



## **Quality Assurance and Compliance Monitoring**

Career and Technical Education  
Adult Education and Family Literacy

Miami-Dade County Public Schools

**Final Report**  
**September 3, 2009**

# FLORIDA DEPARTMENT OF EDUCATION



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September 3, 2009

Mr. Alberto M. Carvalho, Superintendent  
Miami-Dade County Public Schools  
1450 NE Second Avenue, #912  
Miami, Florida 33132-1308

Dear Superintendent Carvalho:

We are pleased to provide you with the Final Report of Monitoring of the Adult Education and Family Literacy and Career and Technical Education Programs in Region V of Miami-Dade County. The report will also be placed on our Web site at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by Nelson Perez, Administrative Director, and Rose L. Martin, District Director, throughout the monitoring process. If my staff can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Mrs. Amy may be reached at 850/245-9031, or via electronic mail at [Eileen.Amy@fldoe.org](mailto:Eileen.Amy@fldoe.org).

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

Sincerely,

Loretta Costin

LBC/ela

Enclosure

Cc: Gloria Spradley-Brown  
Eileen Amy  
Nelson Perez  
Rose L. Martin

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**Miami-Dade County Public Schools  
Adult Education and Family Literacy and Career and Technical Education  
Quality Assurance Monitoring Report**

**I. PURPOSE**

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

**II. AUTHORITY**

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

For the federal awards it makes, a pass-through entity shall monitor the activities of sub recipients as necessary to ensure that federal awards are used for authorized purposes in compliance with laws, regulations, and the provisions of contracts or grant agreements and that performance goals are achieved. OMB Circular, A-133§\_\_\_\_.400

Each state agency and the judicial branch as defined in §216.011, F.S., shall establish and maintain management systems and controls that promote and encourage compliance; economic, efficient, and effective operations; reliability of records and reports; and safeguarding of assets. Accounting systems and procedures shall be designed to fulfill the requirements of generally accepted accounting principles. §215.86, Florida Statutes (F.S.).

**III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS**

The Quality Assurance Policies, Procedures, and Protocols (Manual) were provided to all agencies during the summer of 2008. The Monitoring 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.

#### IV. STATE PLANS

The State Plan required by the Carl D. Perkins Act of 2006 (Perkins IV), provides assurances that the eligible agency will comply with the requirements of Perkins IV and the provisions of the Florida State Plan.

The State Plan for Adult Education and Family Literacy programs is an agreement between the State of Florida and the federal government to assure that the administration of such programs is consistent with the state's goals, policies and objectives, and with federal laws and regulations. As stated in the Plan, the Compliance Monitoring Team (Quality Assurance Team) has the responsibility of monitoring and conducting program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

#### V. 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 Process - Adult Education

The Risk Assessment process is applied to all providers to determine appropriate monitoring strategies. Providers are ranked on performance indicators first; operational risk factors are then assessed by using the Risk Matrix. The results of the Risk Assessment Process are used to determine the appropriate monitoring strategy(ies) to be implemented.

In the initial selection process, 17 providers were ranked in the lowest quartile of performance in Adult Education and therefore, were identified as targeted providers. The Risk Matrix was completed on providers, ranked high to low, and six of the providers with the highest total Risk Assessment score were designated to receive an onsite monitoring visit. Appendix 1 provides a consolidated explanation of the Risk Assessment Process and is also contained in the Quality Assurance Policies, Procedures, and Protocols, Section E.

It was determined that Miami-Dade County Public Schools (MDCPS) Adult Education and Family Literacy Program would receive an onsite visit. The district was in Tier 4 of Adult Education providers based on the 2006-07 student performance data submitted on the Final-Year Performance Reporting Form, see Appendix 2. The district's Risk Assessment score was 644, resulting in the highest score in Tier 4.

The Quality Assurance Team proceeded to complete the risk assessment process:

<b>Adult Education Risk Assessment Score</b>	<b>Points</b>
Performance Score – Tier 4	20
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>624</u>
TOTAL Adult Education Risk Assessment Score	644

Once a Risk Assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. In order to utilize resources effectively, the Career and Technical Education (CTE) program and grants implemented by the college were also monitored.

The Quality Assurance Team completed the Risk Assessment Process for CTE:

<b>Career and Technical Education Risk Assessment Score</b>	<b>Points</b>
Performance Score – Tier 2	10
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>172</u>
TOTAL Risk Assessment Score	182

Student performance data from 2006-07 was used to rank Career and Technical Education (CTE) providers. Factors that contributed to the Total Risk Assessment Score were: number and amount of grants awarded, unexpended funds, prior audit and/or monitoring findings, and a key organizational change within the last two years.

**VI. MIAMI-DADE COUNTY PUBLIC SCHOOLS (MDCPS)**

**MDCPS CTE and Adult Ed total student enrollment for 2007-08:**

<b>CTE Secondary</b>	<b>CTE Postsecondary</b>	<b>Adult General Education</b>	<b>Total</b>
46,933	11,120	90,992	149,045

**MDCPS was awarded the following grants for FY 2006-07 and 2007-08:**

**2006-2007 ADULT EDUCATION GRANTS**

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended</u>
130-1917A-7CG03	Geographical	\$ 1,879,173	\$ 0.00
130-1917A-7CC05	Adult Corrections	\$ 75,000	\$ 0.00
130-1917A-7CF0N	Adult Family Literacy	\$ 75,000	\$ 1001.53
130-1917A-7CF0L	Adult Family Literacy	\$ 75,000	\$ 3130.39
130-1917A-7CF0M	Adult Family Literacy	\$ 75,000	\$ 0.00
130-1917A-7CA02	Adult Family Literacy	\$ 50,000	\$ 11,964.66
130-1917A-7CF08	Adult Family Literacy	\$ 75,000	\$ 171.86
130-1917A-7CF07	Adult Family Literacy	\$ 75,000	\$ 61,665.20
130-1917A-7CF01	Adult Family Literacy	\$ 75,000	\$ 2532.59
130-1917A-7CF0E	Adult Family Literacy	\$ 66,895	\$ 774.45
130-1917A-7CF0D	Adult Family Literacy	\$ 75,000	\$ 345.15
130-1917A-7CF0C	Adult Family Literacy	\$ 75,000	\$ 0.00
130-1917A-7CF0A	Adult Family Literacy	\$ 75,000	\$ 0.00
130-1917A-7CF0B	Adult Family Literacy	\$ 75,000	\$ 17,758.01
130-1917A-7CF09	Adult Family Literacy	\$ 75,000	\$ 55,144.22
130-1917A-7CF0F	Adult Family Literacy	\$ 75,000	\$ 12,513.42
130-1917A-7CF0G	Adult Family Literacy	\$ 75,000	\$ 378.81
130-1917A-7CF0H	Adult Family Literacy	\$ 31,982	\$ 0.00
130-1917A-7CF0J	Adult Family Literacy	\$ 75,000	\$ 5,583.53
130-1917A-7CF0K	Adult Family Literacy	\$ 75,000	\$ 1,098.81
130-1937A-7CE01	English Literacy and Civics	\$ 527,128	\$ 0.00
130-1937A-7CE02	English Literacy and Civics	\$ 1,390,155	\$ 0.00
130-1917A-7CFP0	Adult Front Porch	\$ 50,000	\$ 308.86
130-1917A-7CFP6	Adult Front Porch	\$ 50,000	\$ 31,738.06
130-1917A-7CCT1	Adult Community Technology	\$ 50,000	\$ 8,369.22
130-1917A-7CM04	Parents/Middle School Students	\$ 50,000	\$ 0.00
		<b>\$ 5,345,333</b>	<b>\$ 214,478.77</b>

**2006-2007 PERKINS GRANTS**

130-1517A-7CP01	Postsecondary	\$1,256,755	\$ 0.00
130-1517A-7CS02	Secondary	\$5,516,674	\$ 0.00
130-1577A-7CT01	Tech Prep	\$ 374,942	\$ 0.00
		<b>\$7,148,371</b>	<b>\$ 0.00</b>

**2007-2008 ADULT EDUCATION GRANTS**

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended</u>
130-1918A-8CG09	Adult General Education	\$ 3,350,775	\$ 47,568.65
130-1918A-8CC08	Adult Corrections	\$ 102,405	\$ 769.84
130-1918A-8CH01	Literacy for Households	\$ 152,748	\$ 3,345.09

130-1918A-8CH02	Literacy for Households	\$ 152,748	\$ 0.00
130-1918A-8CH04	Literacy for Households	\$ 151,031	\$ 50,010.67
130-1918A-8CH06	Literacy for Households	\$ 152,748	\$ 7,442.13
130-1918A-8CH07	Literacy for Households	\$ 152,748	\$ 3,013.65
130-1938A-8CE01	English Literacy and Civics	\$ 1,151,864	\$ 89,870.93
130-1948A-8PL01	AEFL Leadership	\$ 133,000	\$ 31,094.03
130-1948A-8PL02	AEFL Leadership	\$ 100,000	\$ 1,206.60
		\$ 5,600,067	\$ 234,321.59

**2007-2008 PERKINS GRANTS**

130-1518A-8CP01	Postsecondary	\$ 1,281,587	\$ 0.00
130-1518A-8CS01	Secondary	\$ 5,609,006	\$ 0.00
130-1578A-8CT01	Tech Prep	\$ 340,973	\$ 0.00
		\$ 7,231,566	\$ 0.00

Information about Miami-Dade County Public Schools may be found at the following Web address:  
<http://www.dadeschools.net/>

**VII. MONITORING ACTIVITIES**

Notification

The monitoring strategy for MDCPS was determined to be an onsite visit. Notification was sent to Dr. Randolph F. Crew, Superintendent of Miami-Dade County Public Schools, on August 7, 2008. The designated representatives for the agency were Mr. Nelson Perez, Administrative Director, Adult, Vocational, and Alternative Education and Dr. Rose Martin, District Director, Career and Technical Education.

The onsite visit to the agency was conducted April 27 to May 1, 2009, by five Bureau staff members: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance and Program Specialists, Dr. Shahrokh Massoudi, Mr. Rick Lockenbach, Mr. Tashi Williams, and Ms. Sheryl Walden.

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

Onsite Visits

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

- Miami Lakes Technical Center
- Miami Lakes High School and Adult Center
- Hialeah Senior High School
- Hialeah Adult Education Center – Main Campus
- American Senior High and Adult School
- James Bright Elementary
- Carol City Senior High School
- John F. Kennedy Library
- North Miami Beach Senior High School
- Miami-Dade Corrections Boot Camp
- Haitian Women of Miami
- George T. Baker Aviation School

Entrance Conference

The entrance conference for the MDCPS was conducted on April 27, 2009 and included Mr. Nelson Perez, Administrative Director, Adult, Vocational, and Alternative Education; Dr. Rose Martin, District Director, Career and Technical Education; Carlos Manrique, District Supervisor, School Operations – Adult General Education; Manny Castaneda, Director, Adult Education Data Systems Assessment, Research, and Data Analysis; Bobby Gornto, Administrative Director, District/School Operations and other administrative staff, including principals.

### 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.

## **VIII. RESULTS**

*Miami-Dade County Public Schools  
April 27 – May 1, 2009*

**ADMINISTRATIVE** refers to the management and/or supervision of programs, staff, facilities and activities.

- Longevity of Administrators and their wealth of institutional knowledge is a strong asset, however, many administrators will retire next year
- District currently divided into 5 regions; will be collapsed into 4 regions as a budget reduction
- Region V was monitored
- Administrative Staff
  - Knowledgeable of programs and people
  - Focused on student success and achievement
  - Students interacted with principals and administrators

### FINDINGS

No findings of non-compliance were noted

### CONCERNS AND RECOMMENDATIONS

- Succession planning for anticipated administrative and principal vacancies
  - *Recommendation: Establish, maintain and provide staff development for a pool of potential candidates within the district for administrative and principal vacancies*
- The district needs assistance with strategies for implementing **CTE** - academic integration
  - *Recommendations: Consider scheduling common planning time for academic and CTE teachers on one of the pre-planning or early-release days for the district. Conduct a workshop on this subject for teachers and other staff and provide ongoing support for teachers. CTE/FCAT Connections at <http://www.cte.osceola.k12.fl.us/FCAT.shtml> provides curriculum that integrates the Sunshine State Standards with standards for identified CTE courses. Contact Marsan Carr at Florida Association for Career and Technical Educators (FACTE) at [factexec@facte.org](mailto:factexec@facte.org) for CTE/FCAT Connections training or other assistance for integrating CTE and academics. The district may want to consider encouraging secondary CTE teachers to be trained in Content Area Reading Professional Development (CARPD) to integrate reading in their classrooms.*

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

- Data presentation by Manny Castenada (Director of Adult Education Data Systems, Assessment, Research, and Data Analysis) demonstrated the various capabilities of the MDCPS data system
  - Principals can access the data or designate access for others
  - Error-checking/exception reports are available
  - System can track EFLs/OCPs by student, school, term, year, class, etc.
  - Can compare schools, teachers, and/or programs
- MIS for postsecondary is current and accessible for all principals and delegated staff



- Data system student records
  - Demographics
  - Education histories
  - Completions
  - Test history and results
- Principals use data for structural and programmatic changes
- Mr. Castaneda was immediately responsive to all requests for data during visit

#### FINDINGS

No findings of non-compliance were noted

#### CONCERNS AND RECOMMENDATIONS

None

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

- Teachers (Adult Education, ESOL, and CTE)
  - Qualified, experienced, and enthusiastic
  - Demonstrated love of their jobs
  - Interactive instruction, engaging student participation
  - Highly motivated by students throughout class times
  - Take pride in student success
  - Positive reinforcement and feedback observed
- Majority of adult education teachers teach in a school that they previously attended as a student
- Many CTE teachers have extensive experience in content area
  - Detailed/Vision of future evident
  - Instruction is individualized
- Students with disabilities
  - Interpreters provided for hearing impaired
  - Included in classes/instruction where possible
  - Some instructors not aware of modified OCPs for CTE students
- Team teaching approach used in some classes
- Certification of programs is evident
- Academies and programs of study are prevalent
- CAPSTONE project required of seniors
  - Portfolios, observations excellent
- Some CTE students have online portfolios and business cards
- CTE students create bulletin board displays in content area
- Articulation agreements are abundant
- Some academies are more established than others

#### FINDINGS

No findings of non-compliance were noted

#### CONCERNS AND RECOMMENDATIONS

- *Recommendation: Enhance collaboration between academies to capitalize on the strengths of both established and new programs.*

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

- Technology used by groups and by individuals
- Smart boards in use
- Computers (I-MACS) and software
- Aviation – planes and simulators
- Electronic grade book and student records
- Most equipment up-to-date; however, some equipment may need to be replaced
- Some programs (but not all) have in place five-year plans for replacement of equipment
- Assistive technology is evident
- Budget issues mentioned with equipment
- Adult education programs are increasing use of technology
- Teachers extremely interactive in adult education classes

#### **FINDINGS**

No findings of non-compliance were noted

#### **CONCERNS AND RECOMMENDATIONS**

Concern: Out-dated equipment within programs

- *Recommendation: Survey equipment to determine what is old or out-dated and needs to be replaced. Incorporate five-year plans for replacement of equipment at all locations.*

**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.

- Served high school, adult education and career and technical education students
- Students were multi-generational, various ages and ethnicities
- Many students participate in CTSOs or other extracurricular activities
- Full use of facilities – both day and night
- Security at some schools seemed excellent; others less obvious
- Large classrooms
- Comfortable environments
- Variety of community locations eliminates transportation issues for adult students
  - Students may walk or ride city buses to school
- Many teachers are bilingual
- Variability of integration of academics from low to high
- Consultation with instructors for state of the art facilities in concert with content area
- Saturday programs at some sites
- Remodeling and construction
  - Limits class participation
  - Inhibits student progress
  - Students not receiving full return on investment
- Electrical issues
  - Miami Lakes Tech cosmetology class
  - Hialeah Senior High culinary arts class

#### **FINDINGS**

No findings of non-compliance were noted

#### **CONCERNS AND RECOMMENDATIONS**

1. Concern: Remodeling and Construction often delayed and interrupts instruction and flow of coursework; creates significant inconvenience and hardship for students and instructors.  
*Recommendations: Additional supervision of remodeling and construction projects within classrooms should be undertaken with a focus on safety for students and instructors and timely completion of projects. Consequences for non-performance or poor performance should be implemented.*
2. Concern: Lack of consistency in integration of academics in CTE classes  
*Recommendation: Incorporate integration of academics in professional development; incorporate mutual planning time for teachers in CTE and academic subject areas.*

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

- Non-discrimination statements were posted on bulletin boards and in common areas accessible to students, parents, visitors, and staff.
- Non-discrimination statements covering all protected classes were observed in student and employee handbooks.

#### **FINDINGS**

- Non-discrimination statements were not observed in MDCPS recruitment/enrollment materials and other publications available to students, parents, visitors, and staff, **as required by federal non-discrimination laws.** *Statutory Authority:* Title VI of the Civil Rights Act of 1964 [PL. 88-352]; Title IX of the Education [20 U.S.C. 1681-1683 and 1685-1686], Section 504 of the Rehabilitative Act of 1973, as amended [29 U.S.C. 794 [42 U.S.C. 6101-6107]
  - *Corrective Action: Include non-discrimination statements in recruitment materials and publications available to students, parents, visitors, and staff.*

#### **CONCERNS AND RECOMMENDATIONS**

None

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

- The following records were reviewed while visiting Miami-Dade County Public Schools:
  - Personnel Activity Reports (PARs) for part-time employees
  - Certifications for 100% employees
  - Faculty and Staff Handbook 08-09
  - Staff Development records
  - Operations Manual
  - High School Curriculum Bulletin 07-08
  - Inventory (2008)
    - Some principals or their designees are unable to pull inventory from existing system
  - Student records
  - CAPSTONE Project Student Handbooks for each Academy
  - Laminated cards/brochures for information about each program, the registration process, financial aid, testing
  - Student Handbook/Code of Student Conduct
  - Agreements/Memoranda of Understanding/Contracts (City of Hialeah; Miami Lakes; Toyota; Miami-Dade Community College; FAMU; Broward Community College; FIU)
  - Programs of Study notebooks reviewed
  - Financial Aid Policies and application procedures
  - Purchasing Procedures Manual
  - Purchase orders for various equipment
  - Student Records (schedules, transcripts, grade sheets)

#### **FINDINGS**

No findings of non-compliance were noted

#### CONCERNS AND RECOMMENDATIONS

Concern: Inventory lists were not available for all locations. Although some staff had access to the inventory system, they were not able to produce reports for their site.

*Recommendation: Provide training or updates on the MDCPS inventory system so that local administrators or their designees can easily pull reports when requested.*

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

- Purchase orders are completed electronically, up to and including approvals
- Inventory
  - Property that was identified with grants – observed to be tracked and tagged
  - Inventory does not contain all elements required by EDGAR – specifically location. The location must be specific enough to find and identify equipment
  - PO list must be linked with inventory to determine items purchased with grant funds
  - Some principals or their designees are unable to pull inventory from existing system
- Payroll records – samples provided
- Travel documentation – samples provided
- Purchasing Procedures Manual was in place and current

#### FINDINGS

Inventories must include location of equipment per EDGAR. In some locations, Inventory/Property records that were available could not be easily verified because they did not contain all the elements required by EDGAR.

- *Corrective action: Include elements required by EDGAR 80.32 (d) (1). These include: A description of the property; a serial or identification number; the source of the property; who holds title; the acquisition date; cost of the property, percentage of federal participation in the cost of the property; **the location, use and condition of the property**; and any ultimate disposition data including the date of disposal and the sale price of the property.*

#### CONCERNS AND RECOMMENDATIONS

None

**COLLABORATION** refers to the collaborative agreements, partnerships, or memoranda of understanding to benefit an agency's programs and students.

- Internship programs were utilized
- Cooperation and agreements with business and industry
- Advisory committees for content areas are in place
- Access to internet-based instruction (same as employees of the business)
- Students participate in competitions, earning awards and participation in national skill competitions
- Articulation agreements with organizations and colleges were numerous, listed previously.
- Cooperative agreements with local city governments (Hialeah, Miami Lakes), various associations and community partners

#### FINDINGS

No findings of non-compliance were noted

#### CONCERNS AND RECOMMENDATIONS

None

## **IX. REQUIRED RESOLUTION ACTIVITIES**

### **ADULT EDUCATION AND FAMILY LITERACY AND CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan - MDCPS is required to complete a Corrective Action Plan (Appendix B) to address the following findings:
  - a. Include non-discrimination statements, complete with all components, in policies, recruitment materials and publications available to students, parents, visitors, and staff.
  - b. Update inventory to include location of equipment.
2. Action Plan - The district must provide an Action Plan (Appendix C) in regards to the concerns noted elsewhere in this report and below.
  - a. A succession plan for district Career and Adult Education administrative vacancies.
  - b. Supervision of and completion of remodeling and/or construction projects in classrooms.
  - c. Improvement in the integration of CTE – Academic programs and in the collaboration among academies.
  - d. Address ability of staff to access inventory/property database through training updates.
  - e. Develop replacement plans for out-dated equipment.

### **TARGETED TECHNICAL ASSISTANCE**

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Miami-Dade County Public Schools (MDCPS) staff is encouraged to contact Division staff to assist their efforts toward systemic change.

## **X. REMARKS**

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

- Leadership from the top down is cooperative, positive, supportive, and very involved.
- Those interviewed were cooperative and forthcoming and welcomed an opportunity to share information concerning both their classes and themselves.
- Teachers are qualified, engaged and enthusiastic.
- Student portfolio projects and presentations were excellent and actively engaged the students.
- MDCPS has demonstrated a commitment to the use of technology by students and staff.
- Teachers have opportunities to pursue staff development activities.
- Data system was comprehensive and accessible.

## **XI. SUMMARY**

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the District for review. Comments are accepted and considered. The final report is completed and forwarded to the Agency Head with a copy to the appropriate parties. The team leader monitors and conducts follow-up activities to assure issues have been satisfactorily completed within the stated timelines. Finally, the Bureau issues a Closure Notice to the Agency Head and designated contact person. This notice indicates all outstanding items have been completed.

Florida Department of Education  
 Division of Career and Adult Education

**Consolidated Risk Assessment Process  
 Career and Technical Education**

Purpose: To identify the process used by the Quality Assurance Team to select Workforce Education providers for specific monitoring strategies.

A Risk Assessment process is used to determine appropriate monitoring strategies. In the initial selection process, providers ranked in the fourth quartile of performance in Career and Technical Education, were identified as targeted providers. The targeted providers with the highest risk assessment scores may be subject to onsite monitoring.

**Performance Score** - Given the performance data available, providers' performance was divided into four quartiles and assigned tiers and points. The scale based on quartile of performance (from highest to lowest performance) for career and technical education:

- First quartile Tier 1 = 5 points (highest performance)
- Second quartile Tier 2 = 10 points
- Third quartile Tier 3 = 15 points
- Fourth quartile Tier 4 = 20 points (lowest performance)

Performance data utilized for Career and Technical Education: 2006-07 (or most recent and available) adult basic education (ABE) performance data.

**Operational Risk Factors Score**

- The following operational risk factors are used:
  - Total amount of agency funding for 2006-07 (or current year)
  - Number of grants for 2006-07 (or current year)
  - Number of grants with 10% or more of unexpended funds for 2006-07 (or current year)
  - Audit and/or monitoring findings relevant to internal control weaknesses during three (3) previous years for provider
  - Change in director within the past two (2) years
- A value is assigned for each of these operational risk factors
- The value is multiplied by the risk factor weight, resulting in a total number of points for the specific operational risk factor
- The risk factors are added for an Operational Risk Factors Score

**Total Risk Assessment Score** - totals the following factors for targeted providers to provide separate scores for Career and Technical Education:

$$\begin{aligned} &\text{Performance Score} + \\ &\underline{\text{Operational Risk Factors Score}} = \\ &\text{TOTAL Risk Assessment Score} \end{aligned}$$

**Example:** Provider A is a targeted provider because this agency was in the lowest quartile (Tier 4) for career and technical education performance. The Quality Assurance Team proceeds to complete the risk assessment process:

<b>Career and Technical Education Risk Assessment Score</b>	<b>Points</b>
Performance Score – highest quartile+	20
<u>Operational Risk Factors Score – Risk Matrix=</u>	<u>100</u>
TOTAL Career and Technical Education Risk Assessment Score	120

Provider Selection Calculation

## **APPENDIX A**

The monitoring strategies to be applied to targeted providers are determined by calculating a total of the Level of Performance Score and the Risk Matrix Score. Provider totals will be ranked and divided into tiers. Each tier will be assigned appropriate monitoring strategy(ies). Onsite monitoring visits may be implemented for agencies at the greatest level of risk.

Once a risk assessment is completed for a targeted provider, additional programs operated by the provider may be reviewed. Additional grants or contracts in the geographical area may also be reviewed during an onsite monitoring visit to use resources effectively.

Florida Department of Education  
 Division of Career and Adult Education  
**Corrective Action Plan**  
**Career and Technical Education**

<b>Grant Type:</b> Adult Education and Family Literacy/Carl Perkins Career and Technical Education		<b>Provider:</b> Miami-Dade County Public Schools		<b>DOE Team Leader:</b> Eileen L. Amy	
<b>Date(s) of Monitoring:</b> April 27 – May 1, 2009		<b>Provider Contact Name, Telephone, E-mail:</b> Nelson J. Perez, 305-219-6311, <a href="mailto:NPerez@dadeschools.net">NPerez@dadeschools.net</a>		<b>Date of Submission:</b>	
<b>Citation/Finding</b>	<b>Corrective Action Strategies</b>	<b>Person Responsible</b>	<b><u>Projected Date of Completion</u></b>	<b>Evidence of Change</b>	
a. Include non-discrimination statements, complete with all components, in policies, recruitment materials and publications available to students, parents, visitors, and staff, <b>as required by federal non-discrimination laws.</b> <u>Statutory Authority:</u> Title VI of the Civil Rights Act of 1964 [PL. 88-352]; Title IX of the Education [20 U.S.C. 1681-1683 and 1685-1686], Section 504 of the Rehabilitative Act of 1973, as amended [29 U.S.C. 794 [42 U.S.C. 6101-6107]					



Citation/Finding	Corrective Action Strategies	Person Responsible	<u>Projected Date of Completion</u>	Evidence of Change
<p>b. Update inventory to include location of equipment. Inventory/property records should contain all elements required by EDGAR 80.32(d) (1). These include: A description of the property; a serial or identification number; the source of the property; who holds title; the acquisition date; cost of the property, percentage of federal participation in the cost of the property; the location, use and condition of the property; and any ultimate disposition data including the date of disposal and the sale price of the property.</p>				
<p><b>Technical Assistance Needed and/or Provided:</b></p>				
<p><b>Status of Action Completed / Pending:</b></p>			<p><b>Date:</b></p>	

Florida Department of Education  
 Division of Career and Adult Education  
**Corrective Action Plan**  
**Career and Technical Education**  
**Adult Education**

<b>Program Type:</b>	<b>Provider:</b>	<b>DOE Team Leader:</b>	
<b>Date(s) of Monitoring:</b>	<b>Provider Contact Name, Telephone, E-mail:</b>	<b>Date of Submission:</b>	
<b>Concern(s)</b>	<b>Plan</b>	<b>Person Responsible</b>	<b><u>Projected Date of Completion (if applicable)</u></b>
a. A succession plan for district Career and Adult Education administrative vacancies			
b. Supervision of and completion of remodeling and/or construction projects in classrooms.			
c. Improvement in the integration of CTE – Academic programs and in the collaboration among academies.			
d. Address ability of staff to access inventory/property database through training updates.			
e. Develop replacement plans for out-dated equipment.			
<b>Technical Assistance Needed and/or Provided:</b>			