



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
Virtual Desk Monitoring Review**

for

Adult Education and Career and Technical Education

Pasco County Schools

November 8 - 15, 2021

Final Report

TABLE OF CONTENTS

I.	Introduction	1
II.	Authority	1
III.	QAC Core Monitoring Guide.....	1
IV.	Provider Selection	2
V.	Pasco County Schools	2
VI.	Monitoring Activities	3
VII.	Observation	4
VIII.	Results	8
IX.	Summary	10
	Appendix A.....	11
	Attachment 1	13

Florida Department of Education
Division of Career and Adult Education

Pasco County Schools
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for 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 regularly.

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 under 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 strategies 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.

Pasco County Schools (PCS) monitoring strategy was determined to be a virtual desk monitoring review (VDMR). A notification letter was sent to Mr. Kurt Browning, Superintendent, on July 14, 2021. The designated representative for the agency was also Dr. Lori Romano.

The division's representative conducting the VDMR was the program specialist, Orion Price of the Quality Assurance and Compliance section.

V. PASCO COUNTY SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2018-19

CTE (possible duplication at a program level): Post-Secondary – 42,358
AE- 4,755

The provider was awarded the following grants for FY's 2018-19, 2019-20 and 2020-21:

Finance

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Secondary	510-1619B-9CS01	\$721,059.00	\$40,430.45
Post-Secondary	510-1619B-9CP01	\$79,036.00	\$1,620.91
Adult Education	510-1919B-9CG01	\$531,816.00	\$10,884.88

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Secondary	510-1610B-0CS01	\$837,718.00	\$24,206.00
Post-Secondary	510-1610B-0CP01	\$88,801.00	\$10,238.58
Adult Education	510-1910B-0CG01	\$531,816.00	\$13,471.67

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Secondary	510-1612B-2CS01	\$787,437.00	N/A
Post-Secondary	510-1612B-2CP01	\$95,237.00	N/A
Adult Education	510-1912B-2CG01	\$682,626.00	N/A
CARES Rapid	510-1230A-1CR02	\$208,103.00	N/A
CARES Infrastructure	510-1230A-1C001	\$238,275.00	N/A

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

<https://www.pasco.k12.fl.us/>.

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post-review planning, entrance and exit conferences, records review and interviews with administrators, if necessary.

Onsite Visits

No onsite visits were made during the VDMR process.

Entrance and Exit Conferences

The entrance conference for PCS was conducted on November 8, 2021. The exit conference was conducted on November 15, 2021. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Lori Romano	Director, Office of Career, Technical, and Adult Education	X	X
Pamela Davis	Sr. Supervisor, Office of Career, Technical, and Adult Education	X	X
Karen Elenbaum	Program Specialist, Office of Career, Technical, and Adult Education	X	X
Kristen Kawa	Accounting Manager, Finance Department	X	X
Alicia Leary	Assistant Director, Marchman Tech College	X	X
Thomas Brochu	Assistant Director, Adult Education	X	X
FDOE Monitoring Team			
Orion Price	Program Specialist IV, Quality Assurance and Compliance	X	X
Chuck Davis	Program Specialist IV, Quality Assurance and Compliance	X	X
Michael Swift	Program Specialist IV, Quality Assurance and Compliance	X	

Interviews

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

Records Review

The program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. An excess of thirty 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 secondary, Post-Secondary, and AE grants for PCS are managed by Ms. Pamela Davis. She works with the district to make sure all grant needs are met, and amendment submissions are completed. Ms. Davis's contact at the State level is Cody Zinker.
- The district has established policies and procedures required with all approval processes before any grant application is submitted to the FDOE.
- Lori Romano, the AE and CTE director, works directly with the financial office, superintendent, advisory committees and district finance staff to discuss the needs of the programs during monthly meetings. The monthly meetings consist of reports sent out to grant support staff that detail the percentage of grant money allocated. It also reports the total dollars left for each object code for the remainder of the year.
- All budget needs for the PCS grants are included in the original grant applications. The grant applications are finally reviewed by Dr. Romano before being sent to the financial office for approval and submission to the FDOE.
- The Comprehensive Local Needs Assessment (CLNA) is a requirement to be included within the PCS CTE grant submittals to the FDOE. The CLNA requires consultation within the community and local business leaders. The PCS works directly with a multitude of stakeholders from the surrounding community. The stakeholders include local business owners, schoolteachers, as well as community leaders. The business owners are all a part of the district advisory committees which allow the grants school and CTE programs to be shaped and developed in the needs of local businesses.
- PCS offers multiple opportunities for district-wide training and professional development. AE, CTE and the Technical college staff participate in annual conferences within their program areas. At the same time, FDOE sponsored training events and webinars such as the Florida Association for Career and Technical Education (FACTE) and the Workforce Educational District Data Advisory Council (WEDDAC) conferences are attended.
- PCS works closely with CareerSource Southwest Florida. Kelly Castro is the dedicated contact and has a great relationship with PCS and the surrounding community. Miss Castro is extremely helpful with vetting candidates for hire as well as getting advisory boards together within the local community to strengthen the bond with PCS.

B. **DATA AND ASSESSMENT** refers 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.

- PCS CTE utilizes the FOCUS® system for the student information system (SIS) and management information system (MIS).
- Training is provided for staff for the National Reporting System requirements (AE only), data collection and entry procedures and all other areas of the MIS. Administrative staff also participate in FDOE training annually, and initial hires have initial training within 60 days of onboarding.

- All of the data elements required of their local MIS for the AE/CTE were included in the MIS system and verified via screenshots during the VDMR.
- Digital Registration forms include the student "release of information" clauses required by the Family Educational Rights and Privacy Act (FERPA). If the student signs up at the local office, then paper copies are signed by the student during the sign-up process. The district and technical colleges submitted registration screenshots and paper signed copies for evidence.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the on-site monitoring review. All student records were provided by PCS.
 - Upon review of the CTE student data, all records reported to FDOE were consistent with the local records supplied by PCS.
 - Upon review of the AE student data, the monitoring team uncovered multiple inaccuracies. PCS reported numerous students as having earned at least one literacy completion point (LCP), but the students' test records did not support the data reported to FDOE. This will result in a finding.
- English to speakers of other languages (ESOL) testing is entered by scan to TopsPro® being as pencil and paper tests given. A report is then pulled from TopsPro®, by PCS personnel, to upload the information into the student's folder in FOCUS®. The uploaded information shows what score was obtained in the test as well as the date of the test being taken.
- Test of Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) testing is conducted electronically. Once the testing is completed, the student's test score is manually entered into the FOCUS® system by the data specialist. The student data director double-checks the entered data into the system before submitting information to the FDOE.

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

- CTE students have the opportunity to participate in multiple Career and Technical Student Organizations (CTSO), internships, and other work-based learning.
- PCS has a strong emphasis on obtaining an industry certification for all students graduating high school. PCS is currently building a technical high school for the district and has programs starting for the younger students (K-8th) that help students attain industry knowledge to guide the student toward which industry they would enjoy and thrive in. Some examples include:
 - The school district has a Science, Technology, Engineering, and Mathematics (STEM) bus that travels to all schools allowing children to immerse themselves into simulators for various industries while learning about various CTE programs and workforce needs.
 - Career Connected Learning Continuum (CCLC): Builds awareness for younger students (K-5th) that helps the student understand what work is, how skills are essential for the workforce and gives the student building blocks for the CTE vocational programs that the district offers when the student enters high school.
- No reasonable services and accommodation is denied to those students who self-declared a disability. The district has a comprehensive policy and procedure to identify and cater to needs based on disability. Once the student self-identifies during registration, the school keeps forms on file from the students' professional caregiver stating the disability and required attention or accommodation.
- AE instructors are trained to incorporate CTE skills and related content into daily classroom instruction.
- The district has a memorandum of understanding (MOU) with CareerSource Pasco Hernando to provide career services and training for students.
- PCS has a dual enrollment articulation agreement with Marchman and Ft. Meyers Technical Colleges. The Dual Enrollment Articulation Agreement was submitted as evidence for the college that breaks down requirements for students to participate.

- Tests of adult basic education (TABE) and Comprehensive Adult Student Assessment System (CASAS) for PCS are used for student skill level assessment. All TABE and CASAS test proctors are certified as required by FDOE and the testing companies to administer the tests. The teacher is also responsible for all testing materials if it is conducted with pen and paper.
- English for Speakers of Other Languages (ESOL) is provided for any students who are learning English for communication in the workplace. All instructors administering any tests for ESOL are certified as required by FDOE and the testing companies.

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

- All inventory criteria set forth by EDGAR and the UGG are included within the inventory management system. The inventory management system was verified during the VDMR.
- Photographic evidence of inventory was reviewed as part of the VDMR process.
- The district has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- There have been no reports of stolen or lost equipment over the previous three fiscal years.

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) for school districts 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. Included in the review were the following:

- Size, scope and quality review
- CLNA
- MIS data quality checklists
- District policies and procedures for finance and procurement
- District technology plan
- Student and employee handbooks
- Inventory records
- 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.
- AE and CTE student data review

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.

- PCS has multiple financial policies and procedures to follow that ensure the efficient management of Secondary, Post-Secondary, and AE grant funds. The grants are filtered through multiple levels of leadership. The process begins at the requestor's level and moves through the following chain of command: first, a request for the purchase of an item is made and input into the Municipal Uniform Information System® (MUNIS®) MIS. Second, the request is directed to Dr. Romano, the director of CTE and AE, or to the technical colleges depending on where the original request was made for the approval. Once the approval is made, the finance office looks over the validation request as well as checks Funds availability in the MUNIS® for the intended purchase within its designated object code. If the money is available and the school is approved for the purchase, the financial office then approves the purchase.
- Once the FDOE approves the grant that is submitted, the adult education, secondary and Post-Secondary grants for PCS are tracked through the MUNIS®. This gives the financial office, the CTE and AE director, and all the technical college personnel the ability to work together to track expenditures within the grant funds. This ensures the funds are being correctly spent on items deemed allowable, allocable and in need for each program assigned within the grant.
- PCS uses the MUNIS® MIS data system to track all expenditures made from the budgets throughout the fiscal year. Spreadsheets are created to track the progression of spending or allocated funds under each category. This guarantees spending is on track for the end-of-year finalization of the district's final expenditure reports (DOE form 399 for CTE and 499 for AE) to be submitted to the FDOE.
- PCS made changes between the 2019 and 2020 school years to ensure the finance team was the approving operator for any object codes funds being moved within the budget. This ensured better accuracy of the original grants and 399/499s submitted at year's end.

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.

- PCS has multiple collaborations for articulation and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The current partners are:
 - MOU: CareerSource Pasco Hernando
 - Articulation: Marchman Technical College (MTC)

VIII. RESULTS

Finding Number	1
Area	Financial
Finding Summary	A grant budget analysis (GBA) was conducted for PCS for all grants from 2018-2021. There were multiple errors, including overspending money approved but not spent, and new object codes added to the final expenditure 399/499 reports. The object codes found were spread across multiple years and did not match after amendments were submitted.
Finding Detail	<p>The following object codes were identified:</p> <ul style="list-style-type: none"> • Fiscal Year (FY) 2018-19 <ul style="list-style-type: none"> ▪ Secondary: <ul style="list-style-type: none"> • Object codes 130 (\$4,917.08); 210 (\$749.08); 230 (\$407.64); 250 (\$2,336.17); 311 (223.00); 590 (11,393.09); 641 (\$1,204.84) and 642 (\$3,135.32) were all overspent with no budget amendments submitted. • Object Code 392 was not on the original grant but \$4,632 was spent with no amendment submitted. ▪ Post-Secondary: <ul style="list-style-type: none"> • Object codes 391 (\$2,500) and 644 (\$466.44), were both overspent with no budget amendments submitted. ▪ Adult <ul style="list-style-type: none"> • Object Codes 130 (\$924.78); 210 (\$1,915.63); 520 (\$3,556.40); 590 (\$5,805.00) and 644 (\$20,381.00) were all overspent with no budget amendments submitted. • Object Code 311 was not previously approved on the original grant, but funds were spent in the object code on the final expenditure form without amendments submitted. • FY 2019-20 <ul style="list-style-type: none"> ▪ Post-Secondary: <ul style="list-style-type: none"> • Object codes 648 (\$6,500) and 649 (\$1,402) were both overspent with no budget amendments submitted. • Object codes 559 and 641 are not approved on the original grant but funds spent under the object codes with no amendment submitted.

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:	12/17/2021	
Name(s) and Title(s) responsible for corrective action:	Dr. Lori Romano Director of Adult Education and Career and Technical Education.	
Plan accepted by:	Orion Price	Date: 12/17/2021
Status of Action Plan (to be completed by FDOE staff)		
Status of CAP: Closed		Date: 12/17/2021

Finding Number	2
Area	Data and Assessment
Finding Summary	The provider failed to accurately report student LCP data to FDOE.
Finding Detail	Monitoring staff conducted a student data audit of the provider's AGE completers. Upon review, it was determined that multiple students were reported as having earned at least one LCP, but the students' test records did not support those claims. Monitoring staff verified each student's test transcripts for accuracy as part of the on-site monitoring review.
Citation	UGG 2 CFR 200.328 "Monitoring and reporting program performance."
Recommended/ Anticipated Corrective Action	The AE director will provide a memo of attestation to the monitoring staff that outlines what steps were taken to correct the data inaccuracies, and what ongoing training will take place to prevent future errors.
Anticipated completion date:	January 13, 2022
Name(s) and Title(s) responsible for corrective action:	Dr. Lori Romano
Plan accepted by: Orion Price Date: 01/13/2022	
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP: Open Date: 01/13/2022	

IX. SUMMARY

Once the monitoring review is completed, including receipt of the 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. In addition, 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 in the Pasco County Schools monitoring review on behalf of the department. Special thanks are offered to Dr. Lori Romano for her participation and leadership during this process.

APPENDIX A
Pasco County Schools
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Pasco County Schools					
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	5	X10	50
	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	0	X 6	0
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	0	X 6	0
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	5	X 4	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	1	X 4	4
	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	X 6	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					162

Data sources used for calculations: Before July 1, 2020

Pasco County Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Pasco County Schools 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	5	X 10	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	X8	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins 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	0	X 6	0
	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	7	X 4	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	1	X 4	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					162

Data sources used for calculations: Before July 1, 2020



Pasco County Schools

Kurt S. Browning, Superintendent of Schools
7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

Office of Career, Technical and Adult Education
Lori Romano, Director

State of the CTAE Department – 2021-2022 *"The Sky is the Limit"*

Significant Accomplishments

<p>Quarter One</p>	<p>-----</p> <p>GOAL #1: EMPLOYABILITY</p> <p><i>General skills that are necessary for success in the labor market at all employment levels. These skills fall into three broad categories: effective relationships, work-place skills and applied knowledge.</i></p> <ul style="list-style-type: none"> • Identified and developed MyLearning/Canvas Blueprints for all CTE courses • Together We Learn: Focused sessions for Career Specialists, New Teachers, PLCs and Digital Tools • New Computer Distributions: Completed • Completed all CTE software purchases for 2021-2022 • WCHS & JWMHS Digital Video Technology Studio Upgrades • KRAI Pathway Progressions • Early Childhood Certification Review Process: Created • CAPE Academy Registration: Created process and completed for all high schools and middle schools • Career Expo: Facilitation • Recruitment and Retention Focus: New Teacher Induction support provided the district and completed first-quarter check-ins with all new teachers • FHS CNA & Medical Skills program closure equipment distribution • KRAI Planning: Facilitated, including CTE Pathways Proposal • Health Science Student clinicals with Advent Health and local long term care facilities begun. Liability insurance in place for Health Science clinical students <p>-----</p> <p>GOAL #2: INSPIRATION</p> <p><i>A set of behaviors and skills that enable employees to establish effective relationships and function optimally in the workplace.</i></p>
---------------------------	--

- **CTE Teacher Welcome Back – August 2021**
- **Toon Boom Storyboard Pro:** Facilitated software pilot with train-the-trainer PD for WCHS and JWMHS
- **Middle-School Career Planning:** Supported implementation in Grade 6 M/J Health and History myLearning courses
- **Funds Request Letters:** Disseminated to all schools
- **CTE elements in Pasco Pathways:** Facilitated
- **BOY Admin myLearning Course**
- **Added new Program Specialist to staff:** Supporting Innovation Station (STEM bus) and inventory and Business, Human Services, Education & Training career clusters
- **CTE PLC Support**
- **Early Release Days:** Planned and implemented September & October sessions for all CTAE teachers, created myLearning course and myPGS course for PD points
- **BOY Site Visits:** Face-to-face meetings with Program Coordinators & Specialists and each CTE teacher
- **CTE 101 Sessions 1 and 2**

GOAL #3: EXCELLENCE

Being outstanding

- **Sent "Extra-ordinary" gift** to all school-based administrators
- **CTE Presidential Scholar** nominee selected
- **New CTAE Logo Design:** Implemented and WKTHS design winner recognized at school board meeting
- **Comprehensive Local Needs Assessment:** Plan of action
- **Programs of Study:** Reviewed and updated all CTE Programs to ensure alignment with state requirements per Perkins V legislation.
- **District Finals Reviews**
- **Conducted a master schedule review for CTE programs/courses in all schools to determine alignment between middle and high school programs:** This was also used to determine if schools were offering a complete sequence of courses that align with the FLDOE Programs of Study.
- **Adult Education FLDOE Reports:** Q1 complete
- **FLDOE Desk Audit:** Plan of action
- **2020-2021 Industry Certification:** Validation for FLDOE completed
- **EduType & IC3Spark:** Support for Project RISE at Gulf Highland Elementary
- **CTE Industry Certification myLearning Course:** Updated for 2021-2022

	<ul style="list-style-type: none"> • Digital Tools: Received and distributed to all middle school CTE teachers; CIW website for Pasco DT management • Certiport: Completed automatic myStudent upload procedures for industry certification earned <p>-----</p> <p>GOAL #4: DIVERSITY</p> <p><i>Embracing the uniqueness of all individuals along several dimensions such as race, religious beliefs, ethnicity, age, gender, physical abilities, political beliefs, and socio-economic status.</i></p> <ul style="list-style-type: none"> • District Equity Advisory Council: CTAE representation • District Equity Partners: CTAE representation <p>-----</p> <p>GOAL #5: ENGAGEMENT</p> <p><i>Leverage community, business partnerships and resources to support CTE programs.</i></p> <ul style="list-style-type: none"> • New logos for LOLHS Culinary Arts program and Lakeview Café • FACTE Conference: PW also presented "Presentation Design: Easy as 3-2-1" • CTAE Office Hours: Scheduled, created, shared • Career Advisory Council: Held district-wide fall general membership meeting • CAC Program Advisory Boards: Facilitated meetings with PLC Lead teachers, business/industry partners & Career Specialists • Director's Q1 Admin Check-Ins • PD Hub: Completed and updated with additional modules • CTE Secondary Learning Network: Completed and updated for use/reference of all CTAE teachers and admin • Monthly "The Download" newsletter to all CTAE teachers • Monthly "The CTAE Connector" newsletter to all CTAE teachers and school-based administrators
--	--

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