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

South Florida State College

**April 17-19, 2017**

Final Report

May 26, 2017

Thomas C. Leitzel, Ph.D., President
South Florida State College
600 West College Drive
Avon Park, Florida 33825-9399

Dear Dr. Leitzel:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at South Florida 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 Tashi.Williams@fldoe.org.

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

Sincerely,

Rod Duckworth

RD/ls

Enclosure

cc:     Eric Christensen, dean, Applied Sciences and Technologies
        Courtney Green, director, Adult Education and Technical Dual Enrollment
        Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
        Tashi D. Williams, director, Quality Assurance and Compliance
        LaStacia Spencer, program specialist, Quality Assurance and Compliance

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## I. INTRODUCTION

The Florida Department of Education (FLDOE), 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 FLDOE 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 Workforce Innovation and Opportunity Act (WIOA) of 2014. 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 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 sub-grantees 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 2016-2017 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 2016-17 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 Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for South Florida State College (SFSC) was determined to be an onsite visit. Notification was sent to Dr. Thomas C. Leitzel, president, on November 21, 2016. The designated representatives for the agency were Mr. Erik Christensen, dean, Applied Sciences and Technologies and Ms. Courtney Green, director, Adult Education and Technical Dual Enrollment.

The onsite visit to the agency was conducted April 17, 2017 through April 19, 2017. The two representatives of the division present during the visit were Ms. LaStacia Spencer, program specialist, and Mr. Tashi Williams, director, Quality Assurance and Compliance.

## V.      SOUTH FLORIDA STATE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2014-15
Adult Education          CTE (possible duplication at program level)
968                                          1,099

The provider was awarded the following grants for FY's 2014-15, 2015-16 and 2016-17:

**FY 2014-15**

| Grants | Grant Number | Grant Amount | Unexpended |
|---|---|---|---|
| Adult General Education | 282-1915A-5CG01 | $   217,863.00 | $        0.00 |
| English Literacy and Civics (Highlands) | 282-1935A-5CE01 | $     43,544.00 | $        0.00 |
| English Literacy and Civics (Hardee) | 282-1935A-5CE02 | $     23,642.00 | $        0.00 |
| Perkins CTE – Postsecondary | 282-1615A-5CP01 | $   182,772.00 | $        0.00 |
| Perkins CTE – Rural | 282-1615A-5CR01 | $     88,600.80 | $        0.00 |

**FY 2015-16**

| Grants | Grant Number | Grant Amount | Unexpended |
|---|---|---|---|
| Adult General Education | 282-1916B-6CG01 | $   217,863.00 | $        0.00 |
| English Literacy and Civics (Highlands) | 282-1936B-6CE01 | $     43,544.00 | $        0.00 |
| English Literacy and Civics (Hardee) | 282-1936B-6CE02 | $     23,642.00 | $        0.00 |
| Perkins CTE – Postsecondary | 282-1616A-6CP01 | $   148,408.00 | $        0.00 |
| Perkins CTE – Rural | 282-1616A-6CR01 | $     86,361.10 | $        0.00 |

**FY 2016-17**

| Grants | Grant Number | Grant Amount | Unexpended |
|---|---|---|---|
| Adult General Education | 282-1917B-7CG01 | $   217,863.00 | N/A |
| English Literacy and Civics (Highlands) | 282-1937B-7CE01 | $     43,544.00 | N/A |
| English Literacy and Civics (Hardee) | 282-1937B-7CE02 | $     23,642.00 | N/A |

| Perkins CTE – Postsecondary | 282-1617A-7CP01 | $ 159,987.00 | N/A |
| Perkins CTE – Rural | 282-1617A-7CR01 | $ 84,201.00 | N/A |

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

## VI.    MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, classroom observations, records review, inventory review and interviews with administrators, instructors and students.

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

- Highlands Campus (Main) – Avon Park
- Lake Placid Center – Lake Placid

Entrance and Exit Conferences
The entrance conference for the SFSC was conducted on April 17, 2017. The exit conference was conducted on April 19, 2017. The participants are listed below:

| Name | Title | Entrance Conference | Exit Conference |
|------|-------|---------------------|-----------------|
| Dr. Sidney Valentine | Vice President, Academic Affairs and Student Services | X | X |
| Glenn Little | Vice President, Administrative Services | X | X |
| Erik Christensen | Dean, Applied Sciences and Technology | X | X |
| Dr. Christopher van der Kaay | Executive Director, Institutional Effectiveness, Planning and Technology | | X |
| Dr. Michele Heston | Dean, Health Sciences | X | |
| Courtney Green | Director, Adult Education and Technical Dual Enrollment | X | X |
| Melissa Lee | Controller | X | X |
| Mary Hutzelman | Senior Accountant | X | X |
| April Ricker | Accountant, Revenue and Receivables | X | |
| Steve Ashworth | Director, EMS and Fire Science Programs | X | X |
| Curtis Ivy | Director, Criminal Justice Programs | X | X |
| Cindy Kinser | Chair, Business and Computer Technologies | | X |
| Tom Bush | Chair, Technical-Industrial Education | | X |
| Tina Gottus | Director, XCEL-IT Program | | X |
| Carol Pinzon | ESOL Coordinator | X | |

| Sureka Flemming | Reports Coordinator | | X |
|---|---|---|---|
| Tara Huften | Administrative Assistant, Applied Sciences and Technology | X | X |
| **FLDOE Monitoring Team** | | | |
| Tashi Williams | Director, FLDOE | X | X |
| LaStacia Spencer | Program Specialist, FLDOE | X | X |

Interviews/Observations
Interviews were conducted with the administrative staff, instructional staff, program assessment specialists and students. A minimum of two interviews and/or observations were completed at each site. All interviews and observations were held during the course of the visit.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 50 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 president of the college has a vision for increasing student enrollment and completion and growing the school's course offerings throughout the three counties in which the college serves.
- Administration has strong presence within the programs and improvements have been noted within recent months.
- Regular meetings are held between administration and program managers to ensure communication of goals, activities and expectations.
- Administration offers professional development for staff on an annual basis and encourages additional training through the attendance of conferences and peer training.

**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.

- SFSC utilized Banner for the collection of student data.
- Registration, course enrollment and the tracking of attendance is conducted both electronically and by paper. The method is determined based on the program, location and instructor preference.
- Regular communication is held between the data reporting team and program managers to ensure the accuracy and completion of data in a timely manner.
- AE and CTE student data (including program completers and industry certifications) was verified during the course of the visit.
- Data staff attends the annual MISATFOR meetings held by FLDOE.

- Finding B1: AE Registration documents do not contain the all required data reporting elements effective July 1, 2016 (EDGAR §76.722 Subgrantee reporting requirements, FLDOE 2016-17 Adult Education and Family Literacy Request for Proposal (WIOA Data Collection Elements).
  - Corrective Action B1: SFSC must update forms in accordance to the WIOA standards to include the collection of students' employment status.

- Finding B2: SFSC does not have written policies and procedures for data collection in 2014-15 as required in the FLDOE 2014-15 Adult Education and Family Literacy Request for Proposal (Narrative Components and Scoring Criteria - Section 3(k)) and Perkins CTE Postsecondary.
  - Corrective Action B2: SFSC must develop comprehensive written policies and procedures for data management that include all phases of data collection (data entry, submission and error correction).

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

- The FLDOE curriculum standards and frameworks are being followed in the classrooms.
- Instructors are an integral part of the students' matriculation throughout their respective programs.
- SFSC is focused on increasing students' soft skills based on feedback received from local employers.
- Administration and instructors meet regularly to review program curriculum.

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

- Inventory is done on an annual basis and equipment purchased with 14-15 and 15-16 grant funds were verified during the course of the visit.
- All equipment purchased over the $1,000 threshold is tagged with an identification number.
- The agency has an established protocol for disposing of old equipment.
- The equipment and teaching materials used in the classrooms are current and adequate for the number of students.

FINDING AND CORRECTIVE ACTION
- Finding D1: The equipment inventory listing did not follow the rules and guidelines as specified in UGG (§200.313 Equipment (d)(1)).
  - Corrective Action D1: SFSC must ensure that all equipment be properly tagged and that inventory records list the proper location for where the equipment is located.
    - Corrective Action Plan Update: On April 19, 2017, SFSC provided an updated inventory listing along with a picture showing that the property identification number has been updated on the equipment. No further action is required.

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

- Buildings are well maintained and classrooms are spacious and inviting.

- Accommodations are readily available for students with self-declared disabilities.
- Students were observed interacting appropriately with faculty and instructors in the classroom.
- Classrooms, shops and labs are inviting and have adequate space, up-to-date equipment and follow safety guidelines.

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

- The Office of Equal Educational Opportunity (OEEO) for colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9468.

**G.**     <u>**RECORDS REVIEW:**</u> 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.

- AE Student Registration and Enrollment Forms
- Promotional Program Material
- AE Test Administrator Certifications
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Financial Records (Travel, Purchasing and Procurement)
- Verification of a sample of Student Industry Certifications
- Verification of a sample of Occupational Completion Points (OCP)
- Verification of a sample of AGE completers and non-completers
- Employee Personnel Activity Reports/Timesheets
- College Website
- Student handbook
- Financial policies and procedures
- Professional development agenda
- Data collection correspondence
- Inventory and property management policies and procedures
- Articulation Agreements

**H.**     <u>**FINANCIAL:**</u> 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.

- SFSC has a well-established process for monitoring grant spending and ensures that all funds are spent annually.
- SFSC has established policies and procedures for accounting practices including purchasing and procurement, travel, inventory and equipment disposal that is available on the website.
- FLDOE monitoring staff verified that the proper procedures were taking place in approving and funding grant funded staff travel.
- The monitoring team also reviewed personnel activity reports, requisition data, purchase orders and reimbursement request documents and found these documents to be in accordance with college and state policies.

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.

- SFSC has strong partnerships with area business and industry organizations and corporations in order to address labor market need and enhance the student learning experience, including:
  o CareerSource Heartland
  o Florida Hospital
  o Florida Department of Health in Highlands, Desoto and Hardee Counties
  o Area hospitals, medical centers, dentists and other industry professionals
  o Nova Southeastern University
  o Polk State College
  o Fire Rescues in Charlotte, Desoto, Hardee, Highlands, Hendry and Polk Counties
  o Area churches, community centers and nonprofit organizations

- SFSC has articulation agreements with the school districts in Highlands, Desoto and Hardee Counties.
- SFSC has advisory boards for every CTE program, which meet regularly.

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

- Perkins core measures were discussed for measures in which 90% attainment was not satisfied in 2014-15. The compliance team feels that the administration is making the necessary steps towards improvement upon those measures.

**Postsecondary Certificate Performance Indicators 2014-15**
In 2014-15, the agency met or exceeded all postsecondary measures except for the following. Therefore, a PIP was required:
- 1A1 Technical skills: Local Actual of 75.51% vs. Local Agreed of 91.45%
- 3A1 Retention or transfer: Local Actual of 54.61% vs. Local Agreed of 65.30%
- 5A2 Non- traditional completion: Local Actual of 56.00% vs. Local Agreed of 69.39%

**Postsecondary College Credit Performance Indicators 2014-15**
In 2014-15, the agency met or exceeded all postsecondary measures. Therefore, a PIP was not required.

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

- Students in the AE and CTE programs represent diverse cultures and ages.
- Students recognize the importance beyond the completion of their respective programs and are aware of the various services that are available to help them meet their education and career goals.

L. **PROGRAMS OF STUDY:** As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section

were collected prior to the onsite visit. During the monitoring visit to South Florida State College, Heather Conley, Cathy Hammond, Bruce Harrington and Erin Sampson from the Federal and State Initiatives (FSI) section of the DCAE discussed, via a conference call, the submitted narrative and materials on POS with SFSC staff on Monday, April 17, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

**Network Support Services Program of Study**

Identification and Development of POS
- The program was selected for development because the Highlands Career Institute's Network Support Services secondary program was highly popular (Highlands Career Institute is a secondary program on the campus of SFSC).

Highlands Career Institute
- Students in the Highlands Career Institute are housed in a separate building, but they have the opportunity to interact with the college students in their CTE courses and at lunch. SFSC feels this is a great opportunity for secondary Institute students to be on campus and experience the college campus culture. It is also very beneficial for collaborative relationships with teachers.
- The Institute was developed to integrate CTE and academics. Content is shared across core academic and CTE courses. One-on-one meetings have been held with CTE and core curriculum teachers (particularly in science, math, reading and writing) to discuss which components of the curriculum can be integrated into CTE and which components of CTE can be integrated into the core. There is no team teaching due to time constraints, but SFSC feels that having the secondary Institute on campus is very convenient and it helps with their other collaborative efforts with curriculum integration.
- The academic portion of the Institute is strictly for high school students, but the occupational/CTE portion is for both high school and adult students. For high school students, the program is half academic and half occupational coursework. The Institute includes 10th to 12th grades. It is a full-day program with 10 concentration areas within the Institute that students can select from. Only students from the three Highlands County high schools, Avon Park, Sebring and Lake Placid, can attend the Highlands Career Institute program. About 100 students from these schools currently attend the Institute. The students spend all day on the SFSC campus, but they are still counted towards their home school's data for secondary measures.
- All SFSC CTE courses and programs are available to students outside of the Institute. Students in other districts who have an interest can take CTE courses at SFSC, but it has to fit into their schedule and they have to provide their own transportation.
- Staff on the call felt that they are "changing lives" with the Institute. They felt that students often come because they are bored or want to get away from their high school. They reported that many end up liking the experience and often go on into the Associate in Science (A.S.) degree program. The Institute gives students a career direction. Staff/faculty interviewed reported that they really like the Career Institute model and would like to continue it.

Integration of Core Curriculum and CTE Coursework
- The collaboration between CTE and academic teachers has assisted in addressing the potential skill gaps among students, such as those identified with many of the entering 10th graders' lack of math skills.
- Academic teachers were excited to learn more about career and technical education and strategies to use in integrating CTE into their core curriculum. SFSC staff felt that it was very powerful for students to see why they are learning some things and ways to apply what they are learning.

- Integration of a third of the content areas is reviewed every three years. There is a good partnership between academic and CTE faculty with a variety of opportunities for communication/collaboration. The same teachers have been with the program for five years, so rapport has been built along with program continuity.

Enrollment and Student Interest
- The SFSC staff could not definitively say why there was a drop in enrollment in this program over time. Staff present on the call explained that across some programs at SFSC, enrollment fluctuates due to lack of student interest.
- When asked by FLDOE if a student interest survey was conducted to see what the issue is with enrollment, SFSC explained that they do end of semester surveys for the whole population. The staff present were not too familiar with what is on the survey or if it has an option for students to provide feedback on specific programs, but they will follow up with FLDOE about the content on the survey.
- The program is currently on SFSC's "watch list" to assess whether it should be continued. SFSC continues to offer the program with inconsistent enrollment because SFSC is hopeful that the program enrollment will increase over time. SFSC is attempting to change the program to offer a fully online or online/classroom hybrid curriculum to increase student interest.

Perkins Performance Measures
- In 2014-15, three out of three students in the program passed/completed the program but none passed the certification exam. Feedback from instructors at the time was that the exam is extremely difficult and includes a broad range of questions. The program is not long enough to cover sufficient content to prepare students for the certification exam. SFSC staff estimated that there are about 500 questions on the exam.
- Only one of the two certifications listed on the POS form is on the Perkins Technical Skill Attainment (TSA) list. FLDOE inquired if the certification SFSC focus was on the TSA linked certification. When asked which Cisco exam they focus on, SFSC was not sure.
- The college does not have a method to consistently call or follow up with these students to document placement rates for completers. SFSC staff stated that typically the Highlands Career Institute students come back to visit and this is the method in which SFSC is able to follow up with what they have done after leaving SFSC.

Secondary and Postsecondary Relationships
- SFSC staff on the call estimated that many of the students go on to an A.S. degree in a related program area. However, they did not have the exact numbers to report. SFSC plans to look into their system to see if they have the ability to track trends in student placement by program. Students will receive credit upon program completion, but SFSC was unable to quote how many college credits would be received. Those articulations are outlined in their course catalog.
- SFSC has two arrangements available for articulation agreements with both DeSoto and Hardee counties. There is also a conditional arrangement with Polk County. SFSC is not allowed to advertise to Polk County, but they can accept students who have an interest in SFSC and grant them the earned articulated credits based on the arrangement.
- There are few IT employment opportunities in their area since SFSC is located in a more rural area. Most students wanting to continue in IT usually elect to go to Orlando. Healthcare and education are the top areas with 100% employability for students who complete these programs at SFSC. Residents in the area are elderly, which increases the availability of positions in healthcare in the area.

## Programs of Study Overall

<u>Advisory Councils</u>
- There is an advisory council for each program. The council includes representatives from SFSC, the CTE Director of Highlands County, students, Assistant Principals of neighboring schools (i.e., Avon Park) and other community partners. The councils are intertwined, but each program has its own business partners. One annual meeting is held with advisory council members from all programs and several informal meetings across councils are held throughout the year.

<u>Review Process</u>
- Program reviews are conducted in cycles over a 3-year period. CTE program specific performance indicators most relevant to a program are selected by the review team to analyze during the review. There is another process in place to review the academic coursework through an assessment of student learning outcomes.
- Input from employers is also reviewed in the process. Employers are surveyed once a year at the annual meeting, while partners are surveyed through survey monkey or hard copies provided during program advisory council meetings. Internship advisors are assigned to each student and a follow up on the progress or process is completed with the businesses where students intern and with student interns. CareerSource Heartland has a good partnership with SFSC and provides input.
- Input on student satisfaction is reviewed during the process. Council on Occupational Education (COE) requires a six-month follow-up with graduates, where information on graduate satisfaction and job placement is collected. Satisfaction data from end of semester surveys may also be reviewed.

<u>Definition of a Program of Study</u>
- SFSC staff defined a program of study as something that there is a need for in the community with a clear pathway between secondary and postsecondary. Staff further elaborated by stating that there is an interest and employment opportunities with the program of study. It also forces faculty to collaborate instead of working in silos.
- SFSC feels programs of study have always worked well, but previously were not much of a focus of the college. Now that FLDOE requirements and expectations are clearer, the bar has been raised and SFSC knows they have to stay in compliance with WIOA and consider local market trends and interest for relevance of their programs.

**Note:** FLDOE provided clarification to SFSC in regards to using local economic data and statewide data. SFSC explained that they had issues with the Phlebotomy program because it is not on their Regional Demand Occupations List (DOL) for high-skill, high-wage, high-demand occupations, but it is on the statewide DOL. The local CareerSource board would not sign off on the program since it is not identified as a need on their regional DOL. FLDOE explained that local or state career needs, even those not on DOLs, can be utilized when selecting a program of study. Various data sources, such as input from local business/industry and regional economic data, can be used to assist in identifying local needs for program development.

## VIII. REQUIRED RESOLUTION ACTIVITIES

### ADULT EDUCATION
1. Corrective Action Plan – South Florida State College is required to complete an AE Corrective Action Plan.
2. Action Plan – South Florida State College is not required to complete an AE Action Plan.

### CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – South Florida State College is required to complete a CTE Corrective Action Plan.
2. Action Plan – South Florida State College is not required to complete a CTE Action Plan.

## IX.    SUMMARY

Once the fieldwork 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 SFSC onsite monitoring visit. Special thanks are offered to Mr. Erik Christensen and Ms. Courtney Green for their participation and leadership during this process.

South Florida State College
Adult Education and Family Literacy
Risk Matrix

## Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants

Agency Name: **SOUTH FLORIDA STATE COLLEGE**
Program type: **ADULT EDUCATION**
Target Year: **2014-2015**
Monitoring Year: **2016-2017**

| Metric | Scaling | Point Value | Points Assigned | Weight | Total Metric Points |
|---|---|---|---|---|---|
| **Total AE Budget Allocated Value** | Upper Quartile | 7 | **3** | X 10 | **30** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| **# AE Grants Value** | 4+ | 7 | **5** | X 8 | **40** |
| | 3 | 5 | | | |
| | 2 | 3 | | | |
| | 1 | 1 | | | |
| **AE Director Change Value** | Yes | 7 | **7** | X 6 | **42** |
| | No | 0 | | | |
| **AE Funds Remaining Point Value** | Upper Quartile | 7 | **0** | X 4 | **0** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| | 0 | 0 | | | |
| **OAG Findings Value** | Upper Quartile | 7 | **1** | X 4 | **4** |
| | Upper Middle | 5 | | | |
| | Lower Middle | 3 | | | |
| | Lower Quartile | 1 | | | |
| | 0 | 0 | | | |
| | | | **AGENCY RISK SCORE:** | | **116** |

*Compliance monitoring last visit: AE, Fall 2012
*Data sources used for calculations: Prior to July 1, 2015

## Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **SOUTH FLORIDA STATE COLLEGE**
Program type: **CAREER AND TECHNICAL EDUCATION**
Target Year: **2014-2015**
Monitoring Year: **2016-2017**

| Metric | Scaling | Point Value | Points Assigned | Weight | Total Metric Points |
|---|---|---|---|---|---|
| **Total Perkins Budget Allocated Value** | 10 | 7 | **1** | X 10 | **10** |
| | | 5 | | | |
| | | 3 | | | |
| | | 1 | | | |
| **# Perkins Grants Value** | 24 | 7 | **3** | X 8 | **24** |
| | | 5 | | | |
| | | 3 | | | |
| | | 1 | | | |
| **Perkins PIP Index Value** | 0 | 7 | **0** | X 8 | **0** |
| | | 5 | | | |
| | | 3 | | | |
| | | 1 | | | |
| | | 0 | | | |
| **Perkins Director Change Value** | | 7 | **0** | X 6 | **0** |
| | | 0 | | | |
| **Perkins Funds Remaining Point Value** | 0 | 7 | **0** | X 4 | **0** |
| | | 5 | | | |
| | | 3 | | | |
| | | 1 | | | |
| | | 0 | | | |
| **OAG Findings Value** | 4 | 7 | **1** | X 4 | **4** |
| | | 5 | | | |
| | | 3 | | | |
| | | 1 | | | |
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| | | | **AGENCY RISK SCORE:** | | **38** |

*Compliance monitoring last visit:  CTE, Fall 2012
*Data sources used for calculations:  Prior to July 1, 2015

South Florida State College
Resolution Action Plan

| Findings | Corrective Action(s) | Agency Response | Person Responsible | Projected Date of Completion |
|---|---|---|---|---|
| B1: AE Registration documents do not contain the all required data reporting elements effective July 1, 2016. | SFSC must update forms in accordance to the WIOA standards to include the collection of students' employment status. | SFSC will revise the AE registration form to include student's employment status. | Courtney Green (Adult Education) | April 19, 2017 |
| B2: SFSC does not have written policies and procedures for data collection in 2014-15 as required in the FLDOE 2014-15 Adult Education and Family Literacy Request for Proposal (Narrative Components And Scoring Criteria - Section 3(k)) and Perkins CTE Postsecondary. | SFSC must develop comprehensive written policies and procedures for data management that include all phases of data collection (data entry, submission and error correction). | SFSC will develop procedures that provide a sequential path data collection process (e.g., student intake, registration, and testing) to review and transmit data to the FLDOE. | Christopher van der Kaay (IE) <br><br> Courtney Green (Adult Education) | May 31, 2017 |
| D1: The equipment inventory listing did not follow the rules and guidelines as specified in UGG (§200.313 Equipment (d)(1)). | SFSC must ensure that all equipment be properly tagged and that inventory records list the proper location for where the equipment is located. | SFSC will correct the equipment labeling discrepancy and ensure the location for the equipment in inventory list is updated. | Mary Hutzelman | April 19, 2017 <br><br> SFSC provided an updated inventory listing along with a picture showing that the property identification number has been updated on the equipment. No further action is required. |

**Plan submitted by (name and title):** Erik N. Christensen, Dean, Applied Sciences and Technologies  **Date:** 05/11/2017

**Plan accepted by:** LaStacia Spencer, Program Specialist IV, Quality Assurance and Compliance  **Date:** 05/15/2017

**Status of Action Plan (to be completed by FLDOE staff):**



South Florida State
College - Corrective A

| **Date:** | **Status of Plan Completion:** |
|---|---|
|  |  |

# Career Technical Education and Adult Education
# Pathways to Student Success

*Our primary focus is helping students get a job.*
*We do this by providing a variety of pathways to obtain hands-on training resulting in the awarding of degrees, certificates, diplomas, and industry certifications.*

## Attainment

*Innovative methods and strategies we use to help increase educational attainment*



- Including certification exams as part of lab fees helped increase the number of industry certifications by 83%.

- For the past three years, our dental hygiene students have had a 100% pass rate on the national board exam.

- Implementing Edmentum software as supplemental instruction for Adult Education has increased student learning gains by almost 30%.

- Associate degree and practical nursing graduation rates (96.7% and 100%) continue to soar above national and state averages on the National Council for State Boards of Nursing licensure examinations.

- Offering highly interactive, eight-week courses in our Bachelor of Applied Science in Supervision and Management (BAS-SM) program has doubled enrollment and led to an average course completion rate of 90%.



*SFSC will become ... a globally aware academic destination driving regional transformation through innovative collaboration.*

# Affordability

*Innovative ways we are making college more affordable for our students*



- **SFSC*open***, a strategic initiative to promote and institutionalize the adoption of open educational resources, was selected as a Chancellor's Best Practice in 2016 and will save our students $450,000 in the first two years of implementation.

- To improve the health of the local community and beyond, we started an open school chapter of the Institute for Healthcare Improvement across three disciplines; dental education, radiography, and nursing.

- Partnered with a local police department to recruit students in need of adult education services. When police identify individuals in need of educational services, they hand out referral cards which provide a tuition fee waiver.

# Achievement & Articulation

*Innovative practices in articulation and program development that are assisting our graduates get into career pathways and jobs that the economy demands*



Partnered with a local school board to allow flexible GPA requirements for students with learning disabilities in hands-on technical dual enrollment program has increased enrollment by 26%.

- Requiring our Farmworker Career Development Program (FCDP) students to focus more time on the initial assessments prior to beginning classes has helped increase many performance measures.

- Our FCDP has one of the highest "wage at placement" rates in the state with the average student starting at $13.68 per hour.  Of the students placed in fulltime employment 100% retained

employment at the same job or a better job for at least three quarters after placement.

*Local partnerships and the strategies for advancing and aligning access to our college*



- Our most recent basic corrections classes had a 100% pass rate on the State Exam and 100% were employed.

- Inception of the baccalaureate nursing degree enabled the local registered nurse workforce to advance their professional careers to meet local and state demands.

  Integrating an applied research project into our computer electronics program has drawn students and community members into the program and provided enriched learning opportunities focused on innovation and creativity.

- Instituting flexible course offerings ("shift friendly," evenings, part-time) resulted in a 25% increase in enrollment in our criminal justice program and a 166% increase in our fire science program.

- Partnering with a local hospital, our IELCE program helped meet a local workforce need by providing specialized ESOL training tailored specifically to hospital staff including nurses, doctors, and non-professional staff.

SOUTH FLORIDA State College