



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

**Miami-Dade County Public Schools  
January 26-30, 2015**

**Final Report**



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**Division of Career and Adult Education**

February 17, 2015

Mr. Alberto M. Carvalho, Superintendent  
Miami-Dade County Public Schools  
1450 N.E. Second Avenue, Suite 912  
Miami, Florida 33132-1308

Dear Mr. Carvalho:

We are pleased to provide you with the final monitoring report for the adult education, and career and technical education programs at the Miami-Dade County Public Schools. The 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](mailto:Tashi.Williams@fldoe.org).

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

Sincerely,

Rod Duckworth

RD/sm/gpf

Enclosure

cc: Dr. Reginald Johnson, administrator, Adult Community 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

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Florida Department of Education  
Division of Career and Adult Education  
**Miami-Dade County Public Schools (M-DCPS)**  
**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 (AE) and family literacy 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 (34 CFR 76.770). 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 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 was 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://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 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 monitoring strategy for M-DCPS was determined to be an onsite visit. Notification was sent to Alberto M. Carvalho, Superintendent, on November 21, 2014. The designated representative for the agency was Dr. Reginald Johnson, Administrative Director for Adult and Community Education.

The onsite visit to the agency was conducted January 26-30, 2015, by four representatives of the Quality Assurance and Compliance section of the division: Tashi Williams, Program Director and Program Specialists, Donna Waller, Dr. Shahrokh Massoudi and Grants Manager, Ordania Jones.

**V. Miami-Dade County Public Schools**

**ENROLLMENT**

**Fiscal Year (FY) 2012 - 13**

<u>Career Technical Education</u>	<u>Adult General Education</u>
96,064	32,838

**The provider was awarded the following grants for FY2012-13, 2013-14 and 2014-15:**

**2012-2013**

**ADULT EDUCATION GRANTS**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$ 4,347,515.00	\$ 204,940.55
English Literacy and Civics	\$ 2,779,629.00	\$ 46,737.03
Correction Education	\$ 34,686.00	\$ 3,217.00

**CAREER AND TECHNICAL EDUCATION GRANTS**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Perkins-secondary	\$ 3,896,204.00	\$ 116,191.07
Perkins-postsecondary	\$ 1,164,538.00	\$ 00.00

**2013-2014**

**ADULT EDUCATION GRANTS**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$ 5,231,900.00	\$ 123, 137.80
English Literacy and Civics	\$ 2,779,622.00	\$ 112, 687.67
Correction Education	\$ 40,707.00	\$ 59.72

**CAREER AND TECHNICAL EDUCATION GRANTS**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Perkins-secondary	\$ 3,807,546.00	\$ 155,621.50
Perkins-postsecondary	\$ 1,006,248.00	\$ 00.00

**2014-2015**

**ADULT EDUCATION GRANTS**

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$ 2,814,113.00	N/A
English Literacy and Civics	\$ 2,300,000.00	N/A

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Perkins-secondary	\$ 4,258,528.00	N/A
Perkins-post-secondary	\$ 1,636,902.00	N/A

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

[www.dadeschools.net](http://www.dadeschools.net)

**VI. MONITORING ACTIVITIES**

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

Onsite Visits

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

- Lindsey Hopkins Technical College
- Turner Guilford Knight Correctional Center
- Robert Morgan Educational Center and Technical College
- Miami Jackson High School
- Miami Jackson Adult Education Center
- South Dade Technical College
- South Dade Skills Center
- George T. Baker Aviation Technical College
- Miami Dade County Schools District Office

Entrance and Exit Conferences

- The entrance conference for the Miami-Dade County Public Schools was conducted on January 27, 2015; the exit conference was conducted on January 30, 2015. The participants are listed below:

<b>Name</b>	<b>Title</b>	<b>Entrance Conference</b>	<b>Exit Conference</b>
Awilda Ruiz	Grants Analyst	X	
Dr. Lupe Diaz	Executive Director, Career and Technical Education	X	X
Soraya Guerra	Accounting	X	
Claudelle St Come	Curriculum Specialist, Career and Technical Education	X	X
Robert Gornto	Assistant Superintendent, Schools Operation	X	X
Carlos Manrique	Supervisor, Workforce Education/Adult Education	X	X
David Del Terzo	Assessment Research and Data Analysis	X	
Patricia Lesense	Supervisor, Grants Administration	X	
Veronica Pavon-Baker	District, Adult Education Program	X	
Anthenisia A. Jackson	Supervisor, Adult and Community Education	X	

Meyme Falcone	Grants Administration	X	
Dr. Reginald Johnson	Administrative Director, Adult and Community Education	X	X
Rosy Diaz	Coordinator, George T. Baker Aviation Technical College	X	X
Rene Mantilla	Principal, George T. Baker Aviation Technical College	X	
<b>FDOE TEAM</b>			
Donna Waller	Program Specialist	X	X
Tashi Williams	Director of Compliance	X	X
Dr. Shahrokh Massoudi	Program Specialist	X	X
Ordania Jones	Grants Manager	X	

Interviews/Observations

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

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in section VII, item G. A minimum of 10 student records were reviewed. Some policies and procedures from the agency’s website were reviewed and discussed at various times during the onsite 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 district has a positive vision for Adult Education (AE) and Career and Technical Education (CTE) programs at all levels.
- The district is benefiting from experienced teachers and administrators who possess a wealth of knowledge of AE and CTE programs.
- AE and CTE directors are knowledgeable and experienced administrators.
- Administrative leadership is committed to providing the support that teachers need to improve their programs.
- The district has developed innovative communication strategies for relaying information between administration and staff.
- The district has a comprehensive staff development plan for AE and CTE teachers and administrators.
- Staff professional development is a major focus area for AE and CTE programs.
- The district should be commended for being recognized as the number one distinguished career academy in the nation.
- Southwest Miami Senior High School won the National Academy Foundation top award academy of excellence.

**B. 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 process for data collection and reporting was reviewed.
- A sample of students who earned industry certification and Occupational Completion Points (OCP) in CTE and Literacy Completion Points (LCP) in AE were reviewed.
- AE and CTE data entry Information Technology Services (ITS) staff is experienced and knowledgeable with the district data collection system.
- The district ITS staff attends FDOE Workforce Education District Data Advisory Committee (WEDDAC) meetings.
- Data is being used by AE and CTE programs for program improvement purposes.
- The district CTE and AE staff are consistently reviewing data during the submission period to ensure data accuracy.
- The district is following FDOE assessment guidelines in administration of Test of Adult Basic Education (TABE).
- The district and administrators have created innovative educational data collection concepts such as:
  - Live Binder
  - Data in Your Hands (DIYH) – (live data for administrators in decision making)
- The district data has indicated a trend in increased student enrollment for AE and CTE programs.
- The district should be commended on improving the quality of educational programs in high schools and technical colleges.
- The district provided innovative data band/bracelets that contain student data records via USB for easy access.

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

- Varied instructional strategies are being employed.
- Teachers are following the state curriculum frameworks.
- Students at CTE Programs at all the technical colleges are able to participate in internship programs.
- CTE programs at secondary level are working toward increasing opportunities for students to earn industry certifications.
- The technical colleges CTE programs generate revenue by providing community services for citizens.
- The Adult Career Pathways Bridge program is used as a mechanism to increase retention rates among students in AE programs.
- AE and CTE teachers are dedicated and focused to student success.

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 threshold for equipment; equipment meeting this threshold is tagged appropriately.
- Equipment appeared to be in good working order and is being used appropriately in the classrooms.
- All equipment purchased with grant funds are tagged and were located during the review.
- The administration is using Perkins and adult education funds to upgrade equipment technology for respective sites.
- There was positive integration of technology in the classroom.



- There are policies and procedures in place for the disposal of equipment.
- An inventory of equipment is performed by the district annually.

**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.

- Classroom walls were inviting and contained appropriate rules, signage and program outlines.
- Buildings are well maintained, spacious and accessible for student use.
- Safety notices in classrooms and shops were appropriately posted.
- Names and pictures of students earning industry certifications were posted in classrooms.
- Marketing brochures are used as recognition to encourage recruitment of students.

**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.

- Bi-weekly student progress reports
- Employee and student handbook
- LCPs and OCPs
- Travel documentation
- Lesson Plans
- Inventory
- Purchases
- Contracts
- Financial policies and procedures
- Student records
- Agency website
- Advisory committee minutes
- Marketing brochures
- Time and effort reports
- M-DCPS Website
- Students Industry Certification

**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.

- Comprehensive and thorough internal controls for financial procedures are in place.
- The purchasing process and a sample of purchase orders were reviewed.
- A sample of the travel process and travel funded with Perkins and adult education funds was reviewed.

- Purchases are made under state contracts when appropriate.
- The CTE and adult education director get financial reports on an ongoing basis, so that they are aware of accounts balances.
- The district has implemented the System Application and Product (SAP) system software, which is a universal reconciling system used for accuracy and quality control for accounting and budget transactions.
- The district utilizes an automated time and effort system for AE and CTE for teachers and administrators who are paid by the grants.
- Contracts in excess of \$6,000 are required to go through an approval process.

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

- CTE programs have advisory committees that are supporting their programs.
- AE programs have obtained financial aid from several sources, including the local education foundation and businesses to assist students in paying tuition, GED test and other educational costs.
- The district has articulation agreements with other post-secondary institutions, such as Miami Dade College and Florida International University.
- The AE and CTE directors are actively involved with the local workforce development.
- Collaboration agreements exist with the following:
  - Hospitals
  - Doctor offices/clinics
  - Honda®
  - American Airlines®
  - Miami International Airport
  - Hotels and restaurants in Miami-Dade County
  - Automobile dealerships
  - Publix®
  - Local businesses (hair, fashion design and nail salons etc.)

**J. PROGRAM IMPROVEMENT PLAN** – A Program Improvement Plan (PIP) is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures. The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

- For 2012-13, the agency met or exceeded all postsecondary measures except for:
 

○ 1A1 Technical Skills	79.90% vs. 92.91% target
○ 2A1 Completion	25.46% vs. 58.25% target
○ 3A1 Retention	50.23% vs. 59.10% target
○ 4A1 Placement	64.50% vs. 84.60% target
○ 5A1 Non-traditional enrollment	10.73% vs. 12.50% target
○ 5A2 Non-traditional completion	15.49% vs. 26.24% target
- The PIP for postsecondary core measures for the 2012-13 Perkins grant year was reviewed with the CTE executive director.
  - Steps to address these measures include informing teachers and providing guidance to improve postsecondary measures.

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

- Comments shared by students overall were very positive.
- Students are very appreciative and proud of their respective programs.
- Students appreciate the availability of classes during the day and evening.
- Students are enrolling in AE and CTE programs based on positive feedback by other students, families and friends.
- Students expressed that they are very appreciative of the following:
  - Bus passes that were provided by the district;
  - Teachers who worked beyond their normal work schedule to provide mentoring and tutoring.
- Students are encouraged to pursue their future educational endeavors.

## **VIII. REQUIRED RESOLUTION ACTIVITIES**

### **ADULT EDUCATION**

1. Corrective Action Plan – M-DCPS is not required to complete a Corrective Action Plan.
2. Action Plan – M-DCPS is not required to complete an Action Plan.

### **CAREER AND TECHNICAL EDUCATION**

1. Corrective Action Plan – M-DCPS is not required to complete a Corrective Action Plan.
2. Action Plan – M-DCPS is not required to complete an Action Plan.

## **XI. SUMMARY**

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

Finally, the division issues a closure notice to the agency head and designated contact person. We want to extend our appreciation to all participants during the M-DCPS onsite monitoring visit. Special thanks are offered to Dr. Reginald Johnson for his participation and leadership in this process.

Appendix A

<b>Risk Matrix for Districts Receiving Career and Technical Education (CTE)                      Carl D. Perkins Grants</b>					
Agency Name: <b>MIAMI-DADE COUNTY SCHOOL DISTRICT</b> Program type: <b>CAREER AND TECHNICAL EDUCATION (CTE)</b> Target Year: <b>2012-2013</b> Monitoring Year: <b>2014-2015</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Total CTE Budget Allocated Value</b>	Upper Quartile	7	7	X 10	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b># CTE Grants Value</b>	4+	7	3	X 8	24
	3	5			
	2	3			
	1	1			
<b>CTE PIP Index Value</b>	7.50 – 10.00	7	1	X 8	8
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
<b>CTE Director Change Value</b>	Yes	7	0	X 6	0
	No	0			
<b>CTE Funds Remaining Point Value</b>	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>OAG Findings Value</b>	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>158</b>

**Risk Matrix for Districts Receiving Adult Education (AE) Grants**

Agency Name: **MIAMI-DADE COUNTY SCHOOL DISTRICT**

Program type: **ADULT EDUCATION (AE)**

Target Year: **2012-2013**

Monitoring Year: **2014-2015**

<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Total AE Budget Allocated Value</b>	Upper Quartile	7	7	X 10	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b># AE Grants Value</b>	4+	7	5	X 8	40
	3	5			
	2	3			
	1	1			
<b>AE Director Change Value</b>	Yes	7	0	X 6	0
	No	0			
<b>AE Funds Remaining Point Value</b>	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>OAG Findings Value</b>	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>166</b>