Quality Assurance and Compliance Monitoring

Career and Technical Education

St. Johns River Community College

Final Report
May 19, 2010

FLORIDA DEPARTMENT OF EDUCATION

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May 19, 2010

Mr. Joe H. Pickens, President
St. Johns River Community College
5001 St. Johns Avenue
Palatka, Florida 32177

Dear Mr. Pickens:

We are pleased to provide you with the Final Report of Monitoring of the Career and Technical Education programs from our visit on March 1-3, 2010. 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 you and your colleagues during the review 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.

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

Sincerely,

Loretta Costin
Interim Chancellor

LBC/ela

Enclosure

Cc: Anna Lebesch
     Eileen L. Amy
     Rick Lockenbach

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Florida Department of Education
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I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (Division), in carrying out its roles of co-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. 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 community college boards of trustees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes (F.S.)).

Additional cites noting authority to monitor and pertinent laws and regulations are located in the 2009-10 *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 provided to all agencies during December 2009. The draft 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/cte0910.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 is located in Appendix A. The results of the Risk Assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for St. Johns River Community College (SJRCC) was determined to be an on-site visit. Notification was sent to Joe Pickens, J.D., President of SJRCC, on October 9, 2009. The designated representative for the agency was Anna Lebesch, Vice-President of Workforce Development.

The on-site visit to the agency was conducted March 2-3, 2010, by three representatives of the Quality Assurance Section of the Division: Program Specialists, co-leader Rick Lockenbach, J.D., Ms. Sheryl Walden, and Mr. Tashi Williams.

V.   SJRCC

According to the Florida Department of Education Workforce Development Information System (WDIS) data base for 2008-09, SJRCC reported 2,423 students enrolled in CTE programs and 409 Adult Education students.

The provider was awarded the following grants for FY 2007-08 and 2008-09:

2007-2008 ADULT EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
542-1918A-8CG01	AGE Comprehensive	$73,113	$37,112
542-1918A-8CG02	AGE Comprehensive	$76,257	$6,158

2007-08 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
542-2518A-8CP01	Perkins Postsecondary	$361,600	$0
542-1578A-8CT01	Perkins Tech Prep	$229,828	$0
542-1518A-8CR01	Perkins Rural	$82,000	$0

2008-2009 ADULT EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
542-1919A-9CG01	Adult General Education	$20,000	$7,681
542-1619A-9CCP1	Perkins Career Pathways	$65,158	$0

2008-2009 CAREER AND TECHNICAL EDUCATION GRANTS

Grant Number	Type	Total	Unexpended Funds
542-1619A-9CP01	Perkins Postsecondary	$408,332	$0
542-1619A-9CR01	Perkins Rural	$58,775	$18,712

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

VI.   MONITORING ACTIVITIES

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

<u>On-site Visits</u>
Members of the team made on-site visits to the following locations:

- SJRCC Palatka Campus
- SJRCC St. Augustine Campus

<u>Entrance Conference</u>
The entrance conference for the SJRCC was conducted on March 2, 2010, and included Vice-President Anna Lebesch, Ms. Melissa O'Connell, Ms. Gail Gallagher, and Program Specialists Rick Lockenbach, J.D., Ms. Sheryl Walden, and Mr. Tashi Williams.

<u>Interviews/Observations</u>
Interviews were conducted with the administrative staff, instructional staff, and students. Twenty-nine persons were interviewed and nine observations were conducted. A minimum of five interviews were conducted at each site. All interviews and observations were held during the course of the visit.

<u>Records Review</u>
Program, financial, and administrative records were reviewed. A complete list is provided in Section VIII, Section G. Some policies and procedures are reviewed at the agency's Website and discussed during the on-site visit.

<u>Exit Conference</u>
The exit conference for the SJRCC was conducted by conference call on March 23, 2010, and included Vice-President Lebesch, Dr. Albert Whittaker, Vice-President for Academic Affairs, and Ms. Gail Gallagher from SJRCC, and DOE staff Ms. Eileen Amy, Rick Lockenbach, J.D., Mr. Tashi Williams, Ms. Zelda Rogers, Ms. Marsha Maxwell, and Mr. Chris Ciardo.

VII.   RESULTS

St. Johns River Community College
March 2-3, 2010

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

- Workforce Deans and Directors serve as a committee guiding strategic plans to meet Perkins grant requirements.
- The college has developed a notebook that provides a historical perspective on Perkins activities, including funded activities and grants-related achievements.
- Faculty and staff provide input on CTE budgetary needs for professional development, instructional, and equipment needs.
- The Career Pathways management team includes CTE directors from Clay, Putnam, and St. Johns counties, the Director of Workforce Services and Vice President for Workforce Development from SJRCC, and a representative from the First Coast Technical College.
- The college Adult Education program does not appear to have the same level of administrative support as does the CTE program

<u>FINDINGS</u>
No findings of non-compliance were noted at this time.

<u>CONCERNS AND RECOMMENDATIONS</u>
Concern: There seems to be a shortage of staff – a director and one other professional staff – to provide CTE career guidance, Career Pathways Consortium coordination, data coordination, and other CTE support for three college campuses in separate counties and three school districts. The Director of Workforce Services provides counseling services for two college campuses as well as the other listed responsibilities.
Recommendation: Evaluate the adequacy of administrative staffing needs to support these efforts.

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.

- College MIS staff works closely with college CTE staff to ensure quality data, an attribute that is less evident with regard to Adult Education data.
    o Workforce Services coordinates and works collaboratively with the Office of Research and Institutional Effectiveness and MIS State Reporting to ensure accurate CTE data is reported.
    o Data is used as a management tool for various purposes such as providing program data, including Perkins core measures, to college CTE Deans and Directors, who use this data to develop improvement plans.
    o The Vice President for Workforce Development extensively analyzes student performance data for program improvement purposes.
    o College has developed a timeline of data management activities.
- College MIS director was well familiar with the FLDOE process for submitting and revising college data and has extensive experience in college data reporting.
- College MIS reports coordinator regularly attends MISATFOR/WEDDAC meetings.
- In tracking Perkins grants-related activities, SJRCC has quantified the number of persons impacted by these activities, such as the number of persons receiving in-service training and participating in advisory committee activities.
- Individual student records for Adult Education and CTE students, including portfolios, are available electronically.

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

CONCERNS AND RECOMMENDATIONS

Concern: SJRCC does not have a data collection and reporting system in place to ensure accurate reporting of Adult Education data, as indicated during the onsite visit and by the 2007-08 NRS Report:
- A 100% completion rate for ABE (Adult Basic Education) and ASE (Adult Secondary Education) students.
- No students had a high school completion goal.
    ▪ The college was also unaware that, beginning this school year, Adult Education students may indicate multiple goals.
Recommendation: College Adult Education program and data staff should regularly attend NRS workshops and work collaboratively with Division staff to develop and implement a system to improve data reporting and accuracy that is as comprehensive as the college's CTE data reporting system (see Technical Assistance section).

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

- Instruction is individualized to student needs.
- Instruction is tied to curriculum frameworks.
- Use of learning materials is varied (technology, texts, lecture, questions and answers, and independent work).
- Textbooks and other learning materials are available and current.
- CTE instructors jointly develop assessments of student learning outcomes consistent with state CTE curriculum frameworks student performance standards with involvement by SJRCC Office of Research and Institutional Effectiveness.
    o Available through the college's electronic system, these assessments include a post-semester evaluation of lesson plans and student learning.
- The college is expanding industry certification opportunities for teachers and students enrolled in CTE programs.
- There have been several workshops to acquaint teachers, guidance counselors, and others with Programs of Study.

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

CONCERNS AND RECOMMENDATIONS
1. Concern: There are many students waiting to get into health science programs who will not be able to enroll in certain programs because they have limited access. WDIS data reported by the college for the summer and fall terms indicates that there are 1,202 students waiting to enter health science programs this school year to date. This could be interpreted as misleading students and may have an adverse affect upon student retention. The college has taken steps such as offering a "Caring Professions" course to encourage students to explore a broader array of career options.
    Recommendation: Work with Division staff to develop strategies through increased capacity, enhancements to counseling to create realistic expectations for students, or other efforts to address the number of students waiting to enter health science programs (see Technical Assistance section).

2. Concern: Adult Education students are receiving limited assistance to encourage them to enroll in CTE and other postsecondary programs.
    Recommendation: Work with Division staff to enhance efforts to transition Adult Education students to postsecondary CTE and other postsecondary programs. Provide training to guidance counselors regarding available options for students.

3. Concern: Adult Education program classes operate only in the evening four nights a week and may not be accessible to all persons in the community.
    Recommendation: Evaluate the need for expanding the number of hours of Adult Education instruction, considering local need for these services, existing capacity, and resources to expand this capacity.

See Section IX of this report for further technical assistance.

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.

*   Equipment appeared to be up-to-date.
*   Appropriate use of technology within the classroom was observed.
*   Teachers use PowerPoint presentations extensively to instruct students.
*   TABE-PC is used to assess Adult Education students electronically.

FINDINGS
No findings of non-compliance were noted.

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.

*   Classrooms are neat and well maintained.
*   Conduct rules are routinely posted.
*   Classrooms appear to be conducive to a good learning environment; however, several classrooms are sparse in posters or other posted items to make the classroom more inviting and provide additional information for students.

<u>FINDINGS</u>
No findings of non-compliance were noted at this time.

<u>CONCERNS AND RECOMMENDATIONS</u>
Concern: Safety concerns raised during the visit
- Cables coming from the wall behind the teacher's podium in the respiratory care program were dangling on the floor.
- Stairwells on the way to upstairs Adult Education evening classes were dark.

Recommendation: Immediately correct these concerns.
Note: These safety concerns were addressed expeditiously after the visit.

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 college provides non-discrimination training for new employees on an ongoing basis.
- Staff is familiar with the complaints process.
- Non-discrimination language is routinely incorporated within college literature.
- Non-discrimination notices are posted broadly throughout the institution and are evident in the classrooms that were visited.
- CTE teachers have received staff development on technology resources available to assist students with disabilities, including a Website used to post online an auditory presentation for a blind student.

<u>FINDINGS</u>
Brochures for particular CTE programs and the college catalogue have non-discrimination language, but the language does not cover all protected classes, and some brochures lack this information altogether. A Corrective Action Plan (CAP) is required to ensure that all publications include all protected classes. <u>Statutory Authority</u>**:** Title VI of the Civil Rights Act of 1964 [PL. 88-352]: (Title VI of the Civil Rights Act of 1964 [P.L. 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]

<u>CONCERNS AND RECOMMENDATIONS</u>
None.

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

- Electronic student records
- Professional development plan, individual staff development plans, and conference attendance
- College catalogue
- Student handbook
- Articulation agreement
- 2010 Student Survey
- Program brochures
- Programs of Study
- Financial Policies and Procedures
- Personnel handbook

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

- Travel documentation was complete with appropriate signatures; and college policies and procedures were followed.

- Property acquired with grant funds was purchased and managed according to college procedures and federal and state requirements.
  - Documentation for purchase of equipment was reviewed, as well as procedures for purchase of equipment, including bidding procedures.
  - Inventory for equipment purchased with Perkins grant funds was provided and available electronically.
  - Division staff was able to readily locate equipment in the classroom from the equipment inventory.
  - Property disposition records were reviewed.
- Payroll records and Pcard purchases and procedures were reviewed.
- The issue of greater than 10% unexpended funds for one Perkins grant and two federal AEFLA grants for 2007-08 and 2008-09 was discussed with college staff.

FINDINGS
The agency did not have certifications with employee signatures for employees funded 100% with Perkins grant funds. A Corrective Action Plan is required. OMB Circular A-87, Attachment B, 8h

CONCERNS AND RECOMMENDATIONS
None.

I.   COLLABORATION refers to the collaborative agreements, partnerships, or memoranda of understanding to benefit an agency's programs and students.
- CTE departments each have advisory committees.
  - For 2008-09, there were 16 advisory board events with approximately 205 participants.
- A hospital in Orange Park made available classroom space for nursing students located next to the hospital, as well as funding for program operation.
- During the 2008-09 year, the St. Johns River Career Pathways Consortium developed five career pathways consisting of 86 local programs of study that were converted to the state template for programs of study.

FINDINGS
No findings of non-compliance were noted.

CONCERNS AND RECOMMENDATIONS
None.

VIII.   REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – SJRCC is required to complete a Corrective Action Plan (Appendix B) to address the findings noted in the focus areas of access and equity and financial in Section VII of this report.

2. Action Plan – The district must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas of administration and curriculum and instruction in Section VII of this report (Appendix B).

ADULT EDUCATION

1. Corrective Action Plan – No Corrective Action Plan is required.

2. Action Plan – The district must provide an Action Plan (Appendix B) to address the concerns noted in the focus areas of data and curriculum and instruction in Section VII of this report (Appendix B).

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

IX.   TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. There has been consultation with division program staff regarding specific technical assistance needs. Staff is encouraged to contact Division staff to assist their efforts toward systemic change.

- Resources to transition Adult Education students to postsecondary CTE and other programs at http://www.aceofflorida.org/InnerPage.aspx?id=60 or Pamela Shrestha at pamela.shrestha@fldoe.org or 850/245-9905.
- For Adult Education goal-setting requirements under the NRS and developing a plan for improved data reporting, Craig Winger at craig.winger@fldoe.org or 850/245-0720.
- For issues relating to limited access health science programs, Tracy Yacobellis at tracy.yacobellis@fldoe.org or 850/245-9018.

X.   REMARKS

The following are additional comments made by the Quality Assurance Team in regard to the monitoring visit: the college should be commended for the obvious high level of interaction between teachers and students within the Adult Education and CTE classrooms observed during the visit. Visiting staff also note the post-semester evaluation of effectiveness of lesson plans and student learning outcomes and involvement by the Office of Research and Institutional Effectiveness in this process.

XI.   SUMMARY

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

We want to extend our appreciation to all participants in the SJRCC's on-site monitoring visit. Special thanks to Vice-President Anna Lebesch, Melissa O'Connell, and Gail Gallaher for their participation and leadership in this process.

Appendix A
St. Johns River Community College
Risk Matrix for Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2007-08)	$ 2,000,001+	8	X 6	= 30
	700,001 - 2 million	6		
	300,001 - 700,000	5		*(total points)*
	< 300,000	4		
Number of grants per agency (2007-08)	Per grant	2	X 6	= 36
Number of grants with **10%** or more of unexpended funds (2007-08)	Per grant	5	X 4	= 0
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	X10	=100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director	10	X 4	= 40
TOTAL Level of Risk Score				206

Appendix A
St. Johns River Community College
Risk Matrix for Adult Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2007-08)	$ 2,000,001+	8	X 6	= 24
	700,001 - 2 million	6		
	300,001 - 700,000	5		*(total points)*
	< 300,000	4		
Number of grants per agency (2007-08)	Per grant	2	X 6	= 24
Number of grants with **10%** or more of unexpended funds (2007-08)	Per grant	5	X 4	= 20
Audit findings relevant to internal control weaknesses during three (3) previous years for targeted agency.	16 + findings	10	X10	=100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Key organizational change within the last two (2) years.	Director	10	X 4	= 0
TOTAL Level of Risk Score				168

☒Career and Technical Education   ☒ Corrective Action Plan

☒Adult Education

☒ Action Plan

	Strategies	*Person Responsible*	*Projected Date of Completion*
CORRECTIVE ACTION PLAN Citation/Finding(s): Brochures for particular CTE programs and the college catalogue have non-discrimination language, but the language does not cover all protected classes, and some brochures lack this information altogether. <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 Rehabilitation Act of 1973, as amended [29 U.S.C. 794]	The nondiscrimination notice is being updated in the following publications: • Brochures on programs, activities • Student application • Job application • Catalog • Student handbook • Job announcements • Posters advertising various programs • Recruitment materials • Website • Newspapers	Annette Barrineau, College Equity Coordinator, Vice President for Administrative Affairs Dr. Gilbert Evans, Vice President for Student Affairs Melissa O'Connell, Director of Workforce Services	July 1, 2010 Program specific brochures will be updated by July 1, 2010.
Certifications with employee signatures are required for employees funded 100% with Perkins grant funds. OMB Circular A-87, Attachment B, 8h	A semi-annual certification form has been developed and will be completed for all employees 100% funded by Perkins grant funds.	Anna Lebesch, Vice President for Workforce Development Dr. Bert Whitaker, Vice President for Academic Affairs	July-December Certification Form completed, employee certification in progress. January-June Certification to be completed June 30, 2010

ACTION PLAN Concern(s**):** Career and Technical Education 1. There seems to be a shortage of staff – a director and one other professional staff – to provide CTE career guidance, Career Pathways Consortium coordination, and other CTE support for three college campuses in separate counties and three school districts. The Director of Workforce Services provides counseling services for two college campuses as well as the other listed responsibilities.	SJRCC recognizes that enrollments in Career and Technical Education have increased on all three campuses as well as the increase in Career and Technical Education students in the school districts has created a strain on current Workforce staff. Given the current fiscal environment resources for additional human resources are limited. When the Perkins allocations for 2010-2011 are announced, SJRCC will explore the feasibility of adding an additional Workforce Specialist position utilizing these grant funds. This would allow the Director of Workforce Services to focus efforts on providing coordination of activities and advising on one campus. This would result in Career and Technical staffing on each campus and to serve the needs of each school district.	Anna Lebesch, Vice President for Workforce Development	July 1, 2010
2. There are many students waiting to get into health science programs who will not be able to enroll in certain programs because they are limited access.	The following strategies are in place and expected to expand to address the number of students preparing for limited access programs in healthcare: Advising: • Individual Program Advising: Students develop program plans for completing a degree to include	Melissa O'Connell, Director of Workforce Services Tyler Hudson, Workforce Specialist – Program Advisor Joylene Taylor, Secretary, Workforce Services	Currently in place with a projected date for expansion beginning July 1, 2010 to continue throughout the 2010-2011 academic year.

	alternatives to being accepted into their primary program choice. This includes transfer, dual-degree, and career advising. • Information Sessions: Group advising occurs to inform students of, and answer questions about, their program and career options To date 719 students have been advised through these activities. Curriculum: • Professions of Caring Course: Students enrolled assess the compatibility of their interests, skills, academic preparation and values with the expectations and rigor of Nursing and Allied Health programs and careers. The emphasis is on their development of realistic expectations and primary and secondary plans of action. How to research the labor market is emphasized. Results: 353 students have enrolled in this course 2010-2011. This course began with one section in the summer of 2009 and has expanded to five sections in the fall of 2009 and eight sections this spring of 2010. Being the first year this course was offered, evaluative data is forthcoming. However, qualitative assessment from	Anna Lebesch, Vice President for Workforce Development Melissa O'Connell, Director of Workforce Services Professions of Caring Faculty to include Kathy Hagy, Andrew Brandler, Victoria Basnett, Angela Constantino and Renee Pleus	Currently in place with a projected date for expansion beginning July 1, 2010 to continue throughout the 2010-2011 academic year.

	advising activities incorporated within this course suggests that the course is resulting in students taking the necessary steps to plan well and consider alternatives. The following strategies are in the planning stages for the 2010-2011 academic year: • Allied Health Program Expansion through anticipated acquisition of a Community Based Job Training Grant. This would provide the College with resources to expand access to Allied Health program areas and increase advising personnel. • Vendor Career Fairs: Annual fairs will include representatives from other college programs in Nursing and Allied Health so that students may learn how to prepare for multiple programs. This will include a partnership with other local educational institutions. High School Intervention: Continued work with the Career Pathways Management Team and efforts to speak to high school health science students about postsecondary programs including job outlook for our area are necessary. Plans to expand	Anna Lebesch, Vice President for Workforce Development Carla Shows, Director of Grants Development Tom Baxter, Director, Respiratory Care Program Andrew Brandler, Director, Radiologic Technology Program Melissa O'Connell, Director of Workforce Melissa O'Connell, Director of Workforce Services Tyler Hudson, Workforce Specialist – Program Advisor Deans, Directors and Faculty of Nursing and Allied Health Programs	Implementation will occur with the acquisition of the grant. Projected date of completion is June 30, 2011, when activities throughout the 2010-2011year can be evaluated.

	outreach into the high school programs are in development as well as field trips to campuses.		
Adult Education 1. SJRCC does not have a system in place to ensure accurate reporting of Adult Education data, as indicated during the onsite visit and by the 2007-08 NRS Report: • A 100% completion rate for ABE (Adult Basic Education) and ASE (Adult Secondary Education) students. • No students had a high school completion goal. • The college was also unaware that, beginning this school year, Adult Education students must be able to indicate multiple goals.	Staff, including Troy Lockhart and Anne Eller, will attend NRS and other workshops and work with division staff to improve data reporting and accuracy and to stay current with changes in reporting rules. The staff will familiarize themselves with and be in compliance with the new data collection and reporting requirements of the Adult Education and Family Literacy RFA for 2010-11. In addition, staff will obtain and become familiar with the DVD from a recent webinar on best data collection practices from ACE.	Troy Lockhart, Adult Education Instructor Anne Eller, Adult Education	Ongoing
2. Adult Education students are receiving limited assistance to encourage them to enroll in CTE and other postsecondary programs.	Adult education staff will collaborate with Melissa O'Connell of Workforce Services to offer workshops and provide other information to inform students of potential career opportunities and training.	Troy Lockhart, Adult Education Instructor Melissa O'Connell, Director of Workforce Services	June 1, 2010
3. The Adult Education program operates only in the evening four nights a week.	Daytime adult education opportunities are currently readily available through the Putnam County School District. The Adult Education will continue to work with the school district to provide appropriate referrals for students.	Troy Lockhart, Adult Education Instructor	Ongoing

Technical Assistance Needed and/or Provided:
Date and Status of Action – Completed/Pending
Plan submitted by: Anna Lebesch, Vice President for Workforce Development   Date: 4/26/10 Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance Date: 4/27/10