



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Miami Dade College

January 27-30, 2020

Final Report

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Florida Department of Education
Division of Career and Adult Education

Miami Dade 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 (QAC) 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) Strengthening Career and Technical Education for the 21st Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. 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 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 2019-2020 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 2019-20 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 QAC 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 Miami Dade College (MDC) was determined to be an onsite visit. Notification was sent to Dr. Rolando Montoya, interim president, MDC on December 17, 2019. The designated representatives for the agency were Mr. Enrique Infanzon, dean, School of Continuing Education and Professional Development and Dr. Alexia Rolle, director, Career and Technical Education.

The onsite visit to the agency was conducted on January 27-30, 2020. The three representatives of the division present during the visit were program specialists Mr. Michael Swift and Mrs. Christine Walsh of QAC, and Mrs. Kara Kearce, director, QAC.

V. MIAMI DADE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2017-18

CTE (possible duplication at program level): Postsecondary – 59,541

AE: 7,806

The provider was awarded the following grants for FY’s 2017-18, 2018-19 and 2019-20:

Finance

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	132-1918B-8CG01	\$ 1,385,435.22	\$ 51.78
Adult Education – Civics	132-1938B-8CE01	\$ 215,000.00	\$ 170.71
Perkins CTE Postsecondary	132-1618A-8CP01	\$ 2,710,667.00	\$ 227,595.23

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	132-1919B-9CG01	\$ 1,385,487.00	\$ 4,864.76
Adult Education – Civics	132-1939B-9CE01	\$ 215,000.00	\$ 10.00
Perkins CTE Postsecondary	132-1619B-9CP01	\$ 2,758,875.00	\$ 45,978.35

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended*</u>
Adult General Education	132-1910B-0CG01	\$ 1,385,487.00	\$ N/A
Adult Education – Civics	132-1930B-0CE01	\$ 215,000.00	\$ N/A

Perkins CTE Postsecondary 132-1610B-0CP01 \$ 2,818,078.00 \$ N/A

* FY 2019-20 final project disbursement reports will not be available until the end of the program year.

Additional information about the provider may be found at the following web address:
<https://www.mdc.edu/>

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- MDC Wolfson Campus
- MDC North Campus
- MDC Kendall Campus
- MDC Homestead Campus
- MDC Medical Campus
- MDC Eduardo J. Padron Campus

Entrance and Exit Conferences

The entrance conference for MDC was conducted on January 27, 2020. The exit conference was conducted on January 30, 2020. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Oscar Loynaz	Interim Vice Provost, Academic Schools	X	X
Alexia Rolle	Director, Career and Technical Education	X	X
Enrique Infanzon	Dean, School of Continuing Education and Professional Development	X	X
Silvio Rodriguez	Director, Assessment Evaluation & Testing	X	X
Luis Rodriguez	Director, Adult Education	X	X
Niurka “Nicky” Garcia-Salazar	Program Manager, Adult Education	X	X
Antonio Delgado	Dean, School of Engineering, Design & Technology	X	
Alicia Giovinazzo	Associate Provost, Academic Affairs	X	X
Susan Neimand	Dean, School of Education	X	
FDOE Monitoring Team			
Kara Kearce	Director, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews

Interviews were conducted with the administrative staff. All interviews 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 F. 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 CTE and AE administrative staff for MDC is comprised of individuals with many years of experience within their respective program areas and individuals who are relatively new to their positions.
- There is a clear separation of duties between the administrative side of grant management and the programmatic side, but program directors and deans are involved in all aspects of their program management in areas such as finance, inventory management and data and assessment.
- The grant writing process includes feedback from the CTE and AE directors, the college Vice Provost, Academic Schools, Resource Development (grant department), academic deans and department managers. Oftentimes recommendations from advisory committees are taken into consideration when completing the annual grant application process.
- The CTE department is currently preparing for the submission of their Comprehensive Local Needs Assessment (CLNA) that is required for Perkins V. Members of the MDC steering committee include academic affairs, academic school deans, resource development grant compliance managers, MDC Access, Single Stop, CareerSource South Florida and CTE advisory committees.
- FDOE sponsored training events are attended as required, and local training is conducted annually for program and administrative staff.

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 uses PeopleSoft® as their integrated Enterprise Resource Planning (ERP) system. The student database file is included in the ERP, and includes all of the requirements of the student database data element dictionary. All of the data elements required by the national reporting system (NRS) are included in the system and were verified while onsite.
- There is a multi-tiered review and verification process that takes place prior to submitting student data to FDOE. First student level data is extracted from the student database (SDB) file for program directors and managers. These queries are then submitted to campus coordinators for review. Once a final review takes place, student level data is approved by the program director prior to submission to FDOE. If any errors are reported, there are multiple points of contact at the local level to assist with correcting erroneous data.

- Tests of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are used for student skill level assessment. Alternative assessment instruments are also available for students with disabilities.
- State sponsored data seminars and trainings are attended on a regular basis, and localized training takes place year-round.
- Student and program data is utilized for program management and improvement. The SDB within PeopleSoft® is used to gauge the likeliness of meeting mandatory grant and program requirements such as enrollment and completion rates.
- Student level data was reviewed and verified for accuracy against data submitted to FDOE. Upon review the monitoring team discovered that multiple students were listed as adult general education (AGE) completers, but had not attained the necessary test scores to reflect such a gain. There were also multiple students who were reported as AGE non-completers who did attain the necessary test scores to be counted as a completer. This resulted in a finding. All student level data was made available to the FDOE monitoring staff while onsite.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2017-18. This is in violation of UGG 2 CFR 200.328 “Monitoring and reporting program performance.”
 - Required Action B1: MDC has previously worked with FDOE to rectify this issue within their ERP system. The college will be required to submit documentation stating what steps were taken to limit reporting issues within their ERP prior to data being submitted to the state. No internal data quality training is recommended.

C. CURRICULUM AND INSTRUCTION: refers to those elements that contribute to student learning and skill acquisition.

- MDC offers CTE, AE and English Speakers of Other Languages (ESOL) services across multiple campuses and learning centers throughout Miami Dade County.
- There are numerous support systems for students such as CareerSource South Florida, MDC ACCESS, MDC WORKS, as well as other college offered resources like bus passes, food pantries and mental health screenings.
- MDC ACCESS specifically serves and caters to the needs of those students who have self-declared a disability with the college. MDC ACCESS has offices located on all campuses of the college. In no instance would the college ever deny acceptable and reasonable accommodations to a student with specific needs.
- The CTE programs are supported by strong advisory committees. These committees play a pivotal role in improving the quality of the CTE programs by offering insight on current industry trends, current job outlooks and recommendations for industry specific equipment needs. These advisory committees will also assist in the creation of the CLNA for Perkins V.
- The Adult Education Committee meets monthly to review data quality reports and to ensure adherence to policies, procedures and grant requirements set forth by FDOE. This committee consists of recruitment and retention specialists, career readiness advisors, program coordinators and administrative staff.
- Career readiness advisors assist students while they are participating in AE programs. They are responsible for helping students navigate their AE programs and help them transition into postsecondary and/or workforce programs.
- The monitoring staff verified that CTE programs supported by Perkins V grant funds are of sufficient size, scope and quality (SSQ). Documentation was provided to the monitoring team and verified while onsite.

- The monitoring staff verified that AE programs meet all requirements of SSQ set forth by FDOE.

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.

- All equipment over \$1,000 is assigned an asset identification profile within the college ERP system. This information is used for tracking of inventory by the property management department during the college’s annual equipment inventory period. All inventory criteria set forth by EDGAR and the UGG is included within the college’s inventory management system.
- Each piece of equipment is assigned to a project director, although the property management department is primarily responsible for inventory as a whole.
- The college has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory. MDC also uses transfer of property forms to track items such as laptops and tablets that are “checked out” or assigned to students and instructors.
- There was a report of a lost and/or stolen piece of equipment, and appropriate documentation (police report) was provided to the monitoring team.
- Technology and equipment was reviewed and inventoried as part of the FDOE monitoring process, and is up to date and being used specifically for CTE programs.
- During the inventory review FDOE team members discovered numerous pieces of equipment that were missing asset identification tags, and other pieces of equipment that were found in different locations than what was listed in the inventory records. This resulted in a finding.

FINDING AND ACTION

- Finding D1: During the monitoring review several pieces of equipment were not in the location indicated on the inventory record. There were also multiple pieces of equipment that did not have an appropriate asset identification tag. This is in violation of 2 C.F.R 200, UGG §200.313
 - Required Action D1: Equipment purchased with grant funds must be properly tagged with an asset identification number and kept in the location listed in the inventory management system in order to comply with state and federal requirements. Items that were missing tags will be re-tagged and/or engraved with asset identification numbers, and pictures of each newly tagged item shall be submitted to the FDOE monitoring team lead for verification. MDC will also submit updated inventory records that include correct locations for all pieces of grant funded equipment.

E. 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 Equal Educational Opportunity (OEEO) is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-0511.

F. **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.

- CTE and AE quality assurance and compliance protocols
- Advisory committee minutes, agendas and sign-in sheets
- College procurement/purchasing records
- Grant funded travel records
- SSQ checklist review
- NRS data quality checklists
- College policies and procedures for finance and procurement
- College technology plan
- Equipment transfer of property records
- Stolen equipment police reports
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Student data records
- Internal control policies
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employee time and effort (T&E) reports
- Inventory records for all grant funded equipment purchases

G. **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 financial policies, procedures and internal controls in place to ensure the efficient cash management of CTE and AE grant funds.
- MDConnect is used for grant management and to track expenditures. Program managers, administrators and financial secretaries review grant expenditures on a regular basis, and this information is shared often between program directors and financial staff. This allows them to review budget utilization moving forward and allows for the reallocation of funds, via amendment, if the opportunity exists.
- Within the ERP system grants are given specific parameters based on previously approved expenditures that can be charged against a grant. PeopleSoft® will automatically assign a group of administrators required to review and approve a purchase order prior to those funds being released for disbursement. The chain of approval is dictated by the monetary value of an expenditure.
- The college has policies and procedures for the procurement of equipment that is funded by federal grants.
- The monitoring team reviewed multiple financial records for compliance including grant funded employee T&E certifications, travel records and procurement records. All were in compliance with federal, state and college requirements.

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

- MDC has numerous collaborations and MOUs within the local region. They often offer additional educational and job experiences to students within the college. The list of partners include, but are not limited to:
 - CareerSource South Florida
 - Beacon Council
 - Boeing
 - Tesla
 - University of Miami
 - American Airlines
 - Miami Dade County
 - IBM
 - Cisco
 - Microsoft
 - Jackson Memorial Hospital
 - North Shore Medical Center
 - FedEx
 - Federal Aviation Administration
 - Florida Power and Light
 - Amazon Web Services

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Required Action Plan – MDC is required to complete a CTE Corrective Action Plan.

ADULT EDUCATION

1. Required Action Plan – MDC is required to complete an AE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head along with a copy to the provider's designated contact person. The final report will be posted on the department's website at the following address:
<http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding resolution items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

On behalf of the department, the monitoring team extends its appreciation to all participants in the MDC onsite monitoring visit. Special thanks is offered to Dr. Alexia Rolle and Mr. Enrique Infanzon for their participation and leadership during this process.

APPENDIX A

Miami Dade College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: MIAMI-DADE COLLEGE					
Program Type: CTE					
Target Year: 2017-2018					
Monitoring Year: 2019-2020					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	1	<u>X 10</u>	10
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	<u>X 8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					172

Data sources used for calculations: Prior to July 1, 2018

Miami Dade College
Adult Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Adult Education (AE) Grants					
Agency Name: MIAMI-DADE COLLEGE					
Program Type: AE					
Target Year: 2017-2018					
Monitoring Year: 2019-2020					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	1	<u>X10</u>	10
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	7	<u>X 8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Adult Education Program Improvement Plan (AEPiP)	Target Not Met on 3 of 3 Indicators	5	3	<u>X 6</u>	18
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All Targets Met	0			
Agency Risk Score					182

Data sources used for calculations: Prior to July 1, 2018

APPENDIX B

Miami Dade College
Resolution Action Plan

Finding	Corrective Action	Agency Response	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2017-18. This is in violation of UGG 2 CFR 200.328 “Monitoring and reporting program performance.”</p>	<p>Required Action B1: MDC has previously worked with FDOE to rectify this issue within their ERP system. The college will be required to submit documentation stating what steps were taken to limit reporting issues within their ERP prior to data being submitted to the state. No internal data quality training is recommended.</p>	<p>Enrique Infanzon, Dean School of Continuing Education and Professional Development will work with Ewie Marais, Director of Information Technology to document steps taken to limit reporting issues within the ERP, prior to data being submitted to the state.</p>	<p>03/27/2020</p>
<p>Finding D1: During the monitoring review several pieces of equipment were not in the location indicated on the inventory record. There were also multiple pieces of equipment that did not have an appropriate asset identification tag. This is in violation of 2 C.F.R 200, UGG §200.313</p>	<p>Required Action D1: Equipment purchased with grant funds must be properly tagged with an asset identification number and kept in the location listed in the inventory management system in order to comply with state and federal requirements. Items that were missing tags will be re-tagged and/or engraved with asset identification numbers, and pictures of each newly tagged item shall be submitted to the FDOE monitoring team lead for verification. MDC will also submit updated inventory records that include correct locations for all pieces of grant funded equipment.</p>	<p>Dr. Alexia Rolle, Director Career and Technical Education will work with Ruben Paz, Property and Warehouse Manager to ensure items missing tags are re-tagged and/or engraved with asset identification numbers, and pictures of each newly tagged item will be submitted to the FDOE monitoring team. We will also submit updated inventory records that include correct locations and updated descriptions for all pieces of grant funded equipment.</p>	<p>03/27/2020</p>

<p>Plan submitted by (name and title): Dr. Alexia Rolle Date: 02/28/2020</p>
<p>Plan accepted by: Michael Swift Date: 03/2/2020</p>
<p>Status of Action Plan (to be completed by FDOE staff): Ongoing</p>

ATTACHMENT A



Office of the Vice Provost of Academic Schools
300 NE Second Avenue, Suite 1440
Miami, Florida 33132-2204

Department of Career and Technical Education

The Department of Career and Technical Education at Miami Dade College (MDC) serves to coordinate the College's response to the workforce needs of our community by:

- Providing services and training to help people transition from welfare to work
- Working with business and industry to upgrade and/or re-tool the skills of existing workers
- Providing advanced/technical skills training, particularly in high skills/high wage fields
- Developing training programs for new and emerging fields

Our department provides resources and information for students in Career and Technical Education (CTE) programs, including apprenticeships and accelerated trainings. CTE is to assist them with their career through certifications, certificates and employment opportunities. We help individuals prepare for first jobs, better jobs, high skilled jobs and lifelong professional development. We help employers fill their need for educated, high skilled employees. We help our community by enhancing economic development and the quality of life.

The College's numerous occupational programs are clustered into College-wide schools that reflect the identified growth industries of our region. Each school offers the most current and emerging curriculum and training environments available. Advisory Committees comprised of business and industry representatives help guide the work of each academic school in order to ensure that emerging trends, up-to-date curriculum, expert faculty, industry standards and employer needs are maintained in all aspects of program development, implementation and review.

MDC CTE Highlighted Programs and Services

ACCESS Department: ACCESS empowers students to succeed by enabling students with disabilities to maximize their talents, skills and abilities. Its goal is equal access and opportunity. In addition to its role in the classroom, the department works to promote awareness of disability issues, federal and state regulations and College procedures that encourage accessibility and inclusion. ACCESS's commitment to disability services extends beyond the college experience. The department is also a voter registration site.

The Model for Enhanced Employment Development (MEED) program is supported by The Able Trust, which provides opportunities for successful employment for individuals with disabilities across Florida. Through the Strategic Employment Placement Initiative Grant, MDC is focused on three goals to increase the employability of students with disabilities: 1) increase internship and job placements for students with disabilities; 2) increase individual career development and career services sessions; and 3) increase career services workshops for students and disability awareness workshops for employers and organizations in the community.

Cloud Computing Center: This Center serves as a cloud computing hub where technology leaders, industry experts and students can engage and collaborate. This center houses the only College Credit Certificate and Associate of Science degree in Enterprise Cloud Computing in the State of Florida, and exposes students and existing IT professionals to industry leading cloud platforms and industry certifications needed to fill the increasing demand for information technology (IT) cloud employment opportunities.

With the rapid expansion of cloud technology, both large enterprises and small businesses are relying less on costly physical equipment and more on “virtual” databases to store information more efficiently. To support the growing demand for qualified cloud professionals, MDC has partnered with Amazon Web Services (AWS), the industry leader in cloud-computing solutions, to provide an academic gateway for the next generation of IT and cloud professionals. The center also hosts cloud computing accelerated training programs, summer camps, forums, speakers and events as MDC continues to serve the community.

Cybersecurity Center: The Cybersecurity Center of the Americas utilizes “Cyber Range” the most widely deployed cyber security training and simulation platform which allows trainees to experience cyberattacks in real-time. Students utilize best-in-class security products to defend a network environment under attack from some of the most advanced threats in today’s landscape. The Cyber Range, powered by Cyberbit, an incident response platform, is constantly evolving to ensure trainees are experiencing the latest generation of cyberattacks.

The Security Operations Center (SOC) training facility is designed to simulate a real Security Operations Center. Unlike traditional classroom trainings, the facility allows trainees to experience learning and working in a real SOC environment similar to what they encounter in the industry.

MDC WORKS: MDC WORKS is a next generation career studio focused on career and technical education, facilitating internships and professional development. Planning for the future of workforce includes identifying talent needs, workforce opportunities, career pathways, curriculum development, training instruction and job placement. Miami has an opportunity to advance this model and be a showcase for the rest of the nation. MDC WORKS aims to create a hub in South Florida to develop the critical skills necessary to enter the workforce and accelerate industry growth. Partnerships with industry result in a talent ecosystem supportive of the evolving needs of today’s global knowledge economy.

Department of Adult Education

MDC is one of the largest providers of Adult Education (AE) programs in the State of Florida and has been a continuous Adult General Education Grant recipient since 1999. Over the past two decades, the AE program has continuously evolved to meet the needs of Miami-Dade County residents, one of the nation’s most diverse, urban areas. For the last three years, the AE program at MDC has received the Best Practice Award from the Florida Career Pathway Symposium. The program provides students with the necessary skills to advance academically, obtain a productive career and become more civically engaged. AE classes are offered on six of the college’s campuses and at outreach locations around Miami Dade County. The Adult Education program offers flexible scheduling and facilitates students’ transition to degree-seeking or other workforce-related training programs by providing career readiness advisement services. The program has a college-wide general education development (GED) graduation ceremony annually and graduates an average of 400 to 600 GED students per year. English speakers of other languages (ESOL) students can move directly to the Honors College Program (a select group of students who are guided by dedicated teachers and counselors to develop their highest potential as scholars,

professionals and citizens of the world). During a previous grant year, 11 students did so; currently six students are on track to do so as well.

MDC AE Highlighted Programs and Services

Institutional Wrap-Around Services: The college environment affords opportunities to seamlessly transition students into a variety of academic and workforce-related programs. Some examples are students' transitioning from AE to the Honors College, publication opportunities of student essays and access to Postsecondary Academic Advising & Learning Resources. We work with our internal partners including academic schools, financial aid, the New Student Center and Single Stop.

Career Readiness Preparation: Our career readiness advisors refer our adult learners directly to postsecondary opportunities as well as the coordination of workforce and employability skills trainings and workshops with MDC WORKS and the South Florida Workforce Investment Board agencies work experience program. Career readiness advisors provide individualized and evidence-based support services to facilitate a smooth transition including: career coaching and advising; job search assistance (mock interviews, resume writing, interview skills); referral services for paid work experience programs, part-time and full-time employment opportunities; comprehensive resources such as assistance with "My Career Shines," services through Single Stop and MDC FOCUS Career Assessment; "Handshake," a web-based service for students to find employment opportunities; and partnering with MDC grant programs, at no cost to students, like the Lennar Foundation MDC Builds program at Homestead Campus, offering a free 10-week certificate program.

Community-Embeddedness through Partnerships and Collaborations: We leverage internal and external partnerships to provide students with access to resources and opportunities to further their education, training or employment. Federal Outreach and Student Service Programs include CareerSource of South Florida, TRIO Educational Opportunities, Adult Mankind Organization (AMO) Community Coalition and Youth Co-Op.

Evidence-Based/Technology-Enhanced Curriculum and Instruction

The program integrates technology into the curriculum to provide the most immersive student experience. Technology-enhanced instruction maximizes time and allows for skills assessment. By providing workforce readiness activities, students engage in contextualized learning experiences while improving listening comprehension skills. The "GED Academy" offers customized, adaptive learning experiences to provide optimal test preparation. Burlington English is implementing a pilot program to provide the most up-to-date instructional modalities.

Integrated English Literacy/Civics Education

MDC has been the recipient of two Integrated English Literacy and Civic Education (IELCE) grants. Through the Florida Literacy Coalition, ESOL students submit their writings which are published in the Florida Poetry Essay Book. In 2019, 13 students were published. In addition, the Hialeah campus has been awarded the \$5,000 Health Literacy Grant from the Florida Coalition Foundation and the Florida Blue Foundation to enhance the program with daily life-skills training. Students have created an electronic library guide with videos, photographs and PowerPoint Presentations which they present to classmates and at activities at the off-campus Hialeah Educational Academy location.