



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

St. Lucie County School District

March 11-13, 2019

Final Report

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Florida Department of Education
Division of Career and Adult Education

**St. Lucie County School District
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 St. Lucie County School District (SLCSD) was determined to be an onsite visit. Notification was sent to Mr. E. Wayne Gent, superintendent, St. Lucie County School District on November 19, 2018. The designated representative for the agency was Ms. Aliesha Seitz, director, Career and Technical Education.

The onsite visit to the agency was conducted March 11-13, 2019. The three representatives of the division present during the visit were program specialists, Mr. Andrew Goldsmith, Mrs. Christine Walsh and Mr. Tashi Williams, director, of the Quality Assurance and Compliance section.

V. ST. LUCIE COUNTY SCHOOL DISTRICT

ENROLLMENT:

Fiscal Year (FY) 2016-17

CTE (possible duplication at program level): Secondary – 11,261

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	560-1617A-7CS01	\$ 452,855.00	\$ 18,213.14

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins CTE Secondary	560-1618A-8CS01	\$ 470,727.00	\$ 228.37

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>*Unexpended</u>
Perkins CTE Secondary	560-1619B-9CS01	\$ 475,987.00	\$ 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:

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

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:

- St. Lucie County School District Transportation Office
- St. Lucie West Centennial High School
- Treasure Coast High School
- Port Saint Lucie High School
- West Gate K-8 School

Entrance and Exit Conferences

The entrance conference for SLCSO was conducted on March 11, 2019. The exit conference was conducted on March 13, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Aliesha Seitz	Director, CTE	X	X
Leinitia Robinson	Career Specialist, CTE	X	X
Dana Caputo	Career Specialist, CTE	X	X
Keron Belgraves	Career Specialist, CTE	X	X
Helen Wild	CAO, CTE	X	X
FDOE Monitoring Team			
Tashi Williams	Director, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X
Andrew Goldsmith	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.

- SLCSO offers 37 CTE programs to prepare students for college and the workforce.
- The CTE director and administrative staff work closely with the FDOE grant manager.
- CTE leadership and staff have good intercommunication and coordination; including support from the district superintendent.
- The relationship between the CTE program and the business community is strong.
- Professional development training is available for CTE staff and instructors.
- CTE administration reviews programs for effectiveness and adapts program offerings based on the needs of the business community.

- CTE administration and staff utilize Power BI® software which offers at-a-glance program statistics.
- CTE administration and staff work with traditional, and non-traditional, advisory councils to ensure programs align with local business needs.
- No instances of fraudulent activity were discovered.
- Frontline® software is utilized to provide opportunities for professional development for CTE staff.

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.

- The district utilizes Skyward® software for the collection and review of student data and attendance.
- Naviance® software is used to keep students on a path for certification and program completion.
- Reporting errors are reviewed during FDOE survey submissions and at the end of the year Survey 5 submission.
- Data entry training is available for staff; including administrators and instructors.
- District utilizes student data to evaluate program effectiveness and needs as well as help with program marketing.
- Student data is utilized to identify deficiencies in student OCP attainment, instructor effectiveness and program effectiveness.
- CTE student data was reviewed for accuracy.
- The district utilizes Skyward® software for most of their administrative needs from procurement records, student records, curriculum, data and more.
- The district utilizes the Naviance® software to ensure that students are able to plan their academic path and it allows school counselors to effectively work with students to help them learn about CTE programs and certifications.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that SLCS D has given a student an occupational completion point (OCP) when that student had failed both the first and second semesters of Digital Information Technology thus not completing the requirements for OCP A.
 - Corrective Action B1: CTE administration and data entry staff are to review the Secondary CTE Training Modules found at: <http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml> and send a memo to the FDOE team lead attesting that the modules have been reviewed and a signed list of SLCS D staff who have reviewed them.

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

- The school guidance counselors are provided training on the CTE program offerings as well as the Naviance® software which is useful to help plan academic paths including CTE certifications and college enrollment.

- Students with disabilities are encouraged to participate in CTE programs. The district is not aware of any students with disabilities being denied access to a program.
- Curriculum and instruction are driven by evaluations of existing programs as well as input from advisory councils and from reaching out to other CTE program administrators.

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.

- There are no reports of lost or stolen equipment.
- Inventory can be received at a central location or directly delivered to classrooms.
- The district has policies and procedures in place to request, purchase, and inventory equipment. Capitalized equipment requires asset tags and there is an annual review of all inventory.

FINDING AND ACTION

- Finding D1: At West Gate K-8 School inventory item had an incorrect asset number (transposed number, typo). At West Gate two inventory items had an incorrect asset number; Two - Microsoft Surface Pro's (\$1,350 each). At St. Lucie West Centennial High School 2 inventory items, 10-burner range (\$8,653.40), hospital bed (\$1,100), had no asset tag. This is in violation of 2 C.F.R 200, UGG §200.313 and Rule 961-72.003, Florida Administrative Code, Recording of Property.
 - Corrective action D1: Items that were missing asset identification tags, or that had incorrect asset tags, will be re-tagged and/or engraved, and pictures of each item mentioned above will be sent to the FDOE team lead for verification.

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
- District procurement/purchasing records
- Employee travel records
- District policies and procedures for finance and procurement
- Data resource manual
- District technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Student data records
- Internal control policies
- Policies on dual enrollment

- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- District and program sponsored training and records – sign in sheets, agendas, etc.
- 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 district’s FDOE 399 final project disbursement reports were reviewed for accuracy and congruence with the grants.
- The district uses the FDOE Redbook and Greenbook for guidance on purchasing and financial management.
- The CTE director reviews the spending reports on a regular basis and communicates with their financial and management areas to ensure coordination and good planning.
- Purchases from \$8,000 to \$50,000 require three quotes unless there is an existing pre-negotiated contract where prices are locked in.
- The CTE director has expressed that there has been an attempt to align spending with the initial grant and avoid drafting amendments. Guidance was provided that amendments would be a best practice.

FINDING AND ACTION

- Finding G1: During the review it was noted that the project disbursement reports (399’s) for CTE were not consistent with the original grant budget. The addition of unapproved object codes is in violation of the UGG 200.308(b) Revision of budget and program plan, UGG 200.331(2) Requirements for pass-through entities and the FDOE Green Book section B, Reason for Amendment.

The following object codes were added without an amendment:

1. In the 2017-2018 399 project disbursement report line items function code 5300, object codes 691 and 692, for Software over \$1000 (\$1,321) and Software under \$1000 (\$295).
 2. In the 2016-2017 399 project disbursement report, line item function code 6300, object code 691, Software over \$1000 (\$3,684.75).
- Corrective Action G1: SLCSO is to complete corrected 399 project disbursement reports, including corrections for dates, original grant amounts, corrected function codes and object codes, for the 2016-2017 and 2017-2018 fiscal years, and submit them to the team lead. SLCSO will write a policy procedure to ensure that grant spending and reporting are correct moving forward. A copy of this policy procedure is to be sent to the team lead for documentation.

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.

- SLCSO participates in the Research Coast Career Pathways Consortium which consists of Indian River State College and all of the school districts in its service area.
- SLCSO has numerous collaborations within the local business community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
 - Keiser University

- Indian River State College
- Main Street Fort Pierce
- Economic Development Council (EDC)
- CareerSource
- Treasure Coast Builders Association
- Treasure Coast Manufacturers Association
- ABC Medical
- Cleveland Clinic
- St. Lucie County Chamber/Commissioners- Public Safety

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.

- The district has a program improvement plan for their academic reading attainment. District administration responds that the new Florida Standards Assessments and changing demographics contribute to those challenges.

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:

- 1S1 Academic Attainment-Reading: Local Actual of 77.24% vs. Local Agreed of 86.15%

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 SLCSO, Lee Chipps-Walton and Heather Conley of the Federal and State Initiatives (FSI) section of the division discussed via a conference call, submitted narrative and materials on POS with SLCSO staff on March 12, 2019. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study 2016-17 school year: Automation and Production Technology (secondary), Electronics Engineering Technology AS (postsecondary) *(replaced by Advanced Manufacturing Technology and Applied Engineering Technology)*

Program Identification and Oversight

- To identify a POS, SLCSO reviews the Statewide Demand Occupations List (DOL) and/or regional DOL.
- Partners involved with POS development and implementation include CareerSource Research Coast, EDC and the Treasure Coast Manufacturing Council.
- A task force was formed and their skills gap analysis showed areas of need in their region: construction, healthcare and marine technology. The task force is a group of industry partners, CareerSource, IRSC, deans, and vice presidents.

Advisory Boards

- In 2016-17, SLCSO did not have formal advisory boards. A proxy for the formal advisory board was their connection to their regional workforce development board as well as their EDC, CareerSource, and local businesses.
- Their push towards developing formal advisory boards began with manufacturing. Starting in 2018-19, they have now gone back to formal advisory board activities.
- SLCSO stated their new advisory board for manufacturing meets once a month, and includes the area building association, automotive, carpentry, and architecture representatives.

Program Design

Program Content

- The agency works on academic integration by fostering communication at the school level. The ninth grade guidance counselors and assistant principals meet for 30 minutes every month. They bring curriculum framework crosswalks and have speakers that tie into the curriculums.
- Several years ago the agency started doing bus tours with the local EDC where counselors and instructors would visit local construction businesses to build awareness of industry practices and needs. This has opened eyes and influences their program content. They are now conducting their fifth counselor bus tour, and have added more skilled trades and healthcare businesses to the tour offerings.

Secondary-Postsecondary Alignment

- Relating to alignment, SLCSO relies on the FDOE curriculum frameworks and partners with IRSC to ensure the sequence of courses align from secondary to postsecondary. They look at identifying programs they want to articulate from secondary, then they look at which courses align from secondary into postsecondary programs.
- Efforts that assist them with alignment include students and counselors visiting IRSC. This shows them the entire pathway and aid in counseling. They get to experience hands-on activities and demonstrations, like lasers, robotics, and pharmaceuticals.
- SLCSO also has middle school students visit career academies at high schools. They counsel students on what pathways are available into college.
- SLCSO conducts many high school student visits to IRSC where they provide pathway and career information. This program is called Great Explorations. It is between 600-700 students each year. Students pick and visit three programs.
- IRSC staff separately visit the High School academies. There they dive deeper into tools and content and experience hands-on activities to foster better communication between the secondary and postsecondary partners.

Articulation and Credentials

- Using both local and statewide articulation agreements, they look at the curriculum frameworks and develop articulation through their partnership with IRSC. They both want to build a talent pipeline from secondary through IRSC. They are currently working on a robotics articulation.
- When considering industry certifications, they look at what is listed in the CAPE funding list. Then, they try to align that list with curriculum frameworks. They look to see if they can match five certification test specifications with five standards/benchmarks within the curriculum framework. They also get industry and business input for choosing certifications.
- The Manufacturing Skill Standards Council (MSSC) certification was identified by business partners and their advisory board. Local manufacturers support that credential; it's

- challenging and the exam is broken into four parts, extending over two years. They also received feedback from local businesses that AutoCAD certification is now desired.
- The District has a local vocational certification for its educators. It is based on work experience years, engineering degree, and meets the criteria laid out in the curriculum framework.
 - To encourage the earning of credentials at a postsecondary level, IRSC started the *Men of Color* initiative which sets up participants with a mentor, and they visit class lectures. They now also have the *Women of Color* initiative to assist in closing gaps in enrollment and retention.
 - One effort SLCSD utilizes to encourage students to obtain stackable credentials is the *Lincoln Park Initiative* grant program. They work with CareerSource to offer apprenticeships for manufacturing toward gaining industry certifications in this low income area of the district. It also helps with the Certified Nursing Assistant (CNA) certification. The grant is looking to prepare students for the workforce and is focusing on jobs identified in their skills gap analysis.

Work-Based Learning

- SLCSD has a manufacturing “Bootcamp.” It’s a six week program that had 21 senior students last year in that carpentry lab. The Bootcamp is sponsored by the EDC. Of those 21, 17 students gained employment from that camp. They are also enrolling into postsecondary apprenticeship. They have one student from 2016-17 in IRSC’s welding program.
- CareerSource offers multiple opportunities for work-based learning. They use WIOA funding for postsecondary work-based learning. CareerSource offers a Summer of Success program for 16-21 year old students, employing about 120 students each summer for up to 32 hours per week. It is a six week program that has two weeks of soft skills/employability training; then, the students go into the job, earning \$8.10 per hour.
- SLCSD met with the head of facilities and maintenance at IRSC to set up HVAC, welding, electrical and plumbing work-based learning. They had 20-30 positions in areas of need that were aligned with the local skills gap analysis. Facilities and maintenance staff at IRSC visits SLCSD classrooms. These visits also boost student enrollment in Summer of Success because of their recruitment efforts.

Program Review

- Partners involved with SLCSD’s program reviews are the EDC, CareerSource and St. Lucie County’s Workforce Readiness Committee.
- The members of the task force who conducted the skills gap analysis for the district also contribute to the program review.

Program Placement & Outcomes

- SLCSD uses a National Student Clearing House built by vendor Naviance® to track seven years of alumni data and provide them student level reports.
- IRSC uses a Decision Support System of software that tracks all regional CTE program completers as well as the articulated credit and enrollment of those students.
- The district attempts to increase non-traditional enrollment through strategic marketing, much of which is done through counselors. To aid this, the district takes guidance counselors on bus tours to postsecondary and industry partners to better understand the opportunities available locally.
- They also bring in industry and postsecondary speakers, such as to their Career Reality Fairs.
- They use testimonial videos from a diverse set of students, and are intentional about including females. They have female speakers at freshman walkthrough tours of their career academies.

- They also are intentional about raising awareness of scholarship opportunities for underrepresented groups.

Areas of Success and Challenge

Areas of Success

- SLCSO works with CareerSource Research Coast on the Florida east coast version of “State of Jobs Conference.” They brought 300 students to this Conference to present pathways from manufacturing, healthcare and skilled trades. This event exposed the students to financial aid and pathways opportunities.
- In addition, SLCSO has assisted neighboring districts in their replication efforts to undertake bus tours in several career pathways for their respective counselors and students.
- They are also planning to continue with their successful Boot Camps to help students learn about local industry, while gaining employability skills and ultimately employment.

Challenges

- SLCSO staff on the call shared that some of their students have had difficulty passing certifications. SLCSO utilizes a number of strategies to increase certification passage rates. This includes analyzing which sections of the certification exam had the lowest scores. For some students the real obstacles is with literacy and not CTE content.
- To facilitate the acquisition of reading comprehension, SLCSO has been a part of efforts to have English teachers collaborate with CTE teachers on integrating English content into programs, like criminal justice.
- Also, when the district begins to form a relationship with local industry, they want to gather information and data from our FDOE website. They currently find it difficult to navigate and retrieve this information, including CAPE related technical assistance papers. They suggested those documents could be better promoted at the beginning of the school year, and legislation/policy effective dates be more easily found on FDOE webpages.

XIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Resolution Action Plan – SLCSO 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 SLCSO onsite monitoring visit. Special thanks is offered to Ms. Aliesha Seitz for her participation and leadership during this process.

APPENDIX A

St. Lucie 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: ST. LUCIE COUNTY DISTRICT SCHOOL BOARD					
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	5	<u>X8</u>	40
	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 8</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	0	<u>X 6</u>	0
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					174

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

APPENDIX B

St. Lucie County School District
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 (UGG 2 CFR 200.328 Monitoring and reporting program performance; Florida Statute (F.S.) 1008.43 Career program reporting requirements). After review of the data submitted to the monitoring staff, it was determined that SLCS D has given a student an OCP when that student had failed both the 1st and 2nd semesters of Digital Information Technology thus not completing the requirements for OCP A.</p>	<p>Corrective Action B1: CTE administration and data entry staff are to review the Secondary CTE Training Modules found at: http://www.fldoe.org/academics/career-adult-edu/professional-dev.stml and send a memo to the FDOE team lead attesting that the modules have been reviewed and a list of SLCS D staff who have reviewed them.</p>	<p><u>Dana Caputo, LeiNitia Robinson, Ali esha Seitz and Keron Belgraves will review materials by following the URL provided.</u></p>	<p><u>Ali esha Seitz will create memo and remit to FDOE attesting that Dana Caputo, LeiNitia Robinson, Ali esha Seitz and Keron Belgraves have reviewed the training materials.</u></p>	<p><u>May 31st, 2019</u></p>
<p>Finding D1: At West Gate K-8 School inventory item had an incorrect asset number (transposed number, typo). At West Gate two inventory items had an incorrect asset number; Two - Microsoft Surface Pro's (\$1,350 each). At St. Lucie West Centennial High School 2 inventory items, 10-burner range (\$8,653.40), hospital bed (\$1,100), had no asset tag. This is in violation of 2 C.F.R 200, UGG §200.313 and Rule 961-72.003, Florida Administrative Code, Recording of Property.</p>	<p>Corrective action D1: Items that were missing asset identification tags, or that had incorrect asset tags, will be re-tagged and/or engraved, and pictures of each item mentioned above will be sent to the FDOE team lead for verification.</p>	<p><u>Findings will be corrected and the FDOE will be provided with pictures and an updated spreadsheet showing the corrections made</u></p>	<p><u>Keron Belgraves and Shannon Dunbar</u></p>	<p><u>May 31st, 2019</u></p>
<p>Finding G1: During the review it was noted that the project disbursement reports (399's) for CTE</p>	<p>Corrective Action G1: SLCS D is to complete corrected 399 project disbursement reports,</p>	<p><u>Corrections will be made to 399 project disbursement reports, including corrections</u></p>	<p><u>Ali esha Seitz, CTE Director Peggy Barnes, Accountant II</u></p>	<p><u>May 31st, 2019</u></p>

<p>were not consistent with the original grant budget. The addition of unapproved object codes is in violation of the UGG 200.308(b) Revision of budget and program plan, UGG 200.331(2) Requirements for pass-through entities and the FDOE Green Book section B, Reason for Amendment.</p> <p>The following object codes were added without an amendment:</p> <ol style="list-style-type: none"> 1. In the 2017-2018 399 project disbursement report line item function code 5300, object codes 691 and 692, for Software over \$1000 (\$1,321) and Software under \$1000 (\$295). 2. In the 2016-2017 399 project disbursement report, line item function code 6300, object code 691, Software over \$1000 (\$3,684.75). 	<p>including corrections for dates, original grant amounts, corrected function codes and object codes, for the 2016-2017 and 2017-2018 fiscal years, and submit them to the team lead. SLCSO will write a policy procedure to ensure that grant spending and reporting are correct moving forward. A copy of this policy procedure is to be sent to the team lead for documentation.</p>	<p><u>for dates, original grant amounts, corrected function codes and object codes, for the 2016-2017 and 2017-2018 fiscal years, and submit them to the team lead. SLCSO will write a policy procedure to ensure that grant spending and reporting are correct moving forward.</u></p>		
<p>Plan submitted by (name and title): <u>Aliesha Seitz, CTE Director</u> Date: 4/11/19</p> <p>Plan accepted by: Andrew Goldsmith Date: 4/12/2019</p>				
<p>Status of Action Plan (to be completed by FDOE staff):</p>				
<p>Date:</p>	<p>Status of Plan Completion:</p>			

ATTACHMENT A

St. Lucie County School District “Brag Page”

CTE PROMOTIONAL INFORMATION

- 37 Career Academies
- 62 programs
- Indian River State College (IRSC) / St. Lucie Public Schools (SLPS) articulation agreements, currently 32 programs available for students to earn credit at IRSC.
- OCT 25 2018- SLPS partnered with the Economic Development Council (EDC) and Career Source to provide seniors participating in all CTE courses with the opportunity to learn soft skills, financial aid information, possible employment, internships and apprenticeships with local industry partners
- IRSC/SLPS dual enrollment PSAV-Automotive, HVAC, Welding

Health Care Round Table

- 7 scholarships of \$500 each provided by the Economic Development Council for the students attending the Healthcare Roundtable event.

- **Health Care Roundtable Video Link**

<https://youtu.be/N5SSN6zy5Xw>

- **A one week “Ready to Work Manufacturing” boot camp derived from the skills gap analysis took place in summer of 2018.** <https://www.wptv.com/news/region-st-lucie-county/new-program-in-slc-helps-new-grads-get-jobs>

- 22 SLPS students participated in this one week Ready to Work Manufacturing Boot Camp hosted by the EDC.

- Student participants had the opportunity to interview with prominent and expanding businesses within St. Lucie County:

Pursuit Boats

Maverick Boat Group

Piper Aircraft

The Porch Factory

Remnant Construction

Hi-Tide Boat Lifts

Silver Line Plastics

Walmart Distribution

Nylacarb

Waterblasting Tech

A-1 Roof Truss

Expert Shutters

Southern Eagle Distributing

Premier Lab Supply

CVS Distribution

Phoenix Metal Products

General information regarding our Manufacturing programs

- We have a 3, 5-point access CNC machine and a Lathe
- CNC machine will aid our students in learning GCODE
- GCODE is taught for 3D printing and CNC using programs such as AutoCAD and Revit Inventor
- 3D printers throughout our K-12 setting
- The pipeline for post-graduation employment for Carpentry students continues to improve through a partnership with the Porch Factory. Students apply classroom skills with hands-on applications for window screening and framing. These students are afforded employment opportunities to work after-school and on weekends
- Carpentry Apprenticeships through collaboration with the Treasure Coast Builders Association (TCBA)
- Piper Aircraft Apprenticeship

Medical / Bio-Medical

- PLTW-align the industry
- Industrial Biotech and Biomedical
- CNA students do clinical rotations with Martin Memorial Health with a rotation in the Operating Room
- Students learn what is and how to utilize robotic arms for guided surgeries

State of the Jobs Conference

- 300 students participated in this conference
- Guest speakers and potential employers
- Skilled trades, Manufacturing, Healthcare

School Counselor's Bus Tours

- Representatives from all 6 high schools, Mosaic, Performance Based Preparatory Academy and Department of Juvenile Justice.
- Toured various businesses in the county
- In partnership with CareerSource, Treasure Coast Builder's Association, Treasure Coast Manufacturer's Association and the Economic Development Council.

Virtual Field Trips

- Engineering, Agriscience, Aeronautical programs
- Middle school students able to explore the various programs.
- Savings for the schools in transportation, substitutes and students missing instructional time from other classes.

St Lucie Battery and Tire student visit

- 30 automotive students toured local St Lucie Battery and Tire location.
Entry-level job preparation topics discussed such as interview skills, technical skills, dependability to name a few. One student was offered a job and employee scholarships were discussed.

Culinary Teachers Kitchen Krawl

- Main Street Fort Pierce organized an event for the high and middle school culinary teachers
- 8 teachers toured 6 local restaurants meeting management and seeing kitchens
- Teachers and business partners established relationships

- As a result, Entry-level job preparation topics discussed such as interview skills, technical skills, dependability to name a few

Culinary Student Cook-off

- Partnership between Nutritional Services Farm to Table Grant and 7 culinary teachers 4-person team will compete from each high school.
- Each team is required to create a ‘teen friendly’ recipe using the same ingredients and criteria that school cafeterias follow.
- The students cook and serve their recipe to judges at the event and one winner is selected whose recipe will be added to the high school cafeteria menu!
- 2 middle school culinary programs create recipes for desserts following the same criteria and serve dessert at the event.

Port St Lucie High partners with Florida Polytechnic University

- Port St Lucie High’s Technical Design Program established a connection with Professor Integlia at Florida Polytechnic University
- Focus is to connect students via Skype to advance technological projects at the high school using state-of-the-art technology such as drones, 3-printers, LIDAR, etc.