



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
Virtual Desk Monitoring Review
for
Adult Education and Career and Technical Education**

Brevard Public Schools

October 5-9, 2020

Final Report

TABLE OF CONTENTS

I. Introduction 1

II. Authority 1

III. Quality Assurance Policies, Procedures, and Protocols 1

IV. Provider Selection 1

V. Brevard Public Schools 2

VI. Monitoring Activities 3

VII. Results 3

VIII. Required Resolution Activities 6

IX. Summary 6

Appendix A 8

Attachment A 10

Florida Department of Education
Division of Career and Adult Education

**Brevard 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) Strengthening Career and Technical Education for the 21st Century Act, 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 2020-21 Core Monitoring Guide, which is still under review.

III. QUALITY ASSURANCE CORE MONITORING GUIDE

The Quality Assurance Policies, Procedures and Protocols manual was discontinued after the 2019-20 program year. The Quality Assurance and Compliance section will now operate from the Core Monitoring Guide (CMG). The guide provides a summary of each Core Activity and objective of the monitoring design and process.

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 QAC 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 Brevard Public Schools (BPS) was determined to be a virtual desk monitoring review (VDMR). Notification was sent to Dr. Mark Mullins, superintendent, Brevard Public Schools on August 28, 2020. The designated representative(s) for the agency were Ms. Rachel Rutledge (CTE) and Ms. Lorri Benjamin (AE).

The representative of the division conducting the VDMR was program specialist, Mr. Michael Swift of the Quality Assurance and Compliance section.

V. BREVARD PUBLIC SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2018-19

CTE (possible duplication at program level): Secondary – 28,452

AE: 1,955

The provider was awarded the following grants for FY’s 2018-19, 2019-20 and 2020-21:

Finance

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	050-1919B-9CG01	\$ 545,217.00	\$ 2,191.35
Adult Education – IELCE	050-1939B-9CE01	\$ 54,483.00	\$ 162.78
Perkins Secondary	050-1619B-9CS01	\$ 811,678.00	\$ 9,021.56

FY 2019-20*

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	050-1910B-0CG01	\$ 545,217.00	\$ N/A
Adult Education – IELCE	050-1930B-0CE01	\$ 54,483.00	\$ N/A
Perkins Secondary	050-1610B-0CS01	\$ 863,002.00	\$ N/A
Perkins DJJ	050-1610B-0CJJ1	\$ 64,000.00	\$ 2,959.50

FY 2020-21**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult Education – IELCE	050-1931B-1CE01	\$ 54,483.00	\$ N/A

* Final project disbursement reports not available at the time of monitoring.

** Not all grant applications had been approved at the time of monitoring.

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

<https://www.brevardschools.org/>

VI. MONITORING ACTIVITIES

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

Onsite Visits

No onsite visits were made during the VDMR process.

Entrance and Exit Conferences

An introductory teleconference for BPS was conducted on October 5, 2020. The exit teleconference was conducted on October 9, 2020. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Rachel Rutledge	Director, Career and Technical Education	X	X
Lorri Benjamin	Director, Adult and Community Education	X	X
Michele Thomas	Content Specialist, CTE	X	X
Karla Terrio	Content Specialist, CTE	X	X
Dennis Soboleski	Resource Teacher, CTE	X	X
Jim Johnson	Resource Teacher, CTE	X	X
Anne Everly	Pre-apprenticeship Coordinator, CTE	X	X
Vonda Hayes	Administrative Technician, CTE	X	X
K.C. Townsend		X	X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X

Interviews

BPS administrators were available via teleconference for interviews, if necessary.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in section VII, item F. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

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

- The program directors for AE and CTE have multiple years of experience in their respective program areas. The primary responsibilities of each director is to supervise their respective programs, provide financial management and guidance of their grants, and assist with program development and improvement.
- The CTE and AE directors utilize budget and financial reports help to determine a grants current financial standing, and the likelihood of achieving a grants financial goals. Budget amendments are submitted to FDOE as needed.

- BPS worked with numerous stakeholders during the Perkins V transition year to assist in the creation of the district's comprehensive local needs assessment (CLNA). Those stakeholder included: secondary and post-secondary CTE representative; CareerSource Brevard; parents and students via anonymous surveys; representatives from the district's ESE programs; and the Department of Juvenile Justice.
- As a result of the CLNA the district uncovered the following: the local need for additional CTE programs; the further development of current CTE programs; a need for increased professional development for middle and high school CTE teachers; and increased opportunities for CTE students to participate in work-based experiences via internships.
- BPS will continue to have monthly and quarterly meetings with their CLNA stakeholders throughout the school year.
- BPS offers ample opportunities for district-wide training and professional development. AE and CTE administrative staff and instructors participate in annual trainings within their program areas, and FDOE sponsored training events and webinars are also attended.

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.

- BPS currently uses FOCUS® as their management information system (MIS). Data entry operators and other administrative staff are trained on National Reporting System (NRS) requirements, data collection procedures, data entry and other pertinent areas of the MIS.
- All of the data elements required of their local MIS were included in the system and verified during the desk review.
- Along with local, district training AE and CTE administrative staff attend FDOE sponsored training such as WEDDAC, ACE, Summer Symposiums and FACTE conferences. Information from these events are then shared with relevant staff throughout the district.
- Student applications include "Release of Information" statements as required under the Family Educational Rights and Privacy Act (FERPA).
- FOCUS® provides Data Verification Reports prior to any submissions of student data to FDOE. The data secretary is responsible for reconciling any errors that are flagged in the report, as well as responding to data error reports submitted to the district from FDOE.
- BPS uses data reports to help identify program areas that are excelling and those that might be struggling. These reports are routinely used for programmatic and instructional improvement.
- The district has strict policies, procedures and internal controls that ensure individuals have access to only a specific part of the MIS to preserve the integrity of sensitive student data.
- Upon review of student performance data, it was discovered that four CTE students were reported as earning an occupational completion point (OCP), but did not take and/or pass the required courses. During the 2018-2019 program year, FDOE began to transition away from using OCPs as a proxy measure for technical skills attainment Perkins federal accountability measures (for secondary programs only). This will not result in a finding, it is the provider's responsibility to be mindful of collecting and reporting data accurately, as outlined in the FDOE Data Handbook. The provider was informed of the data error and acknowledge inaccurate data submission to FDOE.

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

- BPS offers CTE and AE programs across multiple campuses and satellite sites throughout the county. Forty-five Perkins funded programs are offered to middle and high school students, and they meet the size, scope and quality requirements set forth by Perkins V.
- BPS offers adult basic education (ABE) in reading, language and math to inmates at the local jail. General education development (GED) preparation is also offered to inmates.
- BPS has an articulation agreement with Eastern Florida State College that allows qualified CTE students to enroll in select collegiate and vocational programs. Credits earned in this program count toward a student's high school diploma and the collegiate degree area.
- No reasonable services and accommodations are denied to those students who self-declare a disability.
- CTE students have the opportunity to participate in multiple Career and Technical Student Organizations (CTSO), as well as other clubs and groups throughout the district.
- BPS has multiple advisory committees that offer insight on program and workforce needs.
- The district has a memorandum of understanding (MOU) with CareerSource Brevard to provide career services and training for students.
- Tests of adult basic education (TABE) and the comprehensive adult student assessment system (CASAS) are used for student skill level assessment. All TABE and CASAS test proctors are certified as required by FDOE and the testing companies.

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.

- All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system. The inventory management system was verified during the VDMR.
- The district has a Property Control Manual that includes policies on new equipment requests, purchases, equipment safety/storage and disposal of old inventory.
- There have been no reports of stolen or lost equipment over the previous three fiscal years.

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. A sampling of financial and programmatic records are reviewed.

- MIS data quality checklists
- District policies and procedures for finance and procurement
- District technology plan
- Student and employee handbooks
- Inventory records
- Procurement records
- Travel records

- Size, scope and quality review
- CLNA
- Purchasing card records
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign in sheets, etc.
- Professional development and training opportunities
- AE and CTE student data review
- Time and effort reports
- TABE and CASAS certifications

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.

- BPS has procurement and accounting policies and procedures in place to ensure the efficient cash management of CTE and AE grant funds. The method of procurement and chain of approval is dictated by the dollar value of a potential purchase.
- Procurement records were reviewed as part of the VDMR process, and all records follow federal, state and local laws and/or policies.
- BPS does use grant money for employee travel. Travel records were reviewed as part of the VDMR, and all records follow federal, state and local laws and/or policies.
- BPS has multiple internal controls to ensure accurate accounting records. Bookkeepers and accounting specialists work with program directors to keep track of all grant funded expenditures.
- CrossPointe® is the district Enterprise Resource Planning (ERP) system. The system allows for shared knowledge of expenditures and real time financial activity.

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.

- BPS has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the district. The list of partners include, but are not limited to:
 - Eastern Florida State College
 - Economic Development Commission of Florida's Space Coast (EDC)
 - Florida Institute of Technology
 - NASA HUNCH
 - CareerSource Brevard

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan – BPS is not required to complete a CTE Corrective Action Plan.

ADULT EDUCATION

1. Corrective Action Plan – BPS is not required to complete an AE Corrective Action Plan.

IX. SUMMARY

Once the VDMR is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address: <http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding resolution items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

On behalf of the department, the monitoring team extends its appreciation to all participants in the Brevard Public Schools virtual desk monitoring review. Special thanks is offered to Ms. Rachel Rutledge and Ms. Lorri Benjamin for their participation and leadership during this process.

APPENDIX A

Brevard 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: Brevard Public Schools					
Program Type: CTE					
Target Year: 2018-2019					
Monitoring Year: 2020-2021					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	<u>X 10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	<u>X8</u>	56
	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			
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	5	<u>X 4</u>	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	0	<u>X 4</u>	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					134

Data sources used for calculations: Prior to July 1, 2018

Brevard Public Schools
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Brevard Public Schools					
Program Type: AE					
Target Year: 2018-2019					
Monitoring Year: 2020-2021					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	<u>X10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	7	<u>X 8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	0	<u>X 4</u>	0
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Adult Education Program Improvement Plan (AEPIP)	Target Not Met on 3 of 3 Indicators	5	5	<u>X 6</u>	30
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All targets met	0			
Agency Risk Score					172

Data sources used for calculations: Prior to July 1, 2018

ATTACHMENT A

Brevard Public Schools

Brevard Public Schools is proud of its secondary Career and Technical Education programs. Rather than boast of the accomplishments of our students and their successes, the data points speak for themselves. The Aviation Fabrication & Assembly program at Eau Gallie High School was the first high school in the United States to have students take and pass the Aerospace/Aircraft Assembly industry certification exam. The first students who passed were presented their certificates by Space Shuttle Astronaut Winston Scott. Ten students earned the certification along with 9 college credits in the related postsecondary program.

Almost 5,000 industry credentials were earned by high school students in 2018-19. Over 300 middle school students earned an industry certification and almost 3,000 digital tools were earned in 2018-2019. 70 different industry certifications were offered in 2018-2019. 89 CTE teachers in Brevard County earned an industry credential in 2018-2019. At the end of the year 82% of the CTE teachers held at least one industry credential. The district pass rate for all industry certifications was 52%. Forty percent of the BPS 2018-2019 graduates left high school with at least one industry certification. Sixteen new certifications were offered to CTE students in 2018-2019: ASE Entry-Level Automotive Automatic Transmission/Transaxle; ASE Entry-Level Automotive Automobile Service Technology; ASE Entry-Level Automotive Brakes; ASE Entry-Level Automotive Electrical/Electronic Systems; ASE Entry-Level Automotive Engine Performance; ASE Entry-Level Automotive Engine Repair; ASE Entry-Level Automotive Heating and Air Conditioning; ASE Entry-Level Automotive Manual Drive Train and Axles; ASE Entry-Level Automotive Suspension and Steering; ASE Entry-Level Collision Mechanical and Electrical; ASE Entry-Level Collision Non-structural Analysis and Damage Repair; ASE Entry-Level Collision Painting and Refinishing; ASE Entry-Level Collision Structural Analysis and Damage Repair; ASTM-NCATT AAA; Aerospace Aircraft Assembly; MTA - HTML5 Application Developer Fundamentals; MTA - Intro to Programming Using JavaScript; and MTA - Intro to Programming Using HTML & CSS. Ten new digital tools were offered to middle school students. Students in the machining technology program in 2019-20 are the first in the Brevard Schools to take NIMS (National Institute for Metalworking Skills) industry certification exams. Students in the advanced manufacturing program are the first students in BPS to pass the Certified Production Technician industry certification exams. All six automotive service technology programs are certified through the National Automotive Technicians Education Foundation (NATEF).

BPS offers 18 career academies. Over half of secondary students were enrolled in at least one CTE course. Five middle schools offered coding for the first time. Digital Information Technology was available at all 11 middle schools, plus three (3) J/S high schools, providing the opportunity for 8th graders to earn high school elective credit as well as an industry certification.

BPS has partnered with Eastern Florida State College (EFSC) to create 35 Advance Standing Credit Agreements for CTE programs leading to A.S. or certificate postsecondary programs in 2018-19. Five students successfully finished an 8-week internship within Brevard Public Schools in Facilities and Plant Operations and Maintenance HVAC Department. Nearly 180 CTE labs serve over 43 different program areas in middle schools and high schools. CTE partnered with CareerSource Brevard to host the second graduating student job fair, which was attended by 40 vendors and almost 100 graduates.

Eight high schools and three middle schools are represented on one of twenty-four District FIRST robotics teams or one of the five VEX Robotics teams. Ten CTE students from two high schools, PBHS and HS, attended the Future Builders of America Leadership Summit in Haines City, Florida. These students were sponsored by the Brevard Homebuilders & Contractors Association. Three schools (Palm Bay Magnet High School, Viera High School and Southwest Middle School), along with at least their first-place winners from their affiliation's state level competitions, represented Brevard Public Schools in two different Career and Technical Student Organizations' National Competitions (FCCLA and TSA). Brevard Public Schools held their Second Automotive Program Car Show at the American Muscle Car Museum and the event was free to the public. All proceeds benefited seven CTE automotive programs throughout the district. 200 custom and classic cars, and trucks were judged in 19 different categories. Fourteen students from the Applied Engineering programs at Space Coast Jr/Sr and Palm Bay Magnet High School were

invited by NASA to present their design proposals and prototypes for solving problems and challenges on the International Space Station (ISS) to NASA engineers at Johnson Space Center in Houston, TX. These students were selected from more than 100 NASA HUNCH programs across the country. The Environmental Water Resources program at Heritage High School is the largest program in Florida.

The Auto Collision Repair and Refinishing lab at Cocoa High has recently been refreshed and updated with a new state-of-the-art paint booth. The Building Construction Technologies programs have all been upgraded within the past two years with tools and equipment. The Criminal Justice Operations programs in BPS are becoming very popular and the enrollment in both programs are continuing to grow. The HVAC Lab at Space Coast Jr/Sr High was completely redone in 2018-2019 and is now a model lab in the state. The Maritime Technologies program has become one of the most popular programs at Rockledge HS with an outstanding Advisory Council. The Outboard Marine Service Technology program at Eau Gallie High is one of only a few of these types of programs in Florida and the enrollment in this program has increased each year. The Welding Technology program at Astronaut High is a new program for BPS and the classroom and lab were completely built over the 2019 summer and has now opened with a full schedule of classes and interested students. CTE is a vibrant component of a child's Brevard Public Schools educational experience.

Brevard Adult Education is proud of its accomplishments in a time that has created the greatest need for diversity and overcoming obstacles. The onset of COVID 19 created an extended school closing, it was necessary to develop and implement a process for registering students remotely, getting the information to the right staff members for processing, and collecting their tuition. The process for online registration and payment was finalized and implemented amidst this crisis. The forms were developed, deployed, tested and are successfully being used today. Going forward, these procedures will allow our programs to move to paperless registration which will be significantly cost effective for our programs. Brevard Adult Education has risen to the challenge of e-learning and video- conferencing for all 4 of our area campuses. Many teachers had never taught classes remotely. The faculty quickly embraced the challenge and utilized all technology and supports at their disposal to reach and teach students. Today, they continue to share ideas and streamline effective virtual instruction while combining it with quality in-person learning. The addition this term of a student Academic Plan has supported teacher focus on individual needs and improved differentiated instruction to reach all learners and improves outcomes. Teachers are requiring student participation in the Achieve 3000 program to improve reading fluency, comprehension, vocabulary and other skills which have a positive impact on learning across all subjects. Class attendance is improving as FOCUS® is being utilized to pull reports for the teachers, counselor, school secretary and administrators to utilize to reach out to student so we can meet their needs to get them back in class. During the last four months, teachers have become more confident in their teaching methods by using tools such as Zoom and Google Classroom. Students have adjusted to the new school rules and methods of instruction. We would like to celebrate diversity and touch on an example of student success. Student JW was enrolled in Adult Education on the Cocoa campus in August 2015. He earned a Certificate of Completion as an ESE student in the Intellectually Disabled program at Cocoa High School. He began taking classes in our program for students with disabilities (formerly known as Project Success) and studied for the GED tests one by one with support from our ESE teacher. Many other teachers on our campus helped him as well when he got stuck or needed to learn something in a different way. This student overcame adversity and graduated by having a positive attitude, attending classes regularly and taking his tests one at a time as he was ready. He never gave up on himself or in his belief that he would earn a diploma. JW graduated October 1, 2020.

Currently, we successfully completed our second pre-apprenticeship cohort which was located at the Evans Center in Palm Bay on August 31, 2020. We had four students complete the program earning their First Aid/CPR, NCCER Core Curriculum, OSHA 10 Hour General Industry and MSSC Certified Production Technician Certifications. We are currently running our third pre-apprenticeship cohort at the Brevard Adult Education Cocoa campus and started our fourth pre-apprenticeship cohort at the Evans Center on October 27, 2020. The Community and Career Team received and processed over 68 applications for the fourth cohort program.

We have been partnering with CareerSource Brevard on a grant which provides work experience opportunities for pre-apprentices who meet their eligibility requirements and supports our pre-apprentices program learning activities. In addition, we have purchased much needed tools and equipment for the pre-apprenticeship program. Due to COVID-19, the Pathways to Career Opportunities Grant was extended. With assistance from BPS district staff and leadership, we are in good standing with our reporting to the Florida Department of Education. We purchased Skill Boss equipment with grant funds that will give our pre-apprentices an opportunity to learn manufacturing skills on simulated equipment. We received approval of our revised Brevard Adult Education Pre-Apprenticeship Program Standard which includes the addition of three new pre-apprenticeship pathways: Mechatronics Technician, Advanced CNC/DNC Machinist and Advanced Manufacturing Fiber Composite Technician along with the addition of new advisory committee members and training locations. During COVID-19, we were able to transition our automotive service technology program to an online learning environment. Six of our automotive students completed their spring term courses, re-enrolled this term and returned to the classroom. We have started promoting and marketing our automotive service technology program starting January 2021. We revised the automotive schedule plan to improve program efficiency for our teachers and reduce future program staffing needs. We also partnered with BPS CTE department to purchase fans for the automotive lab at SHS. Brevard Adult & Community Education's lifelong learning program is growing. The program is small but was non-existent a few years ago. Under our new leadership with Ms. Lorri Benjamin, the program is now receiving the time, attention, and focus needed to serve the Brevard County community in a greater capacity. We are improving on community outreach daily under our new leadership and we are excited to watch the program grow. We are happy to announce there are a couple of new lifelong learning courses that will be offered next spring: Certified Pool Operator Certification Course and ParaPro Test Prep Course at our Cocoa campus. Each of these new courses are workforce related and are not currently being offered in Brevard County.

Brevard Adult & Community Education of Brevard Public Schools was awarded the AGE grant at the level of \$545,217.00 for the 2020/2021 school year. We were also awarded the Integrated English Literacy and Civics Education (IELCE) grant at the level of \$54,483.00. Since receiving our awards, Brevard Adult & Community Education has taken several steps to ensure the fidelity of the execution of the grant deliverables on behalf of the Brevard School District. A complete review of all grant activities and grant management is continuously being conducted to identify the most effective and efficient way to allow for improved outcomes. We are forging new partnerships with external customers in the community as well as internal customers, such as district public schools. This is allowing us to create greater opportunity and accessibility to our offerings by the development of programs at outreach locations. Our marketing and community outreach for Brevard Adult & Community Education has been essential during these times. Through our multiple social media accounts, our email communication platform, our couple of advertising streams and our amazing community and business partners we have been able to continue to promote our programs.