



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

**Bradford Public Schools
October 14-16, 2013**

Final Report

FLORIDA DEPARTMENT OF EDUCATION



STATE BOARD OF EDUCATION

GARY CHARTRAND, *Chair*

JOHN R. PADGET, *Vice Chair*

Members

ADA G. ARMAS, M.D.

JOHN A. COLÓN

BARBARA S. FEINGOLD

KATHLEEN SHANAHAN

Pam Stewart
Commissioner of Education

Rod Duckworth
Career and Adult Education

December 19, 2013

Mr. Chad Farnsworth, Superintendent
Bradford County School District
501 West Washington St.
Starke, Florida 32091-2527

Dear Mr. Farnsworth:

We are pleased to provide you with the final report of monitoring of the adult education and career and technical education programs from our visit. The report will also be placed on our website at <http://www.fldoe.org/workforce/compliance.asp>.

We appreciate the leadership and professionalism demonstrated by your staff during the review process. If we can be of any assistance, please contact Rick Lockenbach, program specialist with Quality Assurance and Compliance, at 850-245-9025 or via electronic mail at rick.lockenbach@fldoe.org.

Thank you for your continuing commitment to improve services for Florida's students.

Sincerely,

Rod Duckworth

RD/rl

Enclosure

cc: Christy Reddish, director, Bradford-Union Technical Center
Ellen McCarron, director, Quality Assurance and Compliance
Rick Lockenbach, program specialist, Quality Assurance and Compliance

ROD DUCKWORTH, CHANCELLOR

325 W. GAINES STREET • TALLAHASSEE, FL 32399-0400 • 850-245-0446 • www.fldoe.org

TABLE OF CONTENTS

I.	Introduction	1
II.	Authority	1
III.	Quality Assurance Policies, Procedures, and Protocols	1
IV.	Provider Selection	2
V.	Bradford County School District.....	2
VI.	Monitoring Activities	3
VII.	Results	4
VIII.	Required Resolution Activities	8
IX.	Targeted Technical Assistance	8
X.	Remarks or Positive Practices	9
XI.	Summary	10
	Appendix A – Risk Matrix	11
	Appendix B – Resolution Plan	12
	Attachment	14

Florida Department of Education
Division of Career and Adult Education

Bradford Public Schools
Adult Education and Family Literacy and Career and Technical Education
Quality Assurance Monitoring Report

I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education, 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 section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education for Career and Technical Education (CTE) under the Carl D. Perkins Career and Technical Education Act of 2006 and for adult education and family literacy under the Adult Education and Family Literacy Act of 1998. FDOE awards subgrants 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 subgrants 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 (34 CFR 76.770). The Florida Department of Education, Division of Career and Adult Education is required to oversee the performance of subgrantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2013-2014 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES, AND PROTOCOLS

The Quality Assurance Policies, Procedures, and Protocols (manual) was revised in the 2013-14 program year. The manual was provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at <http://www.fldoe.org/workforce/compliance.asp>.

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 FDOE 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 monitoring strategy for Bradford Public Schools (BPS) was determined to be an onsite visit. Notification was sent to Chad Farnsworth, superintendent, on August 12, 2013. The designated representative for the agency was Christy Reddish, Bradford-Union Technical Center director.

The onsite visit to the agency was conducted October 10-13, 2013, by two representatives of the Quality Assurance and Compliance section of the division: program specialists Rick Lockenbach, J.D., and Dr. Shahrokh Massoudi.

V. BRADFORD PUBLIC SCHOOLS

Enrollments – 2011-12

<u>CTE Secondary</u>	<u>CTE Postsecondary</u>	<u>Adult General Education</u>	<u>Total</u>
803	307	85	1,195

The provider was awarded the following grants for FY 2011-12 through 2013-4:

2011-2012

ADULT EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$67,608	\$281.15

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$53,148	\$923.08
Secondary	\$44,526	\$0
Rural	\$36,827	\$0

2012-2013

ADULT EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$67,608	\$0

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$37,175	N/A
Secondary	\$39,795	\$0
Rural	\$39,977	\$0

2013-2014

ADULT EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Adult General Education	\$79,340	N/A

CAREER AND TECHNICAL EDUCATION GRANTS

<u>Type</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$30,143	N/A
Secondary	\$37,096	N/A
Rural	\$36,623	N/A

Additional information about the provider may be found at the following web address:
<http://www.mybradford.us>.

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; an entrance conference; interviews with administrators, teachers, and students; observations; record reviews; and an exit conference.

Onsite Visits

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

- Bradford-Union Technical Center
- Bradford County High School

Entrance and Exit Conferences

The entrance conference for BPS was conducted on October 14, 2013. The exit conference was conducted on October 16, 2013. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Agency Participants			
David Harris	Bradford-Union Technical Center assistant director	X	X
Christy Reddish	Bradford-Union Technical Center director	X	X
Sharon Walters	Bookkeeper	X	
Dr. Steve Miller	Director of management information services		X
Chad Farnsworth	Superintendent		X
FDOE Monitoring Team			
Rick Lockenbach, J.D.	Program specialist	X	X
Dr. Shahrokh Massoudi	Program specialist	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff, program and transition specialists and students. A minimum of one interview and observation was completed at each site. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in Section VII., item G. A minimum of seven student records were reviewed. Some policies and procedures from the agency's website were reviewed and discussed at various times during the onsite visit.

VII. RESULTS

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

- Substantial support exists for adult education and CTE programs at all levels.
- Teachers and administrators are experienced and possess a wealth of knowledge of CTE and adult education.
- The CTE and adult education director is a knowledgeable and experienced administrator.

- Administrative staff is committed to providing the support that teachers need to improve their programs.
- There is an effort to increase the number of career and technical student organizations and number of students participating in those organizations.

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

- The process for data collection and reporting was reviewed.
- A sample of students was reviewed who earned industry certification and occupational completion points in CTE and adult education literacy completion point (LCP) earners in the agency database.
- Adult education and postsecondary CTE data entry staff are experienced. Familiarity with the agency data base is adequate.
- District staff regularly attends FDOE Workforce Education District Data Advisory Committee meetings.
- Data is being used by CTE programs for program improvement purposes.
- District CTE and adult education staff is reviewing data during the submission period to ensure data accuracy.
- The district is following FDOE assessment guidelines in administration of the Test of Adult Basic Education (TABE).
- TABE PC (Personal Computer) is being used for most TABE administration.

C. CURRICULUM AND INSTRUCTION refers to those elements which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- Varied instructional strategies are being employed.
- Interaction between teachers and students was very positive.
- Teachers are following the state curriculum frameworks.
- It is clear that many teachers are going “above and beyond” to meet student needs.
- Students in the biotechnology program at Bradford High are able to participate in labs during the summer at the Santa Fe Perry Center for Emerging Technologies.
- CTE programs are working toward increasing opportunities for students to earn industry certification.
- The cosmetology program generates substantial revenue in providing services for persons in the community.

CONCERNS AND RECOMMENDATIONS

Concern: In adult education, some textbooks may be dated. All teachers are not aware of available instructional materials.

Recommendation: Review adult education textbooks to make sure they are current. Ensure that teachers are aware of available instructional materials.

Agency response: “There was a meeting with all adult education teachers to make them aware of all resources available.”

Concern: One adult education instructor has not received GED® 2014 training to date.

Recommendation: Evaluate the need for adult education teachers to participate in additional staff development for the new GED® test.

Agency response: “The adult education instructor has received this training.”

Concern: The cosmetology program has a shortage of chairs in the waiting area.

Recommendation: Obtain enough chairs to meet the need for persons waiting to be served in the cosmetology program.

Agency response: “This issue has been addressed, as six additional chairs were added to the cosmetology waiting area.”

Concern: A steamer in the culinary arts program is not in good working condition, and the program lacks an adequate supply of cooking implements including pots and pans.

Recommendation: Evaluate the need to fix or replace the steamer and to purchase additional supplies for the culinary arts program.

Agency response: “A list of needed supplies has been requested from the teacher.”

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

- There is a \$750 equipment threshold, equipment meeting this threshold is tagged; equipment purchased below the threshold was also tagged.
- Equipment is in good working order and is being used appropriately in the classroom.
- All equipment purchased with federal grant funds at the technical center was appropriately tagged and was located during the review.
- The administration is using Perkins and other agency funds to upgrade the computers at the technical center.
- There was positive integration of technology in the classroom.
- There are procedures in place for disposal of equipment.
- Inventory is done annually.
- There was a break-in in one classroom in which classroom supplies were stolen. A police report was filed as is required and enhanced security was provided.

CONCERNS AND RECOMMENDATIONS

Concern: Projectors at the career technical center do not hang from the ceiling, which would enhance instruction.

Recommendation: Evaluate the need for and resources to support this enhancement.

Agency response: “Projectors hanging from the classrooms with drop ceilings are a safety code violation. These classrooms have access to a portable cart with a projector.”

Concern: The two semitrucks in the commercial vehicle driving program each have at least 750,000 miles and are near the end of their useful lives.

Recommendation: Evaluate the need to repair or purchase new vehicles and determine funding to support the appropriate action.

Agency response: “The transfer of title of two semitrucks from Florida Gateway College is in process.”

Concern: There are no computers in the culinary arts, commercial vehicle driving or cosmetology programs.

Recommendation: Evaluate the need for and resources to support computers for these programs.

Agency Response: “New computers will be added to these programs if funding permits. The commercial vehicle driving range has internet accessibility problems because of location.”

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- Classroom walls are inviting and contain appropriate rules, signage and program outlines.
- Buildings are well-maintained, spacious and accessible for student use.
- Safety notices are posted in classrooms where appropriate.
- The administration has obtained a new career technical center sign and upgraded other signage at the center.
- The names of students earning industry certification are posted on plaques in classrooms as recognition and to encourage other students.

CONCERNS AND RECOMMENDATIONS

Concern: The classroom for the commercial vehicle driving program is in dire need of repair and upgrade, as there is no air conditioning, flooring in the classroom is unsafe, chairs and steps are broken, and there appears to be extensive mold.

Recommendation: Evaluate the need for and resources to support appropriate retrofitting of this classroom. Hire a mold and mildew mitigation assessment professional to evaluate the observed potential mold conditions and take appropriate action.

F. ACCESS AND EQUITY refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation, and completion of programs.

- District personnel are aware of district non-discrimination policy and have received training.
- Genetic identity has been added as a protected class as required by the Genetic Identification Non-discrimination Act (GINA).
- Non-discrimination notices were broadly posted at the career technical center.

FINDINGS

The off-grade entrance to the classroom for the commercial vehicle driving program is not accessible to persons in wheelchairs. At least one primary entrance to each building shall be usable by individuals in wheelchairs.

Reference: 28 Code of Federal Regulations (C.F.R.) 35.150; American National Standard Institute (ANSI) Standard 5.2.1

Agency Response: “BUTC director has met with a local contractor and is awaiting his bid to correct accessibility issues.”

CONCERNS AND RECOMMENDATIONS

Concern: Non-discrimination notices are not uniformly included in all adult education and CTE publications, including program brochures.

Recommendation: The district must correct these notices when agency publications are republished.

G. RECORDS REVIEW refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Inventory
- Purchases
- Travel
- Financial policies and procedures
- Student records
- Agency website
- Non-discrimination policies
- Advisory committee minutes
- Agency brochures
- Student database

H. 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.

- Secure internal controls for financial procedures are in place.
- The purchasing process and a sample of purchase orders were reviewed.
- The travel procedures and a sample of travel funded with Perkins and adult education funds were reviewed.
- Purchases are made under state contracts when appropriate.
- Purchasing cards are issued only by administrators; internal controls are in place.
- The CTE and adult education director gets financial reports on an ongoing basis, so that she is aware of accounts balances.
- District adult education and Perkins grants were at least 90 percent expended.

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

- CTE programs have advisory committees that are supporting their programs.
 - The advisory committee for the practical nursing program is helping to secure clinical slots for students.
- The adult education program has obtained financial aid from several sources, including the local education foundation and a bank, to assist students in paying tuition, GED® test fees and other costs.
- The district has articulation agreements with other postsecondary institutions.
- The administration has secured donations of computers from Santa Fe College and other sources to update equipment at the career technical center.
- The CTE director is actively involved with the local workforce development board and has a strong relationship with Santa Fe College.

J. PERKINS PROGRAM IMPROVEMENT PLAN – A program improvement plan is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures.

The purpose of the review is to determine if the strategies contained in the plan are measureable and verifiable during the visit.

1. Secondary Performance Measures (2010-11 data)

- The agency met at least 90 percent of the local agency target except for:
 - 1S1 Academic Attainment Reading 46 percent vs. 65 percent target
 - 5S1 Secondary Placement 75 percent vs. 87 percent target
- For 2012-13, a program improvement plan (PIP) was required and is included in the grant.

2. Postsecondary (2010-11 data)

- The agency met at least 90 percent of the local agency target except for:
 - 4A1 Placement – 64 percent vs. 84 percent target
 - 5A1 Non-traditional enrollment – 10 percent vs. 11 percent target
- For 2012-13, a PIP was required and is included in the grant.

Discussion took place among the monitoring team and the provider's representative during the visit. Strategies identified in the plan were verified and documentation was provided. The director has worked with appropriate staff to address the measures requiring a PIP.

General Recommendations:

- Continue activities to improve student performance in reading, placement, and enrollment of non-traditional students.
- Track activities that support the Perkins Improvement Plan.

K. STUDENT PERSPECTIVE – The team meets with groups of students; their perspective is presented as a portion of this report.

- Comments overall were very positive.
- Students are very appreciative of and have pride in their programs.
- Students appreciate the availability of classes during the day and evening.
- Many students are enrolling in adult education and CTE programs based on positive feedback by other students.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – BPS is not required to complete a corrective action plan.
2. Action Plan – BPS is required to complete an action plan to address the concerns noted in focus areas C and F documented in Section VII above.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – BPS is required to complete a corrective action plan to address the finding noted in focus area F in Section VII above.
2. Action Plan – BPS is required to complete an action plan to address the concerns noted in focus areas C, D, E and F documented in Section VII above.

Once the resolution plan is submitted, reviewed, and approved, the leader of the onsite visit is responsible for the regular follow-up with the agency's designated representative to ensure that resolution is complete.

IX. TARGETED TECHNICAL ASSISTANCE

Targeted technical assistance may be provided to support full compliance and systemic change for program improvement. Staff is encouraged to contact division staff to assist their efforts toward systemic change.

- For staff development resources for adult education teachers for the new GED[®] test, contact Marcia Maxwell at Marcia.maxwell@fldoe.org or 850-245-9908.

X. REMARKS or POSITIVE PRACTICES

The following are additional comments made by the quality assurance and compliance team in regard to the monitoring visit: The recently hired center director and assistant director have made numerous improvements at the career technical center in areas such as information technology (donated computers) and signage.

XI. SUMMARY

Once the field work is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. The final report is completed, then forwarded to the agency head with a copy to the appropriate parties, and posted on the department's website at the following address: <http://www.fldoe.org/workforce/reports.asp>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates all outstanding items have been completed.

We want to extend our appreciation to all participants in the BPS onsite monitoring visit. Special thanks are offered to Christy Reddish, Bradford-Union Technical Center director, and David Harris, Bradford-Union Technical Center assistant director, for their participation and leadership in this process.

Appendix A
Career and Technical Education

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2011-12)	\$ 2,000,001+	8	x 6	24
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2011-12)	Number of grants (2)	x 2	x 6	36
Number of grants with 10% or more of unexpended funds (2011-12)	Number of grants (0)	x 5 =	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous fiscal years for targeted agency.	16 + findings	10	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10	x 4	40
TOTAL Level of Risk Score				200

**Appendix A
Adult Education**

Risk Factor	Criteria Scale	Value	Risk Factor Weight	Total Points
Total amount of agency funding from grants (2011-12)	\$ 2,000,001+	8	x 6	24
	700,001 – 2,000,000	6		
	300,001 - 700,000	5		
	< 300,000	4		
Number of grants per agency (2011-12)	Number of grants (1)	x 2	x 6	12
Number of grants with 10% or more of unexpended funds (2011-12)	Number of grants (0)	x 5 =	x 4	0
Audit findings relevant to internal control weaknesses during three (3) previous fiscal years for targeted agency.	16 + findings	10	x 10	100
	11-15 findings	8		
	5-10 findings	6		
	1-4 findings	4		
Change in director within the last two (2) fiscal years.	Yes = 1 No = 0	x 10	x 4	0
TOTAL Level of Risk Score				136

APPENDIX B
Bradford Public Schools
Adult Education and Career and Technical Education

Type of Plan	Strategies	Person Responsible	Projected Date of Completion
Corrective Action Plan Finding: The off-grade entrance to the classroom for the commercial vehicle driving program is not accessible to persons in wheelchairs. At least one primary entrance to each building shall be usable by individuals in wheelchairs. <i>Reference: 28 Code of Federal Regulations (C.F.R.) 35.150; American National Standard Institute (ANSI) Standard 5.2.1</i>	BUTC director has met with a local contractor and is awaiting his bid to correct accessibility issues. Accessibility will be corrected to meet ANSI standards.	Christy Reddish	May 1, 2014
Action Plan Concern(s): 1. In adult education, some textbooks may be dated. 2. A steamer in the culinary arts program is not in good working condition, and the program lacks an adequate supply of cooking implements including pots and pans. 3. The two semitrucks in the commercial vehicle driving program each have at least 750,000 miles and are near the end of their useful lives. 4. The classroom for the commercial vehicle	1. Updated books have been ordered, and the need for additional instructional materials will be reevaluated in March 2014. 2. A list of needed supplies has been requested from the teacher. Appropriate supplies will be ordered and received. 3. Obtain the two semitrucks after transfer of title from Florida Gateway College. 4. Hire a mold and mildew	David Harris Teacher and Christy Reddish Christy Reddish Christy Reddish and Aleta	March 2014 January 6, 2014 January 31, 2014 May 1, 2014

<p>driving program is in dire need of repair and upgrade, as there is no air conditioning, flooring in the classroom is unsafe, chairs and steps are broken, and there appears to be extensive mold.</p> <p>5. Non-discrimination notices are not uniformly included in all adult education and CTE publications, including program brochures.</p>	<p>mitigation assessment professional to evaluate the observed potential mold conditions and take appropriate action to address this condition after assessment. A contractor will repair and upgrade the classroom, to include air conditioning, steps and replacement flooring. New tables and chairs will be placed in the classroom.</p> <p>5. Non-discrimination notices will be added to these publications as they are republished. A sample of a notice within a publication will be provided.</p>	<p>Durant</p> <p>Brad Bishop</p>	<p>January 31, 2014</p>
<p>Technical assistance needed and/or provided:</p>			
<p>Plan submitted by: <u>Christine L. Reddish, Director</u> Date: <u>12/11/13</u></p> <p>Plan accepted by: <u>Ellen McCarron, Director, Quality Assurance and Compliance</u> Date: <u>12/17/13</u></p>			
<p>Status of Resolution Plan (to be completed by DOE staff)</p>			
<p>Date</p>	<p>Status of plan completion</p>		

ATTACHMENT

Bradford Public Schools Adult Education and Career and Technical Education

Bradford Union Technical Center (BUTC) covers a wide range of programs and services. In addition to CTE programs, transition programs for adults in the exceptional student education program are offered. The BUTC also houses the alternative education program for the district. Continuing education and community education programs ranging from fitness to business are an important part of the school and community. Meetings and special events are also held at BUTC. Adult basic education and GED® classes take place during the day and evening. Both high school and adult students attend BUTC.

School Name

The school name was shortened to project a progressive image and newer “brand”. The school logo was also updated.

Facilities

The school facilities are comprised of some buildings almost 50 years old. The facilities have undergone aggressive maintenance and updating to provide a professionalized persona.

Practical Nursing Program

This program has a consistently high passing rate on the National Council Licensure Examination. This past year, the passing rate was 95 percent. In the two years prior, the rate was 100 percent. These percentages are above the national average.

Commercial Vehicle Driving

This is one of the few public truck driving programs that have remained open in northeast Florida. The program has consistently had 100 percent completion and placement rates over the past three years. The BUTC proactively pursued and received the title to two newer semitrucks for this program. The titles were transferred from a local college that closed its program.

Welding

This program has historically maintained a high completion and placement rate. This past year, the completion rate was 100 percent, and 81 percent of students were placed.

Digital Design

BUTC was a participant in the pilot program that brought the Academy of Digital Design to 8th grade students at the middle school. Many of these middle school students received college credit as a result of their participation in the academy.

Career Technical Student Organizations

Both Health Occupations Students of America and Future Farmers of America students represented BUTC in national competition in the past year.

Advisory Committee

BUTC is a comparatively small career and technical center, but has 57 active advisory committee members comprised of business and industry community leaders.

Adult Education

Three highly qualified instructors have improved and enhanced instructional hours for adult learners. The incorporation of applied academics as a standalone course, standardized times for underage learners, and improved resources and curriculum have benefitted the learner. Improvements in marketing and increased

professional development for instructional staff have increased awareness for adult education and afforded networking and collaboration within the community.