

**Quality Assurance and Compliance
Onsite Follow-up Monitoring Visit
for
Adult Education and Family Literacy and
Career and Technical Education**

**College of Central Florida
September 17-18, 2014**

Final Report

State Board of Education

Gary Chartrand, *Chair*
John R. Padget, *Vice Chair*
Members
Ada G. Armas, M.D.
John A. Colon
Marva Johnson
Rebecca Fishman Lipsey
Andy Tuck

Pam Stewart
Commissioner of Education

Rod Duckworth, Chancellor
Division of Career and Adult Education

October 24, 2014

Dr. James D. Henningsen, President
College of Central Florida
3001 S.W. College Road
Ocala, FL 34474-4415

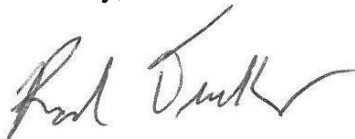
Dear Dr. Henningsen:

We are pleased to provide you with the final monitoring report for the adult education, and career and technical education programs at the College of Central Florida. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

Shahrokh Massoudi will be in touch with you for follow-up regarding any resolution activities that may be indicated in the report. We appreciate the leadership and professionalism demonstrated by you and your staff during our visit. If we can be of any assistance, please contact Gloria Spradley-Brown, bureau chief of Grants Administration and Compliance, at 850-245-9053 or via electronic mail at Gloria.Spradley@fldoe.org.

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

Sincerely,



Rod Duckworth

RD/sm

Enclosure

cc: Dr. Cheryl Fante, associate vice-president, Career and Technical Programs
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Dr. Shahrokh Massoudi, program specialist, Quality Assurance and Compliance

TABLE OF CONTENTS

I.	Introduction.....	3
II.	Authority.....	3
III.	Quality Assurance Policies, Procedures, and Protocols.....	3
IV.	Provider Selection.....	4
V.	College of Central Florida.....	4
VI.	Monitoring Activities.....	5
VII.	Results.....	6
VIII.	Summary.....	9
	Appendix A – Risk Matrix.....	10-11
	Appendix B – Resolution Plan Follow-up.....	12

College of Central Florida
Adult Education and Family Literacy 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, 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 division's 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 for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for adult education and family literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards sub grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and adult education/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 (34 CFR 76.770). The FDOE, 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 2014-2015 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 were revised in the 2014-15 program year. The manual was provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at <http://www.fldoe.org/workforce/compliance.asp>.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based.

Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the FDOE 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 Resolution Plan follow-up monitoring strategy for the College of Central Florida was determined to be an onsite visit. Notification was sent to Dr. James D. Henningsen, president, on July 30, 2014. The designated representative for the agency was Dr. Cheryl Fante, associate vice president for career and technical education.

The onsite visit to the agency was conducted on September 17-18, 2014, by a representative of the Quality Assurance and Compliance section of the division: program specialist Dr. Shahrokh Massoudi.

V. COLLEGE OF CENTRAL FLORIDA

Enrollments – 2012

<u>CTE Postsecondary</u>	<u>Adult General Education</u>
3,168	225

The provider was awarded the following grants:

2012-2013

ADULT EDUCATION GRANT

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$84,138	\$27,173.71

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$485,844	\$ 0.00
Postsecondary-Leadership	\$425,000	\$179,555.38
Postsecondary- Rural	\$29,779	\$ 0.00

2013-2014

ADULT EDUCATION GRANT

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$98,783	\$0.00

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$451,092	\$0.00
Postsecondary-Leadership	\$197,200	\$0.00
Postsecondary- Rural	\$26,318	\$0.00

2014-2015**ADULT EDUCATION GRANT**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$98,079	\$0.00

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$496,792	\$0.00
Postsecondary-Leadership	\$250,000	\$0.00
Postsecondary- Rural	\$26,016	\$0.00

Additional information about the provider may be found at the following web address:

www.CF.edu

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- College of Central Florida, Levy Center
- College of Central Florida, Ocala Campus

Entrance and Exit Conferences

The entrance conference for the College of Florida was conducted on September 17, 2014; the exit conference was conducted on September 18, 2014. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Cheryl Fante	Associate Vice President for Career and Technical Education	X	X
Dr. Mark Paugh	Vice President for Instructional Affairs	X	X
Judy Menadier	Senior Analyst	X	
Holly McGlashan	Manager, Adult Education	X	X
FDOE Monitoring Team			
Dr. Shahrokh Massoudi	Program Specialist	X	X

Interviews/Observations

Interviews were conducted with the administrative staff and instructional staff. A minimum of two interviews were completed. All interviews were held during the course of the visit.

VII. RESULTS

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

- The college has written policies and procedures for data collection and reporting.
- A sample of records of students earning industry certification for PSAV and college credit was verified.
- Performance Improvement Plan (PIP) strategies was discussed for performance indicators that did not meet local targets.
- Staff from the Office of Planning and Institutional Effectiveness participates in FDOE workforce development data meetings.
- Information Technology department representatives have made improvements to degree audits and reporting which have been a barrier in the past.
- The new institutional research senior analyst identified data issues in the state report that have now been corrected.
- Administrators and/or program managers will meet at the end of each term to verify the accuracy of data submission.
- Industry certifications and program credentials will be reviewed for submission on the report. This file has not been utilized in the past. For example, in Emergency Management Services and Criminal Justice/Law Enforcement certification, data was submitted to the state, but it was not included in the reporting system by the college.

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

- Non-discrimination notices were broadly posted.
- Genetic identity has been incorporated as a protected class in the college's non-discrimination policy.
- College faculty and staff are aware of the policies relating to non-discrimination.
- The equity officer was very well trained and knowledgeable about the recent civil rights legislation.
- Printed material for CTE/ABE programs does include non-discrimination statement both in Levy Center and Ocala Campus.

C. PERKINS PROGRAM IMPROVEMENT PLAN (PIP) – A program improvement plan is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures [Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), Section 123(b)(2)]. If a state finds that a local eligible agency has failed to meet agreed upon target levels as described in section 113(b)(4) of the Act, and is not making substantial progress in meeting the goals, the state will work with the agency to help them implement improvement activities. If a local eligible agency “fails to meet at least 90 percent of an agreed upon State adjusted level of performance for the same core indicator of performance for three (3) consecutive years” [Section 123(b) (4) (A) (iii)], then the state may withhold all or a portion of an agency’s allotment.

The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

- PIPs are required for failing to meet local targets for post-secondary certificate measures for five (5) years:
 - 1A1, Technical Skill Attainment
- PIPs are plans required for failing to meet local targets for post-secondary college credit measures for four (4) years:
 - 1P1, Technical Skill Attainment
- PIPs are required for failing to meet local targets for post-secondary college credit measures for three (3) years:
 - 4P1, Placement

Due to requirements of Perkins IV to identify and assist agencies that have failed to meet local targets for three or more years, Division of Career and Adult Education (DCAE) has begun to identify those agencies that have not met targets over three or more years on multiple measures, to be designated as “high risk agencies.” When these agencies are selected for a monitoring or resolution plan follow-up visit, staff from the Federal and State Initiatives section of the DCAE will schedule a conference call with the agency during the visit to provide technical assistance on improving performance on identified measures.

The College of Central Florida was identified in the spring of 2014 as one of the high risk agencies. As a result, during the onsite resolution plan follow-up visit on September 18, 2014 to the college, the DCAE initiated a conference call to provide technical assistance for failing to meet local targets for the identified performance measures. The call included Dr. Cheryl Fante, the associate vice president of business, Technology and Workforce Learning at the College of Central Florida and a data system staff member from the college, and Dr. Amy Albee-Levine and Dr. Cathy Hammond from the Federal and State Initiatives section of the DCAE and Elizabeth Carpenter from the Bureau of Accountability and Assessment in DCAE. Below are major points from the conference call:

1. Data issues seem to be major challenge across measures over the five-year period.
2. Reported challenges impacting the two technical skill attainment measures (1A1 and 1P1) included:

- Data reporting issues – not reporting correct program hours in the college’s data reporting system to calculate the 75 percent completion for programs, not all industry certifications reported to IT, and not all certifications for programs on the approved Technical Skill Attainment Inventory, since they were unaware that this was necessary and so completions were underreported.
 - The closure of many certificate programs over the past few years reduced the number of completers.
3. Reported challenges for two placement measures (4A1 and 4P1) included:
- Target for Performance Measure 4A1 was not missed three (3) years consecutively. Performance on this measure was up and down and program improvement plans were required only every other year, and therefore was included in the discussion.
 - Closures and/or downsizing of businesses and local industries in the region, particularly in construction, reduced employment and economic activity across the region in a variety of supporting businesses and industries, such as health care, and caused challenges for placement of students. Supervisory, accounting, office, air conditioning, and manufacturing positions in private and public organizations were especially impacted.
 - Program closures.
 - Out of state placements that can’t be tracked and reported.
4. Actions taken and changes in region are improving the above issues:
- New personnel was hired to work on these issues and some progress has already been made, including an institutional researcher to assist with data issues and a student adviser to work with non-traditional and other students on progression through programs, co-op opportunities, completion and placement.
 - Expect expansion in manufacturing industry in region to positively impact employment in a number of program areas.
 - Plan to monitor data more closely this grant period.
5. Dr. Amy Albee and Dr. Cathy Hammond, of the Federal and State Initiatives section that oversee Perkins grants, will follow up with Dr. Cheryl Fante on the development of a more detailed action plan to address identified target measures.
- The closure of many certificate programs over the past few years reduced the number of completers.
 - Reported challenges for two placement measures (4A1 and 4P1) included:
 - While target for Performance Measure 4A1 was not missed three (3) years consecutively, performance on this measure was up and down and program improvement plans required every other year, and therefore was included in the discussion.
 - Closures and/or downsizing of businesses and local industries in the region, particularly in construction, reduced employment and economic activity across the region in a variety of supporting businesses and industries, such as health care, and caused challenges for placement of students.

- Supervisory, accounting, office, air conditioning, and manufacturing positions in private and public organizations were especially impacted.
 - Program closures.
 - Out of state placements that can't be tracked and reported.
6. Actions taken and changes in region are improving the above issues:
- Hired new personnel to work on these issues and some progress has already been made, including an institutional researcher to assist with data issues and a student adviser to work with non-traditional and other students on progression through programs, co-op opportunities, completion and placement.
 - Expect expansion in manufacturing industry in region to positively impact employment in a number of program areas.
 - Plan to monitor data more closely this grant period.
7. Dr. Amy Albee and Dr. Cathy Hammond will follow up with Dr. Cheryl Fante on the development of a more detailed action plan to address identified target measures.

VIII. SUMMARY

We want to extend our appreciation to all participants in the College of Central Florida onsite monitoring visit. Special thanks to Dr. Cheryl Fante for her participation and leadership in this process.

Appendix A

Adult Education

Risk Matrix for Colleges Receiving Adult Education (AE)					
Agency Name: COLLEGE OF CENTRAL FLORIDA					
Program type: AE					
Target Year: 2012-2013					
Monitoring Year: 2014-2015					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	1	<u>X 10</u>	10
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	7	<u>X 6</u>	42
	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	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					100

Appendix A

Career and Technical Education

Risk Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: COLLEGE OF CENTRAL FLORIDA					
Program type: CTE					
Target Year: 2012-2013					
Monitoring Year: 2014-2015					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total CTE Budget Allocated Value	Upper Quartile	7	5	<u>X 10</u>	50
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# CTE Grants Value	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
CTE PIP Index Value	7.50 – 10.00	7	3	<u>X 8</u>	24
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
CTE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
CTE Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					146

Appendix B

College of Central Florida Resolution Plan Follow up

Adult Education and Career and Technical Education

Concerns	Strategies/ Actions to be Taken	Person Responsible	Onsite Resolution Plan Follow-up Verification date
1. The College data system is unable to store degree audits, which negatively impacts Perkins data reporting due to difficulty in reporting CTE “concentrators” (CTE).	The College is working with its software provider to address this programming issue. Confirm with DOE when completed.	Dr. Kathy Anderson and Dr. Cheryl Fante	September 18, 2014
2. While equity workshops are offered on an ongoing basis, non-discrimination training is not offered during new employee orientation (CTE/AE).	Include topic in new employee orientation. No further reporting is required.	Ms. Gilda Crocker	September 18, 2014
3. Promotional materials for CTE programs do not all contain non-discrimination notices (CTE).	Agency will include notice when materials are reprinted. No further reporting is required.	Dr. Joe Wallace Dr. Cheryl Fante Ms. Marilyn Ladner	September 18, 2014
Resolution Plan follow up submitted by: _____ Date: _____			
Resolution Plan follow up approved by: _____ Date: _____			