



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

Indian River State College

April 18 – 22, 2016

Final Report



State Board of Education

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May 18, 2016

Dr. Edwin Massey, President
Indian River State College
3209 Virginia Ave
Fort Pierce, Florida 34981-5596

Dear Dr. Massey:

We are pleased to provide you with the final monitoring report for the adult education, and career and technical education programs at the Indian River State College. The final report will also be placed on the Quality Assurance and Compliance website at <http://fldoe.org/academics/career-adult-edu/compliance>.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or via electronic mail at Tashi.Williams@fldoe.org.

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

Sincerely,

Rod Duckworth

RD/tlb

Enclosure

cc: Andre Hawkins, dean, Career and Adult Education
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Tashi, D. Williams, director, Quality Assurance and Compliance
Dr. Shahrokh Massoudi, program specialist, Quality Assurance and Compliance
Michael Swift, program specialist, Quality Assurance and Compliance

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Florida Department of Education
Division of Career and Adult Education

**Indian River State College
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (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 and Compliance section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006 and for Adult Education (AE) under the Adult Education and Family Literacy Act of 1998. FDOE awards subgrants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/family literacy. Each state shall have procedures for reviewing and approving applications for subgrants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of subgrantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2015-2016 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 2015-16 program year. The manual is 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://fldoe.org/academics/career-adult-edu/compliance>.

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 department and the division. A

risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The monitoring strategy for the Indian River State College (IRSC) was determined to be an onsite visit. Notification was sent to Dr. Edwin R. Massey, president of the IRSC, on November 23, 2015. The designated representative for the college was Mr. Andre Hawkins, Dean of Career, Technical, and Adult Education.

The onsite visit to the agency was conducted April 18, 2016 through April 22, 2016, by two representatives of the Quality Assurance and Compliance section of the division: Dr. Shahrokh Massoudi and Mr. Michael Swift, program specialists.

V. INDIAN RIVER STATE COLLEGE

Enrollment: (possible duplications at the program level)

Fiscal Year (FY) 2013-14:

Adult Education
2,334

CTE Postsecondary
4,992 (possible duplication at program level)

The provider was awarded the following grants for FYs 2013-14, 2014-15 and 2015-16:

FY 2013-14

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Corrections Education	562-1914A-4CC01	\$ 67,674.00	\$ 0.00
Adult General Education	562-1914A-4CG01	\$ 85,806.00	\$ 0.00
Adult General Education	562-1914A-4CG02	\$ 97,983.00	\$ 0.00
Adult General Education	562-1914A-4CG03	\$ 424,516.00	\$ 0.00
Adult Education Leadership	562-1924B-4PL01	\$ 630,000.00	\$ 12,072.71
English Literacy/Civics Education	562-1934A-4CE01	\$ 45,760.00	\$ 0.00
English Literacy/Civics Education	562-1934A-4CE02	\$ 97,792.00	\$ 0.00
Perkins Postsecondary	562-1614A-4CP01	\$ 972,924.00	\$ 0.00

FY 2014-15

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Corrections Education	562-1915A-5CC01	\$ 79,703.00	\$ 4,005.30
Adult General Education	562-1915A-5CG01	\$ 153,527.00	\$ 898.56
Adult General Education	562-1915A-5CG02	\$ 99,890.00	\$ 10,209.51
Adult General Education	562-1915A-5CG03	\$ 461,106.00	\$ 14,230.14
Adult General Education	562-1915A-5CG04	\$ 49,000.00	\$ 1,115.80
Adult Education Leadership	562-1925B-5PL01	\$ 580,000.00	\$ 705.73
English Literacy/Civics Education	562-1935A-5CE01	\$ 46,354.00	\$ 1,987.80
English Literacy/Civics Education	562-1935A-5CE02	\$ 72,016.00	\$ 4,110.45
Perkins Postsecondary	562-1615A-5CP01	\$1,128,547.00	\$ 0.00

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Corrections Education	562-1916A-5CC01	\$ 79,703.00	\$ N/A
Adult General Education	562-1916B-6CG01	\$ 153,527.00	\$ N/A
Adult General Education	562-1916B-6CG02	\$ 99,890.00	\$ N/A
Adult General Education	562-1916B-6CG03	\$ 461,106.00	\$ N/A
Adult General Education	562-1916B-6CG04	\$ 49,000.00	\$ N/A
Adult Education Leadership	562-1926B-6PL01	\$ 450,000.00	\$ N/A
Adult Education Leadership	562-1946B-6PL01	\$ 50,000.00	\$ N/A
English Literacy/Civics Education	562-1936B-6CE01	\$ 46,354.00	\$ N/A
English Literacy/Civics Education	562-1936B-5CE02	\$ 72,016.00	\$ N/A
Perkins Postsecondary	562-1616A-6CP01	\$1,005,480.00	\$ N/A

Additional information about the provider may be found at the following web address: www.irsc.edu.

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning conference calls, an entrance conference, interviews with administrators, teachers, students, observation, records review, inventory and an exit conference.

Onsite Visits

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

- IRSC Main Campus
- Mueller Campus
- Blackburn Educational Facility
- Pruitt Campus
- Treasure Coast Public Safety Training Complex (TCPSTC)

Entrance and Exit Conferences

The entrance conference for the Indian River State College was conducted on April 19, 2016; the exit conference was conducted on April 22, 2016. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Anthony Iacono	Vice President, Academic Affairs	X	X
Anthony Via	Assistant Dean Enterprise Systems	X	
Judy Martin-Hall	Associate Professor	X	
Suzanne Ensmann	Director of Program Effectiveness	X	X
Jose Farinos	Vice President, Applied Science & Technology	X	X
Lisa Schuyler	Accounting Supervisor	X	
Sheryl Vittitoe	Vice President of Financial Services/CFO	X	X

Bryce Coleman	Grants and Contracts Accountant	X	X
Ray Carpenter	Assistant Dean of Business Technology	X	
Andre' Hawkins	Dean of Blackburn Education Center	X	X
Donna Rivett	Dean of Industrial Education	X	
Edwin Landy	WorkDay Support	X	
Janet Small	Grants & Contracts Account Supervisor	X	X
Donna Sizemore	Adult Secondary	X	X
Jane Cebelak	Dean of Health Sciences	X	
Marta Cronin	Assistant Dean of the School of Education	X	X
Eileen Storck	Assistant Dean of Enrollment & Student Services	X	
Don Windham	Purchasing Director	X	X
Ann Hubbard	Associate Dean of Nursing	X	
Evan Berry	Assistant Dean of Public Service Education	X	
FDOE DCAE Monitoring Team			
Mr. Michael Swift	Program Specialist, FDOE	X	X
Dr. Shahrokh Massoudi	Program Specialist, FDOE	X	X

Interviews/Observations

Interviews and/or observations were conducted during the course of the visit with selected administrative staff, instructors, and students. A minimum of 40 interviews and observations were held during the course of the visit.

Records Review

Program, financial, administrative records, and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 30 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

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

- The college has a five-year plan for AE and CTE programs.
- The college has well experienced instructors and administrators who are knowledgeable about CTE and AE programs.
- The college administrative staff is committed to providing the support that instructors need to improve the quality of curriculum for programs offered.
- The college provides staff development for instructors and faculty in AE and CTE programs.
- The college conducts an annual English Speakers of Other Languages (ESOL) graduation and awards ceremony to recognize instructors, students, and program administrators.
- The college offers extensive staff development workshops for administrators and instructors that include numerous online offerings.

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

- The college has policies and procedures for data collection.
- Adult Basic Education (ABE) and CTE programs have coordinators for student assessment.
- Samples within the agency's database of students who earned industry certification and Occupational Completion Points (OCP) in CTE and Literacy Completion Point (LCP) in ABE earners were reviewed.
- Workday software is used to track student attendance and grades.
- The college staff attends FDOE Workforce Education District Data Advisory Committee (WEDDAC) meetings.
- The college uses CTE and AE programs data for program improvement purposes.
- The college president hosts monthly meetings with the Office of Institutional Effectiveness and administrators to review data.
- The college is following FDOE assessment guidelines in administration of the Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) exams.

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

- Research based teaching methods and instructional strategies are being implemented.
- Instructors are following the state of Florida curriculum framework for both CTE and AE programs.
- The college CTE programs are working toward increasing opportunities for students to earn industry certifications.
- The dental hygiene, childcare, and cosmetology programs at the main campus provide community services to the public.
- The college offers e-learning and virtual college programs for CTE and AE.
- Burlington software is used for ESOL program.
- The TCPSTC has numerous non-traditional instructors who are teaching in the fields of human services, paralegal studies, and corrections.
- The TCPSTC offers training programs beyond what is required under curriculum framework so students are better prepared for real life situations once in the work field.

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.

- There is a \$1,000 equipment threshold. Equipment meeting this threshold is tagged.
- The equipment purchased with grant funds for CTE and AE is properly tagged and was located during the review.
- Equipment is in good working order and is being used appropriately in the classroom.
- Integration of technology in the classroom was observed.
- Inventory is done on an annual basis.
- The college has a technology plan that includes CTE and AE.
- Modern technology is being used in the classroom.

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.

- Safety notices and posters are posted in the classrooms where appropriate.
- The classroom sizes are compatible for the number of students.
- Classroom environment is inviting and conducive for learning.
- Rules are clearly stated and posted in the classrooms and labs.
- Accommodation are provided for the students who self-declare in their application

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

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

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

- College website
- Travel documents
- Inventory of equipment
- Purchase orders
- Time and Effort Reports
- Procurement documents and policies
- Financial policies and procedures
- Student records
- Advisory committee minutes
- Brochures for CTE programs
- Student Handbook
- Faculty Handbook
- Technology Plan
- LCPs and OCPs
- Industry certifications
- Perkins Core Measures
- Attendance contract
- Articulation agreements

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

- The college has comprehensive financial policies and procedures that are being followed.
- The CTE/AE allowable costs protocol was reviewed with the financial office.
- Internal controls for financial procedures are in place.

- The purchasing process and a sample of purchase orders were reviewed.
- Travel funded with Perkins and Adult Education funds was reviewed.
- Purchases are made under state contracts when appropriate.
- Purchasing cards are issued only to administrators.
- Comprehensive internal controls for purchases with purchasing cards are in place.
- The CTE and AE deans have access to financial reports related to the funded grants on a daily basis.

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

- All CTE programs have advisory committees that are crucial to the success of CTE programs.
- The college has articulation agreements with Florida State University and Nova Southeastern University.
- The CTE and AE administrators are involved partners with four school districts in the area: Indian River, Martin, Okeechobee, and St. Lucie.
- CTE has cooperative agreements with Florida Atlantic University and various community clinics and hospitals throughout program area in the above mentioned counties.
- The college has partnerships with the local career source board, hospitals, nursing homes, agricultural agencies, fruit growers, and car manufacturing dealership associations to provide students with internships.
- The college also has an agreement for internship opportunities with local dentists, restaurants, and banks in the area.
- The TCPSTC has collaborations with numerous state and local agencies, some of which include: St. Lucie County Sheriff's Office, Florida Department of Law Enforcement, Florida Department of Highway Safety and Motor Vehicles, Federal Bureau of Investigation, Florida Department of Transportation, Florida Power and Light, and St. Lucie County Fire Department.
- TCPSTC invites local judges, lawyers, and paralegals to participate in mock trials with students.

J. **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN** – A Perkins local Program Improvement Plan (PIP) is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

**A local Program Improvement Plan (PIP) was required for the 2013-2014 performance indicators that did not meet at least 90% of each agreed upon target and is included in the grant.*

- Perkins core measures were discussed with the CTE administrators for measures in which 90% attainment of each agreed upon target was not satisfied.
 - Technical assistance was provided on how to improve the local targets.

Postsecondary Certificate Level:

- In 2013-14 the agency met or exceeded all postsecondary measures except for the following, therefore a PIP was required:
 - 1A1 Technical Skills Local Actual 71.82% vs. Local Agreed 82.50%
 - 2A1 Completion Local Actual 51.82% vs. Local Agreed 71.50%
 - 3A1 Retention Local Actual 53.91% vs. Local Agreed 69.06%
 - 5A1 Non-tradition enrollment Local Actual 8.30% vs. Local Agreed 12.43%

- 5A2 Non-traditional completion Local Actual 43.43% vs. Local Agreed 55.91%

Postsecondary College Credit:

- In 2013-14 the agency met or exceeded all postsecondary measures except for the following therefore a PIP was required:
 - 5P1 Non-tradition enrollment: Local Actual 24.04% vs. Local Agreed 27.50%
 - The PIP was reviewed and discussed during the visit to IRSC with the CTE program administrator, and efforts are being made to meet or exceed all measures. After the review, it was determined that the strategies contained in the plan were verifiable during the visit.

Postsecondary Measures:

- In 2013-14 the agency met or exceeded all postsecondary measures except for the following, therefore a PIP was required:
 - 5P1 Non-traditional enrollment: Local Actual 24.04% vs. Local Agreed 27.50%
 - The PIP was reviewed and discussed during the visit to IRSC with the CTE program administrator, and efforts are being made to meet or exceed all measures. After the review, it was determined that the strategies contained in the plan were verifiable during the visit.

K. STUDENT PERSPECTIVE – The team met with groups of students; their perspective is presented as a portion of this report.

- Students mentioned that internships are readily available to them.
- Students expressed their appreciation for e-learning.
- Students said the admission process is well managed.
- Students voiced that they are very appreciative of transportation and bus passes.
- Students communicated that the college website was very comprehensive in providing information.
- Students are very thankful and proud of their programs.

VIII. REQUIRED RESOLUTION ACTIVITIES

A. CAREER AND TECHNICAL EDUCATION

Corrective Action Plan – The Indian River State College is not required to complete a Corrective Action Plan.

B. ADULT EDUCATION

Corrective Action Plan – The Indian River State College is not required to complete a Corrective Action Plan.

IX. 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, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-du/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding resolution items have been completed.

On behalf of the department, the monitoring team extends our appreciation to all participants in the Indian River State College onsite monitoring visit. Special thanks are offered to Mr. Andre Hawkins and Dr. Marta Cronin for their participation and leadership during this process.

APPENDIX A

Adult Education and Family Literacy
Risk Matrix

Risk Scores Matrix for Colleges Receiving Adult Education (AE) Grants					
Agency Name: Indian River State College					
Program type: ADULT EDUCATION					
Target Year: 2013-2014					
Monitoring Year: 2015-2016					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	7	<u>X 8</u>	56
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					150

*Compliance monitoring last visit: Spring 2011

*Data sources used for calculations: Prior to July 1, 2014

Indian River State College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Indian River State College					
Program type: CAREER AND TECHNICAL EDUCATION					
Target Year: 2013-2014					
Monitoring Year: 2015-2016					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total Perkins Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	1	<u>X 8</u>	8
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	0	<u>X 4</u>	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					90

*Compliance monitoring last visit: N/A

*Data sources used for calculations: Prior to July 1, 2014