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

Broward County Public Schools

January 22-24, 2018

Final Report

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Florida Department of Education
Division of Career and Adult Education

Broward County Public Schools
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (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 2017-2018 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 2017-18 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 the Broward County Public Schools (BCPS) was determined to be an onsite visit. Notification was sent to Mr. Robert Runcie, superintendent, on November 17, 2017. The designated representative for the agency was Ms. Enid Valdez, Director of Career, Technical, Adult and Community Education (CTACE).

The onsite visit to the agency was conducted January 22, 2018 through January 24, 2018. The three representatives of the division present during the visit were program specialists, Ms. LaStacia Spencer, Mrs. Christine Walsh and Mr. Michael Swift of the Quality Assurance and Compliance section.

V.   BROWARD COUNTY PUBLIC SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2015-16
AE: 24,808
CTE (possible duplication at program level): 93,070

The provider was awarded the following grants for FY's 2015-16, 2016-17 and 2017-18:

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	060-1916B-6CG01	$2,154,362.00	$223,154.64
Adult Education – EL Civics	060-1936B-6CE01	$ 640,638.00	$ 67,279.81
Perkins CTE Postsecondary	060-1616A-6CP01	$ 739,052.00	$ 63,781.98
Perkins CTE Secondary	060-1616A-6CS01	$2,421,854.00	$155,929.31

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	060-1917B-7CG01	$2,154,362.00	$157,713.90
Adult Education – EL Civics	060-1937B-7CE01	$ 640,638.00	$ 54,816.59
AE Leadership – FICAPS	060-1927B-7CL01	$ 25,000.00	$ 3,396.50
AE Leadership – FICAPS EL Civics	060-1947B-7CL01	$ 25,000.00	$ 3,695.65
Perkins CTE Postsecondary	060-1617A-7CP01	$ 680,921.00	$ 46,274.29
Perkins CTE Secondary	060-1617A-7CS01	$2,530,585.00	$ 3,545.07
Perkins Leadership – Non-Traditional	060-1647A-7C001	$ 13,500.00	$ 1,225.49

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	060-1918B-8CG01	$2,226,354.00	N/A
Adult Education – EL Civics	060-1938B-8CE01	$ 661,696.00	N/A
Perkins CTE Postsecondary	060-1618A-8CP01	$ 603,313.00	N/A
Perkins CTE Secondary	060-1618A-8CS01	$2,467,364.00	N/A
Perkins CTE DJJ	060-1618A-8CJJ1	$ 64,400.00	N/A

Additional information about the provider may be found at the following web address: http://browardschools.com

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:

- Atlantic Technical College – Arthur Ashe, Jr. Campus
- BCPS Student Services Department
- Cypress Bay High School
- Everglades High School
- Henry D. Perry Education Center
- Miramar High School
- Monarch High School
- Nova High School
- Plantation High School
- Sheridan Technical College – East Campus
- Sheridan Technical College – West Campus

Entrance and Exit Conferences
The entrance conference for the BCPS was conducted on January 22, 2018. The exit conference was conducted on January 24, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Enid Valdez	CTACE Director	X	X
Brian King	Curriculum Supervisor	X	X
Christy Bradford	Curriculum Supervisor	X	X
James Payne	Curriculum Supervisor	X	X
Jillian Berg	Curriculum Supervisor	X	
Christie Cerbone	Curriculum Supervisor	X	
FDOE Monitoring Team			
LaStacia Spencer	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews
Interviews were conducted with the administrative staff. 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 F. A minimum of 50 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.

- The CTACE staff members are knowledgeable and work cohesively to ensure the efficient operation and continuous innovation within the CTE and AE programs.
- Meetings are held monthly with program directors to discuss program needs and improvements, budget and grant timelines and industry and curriculum changes.
- CTACE staff hosts regular trainings and professional development opportunities are provided to all CTE and AE staff regarding their respective programs and grant related processes.
- The district is constantly working towards greater engagement for work-based readiness for youth and adult learners.
- The CTE pathways "Career Launch" website provides students, parents, and business and industry partners with detailed information on the opportunities available to secondary CTE students in a clearly laid out and easy to understand format.
- There were no instances of fraudulent activities reported during this monitoring review.

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.

- BCPS utilizes the FOCUS School Software System, TERMS and BASIS Database Management System for the collection and verification of student data.
- BCPS has written instruction for reporting industry certifications and requires manual input of Occupation Completion Points (OCP) and Literacy Completion Points (LCP) that are earned.
- Data is used to track a program's "health" by identifying struggling teachers, student interest and reviewing program enrollment. Reports are available through BASIS for teachers and administrators to access and query information at any time.
- AE and CTE student data (including program completers, LCP attainment and industry certifications) were verified during the course of the visit.
- BCPS is in the process of developing a more automated process for Florida Career and Professional Education (CAPE) reporting to reduce potential reporting errors.
- Staff regularly attends Workforce Education and District Data Advisory Council (WEDDAC) meetings offered by FDOE.
- During the monitoring review, it was found that the district had adequate controls over its data reporting submission process to assure that data was reported timely, accurately and completely. However, two errors were found in the verification of FY 2015-16 student data reported as it pertains to industry certifications and secondary CTE completers.
    o In response to these errors, the district has implemented a fail-safe system to assist in the prevention reporting errors entered on the school level. CTACE staff will also host additional meetings and review enrollment in order to ensure that students are scheduled as appropriate.

- Finding B1: Agency failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements).
  - o Corrective Action B1: The district must coordinate with the division's Research and Evaluation section in order to address data inconsistencies and complete payment process to FDOE if repayment for funding received for FY 2015-16 CAPE Industry Certification Funding is required.

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

- There are several changes in store for Broward County CTE programs including the opportunity for secondary students to obtain multiple industry certifications within a pathway, the development of the emersion program, expanding program and pre-apprenticeship offerings and embracing the idea of "big picture learning" for students.
- The agency uses Naviance Family Connections to assist students and parents with college and career counseling and planning.
- Most students are placed in a CTE program in middle school and over 65% students participate in CTE in high school.
- One of the district's goals for adult learners is to create a culture of career advisement. Advisement is encouraged to be conducted at the beginning, midpoint and end of AE programs and is a central part of the learning process.
- There is a focus on integrating career pathways with ESOL and GED programs.
- With the assistance of Florida's Integrated Career and Academic Preparation System (FICAPS) grants, BCPS was able to develop and expand English Literacy for Career and Technical Education (ELCATE) and GED® and Psychiatric Tech (GEDI) programs but faced challenges due to planning and implementation stages being done within the same year.

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.

- Equipment purchased with grant funds were verified during the course of the visit and followed UGG standards.
- Per district policy, all equipment purchased over the $1,000 threshold is required to be tagged with a property asset number.
- Inventory is conducted several times during the school year.
- The agency has established procedures for inventory management that details the process for reported lost, stolen or transferred property and equipment out for repair.
- The equipment and teaching materials used in the classrooms are current and adequate for the number of students.
- The monitoring team discussed the timeliness of tagging equipment with the district property number; however, the serial number is the primary identifier used when conducting inventory.

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 (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.

F. **<u>RECORDS REVIEW:</u>** 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.

- School Board of Broward County Policies
- BCPS Standard Practice Bulletins
- Data Reporting Procedures
- AE Student Registration and Enrollment Forms
- Promotional Program Material
- TABE® and CASAS Test Administrator Certifications
- Inventory Records and Supporting Documents
- Program Advisory Committee Guidelines, Meeting Agendas and Minutes
- Student Records
- Financial Records (Travel, Purchasing and Procurement)
- Verification of a sample of Student Industry Certifications
- Verification of a sample of AGE Completers and Non-Completers
- Verification of a sample of Postsecondary Adult Vocational Program (PSAV) Program Completers
- Verification of a sample of Secondary CTE Completers
- Employee Time and Effort Reports
- District Website

G. **<u>FINANCIAL:</u>** 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.

- Financial records are currently maintained in the SAP® Software Solutions. Purchases require a multi-tiered approval process that begins at the school level and ends on the district level.
- Meetings are held regularly to reconcile purchases and ensure that grant funds are expended within the required timeframe.
- BCPS has established policies and procedures for cash management regarding grant funds that includes purchasing and procurement, allowability of costs, travel, conflict of interest and fraud disclosure that were reviewed during the visit.
- During the monitoring review, it was found that the district had adequate controls as it pertains to the effective and efficient financial management and is in compliance with federal, state, and district laws, regulations, and policies.

H. **<u>COLLABORATION:</u>** refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- BCPS has partnerships with area agencies in order to provide services and resources to student learners including:
  - Broward County Public Library Learning Services
  - Broward College
  - 2-1-1 Broward
  - Salvation Army

- o Children Services Council
- o Hispanic Unity
- o Association for Retarded Citizens (ARC)
- o House of Hope
- o Broward Outreach
- o City of Sunrise
- o City of Hollywood
- o City of Plantation
- o Vocational Rehabilitation

- BCPS has articulation agreements with Broward College and continues to develop pipeline programs for students to advance their education.

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

- In 2015-16, the agency met or exceeded all secondary and postsecondary measures. Therefore, a PIP was not required.

J.   <u>**PROGRAMS OF STUDY:**</u> 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 SCSD, Cathy Hammond, Bruce Harrington and Heather Conley from the Federal and State Initiatives (FSI) section of the DCAE discussed, via a conference call, submitted narrative and materials on POS with BCPS staff on Monday, January 22, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

<u>Program of Study (POS): Allied Health Assisting (Secondary)</u>

<u>Program Enrollment and Outcomes</u>
- Clarification about conflicting reports of enrollment data for 2015-16 for the Allied Health Assisting POS was provided during the call. The FDOE data indicated a much smaller enrollment in this program during that project year than the data provided by BCPS. The reason for the disparity is that the district count includes enrollment in all courses in this program area, including anatomy and physiology courses that is required in a number of programs, so the number includes students enrolled in other programs as well as Allied Health Assisting.
- Scheduling has played a major role in improving program outcomes by making sure that students first get the math and science courses necessary to succeed.
- In 2015-16, the students in the Allied Health Assisting program didn't quite meet the overall local target for reading. This problem has been a concern across programs, where students were not graduating from high school because they could not pass the state reading exam requirements. Improving reading skills became a district initiative, resulting in improvement across programs. BCPS utilizes literacy coaches for remediation as needed to infuse reading components into CTE content. The initiatives led to 55% of students who would not have graduated to do so. It has also increased the percentage of health students passing certification exams.

Industry Certifications
- District staff didn't have exact numbers, but estimate that the CMAA exam, the exam that is most often associated with the Allied Health Assisting program, has about a 70 to 90 % pass

rate, depending on the school. In the last couple of years, the pass rate increased due to several initiatives by the district. These include meeting with the institutions to see what they felt was needed for improvement, meetings with teachers and review of curriculum, and bringing in experts from the National Healthcareer Association. This increased passage rates but also cost. Staff noted that the exam content has changed drastically over the years, moving from heavily clerical to more technical. The district utilizes exam preparation material as it becomes available and works to ensure that teachers are well prepared.

Partnerships and Collaboration
- District staff on the call shared their belief that strategic planning must begin in middle school, and meetings have been held between high school and middle school principals.

Secondary and Postsecondary Collaboration and Articulation
- Health Science is very strong at Broward College as well as at the district technical colleges. The tech colleges work with the state college to ensure that they are not duplicating efforts but offer programs that complement those available at each level and assist students in moving into the most appropriate postsecondary programs for them.
- Currently the district is working with the technical college to develop a simulation lab for student clinicals. There is a need for more opportunities for clinicals because the hospitals do not accept the district's background checks and require their own.

Dual Enrollment Opportunities
- The district is working on developing more dual enrollment opportunities across program areas. Engineering has been completed and health is slated for next year. There are monthly meetings with the state college to review articulation between high school and the state college as well as the technical college and the state college. There is an effort to have matching programs at the secondary and postsecondary level.
- Dual enrollment occurs both on and off-campus, depending on the credentials of high school teachers. If students go off-campus, transportation is paid for. This is a good opportunity for students to learn about postsecondary options in their area of interest.

Health Science Advisory Committees
- At both the secondary and postsecondary levels, advisory committees include representatives from industry (such as hospitals), secondary, technical college, and state colleges. At the technical college level almost every program has its own advisory committee while at the secondary level the committees are organized by program area.
- Students have been recruited as facilitators for advisory meetings. Students develop questions to get the input of advisory council members and get a perspective on careers in this area. They facilitate the discussion, which helps them acquire soft skills. Council members are often surprised with the level of facilitation skills of the students. Students are excited to have a voice in what's going on in their program area.
- Students are also involved in the annual "Claim Your Future" day at the convention center, a whole day event with local businesses. Juniors are involved in mock interviews, get the opportunity to show their products and interact with business panels. Different pathways are represented and it is an opportunity for students to explore internship opportunities.

Collaboration with Local Business/Industry
- Firms mentor and assist with students in various programs.
- Input received from industry has emphasized the need for improvement in soft skills. District staff let industry know that they do address soft skills in CTE curriculum and will review curriculum for improvement in this area.
- The district reports some challenges with internships because some businesses have concerns about working with student interns.

Placement
- Allied Health is a broad program and generally requires postsecondary education in addition to the secondary training in order to secure employment. Some high school students do find employment in entry-level health care clerical positions, with program concentrater status, like front office positions with doctors, optometrists, etc. Often these opportunities are the result of the student's clinicals. However, the district currently has no overall statistics, but the general opinion among staff on the call is that it is not common for students to obtain employment without some postsecondary training. At the tech colleges where students complete the entire program, job placement is over 80%.
- There is a lot of discussion around making sure that students are counseled about the need for continuing their education, helping to personalize for students what options are available, given their individual circumstances. The district has found that counselors need training to better assist students with these options. The career director tries to identify students in this secondary program who don't already have postsecondary plans and emphasize to them that postsecondary training/education offers more employment opportunities.

Assessment of Local Economic Need
- A "skills gap report" examined the need for specific CTE programs in the area. The study was conducted by the Greater Fort Lauderdale Alliance. It was originally designed mostly for adults, but there were more than 7,000 responses from high school students. Response from high school students made the Alliance see the need to focus on high school as the early part of the career pipeline.
- Skills gaps were found in many areas, particularly in IT, aviation, health science, and marine science.
- Nearly all middle schools in the district now offer digital tools.
- There was a misconception among many employers that college was necessary to meet the needs of mid-level jobs, especially in IT. District staff educated their employers as to what their tech colleges had to offer for mid-level jobs through their clock hour programs.

Program of Study Review
- Strategic planning occurs with the high schools and the technical colleges in the spring, meeting at each school with principals, assistant principals, counselors, schedulers, and other school leadership to discuss POS. They discuss the health of the programs (enrollment and performance), available industry certifications, completion rates, and student placement.
- Advisory committees for both secondary and postsecondary receive input from industry, CareerSource Florida and the Greater Fort Lauderdale Alliance on skills needed in program areas. Staff uses Power BI, a database that allows for a data driven analysis of the health of programs, including enrollments and industry certifications by program and school. The reviews are conducted by high school principals and directors.
- Scheduling is also reviewed to make sure courses are appropriately scheduled.

Programs of Study Overall
- District staff emphasized that a POS is more than the form provided in the RFA; it is a pipeline of opportunity for a student, and referred to the CTACE website for a review of how POS function and are presented in their district. Staff felt that POS should start long before the high school program, and best to start in elementary, to be successful and allow students to go through a career pathway to high school and beyond.

Promotion of CTE Programs of Study
- The district maintains a website for their Career, Technical, Adult, and Community education opportunities: http://academics.browardschools.com/ctace. Additionally, there is a career pathways website at http://bcps-eseandsupportservices.com/ctace_career_pathways/index.php

- Career Launch documents are available on their website so parents can access career information and make sure everyone is aware of career pathways.
- Naviance Family Connection, a grades 6-12 tool, has direct links to district CTE programs. A mobile app will create another way to link to available career pathways.
- Staff attend regular meetings with district leadership to inform them of what they are doing in CTE.
- Monthly *CTE on the Move* newsletter informs the Alliance, CareerSource and other partners about what's happening in CTE and what students are doing.
- The district also promotes their programs through the school advisory councils, strategic planning, articulation fairs, and parent nights. Broward College has proven to be a strong partner as has CareerSource in these efforts.
- The district has tried to put practices in place to reach disengaged students.
- There is a current effort to put together an industry and college showcase in health sciences to start awareness for middle and high school students about the careers available in this area.

Local Perceptions of CTE
- The mindset concerning CTE and its relationship to core academic subjects is changing. At the secondary level, academic teachers in math, science, and English are joining in the curriculum design meetings and they are working to align CTE with core academics. There is more awareness of the interconnections between CTE and core academic coursework. The district is developing project-based learning, with staff receiving training through the Buck Institute for Education. The district is trying to change the conversation from talking only about college as a postsecondary option to also include information on tech college options.

VIII.   REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION

1. Corrective Action Plan – Broward County Public Schools is not required to complete an AE Corrective Action Plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – Broward County Public Schools is required to complete a CTE Corrective 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 BCPS onsite monitoring visit. Special thanks are offered to Ms. Enid Valdez for her participation and leadership during this process.

Broward County Public Schools
Adult Education
Risk Matrix

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

Agency Name: **BROWARD COUNTY PUBLIC SCHOOLS**
Program type: **ADULT EDUCATION**
Target Year: **2015-2016**
Monitoring Year: **2017-2018**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Last Monitored	7 years or more	7	**7**	X 10	**70**
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total AE Budget Allocated Value	Upper Quartile	7	**7**	X8	**56**
	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	**7**	X 4	**28**
	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:		**206**

*Data sources used for calculations: Prior to July 1, 2016

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

Agency Name: **BROWARD COUNTY PUBLIC SCHOOLS**
Program type: **CAREER AND TECHNICAL EDUCATION**
Target Year: **2015-2016**
Monitoring Year: **2017-2018**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Last Monitored	7 years or more	7	**3**	X 10	**30**
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	**7**	X8	**56**
	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	**0**	X 6	**0**
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	**7**	X 4	**28**
	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:		**166**

*Data sources used for calculations: Prior to July 1, 2016

APPENDIX B

Broward County Public Schools
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person(s) Responsible	Projected Date of Completion
Finding B1: Agency failed to accurately report student data in FY 2015-16 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements).	The district must coordinate with the division's Research and Evaluation section in order address data inconsistencies and complete payment process to FDOE if repayment for funding received for FY 2015-16 CAPE Industry Certification Funding is required.	One I.C. was reported as an incomplete MOS bundle. Agency CTE Director met with Director of IT operations to implement a fail safe system that only completed (3 exam) MOS bundles would be accepted into the data entry system and reported. This will prevent schools from reporting partial MOS bundles.. This should not be an issue in the future.	Enid Valdez, CTE Director Brian King, CTE Supervisor Jeff Stanly, IT Director	07/01/18

Plan submitted by (name and title): Enid Valdez, CTE Director Broward County Public Schools **Date:** 03/20/18

Plan accepted by: LaStacia Spencer, Program Specialist IV **Date:** 03/21/18

Status of Action Plan (to be completed by FDOE staff):

Date: | **Status of Plan Completion:**

CAREER TECHNICAL EDUCATION PATHWAYS

CAREER LAUNCH

Choose your Path...Launch your Future

HIGH SCHOOL PROGRAMS

ARTS, HUMANITIES, COMMUNICATION & DESIGN
- Digital Design
- Digital Video Technology
- Interior Design
- TV Production Technology

BUSINESS
- Business Management & Analysis
- Culinary Arts
- Hospitality & Tourism
- Marketing Management & Entrepreneurship

EDUCATION
- Early Childhood Education
- Principles of Teaching

HEALTH SCIENCE
- Allied Health Assisting
- Emergency Medical Responder
- Health & Wellness
- Practical Nursing

INDUSTRY, MANUFACTURING, CONSTRUCTION & TRANSPORTATION (IMCT)
- Advanced Manufacturing Technology
- Animal Science Services
- Applied Robotics
- Auto Maintenance and Light Repair
- Building Trades and Construction
- Engineering Pathways
- Global Logistics
- Horticulture Science & Services
- Industrial Biotechnology
- Maritime Technology
- Outboard Marine Service Technology
- Veterinary Assisting

PUBLIC SAFETY
- Criminal Justice Operations
- Introduction to Firefighting

SCIENCE, TECHNOLOGY, ENGINEERING & MATH
- Aerospace Technologies
- Applied Cybersecurity
- Applied IT
- Communications Technology
- Digital Media Technology
- Engineering Pathways
- Game Simulation Programming
- Java Development & Programming
- Scientific Visualization
- Technology Support Services

MIDDLE SCHOOL PROGRAMS
- HEALTH SCIENCE
- HOSPITALITY AND TOURISM
- ENGINEERING
- MARKETING
- ENTREPRENEURSHIP
- BUSINESS MANAGEMENT
- INFORMATION TECHNOLOGY

POST-SECONDARY ENROLLMENT:
4 Year University
State College
Technical College

APPRENTICESHIPS:
Earn While You Learn
4 Year Post Secondary Training
Zero Student Debt

WORKFORCE:
Take your skills to an entry level position with your earned industry certifications

Career Launch
Choose Your Path • Launch Your Future

academics.browardschools.com/CTACE
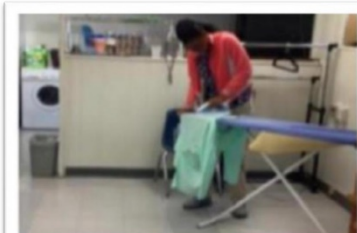
BROWARD
County Public Schools
Established 1915

Career & Technical Education - Secondary

- **Health Science Pipeline:** Working with Broward College to prepare students for careers in Respiratory Therapy
- **Claim Your Future:** An event where students learn about a wide range of career possibilities, attend panel discussions, and participate in breakout sessions that consist of professionalism and mock interviews
- **Hospitality Immersion:** Combining Spanish 1 classes with Hospitality & Tourism courses. Students learn a World Languages curriculum through the specific needs of the Hospitality industry
- **TechGateway Day:** CTACE & the Greater Fort Lauderdale Alliance partner for TechGateway Day to bring awareness to local IT related industries and careers
- **Construction Trades Pre-Apprenticeship Program:** An innovative Pre-Apprenticeship model for students to gain advanced training & certifications in HVAC, Electricity, Carpentry, & Plumbing
- **Aviation, Marine, & Advanced Manufacturing Initiatives:** An innovative school-based pipeline from high school to post-secondary to career
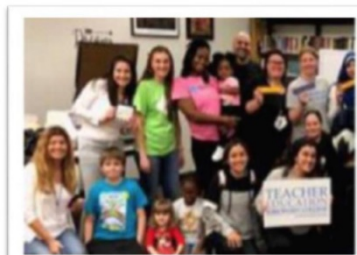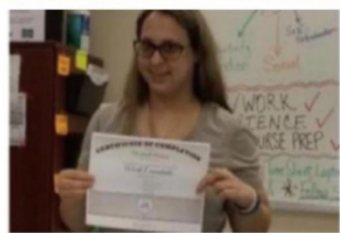
Adult Education Career Pathways

- **Grow Your Future:** Post-Secondary transition program for intellectually disabled adults
- **Family Literacy:** Parent and Children Together Time (PACT) through Adult Education sites
- **Out-of-School Youth (OSY):** Partnership with CareerSource Broward, transitioning GED students into positive post-secondary outcomes
- **Career Advisement:** MyCareerShines implementation in community schools and technical colleges
- **Adults with Disabilities (AWD):** Provides post-secondary opportunities for adults with disabilities
- **Teacher Pathway Initiative (TPI):** Targets current Broward County Public Schools teachers and Broward College students to increase the number of certified Business Education, Engineering, and Technology teachers

Broward County Public Schools
Workforce Education Programs

Broward County Public Schools has three (3) technical colleges, two (2) community schools with 18 locations, and three (3) alternative high schools/adult centers serving the Broward County population. Multiple career/technical and adult education programs are offered to prepare individuals for a career, learn English, upgrade basic skills and/or earn a standard or high school equivalency diploma. Additionally, the community schools and adult centers provide credit recovery opportunities for high school students needing credits to graduate with their cohort.

Broward Technical Colleges (BTC)
POSTSECONDARY PROGRAMS

Career/Technical and Apprenticeship Opportunities: Broward Technical Colleges (BTC) offer 76 individual high-skill/high-wage/high-demand career training options leading to a technical program certificate, Applied Technology Diploma, and/or industry recognized credentials and/or licenses. In 2016-17, 1547 industry licenses and/or credentials were earned by BTC students. Also, Atlantic Technical College operates the largest Apprenticeship Program in the State offering nineteen two (2) and/or four (4) year programs.

Career in a Year: 90% of the BTC career/technical programs can be completed within one calendar year and are embedded with the latest STEM competencies. Many of the programs can be completed in 3, 6, or 9 months lengths with training to prepare individuals for a new field, and/or upgrade skills for workers looking to improve their current knowledge base and skills sets.

Guarantee for Success Plan - Commitment to Students: Broward Technical Colleges are committed to teaching skills needed for the career that students want. We are proud to stand behind our graduates and the education they receive. To demonstrate our support, we offer the **Guarantee for Success Plan.** If a BTC graduate does not pass the Florida Department of Education (FLDOE) approved, entry-level industry certification test in his or her field of study, the student has the opportunity to return, for up to 9 weeks, for additional training and/or test preparation **at no additional cost**.

Certification Reimbursement Plan - Removing Financial Barriers: Broward Technical Colleges do not want the cost of taking a nationally recognized certification or state licensure exam to be a barrier to student success. If our students pass a FLDOE approved industry certification or licensure exam aligned to their technical program of study, we will help pay the costs. BTC will reimburse up to a maximum of $400 towards the cost of an approved industry certification or license exam.

Ready, Set, Work: On November 18, 2015, Governor Scott announced the "Ready, Set, Work" Technical College/Technical Center campaign. The Broward Technical Colleges accepted the challenge and guaranteed local businesses that the employees we train and those they hire will be ready to work on the first day of employment. If not, BTC will retrain at no cost to the business, employee, or student.

Postsecondary Integrated Career & Academic Preparation: Atlantic Technical College offers a variety of research-based models of integrating career/technical education (CTE) and training. Paired with adult academic skills to accelerate opportunities, students are assisted in overcoming barriers that may prevent them from achieving their academic and career goals. These include: contextualized Adult ESOL classes, bridge classes from ESOL to CTE, and CTE and AGE concurrent enrollment opportunities. All are designed for students to bridge the gap between Adult ESOL programs, GED® Preparation, and the successful transition and/or completion of CTE clock-hour programs and attainment of a job/career.