



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

South Tech Charter Academy

April 24-26, 2019

Final Report

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Florida Department of Education
Division of Career and Adult Education

**South Tech Charter Academy
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 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 Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2018-2019 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 2018-19 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 Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider’s risk matrix score.

The monitoring strategy for South Tech Charter Academy (STA) was determined to be an onsite visit. Notification was sent to Mr. James Kidd, superintendent, South Tech Academy Charter School District, on November 19, 2018. The designated representative for the agency was Ms. Julie Stewart, administrator, Federal Grants and Support.

The onsite visit to the agency was conducted April 24-26, 2019. The two representatives of the division present during the visit were program specialists, Mrs. Christine Walsh and Mr. Michael Swift of the Quality Assurance and Compliance section.

V. SOUTH TECH CHARTER ACADEMY

ENROLLMENT:

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Secondary – 2,264

The provider was awarded the following grants for FY’s 2016-17, 2017-18 and 2018-19:

Finance

FY 2016-17

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins CTE Secondary	50D-1617A-7CS01	\$ 18,082.00	\$ 0.00

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins CTE Secondary	50D-1618A-8CS01	\$ 19,253.00	\$ 947.76

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>*Unexpended</u>
Perkins CTE Secondary	50D-1619B-9CS01	\$ 19,865.00	\$ N/A

* FY 2018-19 final project disbursement reports will not be available until the end of the program year

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

<http://www.southtechschools.org/index.html>

VI. MONITORING ACTIVITIES

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

Onsite Visits

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

- South Tech Charter Academy

Entrance and Exit Conferences

The entrance conference for STA was conducted on April 24, 2019. The exit conference was conducted on April 26, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
James R. Kidd	Superintendent	X	X
Jay Boggess	Deputy Superintendent	X	X
Eileen Turenne	Principal	X	X
Steven Kozak	Business & Community Partnership Liaison Officer	X	X
Julie Stewart	Administrator, Federal Grants and Support	X	X
Kathryn McInerney	Financial Officer	X	X
Josh Wigelsworth	Assitant Principal of Career & Technical Education	X	X
Tonya Thompson	Accounting Clerk	X	X
Marilyn Ruiz	Technology Coordinator		X
FDOE Monitoring Team			
Christine Walsh	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X

Interviews

Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 30 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.

- At the program level the STA team takes a hands-on approach in the management of all the CTE programs, with special attention to the Perkins funded Licensed Practical Nurse (LPN) program.
- The CTE coordinator and Perkins grant manager are closely involved with operations such as financial management, tracking of grant funds, program review and program oversight.

- STA has a designated position involved with community and local business outreach. This position is charged with establishing partnerships that will promote the success of STA and the CTE programs.
- STA offers opportunities for professional development. CTE administrators, instructors and data staff participate in training as required by their program area. New teachers are assigned a mentor and participate in a three year program designed to get the teacher off to a successful start.
- The STA leadership team has a good working relationship with the administrative and instructional staff. They demonstrated a well-organized and cohesive work environment during our visit.
- STA participates in several Palm Beach area Chambers of Commerce.
- No instances of fraudulent activity were discovered.

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

- STA utilizes the Focus® system to input student registration, attendance and grades.
- The Focus® system is in place for the collection, verification and submission of student data to FDOE.
- The STA data processor attends all Palm Beach County School District (sponsor district) data entry trainings and meetings.
- The sponsor district communicates with STA in regards to data element changes, system updates and when industry certification exam results and occupational completion point (OCP) achievements are due.
- STA has two data entry handbooks: These handbooks outline the data entry process and key elements on each screen.
- STA utilizes student and program data for program review, promotion, improvement and when considering the elimination or addition of programs and courses.
- During the review of the student data, the monitoring team noted that two OCPs and an industry certification were incorrectly awarded to students. It was also noted that industry certification assessment guidelines were not adhered to.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17. This is in direct violation of UGG 2 CFR 200.328 Monitoring and reporting program performance. STA had incorrectly awarded OCPs to two students. The first student was awarded OCP B for Digital Video Production 3. This student did not complete the required sequence of courses needed for this OCP. The second student was incorrectly awarded OCP A for Principles of Entrepreneurship. This student also did not complete the required sequence of courses needed for this OCP.
 - Corrective Action B1: CTE administration and data entry staff are to review the Reporting OCPs Training Module found at: <http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml> and send a memo to the FDOE team lead, Christine Walsh, attesting that the module has been reviewed including a signed list or sign in sheet of STA staff who participated in the training.

- Finding B2: The provider failed to accurately report student data in FY 2016-17. This is in direct violation of UGG 2 CFR 200.328 Monitoring and reporting program performance and State Board of Education Rule (SBER) 6A-6.0753 Industry Certification Process for program year (PY) 2016-17. It was determined that STA had incorrectly awarded and reported an industry certification. The data reviewed showed that an industry certification for Adobe Certified Associate (ACA) – Illustrator was incorrectly awarded to a student. Upon further review, it was noticed that: industry certification exams were retaken prior to the 20 day required waiting period to retake an exam, students had more than four attempts on an exam within a single program year and the inclusion of Microsoft® OneNote 2013 industry certification exam within the Microsoft® Bundle. This incorrect data directly affects the Technical Skill Attainment measure reported for Perkins. For the impact of the incorrect assessments reported for the industry certifications that earned Career and Professional Education (CAPE) funding, the issue has been referred to the Bureau of Budget, Accountability and Assessment.
 - Corrective Action B2: CTE administration and data entry staff are to review the Perkins Secondary Performance Measures Training Module found at: <http://www.fldoe.org/academics/career-adult-edu/professional-dev.shtml> and send a memo to the FDOE team lead, Christine Walsh, attesting that the module has been reviewed including a signed list or sign in sheet of STA staff who participated in the training.

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

- South Tech Charter School District has a technical high school and a middle school. They work collaboratively with the Palm Beach County School District to provide Continuing Workforce Education (CWE) and Adult Education (AE) classes.
- The CTE programs are supported by strong advisory committees and a school advisory committee. Both committees play pivotal roles in improving the quality of the CTE programs. These committees offer insight on current industry trends, current job outlooks and recommendations for industry specific equipment needs. Many of the advisory board participants also provide materials and equipment support for their program areas of interest.
- The agency struggles with enrollment of nontraditional students. The monitoring team discussed, with their leadership and administrative team, strategies for recruiting nontraditional students.
- STA will be starting a career dual enrollment program beginning with FY 2019-20 for their Marine, Auto and Culinary programs.
- STA uses social media platforms to advertise and advocate for their programs. They have four open house events a year, recruit via eighth grade visits to local middle schools, parent tours and telephone calls.
- STA uses a “Core Six Program,” to respond to the demands of the Common Core in English/Language Arts and reading. STA has also developed and implemented their own “Unified Reading Curriculum.” This has been a successful tool for them since its implementation in FY 2016-17.
- STA has articulation agreements with Palm Beach State College (PBSC) and Keiser University.
- STA is in partnership with CareerSource Palm Beach County.

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.

- STA uses the WASP® software for inventory purposes. The system electronically tracks inventory from the time an item is approved for purchase all the way through its useful life.
- STA requires that any technology purchases require the approval of their IT department to ensure that any proposed purchases can be supported.
- STA has a policy and procedure regarding new equipment requests, equipment safety and storage and disposal of old inventory.
- Equipment is inventoried annually and capitalized items over \$1,000 receive a numbered inventory identification tag, which assigns an asset number and tracks all inventory criteria set forth by EDGAR and the UGG.
- Technology and equipment are up to date and is being used specifically for CTE programs. The technology is integrated into the curriculum as required per program.
- There have been no instances of lost or stolen equipment in the last three years.

FINDING AND ACTION

- Finding D1: Upon review of the equipment, it was noted that two pieces of equipment: EKG Torso, Brown, W/blue bag: asset tag 100070095 (\$3,275); and Life/Form® Complete GERi Auscultation Manikin: asset tag 100070096 (\$4,318) were found in rooms other than what was noted on the inventory list. This is in violation of UGG §200.313, State Board of Education Rule (SBER) 69I-73.003, 69I-73.004 and 69I-73.006.
 - Corrective Action D1: STA is to add all the room numbers in which these pieces of equipment might be used or stored to the inventory list. This was corrected on site prior to the end of the visit. No further action is required.

E. 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 850-245-0511.

F. 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.

- Sample advisory committee minutes, agendas and sign-in sheets
- STA procurement and purchasing records
- Employee travel records
- STA policies and procedures for finance and procurement
- Data entry resources
- STA technology plan
- Student and employee handbooks
- Policies and procedures on inventory and equipment management
- Student records for verification of OCP and industry certification
- Internal control policies
- Policies on dual enrollment

- Memorandums of Understanding (MOUs) and articulation agreements
- Inventory records for all grant funded equipment purchases

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.

- The finance system utilized by the district is QuickBooks® Enterprise Solutions-Non-Profits 18.
- STA has financial policies and procedures in place to ensure the efficient cash management of CTE grant funds.
- Grant funded purchases and travel must go through an approval process prior to any grant funds being disbursed.
- The finance staff, CTE coordinator, purchasing staff and deputy superintendent represent the multiple tiers of checks and balances that a purchase must go through before it is approved.
- With the QuickBooks® system, the grant manager and CTE coordinator are able to access real time reports of all grant expenditures.
- A local expenditure report is completed monthly to monitor grant spending. Members of the STA team meet weekly and then the entire STA CTE team meets quarterly, including the Superintendent, to review program and budget status.
- Purchase orders and travel records were reviewed and found to be in compliance with the UGG and Green Book.
- The approved grant budget was reviewed and found to be consistent with the final DOE 399 submitted for both FY 2016-17 and FY 2017-18.

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.

- STA has collaborations within the local business community. They often offer additional educational and job experiences to students attending STA. The list of partners include, but are not limited to:
 - City of Boynton Beach
 - Palm Beach County School District
 - Virginia & Harvey Kimmel Family Foundation
 - Milagro Center
 - Ed Morse Auto Group
 - Harley Davidson of West Palm Beach
 - Palm Beach County Fleet
 - CareerSource Palm Beach County
 - Palm Beach State College
 - Marine Industry Association of Palm Beach County

I. PERKINS LOCAL PROGRAM IMPROVEMENT PLAN: A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

Secondary Performance Indicators 2016-17

In 2016-17, the agency met or exceeded all secondary measures except for the following. Therefore, a PIP was required:

- 6S1 Non-traditional Enrollment: Local Actual of %26.64 vs. Local Agreed of %40.02

J. PROGRAMS OF STUDY:

Implementation of Programs of Study

As part of the division assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to STA, Bruce Harrington and Lee Chipps-Walton of the Federal and State Initiatives (FSI) section of the Division discussed via a conference call, the submitted narrative and materials on POS with STA staff on April 24, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study 2016-17 school year: Practical Nursing

Program Identification and Oversight

Advisory Board

- The advisory board for the Practical Nursing program meets quarterly at a minimum and more if possible. The board usually meets in October, December, February, and April.
- The board includes members from Harbour's Edge and Barrington Terrace (their primary clinical sites) and other industry professionals.
- The school relies on the advisory board for input on what skills, knowledge, and credentials students need to prepare for the workplace, for example, soft skills addressing tardiness, attendance, dress code and professionalism.

Program Design and Review

- The Practical Nursing program is a key career academy for STA, and is one of only a select number of secondary LPN programs left in the county.
- A suggestion to do away with the program a few years ago was countered with input from industry that the program was still beneficial at the secondary level.
- The program meets cutting edge of industry standards, for example, the program now includes electronic medical records.
- The program offers clinical experiences, including the opportunities for students to administer certain medications, provide injections, and take vital signs.
- The junior year is the first year of LPN. Seniors receive training in leadership and management roles.
- The program review process includes examining the FDOE Curriculum Frameworks.
- LPN was the highest level of medical education they could offer at the secondary level.
- In addition to LPN, the school offers Nursing Assistant and Home Health Aide programs, making three levels of patient care. They also offer other health care related programs that meet labor market demand and offer industry-recognized certifications, like Emergency Medical Responder and EKG technician. STA reports that local hospitals are ready to hire program completers right out of high school to a variety of positions and that these programs prepare students for health care leadership roles.
- In general, the school utilizes CareerSource Palm Beach County data to ensure that their programs meet labor market demand, in addition to the input from their advisory boards.

Articulation

- Local credit articulation agreements are in place with both Keiser University and PBSC. Some of these articulation agreements with PBSC and Keiser University allow students to receive articulated credit after course completion, which demonstrates a significant degree of alignment and trust in the quality of STA’s programs.
- They are looking to expand dual enrollment opportunities with PBSC.
- STA reports that their Health Science students are accepted readily by Keiser University and PBSC because they are well prepared.
- Staff meets annually with the Dean of Health Care programs at PBSC to crosswalk curriculum. Foundations at the secondary level is aligned with what they require at PBSC.

Outcomes

- Most students in the program move on to college or university.
- Staff reports that roughly 25% head to PBSC and roughly 75% move on to universities such as Florida Atlantic and University of Miami.
- In 2017-18 school year, STA had a 98% graduation rate. That same year, 95% of students graduated with accelerated credit or an industry certification.
- In 2018-19, STA students earned 707 industry certifications.

Areas of Success, Innovation and Challenge

- STA operates by a philosophy that students need “real skills” to succeed in careers and that college is one means to career success, but not the only.
- Each year the school holds a South Tech School Summit, inviting legislators, mayors, presidents of colleges, business leaders, etc. to talk about vision and career success.
- When asked about challenges, staff indicated that meeting the Perkins target performance levels for Non-Traditional Enrollment continues to be difficult, given that many of STCA’s programs are categorized as non-traditional.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Resolution Action Plan – STA is required to complete a CTE Resolution Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. 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-edu/compliance>.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the STA onsite monitoring visit. Special thanks is offered to Ms. Julie Stewart for her participation and leadership during this process.

APPENDIX A
 South Tech Charter Academy
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: SOUTH TECH CHARTER ACADEMY, INC					
Program type: CTE					
Target Year: 2016-2017					
Monitoring Year: 2018-2019					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	1	<u>X8</u>	8
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	<u>X 8</u>	8
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	0	<u>X 6</u>	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	0	<u>X 4</u>	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	0	<u>X 4</u>	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					170

Data sources used for calculations: Prior to July 1, 2017

APPENDIX B

South Tech Charter Academy Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2016-17. This is in direct violation of UGG 2 CFR 200.328 Monitoring and reporting program performance. STA had incorrectly awarded OCPs to two students. The first student was awarded OCP B for Digital Video Production 3. This student did not complete the required sequence of courses needed for this OCP. The second student was incorrectly awarded OCP A for Principles of Entrepreneurship. This student also did not complete the required sequence of courses needed for this OCP.</p>	<p>Corrective Action B1: CTE administration and data entry staff are to review the Reporting OCPs Training Module found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead, Christine Walsh, attesting that the module has been reviewed including a signed list or sign in sheet of STA staff who participated in the training.</p>	<p>Corrective Action B1: CTE administration and data entry staff will review the Reporting OCPs Training Module found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead, Christine Walsh, attesting that the module has been reviewed including a signed list or sign in sheet of STA staff who participated in the training.</p>	<p>John-Anthony Boggess Deputy Superintendent</p>	<p>July 20, 2019</p>
<p>Finding B2: The provider failed to accurately report student data in FY 2016-17. This is in direct violation of UGG 2 CFR 200.328 Monitoring and reporting program performance and State Board of Education Rule (SBER) 6A-6.0753 Industry Certification Process for program year (PY) 2016-17. It was determined that STA had incorrectly awarded and reported an industry certification. The data reviewed showed that an industry certification for Adobe Certified Associate (ACA) – Illustrator was incorrectly awarded to a student. Upon further review, it was noticed that: industry certification exams were retaken prior to the 20 day</p>	<p>Corrective Action B2: CTE administration and data entry staff are to review the Perkins Secondary Performance Measures Training Module found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead, Christine Walsh, attesting that the module has been reviewed including a signed list or sign in sheet of STA staff who participated in the training.</p>	<p>Corrective Action B2: CTE administration and data entry staff will review the Perkins Secondary Performance Measures Training Module found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead, Christine Walsh, attesting that the module has been reviewed including a signed list or sign in sheet of STA staff who participated in the training.</p>	<p>John-Anthony Boggess Deputy Superintendent</p>	<p>July 20, 2019</p>

<p>required waiting period to retake an exam, students had more than four attempts on an exam within a single program year and the inclusion of Microsoft® OneNote 2013 industry certification exam within the Microsoft® Bundle. This incorrect data directly affects the Technical Skill Attainment measure reported for Perkins. For the impact of the incorrect assessments reported for the industry certifications that earned Career and Professional Education (CAPE) funding, the issue has been referred to the Bureau of Budget, Accountability and Assessment.</p> <p>Finding D1: Upon review of the equipment, it was noted that two pieces of equipment: EKG Torso, Brown, W/blue bag: asset tag 100070095 (\$3,275); and Life/Form® Complete GERi Auscultation Manikin: asset tag 100070096 (\$4,318) were found in rooms other than what was noted on the inventory list. This is in violation of UGG §200.313, State Board of Education Rule (SBER) 69I-73.003, 69I-73.004 and 69I-73.006.</p>	<p>Action D1: STA is to add all the room numbers in which these pieces of equipment might be used or stored to the inventory list. This was corrected on site prior to the end of the visit. No further action is required.</p>	<p>Action D1: STA has added all the room numbers in which these pieces of equipment might be used or stored to the inventory list. This was corrected on site prior to the end of the visit. No further action is required.</p>	<p>Marilyn Ruiz Technology Specialist and Support Administrator</p>	<p>April 26, 2019</p>
<p>Plan submitted by (name and title): John-Anthony Boggess, Deputy Superintendent of SouthTech Schools</p>		<p>Date: June 25, 2019</p>		
<p>Plan accepted by: Christine Walsh</p>		<p>Date: June 26, 2019</p>		
<p>Status of Action Plan (to be completed by FDOE staff):</p>				
<p>Date:</p>		<p>Status of Plan Completion:</p>		

ATTACHMENT A

SouthTech Charter Academy

SouthTech Academy (STA) is an A-rated, career/technical high school, which is a part of SouthTech Schools, a charter system of schools located in Boynton Beach, Florida and serving students in grades 6-12. SouthTech's mission is to prepare students for work, higher education and productive citizenship. STA has been a part of Palm Beach County Public Schools for more than 40 years with deep roots in its community and a foundation built upon career and technical training (www.southtechschools.org). STA became a conversion charter school over 15 years ago, when the local school district chose to relinquish career and technical education (CTE) programs in its grades 9-12 to the community college. Since that time, the School has operated out of its original 50-year old facility, educating students who are 90% minority, 90% economically disadvantaged and 18% special needs.

SouthTech Academy serves approximately 1050 students and has a demonstrated history of success consistently striving to improve its academic and CTE integrated curricula. Of particular note is the LEA's Graduation Rate of 97.8% for 2017-18. This is up 2% over a three-year period. Moreover, when disaggregating the graduation data, we find that each subgroup subgroup outperformed the District and the State composites for the last three years. The school also boasts a 2018 college and career readiness rating of 98% (based upon industry certifications, dual enrollment and advanced placement credits), up 24% over three years. STA offers 13 different career academies, which can result in over 32 unique industry certifications. Students earned more than 780 industry certifications or licenses this past school year. When examining three-year trend data, at SouthTech Academy, students continue to outperform the State proficiency levels in mathematics, science and social studies with mathematics leading the way with a 20% increase during that time period. The only minority performance gap at STA, in mathematics, is significantly smaller than it is for both the Palm Beach County School District and the State. In all other core content areas, there is no minority performance gap.

The Charter LEA has been under the watchful eye of the same superintendent since SouthTech Academy converted to charter status in 2003. As the system continued to develop and expand, becoming a Charter LEA in 2016, the LEA leadership has remained consistent and focused on its mission. Supported by a strong and involved Board of Directors, LEA and School Leadership have the advantage of a very manageable number of schools and a relatively small student population supported by a dedicated faculty and staff. All faculty members at STA benefit from the staff-driven Professional Learning Communities (PLCs) established three years ago – in line with positive academic results noted in the trend data. Both faculty and administration have worked diligently to address the underlying issues of staffing and academic performance through PLC approach to professional development and mentorship. As a Charter LEA, key leadership roles have been created and/or enhanced to support anticipated growth and challenges. A clear

administrative hierarchy now provides a better support system for all staff. Of the two 2018-19 Faculty/Staff Surveys, 95% agreed or strongly agreed that administration has created and supports a culture of academic achievement, with 85% confirming the LEA recruits and retains effective or highly effective teachers. School administrators and faculty leaders empower staff to embrace research-proven strategies through the PLC process and support all efforts to improve the teaching and learning experience for students. School and LEA administration also participate in the PLC process to be able to strategically support teachers in their endeavors and provide the necessary feedback and encouragement needed to strengthen student achievement. CTE faculty members are an integral part of the Academy's PLC structure for professional development. This interaction fosters an on-going dialog among all faculty in helping to integrate both curricula and pedagogy to benefit all students. Further, PLCs help to promote reading in the content area, especially involving technical reading within career pathways to develop more competent readers able to succeed in the work force. As a result of teachers employing these strategies in multiple classes, both core academic and career technical courses benefit. Constant exposure reinforces these concepts until students infuse them into their daily approach to learning. Students' literacy skills are strengthened supporting both developmental and technical readers. Additionally, students continue to develop critical communication skills necessary for any career choice.

By being true to the school's mission and leveraging a strong network of collaboration including industry-supported advisory boards, partnering businesses and our local workforce board, The LEA endeavors to select programs of sufficient scope and demand to serve its students. These groups provide a variety of support from recommending materials and equipment to incorporation of the latest trends and procedures. They advise faculty on specific areas of focus and on refining their content to best address industry standards. Specific to the current Program of Study (POS) in Practical Nursing, SouthTech Academy administration and program staff hold annual articulation meetings with post-secondary institutions for the purpose of reviewing program components, coursework and practical experience. These meetings help STA refine the scope and sequence of the various components in order to better meet the needs and requirements of the industry and post-secondary programs.

Each fall, area business, civic, workforce and post-secondary representatives are invited to participate in a summit highlighting the 13 different academies at SouthTech Schools. The underlying goal is to develop working relationships with these various groups in order to pursue more dynamic connections that lead to STA students having the opportunity to gain from experiential learning. These representatives learn about the LEA's programs and see first-hand results of what they produce. Moreover, it opens the door for open and frank discussions regarding the needs of local business and industry and how the LEA can better prepare graduates for assimilation in the current work environments. Especially, helpful in recruiting other businesses to offer experiential learning opportunities are testimonials from those local businesses that already offer work-based learning for SouthTech students.

SouthTech also provides a comprehensive array of programs and services designed around students who are looking to re-enter the work force, or acquire new skills that will afford them better employment opportunities. SouthTech offers flexible schedules, career counseling and evening adult programs in a variety of skilled and high demand occupations with most culminating in *industry certification* and job placement. The attainment of occupational skills is based upon strong experiential learning in a highly interactive and engaging environment. Students demonstrate the requisite skills that will result in certification for their chosen profession using industry-rated tools and equipment. SouthTech supports its special needs populations with a variety of options through *Adult and Supportive Employment* programs. These are augmented through partnerships with five other community agencies: Habilitation Center for the Handicapped, Palm Beach Habilitation Center, ARC, Jeff Industries, and Seagull Industries. Another option, CORE (Career Opportunities and Related Opportunities) is an innovative program that targets students who are ages 18-22 and is structured to incorporate academics, employment skills, and life skills with work readiness preparation through mainstreaming the student in an appropriate career academy.