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

Hillsborough County Public Schools

March 27 - 30, 2017

Final Report

May 17, 2017

Mr. Jeff Eakins, Superintendent
Hillsborough County Public Schools
901 East Kennedy Boulevard
Tampa, Florida 33602-3408

Dear Mr. Eakins:

We are pleased to provide you with the final monitoring report for the adult education and career and technical education programs at Hillsborough County Public Schools. 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/mws

Enclosure

cc: Michael Ramsey, general director, Career Technical and Adult Education
        Josalyn Michelle Loango, director, 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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I. INTRODUCTION

The Florida Department of Education (FLDOE), 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 FLDOE 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. FLDOE awards sub-grants to eligible providers to administer local programs. FLDOE 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 2016-2017 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 2016-17 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 the CTE and AE programs are 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 Hillsborough County Public Schools (HCPS) was determined to be an onsite visit. Notification was sent to Mr. Jeff Eakins, superintendent, Hillsborough County Public Schools on November 21, 2016. The designated representatives for the agency were Mr. Michael Ramsey, general director, Career, Technical and Adult Education and Ms. Josalyn Michelle Loango, director, Adult Education.

The onsite visit to the agency was conducted March 27-30, 2017, by two representatives of the Quality Assurance and Compliance section of the division: Mr. Michael Swift, program specialist and Mr. Tashi Williams, director, Quality Assurance and Compliance.

V.   HILLSBOROUGH COUNTY PUBLIC SCHOOLS

ENROLLMENT:
Fiscal Year (FY) 2014-15
AE   CTE
8,508   67,870 (possible duplication at program level)

The provider was awarded the following grants for fiscal years (FY) 2014-15, 2015-16 and 2016-17:

FY 2014-15

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	290-1915A-5CG01	$ 1,678,549.00	$ 0.00
English Literacy and Civics	290-1935A-5CE01	$ 358,885.00	$ 0.00
Perkins CTE Secondary	290-1615A-5CS01	$ 2,103,391.00	$ 0.00
Perkins CTE Postsecondary	290-1615A-5CP01	$ 432,798.00	$ 0.00

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	290-1916B-6CG01	$ 1,678,549.00	$ 0.00
English Literacy and Civics	290-1936B-6CE01	$ 358,885.00	$ 0.00
Perkins CTE Secondary	290-1616A-6CS01	$ 2,117,510.00	$ 0.00
Perkins CTE Postsecondary	290-1616A-6CP01	$ 427,858.00	$ 0.00

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	290-1917B-7CG01	$ 1,678,549.00	$ N/A
English Literacy and Civics	290-1937B-7CE01	$ 358,885.00	$ N/A
Perkins CTE Secondary	290-1617A-7CS01	$ 1,977,931.00	$ N/A
Perkins CTE Postsecondary	290-1617A-7CP01	$ 383,148.00	$ N/A

Additional information about the provider may be found at the following web address:
http://www.sdhc.k12.fl.us/

VI.   MONITORING ACTIVITIES

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

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

- Leary Technical College
- Erwin Technical College
- Bowers-Whitley Career Center
- Jefferson High School
- Randall Middle School
- Leto Adult and Community School
- Middleton Magnet High School
- Caribe Lois

Entrance and Exit Conferences
The entrance conference for HCPS was conducted on March 27, 2017. The exit conference was conducted on March 30, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Michael Ramsey	General Director, Career Technical and Adult Education	X	X
Josalyn Michelle Loango	Director, Adult Education	X	X
Christopher Jargo	Director, Career and Technical Education	X	X
Darrell Faber	Director, Workforce Development	X	X
Warren Brooks	Workforce Connections Officer	X	X
Katie Arndt	Adult Education Grants	X	
Donna Wilson	Manager, Teaching and Learning	X	
Adrian Sykes	Supervisor, Adult and Career Services		X
FLDOE Monitoring Team			
Michael Swift	Program Specialist IV, Career and Adult Education	X	X
Tashi Williams	Director, Career and Adult Education	X	X

<u>Interviews/Observations</u>
Interviews were conducted with the administrative staff, instructional staff, program assessment and testing director and students. A minimum of two interviews and observations were attempted at each site. All interviews were held during the course of the visit.

<u>Records Review</u>
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item G. A minimum of 70 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII.   RESULTS

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

- Hillsborough County Public Schools (the district) abides by district policies and procedures in addition to required state and federal regulations.
- The entire Career Technical and Adult Education (CTAE) team works seamlessly with each other to ensure that a high quality of education is provided to students within the district.
- The district is proactive in ensuring that all students have an opportunity to attend school by offering classes throughout the county and at various times during the day. On-campus AE classes begin as early as 7 a.m. and end as late as 9 p.m.
- The district sends representatives from the CTE and AE programs to FLDOE sponsored trainings and conducts their own staff training on a regular basis throughout the school year.
- AE and CTE program managers and directors have annual meetings to review program performance data, survey needs for the upcoming year and implement new program improvement strategies.

B.   **<u>DATA AND ASSESSMENT:</u>** 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 follows strict policies, procedures and protocols on data collection and reporting. The district presented a detailed overview of these policies and procedures during the administrative interviews.
- English Speakers of Other Languages (ESOL) instructors and staff are trained on how to review and interpret a student's Comprehensive Adult Student Assessment System (CASAS) test scores. This allows teachers to better understand their students' deficiencies and shows them where they need to focus their attention and instruction.
- The district has a comprehensive checks and balances system to ensure that data reported to the FLDOE is reviewed multiple times for accuracy prior to submission to the state. Any inaccurate data that is returned to the district goes through a strenuous reconciliation process that involves program level teachers, staff and administrators. This aids in discovering any breakdowns in dissemination of data.

C.   **<u>CURRICULUM AND INSTRUCTION:</u>** refers to those elements which contribute to student learning and skill acquisition. It also addresses student and teacher observations.

- The district introduces students to CTE programs as early as middle school and encourages participation through high school and postsecondary opportunities.

- HCPS is introducing online course offerings for some of their AE classes.
- Program curriculum and offerings are surveyed annually to find areas of improvement for the upcoming school year.
- The district relies on program advisory committees to ensure that course offerings are up to date with current industry needs and trends.

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

- The district has policies and procedures for the requisition, maintenance and disposal of equipment purchased with federal grant dollars. These policies and procedures were reviewed and discussed during administrative interviews.
- Police reports are required for all lost and stolen pieces of equipment despite dollar value. There have been no reports of stolen equipment over the past three years.
- Equipment throughout the district is current and adequate for the needs of each particular program area.

FINDINGS AND RECOMMENDATIONS
- Finding D1: The equipment inventory listing did not follow the rules and guidelines as specified in the UGG (200.313) and EDGAR (34 CFR 80.32 (d)(1)). Barber chairs in the CTE program at Bowers-Whitley Career Center were not labeled with property control tags. In addition, no tag numbers were included on the inventory listing.

  o Corrective Action D1: Procedures for equipment inventory listings must follow the rules and guidelines as specified in UGG (200.313) and EDGAR (34 CFR 80.32(d)(1)). The untagged barber chairs at Bowers-Whitley need to be given property control numbers and labeled appropriately. Once property control numbers have been generated and affixed to the equipment, the master inventory listing must be updated to reflect the new property control numbers.

- Agency Response: Once the violation was brought to the attention of the CTAE general director, the district promptly generated property control numbers and labels for the barber chairs. As of 3/31/2017 the monitoring team received the necessary documentation showing that the property control labels were affixed to the barber chairs. Also included was an updated equipment inventory listing that reflected the updated property control numbers for the barber chairs. No further action is required at this time.

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.

- The district provides students with self-declared disabilities a wide variety of accommodations to ensure a fair opportunity at individual success.
- The Adult Career Services Center (ACSC) provides students with AE counselors, testing labs and local Workforce Development Board career counselors.
- The ACSC also provides students with access to financial aid, soft jobs skills training and post-secondary educational opportunities.
- Shops, labs and workstations in classrooms are well maintained, clean and free of safety hazards.

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 (OEEO) for school districts is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9556.

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.

The monitoring team requested and reviewed a variety of records, including but not limited to:
- District policies and procedures
- Financial policies and procedures
- Equipment and technology policies and procedures
- Purchasing and procurement policies and procedures
- Data and assessment policies and procedures
- Adult and ESOL resource materials guideline
- Student and employee handbooks
- Student and employee records
- Verification of industry certification samples
- Verification of program completers and non-completers
- CTE advisory committee meeting procedures and records
- Financial records for equipment purchases
- Employee travel records and supporting documentation
- CTE Program Improvement Plan (PIP) reviews
- Program of Study (POS) protocol
- Grant funded employee time and effort reports
- Examples of property transfer forms
- Inventory and equipment listings
- District and state approved training resources, conferences, symposiums, etc.
- Dual enrollment policies and procedures
- Student enrollment packet
- Purchasing card policies and procedures
- District audit and inventory guidelines

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.

- The district has fiscal policies that include documenting and reporting procedures, standard accounting practices and procurement.
- The Special Revenue department works directly with project directors and provides monthly 399 and 499 reports that include information about a grants approved budget versus actual expenditures. This continuous collaboration ensures that purchases are made in accordance to a projects scope of work and fall within the time constraints as related to the grant.

- Lawson Enterprise Resource Planning (ERP) is the system utilized to document district accounting transactions.
- A purchase must pass through multiple tiers of approval before being processed for acquisition. This assures that all purchases made against the grant are reasonable, allowable and allocable.
- The district provided the monitoring team with thorough and complete examples of equipment purchases made with grant funds. The records mirrored the district's policies and procedures on purchasing new equipment that was explained to the monitoring staff.

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.

- HCPS has numerous community and business partners that offer students internships, apprenticeships and possible employment upon completion of a particular program.
- The CTE programs have advisory committees that consist of local business leaders and employers. These advisory committees meet multiple times during the year to ensure that program offerings match the needs of the local community.
- The Build Tampa Bay trade show and job fair hosts high school students from the Tampa Bay area interested in learning about career opportunities in building and construction industries.
- HCPS has a multitude of partnerships with local health services, local law enforcement agencies, automobile/mechanic shops, engineering firms and financial institutions.
- HCPS has collaborative agreements with the following:
  o Hillsborough Community College
  o Embry-Riddle Aeronautical University
  o Polk State College
  o St. Petersburgh College
  o Pasco-Hernando Community College
  o State College of Florida

J. **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.

- PIPs for performance measures that were less than 90% of their negotiated target were reviewed and discussed with the monitoring team.
- Over the course of reviewing the CTE PIPs, the monitoring team felt as if the program administrators have made it a priority to seek assistance and develop strategic plans to improve performance measures in the future.

Secondary measures:

- In 2014-15 the agency met or exceeded all secondary measures except for the following, therefore a PIP was required:
  o 2S1 Secondary Technical Skills: Local Actual of 79.18% vs. Local Agreed of 88.00%

Postsecondary certificate measures:

- In 2014-15 the agency met or exceeded all postsecondary certificate measures except for the following, therefore a PIP was required:
  - 5A1 Non- traditional enrollment: Local Actual of 10.62% vs. Local Agreed of 12.81%

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

- CTE students expressed a variety of things that they would like to do post completion of their programs.
- Students expressed that "school choice" played a heavy role in being able to pursue their educational goals.
- ESOL students expressed that once they gained the essential tools from their classes they plan to further their education.

L.   **PROGRAMS OF STUDY:** As part of the new DCAE 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 HCPS, Heather Conley, Cathy Hammond, Bruce Harrington and Erin Sampson from the Federal and State Initiatives (FSI) section of the DCAE discussed, via a conference call, submitted narrative and materials on POS with HCPS staff on Tuesday, March 28, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

Practical Nursing Program of Study

Identification and Development of this POS

- The program was started at Lennard High School in 2010. The program went on a hiatus after the graduating class of 2012-13 due to some personnel issues with instructors that resulted in lower than expected student outcomes and low passage rates on the Licensed Practical Nurse (LPN) exam. The second cohort elected not to continue in the program in 2012-13. However, in 2014-15, the program resumed with a new freshman cohort as a complete POS with linkages to postsecondary programs.
- It was planned in 2015-16 for the high school students in the POS to gain experience in their health area through clinical experiences offered through a group of local hospitals and also to use the simulator labs at Hillsborough Community College. The program was closed before these plans were implemented.

Secondary and Postsecondary Relationships

- HCPS met with faculty at Erwin Technical College, Florida Hospital and St. Joseph Hospital to ascertain what they needed to do to make the program more robust.
- The secondary Practical Nursing program utilized lesson plans and curriculum guides available from the HCPS technical colleges with Practical Nursing programs to pattern the secondary program after the postsecondary program.

- When asked if postsecondary staff was ever asked to assist with instructing the secondary program, HCPS stated that they did not have enough faculty to go around. It would have been an issue, distance wise, to pull HCPS technical college teachers to collaborate with secondary ones.

Review Process for the POS

- Annual reviews were conducted with the principal, assistant principal and teacher. Unit and End of Course (EOC) assessment data were analyzed to see if students grasped the content. The data was also used to determine what adjustments were needed for the next year.
- Year-end reviews were conducted with teachers to discuss pass rates. Based on the pass rates, the meeting with teachers would include discussion on goals and changes to improve pass rates.
- HCPS meets with a consortia of local hospitals and healthcare providers in November to talk about education in Practical Nursing programs.
- The review process does not involve the Nursing Board. The board only gets involved when a program is in jeopardy of being placed on probation.

Challenges with the Secondary Practical Nursing POS

- HCPS staff felt that the majority of the challenges to successful program outcomes were related to teacher retention.
  - The district had gone through four teachers within a two-year span. The instructional flow for students was interrupted by teachers leaving, so the students were not fully prepared to take certification examinations.
  - These teachers were leaving or asked to leave because they were not successfully making the transition from teaching at the postsecondary level to the secondary level. The teachers lacked an understanding that secondary students do not respond to lecturing and need more opportunities for hands-on instruction and had problems with classroom management.
  - There were also issues with getting registered nurses to accept positions at secondary schools, which offered salaries lower than at the postsecondary level.
- Scheduling challenges for nursing courses and the amount of time needed away from academic courses for clinical experience requirements were also identified by HCPS staff on the call as challenges.
  - Principals were concerned about all of the time Practical Nursing students spent away from academics, given the need to prepare for standardized testing.
- Students cannot be tested until after program completion and high school graduation.
  - It is often hard to get students to sit for exams prior to heading off to college, which impacts the passage rate.
- The Nursing Assistant program, HCPS's Program of Study for 2015-16, had similar issues with getting students to sit for the industry certification exam prior to graduation.

Addressing the Secondary POS Issue with Teacher Retention

- HCPS addressed the challenges of teacher retention by offering the following resources to the Practical Nursing program's teachers:
  - Team teaching
  - Training

- o Monitoring/Shadowing opportunities at other schools to observe curriculum and strategies for high school instruction
- o Mentoring three times a week with a retired teacher, who previously taught at Tampa Bay Tech Nursing
- o Mapped out curriculum and developed lesson plans for program coursework

Secondary Practical Nursing Program Termination

- In May, 2015, the Florida Board of Nursing terminated the program for the following issues:
  - o "The permission to operate the LPN program was revoked by the Florida Board of Nursing on May 2, 2015, because the program failed to achieve the national pass rate for the industry certification" (HCPS POS Narrative).
    - The major focus on the Nursing Board is student passage rate.
    - The Nursing Board looks at the first attempt pass rate for an industry certification exam (they do not consider additional student attempts or pass rates). If the passage rate is below the national pass rate, the program is put on probation. Only one probationary period is allowed. If students do not meet the national rate the second time, the license for the program operation is revoked.
    - In the case of the HCPS Practical Nursing program, the first cohort of students taking the LPN certification exam in 2010-11 did not meet the national pass rate. Due to this fact, the program was placed on probation. The school petitioned to extend the probationary period in October 2013, but the request was denied. The program was terminated in May of 2015 after no students in the revived program had been in long enough to become eligible to take the exam, making the passage rate for 2014-15 0 percent.
- The closing of the Practical Nursing program impacted 24 juniors, who were offered the opportunity to take the Certified Nursing Assistant (CNA) exam. According to HCPS staff on the call, the majority of students from the first cohort and the juniors in 2014-15 went on to healthcare programs either at Hillsborough Community College or at a four-year college/university.

Program Closure Reflections

- HCPS staff identified the following as lessons learned from the closure of the Practical Nursing program:
  - o Hire staff that have the skills and training to work with secondary students.
  - o Streamline the purpose and program structure so new hires will know expectations up front.
  - o Provide support with classroom management.
- HCPS staff would like to receive information on best practices for nursing programs.
- HCPS currently does not have plans to restart the secondary Practical Nursing program. Three high schools are, however, continuing to offer the CNA program, which are held to the same standards as those for Practical Nursing. The CNA programs feed into Nursing and other healthcare programs offered at HCPS technical colleges.

<u>Postsecondary Practical Nursing Program Status</u>

- The clock hour program is reportedly doing very well with a long waiting list of students trying to enter the program. The HCPS technical colleges are meeting the need in the community and are actively promoting programs to secondary healthcare CTE students.
- The program has good placement results, with students acquiring jobs in the area of health care after leaving the program.
- HCPS estimated that HCPS technical college passage rates are between the 86-89 percentiles for the national pass rate.

<u>Program of Study Overall</u>

<u>Programmatic Challenges</u>

- HCPS has faced challenges with improving technical skill performance across programs.
  - o Students often take secondary entry level classes that meet certain graduation requirements that fall under one CTE program, but students do not intend to remain in that program long enough to become a concentrator.
- One of the ways to address performance issues identified during the call was for HCPS to examine district data collection procedures for the "Technical Skill Attainment" Perkins performance measures. HCPS needed more clarity on how concentrators are determined for accountability purposes in Perkins performance measures.
  - o FLDOE staff provided technical assistance by explaining what constitutes a student as a concentrator, how districts and colleges can request Technical Skill Attainment (TSA) linkages to specific programs annually for performance credit and how data reporting issues can contribute to inaccurate data coming to the state. For example, it is important to make sure that all Occupational Completion Points (OCPs) earned and certifications passed are entered into the HCPS local data system.
  - o FLDOE staff noted that it might be helpful to identify students who are considered concentrators for Perkins reporting purposes, and of these Perkins concentrators, examine how many are taking certification exams and what percentage are passing.

<u>Definition of a Program of Study</u>

- HCPS defined a Program of Study as a comprehensive document to help guide students through their CTE progression, with links between CTE courses; secondary and postsecondary levels; and to certifications and available Career and Technical Student Organizations. The document can serve as a guide and provide a walkthrough of their CTE path from high school to postsecondary.

VIII.   REQUIRED RESOLUTION ACTIVITIES

<u>CAREER AND TECHNICAL EDUCATION</u>
1. Corrective Action Plan – HCPS is required to complete a Corrective Action Plan.

<u>ADULT EDUCATION</u>
2. Corrective Action Plan – HCPS is not required to complete a Corrective Action Plan.

IX.   SUMMARY

Once the fieldwork 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 Hillsborough County Public Schools onsite monitoring visit. Special thanks is offered to Mr. Michael Ramsey and Ms. Michelle Loango for their participation and leadership during this process.

Hillsborough County Public Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **Hillsborough County Public Schools**
Program type: **CAREER AND TECHNICAL EDUCATION**
Target Year: **2014-2015**
Monitoring Year: **2016-2017**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total Perkins Budget Allocated Value	Upper Quartile	7	**7**	X 10	**70**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	**3**	X 8	**24**
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	**0**	X 8	**0**
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	**7**	X 6	**42**
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	**0**	X 4	**0**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	**7**	X 4	**28**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**164**

*Compliance monitoring last visit: Fall 2011
*Data sources used for calculations: Prior to July 1, 2015

Risk Scores Matrix for Districts Receiving Adult Education (AE)Grants

Agency Name: **Hillsborough County Public Schools**
Program type: **ADULT EDUCATION**
Target Year: **2014-2015**
Monitoring Year: **2016-2017**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	**7**	X 10	**70**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	**3**	X 8	**24**
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	**0**	X 6	**0**
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	**0**	X 4	**0**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	**7**	X 4	**28**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**122**

*Compliance monitoring last visit: Fall 2011
*Data sources used for calculations: Prior to July 1, 2015

APPENDIX B

Hillsborough County Public Schools
Resolution Action Plan

Corrective Action(s)	Action or Strategy to Address Findings	Agency Response	Person Responsible	Projected Date of Completion and status
Finding D1: The equipment inventory listing did not follow the rules and guidelines as specified in the UGG (200.313) and EDGAR (34 CFR 80.32 (d)(1)). Barber chairs in the CTE program at Bowers-Whitley Career Center were not labeled with property control tags. In addition, no tag numbers were included on the inventory listing.	Corrective Action D1: Procedures for equipment inventory listings must follow the rules and guidelines as specified in EDGAR (34 CFR 80.32(d)(1)). The untagged barber chairs at Bowers-Whitley need to be given property control numbers and labeled appropriately. Once property control numbers have been generated and affixed to the equipment, the master inventory listing must be updated to reflect the new property control numbers.	Once the violation was brought to the attention of the CTAE director, the district promptly generated property control numbers and labels for the barber chairs. As of 3/31/2017 The monitoring team received the necessary documentation showing that the property control labels were affixed to the barber chairs. Also included was an updated equipment inventory listing that reflected the updated property control numbers for the barber chairs.	Michael Ramsey	3/31/2017 Completed

Plan submitted by (name and title): Michael Ramsey, general director, Career, Technical and Adult Education
Date: 4/24/2017

Plan accepted by:
Date: 4/24/2017

Status of Action Plan (to be completed by FLDOE staff):
4/24/2017 – Complete. The violation was corrected the day after our exit conference, and the required documentation was received the week following the monitoring visit

Date: 4/24/2017	**Status of Plan Completion:** Complete

ATTACHMENT

Best Practice Profile: Build Tampa Bay

High school students from the Tampa Bay area interested in learning about career opportunities in the building and construction industry had an once-in-a-lifetime chance to hear from local employers at the inaugural Build Tampa Bay trade show and job fair. The event was sponsored by Associated Builders and Contractors Florida Gulf Coast Chapter, Hillsborough County Public Schools, the Tampa Bay Lightning and Amalie Arena. The event was designed to provide local students with information, career advice and immediate employment opportunities in career fields such as architecture, engineering, plumbing, masonry, machine operations and general construction. The opening session featured a virtual panel of who's who in Tampa Bay including the owner of the Tampa Bay Lightning, Jeff Vinik; Tampa Mayor, Bob Buckhorn; Superintendent of HCPS, Jeff Eakins; HCPS School Board Chair, April Griffin; and the very motivating and energetic Gregg Sizemore, vice president, EH&S and Workforce Development for ABC, Inc.. Students also heard a personal testimonial by a young man, Mario Marshall, a paint technician who began his career in the industry just three short years ago and who is quickly taking on new responsibilities and moving up with his employer, Painters on Demand.

Students from Career and Technical programs across the district attended the event, including Welding, Plumbing, Auto Technology, JHOTC, Agricultural Mechanics, Building Construction, and other STEM or CTE-related programs. Students were amazed by the wide variety of employers who participated, and many left the event with a new career focus as the result or speaking one-on-one with industry professionals.

According to Christopher Jargo, director for CTE in HCPS, "This event allowed the local business community to engage with our students in a setting designed to focus on matching the needs of local employers with the students who may already have the necessary skills to do the job." Students were also brought up-to-date with just what employers are looking for as far as soft-skills and technical training. As Mr. Sizemore told the students before sending them onto the trade show floor, "Put your best foot forward in everything you do. You are CHAMPIONS!"

Source: HCPS Newsdesk