FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

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

Clay County District Schools

February 13-15, 2023

Final Report

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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 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 (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).

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 Clay County District Schools (CCDS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Mr. David Broskie, superintendent, on November 21, 2022. The designated representative for the agency were Kristin Rousseau (AE) and Alice Paulk (CTE). The division's representative conducting the OSMR was program specialist Charles Davis, of the Quality Assurance and Compliance section.

V. Clay County District Schools

ENROLLMENT:
CTE (possible duplication at program level): Secondary – 15,341;
AE – 524

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

FY 2019-20

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	100-1610B-0CS01	$ 328,349.00	$ 1,684.68
Adult Education - AGE	100-1910B-0CG01	$ 230,552.00	$ 1.86
Adult Education – IELCE	100-1930B-0CE01	$ 33,234.00	$ 459.18

FY 2020-21

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	100-1611B-1CS01	$ 295,402.00	$ 2,684.50
Adult Education - AGE	100-1911B-1CG01	$ 230,554.00	$ 3,907.77
Adult Education - IELCE	100-1931B-1CE01	$ 33,234.00	$ 6,733.19

FY 2021-2022

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	100-1612B-2CS01	$ 302,637.00	$ 5,526.54
Adult Education - AGE	100-1912B-2CG01	$ 281,680.00	$ 30,581.77
Adult Education - IELCE	100-1932B-2CE01	$ 63,979.00	$ 14,447.94

Additional information about the provider may be found at the following web address:
https://www.myoneclay.net/

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:

- Adult and Community Education Center
- Clay High School
- Lake Asbury Junior High
- Middleburg High School
- Orange Park High School
- Orange Park Junior High
- Ridgeview High School

Entrance and Exit Conferences
The entrance conference for CCDS was conducted on February 13. 2023. The exit conference was conducted on February 15, 2023. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Alice Paulk	CTE Supervisor	x	x
Kristin Rousseau	Adult Education Supervisor	x	x
Iris Smith	Book Keeper	x	
Rachel Walker	Coordinator Workforce Development	x	x
Kelly Mosley	CTE Supervisor	x	
Terri Hopkins	ITS		x
Peggy Brooks	Database Specialist	x	x
Dr. Susan Legutko	Finance Director		x
Karlene Haston	Testing Program Specialist	x	
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	x	x
Charles Davis	Program Specialist, QAC, FDOE	x	x
Kristin Joyner	Program Specialist, QAC, FDOE	x	x

Interviews
No interviews were required as part of the OSMR. CCDS 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. A minimum of 40 student records, were checked. 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.
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- As part of the required comprehensive local needs assessment (CLNA), secondary CTE administrative staff consulted with numerous individuals and entities across the Clay County service area. Representatives from special population groups also provided insight into the workforce needs and opportunities for those students. The list of stakeholders includes, but is not limited to:
  - Clay County Development Authority
  - JAXUSA Chamber
  - CareerSource of Northeast Florida
  - District staff, faculty, students, and administrators
  - St Johns River State College (SJRSC)
  - VyStar
  - Wells Fargo
  - First Coast Technical College
  - Local business owners (private and public)
- New Teacher Training (three day face to face session) is offered with first-year teachers designed to offer them support with District resources, student engagement strategies, behavior management techniques, access to instructional coaches and ethics training. All first year teachers are paired with an experienced mentor teacher at their school site as well as a content area specialist that visits bi-weekly to assist with common planning and other areas of need. Teachers that are working with a temporary certificate are provided a mentor teacher to assist them with completing their PEC portfolio and other requirements necessary to obtain a professional certificate. Teachers that wish to add a subject area to their certificate have access to district purchased study materials at no cost to them. The Professional Development department offers the following endorsement programs free to teachers in the district to allow them to meet certification requirements - Reading, ESOL, and ASD.
  - CCDS continues to hold focus groups at advisory board meetings and send out electronic surveys to business partners, parents, students, workforce development boards, and representatives of special populations.
- The district conducts ongoing professional development and training to ensure all CTE and AE 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. CCDS also provided documentation supporting district-wide instructional training and professional development.
- CCDS provided evidence of compliance with The Individuals with Disabilities Education Act (IDEA), the Federal law concerning the education of students with disabilities.
- The School Board adopted the records retention schedules published by the Florida Department of State, Division of Library and Information Services, Bureau of Archives and Records Management as set forth in publications including but not limited to GS1-SL, and GS7 as amended from time to time.

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.

- CCDS currently utilizes Synergy® and FOCUS®, in the past, as their management information system (MIS) and student information system (SIS) to house and track AE and CTE student data such as records, grades and attendance.

- Policies and procedures on data collection, entry and verification were provided by the district as part of the monitoring process. Policies and procedures were also provided in regard to full-time equivalent (FTE) survey reports submitted to FDOE. Those student survey reports are used to ensure the accuracy of data reports submitted to FDOE, and the reconciliation of error reports they may receive from the state.
- CCDS conducts extensive and ongoing training for all individuals who have access to student data and Synergy®. Those individuals also participate in FDOE-sponsored training events such as quarterly webinars for AE and CTE, Workforce Education and District Data Advisory Council (WEDDAC) meetings, Florida Association of Management Information Systems (FAMIS) and workforce development information system (WDIS) conferences. Local, district-wide training also takes place as needed.
- All proctors of the Tests for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are trained and certified, as required, by the state and the appropriate testing companies. Testing certificates were provided as evidence.
- CCDS submitted a "Collection of Data Elements" attestation stating that all required elements required of their local MIS are in place. The district follows the WDIS handbook for all data elements.
- Student registration packets include confidential medical disclosures (for students with disabilities) and student directory information opt-out forms as required by the Family Educational Rights and Privacy Act (FERPA). All collected student data and information is provided in the aforementioned student registration packet.
- All AGE students who receive 12 hours or more of instruction and are supported by federal funds are required to be pre- and post-tested with the TABE. Students must be tested within the first 12 hours of instruction. The exception is students who are not required to be post-tested for the final Literacy Completion Point (LCP) because the student earns the General Education Diploma (GED)®. TABE Post Testing is administered after 50-60 hours of classroom instruction.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the OSMR. All student records provided by CCDS were compliant with reported student data. Records reviewed included:
  - AGE completers (literacy completion points)
  - Postsecondary adult vocational (PSAV) completers
  - Secondary CTE industry certifications
  - Postsecondary CTE industry certifications

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

- CCDS offers many CTE and AE programs throughout their service area.
  - Adult Basic Education (ABE) and Integrated English Literacy and Civics Education (IELCE) classes at The Center for Adult and Community Education Center.
  - Adult Education programs are also offered at the county correctional facility.
  - Postsecondary Dual Enrollment opportunities are offered at SJRSC and Embry Riddle, in addition to secondary programs being offered at multiple middle schools and high schools within the district.
- CCDS CTE Labor Market Alignment of all CTE programs was conducted using the Statewide and Regional Occupations Lists provided by the DOE CTE department. The primary and secondary Standard Occupational Classification (SOC) Codes provided in the curriculum frameworks for each program were compared to the Demand Occupational Letter (DOL). The Principals of

Agribusiness and Management were supported by state letters of support issued by the Florida Department of Agriculture and Consumer Sources. The Architectural Drafting program required secondary documentation with letters of support from the local economic development agency and the local workforce board. The Advisory Council is an ongoing group of community leaders from the chamber of commerce, office of economic development, Career Source Northeast Florida, post -secondary institutions, school and district administrators, teachers, parents, and students. One program identified as a need was Pharmacy Technician.

- In cooperation with their local workforce board, the CCDS CTE department provides students with career planning activities including career fairs, hiring fairs, job shadowing, Ag and Business Coop, On the Job Training and summer internships. These activities focus on high skill, high wage, high demand industry sectors in Clay County including healthcare, business, agriculture and manufacturing. Students in their career academies can also participate in clinical experiences.
- CCDS Secondary CTE programs implement other strategies that are designed to prepare the populations with-in the 9 special categories for high skill high wage and in demand occupations. These include: Populations including administrators and educators with training and certification for meeting the educational needs of students with disabilities; parents from diverse backgrounds; community support organizations such as chamber of commerce, workforce board, economic development council, and others. Work based learning opportunities – Every CTE program in the district provides work-based learning opportunities for students regardless of their academic schedule. These include: job shadowing, cooperative education, clinical experiences, internships and pre-apprenticeship.
- Students also participate in Career and Technical Student Organizations (CTSO) which allow students to practice skills learned in the classroom via local, state and national competitions, and gain invaluable leadership experience from opportunities to serve as chapter and regional officers.
- The monitoring team ensured appropriate programmatic links between the secondary programs of study submitted to FDOE and the corresponding postsecondary program at the technical colleges. Various other district articulation agreements were reviewed and verified for the appropriate secondary to postsecondary linkage.
- In accordance with WIOA, CCDS has a memorandum of understanding (MOU) with CareerSource Northeast Florida to provide workforce training, employment assistance and other services for those interested in workforce programs and/or literacy services.
- AE and CTE instructors participate in ongoing trainings provided by FDOE, as well as annual professional development through the district. Instructors also participate in program-specific training and certification programs
- No reasonable services and accommodations are denied to those students who self-declare a disability. Individualized Education Plans (IEP) are created for each exceptional student education (ESE) student that provides regularly updated information regarding lesson plans, accommodations and any other items to ensure that student's success in the classroom.
- Policies and procedures are in place to ensure compliance with the General Education Provision Act (GEPA) to ensure equitable access and/or participation in AE and CTE programs regardless of gender, race, national origin, color, disability or age.

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.
- All inventory criteria set forth by federal, state and local guidelines are included within the inventory management system.
- The district has policies and procedures on property management, equipment safety/storage, inventory reconciliation and inventory disposal.
- CCDS conducts inventory once per fiscal year of all capital assets over $1,000. After completing the inventory, the district submits to the Board.
- Any capital assets discovered to be lost or stolen are immediately reported by the Property Manager to Property Control Coordinator and a police report is obtained. There have not been any reported losses during the reviewed grant years.
- CCDS has internal controls to govern loss prevention, transfer of property and the disposal of capital assets.
- As part of the OSMR the QAC team conducted inventory searches at seven locations across the district. No issues were uncovered at the time of the inventory review.

E.   **ACCESS AND EQUITY** refer to compliance with federal non-discrimination laws' requirements 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 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:
- 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 stake holder records
- Inventory records
- Procurement records
- Postsecondary admissions packet
- 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 and AE student data review
- Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) proctor records

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.

- Business Plus® is used as the district's enterprise resource planning (ERP) and financial management system. It is also used to house contractual bids and track payments for vendors.
- The district's finance department ensures the efficient management of CTE and AE grant funds. The following components of their financial policies and procedures manual were reviewed:
  - Budget Implementation
  - Cash Management
  - Methods of accounting
  - Fiscal internal controls
  - Records and reporting
  - Inventory management
  - Procurement
  - Conflict of interests
  - Temporary duty assignment (travel) – CCDS uses federal guidelines for travel-related expenditures such as mileage rates, per diem and food allowances.
- The district does use purchasing cards specifically for grant funds. The district allows Alice Paulk and Kelly Mosley to use credit card purchases to be charged to grant funds with grant manager approval. Credit cards are allowed to provide an efficient and cost-effective method of purchasing and paying for goods and services.
- CCDS 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.

- CCDS has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners include, but is not limited to:
  - CareerSource of Northeast Florida
  - JAXUSA Chamber
  - SJRSC

VIII.   RESULTS

CCDS 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 Clay County District Schools monitoring review on behalf of the department. Special thanks are offered to Ms. Alice Paulk (CTE) and Ms. Kristin Rousseau for their participation and leadership during this process.

Clay County District Schools
Career and Technical Education
Risk Matrix

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

Agency Name: **Clay County District Schools**
Program Type: **CTE**
Monitoring Year: **2022-2023**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	X 10	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	3	X8	24
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	X 8	8
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	1	X 4	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	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**128**

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

Clay County District Schools
Adult Education
Risk Matrix

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

Agency Name: Clay County School District
Program Type: **AE**
Monitoring Year: **2022-2023**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	X10	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	5	X 8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	X 8	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	5	X 4	20
	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	X 6	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		**228**

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

Clay County School District

Career and Technical Education Highlights - Secondary Programs

- All junior high and high schools have at least 4 Career and Technical Education (CTE) pathways available to all students.
- Clay county has 14 different Advisory Boards established around the subject area that is being taught. Those advisory boards meet at least 3 times a year and serve to Advise, Assist and Advocate for our programs - estimated 175 active advisory board members between the 14 boards.
- Clay County offers 34 different CTE Programs of Study, approximately 120 CTE teachers and 7 College and Career Coaches.
- Clay County offers many hands-on trades programs including Automotive Maintenance Repair, Automotive Collision, Electrical Wiring, Carpentry, HVAC, and Welding.

Opportunities for Students:

- CTE students can be part of Career and Technical Student Organizations (CTSOs) like Future Business Leaders of America (FBLA), Family, Career, and Community Leaders of America (FCCLA), Future Farmers of America (FFA), Health Occupations Students of America (HOSA), and SkillsUSA (trades). Students can also qualify for the National Technical Honor Society (NTHS).
- CTE students can participate in real work opportunities with business partners like Clay County Utility, VyStar, Garber, the Clay County Fair, and our local hospitals and assisted living facilities.
- AP options - AP Computer Science
- Dual Enrollment options - Child Development, Aerospace, Criminal Justice, Business
- Field Trips - Construction Career Days, college visits, Clinicals
- Honors/Weighted Courses
- Industry Certifications that articulate to college credit
- Mock Job Interviews - with business partners for Juniors and Seniors
- Resume Building Activities - leadership and community service opportunities
- Scholarships - Clay County Agricultural Fair
- 4 VyStar Credit Union branches at our high schools
- Garber Automotive Academy at Middleburg High school

Clay County School District

Adult Education Highlights

The mission of Clay County Adult Education is to assist students of all ages in their pursuit of academic and vocational excellence and the development of life skills. CCDS ACE provides pathways for students to increase literacy and mathematical skills, while learning employability skills that will aid individual career goals. Students are presented with opportunities to explore college and career options, and are able enroll in CTE programs to prepare them for jobs in high demand careers in regional emerging industries.

CCDS ACE offers Adult Basic Education GED Preparation and Adult English for Speakers of Other Languages (ESOL). Students are able to attend classes during the day or evening, with an open enrollment process throughout the year. ABE/GED classes are also available online. All students are provided workforce training which includes, career exploration, interview and resume skill preparation, and industry professionals as guest speakers.

In-demand job opportunities are the focus of CTE programs at CCDS ACE. The 911 Dispatch/Public Safety Telecommunications Certification Course is offered throughout the year. This is a Florida Department of Health approved 232-hour course that prepares students for employment as a 911 Dispatcher. By the end of this program, students have the opportunity to sit for the Certified Public Safety Telecommunicator exam, which will allow them to work in police, fire, ambulance, and trucking logistics dispatch centers. The course includes blended instruction, both in-class and online, along with job shadowing opportunities.

Certified Nursing Assisting is offered in the spring trimester. CNA is a Florida Department of Nursing 165-hour approved course that prepares students for employment as a Certified Nursing Assistant. By the end of this program, students will have the opportunity to sit for the Certified Nursing Assistant exam and enter the Healthcare field as an entry-level CNA.

This course also includes clinical rotations in both a hospital and an assisted living facility.

Each fall CCDS ACE offers a career certificate program for students to train as Phlebotomy Technicians. Students participate in the FL Department of Health approved 165-hour course, and upon completion, will have the opportunity to sit for their Phlebotomy Technician

Certification Exam. Certification will allow phlebotomists to practice nationwide. This course also includes clinical rotations with regional community partners.

Florida's initiative to increase opportunities for workplace training through Integrated Education and Training (IET) programs will help students increase literacy, math and employability skills, while at the same time attaining their GED or learning English. Phlebotomy, CNA, and Paraprofessional programs at CCDS ACE prepare students for the workforce, while strengthening the ability for students to realize their college and career goals.

Please address inquiries regarding this report to:

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