



Quality Assurance and Compliance Monitoring

Career and Technical Education
and Adult Education and Family Literacy

Miami Dade College

Final Report
March 6, 2012

Revised 03/12/12

FLORIDA DEPARTMENT OF EDUCATION



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March 6, 2012

Dr. Eduardo J. Padron, President
Miami Dade College
300 Northeast 2nd Avenue
Miami, Florida 33132-2297

Dear Dr. Padron:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education and Adult Education and Family Literacy programs from our visit on October 31, 2011, and November 1-5 and 9, 2011. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Eileen L. Amy, Director of Quality Assurance and Compliance. Ms. Amy may be reached at 850-245-9033, or via electronic mail at Eileen.Amy@fldoe.org.

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

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Taylor".

Kathleen Taylor

KT/ela

Enclosure

c: Dr. Michael Reiner
Mr. Jeffery Gathercole
Ms. Eileen L. Amy
Dr. Shahrokh Massoudi

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**Miami Dade College (MDC)
Career and Technical Education and Adult Education and Family Literacy
Quality Assurance Monitoring Report**

I. INTRODUCTION

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

II. AUTHORITY

The Florida Department of Education receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for Adult Education and Family Literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plan for 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 necessary to ensure compliance with applicable statutes and regulations (34 CFR 76.770).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2011-12 *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 2011-12 program year. The Manual was provided to each provider prior to the monitoring visit. The Manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the Manual in this document; it is located on the Division's website at <http://www.fldoe.org/workforce/compliance.asp>.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the Quality Assurance System. The monitoring component of the system is risk-based.

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

The monitoring strategy for Miami Dade College was determined to be an onsite visit. Notification was sent to Dr. Eduardo J. Padron, President of Miami Dade College, on July 18, 2011. The designated representatives for the agency were Dr. Michael Reiner, Associate Provost, Academic Affairs, and Jeffrey Gathercole, Director, School of Continuing Education and Professional Development.

The onsite visit to the agency was conducted October 31, 2011 and November 1-5 and 9, 2011, by four representatives of the Bureau: Ms. Eileen L. Amy, Director of Quality Assurance and Compliance; and Program Specialists Dr. Shahrokh Massoudi, Co-Leader; Ms. Sheryl Walden; and Mr. Tashi Williams.

V. MIAMI DADE COLLEGE

The total student enrollment for MDC in 2009-10:

<u>Career and Technical Education</u>	<u>Adult General Education</u>	<u>Total</u>
20,252	12,577	32,829

The provider was awarded the following grants for FY 2009-10 and 2010-11:

2009-2010

Adult Education:

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
132-1910A-OCG01	Adult General Education	\$987,117	\$13,168.86 unspent
132-1930A-OCE01	EL/Civics	\$250,000	\$2,464.04 unspent

Career and Technical Education:

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
132-1610A-0CP01	Postsecondary	\$4,367,078	\$0 unspent

2010-2011

Adult Education:

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
0132-1911A-1CG01	Adult General Education	\$987,117	\$2,974.84 unspent
0132-1931A-1CE01	EL/Civics	\$250,000	\$0 unspent

Career and Technical Education:

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
0132-1611A-1CP01	Postsecondary	\$2,623,816	\$0 unspent

Additional information about the provider may be found at the following Web address:
www.mdc.edu

VI. MONITORING ACTIVITIES

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

Onsite Visits

Members of the team made onsite visits to Career and Technical Education and Adult Education and Family Literacy programs at the following locations:

- Wolfson Campus
- Kendall Campus
- North Campus
- Homestead Campus
- InterAmerican Campus
- Carrie P. Meek Entrepreneurial Educational Center
- Abriendo Puertas, Inc.
- St. Joseph Catholic Church
- Jose Marti Park

Entrance Conference

The entrance conference for MDC was conducted on the Wolfson Campus on November 1, 2011, and included persons listed on Appendix B.

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, and students. Thirty-two persons were interviewed, and 26 observations were conducted. 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 VIII, G. Some policies and procedures were reviewed at the agency's website and discussed during the onsite visit.

Exit Conference

The exit conference for MDC was conducted on November 9, 2011, on the Wolfson Campus; attendees are listed on Appendix B.

VII. RESULTS

Miami Dade College

October 31, 2011 and November 1-5 and 9, 2011

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

- Organization of the visit:
 - The team recognized Dr. Reiner and his leadership in the visit preparation and implementation;
 - schedules and maps were available for every campus; and,
 - coordination of efforts was rewarding.
- The agency's structure is intricate and complex, yet internal staff understand the lines of reporting and communication.
- Campus leaders take responsibility for any event or issue that occurs on their campus, whether or not it lies within their focus area.
- Active Advisory Committees were all-inclusive in representation, including business and industry, students, and faculty.
- Staff development procedures were in place; workshops were available to instructors.
- As a part of the annual performance evaluation process, the College requires full time staff and instructors to develop individual plans for staff development.
- The visit to the campuses seemed much more positive than the previous year.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

Concern: The data, finance, and program areas were clearly separate entities across and within campuses.

Recommendation: Consider increased communication and exchange of information across these elements to reinforce an integrative administrative climate and increased focus on performance measures. Eliminate the “silos”.

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

Craig Winger, Program Specialist from the Division’s Bureau of Budget, Accountability and Assessment, participated in the discussion of data with the College and the monitoring team’s representatives. Concerns are noted in the Data area and must be addressed by an Action Plan to prevent future Findings. Appendix C identifies the requirements of the grant award pertinent to data.

- Focus needs to be given to the CTE core performance measures.
- Work is needed in reporting the required elements for the National Reporting System (NRS).
- A new software program is being implemented over the next five years.
- In some classrooms, data is entered daily, including when the student is tested.
- Pre- and post-test information is available, but it is not evident that persons are using the data for program improvement.
- Many teachers seem neither vested nor involved with data; many know whom to speak with regarding data inquiries; some teachers have developed their own tracking systems.
- Oral screening tools are being used College-wide for ESOL students.
- Attendance seems to be taken in most classrooms, but not all.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

1. Concern: Miami Dade College could not provide evidence of monthly local reporting to teachers and administrators as required by the 2010-11 grant years and as agreed to and noted in the grant award would happen by November 14, 2011.

Recommendation: Miami Dade College should review its data collection and reporting components to ensure consistency and compliance.

2. Concern: Miami Dade College does not collect and report Student Goals (since 2005) as required by OVAE and as required in the grant.

Recommendation: Review the required reporting components of the NRS and the grant to ensure compliance.

3. Concern: Staff does not seem to be consistently involved in the use of data.

Recommendation: Document the involvement of staff with data; determine how data is or may be used to make programmatic decisions.

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

- Comprehensive course offerings are available for students.
- Community involvement and outreach is evident across programs; although there has been a reduction of locations for outreach sites for Adult Education, we encourage the College to increase the community sites to broaden access for students whenever possible.
- Classes are offered across campuses during the day and evening, increasing access for students.
- Articulation agreements are in place for numerous programs.
- The Adult Education Career Pathways grant is being implemented; participation at the national conference was recognized.
- The Translator program reaches out to community agencies.
- The computer labs are impressive, including media centers and libraries; courtyard computers are accessible on each campus 24/7.
- Homestead School of Aviation students requested more hours for access to the lab, as some drive long distances for a lab time limited to two hours.
- Encourage “third-party observations” to enhance instructional strategies; observers could suggest teaching activities and adjustments in the learning environment.

FINDINGS

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

CONCERNS

None

ADULT EDUCATION

- ESOL students represent 65% of the College’s Adult Education students, and 35% in ABE/GED classes.
- There is lower enrollment due to changes in federal allocation (2010-11) and implementation of tuition and residency documentation requirements.
- The College offers GED classes online at no cost to students.
- Use of paraprofessionals and tutors with various functions/assignments (intake, assessment, learning labs) enhances program delivery.
- Outreach community sites providing Adult Education classes were inspiring.
 - Enrollment was full at each site.
 - Equipment and technology was present and being used.
 - Community sites create responsive and involved community partners.
- The newly developed Adult Education Newsletter is a good way to recognize students and instructors as well as recruit new students.
- The new Director has visited all the campuses and is forming an Adult Education Coordinating Council; we encourage involvement of students, especially in community sites.
- We observed teachers using varied teaching methods, including use of tape recorders, computer programs, and PowerPoint within the Adult Education community sites.

CAREER AND TECHNICAL EDUCATION

- The Aviation Air Traffic Control Program has strong ties with the airport, providing internships and high earning potential for students.
- The new Miami Culinary Institute is clearly a state-of-the-art program; from seed to soil, farm to table, the standards are high for participating students.
 - Master Chefs provide leadership and instruction.
 - Use of media allows instruction on national and international levels.
 - Practical experience for students, including the food truck and the Toju Restaurant, is invaluable.
 - Current enrollment is 300 students, with potential for 100 more.
 - Students can receive Associate of Arts Degrees in Culinary Arts Management and Culinary Operations Management.
 - Program cost is 50% of private school options.
 - Industry partners conduct faculty and staff training, workshops, and master chef classes.

- Firefighters
 - The program requires 450 hours of instruction for state certification.
 - The College provides financial aid, including bunker gear for students.
 - Many instructors are retired firefighters from the area.
 - Face-to-face advisement is provided to potential students.
 - The Perkins Grant enabled the purchase of the fire truck for the program.
- Entertainment and Design Technology
 - This program prepares students for high-skill, high-wage employment in the following areas: film production, television broadcasting, music business, graphic design, Web design, photography, and commercial art.
 - Graduates from the program can earn \$36,000 to \$54,000 per year.
 - The Advisory Committee assists with student recruitment, facilities recommendations, internship opportunities, and employment networking.
 - Professional internships are available to the students.
 - The program enjoys partnerships with NBC Universal, Univision, and Carnival Cruise Line.

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 inventory management system is also addressed.

- Use of technology was extensive in the classrooms observed; tools included document readers, laptops, TV projectors, and assistive technology.
- Inventory was easily located, items were tagged and tracking of computers and other equipment below the College's equipment threshold of \$1,000 was in place.
- All the required elements of the inventory were present.
- A 20% replacement plan for equipment is being implemented by the College.
- MDC uses Accutrack software to track tutor and student attendance and progress.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Buildings and classrooms are clean.
- Sufficient parking space is available for students.
- Students support each other on class initiatives.
- Group and individualized instruction was observed.
- Courtyard computers are accessible to students on each campus 24/7.
- Instructional strategies are varied.
- Some classrooms are at capacity.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- The non-discrimination policy includes required protected classes.
- The College has an ACCESS Coordinator to handle related issues.
- Instructors and administrators are aware of the process for addressing complaints regarding discrimination.
- There is an equity officer on every campus.
- The Office of ACCESS (Disability Services) provides, arranges and coordinates services, including accommodations, for students with documented disabilities College-wide.
 - Leadership “walks the walk”; persons with disabilities hold leadership positions.
 - The ACCESS program on each campus is a valuable resource for instructors and students with disabilities.
 - Accessible furniture, assistive technology, and accommodations are available in classrooms.
 - Currently the ACCESS Program serves 3,614 students.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Personnel Activity Report (PAR) forms and certifications for employees who are paid by grant funds were reviewed and in order.
- Policies on Access and Equity
- Adult Education ESOL Policies
- Electronic Student Records
- ESL Student Contract
- CASAS Testing Procedures
- Professional Development Plans
- Student Success Plan
- Program brochures for Adult Education and Career and Technical Education in English and Spanish
- Certification of Accomplishment for Completion of Non-Credit Program Adult ESL
- Course Evaluation Form
- Financial Policies and Procedures
- College Board Policies
- Property Management Annual Inventory Notification
- Written agreements for services with partners
- Purchasing Card (P-Card) records

FINDINGS

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

CONCERNS

None

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

- The focus of the financial inquiry during this visit was on the Culinary Institute at Wolfson Campus:
 - The majority of grant funds dedicated to the Institute was for start-up expenditures including equipment and food.
 - Lab fees will eventually support such expenditures.
 - The Institute maintains separate records of Perkins purchasing and expenses.
 - The inventory of Perkins purchases is kept separate from other purchases on different floors.
 - Supporting documentation provided was comprehensive.
 - Suggestions to the Chef regarding grant submission and language to support and/or clarify expenditures were made.
- Ledgers for all College expenditures were provided; all expenses were tracked.
- Financial information and systems were organized; purchases were easily traced.
- Reactions to fees for Adult Education services were both positive and negative. The team was told many students were unable to afford the fees and had difficulty with providing residency documentation; some students seem more committed and attended class regularly when fees were paid.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

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

- Miami Dade County Public Schools (MDCPS)
- Community Based Organizations (CBOs) for outreach centers
- Partnership agreements for services are updated annually.
- College and Vocational Transition Fairs are held for MDC and MDCPS students.
- Collaborating with MDCPS in transitioning Adult Education students to MDC and MDC students to MDCPS CTE programs was evident.
- The School of Entertainment and Design has a Partnership with Miami International Film Festival.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

J. **STUDENT INTERVIEWS** refers to those interviews conducted with adult education or career and technical education students (individually, in small groups or large focus groups) during the monitoring visit.

- Students represented diverse cultures and ages.
- During discussion, the students expressed many compliments for instructors.
- Students liked the peer mentoring system.
- Students liked the individual attention they received from instructors and counselors.

FINDINGS

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

CONCERNS AND RECOMMENDATIONS

None

VIII. REQUIRED RESOLUTION ACTIVITIES

1. Corrective Action Plan – Miami Dade College will be not required to complete a Corrective Action Plan at this time.
2. Action Plan – Miami Dade College must provide an Action Plan (Appendix C) to address the concerns noted in the focus areas A and B, in Section VII of this report.

Once the Action Plan is submitted, reviewed and approved, Dr. Shahrokh Massoudi, the co-leader of the onsite visit, is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. The agency is encouraged to contact Division staff to assist their efforts toward systemic change.

- Appendix C identifies excerpts from the Grant Application indicating requirements applicable to data.
- Craig Winger will work with the College to insure the correct reporting of data. Mr. Winger may be reached by email at Craig.Winger@fldoe.org or by phone at 850-245-0720.

X. REMARKS OR POSITIVE PRACTICES

The monitoring staff noted the following noteworthy programs and services during the visit to MDC:

- Miami Dade Culinary Institute at Wolfson Campus
- Firefighter program at North Campus
- MDC Television at Wolfson Campus
- Student Recognition and Appreciation, "Meet the President", at North Campus (held at all campuses)
- Single Stop partnership with the City of Miami
- I Mentor
- Overtown Initiative - work with the homeless and the Garden of Hope
- Meeks Center and its ties to the community
- Multidisciplinary Academic Support Labs Computer Courtyards

XI. SUMMARY

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

We want to extend our appreciation to all participants in the Miami Dade College onsite monitoring visit. Special appreciation and thanks are extended to Dr. Michael Reiner, Associate Provost for Academic Affairs and Mr. Jeffrey Gathercole, Director of the School of Continuing Education and Professional Development, for their participation and leadership in this process.

Appendix A
MDC Adult Education Risk Matrix

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	6 x 6	36
	700,001 – 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (#)	(2) x 2 = 4	4 x 6	24
Number of grants with 10% or more of unexpended funds (2009-10)	Number of grants (#)	(0) x 5 = 0	0 x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16+ findings	10	8 x 10	80
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	(1) x 10 = 10	10 x 4	40
TOTAL Level of Risk Score				180

MDC Career and Technical Education Risk Matrix

Risk Factor	Criteria Scale	Value (V)	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2009-10)	\$ 2,000,001+	8	8 x 6	48
	700,001 - 2 million	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2009-10)	Number of grants (#)	(1) x 2 = 2	2 x 6	12
Number of grants with 10% or more of unexpended funds (2009-10)	Number of grants (#)	(0) x 5 = 0	0 x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16+ findings	10	8 x 10	80
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director (#) Yes = 1 No = 0	(1) x 10 = 10	10 x 4	40
TOTAL Level of Risk Score				180

Appendix B
Miami Dade College – Attendance: Entrance and Exit Conferences

Name	Title	Location (Campus)	Entrance	Exit
Dr. Rolando Montoya	District Provost	Wolfson		x
Dr. Pamela Glenn Menke	District Vice-Provost, Education	Wolfson		x
Dr. Michael Reiner	District Associate Provost for Academic Affairs	Wolfson	x	x
Dr. Lourdes Oroza	Campus President	Kendall		x
Dr. Jose Vicente	Campus President	North		x
Dr. Gina Cortes-Suarez	Campus President	InterAmerican		x
Dr. Madeline Pamariega	Campus President	Wolfson		x
Dr. Jean Jacobs	Campus President	Homestead		x
Dr. Armando Ferrer	Campus President	Medical		x
Dr. Joanne Bashford	District Associate Provost, Institutional Effectiveness	Wolfson		x
Dr. David Kaiser	District Associate Director Institutional Research	Wolfson		x
Christina Chu	District Assistant Comptroller	Kendall	x	x
Sherry Joseph	District Director of Adult Education Program	Kendall	x	x
Geoffrey Gathercole	District Director, School of Continuing Education and Professional Development	Kendall	x	x
Dr. Susan Neimand	District Director, Education	InterAmerican	x	
Isabel C. Hernandez	District Director, Learning Resources	InterAmerican	x	
Dr. Ana Maria Bradley-Hess	Dean Academic Affairs	Hialeah		x
Dr. Thomas Meyer	Dean Academic Affairs	Wolfson	x	x
Dr. Carol Tulikangas	Dean Academic Affairs	InterAmerican	x	x
Dr. Jeffery Thomas	Dean of Academic and Student Affairs	Homestead	x	x
Manny Lorenzo	Associate Dean, Academic Affairs	InterAmerican		x
John Richards	Director, Culinary Institute	Wolfson	x	
Barry Gordon	Director, School of Entertainment and Technology	North	x	
Richard Prentiss	Chairperson, Emergency Medical Services	Medical	x	x
Iris Strachan	Chairperson, Education	North	x	
Reine Price	Chairperson, Community Education	InterAmerican	x	
Mike McCann	Program Manager, Fire & Environmental Science	North	x	
Maria Cristina Mateo	Dean for Administration	North	x	x
Dr. Brian A. Stokes	Administrative Director	InterAmerican	x	x
Ana Demahy	Administrative Director	West	x	x
Liz Smith	Director, Access Program	Kendall	x	
Marina Hernandez	Director, Student & Administrative Services	Medical		x
Tania Garcia	Administrator	Homestead	x	x
Florida Department of Education				
Eileen L. Amy	Director of Quality Assurance and Compliance		x	x
Dr. Shahrokh Massoudi	Program Specialist and Co-leader		x	x
Sheryl Walden	Program Specialist		x	x
Tashi Williams	Program Specialist		x	x

Appendix C Requirements found in the AGE Grant RFA

1. Project Planning and Design

a) **Management Information
Instructions**

Describe how the project will maintain a high quality information management system that complies with NRS reporting requirements.

Criteria

- The proposed project maintains a high quality information management system that has the capacity to report individual student records and outcomes and to monitor program performance.
- The methods used to report outcomes address all reporting systems including:
 - National Reporting System (NRS)
 - State Reporting Systems (school districts and community colleges **only**)

b) **Data Collection Requirements
Instructions**

Grantees must submit their standardized Student Data Summary Form or Screenshot that includes all data elements listed on the **Data Collection Requirements, Student Data Summary Form/Screen** located in the **Attachments** section.

- Any additional elements may be included at the agency's discretion.
- If the agency does not have a standardized Student Data Summary Form, use the **Example Student Data Summary Form** found on the website at: <http://www.fldoe.org/workforce/dwdgrants/adulted.asp>.
- The form used by the agency must also be used by any sub-contracted service providers.

Note: Grantees must have standardized written policies and procedures for student intake and exit, pre- and post-testing of students, annual professional development of staff, and emergency policies and procedures for sudden replacement of personnel responsible for data collection and reporting.

c) **Student Data Reporting
Instructions**

Describe how the agency will comply with the following requirements:

- Grantees must collect data from instructional and testing sites on a monthly basis, at a minimum, into a centralized individual student record database system, in a relational format.
- Grantees must produce monthly reports, at a minimum. Reports must identify missing, incomplete and out-of-range data for review and correction by instructional and testing sites.
- Grantees must produce monthly reports, as requested locally, for program improvement and monitoring.

Note: Reports must be kept onsite by the agency and must be available to DOE staff upon request.

2. Evaluation

Instructions

Describe the instruments and method(s) for evaluating the proposed project. Also, explain the role of the provider's Dean or Director in understanding, collecting, and reporting data to the NRS and State Reporting Systems (school districts and community colleges **only**).

Criteria

- The methods are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project.
- The evaluation methods provide for examining the effectiveness of project implementation strategies and are appropriate to the context within which the project operates.
- The methods include the use of objective performance measures that clearly relate to the intended outcomes of the proposed project and will produce quantitative and qualitative data.
- The methods are likely to produce timely guidance for quality assurance.
- The evaluation process is comprehensive, likely to result in a successful project, and includes an effective approach for using evaluation results to guide necessary adjustments to the proposed project.
- The evaluation instruments are designed to effectively measure program progress and success.
- The provider's Dean or Director has a substantial role in understanding, collecting, and reporting data to the following:
 - National Reporting System (NRS)
 - State Reporting Systems (school districts and community colleges **only**)
- The provider has a clear plan for ensuring the Dean or Director will meet or train directly with the MIS department staff (if applicable) to ensure a comprehensive understanding of the data needed and used in reporting to the NRS and State Reporting Systems (school districts and community colleges **only**).

**Appendix D
Miami Dade College Resolution Plan**

Action Plan Career and Technical Education Adult Education

ACTION PLAN - CONCERNS	Strategies	Person Responsible	Projected Date of Completion
<p>1. Concern: Miami Dade College could not provide evidence of monthly local reporting to teachers and administrators as required by the 2010-11 grant years and as agreed to and noted in the grant award would happen by November 14.</p>	<p>In November 2011, our Consortium delivered software which provided a means of capturing data sortable by student, section, course, location, and instructor on enrollments, pre-test scores, course placement, post-test scores, and LCPs earned. A method of providing reports from such data has been developed by Manny Castaneda of Miami-Dade County Public Schools. We are currently reviewing the functionality of his "Data in Your Hands" software which provides a means of reporting user-friendly enrollment and performance data to classroom instructors, coordinators and administrators to support efforts at program improvement. This application is not "plug & play," so significant modifications may be necessary to make it compatible with MDC's IT system. This entails checking the veracity of its data manipulations, reviewing the screens to determine if they are user-friendly for our purposes, and verifying reports that it generates.</p> <p>Subsequently, we either will make necessary modifications to adapt it to interface with our existing IT architecture, replicate its functionality within MDC's IT infrastructure, or find an alternative software package for analyzing and reporting these data. Determining our implementation strategy will be completed by the beginning of the academic year 2012-13. We appreciate the willingness of Craig Winger and other representatives from the DOE to provide suggestions during the design and implementation phase of this project to insure full compliance.</p>	<p>Geoffrey Gathercole, Director, School of Continuing Education and Professional Development</p>	<p>August 31, 2012</p>

<p>2. Concern: Miami Dade College does not collect and report Student Goals (since 2005) as required by OVAE and as required in the Grant.</p>	<p>MDC completes a standard Student Data Summary Form for each student during the initial intake interview, which includes recording of the student’s goals. The College has consistently reported enrollment goals based on assessment results and program assignments as required by the SDB. Our understanding is that during the 2010-11 state reporting year, FL DOE set in place a process to report student “default goals” and “follow-up measures” in lieu of adult goals, which will no longer be reported as part of the Student Database for the 2012-13 reporting year. Should this not be correct, MDC will make sure to continue collecting and reporting student goals as required by OVAE and the grant.</p>	<p>Geoffrey Gathercole, Director, School of Continuing Education and Professional Development</p>	<p>June 30th, 2012</p>
<p>3. Concern: Staff does not seem to be consistently involved in the use of data.</p>	<p>MDC believes that a robust information dashboard (such as the one available with “Data in Your Hands” software) will permit staff to use data in day-to-day decision-making to the benefit of our students. In order to consistently involve staff in the use of these data, we will provide:</p> <ul style="list-style-type: none"> • College-wide training to launch the dashboard. • Instructors will be trained to use the data to: <ul style="list-style-type: none"> ○ assess student needs and create better success plans ○ improve retention ○ improve success rates ○ develop customized interventions for their students ○ improve classroom management • Program managers and coordinators will be trained to: <ul style="list-style-type: none"> ○ monitor instructor performance on relevant metrics <ul style="list-style-type: none"> ▪ retention rates ▪ student success rates ▪ performance rates by class level ○ use demographic trends in enrollment to identify target populations ○ provide assistance with instructor scheduling. 	<p>Sherry Joseph, Director, Adult Education</p>	<p>August 31, 2013</p>

<p>4. Concern: The Data, Finance, and Program entities were clearly separate.</p>	<p>The Adult Education Director will closely monitor usage and share best practices with the staff.</p> <p>With the current availability of student data and the implementation of reporting software, MDC will provide classroom instructors, coordinators and administrators with real-time user-friendly tracking of enrollment and performance measures that provides information to support student success and program improvement.</p> <p>Given the size of Miami Dade College and the breadth of its service area, there is a natural tendency for silos to emerge with a concomitant division of labor. Integrating all the moving parts in such a large organization requires a concerted effort to both inform and invite all stakeholders to the table. To date, while data has primarily been the responsibility of Institutional Research, we believe that incorporating the “Data in Your Hands” software or a comparable report dissemination tool will empower the various Perkins funded programs to take greater interest in and accountability of enrollment and performance data so as to support efforts at program improvement. A continuous dialogue between programs and Institutional Research is needed to ensure that staff working with students and administrators supervising units receive the information needed to make smart choices. It is important that finance be included in these discussions so as to determine the efficacy of allocated funds for achieving educational goals and ensuring that data-driven decision-making contributes to the allocations of future funds.</p> <p>IR will generate and share reports to help managers evaluate current status on the technical skill attainment, retention, and completion measures at the end of each term for students enrolled in CTE programs. To determine Perkins core</p>	<p>Michael Reiner, Associate Provost, Academic Affairs</p>	<p>March 31, 2013</p>
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	<p>measures, the state matches databases to identify eligible participants and job placements. "Concentrators" are matched in a base year and subsequent enrollment in the tracking year. Calculations concerning these performance measures are made available by the state. MDC typically receives Perkins performance rates and the student data files from the state once a year, usually in December, for the <u>previous</u> state report year.</p> <p>MDC will schedule a conference of stakeholders involved in Perkins funded projects so that reports of program outcomes, data trends over time, and the utilization of fiscal resources to achieve Perkins core measures can be shared among participants and provide input to help direct future efforts.</p>		
<p>Technical Assistance Needed and/or Provided:</p>			
<p>Date and Status of Action – Completed/Pending:</p>			
<p>Plan submitted by:</p> <p>Plan accepted by :</p>	<p>Dr. Michael B. Reiner</p> <p>Eileen L. Amy</p>	<p>Date: 03/12/2012</p> <p>Date: 03/12/2012</p>	