



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

**Florida State College at Jacksonville
November 17-21, 2014**

Final Report

December 23, 2014



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December 23, 2014

Dr. Cynthia Bioteau, President
Florida State College at Jacksonville
501 West State Street
Jacksonville, Florida 32202

Dear Dr. Bioteau:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at the Florida State College at Jacksonville. The report will also be placed on the website.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi Williams, director of Quality Assurance and Compliance, at 850-245-9051 or via electronic mail at Tashi.Williams@fldoe.org.

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

Sincerely,

Rod Duckworth

RD/gpf

Enclosure

cc: Dr. Phyl Rinninger, director of grants
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Dr. Shahrokh Massoudi, program specialist, Quality Assurance and Compliance

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Florida Department of Education
Division of Career and Adult Education

**Florida State College at Jacksonville (FSCJ)
Adult Education and Family Literacy and Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

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

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for adult education and family literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards subgrants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each state shall have procedures for reviewing and approving applications for subgrants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of subgrantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2014-2015 Quality Assurance Policies, Procedures, and Protocols, module A, section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures, and Protocols manual was revised in the 2014-15 program year. The manual was provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at <http://www.fldoe.org/workforce/compliance.asp>.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based.

Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the FDOE and the division. A risk matrix, identifying certain operational risk factors, is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy (ies) to be implemented.

The monitoring strategy for Florida State College at Jacksonville was determined to be an onsite visit. Notification was sent to Dr. Cynthia Bioteau, president, on July 30, 2014. The designated representative for the agency was Dr. Phyllis Renninger, director of grants.

The onsite visit to the agency was conducted November 17-21, 2014, by three representatives of the Quality Assurance and Compliance section of the division: Program Specialists Tashi Williams, Donna Waller and Dr. Shahrokh Massoudi.

V. Florida State College at Jacksonville

Enrollments 2012 - 13

<u>CTE Postsecondary</u>	<u>Adult General Education</u>
15,288	4,018

The provider was awarded the following grants for FY2012-13, 2013-14 and 2014-15:

2012-2013

ADULT EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$ 971,807.00	\$140,229.00
English Literacy and Civic	\$ 188,601.00	\$ 5,587.22

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Perkins-Rural	\$ 62,903.00	\$ 22,280.00
Post-secondary	\$1, 665,495.00	\$ 12,266.94

2013-2014

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$1,169,495.00	\$123,137.80
English Literacy and Civic	\$ 188,601.00	\$ 9,895.30

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Perkins-Rural	\$ 57,403.50	\$ 322.43
Post-secondary	\$1,572,971.00	\$ 1,713.07

2014-2015

ADULT EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$1,226,639.00	N/A
English Literacy and Civic	\$ 121,746.00	N/A

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Perkins-Rural	\$ 59, 224.00	N/A
Post-secondary	\$1,636, 902.00	N/A

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

www.fscj.edu

VI. MONITORING ACTIVITIES

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

Onsite Visits

Members of the team made onsite visits to the following locations:

- Downtown Campus
- North Campus
- South Campus
- Nassau Center
- Sulzbacher Center
- Jacksonville Jail
- Urban Resource Center
- Cecil Center North
- Cecil Center South
- Advanced Technology Center

Entrance and Exit Conferences

The entrance conference for the Florida State College at Jacksonville was conducted on November 17-21, 2014; the exit conference was conducted on November 21, 2014. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Adeeb, Patty	Director of Pre-Collegiate Studies	X	X
Bilsky, Judy	Vice President of the College and Provost	X	X
Blackmon, Cassandra	Director of Project Budget & Accounting	X	X
Blank, Dennis	Executive Director of Purchasing and Auxiliary Services		
Ciez-Volz, Kathleen	Executive Dean of Academic Foundations	X	X
Collins, Jerry	Associate Vice President of Educational Programs	X	X
Collins, Lori	Registrar	X	X
Darby, Barbara	Campus President, North Campus	X	X
Gnage, Marie	Campus President, Downtown Campus & Advanced Technology Center	X	X
James, Rosemary	Program Coordinator, Postsecondary Programs	X	X
Lott, Theresa	Executive Director of College Data Reporting	X	X
Neuhard, Ian	Campus President, Kent Campus & Cecil Field	X	X
Norfleet, Wendy	Dean of Career Education	X	X
Peterson, Jennifer	Resource Development Officer	X	X

Pica, Marc	Purchasing Contracts Coordinator	X	X
Reardon, Sarah	Resource Development Officer	X	X
Renninger, Phyl	Director of Grants	X	X
Robinson, Sandy	Executive Director of Nassau Center & North Campus President Elect	X	X
Small, Christine	Campus Grants Manager	X	X
Snell, Larry	Chief Business Affairs Officer	X	X
Stein, Julie	Program Developer, Postsecondary Program	X	X
Steinmaker, Trina	Vocational Evaluator III, Perkins Rural Program	X	X
Stevenson, Jim	Vice President of Institutional Advancement	X	X
Totty, Ashli	Instructional Program Manager, EL Civics	X	X
Waite, Deana	Program Coordinator, Adult General Education	X	X
Wall, John	Dean of Arts and Sciences	X	X
Williams, Patti	Grants Management Officer	X	X
FDOE TEAM			
Donna Waller		X	X
Tashi Williams		X	
Dr. Shahrokh Massoudi		X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists, and students. A minimum of two interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in section VII, item G. A minimum of 20 student records were reviewed. Some policies and procedures from the agency's website were reviewed and discussed at various times during the onsite visit.

VII. RESULTS

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

- The presentation conducted by the college at the entrance meeting provided much insight about all of the Adult Education (AE) and Career and Technical Education (CTE) programs that the college offers.
- The administrators are very knowledgeable and have a lot to offer the college and students.
- The college provides substantial financial support and internships to CTE and AE programs.
- The college is promoting the recruitment of non-traditional students and instructors.
- Administrators, instructors, staff and students are passionate about the college and its CTE and AE programs.
- The administrators on all levels of the administration know each other; they meet and work together cooperatively and collaboratively on a frequent basis.

- There are an ample number of CTE and AE advisory councils in place at the college that provide significant input and support to both programs.
 - Advisory councils include business leaders and citizens within the communities.
 - Meetings are well attended by advisory council members.
- The college has a program review process to offer new programs as well as expand programs that is thorough, comprehensive and involves many stakeholders.
- Staff, administrators, instructors and students visited by the monitoring team all expressed their appreciation for the Perkins and adult funding the college receives.

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

- Verification of CTE student data was reviewed.
- The monitoring team verified industry certifications earned by students.
- The data system processes were extensive and supported the submission of required reports to FDOE.
- The data staff works in collaboration with program staff to assure effective processes.
- The CTE department conducts scheduled program viability reviews and works closely with the following college offices: Institutional Research, Planning, Effectiveness & Analytics, Academic Affairs and the respective academic departments.
- Programs are evaluated on a yearly basis and information is shared with faculty for program effectiveness.
- The data is used in decision-making and when evaluating CTE and AE programs.
- Instructors and administrators have access to and utilize student data.
- The college's integrated database is used for capturing student attendance and performance.

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

- The CTE and AE programs were composed of experienced staff that were passionate about their respective classes.
- Students were making progress toward degrees, certificates and/or industry certifications.
- Textbooks are current and are being used in classrooms.
- Instructors are using Smart Boards[®] and other technology in their classrooms.
 - Equipment and technology is relevant and state-of-the-art.
- Programs are a blend of instructional and practical experiences for students.
- The team observed a variety of instruction taking place: group learning, lectures, labs, individualized instruction via computer/software and textbook reviews.

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

- The staff for each location visited by the monitoring team was most helpful with locating inventoried equipment funded by Perkins. The process was seamless. It was clear that the verification process would not have run as smoothly without their assistance.
 - The lab has cutting-edge technology and is free for students to use.
- For the inventory system:
 - Equipment is inventoried on an annual basis.
 - The inventory contains all the required elements as required in Education Department General Administrative Regulations (EDGAR).
 - In general, the equipment was in good condition and available to students at most of the locations.
- Equipment purchased with Perkins funds is tagged and labeled “Perkins” for easy identification.
- Technology was integrated into instruction and in appropriate proportion to class sizes.
- Staff is aware of what equipment was purchased with Perkins funds.
- The college has a five years technology plan.

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- The students appeared to be receiving the individual attention that they needed in class.
- The buildings and grounds were well maintained.
- The classrooms were spacious and appropriate for class sizes.
- Student are grateful that the college provides scholarships.

F. ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- The Office of Equity and Civil Rights Compliance (OECR), Division of Florida Colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OECR at 850-245-9468.

G. RECORDS REVIEW refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Equipment inventory
- Advisory council minutes
- 2014–2015 student handbook
- 2014–2015 college catalog
- Student records

- Financial records (payroll, personnel activity reports, time and effort reports and certifications, travel and expenditures)
- College policies and procedures
- Completed CTE and AE grant applications and amendments
- Final disbursement reports for CTE and AE grants
- Program brochures
- Schedule of classes
- FSCJ web site

H. **FINANCIAL** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management, and allowable costs.

- Purchasing procedures are in place and are being followed.
- An approval process is in place and is being followed.
- Meetings concerning the CTE and AE grants are held monthly between finance and program staff.
- Documentation provided (payroll, personnel activity reports time and effort records), certifications, travel, expenditures was comprehensive, organized, and thorough.

I. **COLLABORATION** refers to the collaborative agreements, partnerships, or Memoranda of Understanding (MOUs) that are in place to benefit an agency's programs and students.

- The college offers adult education classes at the Jacksonville Jail.
- The college has cooperative agreements with Nassau county and Duval county school districts.
- Nassau county school district provided the college with 50,000 square feet of space free of charge to offer CTE and ABE classes.

J. **PERKINS PROGRAM IMPROVEMENT PLAN** – A program improvement plan is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures. The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

1. Postsecondary Certificate Level

- For 2012-13, the agency met or exceeded all postsecondary measures except for:
 - 2A1 Completion 53.99% vs. 71.82% target
 - 3A1 Retention 53.93% vs. 63.69% target
 - 4A1 Placement 76.01% vs. 84.60% target
 - 5A1 Non-traditional 9.09% vs. 12.50% target

2. Postsecondary College Credit

- For 2012-13, the agency met or exceeded all postsecondary measures except for:
 - 3P1 Retention 60.76% vs. 76.25% local agreed target
 - 5P2 Non-traditional completion 27.93% vs. 34.53% local agreed target

The Perkins Improvement Plan Review form was completed during an interview with the CTE coordinator. Strategies identified in the plan were verified and documentation was provided.

- K. STUDENT PERSPECTIVE** – The team meets with groups of students; their perspective is presented as a portion of this report.
- CTE and AE students at FSCJ represent diverse cultures and ages.
 - Students were complimentary of instructors, counselors and the administration.
 - Students are made aware of job opportunities.
 - Students like the individual attention they receive from instructors.
 - Information regarding financial aid and other resources are readily available for students.
 - Students expressed pride in their programs, the college, the campuses, instructors and the facilities.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – FSCJ is not required to complete a Corrective Action Plan.
2. Action Plan – FSCJ is not required to complete an Action Plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – FSCJ is not required to complete a Corrective Action Plan.
2. Action Plan – FSCJ is not required to complete an Action Plan.

IX. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the monitoring team in regard to the monitoring visit of the adult education program at FSCJ:

- The Adult Education Club plays an important role in student engagement and retention, enhancing and developing life and leadership skills for adult education students through community service and civic engagement.
- Club members supported local public school students by providing needed school supplies for success.
- Club members are volunteering to raise awareness about the life challenges of city's homeless families; especially with young children.
- Club members collected and donated personal care items for homeless families with children.
- On May 7, 2014, a trip sponsored by the AE club to the Florida Literacy Conference was attended by 40 students. Nine students were recognized for their literary works and published in the *Mile Stone* magazine.

X. SUMMARY

The final report is completed, then forwarded to the agency head with a copy to the appropriate parties, and posted on the department's website at the following address:

<http://www.fldoe.org/workforce/reports.asp>. Finally, the division issues a closure notice to the agency head and designated contact person. We want to extend our appreciation to all participants in the FSCJ onsite monitoring visit. Special thanks are offered to Dr. Phyllis Renninger for her participation and leadership in this process.

**Appendix A
Risk Matrix Adult Education**

Agency Name: Florida State College at Jacksonville Program type: AE Target Year: 2012-2013 Monitoring Year: 2014-2015					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					150

Appendix A
Risk Matrix Career and Technical Education

Agency Name: Florida State College at Jacksonville Program type: CTE Target Year: 2012-2013 Monitoring Year: 2014-2015					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total CTE Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# CTE Grants Value	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
CTE PIP Index Value	7.50 – 10.00	7	1	<u>X 8</u>	8
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
CTE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
CTE Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					158