualified candidates from within (which fosters ownership).		
FM45	Implementation of Financial Information System will enable OCPS to track and monitor work order activity. This will enable: development of performance measures, monitoring of performance, turnaround time, and tracking of costs (labor, material, and supplies). Please note that the implementation of the Financial Information System is part of the Human Resource Financial Information System that the District is currently in the process of purchasing. Therefore, the cost of the Financial Information System is not realized by Facilities, but by the Information Systems Department.	Director of Maintenance	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM46	Educate users on how to properly use current work order system to submit, track, and follow-up on submitted work orders. Education could be a pamphlet or mailing explaining the process. Classes, seminars, tutorials, or additional staff is not necessary.	Director of Maintenance	M
FM47	Continue with plans to revise and update the policy and procedure manual. Updated policies and procedures allow for clear definitions of roles and responsibilities and a standard level of job quality and performance. This in turn allows personnel to be responsive to the missions and goals of the Maintenance Department and its role within Facilities Services.	Director of Maintenance	M

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM48	Use OPPAGA's *Best Financial Management Practices* as a management tool to monitor performance, identify areas for improvement, and determine appropriate staffing levels. Also, the effective implementation of programs to achieve 'best practices' will allow the District to demonstrate to Orange County citizens the effective management of taxpayer funding. This in turn may enable OCPS to garner increased voter support for bond referendums.	Director of Maintenance	L
FM49	Integration of the new Financial Information System's requirements will provide this capability. This will free up valuable personnel time and enable quick and accurate retrieval and monitoring of information. Please note that the implementation of the Financial Information System is part of the Human Resource Financial Information System that the District is currently in the process of purchasing. Therefore, the cost of the Financial Information System is not realized by Facilities, but by the Information Systems Department.	Director of Maintenance	S

Implementation Plan

Facilities Use and Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM50		Implement a Computer Aided Facilities Management (CAFM) program that enables the tracking of maintenance projects, schedule future maintenance projects, and coordinate activities with construction. This component may be offered through the District's Financial Information System.	Director of Maintenance	S
FM51		OCPS should consider developing a hazardous materials business plan.	Director of Maintenance	S
FM52		Allocate existing Custodial Technicians to five area offices and change title to Area Custodial Coordinator. This will provide the District with appropriate oversight and training.	Director of Maintenance	L
FM53		Add one Area Custodial Coordinator to provide uniform support.	Director of Maintenance	L
FM54		Update and modify the Custodial Handbook to ensure District policies and procedures meet current federal, state, and local regulations and address the appropriate use of new technologies and equipment.	Director of Maintenance	M

Facilities Use and Management

Implementation Plan

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM55	Continue to evaluate opportunities to outsource custodial operations in additional schools. Expansion of outsourcing program to include 20 additional facilities in FY 1998-1999 will result in savings of $540,000.	Administrator of Custodial Services	S
FM56	Integrate more stringent performance measures and technical provisions into future contracts to ensure contractors provide appropriate level of service. Additionally, increase number of OCPS inspections to monitor performance. This will increase performance and raise the quality of work provided by contractors.	Administrator of Custodial Services	S
FM57	Evaluate renewal considerations based on past performance, principal input, and costs and benefits of in-house capabilities. Situations where in-house capabilities can provide better service at a similar or reduced cost, should be considered in light of contracted services.	Administrator of Custodial Services	M
FM58	OCPS should reduce Special Crews staff by 3 FTE to bring staffing levels in line with regional averages.	Administrator of Custodial Services	M

Facilities Use and Management

Implementation Plan

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM59	Eliminate all positions that have been vacant for more than six months. As of February 1998, five positions have been vacant for more than six months. Long-term vacancies indicate that the organization has adapted by successfully reengineering activities.	Administrator of Custodial Services	S
FM60	Develop a coordinated schedule for installing playground equipment. This will ensure that operations are coordinated and maximize the efficient and effective use of OCPS resources.	Administrator of Custodial Services	S
FM61	Identify needs in accordance with demand (i.e., demand for spreading of clay occurs at the start of baseball season). After identifying demand, schedule with other departments to secure the necessary equipment and personnel needed to complete projects.	Administrator Special Crews	S
FM62	Eliminate or outsource the gym floor maintenance function or transfer the function to a more appropriate department, such as Custodial Services.	Administrator Special Crews	S

Implementation Plan

Facilities Use and Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FM63	Investigate the costs and benefits of expanding lawn mowing outsourcing initiatives. If in-house capabilities provide the District with an economically feasible alternative to outsourcing, then allow in-house staff to perform. However, it is imperative that all costs associated with in-house performance are captured. Failure to capture overhead and other miscellaneous costs could generate a false financial picture, and lead to an erroneous decision.	Administrator Special Crews and Director of Maintenance	S

Implementation Plan

Personnel Management

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
HR1 A		Make the following organizational changes: Human Resources should continue to provide the leadership and support needed to: – attract and retain high quality staff for a full range of district needs. – develop clear performance expectations and evaluation processes. – provide opportunities for non-instructional staff to maintain and advance their knowledge and skills.	Superintendent and Associate Superintendent for Human Resources	M
B		Restructure the current Government Relations section. Have the Government Liaison (i.e. Associate Superintendent) report directly to the Superintendent, assign the Project Development Office to Planning and Education, assign the Pupil Assignment Office to Operations and assign the Real Estate Acquisition function to Facilities Services.	Department Heads of Functions	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
C	Eliminate the current Special Services section and the position of Associate Superintendent for Special Services. Assign the Alternative Programs functions to Planning and Education, assign the Special Services Area Administrators to the new area offices, and assign Security Services to Operations.	Superintendent and Department Heads of Functions	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

D	Reorganize and restructure the Human Resources functions to reflect the outcomes noted in A.
	  – Assign the responsibility of placing a portion of district purchases and contracts with qualified minority businesses to the purchasing department. Have Internal Auditing assure compliance through periodic reviews. This transfer of responsibilities will allow the elimination of three positions from the current Minority Business Enterprise.
	  – Organize Collective Bargaining and Employee Benefits (health & wellness) within Human Resources.
	  – Reassign the Volunteer Services unit to Community Relations
	  – Incorporate EEO responsibilities including investigating complaints into the Employee Relations section and eliminate the Sr. Manager position.
		Associate Superintendent for Human Resources, Director of Employee Relations, Director of Internal Audit, and Director of Community Relations	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
D (Cont)	− Assign one Employment Service support staff member to each of the new regional centers as a Human Resources liaison. Move standardized teacher and principal instructional professional development positions to the Teacher Academy and customized training positions to the CPE. Delete the position of the Senior Manager of NEO and Classified staff as the majority of functions within the Training and Development department will be moved to the instructional area and two director level positions already exist in the instructional area.		

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
PM2	Outsource both facility related units of Special Services (ELC/CENTA-PLEX and Office Design Services). Explore a sale/lease back agreement for the ELC facility and invest the proceeds in school facilities. This may require special enabling legislation, therefore the it should be referred to the Florida State Legislature for formal consideration.	Associate Superintendent for Human Resources	M
PM3	Develop a formal process for projecting staffing needs over a multi-year period and link it to a comprehensive action plan for recruiting. This planning model needs to reflect expected Districts directions for instructional programs and services, projected staff turnover, and expected growth of student enrollments and needs.	Associate Superintendent for Human Resources	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
PM4	Increase and expand recruiting efforts.		
A	Establish programs to encourage and support current district employees to become certified in areas of high need (e.g., special education). – Encourage and support current classified staff to become certified (e.g., special job schedules, *Pathways to Teaching Program).*	Associate Superintendent for Human Resources	M

B	Focus additional recruiting efforts in states where teacher shortage is not a problem, particularly in the Northeast and Midwest.
	   – Visit teacher colleges early each year.
	   – Attend educational job fairs.
	   Consider outsourcing to firms in target areas.
		Associate Superintendent for Human Resources	S

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
C	Explore inexpensive ways of communicating need: – Articles in newsletters of national and state teacher associations. – Contact placement offices of teacher preparation colleges in target states. – Consortium of area districts to share costs. – Article in AARP to reach retirees.	Associate Superintendent for Human Resources	S
D	Approach school districts and private companies that are downsizing to develop jointly sponsored transition programs.	Associate Superintendent for Human Resources	M
E	Develop approach to helping individuals finance teachers' preparation costs with a commitment to repay over years of teaching in the district.	Associate Superintendent for Human Resources	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
F	Explore expansion of student teacher programs, including colleges in other states.	Associate Superintendent for Human Resources	M
G	Develop housing arrangements to support expanded student teacher program and help out-of-state candidates make a transition to the area.	Associate Superintendent for Human Resources	M
H	Explore recent retirees from other states who have or are willing to retire to Florida (for both regular and substitute positions).	Associate Superintendent for Human Resources	M
PM5	Address both supply and demand for substitutes by:		

A	Address both supply and demand for substitutes by:
	    A. Increasing the number of available substitutes.
	      – create program to select/train current classified staff
	      – publicize need through stories in local media.
	      – focus on recent retirees from other states (AARP).
	      – require certified staff working in non-classroom assignments (including administrators) to substitute some days each year.
		Associate Superintendent for Human Resources	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING

B	Reducing the number of teacher absences.
	    – expand current OCPS financial incentive piloted to reduce teacher absences to more schools (the District uses current substitute funds to provide a limited number of schools who are able to reduce teacher absences with financial incentives).
	    – coordinate scheduling of staff development activities to reduce peak demands for substitutes.
		Associate Superintendent for Human Resources	M

PM6	Assign the following performance evaluation related responsibilities to Human Resources:
	    – assure that performance expectations for each position are written clearly and provided to all employees.
	    – develop evaluation models and processes for all employees.
	    – support supervisors who are responsible for conducting staff evaluations.
		Associate Superintendent for Human Resources	M

Implementation Plan

Personnel Management

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
PM7	Review the Management Technical Compensation plan to: – minimize/eliminate "job title creep." – assure salaries reflect current job market. – assure evaluation process is focused on outcomes and is less time consuming.	Associate Superintendent for Human Resources	S
PM8	Establish and communicate to these departments clear District expectations regarding recruiting and hiring of staff. Have Internal Auditing review compliance on a regular basis. Identify and assign the costs incurred by Human Resources to support food services.	Associate Superintendent for Human Resources	M
PM9	Acquire and install new Human Resource software and integrated systems for position management and benefits. In addition, increase the capacity of SEMS..	Associate Superintendent for Human Resources	L

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS1	Create an ad-hoc committee comprised of joint representatives from the Safety function and Facilities Services to address joint safety issues.	Associate Superintendent of Human Resources	M
BS2	The Senior Manager of Risk Management position can be eliminated, thus increasing the Director's span of control from three to six.	Deputy Superintendent of Education and Planning, Office of Planning and Solution Development	M
BS3	OCPS Risk Management should move forward aggressively in establishing a program to compare its rate of claims with other benchmarked entities. The focus of this effort should be to lower the cost of claims that exceed the norms of other comparable entities. The program should include coordination with other District organizations to address steps that should be taken to reduce the incidence of claims, such as employee safety training, and facility and grounds maintenance.	Associate Superintendent of Facilities	M
BS4	OCPS should continue to work with the Committee of Fire Chiefs to develop an implementation plan to prioritize and correct fire alarm and "6.A2" safety issues in a timely	Associate Superintendent of Facilities	M

Implementation Plan

Business Services

	RECOMMENDATION		TIMING
BS4 Cont	manner. This plan should include the selection of a. standard alarm to be utilized on a District-wide basis		
BS5	The Associate Superintendent of Facilities Services should be responsible and accountable for the timely resolution of life safety issues. As life safety issues pose a significant risk to OCPS students, teachers, and administrators, resolution of these issues should be an integral part of the Director's performance evaluation.	Associate Superintendent of Facilities	M
BS6	As proposed in the OMB section of this report, the Budget Department will report to the Director of Finance. See detailed discussion in the OMB section. Additionally, the two positions in the Project Development Department responsible for monitoring and compliance activities should be reassigned to the Finance Department reporting to the Senior Administrator of Finance. These positions should each be titled as Administrator positions. This will result in more effective and efficient communication in regards to grant monitoring and compliance.	Chief Financial Officer	M

Implementation Plan

Business Services

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS7		Organizationally, the Budget Department should report to the Director of Finance. This structure will enhance communication between Finance and Budget personnel.	Chief Financial Officer	M
BS8		Payment and shipping terms should be part of each vendor's master file. OCPS should take advantage of payment terms whenever possible as the capability is in place with the weekly check runs. Based on discussions with management, OCPS could receive the payment terms of 1% 10, net 30 on 20% of their total purchase orders of $116,000,000.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS9	The Purchasing Department should be responsible for capturing all pertinent vendor data within the vendor file. Read-only access to vendor information should be made available to all parties involved in purchasing and accounts payable through system enhancement.	Chief Financial Officer	M
BS10	Each school location should assign receiving duties to a custodian. These duties should include preparation of receiving reports and ensuring total of items received agrees to attached shipping documentation. The successful implementation of this recommendation hinges upon the communication of this policy to school personnel.	Chief Financial Officer	M
BS11	As part of the new system implementation, the Finance Department should develop monthly reports which are geared towards the end-user. Prior to designing monthly reports, user input should be obtained.	Chief Financial Officer	M
BS12	This department should be renamed Procurement Services to more accurately reflect its functions. Labor Relations responsibilities should be assumed by Human Resources.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS13	The Manager of Minority Business Enterprises should be eliminated and the responsibilities should be assumed by the Purchasing Department. See estimated fiscal impact in the Human Resources section.	Chief Financial Officer	M
BS14	Property Control personnel and duties should be reassigned to the Purchasing Department. This will properly aid in the timely tagging of tangible personal property. Surplus Property personnel, duties and location should be reassigned to Warehousing and Distribution. Internal Audit should report to the School Board as discussed in detail below. This allows for the elimination of the Senior Manager of Property Control and Internal Audit.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS15	In accordance with Florida Statutes, as noted in OPPAGA Best Practices, the Internal Audit Department should report directly to the OCPS Board, or its designee (Superintendent). This will ensure maximum independence from District operations, broad audit coverage and adequate consideration of and action on the findings and recommendations of the internal auditors.	Chief Financial Officer	M
BS16	The surplus property warehouse should be combined physically with the main warehouse to more effectively utilize the warehouse space. This will allow for the elimination of the surplus warehouse facility and promote more efficient surplus property operations.	Chief Financial Officer	M
BS17	The gathering and reporting functions for IRS Form 1099 information should be contained in the same location. As Accounts Payable is responsible for issuing Form 1099's, they should also be responsible for compiling the relevant information.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS18	The Purchasing Department should create a formal program to identify and evaluate possible savings through the use of outsourcing.	Chief Financial Officer	M
BS19	OCPS should evaluate the recommendations made in a recent purchasing and warehousing study. A formal plan and timeline for implementation should be developed for viable recommendations. Explanations should be documented for recommendations not implemented.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS20	OCPS should implement a purchasing card program. This will allow OCPS the flexibility of limiting each cardholder's purchasing power based on their job functions. In 1996-97, approximately 23,000 purchase orders for $100 or less were processed (approximately 36% of all purchase orders processed). The implementation of the purchasing card program would eliminate the processing of all of these low dollar purchase orders. Conservative fiscal savings would represent 36% of the purchasing operating budget of $681,000. Additionally, OCPS should increase the thresholds for verbal and written quotes and sealed bids to state levels.	Chief Financial Officer	M

Implementation Plan

Business Services

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS21		As part of the implementation of the new system, approval of purchase requisitions should be a computerized process. This will allow for more timely processing of purchase requisitions. Additionally, purchase requisitions, purchase orders and receiving reports can be generated and matched on-line, thus shortening the length of time it takes to process purchase order payments.	Chief Financial Officer	M
BS22		Vendor payment and shipping terms, including discounts and drop shipment capabilities, should be negotiated as part of the bidding process. Past vendor history and performance information should be included as part of each vendor's master file and maintained for at least three years. Vendor performance information should be a significant factor in awarding future contracts. See additional comments below.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS23	Purchasing information including the number of purchase orders and the total volume of business in quantity and dollars should be accumulated annually for all vendors. This information will give OCPS leverage in negotiating volume discounts and payment terms.	Chief Financial Officer	M
BS24	OCPS should develop comprehensive vendor performance criteria. Examples of best practice performance measures include damage free delivery rates, defect rates, order to delivery lead-times, on-time delivery percentage and supplier response time.	Chief Financial Officer	M
BS25	See comments on previous page regarding vendor delivery terms.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS26	Based on an analysis of three frequently purchased inventory items, standard copy paper, Hewlett Packard printer cartridges, and 3x3 post-it notes, when the indirect cost of the main warehouse is applied to the cost of inventoried items it becomes less expensive for OCPS to purchase items directly from local retailers. These local retailers offer free delivery, to the requesting location, with purchases in excess of $50, and one to two day delivery terms based on the time of order. OCPS should perform a more detailed cost analysis of maintaining inventory and explore the possibility of eliminating the warehouse function. The use of local retailers with favorable delivery terms will alleviate long lead times during the warehouse's peak seasons.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS27	In order to determine the cost of warehouse supplies to requisitioning locations, direct labor and overhead should be included as a component of costs charged to requisitioner's budget. This will appropriately allocate the costs of the warehouse throughout the District. See additional comments in the preceding recommendation.	Chief Financial Officer	M
BS28	District-wide standards should be established for the purchasing of homogeneous supplies. The standard should be exclusive of brand names.	Chief Financial Officer	M
BS29	A policy should be established requiring District employees to requisition inventoried items from the warehouse prior to purchasing directly from vendors. This will reduce the number of purchase orders and vendor invoices processed in the central office and ensure compliance with standards as recommended above.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS30	Backorder capability should be integrated as part of the new system.	Chief Financial Officer	M
BS31	Department directors and school principals should be responsible and accountable for property and equipment at their locations. This will include the timely follow-up and recovery of stolen or lost items. This responsibility should be included as part of their performance evaluations. Performance should be measured with a comparison of lost and stolen property per principal. A goal of reducing unlocated items by 90% should be established by OCPS.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS32	Property identification tags should be produced upon generation of receiving reports. This will allow for the timely tagging of property.	Chief Financial Officer	M
BS33	Internal audits are currently performed on school internal accounts and at the ELC, as requested. At the School Board's direction, regularly scheduled internal audits for internal accounts and Education Leadership Center (ELC) departments should be developed using a risk based approach. The Internal Audit Department (IAD) currently has a three year backlog of audits. The additional volume of risk based audits at the ELC should be outsourced. This will require OCPS to purchase additional services.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS34	The IAD's primary mission should be to provide assurance that internal control processes in the organization are adequately designed and functioning effectively. Where appropriate, the IAD should offer management recommendations to improve their performance.	Chief Financial Officer	M
BS35	Internal Auditing developed a plan to complete these audits by the end of fiscal year 1998. Adherence to this plan should be linked to auditors' performance evaluations and compensation increases. This backlog could be a result of over-compliance with state statutes. Audit programs and procedures should be reevaluated and designed to meet minimum compliance standards.	Chief Financial Officer	M
BS36	Department directors and school principals should be responsible and accountable for internal audit findings. This will include the timely response and resolution of such findings. These items should be tied to the performance evaluations of the responsible positions.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS37	Follow-up on prior year's findings should be included in the report to the Board. This should include an analysis of the number of times of recurrence for each finding.	Chief Financial Officer	M
BS38	Organizationally, the Payroll Services Department should report to the Director of Finance. This new structure will allow for the downgrade of the Director of Payroll Services position to a Senior Administrator and the elimination of one Systems Support Clerk position and one Specialist position. Elimination of these positions will be facilitated by implementing the new integrated system. The remaining positions should be reorganized as indicated in the proposed organizational chart. This new structure will align responsibilities for span of control with more appropriate titles.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS39	Organizationally, the Payroll Services Department should report to the Director of Finance. This new structure will allow for the downgrade of the Director of Payroll Services position to a Senior Administrator and the elimination of one Systems Support Clerk position and one Specialist position. Elimination of these positions will be facilitated by implementing the new integrated system. The remaining positions should be reorganized as indicated in the proposed organizational chart. This new structure will align responsibilities for span of control with more appropriate titles.	Chief Financial Officer	M
BS40	OCPS should change its payroll structure to semi-monthly. This will reduce the number of payroll runs from 53 to 49 per year, an approximate 7% decrease in costs. The current bi-weekly payroll structure is a component the collective bargaining agreement. A change in the payroll structure will require a corresponding modification to the collective bargaining agreement.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS41	The new system should allow users to write reports manipulating or extracting desired information.	Chief Financial Officer	M
BS42	Under the proposed organizational structure, the OMB should report to the Director of Finance. The Clerk Specialist position and the four Lead Clerk positions should be eliminated. The remaining OMB positions should be reorganized with one Senior Administrator of Budget, located at the central office, and five regional Budget Managers, reporting to the Sr. Administrator. Cash management responsibilities should be reallocated to the Finance Department. This is not considered an internal control weakness as other mitigating controls are present. OCPS should endeavor to obtain a thorough knowledge transfer throughout the recommended reorganization. Implementation of the recommendation will be facilities by the new system.	Chief Financial Officer	M

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS43	Under the proposed organizational structure, the OMB should report to the Director of Finance. The Clerk Specialist position and the four Lead Clerk positions should be eliminated. The remaining OMB positions should be reorganized with one Senior Administrator of Budget, located at the central office, and five regional Budget Managers, reporting to the Sr. Administrator. Cash management responsibilities should be reallocated to the Finance Department. This is not considered an internal control weakness as other mitigating controls are present. OCPS should endeavor to obtain a thorough knowledge transfer throughout the recommended reorganization. Implementation of the recommendation will be facilities by the new system.	Chief Financial Officer	L

Implementation Plan

Business Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
BS45	Continue to link school funding directly to FEFP FTE counts.	Chief Financial Officer	S
BS46	The Budget Department should solicit input from cost center management in developing budgets. This will allow for a more meaningful allocation of OCPS financial resources.	Chief Financial Officer	M
BS46	The implementation of an upward feedback program as part of the employee evaluation process should be implemented by Human Resources.	Chief Financial Officer	M

Implementation Plan

Transportation

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TR1		OCPS should develop a formal implementation plan to implement the recommendations in KPMG's report.	Director of Transportation	S
TR2		The District should make implementing the recommendations from KPMG's report a priority. These recommendations include: – Instituting a policy whereby students receiving transportation services to attend magnet of alternative education programs are required to walk to an established satellite location. – Adjust school starting and dismissal times to allow for better utilization of the vehicle fleet. – Consider the cost/benefit of maximizing the allowable state guideline regarding walking distance to school bus stops – Consider the potential benefits of full or partial privatization of the student transportation function.	Director of Transportation	M

Implementation Plan

Transportation

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
TR3		OCPS should continue working to reduce the number of "Courtesy," "Hazardous Walking," and "Center-to-Center" students transported, as recommended in KPMG's 1996 report.	Director of Transportation	M
TR4		OCPS should continue to work to reduce transportation costs and improve efficiency by implementing the recommendations in KPMG's 1996 report.	Director of Transportation	M

Implementation Plan

Food Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FS1	Add two Area Administrator positions to the Department of Food Services, which will reduce the workload to approximately 26 schools for each Area Administrator. Their primary responsibilities should continue to be to provide expertise in the areas of staffing, meal planning, nutrition, purchasing, sanitation, equipment use and care, financial planning, inservice employee and manager training, and compliance with federal, state, and county regulations to the school-based operations in their area. Under the new organization structure, the Area Administrators will report administratively to the Area Superintendent, and will receive technical assistance from the Director of Food Services.	Director of Food Services	M

Implementation Plan

Food Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FS2	Food Service Managers and school-based food service staff should report directly to the Area Administrators. Area Administrators should have primary responsibility for conducting performance evaluations of Food Service Managers with input from the building principal. Direct supervision of food service operations will enable the Department to continue to insure financial solvency and to maintain compliance with existing policies and regulations for which it is currently held accountable.	Director of Food Services	M

Implementation Plan

Food Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FS3	The District should discontinue providing free meals to adults and custodians. Assuming that there are approximately 25[2] schools that provide free meals, and that the average cost per adult meal is $1.45, the annual cost savings is estimated to be approximately $163,125 ($1.45 x 25 meals/school x 25 schools x 180 school days). There will also likely be a positive impact from additional revenue generated from these custodians and adults as they will be required to pay adult lunch prices, although this amount has not been estimated.	Director of Food Services	S
FS4	The Food Services fund should be charged for all costs associated with operating the department, including utility costs. Assuming cafeterias utilize three percent of a building's utilities, the Food Services fund would be charged back approximately $600,000. OCPS should also consider an additional charge for building space usage, although this is rare in other school districts.	Director of Food Services and Chief Financial Officer	S

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[2] This estimate of 25 schools is based on OCPS' Food Services Department.

Implementation Plan

Food Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FS5	The Food Services Director and the Director of Finance should continue to monitor the controls the Department has put in place to ensure that this type of clerical error is avoided in the future.	Director of Food Services and Chief Financial Officer	M
FS6	Although the Department has previously conducted an assessment of its existing equipment and technology needs, the Food Service Director should coordinate with Information Technology to develop a multi-year plan for purchasing both new and replacement equipment/technology, including an implementation timeline. There is no estimated fiscal impact associated with this recommendation because the procurement of new and replacement equipment/technology is already included in the Food Services budget.	Director of Food Services and Chief Financial Officer	M

Implementation Plan

Food Services

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
FS7	The Florida Department of Education Office of Food and Nutrition Management maintains applications for free/reduced meals in seven different languages, including Spanish, French, Vietnamese, Arabic, Chinese, Laotian, and Cambodian. The Food Services department should obtain these applications and make them readily available to parents at the central office and at each school. If OCPS could increase student participation in the free/reduced lunch program by 3 percent, it could receive an additional $6,200 per school day in reimbursement from the State[3]. This fiscal impact assumes that the additional revenue would be generated from students not currently participating in the food service program..	Director of Food Services	S

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[3] [Of the 36.96 percent of free/reduced lunch students, 30.72% are eligible for free meals, and 6.24% are eligible for reduced meals. The reimbursement amount from the State is $1.71 per free meal, and $1.31 per reduced meal. This estimate is calculated as follows: 3,800 students x [83% ($1.71) + 17%($1.31)] = $6,200 reimbursement x 180 days = $1,353,000.

Implementation Plan

Safety and Security

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
SS1		Combine Security Services and the School Resource Officer Program into one organizational unit reporting to the Deputy Superintendent of Operations. This redesigned organization structure will more closely align functional units to improve communication and coordination.	Deputy Superintendent of Operations and Senior Manager Security Services	M
SS2		Reclassify the Site Security Administrator position to Site Security Specialist, and reduce staffing by one System Support Clerk position. This will eliminate one layer of management in the organization, and will increase the span of control of the Senior Manager from five to six (including oversight of the SRO program and contracted uniformed security services).	Senior Manager Security Services	S
SS3		Outsource the Uniform Security Force to a building management or security services firm. KPMG estimates that the cost of outsourcing will offset the savings associated with reducing Uniform Security Force by 11 FTE.	Senior Manager Security Services	S

Implementation Plan

Safety and Security

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
SS4		Increase the involvement of the Sr. Manager of Security Services in hiring, training, supervising, and evaluating school-based security personnel. The recommended organization structure should improve the communication, coordination and standardization of security services throughout the district.	Senior Manager Security Services	M
SS5		Eliminate the Uniformed Security Officer positions as described previously and reallocate Title I grant monies to the Title I Federal Programs department, where the money should be used to provide more direct services to needy students.	Senior Manager Security Services	S

Implementation Plan

Safety and Security

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
SS6		Establish as a priority installing electronic monitoring systems in the 46 schools that do not yet have them. While alarms cannot prevent loss from theft or burglary completely, they can serve as a significant deterrent which may result in cost avoidance savings in the future. There is no fiscal impact associated with this recommendation because these costs have already been incorporated into individual school budgets.	Senior Manager Security Services	S
SS7		Discontinue the Vandal Watch program. The estimated savings could be used to invest in electronic monitoring systems, as described previously. Under this scenario, it would take approximately 4.5 years before all schools were equipped with electronic monitoring systems.	Senior Manager Security Services and Associate Superintendent of Facilities Services	L

Implementation Plan

Safety and Security

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
SS8	Establish policies and procedures that require principals and/or school-based administrators to report *all* incidents of burglary, theft, vandalism, fire, etc. to the Security Services as soon as they are discovered. This information should be used to identify trends and specific problem areas, which is necessary to make proper resource allocation decisions and establish effective prevention activities to reduce incidents of crime in the future.	Senior Manager Security Services	M

Implementation Plan

Information Systems

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IS1	OCPS should eliminate the Associate Superintendent position and the associated clerical position.	Superintendent and Director of Management Information Systems	M
IS2	Change the name of the Information Systems department to Management Information Systems because the Department will no longer provide support with instructional technologies.	Director of Management Information Systems	M
IS3	Reorganize the Data Center management function under Technical Support Services to improve planning, coordination and communication with the mainframe technical support staff.	Director of Management Information Systems and Deputy Superintendent for School Support Services	M
IS4	OCPS should organize Printing Services under the Deputy Superintendent for School Support Services.	Associate Superintendent of Exceptional Education, Senior Administrator of Systems Development	M

Implementation Plan

Information Systems

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IS5		OCPS should reorganize Records Management under Pupil Personnel Services.	Director of Management Information Systems	M
IS6		Information Systems should rely on contract programmers to meet peak workloads to avoid excess staffing when the project is completed.	Director of Management Information Systems	S
IS7		OCPS should outsource offset printing and eliminate the 3 positions dedicated to that function.	Director of Management Information Systems	S
IS8		OCPS should sell the 2 color presses on the printing press resale market.	Director of Management Information Systems	S
IS9		OCPS should outsource computer and electronics repair and eliminate 27.5 positions dedicated to performing that function.	Director of Management Information Systems	M
IS10		OCPS should refocus the remaining 3 positions on vendor contract management and customer support.	Director of Management Information Systems	M
IS11		OCPS should adopt and enforce technology procurement standards and procedures that ensure sufficient (3-5 year) warranty coverage for all purchases to reduce the technology repair requests throughout the district..	Director of Management Information Systems	M

Implementation Plan

Information Systems

	RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IS12	OCPS should adopt and enforce technology procurement standards and procedures that ensure OCPS technical standards are adhered to for all technology purchases.	Director of Management Information Systems	M
IS13	Information Systems should design a training and development program for its staff members that includes training in the specific technologies acquired for the new systems environment.	Senior Administrator of Customer Support Services	M
IS14	Customer Support Services should communicate frequently with its different customer bases (i.e. Central office staff, principals, teachers, technology coordinators, etc.) about its service offerings and capabilities.	Senior Administrator of Customer Support Services Manager PC/MAC Help Desk	M
IS15	The help desk should strive for addressing 85% of calls without transferring users to technical staff.	Senior Administrator of Technical Support Services	M
IS16	Technology services should reorganize the technicians into one organizational unit that will create a cross trained voice/data field technician team.	Director of Management Information Systems	M

Implementation Plan

Information Systems

		RECOMMENDATION	LEAD RESPONSIBILITY	TIMING
IS17		OCPS should conduct a detailed cost/benefit analysis of outsourcing all "add, change and move," telephone programming and repair services to a vendor. Alternatively, OCPS should pursue vendor support for peak voice/data work loads.	Senior Manager for Communications	M

Summary of Fiscal Impact Recommendations

Elementary Education and Secondary Education

Recommendation	Total Fiscal Impact	Line Item Summary
ES5: Upgrade 2 program specialists, 2 Senior Administrator and 1 Director position to Senior Director positions	($161,000)	■ Upgrade 2 Program Specialist positions (based on difference between average annual salary of $67,000 plus 30% benefits, $15,500, for a program specialist and an average annual salary of $76,000 plus 30% benefits, $23,000 for a Senior Director) = $31,300 per position ■ Upgrade 2 Senior Administrator position (based on difference between annual salary of $41,200 plus 30% benefits,$12,400, for the Senior Administrator and an average annual salary of $76,000 plus 30% benefits, $23,000.annual salary for a Senior Director) = $44,900 ■ Upgrade 1 Director position (based on difference between annual salary of $69,000 plus 30% benefits, $20,700, for the Director and an average annual salary of $76,000 plus 30% benefits, $23,000.annual salary for a Senior Director) = $8,700

Summary of Fiscal Impact Recommendations

Elementary Education and Secondary Education (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
ES14: Eliminate the following positions:		
− 1 vacant Program Assistant position	$27,300	■ Eliminate 1 Program Assistant position (based on annual salary of $21,000, plus 30% for benefits, $6,300)
− 1 Clerk Specialist within Early Childhood Program	$23,100	■ Eliminate 1 Clerk Specialist position (savings from salary, $17,768, and 30% benefits, $5,330)
− 1 Director of Compact.	$77,410	■ Eliminate 1 Director of Compact position (savings based on actual Director salary, $59,750, and 30% benefits, $17,660)
ES17: Create an incentive pool for principals	($50,000)	■ Annual Investment

Summary of Fiscal Impact Recommendations

Curriculum and Staff Development

Recommendation	Total Fiscal Impact	Line Item Summary
CS7: Upgrade 10 Instructional Support Teachers	($182,000)	■ Upgrade 10 Instructional Support Teacher positions (based on difference between an average annual salary, $37,650, and 30% benefits, $11,300, for an Instructional Support Teacher and annual salary of $67,000 plus 30% benefits, $15,500, for a program specialist) = $18,200 per position
CS10: Staff development investment	($1.3 million)	■ Annual investment based on increasing the staff development allocation to schools to 0.5% of school budget. Average elementary school budget - $2,530,480, reallocation based on salaries =$5,400 + additional investment of $7,250 = $12,652 (.5% of total); Average middle school budget - $4,229,693, reallocation based on salaries =$9,029 + additional investment of $12,119 = $21,148 (.5% of total); Average high school budget - $8,300,824, reallocation based on salaries =$17,720 + additional investment of $23,784 = $41,504 (.5% of total);

Summary of Fiscal Impact Recommendations

Curriculum and Staff Development (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
CS12 Pay application fee for 60 teachers to apply for National Board Certification for school year 1998-99.	($120,000)	■ 60 teachers x $2,000 application fee
CS13: Create master teacher pay supplements for teachers once they have achieved National Board Certification.	($135,000)	■ 27 teachers x $5,000 recommended stipend for Master Teachers

Summary of Fiscal Impact Recommendations

Planning and Executive Services

Recommendation	Total Fiscal Impact	Line Item Summary
PE2: Eliminate the position of Senior Director of Multicultural Services and reallocate these functions.	$90,400	■ Eliminate 1 Senior Director of Multicultural Services (savings based on annual salary, $69,532, plus 30% for benefits, 20,860)

Summary of Fiscal Impact Recommendations

Exceptional Student Education

Recommendation	Total Fiscal Impact	Line Item Summary
ESE2: Hire an Executive Director of Pupil Personnel.	($89,700)	■ Hire 1 Executive Director (cost based on average Director salary, $69,017, and 30% benefits, $20,705)
ESE11: Hire a Medicaid Coordinator.	($39,000)	■ Hire 1 Medicaid Coordinator (cost based on estimated salary, 30,000 and benefits, $9,000)
ESE12: OCPS should tracks the costs of serving exceptional education need students who are eligible for Medicaid reimbursement and collect this funding from the federal government.	$3,057,200	■ (The number of ESE students) x (% of ESE enrollment eligible for free and reduced lunch) x (KPMG database average reimbursement per student) (24,088) x (37%) = (8,913 students) x ($343)

ESE16: Eliminate the following positions:
   – 1 Behavior Analyst
 	
   – 2 Instructional Support Counselors
 	
   – 1 Placement/ Follow-up Instructional Support Teacher
 	
   – 2 Behavior Specialists
	$57,600
	
	 $120,300
	
	 $54,700
	
	 $79,900
		■ Eliminate 1 Behavior Analyst position (savings based on annual salary, $44,294, and 30% benefits, $13,288)
		 ■ Eliminate 2 Instructional Support Teacher position (savings based on salary levels - $50,485 and $42,071 - and 30% benefits, $15,146 and $12,621 respectively
		 ■ Eliminate 1 Instructional Support Teacher position (savings based on annual salary, $42,071, and 30% benefits, $12,621)
		 ■ Eliminate 2 Behavior Specialist positions (savings based on salary levels - $30780 and $30,718 - and 30% benefits, $9234 and $9215 respectively

Exceptional Student Education (Continued)

Summary of Fiscal Impact Recommendations

Recommendation	Total Fiscal Impact	Line Item Summary
ESE20: Conduct IEP Review and if appropriate, reduce the number of students classified as Specific Learning Disabled to meet the peer district average for the SLD classification.	$817,000	■ (550 4th - 8th gr. students over the peer district average x $1,035, the difference between the base allocation for 4-8th graders of $3,035 and the base allocation times the weighted average of 1.341 for Level 251 ESE students; 318 9th - 12th gr. students over the peer district average x $519, the difference between the base allocation for all 9-12th graders of $3,548 and the base allocation for Level 251 ESE students; and 97 K- 3rd graders over the peer district average x $868, the difference between the base allocation for all K-3rd grade students of $3,199 and the base allocation for Level 251 ESE students .)
ESE21: Consider conducting an exceptional education IEP audit to address in more detail the issues raised in this management audit.	(85,000)	■ One time cost for an IEP management audit

Summary of Fiscal Impact Recommendations

Bilingual/ESOL (2nd Language Acquisition/World Languages)

Recommendation	Total Fiscal Impact	Line Item Summary
B2: Eliminate three Program Assistant positions.	$97,500	■ Eliminate three Program Assistant positions (savings based on a average annual salary, $22,750, plus 30% for benefits, $9,750).
B6: Eliminate 2 secretarial/clerical positions.	$70,850	■ Eliminate 2 secretarial/clerical positions (savings based on a average annual salary, $24,797.50, plus 30% for benefits, $10,627.50).

Summary of Fiscal Impact Recommendations

Title I

Recommendation	Total Fiscal Impact	Line Item Summary
TI6: Eliminate the 3 Program Specialist positions.	$207,000	▪ Eliminate the 3 Program Specialist positions (savings based on a average annual salary, $48,300, plus 30% for benefits, $20,700).
TI7: Eliminate nine secretarial/clerical positions..	$318,825	▪ Eliminate nine secretarial/clerical positions (savings based on a average annual salary, $24,797.50, plus 30% for benefits, $10,627.50).

Summary of Fiscal Impact Recommendations

Vocational Education

Recommendation	Total Fiscal Impact	Line Item Summary
VE2: Reassign the Program Specialist for the Executive Internship Program the responsibilities that are currently overseen by the Director of Compact and the School-to-Work Coordinator.	See Rec ES14	■ Eliminate the position of Director of Compact. Fiscal Impact captured in Recommendation ES14.
VE3: Eliminate the Program Specialist for Agribusiness and transfer responsibilities to the Program Specialist for Technology Education.	$57,600	■ Eliminate 1 Program Specialist position (savings based on annual salary, $44,294, plus 30% for benefits, $13,288)
VE4: Eliminate the two district funded Instructional Support Teachers and redistribute functions.	$97,000	■ Eliminate 2 Instructional Support Teachers (savings based on average annual salary for Instructional Support Teachers within Department, $35,448, plus 30% for benefits, $10,634)

Summary of Fiscal Impact Recommendations

Instructional Technology

Recommendation	Total Fiscal Impact	Line Item Summary
IT2: Eliminate the Director and two Senior Administrator positions and one associated clerical position	$247,000	■ Eliminate Director position annual salary and benefits of $89,700 ■ Eliminate 2 Sr. Administrator positions with annual salary and benefits of $69,600 and $57,600 for a total of $127,200 ■ Eliminate one clerical positions with an annual salary and benefits of $29,700
IT9: Eliminate 5 document processing positions performing dictation and basic word processing	$151,400	■ Eliminate 5 document processing positions with annual salary and benefits of $23,000, $28,000, $32,000, $32,000, $36,400 for a total of $151,400
IT12: Eliminate the Administrator Distance Learning/ITV position.	$44,600	■ Eliminate one Senior Technical Assistant title with an estimated annual salary and benefits of $44,600.
IT13: Eliminate Photographer position and focus resources on higher priority functions.	$38,000	■ Eliminate one photographer position with an annual salary and benefits of $37,700

Summary of Fiscal Impact Recommendations

Community Involvement

Recommendation	Total Fiscal Impact	Line Item Summary
CI2: Reduce Pupil Assignment staffing by three positions, including one vacant secretarial position, to bring OCPS more in line with the peer district average.	$148,000	■ Based on the elimination of 3 positions at an average salary and benefits of $49,500.
CI3: Eliminate the Secretary to the Senior Manager of Real Property, and have the Senior Manager of Real Property utilize existing support staff in the Facilities Services department.	$32,500	■ Based on position salary and benefits of $32,500.
CI7: The functions of community involvement and volunteer services should move to the regional office structure.	($32,000)	■ Based on adding a Area Community Coordinator to provide coverage for five regions. Salary and benefits of $32,000.
CI8: Reduce clerical staffing by two System Support Clerk positions and three Administrative Assistant positions. In addition, OCPS should hire one Database Administrator who would have primary responsibility for maintaining the two volunteer services databases.	$102,050	■ The estimated fiscal impact below is based on an average salary of $23,500 for the Administrative Assistant positions, $20,000 for the Systems Support Clerk positions, and $32,000 investment for the Database Administrator position, plus benefits of 30 percent.

Summary of Fiscal Impact Recommendations

Community Involvement (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
CI12: OCPS should expand the use of computer telephony (both integrated telephone voicemail systems and outbound calling systems) to allow teachers to send and post messages to improve communication and encourage parent involvement.	($120,000)	■ The fiscal impact is based on an estimated $1,500 cost per school (at 80 elementary schools) to implement the use of an outbound calling system. No fiscal impact has been estimated for expanding the use of integrated telephone voicemail systems since all schools currently have this capability
CI18: Eliminate two Clerk Specialist positions. The department staff should utilize an electronic news clipping service and disseminate information via e-mail. Archives could be maintained on computer disks rather than bound volumes.	($49,800)	■ The estimated fiscal impact is calculated by summing the salaries for the Clerk Specialist positions ($40,600) plus 30 percent for benefits, and subtracting the annual cost ($3,000) for a statewide news clipping service.
CI22: OCPS should utilize existing ITV infrastructure (the District has already invested more than $2 million) to disseminate information district-wide.	($10,800)	■ The estimated fiscal impact is based on $300/hour cost per broadcast, with approximately 36 broadcasts per year.

Summary of Fiscal Impact Recommendations

Facilities Use and Management

Recommendation	Total Fiscal Impact	Line Item Summary
FM13: The new organizational structure eliminates two of the five Senior Administrator positions and three draftsman. These two positions are currently vacant; their elimination will facilitate the addition of two lower level project managers. These two positions, one manager and one senior manager, are needed to provide additional project management capabilities. Three draftsman positions are also eliminated; these positions are currently underutilized. Four engineer positions are added to provide in-house design expertise.	($10,500)	• Eliminate 2 Senior Administrators, at $73,000 each, 3 Draftsman at $40,1000. This results in savings of $266,000. • Add Senior Project Manager, at $57,500, a Project Manager at $47,000, and 4 Engineers, at $43,000 each. This results in an investment of $276,500. • Net investment of $10,500 ($276,500-$266,000)
FM27: If OCPS staffed its environmental compliance department closer to the peer average, 4 of the current 15 positions could be eliminated.	$151,000	• Eliminate 4 positions (2 Manager positions, 1 Technician position, and 1 Maintenance position. at an average salary of $37,750. (4 * $37,750 = $151,000)
FM28: Upgrade two or three Zone Lead positions to Area Maintenance Coordinators.	($16,000)	• Upgrade three Zone Leads, at an average salary of $34,500, to Area Maintenance Coordinators at an average salary of $40,000. (40,000 - 34,500) * 3 = 16,000
FM29: Eliminate the FMT program and reposition staff into four or five areas.	$195,000	• Eliminating 59 FMTs and ZLs positions will result in savings to the District of $1,298,000. Upgrading 105 FMTs/ZLs to trades will require an investment of $1,103,000. Net savings of $195,000 ($1,298,000 - $1,103,000)

Summary of Fiscal Impact Recommendations

Facilities Use and Management (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
FM37: OCPS should work to reduce the cost of electricity within the District by negotiating better rates with Florida Power and Light. FM38: Consider implementation of Energy Education, Inc.'s proposal to save OCPS an estimated $30,000,000 over seven years with the implementation of an energy management program. Includes operating costs of approximately $1,000,000 per year (for four years). FM39: Continue to seek opportunities to reduce utility expenditures and energy consumption. FM40: Determine costs and benefits of configuring schools with PLC. FM41: Ensure that all future schools equipped with DDC use equipment utilizing a standard open system.	$1,500,000	• Savings come from a conservative figure generated from the potential yearly savings of Energy Management, Inc.'s proposal and the possibility of a negotiated electric rate. Energy Education estimates it can save approximately $1,500,000 in year one of its program, including program operating expenses. By reducing what OCPS spends on electricity per student ($156.53) to the regional average ($152.06) the District could save $595,000. (133,000 students * ($156.53-$152.06) = $595,000. However, if OCPS implements Energy Education's plan, KPMG assumes that OCPS will save the estimated $595,000 in electric costs as a function of Energy Education's program. In contrast, if OCPS does not institute Energy's plan, KPMG assumes that the District will seek opportunities to reduce costs and save $595,000 and forfeit the estimated $1,500,000 savings attributable to Energy's program. KPMG estimates total savings of $1,500,000 based on the information provided by Energy Education.

Summary of Fiscal Impact Recommendations

Facilities Use and Management (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
FM44: Develop or contract out for a training program that enables staff to integrate new technologies, materials, and processes into maintenance activities.	($3,000)	• Estimated cost of management courses at local community college or technical school is $100 per credit hour. If OCPS required 6 credit hours of management related courses, than course costs would be $600. If OCPS selected five individuals a year to attend classes the total investment would by $3,000 ($100 per credit hour * 6 credit hours * 5 staff members = $3,000).
FM50: Implement a Computer Aided Facilities Management (CAFM) program.	$400,000	• This cost includes software, hardware, and training.
FM53: Add an Area Custodial Coordinator.	($36,000)	• Based on average salary of $28,000 and benefits of 30% of salary ($28,000 * 1.3 = $36,000).
FM57: Continue to evaluate opportunities to outsource custodial operations in additional schools.	$540,000	• Average savings from $27,000 for each school, with 20 additional school results in a $540,000 savings.
FM59: OCPS should reduce Special Crews staff by 3 FTE to bring staffing levels in line with regional averages. Eliminate all positions that have been vacant for more than six months.	$212,000	• Based on average salary and benefits of $26,500 and the elimination of 8 positions, yields savings of $212,000.

Summary of Fiscal Impact Recommendations

Personnel Management

Recommendation	Total Fiscal Impact	Line Item Summary
PM1: Delete Senior Manager of NEO and Classified Staff	$71,500	■ Based on salary and benefits of Senior Manager positon at $71,500.
PM1: Make the following organizational changes: – Human Resources should be a separate department reporting directly to the Superintendent. – Combine Government Relations with – Eliminate the Associate Superintendent for Special Services. – Reorganize and restructure the Human Resources function.	$350,000	■ Eliminate 6 positions (Associate Superintendent, Sr. Manager, Manager, Specialist, and two support staff) with salary and fringe benefit savings of $318,000. ■ Savings of $32,000 in office related expenses from three offices (Special Services, E.E.O., Minority Business).
PM10: Acquire and install new Human Resource software and integrated systems for position management and benefits. In addition, increase the capacity of SEMS.	$154,000	■ Eliminate 6 support staff positions with salary and fringe benefit savings of $154,000

Summary of Fiscal Impact Recommendations

Business Services

Recommendation	Total Fiscal Impact	Line Item Summary
BS2: The Senior Manager of Risk Management position can be eliminated, thus increasing the Director's span of control from three to six.	$61,000	▪ Based on average salary of $46,600 and annual benefits of 30 percent. ($46,600 * 1.3 = $61,000)
BS8: Payment and shipping terms should be part of each vendors master file. OCPS should take advantage of payment terms whenever possible as the capability is in place with the weekly check runs. Based on discussions with management, OCPS could receive the payment terms of 1% 10, net 30 on 20% of their total purchase orders of $116,000,000.	$232,000	▪ Based on discussions with management, OCPS could receive the payment terms of 1% 10, net 30 on 20% of their total purchase orders of $116,000,000.
BS14: Property Control personnel and duties should be reassigned to the Purchasing Department. Surplus Property personnel, duties and location should be reassigned to Warehousing and Distribution. Internal Audit should report to the School Board as discussed in detail below. This allows for the elimination of the Senior Manager of Property Control and Internal Audit.	$61,000	▪ Eliminate 1 position at an estimated salary of $47,000 plus an estimated additional 30% for benefits.

Summary of Fiscal Impact Recommendations

Business Services (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
BS16: The surplus property warehouse should be combined physically with the warehouse to more effectively utilize the warehouse space. This will allow for the elimination of the surplus warehouse facility and promote more efficient surplus property operations.	$32,000	▪ Elimination of purchased services of $27,800, energy services of $3,600, and $1,295 from the Surplus Property budget as a result of combining the warehouses.
BS20: OCPS should implement a purchasing card program. This will allow OCPS the flexibility of limiting each cardholder's purchasing power based on their job functions. In 1996-97, approximately 23,000 purchase orders for $100 or less were processed (approximately 36% of all purchase orders processed). The implementation of the purchasing card program would eliminate the processing of these low dollar purchase orders. Conservative fiscal savings would represent 36% of the purchasing operating budget.	$245,000	▪ Elimination of approximately 36% of the Purchasing Department's workload will allow for elimination of approximately 36% of the Purchasing Department's operating budget of $681,000. 36% of the Purchasing Department's total operating budget is approximately $245,000.

Business Services (Continued)

Summary of Fiscal Impact Recommendations

Recommendation	Total Fiscal Impact	Line Item Summary
BS31: Department directors and school principals should be responsible and accountable for property and equipment at their locations. This will include the timely follow-up and recovery of stolen or lost items. This responsibility should be included as part of their performance evaluations. Performance should be measured with a comparison of lost and stolen property per principal. A goal of reducing unlocated items by 90% should be established by OCPS.	$279,000	▪ Net unlocated items for a five month period totaled $155,000. A typical school year is approximately ten months. Annual savings is two times the five months unlocated items times the goal of reducing unlocated items by 90%.
BS38: Organizationally, the Payroll Services Department should report to the Director of Finance. This new structure will allow for the downgrade of the Director of Payroll Services position to a Senior Administrator and the elimination of one Systems Support Clerk position and one Specialist position. The remaining positions should be reorganized as indicated in the proposed organizational chart. This new structure will align responsibilities for span of control with more appropriate titles.	$104,000	▪ Elimination of the Director of Payroll Services salary of approximately $57,000 and a System Support Clerk salary of approximately $23,000 plus an estimated additional 30% for benefits.

Summary of Fiscal Impact Recommendations

Business Services (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
BS39: OCPS should mandate that all employees accept direct deposit for their payroll. Going forward, direct deposit should be made a condition of employment which is consistent with the State of Florida. The potential savings of using direct deposits for all employees as opposed to checks is comprised of the labor costs in processing lost and stale dated checks as well as the cost difference in paper stock. The savings in paper stock alone is approximately $7,500 annually. The labor costs are estimated by management to be one-half to one FTE (approximately $10,000 to $20,000).	$17,500	■ The cost of direct deposit paper is $11.50 per carton of 5,000 sheets ($.0023 per sheet) and the cost of check stock is $162.77 per carton of 5,000 checks ($.0325 per check). The difference of $.0302 per check multiplied by 52% of total paychecks processed of approximately 480,000 yields a savings of approximately $7,500. Additionally, management estimated that one-half to one FTE could be eliminated as a result of increased direct deposit participation. At an average salary of approximately $20,000, a conservative amount of additional savings is $10,000. Total savings is therefore $17,500.
BS40: OCPS should change its payroll structure to semi-monthly. This will reduce the number of payroll runs from 53 to 49 per year, an approximate 7% decrease.	$42,350	■ The 7% decrease in work volume leads to a 7% decrease in the Payroll Services operating budget. 7% of Payroll Services operating budget of $605,000 is approximately $42,350.

Summary of Fiscal Impact Recommendations

Business Services (Continued)

Recommendation	Total Fiscal Impact	Line Item Summary
BS42: Under the proposed organizational structure, the OMB should report to the Director of Finance. The Clerk Specialist position and the four Lead Clerk positions should be eliminated. The remaining OMB positions should be reorganized with one Senior Administrator of Budget, located at the central office, and five regional Budget Managers, reporting to the Sr. Administrator. Cash management responsibilities should be reallocated to the Finance Department.	$156,000	■ Elimination of four Lead Clerks at an average salary of approximately $24,000 and the elimination of a Clerk Specialist at an estimated salary of approximately $24,000 plus an estimated additional 30% for benefits.

Summary of Fiscal Impact Recommendations

Food Services

Recommendation	Total Fiscal Impact	Line Item Summary
FS1: Add two Area Administrator positions to the Department of Food Services, which will reduce the workload to approximately 26 schools for each Area Administrator	($118,800)	▪ Adding two Area Administrators at an average salary of $43,000 plus 30 percent for benefits.
FS3: The District should discontinue providing free meals to adults and custodians.	$163,000	▪ Estimating that 25 schools provide free meals, at a cost of $1.45, to 25 adults or custodians per day for a 180 day school year would result in savings of $163,000. (25 schools * 25 meals/day * 180 school days * $1.45 per meal = $163,000)
FS4: The Food Services fund should be charged for all costs associated with operating the department, including utility costs.	$600,000	▪ Estimating that food service activities account for 3 percent of the District's budget electric costs (approximately $20,000,000) would result in savings of $600,000. (.03 * $20,000,000 = $600,000)
FS7: If OCPS could increase student participation in the free/reduced lunch program by 3 percent, it could receive an additional $6,200 per school day in reimbursement from the State.	$1,116,000	▪ Of the 36.96 percent of free/reduced lunch students, 30.72% are eligible for free meals, and 6.24% are eligible for reduced meals. The reimbursement amount from the State is $1.71 per free meal, and $1.31 per reduced meal. This estimate is calculated as follows: 3,800 students x [83% ($1.71) + 17%($1.31)] = $6,200 reimbursement x 180 days = $1,353,000.

Summary of Fiscal Impact Recommendations

Safety and Security

Recommendation	Total Fiscal Impact	Line Item Summary
SS2: Reclassify the Site Security Administrator position to Site Security Specialist, and reduce staffing by one System Support Clerk position.	$30,410	■ This estimated fiscal impact is based on a $10,000 decrease in salary for the reclassification of the Site Security Administrator position, and a savings of $15,700 salary plus 30 percent benefits for the System Support Clerk position.
SS7: Discontinue the Vandal Watch program. The estimated savings could be used to invest in electronic monitoring systems, as described previously.	$313,000	■ 87 schools currently participate in program at an estimated cost of $3,775 per school. Eliminating this program results in a savings of $313,000 (87 * 3,775 per school)

Summary of Fiscal Impact Recommendations

Information Systems

Recommendation	Total Fiscal Impact	Line Item Summary
IS1: OCPS should eliminate the Associate Superintendent positions and the associated clerical position	$136,000	■ Eliminate one Associate Superintendent position with an annual salary and benefits of $99,100 ■ Eliminate one clerical position with an annual salary and benefits of $36,800
IS8: OCPS should sell its 2 color presses on the printing press resale market	$180,000	■ Hamada C248cx press approximate resale value of $130,000. ■ Heidleberg SORM/Z press approximate resale value of $50,000.

Orange County Public School System
Exceptional Education Customer Survey

The Orange County Public School System (OCPS) is committed to delivering superior quality service and your input plays a key role in helping to identify opportunities for improvement. Please take a few moments to give us your input so that Facilities Services may better serve you in the future. All individual responses are confidential - KPMG Peat Marwick LLP will analyze responses, and present only a summary to OCPS.

Please return the survey in the accompanying self-addressed envelope to KPMG Peat Marwick, by **January 27, 1998.**

1. Which of the following best describes your current position?

Exceptional Education Teacher	**28%**
General Education Teacher	**18%**
Principal	**55%**

Exceptional Education Services

2.   Overall, how would you rate your satisfaction with the services provided by the Office of Exceptional Education (e.g., case managers, program specialists and compliance monitors) in meeting the needs of your exceptional education teacher and student

Excellent	**16%**
Good	**49%**
Fair	**31%**
Poor	**5%**

Please rate the services offered by the Office of Exceptional Education according to the following measures.

3. Clearly communicates eligibility and placement criteria for exceptional education students:

Excellent	**27%**
Good	**57%**
Fair	**12%**
Poor	**4%**

4. Clearly communicates the standardized processes and procedures for student identification and referral:

Excellent	**25%**
Good	**56%**
Fair	**16%**
Poor	**4%**

5. Is up-to-date in complying with Federal and State laws and regulations:

Excellent	**38%**
Good	**49%**
Fair	**13%**
Poor	**0%**

6. Clearly communicates changes in Federal and State laws and regulations:

Excellent	**29%**
Good	**44%**
Fair	**21%**
Poor	**6%**

7. Timeliness in responding to your requests/questions (i.e., returning phone calls, providing consultations, handling parent issues):

Excellent	**17%**
Good	**41%**
Fair	**32%**
Poor	**9%**

8. Quality of support for students and staff (e.g., provides consultations to teachers, attends meetings, provides staff development):

Excellent	**22%**
Good	**39%**
Fair	**33%**
Poor	**7%**

9. Exceptional Education services staff provide training and staff development that helps you operate an effective program:

Strongly agree	**20%**
Agree	**63%**
Disagree	**15%**
Strongly disagree	**2%**

10. Do you take advantage of the opportunity to attend staff development provided by the District office?

Yes	**94%**
No	**6%**

11. The central office assists you in learning about best practices (what is working) in other schools within OCPS or outside OCPS:

Strongly agree	**8%**
Agree	**51%**
Disagree	**33%**
Strongly disagree	**7%**

12. The exceptional education case managers and helping teachers (i.e., adaptive PE, job coaches, mobility specialists, assistive technologists) are helpful in assisting with individual student problems and classroom improvement:

Strongly agree	**14%**
Agree	**63%**
Disagree	**18%**
Strongly disagree	**4%**

13. The exceptional education teachers have been able to help students make the transition from school to work:

Strongly agree	**17%**
Agree	**67%**
Disagree	**13%**
Strongly disagree	**3%**

14. How important do you believe it is to keep up-to-date records?

Very important	**91%**
Important	**9%**
Somewhat important	**0%**
Not important	**0%**

15. How important do you believe it is to complete timely evaluations?

Very important	**94%**
Important	**6%**
Somewhat important	**0%**
Not important	**0%**

16. How useful is the role of the compliance monitors and program specialists in ensuring you keep up-to-date records and complete timely evaluations?

Very important	**48%**
Important	**21%**
Somewhat important	**19%**
Not important	**12%**

17. Please add any comments or suggestions for improvement.

Related Services

1. Overall, how would you rate your satisfaction with Related services (e.g., psychologists, speech therapists, audiologists, OT/PT) in meeting the needs of your exceptional education teacher and student population?

Excellent	**34%**
Good	**51%**
Fair	**15%**
Poor	**0%**

Please rate the central office Related Services according to the following measures.

2. Clearly communicates eligibility and placement criteria for exceptional education students:

Excellent	**30%**
Good	**59%**
Fair	**10%**
Poor	**2%**

3. Clearly communicates the standardized processes and procedures for student identification and referral:

Excellent	**28%**
Good	**53%**
Fair	**15%**
Poor	**4%**

4. Timeliness in responding to your requests/questions (i.e., returning phone calls, providing consultations, handling parent issues):

Excellent	**19%**
Good	**52%**
Fair	**23%**
Poor	**6%**

5. Quality of support for students and staff (e.g., responds to referrals, completes thorough and useful valuations, provides consultations to teachers, attends meetings):

Excellent	**26%**
Good	**47%**
Fair	**23%**
Poor	**4%**

6. Amount of time received from to perform evaluations on a timely basis psychologists is adequate:

Strongly agree	**15%**
Agree	**38%**
Disagree	**25%**
Strongly disagree	**22%**

7. School psychologists are available for consultation and intervention:

Strongly agree	**27%**
Agree	**41%**
Disagree	**23%**
Strongly disagree	**9%**

8. Amount of time received from speech therapists to assist students in meeting the goals of their IEPs is adequate:

Strongly agree	**27%**
Agree	**57%**
Disagree	**15%**
Strongly disagree	**1%**

9. Speech therapists are available for consultation and intervention:

Strongly agree	**28%**
Agree	**59%**
Disagree	**12%**
Strongly disagree	**1%**

10. Amount of time received from social workers is adequate:

Strongly agree	**14%**
Agree	**48%**
Disagree	**28%**
Strongly disagree	**10%**

11. The central office assists you in learning about best practices (what is working) in other schools within OCPS or outside OCPS:

Strongly agree	**9%**
Agree	**51%**
Disagree	**30%**
Strongly disagree	**10%**

12. Should OCPS use this questionnaire regularly to help evaluate the Exceptional Education Department's performance?

Yes	**88%**
No	**13%**

13. Should OCPS survey parents in local schools to determine satisfaction with Exceptional Education services provided by the school?

Yes	**87%**
No	**13%**

14. Please add any comments or suggestions for improvement.

Orange County Public School System
Facilities Services Customer Survey

The Orange County Public School System (OCPS) is committed to delivering superior quality service and your input plays a key role in helping to identify opportunities for improvement. Please take a few moments to give us your input so that Facilities Services may better serve you in the future. All individual responses are confidential - KPMG Peat Marwick LLP will analyze responses, and present only a summary to OCPS.

Please return the survey in the accompanying self-addressed envelope to KPMG Peat Marwick, by **Friday, January 23, 1998.**

Name (optional - for KPMG follow-up only)   ---

Position (optional) --

School/Location ---

1. Overall, how would you rate your satisfaction with the custodial services provided by Facilities Services?

Excellent	**14%**
Good	**43%**
Fair	**34%**
Poor	**9%**

2. Overall, how would you rate your satisfaction with the maintenance services provided by Facilities Services?

    A. Overall maintenance services

Excellent	**6%**
Good	**26%**
Fair	**44%**
Poor	**24%**

B. Services provided by Field Maintenance Technicians (FMTs)

Excellent	**26%**
Good	**30%**
Fair	**28%**
Poor	**16%**

C. Services provided by skilled tradesmen (plumbers, roofers, painters, etc.)

Excellent	**10%**
Good	**39%**
Fair	**41%**
Poor	**10%**

3. Overall, how would you rate your satisfaction with the grounds (special crews) services provided by Facilities Services?

Excellent	**20%**
Good	**56%**
Fair	**17%**
Poor	**7%**

4. Overall, how would you rate your satisfaction with the environmental compliance services provided by Facilities Services? (Environmental compliance staff are responsible for issues such as air quality, Asbestos, lead paint, etc.)

Excellent	**11%**
Good	**50%**
Fair	**29%**
Poor	**10%**

5. Overall, how would you rate your satisfaction with the Construction Management services provided by Facilities Services?

Excellent	**6%**
Good	**26%**
Fair	**42%**
Poor	**25%**

Please rate Facilities Services according to the following measures:

Maintenance

1. Timeliness. How would you rate the response to emergency work requests? Emergency is defined as any life-threatening or immediate impediment to normal classroom activities.

Excellent	**20%**
Good	**50%**
Fair	**22%**
Poor	**8%**

2. How long did it take for the Facilities Services to respond the last time you submitted an emergency work request?

4 hours or less	**37%**
4 to 24 hours	**45%**
24 to 48 hours	**8%**
48 hours or more	**11%**

3. What do you feel is acceptable period of time for Facilities Services to respond to an emergency work order?

4 hours or less	**74%**
4 to 24 hours	**24%**
24 to 48 hours	**2%**
48 hours or more	**0%**

4. Who typically responds to emergency work orders?

Field Maintenance Technicians (FMTs)	**79%**
Skilled tradesmen	**21%**

5. Timeliness. How would you rate the response to routine work requests in these specific Facilities Services activities? Routine is defined as any usual maintenance or repair activities. Routine requests do not involve construction or emergency-related requests.

   A. Roofing

Excellent	1%
Good	18%
Fair	45%
Poor	36%

B. Heating, Ventilation, and Air Conditioning (HVAC)

Excellent	6%
Good	47%
Fair	34%
Poor	13%

C. Painting

Excellent	4%
Good	24%
Fair	33%
Poor	39%

D. Grounds (Special Crews)

Excellent	21%
Good	47%
Fair	23%
Poor	9%

E. Plumbing

Excellent	**7%**
Good	**55%**
Fair	**28%**
Poor	**10%**

6. How long did it take for Facilities Services to respond the last time you submitted a routine work request?

A. Roofing

24 hours or less	**10%**
2 to 4 days	**19%**
4 days to one week	**11%**
1 to 2 weeks	**13%**
More than 2 weeks	**47%**

B. Heating, Ventilation, and Air Conditioning (HVAC)

24 hours or less	**44%**
2 to 4 days	**30%**
4 days to one week	**13%**
1 to 2 weeks	**5%**
More than 2 weeks	**8%**

C. Painting

24 hours or less	**5%**

2 to 4 days	12%
4 days to one week	7%
1 to 2 weeks	12%
More than 2 weeks	64%

D. Grounds (Special Crews)

24 hours or less	17%
2 to 4 days	44%
4 days to one week	22%
1 to 2 weeks	10%
More than 2 weeks	7%

E. Plumbing

24 hours or less	46%
2 to 4 days	31%
4 days to one week	7%
1 to 2 weeks	6%
More than 2 weeks	9%

7. What do you feel is acceptable period of time for Facilities Services to respond to a routine work order?

A. Roofing

24 hours or less	28%
2 to 4 days	46%
4 days to one week	21%

1 to 2 weeks	**5%**
More than 2 weeks	**1%**

B. Heating, Ventilation, and Air Conditioning (HVAC)

24 hours or less	**75%**
2 to 4 days	**19%**
4 days to one week	**3%**
1 to 2 weeks	**3%**
More than 2 weeks	**0%**

C. Painting

24 hours or less	**6%**
2 to 4 days	**23%**
4 days to one week	**34%**
1 to 2 weeks	**27%**
More than 2 weeks	**10%**

D. Grounds (Special Crews)

24 hours or less	**9%**
2 to 4 days	**59%**
4 days to one week	**24%**
1 to 2 weeks	**7%**
More than 2 weeks	**1%**

E. Plumbing

24 hours or less	**75%**
2 to 4 days	**19%**
4 days to one week	**5%**
1 to 2 weeks	**2%**
More than 2 weeks	**0%**

8. How do you typically submit routine work requests to Maintenance and Operations?

Interoffice mail	**6%**
Computer	**16%**
Telephone	**53%**
Other	**25%**

9. Do you feel that you have a solid understanding of how to properly submit routine work requests to Facilities Services?

Yes	**64%**
No	**36%**

10. Quality. How would you rate the quality of maintenance work (repairs, etc.) performed by Facilities Services?

A. Roofing

Excellent	**2%**
Good	**35%**

Fair	**36%**
Poor	**27%**

B. Heating, Ventilation, and Air Conditioning (HVAC)

Excellent	**12%**
Good	**50%**
Fair	**30%**
Poor	**8%**

C. Painting

Excellent	**10%**
Good	**46%**
Fair	**22%**
Poor	**21%**

D. Grounds (Special Crews)

Excellent	**22%**
Good	**58%**
Fair	**14%**
Poor	**6%**

E. Plumbing

Excellent	**13%**
Good	**66%**

Fair	**18%**
Poor	**4%**

11. How would you rate the quality of the work performed by FMTs?

Excellent	**34%**
Good	**28%**
Fair	**25%**
Poor	**13%**

12. Facility Condition. How would you rate the condition of your office (if a central office employee) or building (i.e., is it good repair, free of safety hazards, offering an environment conducive to learning)?

Excellent	**11%**
Good	**40%**
Fair	**32%**
Poor	**17%**

13. For each unit in Facilities Services, please indicate the degree to which you agree with the following statement: The Facilities Services is adequately staffed and funded to meet the needs of my school/department.

A. Roofing

Strongly agree	**1%**
Agree	**8%**
Neutral	**30%**
Disagree	**36%**
Strongly disagree	**25%**

B. Heating, Ventilation, and Air Conditioning (HVAC)

Strongly agree	**5%**
Agree	**22%**
Neutral	**18%**
Disagree	**37%**
Strongly disagree	**19%**

C. Painting

Strongly agree	**1%**
Agree	**10%**
Neutral	**27%**
Disagree	**36%**
Strongly disagree	**25%**

D. Grounds (Special Crews)

Strongly agree	**7%**
Agree	**40%**
Neutral	**27%**
Disagree	**17%**
Strongly disagree	**10%**

E. Plumbing

Strongly agree	**2%**

Agree	**30%**
Neutral	**25%**
Disagree	**32%**
Strongly disagree	**10%**

Custodial Services

1. Quality. How would you rate the quality of custodial work performed by the custodians your school?

Excellent	**20%**
Good	**39%**
Fair	**32%**
Poor	**9%**

2. Quality. How would you rate the training provided to the custodial staff (i.e., are staff well trained?).

Excellent	**13%**
Good	**47%**
Fair	**31%**
Poor	**9%**

3. Responsiveness. How would you rate the custodial staff in responding to special requests (e.g., moving furniture)?

Excellent	**39%**
Good	**48%**
Fair	**8%**
Poor	**5%**

4. Cleanliness. How would you rate your office building or school's overall cleanliness?

Excellent	**17%**
Good	**47%**
Fair	**28%**
Poor	**8%**

5. For schools using contract cleaning services, how satisfied are you with the service?

Very satisfied	**9%**
Satisfied	**18%**
Neutral	**38%**
Dissatisfied	**15%**
Very dissatisfied	**21%**

Environmental Compliance

1. Quality. How would you rate the quality of environmental compliance (e.g., indoor air quality) work performed by the Facilities Services your school?

Excellent	**5%**
Good	**40%**
Fair	**37%**
Poor	**18%**

2. Responsiveness. How would you rate the environmental compliance staff in responding to special requests (e.g., immediate environmental concerns)?

Excellent	**13%**
Good	**42%**
Fair	**32%**
Poor	**13%**

Other

1. Should OCPS use this questionnaire regularly to help evaluate Facilities Service's performance?

Yes	**87%**
No	**13%**

2. Please add any comments or suggestions for improvement.