



FLORIDA DEPARTMENT OF  
**EDUCATION**  
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance  
Onsite Monitoring Review  
for  
Career and Technical Education**

**Alachua County Public Schools**

**April 17 – 19, 2023**

**Final Report**

## TABLE OF CONTENTS

I.	Introduction .....	1
II.	Authority .....	1
III.	QAC Core Monitoring Guide.....	1
IV.	Provider Selection .....	1
V.	Alachua County Public Schools.....	2
VI.	Monitoring Activities .....	2
VII.	Observation .....	3
VIII.	Results .....	9
IX.	Summary .....	9
	Appendix A .....	10
	Attachment A .....	11

Florida Department of Education  
Division of Career and Adult Education  
**Alachua County Public Schools**  
**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, oversees the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for designing, developing, implementing, and evaluating a comprehensive quality assurance system, 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 (USED) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Strengthening Career and Technical Education for the 21<sup>st</sup> 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).

## **III. QAC CORE MONITORING GUIDE**

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. 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 Alachua County Public Schools (ACPS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Mr. Shane Andrew, superintendent, on November 21, 2022. The designated representative for the agency was Ms. Shannon Ritter. The division's representative conducting the OSMR was program specialist Michael Swift, of the Quality Assurance and Compliance section.

**V. ALACHUA COUNTY PUBLIC SCHOOLS**

**ENROLLMENT:**

CTE (possible duplication at program level): Secondary – 6,272

**Finance**

The provider was awarded the following grants for fiscal years (FY) 2019-20, 2020-21 and 2021-22:

**FY 2019-20**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	010-1610B-0CS01	\$ 369,778.00	\$ 0.00

**FY 2020-21**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	010-1611B-1CS01	\$ 384,862.00	\$ 3,837.10
Perkins Rural Innovation	010-1611B-1CR01	\$ 25,000.00	\$ 0.00

**FY 2021-2022**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	010-1612B-2CS01	\$ 362,025.00	\$ 15,986.62
Perkins Rural Innovation	010-1612B-2CR01	\$ 25,000.00	\$ 970.18

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

<https://www.sbac.edu/>

**VI. MONITORING ACTIVITIES**

The monitoring activities included pre- and post-review planning, an entrance and exit meeting, records review, and interviews with administrators, if necessary. Inventory reviews are also conducted when onsite with a provider.

**Onsite Visits**

The monitoring team visited the following sites as part of the OSMR:

- Professional Academies Magnet at Loften High School
- Hawthorne Middle/High School
- Newberry High School
- High Springs Community School
- Santa Fe High School

### Entrance and Exit Conferences

The entrance conference for ACPS was conducted on April 17, 2023. The exit conference was conducted on April 19, 2023. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Shannon Ritter	Director, College and Career Pathways	X	X
S. Patrick Kee	Program Specialist, Career and Technical Education	X	
Melissa Cassels	Administrative Secretary, Career and Technical Education	X	X
Jennifer Breman	Program Specialist, Career and Technical Education	X	X
Julie Boker	Director, Grants, Acquisition and Special Projects	X	X
Kim Neal	Director, Full Time Equivalency and State Reporting	X	X
Kris Bracewell	Principal, Professional Academies Magnet @ Lofton High School	X	
<b>FDOE Monitoring Team</b>			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X

### Interviews

No interviews were required as part of the OSMR. ACPS submitted thorough and qualitative documentation and records via the FDOE ShareFile.

### Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. DCAE reviewed 30 student records. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

## **VII. OBSERVATION**

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

- The Director of College and Career Pathways is responsible for the management of the district's Secondary Perkins grants and is the liaison between the district and FDOE. Along with the Director of Grants, Acquisition and Special Projects and the Director of Finance, this team ensures all aspects of their CTE grants are properly executed in accordance to their approved project application.
- As part of the required comprehensive local needs assessment (CLNA), ACPS consulted with numerous stakeholders and organizations across their service region to determine the specific needs of the local workforce. Those stakeholders included, but were not limited to:
  - ACPS academic staff including High School and Middle School Principals and Assistant Principals, CTE Teachers and the Student Services Supervisor

- Representatives from Santa Fe College (SFC), University of Florida (UF) and North Florida Technical College (NFTC)
- Parents and students within ACPS and SFC
- CareerSource North Central Florida (NCF)
- The Greater Gainesville Chamber of Commerce
- The Alachua/Bradford/Santa Fe Career Pathways Consortium
- Representatives from stakeholder groups also provide insight into the workforce needs and opportunities for special student population students. The list of stakeholders included, but was not limited to:
  - Gainesville Housing Authority
  - North Florida Evaluation and Treatment Center
  - Gainesville Police Department
  - The Alachua Education Foundation
  - ACPS school counselors
  - ACPS liaison for homeless students
  - Take Stock in Children (at-risk students)
- Each of the 11 CTE advisory committees that participated in the development of the CLNA will provide ongoing consultation to their program areas. The committees meet at least two times during the school year and consist of teachers, business and industry partners, CTE staff, school administrators, students, parents, and representatives from the Chamber of Commerce and SFC.
- The district conducts ongoing professional development and training to ensure all CTE administrative staff are up to date on any changes that come from the federal and/or state-level Department of Education. FDOE-sponsored training events are also attended.

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

- ACPS utilizes Skyward® as their management information system (MIS) and student information system (SIS) to house and track Secondary CTE student data such as records, grades and attendance.
- ACPS submitted a “Collection of Data Elements” attestation stating that all required elements required of their local MIS are in place. The district follows the Workforce Development Information System (WDIS) handbook for all data elements. Additionally, the CTE director meets annually with the Director of Full Time Equivalency (FTE) and State Reporting and the Office of Student Assignment to update and implement any new data points that need to be collected and reported to FDOE.
- Policies and procedures on data collection, entry and verification were provided by the district as part of the monitoring process. The district also has a CTE Data Policy and Procedure Committee that oversees the entire process of data collection, verification and submission.
- CTE instructors and program specialists are required to compile all local data related to industry certifications and submit them to the CTE department for additional review and final validation. Once this process is complete, the result of each student’s certifications and/or exams are entered into the MIS by the Director of FTE and State Reporting.
- ACPS conducts extensive and ongoing training for all individuals who have access to student data within Skyward®. The CTE Program Specialists are required to participate in FDOE-sponsored training events such as CTE quarterly webinars and Workforce Education and District Data Advisory Council (WEDDAC) meetings. Upon their return from those

conferences and training events, the Program Specialists conduct annual training with all district CTE teachers, staff and program administrators.

- Student electronic files include “release of information” clauses as required by the Family Educational Rights and Privacy Act (FERPA). This information can be found on the district website.
- Samples of CTE student data were reviewed and verified for accuracy as part of the OSMR. No errors were found. All student records were provided by ACPS. Records reviewed included:
  - Secondary CTE industry certifications

C. **CURRICULUM AND INSTRUCTION** refer to those elements that contribute to student learning and skill acquisition.

- ACPS offers Secondary CTE programs at all eight middle schools and all seven high schools across the county. This includes 29 Programs of Study (POS) and 16 magnet locations. Regardless of where a student is “zoned” for high school, they can apply to any career academy within the district.
- ACPS offers CTE students opportunities to participate in additional learning activities outside of the classroom such as cooperative learning and on-the-job training (OJT) with local employers. Internships are also available for students participating in Culinary Arts, Agriculture, Vet Assisting and other programs. An articulation agreement is in place with Shands Teaching Hospital to provide Health Science students with opportunities to earn clinical hours.
- High-performing Secondary CTE students are eligible to participate in multiple Career Dual Enrollment programs. This allows students to earn Postsecondary credits towards industry certifications and degrees while still in high school. Articulation Agreements are currently in place with SFC.
- As a result of the CLNA, the district has identified four new CTE programs that will provide the local workforce with career-ready employees.
- In addition to in-class instruction students also participate in Career and Technical Student Organizations (CTSO). These organizations allow students to experience the real life application of skills learned in the classroom via local, state and national competitions. Students also gain invaluable leadership experience from opportunities to serve as chapter and regional officers. CTSOs offered throughout ACPS include:
  - Future Business Leaders of America (FBLA)
  - Future Farmers of America (FFA)
  - SkillsUSA
  - Florida Public Service Association, Inc. (FPSA)
  - Health Occupations Students of America (HOSA)
  - Distributive Education Clubs of America (DECA)
- ACPS places a strong emphasis on the integration of workforce skills and employability skills alongside CTE instruction.
  - The Culinary Arts program at Eastside High School operates an on-campus café where students prepare dishes and serves their fellow students, teachers and faculty at the school.
  - Students participating in the Academy of Automotive Technology provide minor services for students and faculty at on-campus facilities.
  - Bucholz High School manages an onsite branch of Florida Credit Union, and anyone with an active checking account can utilize the campus location.

- The Gainesville High School Hospitality and Tourism program operates an on-campus school store.
- Enrollment data for those programs funded by federal grant dollars were verified as part of the monitoring process. The monitoring team also ensured a link between the Secondary programs of study submitted to FDOE and the corresponding Postsecondary institution.
- A memorandum of understanding (MOU) is in place with CareerSource NCF to provide numerous resources and training for those interested in Workforce programs.
- ACPS has multiple internal controls and policies in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). The district's Exceptional Education Department (EED) is staffed by exceptional student education (ESE) supervisors, specialists and teachers on special assignment to help meet the needs of students who fall into this category.
- No reasonable services and/or accommodations are denied to those students who self-declare a disability. The district has an ESE policies and procedures manual that is referenced when creating Individualized Education Plans (IEP) and appointing special accommodations for students. The goal of this manual and the EED is to ensure equal access and opportunity to education programs, services and/or activities for all students. Training is also provided for program staff and administrators.
- Internal controls are in place to adhere to the General Education Provision Act (GEPA) to ensure equal access and/or participation in CTE programs regardless of sex, race, national origin, color, disability or age.
- CTE teachers and administrators participate in webinars and training events provided by FDOE, as well as ongoing professional development through the district. Instructors also participate in program-specific training and certification programs.

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

- Complete and accurate records of all district-owned tangible property shall be maintained by the District Property Office. Each record shall contain an adequate property description and shall indicate the date of acquisition, the fund from which purchased, the property identification number and the property location. All additional inventory criteria set forth by federal and state guidelines are also included within the inventory management system.
- The district has Fixed Asset Procedures for property management, including:
  - Inventory and property records
  - Damaged, lost or stolen property
  - Maintenance procedures
  - Disposition of surplus
- If any item(s) can't be located during the district's annual inventory, the site property designee or principal shall notify the Property Control Department with a report containing the missing pieces of equipment. If the item is believed to be stolen, a police report shall be included with the report handed over to the Property Control Department. Once all documentation is collected and the property is still unaccounted for after 30 days, all reports must be submitted to the Superintendent's office. All missing pieces of equipment will be reconciled against the inventory records once approved by the board.
  - ACPS reported no instances of lost or stolen property over the past three fiscal years.



- As part of the OSMR the QAC team conducted inventory searches at five locations across the district. All equipment was found in its assigned location and readily available for student use at the time of the inventory review.
- The district uses a “Tangible Property Movement” form any time a piece of equipment is moved from one location to a new location. The form addresses who is receiving the property at the new location, where it is being moved to and the reason for moving the property.

**E. EQUAL ACCESS** refer to compliance with federal non-discrimination laws' requirements relating to recruitment, enrollment, participation, and completion of programs.

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

**F. RECORDS REVIEW** refers to reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

Items reviewed during the OSMR included, but were not limited to:

- Student dual enrollment data
- Labor Market Alignment and letters of support for CTE programs
- District policies and procedures for data collection, verification and reporting
- District policies and procedures for finance and procurement
- District policies and procedures for property management
- CLNA w/supporting documents
- CLNA advisory committee records and stakeholder records
- Inventory records
- Procurement records
- Exceptional Student Education Manual
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign-in sheets, etc.
- District professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE student data

**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.

- Skyward® is used as the district’s enterprise resource planning (ERP) and financial management system.
- The ACPS Business Services Procedures Manual and Purchasing Procedures Manual was provided as part of their monitoring review. The following components of each manual were reviewed:
  - Records management
  - Procurement
  - Inventory and property records
  - Fiscal planning and budgeting
  - Cost principals

- Cash management
- Anti-fraud
- Coding for purchasing card (P-card) transactions
- Travel
- The Director of Grants Acquisition and Special Projects is responsible for the planning, procurement and management of special projects and grant funds. Responsibilities of this position include but are not limited to:
  - Coordination of the application and submission of grant proposals and contracts.
  - Negotiation of grant awards and project amendments with funding agencies (FDOE).
  - Coordinate a plan for implementing and evaluating the required grant actions and activities in collaboration with appropriate personnel.
  - Monitor implementation to ensure adherence to grant requirements, timelines and outcomes.
  - Prepare renewal applications to ensure ongoing access to available grants.
- The procurement of all supplies, materials, equipment and services paid for from Federal funds shall be made in accordance with all applicable federal, state and local statutes and/or regulations laid out in the terms and conditions of the Federal grant.
- Upon approval of grant budget narrative, all capital equipment is procured using policies outlined in the ACPS Procurement Policy Manual. Methods are as followed:

Informal Procurement methods

- Micro-purchases – May be made without soliciting competitive quotations if the Superintendent considers the price to be reasonable based on research, experience, purchase history or other relevant information.
- Small Purchases – Small purchases include the acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed the threshold of \$50,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

Formal Procurement Methods

- Sealed Bids – Sealed, competitive bids shall be obtained when the purchase of single items of supplies, materials or equipment exceeds \$50,000. In order for sealed bidding to be feasible, the following conditions shall be met:
  - a. a complete, adequate and realistic specification or purchase description is available;
  - b. two or more responsible bidders are willing and able to compete effectively for the business; and
  - c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.
- Competitive Proposals – Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:
  - a. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.
  - b. Proposals shall be solicited from an adequate number of sources.
  - c. The district shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.
  - d. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

- ACPS makes every effort to contract with minority-owned and women-owned businesses if the opportunity exists.
- Two district administrators have access to P-cards that may be used for minor purchases. ACPS provided reconciliation and transaction statements for P-card purchases charged to their Perkins grant.
- ACPS also provided additional fiscal records such as time and effort reports, procurement records and travel records. All documents were in accordance with applicable local, state and federal law.

**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.

- ACPS has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students within the district. These partnerships also offer insight into the local workforce of the ACPS service area. The list of partners include, but is not limited to:
  - CareerSource NCF
  - Gainesville Chamber of Commerce
  - Santa Fe College
  - University of Florida Professional and Workforce Development Board
  - Florida Credit Union
  - Shands Teaching Hospital at University of Florida

## **VIII. RESULTS**

ACPS was not found to be out of compliance. All items reviewed were compliant in accordance with applicable local, state and federal laws and/or policies and procedures.

## **IX. SUMMARY**

Once the monitoring review 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 with a copy sent 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 corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

The monitoring team extends its appreciation to all participants of the Alachua County Public Schools monitoring review on behalf of the department. Special thanks is offered to Mrs. Shannon Ritter and Mrs. Melissa Cassels for their participation and leadership during this process.

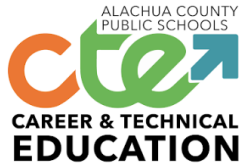
**APPENDIX A**

Alachua County Public Schools  
Career and Technical Education  
Risk Matrix

<b>Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants</b>					
Agency Name: <b>Alachua County Public Schools</b>					
Program Type: <b>CTE</b>					
Monitoring Year: <b>2022-2023</b>					
<b>Metric</b>	<b>Scaling</b>	<b>Point Value</b>	<b>Points Assigned</b>	<b>Weight</b>	<b>Total Metric Points</b>
<b>Number of Years Since Last Monitored</b>	7 or More Years	7	<b>3</b>	<u><b>X 10</b></u>	<b>30</b>
	5-6	5			
	3-4	3			
	0-2	1			
<b>Total Budget for all Perkins Grants Combined</b>	Upper Quartile	7	<b>3</b>	<u><b>X8</b></u>	<b>24</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
<b>Number of Perkins Grants</b>	4 or More	7	<b>5</b>	<u><b>X 8</b></u>	<b>40</b>
	3	5			
	2	3			
	1	1			
<b>Change in Management Information Systems (MIS) from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u><b>X 6</b></u>	<b>42</b>
	No	0			
<b>Agency CTE Program Director Change from Previous Fiscal Year</b>	Yes	7	<b>7</b>	<u><b>X 6</b></u>	<b>42</b>
	No	0			
<b>Unexpended Funds from all Perkins Grants Combined</b>	Upper Quartile	7	<b>1</b>	<u><b>X 4</b></u>	<b>4</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>Number of Findings from the Office of the Auditor General</b>	Upper Quartile	7	<b>7</b>	<u><b>X 4</b></u>	<b>28</b>
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
<b>AGENCY RISK SCORE:</b>					<b>210</b>

Data sources used for calculations: Prior to July 1, 2021

## ATTACHMENT A



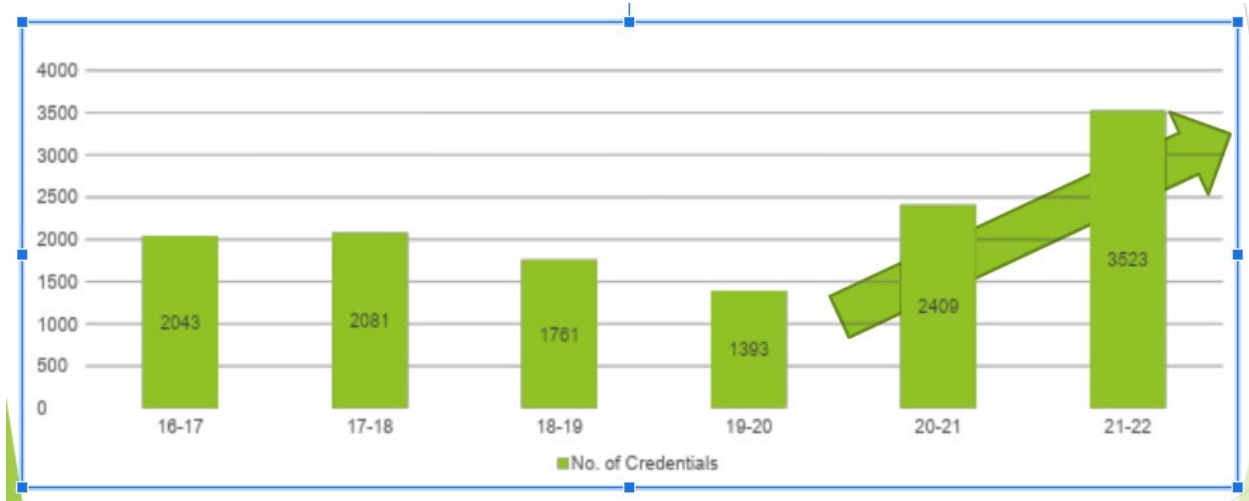
### District CTE Secondary Information

Alachua County Public Schools Career and Technical Education programs are strong and thriving and offer many options for students in the district. Beginning with the 2023-2024 school year, we will offer a total of 30 programs of study, offered in 8 middle schools and 7 high schools. In addition to a number of CTE programs offered at each high school, we also have 16 career academy magnets, which allow students from anywhere in the district to apply to the program aligned with their career interests – regardless of which school they are zoned to attend:

School	Academy
Hawthorne Middle/High School	Academy of Agribusiness
Santa Fe High School	Academy of Agriscience
Santa Fe High School	Academy of Veterinary Assisting
Santa Fe High School	Institute of Biotechnology
Gainesville High School	Academy of Health Professions
Gainesville High School	Academy of Future Teachers
Professional Academies Magnet @ Lofton High School	Academy of Automotive Technology Academy of Fire & Emergency Medical Services Academy of Gaming & Mobile Apps Institute of Graphic Art & Design Academy of Media Production Technology Academy of Robotics & Engineering
Newberry High School	Academy of Criminal Justice
Eastside High School	Institute of Culinary Arts
Buchholz High School	Academy of Entrepreneurship
Buchholz High School	Academy of Finance

Industry partners and a strong relationship with Santa Fe College, the University of Florida, the Greater Gainesville Chamber, and CareerSource NCF allow us to offer articulated credits, internships, field trips, and guest speakers that enrich the experience for students in CTE programs in Alachua. Our CTE teachers participate on one of 11 Advisory Boards, which allows them to keep up with industry trends, ensuring they offer the best education for their students. We are fortunate to have a school board that is very supportive of CTE and believes in our mission: “to offer every student opportunities to actively explore career options and develop the knowledge and skills to successfully compete in the economic and educational field of their choice.” We also have a Superintendent that sees the success stories of students from CTE programs and helps us to work through challenges to ensure access to as many students as possible.

We are proud of our growth in the number of CAPE industry certifications and digital tools offered in our district. Students and teachers have worked hard to earn these certifications and the CTE department is proud of a new CTE Proctor system that ensures test security and scheduling optimization.



The CTE Department prides itself as being a “resource department” to the fifty CTE teachers we support. We strive to support teachers in all areas of curriculum, testing, instructional material, equipment, supplies, contracts, agreements, and more. Any chance we have to serve as a judge for a CTSO, help students prepare for competitions, or work with students on resumes and interview skills, we do it! At the end of the day, we are reminded of the importance of the work we do when we see students graduating, going to college or joining the workforce, and coming back to say, “This program helped me launch my career!”

Career & Technical Education ACPS  
Published by Shannon Smith Ritter · 1m · 📍

Celebrate CTE Month! Henry Kee is a true example of "growing your own talent!" He completed the Drafting program at Buchholz High School--taking all four years. He left the program with a nationally recognized industry certification - Autodesk AutoCAD! "As a freshman I found it because I liked designing houses and all sorts of other things. After my first year I loved it and loved Ms. Passwater. She was beyond helpful in finding things for me to do outside of my assignments for me to practice and improve my skills." Ms. Passwater (retired teacher, 2022) made the connection with the school board Planning and Construction department and Henry was hired as a drafting technician for the school board. He started the job immediately after his high school graduation in 2021. Henry worked and took college classes at Santa Fe College. "My major is Landscape Architecture and I will be transferring to the University of Florida to finish my degree. When I started at the school board, I was a paid drafting technician intern. I have been here for two years in June and have never regretted it. I do a multitude of tasks ranging from FISH plan creation and edits, visiting site of current construction projects, organizing and cataloging all of the construction specifications and documents, and I have even sat in on bids and meetings for current projects." [Alachua County Public Schools, #GetThereFL](#)

Career & Technical Education ACPS  
Published by Shannon Smith Ritter · 1d · 📍

Celebrate CTE Month! Carlos Jones graduated from the Academy of Health Professions at Gainesville High School in 2014 as a licensed EMT. He was able to work as an EMT in the emergency room at Tallahassee Memorial Hospital and Capital Regional Medical Center while attending FSU — which helped him pay for school. Carlos also worked for the FSU Medical Response Unit and served a term as the Director of Operations. Since becoming a paramedic in 2018, he has worked on an ambulance, in pediatric hospitals, and as a member of a neonatal transport team. "I am proud to say that I have earned my Flight Paramedic certification from the International Board of Specialty Certification and currently I am a critical care paramedic with Air Methods providing care on a helicopter and/or an airplane. AHP not only opened my eyes to a career path that I never knew existed, but also gave me the foundation in clinical knowledge that I needed to be successful in any healthcare field." [Alachua County Public Schools, #GetThereFL](#)



**Please address inquiries regarding this report to:**

**Kara Kearce**  
**Director of Quality Assurance and Compliance**  
**Kara.Kearce@fldoe.org**  
**(850) 245-9033**

**Florida Department of Education**  
**Division of Career, Technical and Adult Education**  
**325 West Gaines Street · Room 722A**  
**Tallahassee, FL 32399**

