



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

Pinellas County School District

March 7 – 10, 2016

Final Report



State Board of Education

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April 26, 2016

Dr. Michael A. Grego, Superintendent
Pinellas County School District
301 Fourth St. SW
Largo, FL 33770

Dear Dr. Grego:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at the Pinellas County School District. The final report will also be placed on the Quality Assurance and Compliance website at <http://fldoe.org/academics/career-adult-edu/compliance>.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or Tashi.Williams@fldoe.org.

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

Sincerely,

Rod Duckworth

RD/tlb

Enclosure

cc: Mark Hunt, executive director, Career, Technical & Adult Education
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Tashi, D. Williams, director, Quality Assurance and Compliance
Michael Swift, program specialist, Quality Assurance and Compliance

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Florida Department of Education
Division of Career and Adult Education

**Pinellas County School District
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 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 (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006 and for Adult Education (AE) 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 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 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 2015-2016 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 2015-16 program year. The manual is 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://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 monitoring strategy for the Pinellas County School District (PCSD) was determined to be an onsite visit. Notification was sent to Dr. Michael A. Grego, superintendent of the Pinellas County School District, on November 23, 2015. The designated representative for the agency was Mr. Mark Hunt, executive director of Career, Technical and Adult Education.

The onsite visit to the agency was conducted March 7, 2016 through March 10, 2016, by two representatives of the Quality Assurance and Compliance section of the division: Mr. Tashi Williams, director of Quality Assurance and Compliance and Mr. Michael Swift, program specialist IV.

V. PINELLAS COUNTY SCHOOL DISTRICT

Enrollment: (possible duplications at the program level):

Fiscal Year (FY) 2013-14:

Adult Education
8,796

CTE Secondary
43,750 (possible duplication at program level)

CTE Postsecondary
4,299 (possible duplication at program level)

The provider was awarded the following grants for FY’s 2013-14, 2014-15 and 2015-16:

FY 2013-14

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	520-1914A-4CG01	\$ 1,505,915.00	\$ 17,388.99
English Literacy/ Civics Education	520-1934A-4CE01	\$ 277,204.00	\$ 12,426.93
Family Literacy/ Corrections Education	520-1914A-4CC01	\$ 120,342.00	\$ 9,722.15
Perkins Secondary	520-1614A-4CS01	\$ 957,667.00	\$ 168,486.34
Perkins Postsecondary	520-1614A-4CP01	\$ 454,990.00	\$ 2,425.82

FY 2014-15

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	520-1915A-5CG01	\$ 1,065,841.00	\$ 124,510.08
English Literacy/ Civics Education	520-1935A-5CE01	\$ 140,407.00	\$ 3,760.17
Family Literacy/ Corrections Education	520-1915A-5CC01	\$ 100,000.00	\$ 8,076.85
Perkins Secondary	520-1615A-5CS01	\$ 970,565.00	\$ 55,945.12
Perkins Postsecondary	520-1615A-5CP01	\$ 451,788.00	\$ 24,630.65
Department of Juvenile Justice	520-1615A-5CJJ1	\$ 63,071.00	\$ 9,970.78

FY 2015-16

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	520-1916B-6CG01	\$ 1,065,841.00	\$ N/A
English Literacy/ Civics Education	520-1936B-6CE01	\$ 140,407.00	\$ N/A
Family Literacy/ Corrections Education	520-1916B-6CC01	\$ 100,000.00	\$ N/A
Perkins Secondary	520-1616A-6CS01	\$ 1,069,101.00	\$ N/A
Perkins Postsecondary	520-1616A-6CP01	\$ 550,586.00	\$ N/A

Additional information about the provider may be found at the following web address:
www.pcsb.org

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning conference calls, an entrance conference, interviews with administrators, teachers, students, observation, records review, inventory and an exit conference.

Onsite Visits

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

- Pinellas County School District office
- Clearwater High School
- Career Academies of Seminole
- Pinellas Technical College- Clearwater and St. Petersburg campuses
- Northeast Community English Speakers of Other Languages (ESOL) Portable
- Lakewood High School
- Pinellas Job Corps

Entrance and Exit Conferences

The entrance conference for the Pinellas County School District was conducted on March 7, 2016; the exit conference was conducted on March 10, 2016. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Mr. Mark Hunt	Executive Director, Career, Technical and Adult Education	X	X
Ms. Margaret Paynter	Managing Officer, Adult Education,	X	X
Ms. Regina Caton	Placement Coordinator, Perkins-Postsecondary	X	X
Ms. Rita Tomaselli	Placement Coordinator, Perkins-Secondary	X	X
FDOE DCAE Monitoring Team			
Mr. Michael Swift	Program Specialist, FDOE	X	X
Mr. Tashi Williams	Director of Quality Assurance and Compliance	X	X

The post onsite monitoring conference call to discuss data for the Pinellas County School District was conducted on April 11, 2016. The participants are listed below:

Name	Title	Conference Call
Mr. Mark Hunt	Executive Director, Career, Technical and Adult Education	X
Lisa Potter	Operations Specialist, Career, Technical, and Adult Education	X
Barbara Clare	Director, Career Academies of Seminole	X
Jim Gill	Guidance Coordinator, Career Academies of Seminole	X
FDOE DCAE Staff		
Tara Goodman	Bureau Chief, Budget, Accountability and Assessment	X
Tara McLarnon	Director, Research and Evaluation	X
Gloria Spradley-Brown	Bureau Chief, Grants and Administration and Compliance	X
Mr. Tashi Williams	Director, Quality Assurance and Compliance	X
Mr. Michael Swift	Program Specialist, FDOE	X

Interviews/Observations

Interviews and/or observations were conducted during the course of the visit with selected administrative staff, teachers, and students. A minimum of 30 interviews and observations were held during the course of the visit.

Records Review

Program, financial, administrative records and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 20 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the 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.

- The administration is dedicated to the quality of their AE and CTE programs.
- Both CTE and AE administrations are well experienced and have knowledge and expertise in their program offerings.
- The district conducts staff development, and offers multiple professional development opportunities for faculty and staff every month.
- Florida’s curriculum frameworks are being followed in all AE and CTE programs throughout the county.
- Mark Hunt and his team work cooperatively with all levels of administration to ensure the district’s goals are thoroughly defined and executed.
- The AE and CTE grant management teams have a thorough understanding of the grant writing process.

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 district has policies and procedures in place for data collection and reporting.
- Authentication of CTE student data and occupational completion point (OCP) data was verified during the course of the visit.
- Administrators use data for program expansion and evaluation of quality of programs.
- District staff and program staff have open lines of communication that allow for easy dissemination of information when needed.
- The district is currently using the FOCUS system for data collection including attendance and grades.
- The district has methods of ensuring that test data, collection of scores and security of tests are handled properly.
- Records presented during the onsite monitoring visit indicate that 33 of the 232 dual enrolled students did not have a 2.0 unweighted high school grade point average (GPA).
- The district does not appear to have a dual enrollment articulation agreement with Pinellas Technical College that would allow the staff to grant exceptions to the required grade point average, as specified in the statute.
- Florida Statutes and State Board of Education Rules requires that students in CTE programs are assessed for basic skills requirements for programs with a length of 450 hours or more.
- Records provided by the district and a review of Workforce Development Information Services (WDIS) records indicate dual enrollment activity in the following postsecondary programs with a program length of more than 450 hours:
 - Veterinary Assisting – 750 Hours
 - Game/Simulation/Animation Programming – 600 Hours
 - Electricity – 1200 Hours
 - Building Construction Technologies - 1050 Hours
 - Commercial Art Technology 1 – 900 Hours
- Records provided at the monitoring visit and reported in WDIS indicate that students are being reported with the following values on the CTE Basic Skill Examination Data Element:
 - F – Student is exempt from meeting the required basic skills mastery level per local policy (Rule 6A-10.040(4), F.A.C.)
 - This exemption is limited to students with disabilities
 - Z – Not applicable
 - Only applies to Continuing Workforce Education students

FINDINGS AND RECOMMENDATIONS

- Finding B1:

Statutory authority section 1007.271(3), Florida Statutes (F.S.), - Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to S.1007.271(21), F.S.

Recommendation B1:

Increase student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses to include an unweighted high school GPA of 2.0 as required by Florida Statute. Exceptions to the enrollment articulation agreement would need to be treated using the same method as any other articulation agreement needing district approval.

- Finding B2:

Statutory authority section 1004.91(2), F.S., Requirements for career education program basic skills. (2) Students who enroll in a program offered for career credit of 450 hours or more shall complete an entry-level examination within the first 6 weeks after admission into the program.

Statutory authority section 1011.80 (10), F.S., Funds for operation of workforce education programs. (10) – A student may not be reported for funding in a dual enrollment workforce education program unless the student has completed the basic skills assessment pursuant to Section 1004.91.

Statutory authority, Rule 6A-10.040, Florida Administrative Code (F.A.C.), Basic Skills Requirements for Postsecondary Career and Technical Certificate Education. (1) Students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program.

- The technical assistance paper for this rule is available on the following link:
<http://fldoe.org/core/fileparse.php/5398/urlt/basic-skill-tap-att1.pdf> (page 8, paragraph 1)

Recommendation B2:

Require students to complete an entry-level basic skills examination within the first 6 weeks after admission into CTE programs with a length of 450 hours or more unless the student has a valid exemption in State Board of Education Rule.

- Finding B3:

Statutory authority, Rule 6A-10.040, F.A.C., Basic Skills Requirements for Postsecondary Career and Technical Certificate Education. (4) - Each school district and Florida college institution must adopt a policy addressing procedures for exempting eligible adults with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), F.S.

Recommendation B3:

Adopt a policy addressing procedures for exempting eligible adults with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), F.S.

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

- The AE and CTE programs are composed of experienced and knowledgeable teachers and staff that are passionate about their respective programs.
- Teachers and instructors possess the required certifications and/or education to properly instruct their classrooms.
- Technology is integrated into the teaching and learning process.
- Many programs offer students a blend of instructional, practical and hands on experience.
- Faculty meet regularly with their advisory boards to ensure that students are learning with up to date equipment that mimics what is used in the field.

- The team observed a variety of instruction taking place: group learning, lectures, individualized instruction via computer/software and textbook reviews.
- The equipment and teaching materials used in the classrooms are current and adequate for the number of students.
- CTE and AE programs are offered in multiple locations throughout Pinellas County.

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

- All equipment purchased with grant funding is inventoried annually.
- The inventory contained all the required elements as identified in the Education Department General Administrative Regulations (EDGAR).
- A complete and thorough process for purchasing and disposing of equipment was explained to the FDOE team.
- The district has an established process for determining the equipment needs of teachers.
- Teachers acknowledged that the district is great when it comes to providing them with adequate and up to date instructional equipment as needed.

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.

- Students receive individualized attention and instruction in class, when needed.
- Accommodations are readily available for students with self-declared disabilities.
- Classrooms have adequate space for students and equipment.
- The physical environment of the classes are inviting and conducive for learning.
- All visited campuses appear to be well maintained.
 - The grounds of Pinellas Job Corp are maintained solely by students of the school.
- Faculty and staff are dedicated to the success of their students.

FINDINGS AND RECOMMENDATIONS

Finding E1:

- Authority: Life Safety Code 101 (includes schools and colleges) Florida Fire Authority Prevention Code, National Fire Protection Association 1 (NFPA1)- Chapter 60 and 66
 - An agribusiness classroom at Lakewood High School has a safety violation not in accordance with federal law. An extension cord plugged into an electrical receptacle hanging from the roof was observed during a classroom observation.

Recommendation E1: Assure that extension cords are out of the way of students and individuals who may trip over them or inadvertently be electrocuted.

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.

- 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 850-245-9556.

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.

- District policies and procedures
- Student registration and enrollment forms
- Student handbook and code of conduct
- Staff employee handbook
- Program course standards
- Curriculum frameworks
- School board policy acknowledgment
- Schedule of classes
- Promotional program brochures
- AE and CTE equipment inventory
- Student records
- List of dual enrolled students for fall 2015
- School Board policies on student progression plans
- School Board policies on dual enrollment
- Articulation agreements
- Financial records
- Travel records
- Purchasing records
- Verification of student industry certifications
- Verification of OCPs
- Verification of AGE Completers
- Organizational chart

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.

- Purchasing procedures are in place and are being followed.
- The team reviewed purchase orders that showed a clear and concise process of tracking orders from start to finish.
- The team reviewed travel orders that showed the step by step process utilized when approving staff travel.
- An approval process for expenditures is currently in place and is being followed.
- Documentation for purchasing and inventory were reviewed.
- Financial records were thorough, precise and provided a clear overview of the fiscal process.

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

PCSD collaborations exist with the following:

- Career Source
- Youth Connect
- Job Corps
- Tampa Urban League
- Duke Energy
- Numerous community health organizations

J. PERKINS LOCAL PROGRAM IMPROVEMENT PLAN – A Perkins local Program Improvement Plan (PIP) is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

**A local Program Improvement Plan (PIP) was required for the performance indicators that did not meet at least 90% of each agreed upon target and is included in the grant.*

- Perkins core measures were discussed with the CTE administrators for measures in which 90% attainment of each agreed upon target was not satisfied.

Secondary Measures:

- In 2013-14 the agency met or exceeded all secondary measures, therefore a PIP was not required.

Postsecondary Measures:

- In 2013-14 the agency met or exceeded all postsecondary measures except for the following, therefore a PIP was required:
 - 5A2 Non-traditional completion: Local Actual 43.43% vs. Local Agreed 55.91%
 - The PIP was reviewed and discussed during the visit to PCSD with the CTE program administrator, and efforts are being made to meet or exceed all measures. After the review we determined that the strategies contained in the plan were verifiable during the visit.

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

- Students in the Pinellas County School District represent diverse cultures, backgrounds and ages.
- Counselors always make sure that information regarding financial aid and other resources are readily available for students.
- Students are excited about their respective programs, and are looking forward to exploring opportunities in the job fields they are learning.
- Students spoke very highly of teachers, counselors and the administration.
- Students are thankful for the individualized instruction that they receive from their teachers.
- Students expressed pride in their programs.
- Students acknowledged that the time and location of the programs are convenient.
- Students are extremely proud to participate in numerous academic competitions throughout the school year.
- Students stated that teachers and counselors do a great job of ensuring that students are aware of all requirements for graduation and/or earning an industry certification.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

Corrective Action Plan – The Pinellas County School District is required to complete a Corrective Action Plan.

ADULT EDUCATION

Corrective Action Plan – The Pinellas County School District is not required to complete a Corrective Action Plan.

IX. 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, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-du/compliance>.

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

On behalf of the department, the monitoring team extends our appreciation to all participants in the Pinellas County School District onsite monitoring visit. Special thanks are offered to Mr. Mark Hunt, Ms. Rita Tomaselli, Ms. Regina Caton and Ms. Margaret Paynter for their participation and leadership during this process.

APPENDIX A

Pinellas County School District
Adult Education and Family Literacy
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: PINELLAS COUNTY DISTRICT SCHOOL BOARD					
Program type: ADULT EDUCATION					
Target Year: 2013-2014					
Monitoring Year: 2015-2016					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	5	<u>X 8</u>	40
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					166

*Compliance monitoring last visit: AE, Spring 2012

*Data sources used for calculations: Prior to July 1, 2014

Pinellas County School District
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: PINELLAS COUNTY DISTRICT SCHOOL BOARD					
Program type: CAREER AND TECHNICAL EDUCATION					
Target Year: 2013-2014					
Monitoring Year: 2015-2016					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total Perkins Budget Allocated Value	Upper Quartile	7	7	<u>X 10</u>	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	<u>X 8</u>	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	0	<u>X 6</u>	0
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					150

*Compliance monitoring last visit: CTE, Spring 2012

*Data sources used for calculations: Prior to July 1, 2014

APPENDIX B

Pinellas County School District
Resolution Action Plan

Corrective Action(s) and/or Action(s)	Action or Strategy to Address Findings or Concerns	Agency Response	Person Responsible	Projected Date of Completion
Corrective Action (finding):				
<p>Finding B1: Statutory authority section 1007.271(3), Florida Statutes (F.S.), - Student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses must include a 2.0 unweighted high school GPA. Exceptions to the required grade point averages may be granted on an individual student basis if the educational entities agree and the terms of the agreement are contained within the dual enrollment articulation agreement established pursuant to S.1007.271(21), F.S.</p>	<p>Recommendation B1: Increase student eligibility requirements for initial and continued enrollment in career certificate dual enrollment courses to include an unweighted high school grade point average of 2.0 as required by Florida Statute. Exceptions to the enrollment articulation agreement would need to be treated using the same method as any other articulation agreement needing district approval.</p>	<p>The articulation agreement requirement was not interpreted to mean and agreement between a district board and the post secondary institution operated by that same board. An articulation agreement is being developed and will be submitted to the district school board in May 2016.</p> <p>Some students were permitted to enter the dual enrollment opportunity with a GPA below 2.0 in an effort to encourage better performance and to connect students to a post secondary career pathway. This was done</p>	<p>Mark Hunt</p>	<p>June 1, 2016</p>

		<p>in an effort to expand opportunities to minority and disengaged students.</p> <p>Specific GPA requirements and possible exceptions will be part of the district articulation agreement with the district technical college under development.</p>		
<p>Finding B2: Statutory authority section 1004.91(2), F.S., Requirements for career education program basic skills. (2) Students who enroll in a program offered for career credit of 450 hours or more shall complete an entry-level examination within the first 6 weeks after admission into the program.</p> <p>Statutory authority section 1011.80 (10), F.S., Funds for operation of workforce education programs. (10) – A student may not be reported</p>	<p>Recommendation B2: Require students to complete an entry-level basic skills examination within the first 6 weeks after admission into CTE programs with a length of 450 hours or more unless the student has a valid exemption in State Board of Education Rule.</p>	<p>This element of statute was intended to identify adult students – no longer in school – that were in need of academic remediation in order to perform successfully in their chosen career field. High school dual enrolled students are concurrently engaged in academic preparation and must be on track for high school graduation to enter and remain in dual enrollment. Florida high school graduates are</p>	<p>Mark Hunt and school testing staff.</p>	<p>June 1, 2016</p>

<p>for funding in a dual enrollment workforce education program unless the student has completed the basic skills assessment pursuant to Section 1004.91.</p> <p>Statutory authority, Rule 6A- 10.040, Florida Administrative Code (F.A.C.), Basic Skills Requirements for Postsecondary Career and Technical Certificate Education. (1) Students who are enrolled in a postsecondary program offered for career education credit of 450 hours or more shall complete an entry-level basic skills examination within the first six (6) weeks after admission into the program.</p>		<p>exempt from the entrance testing requirement. Under this circumstance, dual enrolled students should be exempt from entrance testing.</p> <p>All current dual enrolled students are either completing the entrance testing requirement or are documenting concordant scores on appropriate exams for exemption.</p> <p>All future career dual enrolled students will meet the entrance testing requirement or provide documentation for concordant score exemptions as defined in the career dual enrollment articulation agreement.</p>		
<p>Finding B3: Statutory authority, Rule 6A- 10.040, F.A.C., Basic Skills</p>	<p>Recommendation B3: Adopt a policy addressing procedures for exempting eligible adults with disabilities from the basic skills</p>	<p>Appropriate policy will be implemented.</p>	<p>Mark Hunt</p>	<p>June 1, 2016.</p>

<p>Requirements for Postsecondary Career and Technical Certificate Education. (4) - Each school district and Florida college institution must adopt a policy addressing procedures for exempting eligible adults with disabilities from the basic skills exit requirements as permitted in Section 1004.91(3), F.S.</p>	<p>exit requirements as permitted in Section 1004.91(3), F.S.</p>			
<p>Finding E1: Authority: Life Safety Code 101 (includes schools and colleges) Florida Fire Authority Prevention Code, National Fire Protection Association 1 (NFPA1)- Chapter 60 and 66</p>	<p>Recommendation E1: Assure that exposed wires and extension cords are out of the way of students and individuals who may trip over them or inadvertently be electrocuted.</p>	<p>Discussed the concern and finding with Erin Savage, Lakewood High School Principal and Robert Hawkins, district content supervisor. Mrs. Savage will immediately discuss the concern with the teacher and the appropriate site-based personnel to reaffirm district policy prohibiting the use of electrical extension cords in a manner that could pose</p>	<p>Mark Hunt Erin Savage Robert Hawkins</p>	<p>June 1, 2016</p>

		<p>a possible trip or electrocution hazard. Mr. Hawkins will follow-up with the teacher to determine if additional training is necessary for the proper use of electrical extension cords and the district policies governing use of such.</p> <p>Collaborative efforts with Mrs. Savage, Mr. Hawkins and the Lakewood agribusiness teacher will determine if changes to the placement of electrical outlets in the agribusiness classroom/lab are warranted.</p>		
Plan submitted by (name and title): <u>Mark Hunt, Executive Director, Career, Technical and Adult Education</u>				
Date: <u>April 18, 2016</u>				
Plan accepted by: <u>Tashi D. Williams</u>				
Date: <u>April 20, 2016</u>				
Status of Action Plan (to be completed by DOE staff)				
Date:	Status of Plan Completion:			