



Quality Assurance and Compliance Monitoring

Career and Technical Education
Adult Education and Family Literacy

Tallahassee Community College

Final Report
September 3, 2009

FLORIDA DEPARTMENT OF EDUCATION



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September 3, 2009

Dr. William D. Law, Jr., President
Tallahassee Community College
444 Appleyard Drive
Tallahassee, Florida 32304

Dear President Law:

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 at Tallahassee Community College. 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 Dr. Barbara Sloan, Vice President for Academic Affairs, John Chapin, Vice President for Economic and Workforce Development, Carol Easley, Director of Workforce Programs & Continuing Education Operations, and Harriett Abrams, Adult Education Coordinator, 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.

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

Sincerely,

A handwritten signature in black ink that reads "Loretta Costin".

Loretta Costin

LBC/ela

Enclosure

Cc: Gloria Spradley-Brown
Eileen L. Amy
Dr. Barbara Sloan
John Chapin
Carol Easley
Harriett Abrams

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Florida Department of Education
Division of Career and Adult Education

**Tallahassee Community College
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 Career and Adult 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 Adult Education under the Adult Education Act of 1998 and Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006. FLDOE awards sub grants to eligible providers to administer local programs. FLDOE 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 schools 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* (Monitoring Manual) was 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 for Adult Education 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.

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.

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 Tallahassee Community College's (TCC) Adult Education Program would receive an onsite visit. The college 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 college Risk Assessment score was 244, resulting in one of the highest scores in Tier 4. The Quality Assurance Team proceeded to complete the risk assessment process:

Adult Education Risk Assessment Score	Points
Performance Score – Tier 4	20
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>224</u>
TOTAL Adult Education Risk Assessment Score	244

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:

Career and Technical Education Risk Assessment Score	Points
Performance Score – No Data	0
<u>Operational Risk Factors Score – Risk Matrix</u>	<u>154</u>
TOTAL Risk Assessment Score	154

Since 2006-07 student performance data was used to rank Career and Technical Education (CTE) providers, and Tallahassee Community College serves postsecondary CTE students, there was no data for TCC available at the time the Risk Assessment was performed. 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. TALLAHASSEE COMMUNITY COLLEGE

Tallahassee Community College opened in 1966 to serve the residents of Leon, Gadsden and Wakulla counties, but the movement which led to its creation can be traced back nearly 20 years before that. In 1947, the Florida Minimum Foundation Program, a funding mechanism to combine state and local support for community colleges, was enacted, and, ten years later, the Community Junior College Master Plan was approved. These were the incentives for the development of a community college system that, today, is praised as a model for the nation, one that places a community college within easy commuting distance of 99 percent of the population.

Tallahassee Community College (TCC) is located at 444 Appleyard Drive Tallahassee, Florida 32304-2895. Among the programs offered at TCC are Adult Education and Family Literacy (AE), Career and Technical Education (CTE) which hosts a variety of classes and the General Education Development (GED) program for students who desire to obtain a high school diploma and English as Second Language (ESL). TCC offers an Associate in Science (A.S.) and Applied Science (A.S.S.) degrees including Business and Management Programs, Criminal Justice and Public Safety, Education Programs, Engineering and Technology, Health Care, Information Technology and Manufacturing.

TCC's purpose is exemplified through the vision and philosophy of its president, Dr. William D. Law, Jr., "a student is a student is a student" - it doesn't make any difference whether they are a credit student, a non-credit student, an Adult Literacy student or an off campus student - each student should have access to services and be treated with respect. This is the foundation for TCC's operations and services; this vision was evident throughout the interviews and observations conducted during the monitoring visit.

Tallahassee Community College CTE and Adult Education total student enrollment for 2006-07:

CTE Secondary	CTE Postsecondary	Adult General Education	Total
N/A	3,441	1,824	5,265

Tallahassee Community College 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>Roll Forward</u>	<u>Total</u>	<u>Unexpended</u>
372-1917A-7CF01	Adult Education		\$ 148,357	\$ 55,092
372-1937A-7CE01	English Literacy and Civics		\$ 29,717	\$ 256
372-1937A-7CE02	English Literacy and Civics		\$ 34,131	\$ 226
372-1937A-7CE03	English Literacy and Civics		\$ 31,657	\$ 11,122
372-1937A-7CE04	English Literacy and Civics		\$ 42,960	\$ 18,551
			\$ 286,822	\$ 85,247

2006-2007 PERKINS GRANT

372-1517A-7CP01	Postsecondary		\$ 534,777	\$ 26,337
372-1527A-7CL01	Leadership		\$ 88,500	\$ 13,355
372-1577A-7CT01	Tech Prep	\$ 5,248	\$ 95,416	\$ 26,735
			\$ 718,693	\$ 66,427

2007-2008 ADULT EDUCATION GRANTS

<u>Grant Number</u>	<u>Type</u>	<u>Total</u>	<u>Unexpended</u>
372-1918A-8CG03	Adult Education	\$ 97,130	\$ 41,793
372-1918A-8CC01	Adult Corrections	\$ 18,566	\$ 10,608
372-1938A-8CE02	English Literacy and Civics	\$ 23,897	\$ 23,897
372-1938A-8CE01	English Literacy and Civics	\$ 37,026	\$ 29,142
372-1918A-8CH02	Literacy Ed for Households	\$ 150,000	\$ 21,657
		\$ 326,619	\$ 127,097

2007-2008 PERKINS GRANTS

372-1518A-8CP01	Postsecondary	\$ 628,927	\$ 113,207
372-1578A-8CT01	Tech Prep	\$ 75,855	\$ 34,199
		\$ 704,782	\$ 147,406

Additional information about Tallahassee Community College may be found at the following Web address: www.tcc.fl.edu

VII. MONITORING ACTIVITIES

Notification

The monitoring strategy for Tallahassee Community College was determined to be an onsite visit. Notification was sent to Dr. William D. Law, Jr., Tallahassee Community College President, on August 7, 2008. The designated representatives for the agency were John Chapin, Vice-President for Economic and Workforce Development, Harriett Abrams, Adult Education Coordinator, Carol Easley, Director of Workforce Programs & Continuing Education Operations and Dr. Barbara Sloan, Vice-President for Academic Affairs.

Entrance Conference

The entrance conference for TCC was conducted on April 15, 2009, and included the Vice-President for Economic and Workforce Development, Adult Education Coordinator, Vice-President for Academic Affairs and other administrative staff.

Onsite Visits The onsite visit to the agency was conducted April 15-17 and May 7, 2009, by four Bureau staff members, Mrs. Eileen L. Amy, Director of Quality Assurance and Compliance, and Program Specialists, Mr. Tashi Williams, Dr. Shahrokh Massoudi 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.

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

- Tallahassee Community College (Main Campus) – ESOL; Breaking Through; ABE/GED, Comprehensive ABE/GED and Fast Track Intensive/GED; Recreation; Engineering CAD; Business; Emergency Med; Graphics; Dental Hygiene; Office Systems
- Florida State Hospital – ABE/GED Comprehensive
- Chattahoochee Public Library – ABE/GED Comprehensive
- Miccosukee Community Center – ABE/GED Comprehensive
- Tabernacle Missionary Baptist Church – ABE/GED
- Panhandle Area Education (Migrant) – PAEC/ESOL
- Quincy Jail - ABE/GED Comprehensive
- Quincy House - ABE/GED

Interviews/Observations

Administrative interviews were conducted with the Vice-President for Economic and Workforce Development, Adult Education Coordinator, Vice-President for Academic Affairs and other administrative staff (8). Interviews were conducted with 16 instructional staff/program and transition specialists and five students. Fourteen observations were completed. All interviews and observations were held during the course of the visit.

VIII. RESULTS

*Tallahassee Community College
April 15-17 and May 7, 2009*

ADMINISTRATIVE refers to the management and/or supervision of programs, staff, facilities and activities. (AE and CTE)

- New administration since 2007 – Adult Education
- Focused on students, students' and organizational goals and development
- Putting processes in place to expand services
- Frequent contact, coordination and communication between and among MIS, Program and Financial components and personnel
- Student-centered operations evident in interviews and interactions among staff
- Marketing tools were professionally done
- Memorandums of Understanding (MOU) and agreements are available for partnerships

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Concern: Only two students attended the Adult Education class at the Florida State Hospital
Recommendations:
Consider additional marketing efforts to recruit for Adult Education students; consider combining program with the library, only 2-3 blocks away
2. Concern: There is a need for the enhancement of staff development
Recommendations:
Employ activities such as conferences and workshops that will promote staff development

DATA refers to the components of the data system, including data collection, entry, and reporting. How data are used in program decision-making is explored. (AE)

- Electronic data system
- Student registration and attendance electronic
- 2007-08 data is accurate and indicates that progress is being made
- New application system in process at direction from college president
- Communication between program and MIS staff appears to be positive and frequent

FINDINGS

2006-07 data determined by college to be unreliable; no verification was in place, summer/fall 08 started verification process

CONCERNS AND RECOMMENDATIONS

Recommendation: TCC will continue to work closely with program, MIS and financial staff to triage data whenever possible. Continue system improvements and use of data to make program decisions.

NOTE:

On May 21, 2009, the Division of Career and Adult Education received the Adult Education Monitoring Report from the U.S. Office of Vocational and Adult Education (OVAE). In order to be responsive to the findings in the OVAE monitoring report, for those Career and Adult Education reports not yet finalized or disseminated, additional time was taken to provide more in-depth discussion regarding the data processes, procedures, and issues of the agency. The results are reported in Appendix D.

PROGRAM AND 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. (AE and CTE)

- Technology is evident
- Classes and instruction offered at various times (evenings, early mornings, days)
- Class atmosphere is innovative
- Utilizes skills of staff
- Students return to contribute to classes and programs by teaching classes and motivational speaking
- Uses partnerships with vendors to benefit programs by providing internships
- Class resources appear to be in good condition
- Inventory – Center for Instructional Technology (CIT) Support Technician inventory checked by college personnel while monitors present

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Concern: PAEC program location is crowded and congested, not conducive for learning.
Recommendation: Consider relocating to a different site that will accommodate a better learning environment for students

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

FINDINGS:

The provider's non-discrimination notices were not found in policies nor seen throughout the campus 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].

Agency Actions: Human resources already contacted while monitors were present. Posters were made and placed across the campus. Non-discrimination statement policies were in the process of being signed during the monitoring visit.

CONCERNS AND RECOMMENDATIONS

None noted

RECORDS REVIEW refers to the records that were reviewed while visiting the Tallahassee Community College: (AE and CTE)

- o Personnel Activity Reports (PARs)
- o Certifications for 100% employees
- o Data on performance measures/outcomes
- o Agreements/Memorandums of Understandings/Contracts
- o Marketing Policies
- o Travel documentation
- o NRS reports/Mid and Final Year
- o Vacancy advertisements
- o Application for Admission
- o ABE/GED Schedule of Classes
- o Pathway to view student scores
- o Student Handbook
- o Student Attendance Policy
- o Adult Education/GED program syllabus
- o Division of Adult and Community-Based Education New Student Procedures
- o Employee Handbook
- o Financial Policies and Procedures
- o Adult Education student handbook
- o Brochures for individual programs and recruitment; testing
- o Advisory Committee Meeting Minutes for CTE programs
- o Purchase Orders
- o Equipment and Inventory
- o Contracts of employment
- o Employee/OPS timesheets

Note that all documents were organized by year and easily accessible by the team.

FINDINGS

List of staff contained social security numbers; violates confidentiality and policy of college

CONCERNS AND RECOMMENDATIONS

1. Concern: Policies and Procedures are out of date;
Recommendation: a. Consider a statement of review on an annual basis for the employee handbook
b. Assure that employee handbook is maintained and updated
c. Submit a timeline of review for policies and procedures
Agency Actions: Policies and Procedures are currently in process of being updated.

2. Concern: Student handbook does not contain information about eligibility, admission or enrollment.
Recommendation: Amend student handbook to contain specified information

3. Concern: Financial policies and procedures did not contain current statute numbers; purchasing and bidding is required for purchased items greater than twenty-five thousand dollars

Recommendation: Update financial policies and procedures to reflect current statute numbers (from the old 200 series to the current 1000 series); require purchasing and bidding for purchased items greater than twenty-five thousand dollars.

FINANCE and Use of Funds address the review of records, procedures, and processes that support the expenditures of the grant funds. Items are reviewed for accuracy, completion, appropriate approvals and adherence to policy. (AE and CTE)

- Review of grants' 499s and budgets
- General ledger
- Labor distribution reports, certification statements
- Purchase orders
- Self assessment completed for financial protocols
- Purchasing and procurement policies in process of revision
- Financial controls in place to identify potential discrepancies (target 06-07)

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Concern: Financial transactions should be auditable and thorough; a number of sources had to be tapped in order to review documentation of the entire purchasing process. (CT)
Recommendation: Assure that purchase documents are well organized, clear and concise upon review; purchase orders should contain date of receipt; purchase orders should have signature upon receipt; invoices and receipts should accompany purchase orders. Consider review of purchasing procedures in order to make them less cumbersome and have all applicable documents together in one place.

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. (AE and CTE)

- Computers available and in use, except in some off-site programs (security)
- Need focus on technology at off-site programs
- Use of Virtual program to be expanded; networking instructor developing certifications for two programs
- Students are enthusiastic about what the classes have to offer

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

1. Concern: Additional technology needed at off-site programs
Recommendation: Assure that staff/teachers are supplied with needed resources and technology
2. Concern: An off-site program kept all records on paper
Recommendation: Consider transition from paper records to electronic records

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

- Advisory committees keep staff informed of current changes
- Collaborative agreements, partnerships, or memoranda of understanding to benefit programs existed with the following sites:
 - Miccosukee Community Center
 - Florida State Hospital
 - Chattahoochee Public Library
 - Tabernacle Missionary Baptist Church
 - Panhandle Area Education (Migrant)
 - Quincy Jail

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; addresses student and instructor attributes. (AE)

- Use of DOE Guidelines/Frameworks
- ESOL checklist administered according to guidelines
- Use of technology observed
- Textbooks that are available are current
- Faculty: 1 full time and 11 part time
- Classes available in mornings, afternoon and evening
- Students of varied ages
- Student records content standardized
- Strong emphasis on professional development and growth

FINDINGS

CASAS test is not used at all facilities that offer programs for students that are non-English speaking.

CONCERNS AND RECOMMENDATIONS

1. Concern: Jail needs math manipulative/software for students
Recommendation: Assure that Jail receives manipulative/software or other tools conducive for students success
2. Concern: There is a shortage of textbooks and materials at some locations for students
Recommendation: Assure that there are enough resources to accommodate the needs of students
3. Concern: Some instructors used limited instructional strategies, for example, writing on the board.
Recommendation: Provide mentoring, workshops etc. for instructors to enhance instructional methodology and motivational skills for students returning to the classroom; encourage use of varied teaching techniques.

PROGRAM refers to the review of the various programs offered by the agency: Adult Education, Career and Technical Education, English Literacy and Civics Education, and/or Corrections programs.

- Challenging
- Use skills of staff
- User and learning friendly
- Challenges are being able to be responsive as one needs to be; getting high schools and community to realize that they don't have to go to college to be successful; and, finding appropriately credentialed faculty

FINDINGS

No findings of non-compliance were noted

CONCERNS AND RECOMMENDATIONS

None

IX. REQUIRED RESOLUTION ACTIVITIES

Career and Technical Education

None

Adult Education

Corrective Action Plan (CAP)

1. The Adult Education program at Tallahassee Community College is required to complete a CAP to address data. Data collection and data review for NRS reporting must be an integral part program. The plan will include a summary of those steps that have been taken to correct the issues identified in 2006-07 data collection and processing.
2. Address the issue of CASAS test not being used at all facilities that offer programs for students that are non-English speaking.

TCC

Corrective Action Plan

1. Tallahassee Community College is required to complete a CAP to include non-discrimination statement, complete with all components, in policies, recruitment materials and publications available to students, parents, visitors, and staff. Notices must also be posted in common areas, classrooms, bulletin boards or walls where they are visible to students, parents, visitors, and staff.
2. Address the list of staff that contained social security numbers. TCC must insure that confidentiality practices adhere to policy set forth in college guidelines.
3. The agency must provide an Action Plan (Appendix E) to address the concerns noted in the report.

X. SUMMARY

Once the field work, including receipt of requested information is completed, a draft report is forwarded to the College 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 Career and Adult 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:

$$\text{Performance Score} + \frac{\text{Operational Risk Factors Score}}{\text{Risk Matrix}} = \text{TOTAL Risk Assessment Score}$$

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:

Career and Technical Education Risk Assessment Score	Points
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
Adult Education

Grant Type: Adult Education	Provider: Tallahassee Community College	DOE Team Leader: Eileen L. Amy
Date(s) of Monitoring: April 15-17 and May 7, 2009	Provider Contact Name, Telephone, E-mail: Ms. Harriett Abrams, (850) 201-6104, abramsh@tcc.fl.edu	Date of Submission:

Indicator/ Current Data	Improvement Strategies	Person Responsible	Evidence of Change	Projected Date of Completion
<p>There is a discrepancy with the submission of 2006-07 NRS performance data, due to incorrect data</p> <p>Reporting</p> <p>Increase performance to meet established targets.</p> <p>2006-07 data determined by college to be unreliable; no verification was in place, Summer/Fall 08 started verification process</p> <p>CASAS test is not used at all facilities that offer programs for students that are non-English speaking</p>				
<p>Technical Assistance Needed and/or Provided: Contact Craig Winger for assistance with NRS data training at 850-245-0720 and use www.NRS.org Website for reference.</p>				
<p>Status Reports/Completed/Pending:</p>			<p>Date:</p>	

Corrective Action Plan submitted by Harriett Abrams, Coordinator of Adult Education Coordinator
Corrective Action Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance

Florida Department of Education
Division of Career and Adult Education
Corrective Action Plan
Tallahassee Community College

APPENDIX C

Grant Type:	Provider: Tallahassee Community College (TCC)	DOE Team Leader: Eileen L. Amy
Date(s) of Monitoring: April 15-17 and May 7, 2009	Provider Contact Name, Telephone, E-mail: Ms. Harriett Abrams, (850) 201-6104, abramsh@tcc.fl.edu , Dr. Barbara Sloan, (850) 201-8680, sloanb@tcc.fl.edu	Date of Submission:

Florida Department of Education
Division of Career and Adult Education
Corrective Action Plan
Tallahassee Community College

Citation/Finding	Corrective Action Strategies	Person Responsible	<u>Projected Date of Completion</u>	Evidence of Change
<p>The provider's non-discrimination notices were not found in policies nor seen throughout the campus as required by federal non-discrimination laws</p> <p><u>Statutory Authority:</u> Title VI of the Civil Rights Act of 1964 [P.L. 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]</p> <p>List of staff contained social security numbers – confidentiality policy of college</p>				
Technical Assistance Needed and/or Provided:				
Status of Action Completed/Pending:				Date:

Corrective Action Plan completed by Harriett Abrams, Adult Education Coordinator and Dr. Barbara Sloan, Vice-President for Academic Affairs

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

Tallahassee Community College

Corrective Action Plan accepted by Eileen L. Amy, Director of Quality Assurance and Compliance

**Tallahassee Community College
Adult Education Data Collection and Quality Assurance**

Data Collection

The owner of all adult education data at Tallahassee Community College is the Adult Education program, within the Continuing Workforce department in the Division of Workforce Development. The Adult Education program is responsible for ensuring that all data is accurately input into Integrow, which is the student transactional system at TCC. Data in Integrow includes:

1. Student application information, including all demographics
2. Student registration for courses and withdrawal from courses
3. Student TABE and CASAS scores
4. Student educational gains (LCP's)

Data Reporting

The Adult Education program works closely with the Office of Institutional Research (IR) to report the collected data to the Florida Department of Education (DOE). At the end of each term (Summer, Fall and Spring), IR extracts data from Integrow and formats it to be sent to the Community College Technical Center and Management Information Systems (CCTCMIS) division of DOE. CCTCMIS provides error reports and verification reports to the College, which are collaboratively reviewed by the Adult Education program and IR. Information in these reports provides a status update on:

1. Hours earned by Adult Education students
2. Courses enrolled by Adult Education students
3. Adult Education student headcount
4. Adult Education student functioning levels
5. Adult Education student goals
6. Adult Education student educational gains (LCP's)
7. Adult Education student FTE

The Adult Education program must review and approve all data before IR loads the data files for the final time at CCTCMIS. As data owners, the Adult Education program can spot inconsistent trends in the data, and can assist in ensuring the accuracy of the data. In addition, this affords them familiarity with the information about their programs that is being submitted to the state.

NRS Reporting

The data that is submitted to CCTCMIS is the same data that is used for NRS reporting. In September of each year, CCTCMIS uses the data files from the previous reporting year to format the data as needed by NRS. The result is the data that appears in the NRS tables. The Adult Education program and IR both review the data as it appears in the initial load of the NRS tables, and again confirm the accuracy of the data in the tables. IR compares TCC performance to prior years, as well as with the performance of the rest of the state.

Data Analysis

In addition to the reports provided by CCTCMIS and the NRS tables, the Adult Education program can use the TCC Data Warehouse to track and analyze Adult Education students. The Data Warehouse contains student registration information as well as complete demographic information on students. This data can be matched with student educational gains, allowing for on-demand, in-depth analysis of student trends. IR offers monthly workshops in using the Data Warehouse, and all Adult Education program administrative staff members have access to use the Data Warehouse after receiving training.

Data Training

IR attends the Adult Education staff workshop in the Fall to present NRS data and to give an overview of Adult Education data. IR conveys the data that was reported to the state and talks about the importance of data and what daily activities instructors can do to improve the data quality of the Adult Education program.

IR offers a monthly training class on how to use the Data Warehouse – an internal data source that enables Adult Education staff to monitor student registrations and demographics.

IR and the Office of Enrollment Services and Testing provide instruction and documentation on how to perform tasks in the Integrow system, such as how to enter and lookup student information, how to create classes and register students, how to award LCP's, and how to record TABE scores. This training is performed on an as-needed basis, when new staff members are hired, or when assistance is requested.

Channels of Communication

Internal

IR and the Adult Education program have a close working relationship. Communication is achieved through meetings, emails, and phone calls. If Adult Education has a data request that they are not able to answer using Integrow or existing reports, they submit a data request form and IR works with them to develop a data report. For data requests or systems changes that require programming, IR is the primary point of contact with MIS. IR works with Adult Education to develop any specifications needed for new programming, and then translates these requirements for MIS programmers, ensuring that all requests are consistent with state, federal, and internal data requirements.

External

For data related matters, IR communicates primarily with the CCTCMIS division of the DOE. All written correspondence that is sent to the TCC Reports Coordinator goes to an office email, accessible by the entire IR staff. IR communicates frequently with CCTCMIS through email and phone calls, as well as through occasional visits to CCTCMIS offices, thanks to the close proximity to TCC. In addition, IR staff attends the MISATFOR conferences, which bring together community colleges, districts, CCTCMIS staff, Workforce staff, and other DOE divisions three to four times a year. IR briefs Adult Education staff on any data issues related to adult education. Adult Education director attends the CAESC conference and briefs IR on any issues related to data.

The actual transmission of data occurs through the Northwest Regional Data Center (NWRDC); IR downloads data reports from the state via FTP from NWRDC, and IR uploads data for processing to the same FTP site. The process works smoothly with the exception of obtaining data on TCC GED completers – that data is sporadic and often months behind. IR staff has attended DOE training for new Reports Coordinators, and DOE staff provides telephone and email support if additional training is needed.

**Adult Education
Section H Questions - NRS**

Please provide brief answers for the following questions.

B4. What procedures does your program have in place to enter students into the established educational functioning level (EFL)?

TCC administers the TABE test during orientation to all new students. The results of these tests determine the functioning level of the student. The program that generates the Student Database (SDB) looks for the TABE subtest score for the test that was taken at the beginning of the class. If not found, it looks for the last test taken before class began. If no tests are found within the last two years, it reports a default value of "Unknown." Otherwise it reports the functioning level based on the TABE subtest and score ranges listed for Data Element 3022 and Appendix A of the SDB Data Dictionary. During this process, a student may be given different functioning levels for different subject areas. For NRS reporting purposes, the student is categorized into the lowest initial functioning level.

B5. Are test scores used in this process?

Yes, TABE scores are used.

D5. How many students obtained employment last year?

Data on student employment was not collected locally for 2006-07 or 2007-08. Currently there are no plans to manually collect data related to employment retention or placement of our students.

D6. How many students continued their education?

Data was not collected locally for 2006-07 or 2007-08. TCC plans to begin using the internal data warehouse to track whether or not students return to TCC to continue their education.

D7. How many students earned a GED or high school diploma last year?

124 students passed the GED in 2006-07, and 147 passed in 2007-08. This data comes from the GED Completer file that is provided by CCTCMIS.

H1. What strategies did you use in establishing measurable goals for student outcomes?

Testing every 60 hours of instruction to determine student progress and update their learning plan.

H2. How did you measure the success or failure of each goal for students?

Based on the individual goals of each student – if goal was to achieve a certain TABE score, TABE scores were utilized.

H3. Did you assess students' progress?

Yes

H4. Did you use a specific test in assessing students' progress?

TABE and CASAS

H5. Did you use standardized tests or other assessment tools?

TCC used standardized tests.

H6. Were educational goals for each student reviewed and updated? If so, how, and how frequently?

Educational goals are currently reported based on the course that the student is taking. If the student is taking an ABE course, they are assigned a goal of "Improve Basic Skills." GED students are assigned the goal of "Pass GED," and ESOL students are assigned the goal of "Learn English." Because the state is changing the requirements of reporting multiple adult goals, TCC is currently re-evaluating how goals are reported, and is trying to work within the limitations of the MIS to accurately report and update goals of adult education students.

H7. Did you meet or exceed your performance measures (for your grants)? If you did not meet your performance measures, what is your plan of action?

Performance measures were not completely met for 2006-2007. Plan of action included hiring new Adult Education Coordinator, staff professional development, consistency in data entry and reporting for better NRS results, and student workshops.

H14. What does the program have in place for determining, reviewing and tracking the participants learning gains and obtaining full employment?

All data is collected and input into Integrow, TCC's transactional student system. Information in Integrow can be viewed and reported electronically, and it is this data which feeds the data that is sent to the state for state and NRS reporting. Informally, instructors currently have one-on-one sessions with students to determine an individual learning plan. TCC is in the process of establishing an online individual learning plan that can be viewed by both students and instructors, and which can be linked with Integrow to track student progress.

H22. What are the processes for collecting, reporting, and verification of data?

See Data Reporting section earlier in this document.

H24. How do you use data that you collect?

Data that is collected is used for state reporting, NRS reporting, and internal college reporting (some data feeds into TCC's Data Warehouse); also used to identify data such as retention rates and overall efficiency of the program in compliance with grant primary/secondary performance objectives.

H25. What is the role of the administrator in verifying the accuracy of the data?

The administrator compares the data reports that are generated from submission of the student database to internal paper and electronic records to gain a better understanding of past history, trends, patterns so that any necessary corrective plans can be drafted. The administrator reviews all data that is reported to the state DOW and NRS to ensure accuracy.

H27. What are your programs' retention rates and placement rate, for each component and how do they compare to performance measures in the grant(s)?

N/A – these were not required components of the grant. Data was not reported on mid-year or final reports. Currently there are no plans to manually collect data related to employment retention or placement of our students. This data can be found by matching student records against the state's employment databases, which is done on table 5 of NRS. If a student states that employment retention or placement is a goal at the time of application, their outcome will be reported on table 5 of NRS.

Does the appropriate staff attend NRS training?

IR receives NRS training that is offered through CCTCMIS. Adult Education director receives NRS training that is offered through CAESC. Both offices cross-train based on what they learned at their respective trainings.

Who attends the statewide data meeting?

IR staff attends the MISATFOR meetings and Annual Reports Workshops. Adult Education director attends the CAESC meeting.

What is the process for communicating data results with your staff?

The Adult Education Coordinator communicates data results via staff meetings, individual meetings with Instructors and emails.

Florida Department of Education
Division of Career and Adult Education
 Action Plan

Program Type:	Provider:		DOE Team Leader:
Date(s) of Monitoring:	Provider Contact Name, Telephone, E-mail:		Date of Submission:
Concern(s)	Plan	Person Responsible	<u>Projected Date of Completion</u> (if applicable)
a. Only two students attended the Adult Education class at the Florida State Hospital.			
b. There is a need for the enhancement of staff development.			
c. PAEC program location is crowded and congested, not conducive for learning.			
d. Policies and Procedures are out of date.			
e. Student handbook does not contain information about eligibility, admission or enrollment.			
f. Financial policies and procedures did not contain current statute numbers; purchasing and bidding is required for purchased items greater than twenty-five thousand dollars.			
g. Financial transactions should be auditable and thorough; a number of sources had to be tapped in order to review documentation of the entire purchasing process.			
h. Additional technology needed at off-site programs.			

i. An off-site program kept all records on paper.			
j. Jail needs math manipulative/software for students.			
k. There is a shortage of textbooks and materials at some locations for students.			
l. Some instructors used limited instructional strategies, for example, writing on the board.			
Technical Assistance Needed and/or Provided:			