



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

The School District of Osceola County

October 11-15, 2021

Final Report

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Florida Department of Education
Division of Career and Adult Education
The School District of Osceola County
Career and Technical Education and Adult 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 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 School District of Osceola County (SDOC) monitoring strategy was determined to be a virtual desk monitoring review (VDMR). Notification was initially sent to Dr. Debra P. Pace, superintendent, on July 14, 2021. The designated representative for the agency was Dr. Jeffery Arnott. The division's representative conducting the VDMR was the program specialist, Charles Davis of the Quality Assurance and Compliance section.

V. The School District of Osceola County

ENROLLMENT:

CTE (possible duplication at program level): Secondary – 27,949; Post-secondary – 4,427

AE – 3,037

Finance

The provider was awarded the following grants for fiscal year's (FY) 2018-19, 2019-2020 and 2020-21:

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	490-1619B-9CS01	\$ 707,350.00	\$ 73,112.78
Perkins Post-secondary	490-1619B-9CP01	\$ 178,016.00	\$ 543.67
Adult Education - IELCE	490-1939B-9CE01	\$ 156,518.00	\$ 20,847.81
Adult Education - AGE	490-1919B-9CG01	\$ 444,621.00	\$ 4,657.35

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	490-1610B-0CS01	\$ 729,315.00	\$ 6,618.83
Perkins Post-secondary	490-1610B-0CP01	\$ 167,113.00	\$ 4,253.34
Adult Education - IELCE	490-1930B-0CE01	\$ 156,518.00	\$ 4,623.99
Adult Education - AGE	490-1910B-0CG01	\$ 444,621.00	\$ 4,619.10

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	490-1611B-1CS01	\$ 764,892.00	N/A
Perkins Post-secondary	490-1611B-1CP01	\$ 171,583.00	N/A
Adult Education – IELCE	490-1931B-1CE01	\$ 156,518.00	N/A
Adult Education - AGE	490-1911B-1CG01	\$ 444,624.00	N/A
CARES Act - Rapid Credentialing	490-1230A-1CR02	\$ 259,289.00	N/A
CARES Act - CTE Infrastructure	490-1230A-1C002	\$ 238,275.00	N/A

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

<https://www.osceolaschools.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.

Onsite Visits

No onsite visits were made during the VDMR process.

Entrance and Exit Conferences

The virtual entrance conference for SDOC was conducted on October 11, 2021. The exit conference was conducted on October 15, 2021. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Jeffery Arnott	Executive Director Secondary & Post-Secondary Career and Technical Education	x	x
Karen Combs	Coordinator Adult Education	x	x
Timothy Burdette	Coordinator Career & Technical Education	x	x
Teresa Haupt	Bookkeeper/ Finance	x	x
Margie Ortiz-Torres	Grants & Marketing Specialist	x	x
FDOE Monitoring Team			
Chuck Davis	Program Specialist, QAC, FDOE	x	x
Michael Swift	Program Specialist, QAC, FDOE	x	x
Orion Price	Program Specialist, QAC, FDOE	x	x

Interviews

SDOC administrators were available via teleconference for interviews, if necessary.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 74 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.

- The Executive Director of Secondary and Post-Secondary Education is required to plan, develop, implement and evaluate the high school, alternative, career and technical, and adult school instructional programs and provide curriculum and instructional services to high schools.
- Dr. Arnott provides budget requests, and reviews budget performance.
- Despite being managed by different administrative staff, the CTE and AE programs operate as a cohesive unit. Both sets of grant managers have regular meetings to ensure that both program areas are operating in the best interest of students.
- As part of the required Comprehensive Needs Assessment (CLNA), CTE administrative staff consulted with numerous individuals and entities across the district's service area. Those stakeholders included but were not limited to: students; teachers; CareerSource Central

Florida; the Kissimmee Chamber of Commerce; and multiple local business and community leaders. All secondary and post-secondary CTE programs have advisory councils that meet several times a year, and they provided invaluable input and advice throughout the CLNA process. The majority of these stakeholders who participated in the CLNA process are expected to serve as ongoing consultants to the CTE program.

- The mandated CLNA (CTE only) provided the input as to what professions, occupations and trainings were needed in the community.

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.

- SDOC utilizes FOCUS® as their integrated Student Information System (SIS) and Workforce Development Information System (WDIS).
- The district has policies and procedures on data collection and offers annual localized training to CTE and AE administrative staff and teachers. Training provided by the district includes, but is not limited to: the annual Summer Workforce Education Leadership training; the annual Back-to-School teacher trainings; and National Reporting System (NRS) new user workshops. Administrative staff also attends FDOE sponsored training and professional development events such as FDOE quarterly webinars, the Florida Association of Career and Technical Education (FACTE) conference and Workforce Education and District Data Advisory Council (WEDDAC) annual conferences.
- The data quality procedures at Adult Learning Center Osceola (ALCO) include:
 - Test scores are entered immediately after the student has completed the testing.
 - FOCUS errors prohibit unusual test scores or inappropriate assessments entered.
 - A data quality analyst reviews data frequently to ensure score gains are appropriate and information is entered correctly.
 - Records of all trained test administrators are kept.
 - There is a test and program orientation established for students.
 - There is a double check between testing coordinators and Data Entry to ensure that LCP's are obtained correctly and they are entered into the SIS system, FOCUS.
- Any person who administers a Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), and CASAS Goals, along with General Education Development (GED)® assessment, Pert, EOC or FSA must be certified and trained, either by publishers standards, or in accordance with K-12 testing policies for Osceola County Schools. All state Policies are followed for onsite administration. Remote testing is not done by ALCO at this time. Copies of test administrator and proctor certifications are housed in the administrator's office. Test administrations at ALCO are completed by following the test administration manual verbatim in order to ensure fair and consistent testing environment.
- All of the data elements required of their local Management Information System (MIS) were included in the system and verified during the desk review.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA).
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the VDMR. No errors were found. All student records were provided by SDOC.

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

- SDOC offers 16 career clusters across 14 CTE locations and three Adult Learning Centers for AE. CTE programs are available across the county, but with some programs only offered at specific locations, and AE services are provided at various times and locations to accommodate the many needs of their adult learners.

- Middle school programs provide a base for 9-12 CTE courses and provide students with the opportunity and guidance to enter and succeed in those programs. Every middle school student is required to develop a career plan that incorporates the path to graduation in alignment with career interests. The process for development of the career plan includes aligning the middle school CTE participation and career exploration with 9-12 CTE pathways if students engage in CTE. Unfortunately, the CTE option is not available to all students due to low participation in middle school CTE.
- Each high school in Osceola County offers Career Pathways Programs. The Career Pathways Program is a collaborative effort between Valencia College, Orange County Public Schools, and the SDOC.
- Valencia College posted 4,215 college credit hours to Osceola County students in 2018-2019.
- Dual Enrollment is offered at three Osceola Technical College locations.
- AE and CTE instructors participate in ongoing trainings provided by FDOE, as well as annual professional development throughout the district. My Professional Growth System (MyPGS) is an online system that allows employees to track their professional growth.
- Academy Coaches are provided to build the capacity of teachers to meet the learning needs of all students.
- In 2018-19, the district invested \$200,000 in the professional development, industry certification acquisition and opportunities for CTE teacher interactions with colleagues.
- The district recently crafted a new Strategic Plan which included a focus on Talent Management.
- No reasonable services and accommodations are denied to those students who self-declare a disability. The district works with disabled students to ensure their individual needs are being met.

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 inventory management system was verified during the VDMR.
- The Inventory Control Clerk is the person responsible for conducting the annual inventory.
- The district has a technology plan that includes policies on new equipment requests, equipment safety/storage, and old inventory disposal.
- Property Records Technician acts as the custodian of all equipment.
- SDOC uses an in-house system for General Ledger control accounts for general fixed assets. Control accounts utilized are in accordance with the Red Book and are accounted for by object.
- Subsidiary records maintained for furniture, fixtures and equipment, land, buildings and other improvements are part of the in-house system described above. These records are on TERMS®.

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 (OEEEO) for school districts 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.

- Size, scope and quality review
- CLNA –Local Market Alignment
- MIS data quality checklists
- District policies and procedures for finance and procurement
- District technology plan
- WDIS user guide
- Student and employee handbooks
- Inventory and procurement records
- 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
- TABE and 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.

- TERMS® is used as the district's Enterprise Resource Planning (ERP) system.
- The district's Business & Fiscal Services Accounting Department Procedures ensures the efficient management of CTE and AE grant funds.
 - Financial reporting
 - Internal Controls
 - Audit requirements
 - Training
- The SDOC has budgetary controls in effect to monitor spending including a Purchase Order system, encumbrance accounts and monthly expenditure reports which show expenditures to date by function and object, outstanding encumbrances and unencumbered balances. The computer system automatically checks the budget account strip to be charged to determine if funds are available and budgeted for that account strip. If funds are not available, the system prevents requisitions that have insufficient budgets from being posted.
- Grant managers work closely with the district grants department to ensure all expenditures are allowable by law, and able to be funded with federal dollars. Regular meetings are held with program administrators and finance staff to determine the current financial standings of each grant, and to ensure that grant expenditures are being managed properly. Budget amendments are submitted to FDOE if the opportunity arises.
- The SDOC has authorized the superintendent and his/her designees in the Purchasing Department to approve all purchase orders (and all internal purchase orders equal to or greater than \$3,000), provided that such funds to cover the expenditure are authorized in the budget and have not been encumbered for other expenditures, and that the purchase and purchasing procedure complies with all applicable rules and regulations. In addition, purchase orders shall not be executed for transactions that require a school board approved contract, funds \$50,000 and greater, until the Executive Director of Contract Services, Superintendent and/or School Board has approved the contract.

- Monitoring staff conducted a budget analysis of SDOC's FDOE grants. Upon review, the following non-compliance findings were discovered:

(G1): CTE 2018-19, 2019-20, and 2020-21 budget narratives which resulted in the DOE 399 & 499 (final expenditure reports) to include the following:

- Expenditures in several object codes (101; 220; 519; 520; 525; 622; 643; 649; 750 and 790) were not previously approved by FDOE, and no record of any budgetary amendments were submitted to FDOE to authorize the new object codes. Expenditures in object codes (102; 310; 330; 331; 369; 339; 371; 510; 622; 641; 642; 643; 644; 648 and 649) were overspent.
- Expenditures in the above-referenced object codes are deemed allowable under this federal program. Therefore, no cost recovery is required.

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.

- SDOC has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
 - CareerSource Central Florida
 - Osceola Technical College
 - Valencia College
 - University of Central Florida
 - Holiday Inn Club Vacations
 - Seminole State College
 - St. Cloud Regional Medical Center
 - City of Kissimmee
 - Florida Public Utilities
 - Kissimmee Chamber of Commerce

VIII. RESULTS

Finding Number	1
Area	Financial
Finding Summary	The provider failed to request a budgetary amendment for an expenditure not previously approved in their original grant application.
Finding Detail	Monitoring staff conducted a grant budget analysis of SDOC's FDOE grants. Upon review, errors were discovered within the CTE Perkins 2018-19 & 2019-20, budget narratives, resulting in the DOE 399 & 499 (final expenditure reports) to include payments towards object codes that FDOE did not approve. As a result, no budgetary amendment was submitted to FDOE for approval. Although it was an error in the budget narrative, the discovery will still result in a finding. Therefore, no repayment of funds is required at this time.
Citation	Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments."
Recommended/ Anticipated Corrective Action	The Executive Director shall provide a memo of attestation stating the district accepts the finding.
Anticipated completion date:	11/29/2021
Name(s) and Title(s) responsible for corrective action:	Dr. Jeffery Arnott Executive Director of Secondary and Post-Secondary CTE
Plan accepted by:	Chuck Davis Date: 11/29/2021
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP: Closed	Date: 11/29/2021

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 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 School District of Osceola County monitoring review on behalf of the department. Special thanks is offered to Dr. Jeffery Arnott for his participation and leadership during this process.

APPENDIX A

The School District of Osceola County
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: The School District of Osceola County					
Program Type: CTE					
Monitoring Year: 2021-2022					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X 10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	<u>X8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	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	5	<u>X 4</u>	20
	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:					258

Data sources used for calculations: Prior to July 1, 2020

The School District of Osceola County
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: The School District of Osceola County					
Program Type: AE					
Monitoring Year: 2021-2022					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X10</u>	30
	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	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Agency AE 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	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			
Adult Education Program Improvement Plan (AEPiP)	Target Not Met on 3 of 3 Indicators	5	4	<u>X 6</u>	24
	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					290

Data sources used for calculations: Prior to July 1, 2020

The School District of Osceola County, Division of Career and Technical Education (CTE), has the proud distinction to contribute to the success of our K-12 Career and Technical Education programs, Osceola Technical College (oTECH), and the Adult Learning Center of Osceola (ALCO). The district-level division has 17 employees, led by Dr. Jeffery Arnott, who joined the department on July 1, 2020, who are willing and ready to support our stakeholders and community partners to expand opportunities for our students. Fourteen of the division's staff were hired after the arrival of Dr. Arnott and come with a diverse set of skills that has allowed us to be creative in our approach.

The Division of CTE is currently working to establish a CTE academy at each of its eight comprehensive high schools. During the 20-21 school year, the Osceola Business Academy was the first to open its doors at Poinciana High School. This past year, we provided rising 9th graders the opportunity to earn a half-credit before entering the academy. Over the next four years, we are introducing an academy to the other seven high schools by introducing an aviation academy at Osceola High School for the 22-23 school year.

During the 2020-21 school year, CTE earned over 2,400 CAPE industry credentials, 200 more than the previous year. During that time, CTE has created a more efficient way to collect and report data and added several separations of duties to ensure its accuracy. CTE has put a more efficient method to monitor federal grants and inventory processes with additional layers of accountability to prevent audit findings.

At ALCO, we presented rapid credential programming with the introduction of Integrated Educational Trainings known as IETs. To help us expand these programs, ALCO partnered with the Central Florida Urban League, and Osceola County Commissioners have provided training dollars and school-age childcare services. ALCO has introduced an Adult High School program this year to reach more students. This past year, ALCO served over 4,000 students. With some restructured marketing, we were one of a handful of programs that saw increased student enrollment. ALCO continues to expand our reach by providing adult education services for companies such as Touchless Boat Covers and the Youth Build program at Valencia College. To meet the needs of students who are ready to enter the workforce or continue their education, ALCO hired an additional two career counselors who will work closely with employers, Valencia College, and oTECH to ensure students have a seamless transition in their next career move.

oTECH serves 1,000 students with three campuses in Osceola County, has added several programs over the past two years, including welding. oTECH is working closely with our high schools to expand our dual enrollment opportunities for students who want to enter a career after high school. oTECH provides transportation for students. This past year, oTECH students earned 144 recognized industry credentials. oTECH is proud to announce the introduction of their first full apprenticeship in carpentry in conjunction with Balfour Beatty. oTECH plans to expand its manufacturing, medical, and public safety presence in Osceola County over the next two years.

The CTE division is proud to provide top-quality professional development and coaching for our employees. This year, CTE introduces AVID in the CTE classroom and AVID for Higher Ed to ALCO and oTECH. AVID is a program that works on study habits that prepares students for the classroom. CTE is working with the Center of Work Ethic and Josh Davies to customize soft skills training for teachers and students to meet the needs of our local employers. CTE has hired two instructional coaches to assist our teachers in the high schools, adult education, and the technical college to become the best instructions possible. And to top it off, we have successfully hosted monthly district-wide Professional Learning Committees (PLC) to build a culture of improving instruction through data research and collaboration.

All three units work together to promote career education under the umbrella of #SkillUpOsceola! In conjunction with the Greater Chamber of Kissimmee /Osceola County, this brand is the first step in moving our programs to become the leaders of career, adult, and technical education in Metro Orlando.



Please address inquiries regarding this report to:

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