FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

Quality Assurance and Compliance
Onsite Monitoring Review
for
Career and Technical Education

St. Lucie Public Schools

October 17-19, 2022

Final Report

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Florida Department of Education
Division of Career and Adult Education
St. Lucie Public Schools
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 designing, developing, implementing, and evaluating a comprehensive quality assurance system, 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).

III.   QAC CORE MONITORING GUIDE

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. 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 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 St. Lucie Public Schools (SLPS) monitoring strategy was determined to be an onsite monitoring review (OSMR). Notification was sent to Dr. Jon R. Price, superintendent, on July 30, 2022. The designated representative for the agency was Ms. Aliesha Seitz. The division's representative conducting the OSMR was program specialist Michael Swift, of the Quality Assurance and Compliance section.

V.   ST. LUCIE PUBLIC SCHOOLS

ENROLLMENT:
CTE (possible duplication at program level): Secondary – 14,061

Finance
The provider was awarded the following grants for fiscal years (FY) 2018-19, 2019-2020 and 2020-21:

FY 2019-20

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	560-1610B-0CS01	$ 495,158.00	$ 31,552.90

FY 2020-21

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	560-1611B-1CS01	$ 505,246.00	$ 18,272.32
Perkins DJJ	560-1611B-1CJJ1	$ 47,217.00	$ 16,032.91

FY 2021-2022

Grants	Grant Number	Grant Amount	Unexpended
Perkins Secondary	560-1612B-2CS01	$ 468,826.00	$ 52,594.27

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

VI.   MONITORING ACTIVITIES

The monitoring activities included pre and post-review planning, an entrance and exit meeting, records review, and interviews with administrators, if necessary. Inventory reviews are also conducted when onsite with a provider.

Onsite Visits
The monitoring team visited the following sites as part of the OSMR:
- SLPS District Office
- Fort Pierce Westward Academy
- Lincoln Park Academy
- Pace Center for Girls, Treasure Coast
- Port St. Lucie High School
- St. Lucie West Centennial High School
- Treasure Coast High School

The entrance conference for SLPS was conducted on October 17, 2022. The exit conference was conducted on October 19, 2022. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Aliesha Seitz	Director, Career and Technical Education	X	X
Roderick Natta	Executive Director of Federal and Special Programs	X	X
Dana Caputo	Program Specialist	X	
Dawne Laval	Secretary	X	
Leinitia Robinson	Program Specialist	X	
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Charles Davis	Program Specialist, QAC, FDOE	X	X

Interviews
No interviews were required as part of the OSMR. SLPS submitted thorough and qualitative documentation and records via the FDOE ShareFile.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 25 student records, were checked. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

VII. OBSERVATION

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

- The CTE director is responsible for the management of the district's secondary Perkins grants. She possesses years of experience within CTE as a teacher and administrative staff member. Although new to her position at the time of the state's most recent monitoring of SLPS, she was able to quickly correct all deficiencies that were notated during the review, and build upon the recommendations made by the monitoring team.
- In drafting their FDOE grant applications, the CTE grant manager follows specific policies and procedures to ensure the allowability and most efficient use of their federal grant dollars. The grant manager receives input from other administrative staff and faculty to help determine the best use of their money. Ultimately, the program director will decide what will be included within their grant applications prior to receiving final approval from the superintendent.
- As part of the required comprehensive local needs assessment (CLNA), SLPS conducted a Skills Gap Analysis to assess the workforce needs of their local service area and address the region's difficulty in finding qualified candidates that hold specific skill sets. Participants were Post-secondary institutions, industry partners, the Economic Development Council of St. Lucie County and CareerSource Research Coast (CSRC). A more detailed list of involved stakeholders includes, but is not limited to:

- SLPS academic staff including High School and Middle School Principals and Assistant Principals, CTE Teachers, CTE Department Chairs and CTE Program Specialists;
- Representatives of Post-secondary institutions, such as Indian River State College (IRSC) and Keiser University.
- Parents and students within SLPS.
- Exceptional Student Education (ESE) specialists and ESE Transition Specialists.
- Agencies serving at-risk students such PACE Center for Girls and The Department of Juvenile Justice (DJJ).
- Regional workforce boards, such as the Treasure Coast Business association, Treasure Coast Manufacturers Association and the Healthcare Roundtable.

- Each CTE program has an advisory committee that assists with the development of their specific program area and will continue to provide ongoing consultation as it relates to the CLNA. These advisory committees meet throughout the year and serve as the primary link between SLPS and the surrounding community, industries and businesses.
- The district conducts ongoing professional development and training to ensure all CTE administrative staff are up to date on any changes that come from the federal and/or state level Department of Education. FDOE sponsored training events are also attended.

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

- SLPS utilizes Skyward® as their management information system (MIS) and student information system (SIS) to house and track secondary CTE student data, such as records, grades and attendance.
- SLPS submitted a "Collection of Data Elements" attestation stating that all required elements required of their local MIS are in place. The district follows the WDIS handbook for all data elements.
- Policies and procedures on data collection, entry and verification were provided by the district as part of the monitoring process.
- CTE Program Specialists are responsible for validating student data, data entry into the MIS and accurate reporting to FDOE. The Program Specialists also review and reconcile edit reports from the state.
- The Program Specialists work alongside CTE teachers to verify and ensure the accuracy of all student data prior to uploading the information into Skyward®. Data received from teachers is cross-referenced with exam transcripts that the Program Specialists receive from the various testing agencies. Once this process is complete and the student data is verified using both sources of information, the result of each student's certifications and/or exams are entered into the MIS. Principals and Assistant Principals are provided with a list of all certifications reported to the program specialists and are asked to verify the records before the close of the "Survey 5" period every October.
- SLPS conducts extensive and ongoing training for all individuals who have access to student data within Skyward®. The CTE Program Specialists are required to participate in FDOE-sponsored training events such as CTE quarterly webinars and Workforce Education and District Data Advisory Council (WEDDAC) meetings. Upon their return from those conferences and training events, the Program Specialists conduct annual training with all district CTE teachers, staff and program administrators.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA). Students who participate in CTE programs also sign a "photo release" clause that allows the district to use student photos and/or videos

for the purpose of advertising, exhibitions and publications. This information was provided from the SLPS policies and procedures portal on the district website.

- Samples of CTE student data were reviewed and verified for accuracy as part of the OSMR. No errors were found. All student records were provided by SLPS. Records reviewed included:
  - Secondary CTE industry certifications.

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

- SLPS offers secondary CTE programs at six high schools and learning academies across St. Lucie County. Programs supported by DJJ grant funds were also used during the 2020-21 program year for instructional classes taught at Pace Center for Girls, Treasure Coast. Pace offers programs for girls ages 12-17 who are at-risk of entering the juvenile justice system, failing or dropping out of school, running away or experiencing difficulty at home.
- SLPS offers CTE students opportunities to participate in additional learning activities outside of the classroom such as cooperative learning and on-the-job training (OJT) with local employers. Seven pre-apprenticeships are currently available which offer a direct path for students into an apprenticeship program.
- High-performing secondary CTE students are eligible to participate in multiple Career Dual Enrollment programs. This allows students to earn postsecondary credits towards industry certifications while still in high school. Articulation Agreements are currently in place with IRSC, Florida International University and Florida Atlantic University.
- As a result of the CLNA and Skills Gap Analysis, the district has started six new CTE programs that will provide the local workforce with career-ready employees.
- In addition to in-class instruction students also participate in Career and Technical Student Organizations (CTSO). These organizations allow students to experience the real life application of skills learned in the classroom via local, state and national competitions. Students also gain invaluable leadership experience from opportunities to serve as chapter and regional officers. CTSOs offered throughout SLPS include:
  - Future Business Leaders of America (FBLA).
  - Future Farmers of America (FFA).
  - SkillsUSA.
  - Health Occupations Students of America (HOSA).
  - ProStart for culinary arts and restaurant management.
- SLPS attracts non-traditional students via an array of targeted marketing campaigns.
  - The district hosts an annual CTE career fair that solely focuses on attracting male students into health science and medical programs.
  - There is also a district-wide initiative to attract more female students into Science, Technology, Engineering and Math (STEM) programs.
  - An all-girls manufacturing and engineering club operates in conjunction with the IRSC robotics department.
  - Students have the opportunity through career fairs and on-campus presentations to meet and connect with individuals currently working within non-traditional fields and their employers.
- SLPS places a strong emphasis on the integration of life skills and employability skills alongside CTE instruction.
  - Marketing students complete projects centered around budgeting and establishing a connection with career choices and salary expectations.

- o Agricultural Technology students assist in developing activities for Exceptional Students that incorporate daily living, employability skills and skills needed for entry level jobs.
  - o Culinary students at one high school run the on-site campus café and restaurant. They also assist with catering services throughout the district.
- Enrollment data for those programs funded by federal grant dollars were verified as part of the monitoring process. The monitoring team also ensured a link between the secondary programs of study submitted to FDOE and the corresponding postsecondary institution.
- A memorandum of understanding (MOU) is in place with CSRC to provide numerous resources and training for those interested in Workforce programs.
- CTE teachers and administrators participate in webinars and training events provided by FDOE, as well as ongoing professional development through the district. Annual evaluations and observations afford teachers the opportunity to address weaknesses such as classroom management and instructional strategies. Instructors also participate in program-specific training and certification programs.
- SLPS has multiple internal controls and policies in accordance with Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). The district employs a Section 504 Compliance Officer and Executive Director of Exceptional Student Education & Student Services to handle any complaints in regard to a student's ability to openly and freely participate in all CTE programs.
- No reasonable services and accommodations are denied to those students who self-declare a disability. The Bureau of Exceptional Education and Student Services is responsible for creating Individualized Education Plans (IEP) to ensure equal access and opportunity to education programs, services and/or activities for all students. SLPS has policies and procedures that all schools must adhere to when providing instruction for students with a self-declared disability. Training is also provided for program staff and administrators.
- Internal controls are in place to adhere to the General Education Provision Act (GEPA) to ensure equitable access and/or participation in CTE programs regardless of gender, race, national origin, color, disability or age.

D. **TECHNOLOGY AND EQUIPMENT** refer 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 federal, state and local guidelines are included within the inventory management system.
- The district has Fixed Asset Procedures for property management, including:
  - o Procedures for receiving new and donated equipment.
  - o Equipment Asset Tagging.
  - o Inventory reports.
  - o Creating assets in the Skyward® asset database (items over $1,000 in value).
  - o Procedures for lost and stolen equipment.
  - o Disposal of an asset.
- Fixed assets are reconciled within Skyward® on a monthly basis, and a year-end inventory reconciliation is compared against the monthly reports generated throughout the fiscal year.
- If any item(s) can't be located, the site property designee will create a report of the missing items to be presented to the site Principal. Within a week of presenting their findings to the site Principal, the site property designee will make a second attempt to locate the items. If the item is still not found, the school will file a missing/lost report with the school resource officer then send the district property control specialist the case number for those items. SLPS did not report any incidents of loss or theft within the past 36 months.

- SLPS has policies and procedures that must be followed any time a piece of capital equipment is removed from its original location.
- As part of the OSMR the QAC team conducted inventory searches at seven locations across the district. All equipment was found in its assigned location and readily available for student use at the time of the inventory review.

E.   **ACCESS AND EQUITY** refer to compliance with federal non-discrimination laws' requirements relating to recruitment, enrollment, participation, and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-0511.

F.   **RECORDS REVIEW** refers to reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

Items reviewed during the OSMR included, but were not limited to:
- Student enrollment data.
- District policies and procedures for data collection, verification and reporting.
- District policies and procedures for finance and procurement.
- District policies and procedures for property management.
- CLNA w/supporting documents.
- CLNA advisory committee records and stake holder records.
- Inventory records.
- Student handbook.
- Procurement records.
- Postsecondary admissions packet.
- Exceptional Student Education manual.
- Memorandums of Understanding (MOUs) and articulation agreements.
- Advisory committee records – agendas, sign-in sheets, etc.
- District professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE student data.

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.

- Skyward® is used as the district's enterprise resource planning (ERP) and financial management system.
- The SLPS Business Services Procedures Manual and Purchasing Procedures Manual was provided as part of their monitoring review. The following components of each manual were reviewed:
  o Property control.
  o Accounting practices.
  o District budget policies.
  o Methods of procurement.
  o Contract management.

- o Conflict of interest.
- o Cash management.
- Upon approval of anticipated purchases in their grant budget narrative, all capital equipment is procured using policies outlined in the SLPS Purchasing Procedures Manual.
  - o Before a Purchase Requisition (PR) can be submitted into Skyward® the dollar value of the purchase will determine the method of procurement.
    - ▪ Purchases of $8,000.00 or less do not require three written quotes, but competition is encouraged whenever practical and the most efficient and effective purchasing method is expected to be used.
    - ▪ Purchases between $8,000.01 to $50,000.00 require an Invitation to Quote (ITQ) by no fewer than three vendors. This process is expected to take no more than five business days.
    - ▪ Purchases above $50,000.00 require a formal Invitation to Bid (ITB) or Request for Proposal (RFP) to be prepared by the Purchasing Department. Any purchase requiring an ITB or RFP must be approved by the Director of Financial Operations.
  - o A PR is then created and entered into Skyward® for approval by the district Purchasing Department.
  - o Upon approval, the PR is then converted to a purchase order to submit to the vendor.
- SLPS makes every effort to contract with minority-owned and women-owned businesses if the opportunity exists.
- SLPS submitted two examples of contractual agreements that the district has entered into. Both were reviewed and found to adhere with the requirements for grant funded contractual agreements.
- Although program administrators do not have access to grant-funded purchasing cards (P-card), SLPS does have internal controls and policies and procedures for P-card users.
- SLPS also provided additional fiscal records such as time and effort reports, procurement records and travel records. All documents were in accordance with applicable local, state and federal law.

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.

- SLPS has numerous collaborations, partnerships and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners include, but is not limited to:
  - o Indian River State College.
  - o CareerSource Research Coast.
  - o Florida International University.
  - o Florida Atlantic University.
  - o American Culinary Federation, Treasure Coast.
  - o Treasure Coast Builders Association.
  - o The Economic Advisory Counsel.
  - o The Treasure Coast Manufacturers Association.

VIII.   RESULTS

SLPS was not found to be out of compliance. All items reviewed were compliant in accordance with applicable local, state and federal laws and/or policies and procedures.

IX.   SUMMARY

Once the monitoring review 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's 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 corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

The monitoring team extends its appreciation to all participants of the SLPS Schools monitoring review on behalf of the department. Special thanks are offered to Ms. Aliesha Seitz for her participation and leadership during this process.

St. Lucie 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: **St. Lucie Public Schools**
Program Type: **CTE**
Monitoring Year: **2022-2023**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	X 10	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	5	X8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	5	X 8	40
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	7	X 6	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	5	X 4	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	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**234**

Data sources used for calculations: Prior to July 1, 2021

ATTACHMENT A

CTE PROMOTIONAL INFORMATION
- 36 Academies and 58 programs (2022 SY updated)
- 2022-2023 added Technical Agriculture Operations, Hospitality and Tourism, Marketing Management and Entrepreneurial Principles.
- Indian River State College (IRSC) / St. Lucie Public Schools (SLPS) articulation agreements, currently 40 programs available for students to earn credit at IRSC.
- OCT 25 2018- SLPS partnered with the Economic Development Council (EDC) and Career Source to provide seniors participating in all CTE courses with the opportunity to learn soft skills, financial aid information, possible employment, internships and apprenticeships with local industry partners. This is a yearly event.
- SLPS dual enrollment PSAV-Automotive, HVAC, Welding

Pre-apprenticeship Grants
- We earned Pathway to Career Opportunities grants.
- CTE earned seven (7) pre-apprenticeship pathways grants for programs with quality teachers directly from industry that connect to Apprenticeship programs.
  - Port St Lucie High School - Building Construction Technologies
  - Treasure Coast High School - Advanced Manufacturing and Engineering
  - Port St Lucie High School – Technical Design
  - St Lucie West Centennial High - Outboard Marine Service Technology
  - Fort Pierce Westwood Academy – The WEST Prep Magnet – Pharmacy Technician
  - Fort Pierce Central High School – Allied Health "Surgical Technology"
  - Port St. Lucie High School – Culinary "Cook"

2022 Ready to Work Boot Camp
- Guidance counselors, Educators, and students will participate in a Virtual Ready to Work Boot Camp informational session in March 2023. (Upcoming Boot Camp for June 2023).
- Boot Camp occurred June 6-10, 2022
  - There were both male and female participants, with focus on recruiting women to the manufacturing and skilled trades industry.
- 23 St Lucie Public Schools graduates participated

State of the Jobs Conference
- 300 students participated in this conference
- Guest speakers and potential employers
- 2018-Skilled trades, Manufacturing, Healthcare : https://www.youtube.com/watch?v=X4cyLiiUfK8&t=33s
- 2019 – Added the following sectors: Finance, Hospitality, and Arts.
- Virtual event will be held February 2021

Career Connect Conference
- February 8, 2022 (in-person event)
- Exploration of careers, including non-traditional careers
  - Recruitment of males to the Health industry
  - Recruitment of females to the manufacturing and skilled trade industry
  - Porch Factory – their female student intern, assisted with female recruitment and marketing efforts.

School Counselor's Bus Tours
- Representatives from all 6 high schools, Mosaic, Performance Based Preparatory Academy and Department of Juvenile Justice.
- Toured various businesses in the county

- In partnership with CareerSource, Treasure Coast Builder's Association, Treasure Coast Manufacturer's Association and the Economic Development Council.
- 2019 – 2020
  - (September)– 14 guidance counselors, 2 graduation coaches and included 7 teachers from automotive, building construction, outboard marine, engineering, culinary, and technical design programs.
    - Businesses: Builders First Source, Indian River Select, Sunshine Kitchen, Aviator College, Aquaco Farms
- https://youtu.be/SmHrYhO9GFA bus tour video
- https://youtu.be/KgWQ3GHnr4k bus tour video WPTV

Counselor's Virtual Healthcare Session
- Occurred 11/5/2020.
- Due to COVID-will replace Bus Tour.
- Healthcare covered due to being part of Skills Gap 2.0.
- COVID causing an increase in hospitals needing workers.
- Participants: Lawnwood Regional Medical Center & Heart Institute, St. Lucie Medical Center and Cleveland Clinic Martin Health, Career Source, Keiser University and Indian River State College

Health Care Round Table
- 2022 - Continued partnership. Addressing demands within industry which drives the programs offered and Pre-apprenticeships. Added Surgical Tech. (January 2022 awarded grant and Pre-apprenticeship from the Department of Education).
- Pre-apprenticeships are tied to recruitment efforts and marketing non-traditional career pathways for students.

Great Explorations
- CTE supports this yearly event with allocating funds for student transportation, providing students and guidance counselor's information for the field trip organization and registration process.
- IRSC visited high school campuses between January 2022 and April 2022 for Great Explorations type events. These events were called Invasions and were very successful.

Marine Show created as a result of the roundtable (St. Lucie Saltz):
- Show will highlight various job titles within local businesses that need employees. This will help market our SLPS students.
- St. Lucie Saltz- Shearwater filming for talent recruitment and industry exploration – May 14, 2021
- St. Lucie Saltz- Freedom Boat Club filming for talent recruitment and industry exploration - January 12, 2021

General information regarding our Engineering/Manufacturing programs
- In April 2022, the Engineering/Manufacturing/Tech Design Advisory Board hosted a hybrid (virtual and in-person) Career Day for seniors. Speakers addressed the current job market, resume writing, applications process, references, variety of job openings and apprenticeships.

Middle School
- Virtual Field Trips

#BuildAFuture
- Highlights CTE programs available in both high school and middle school.
- Marketing for non-traditional students – one of the key questions for all educator guests on the show. Highlighting program is for all students within their discussion points.
  - Example, Manufacturing and Engineering: https://youtu.be/jo9_ZfR3STw
  - Example of women in agriculture https://youtu.be/GrvOGZ-1sHg

Career Reality Fairs
- Middle schools (Forest Grove Middle School, Westgate)
- CTE teachers and students showcase various programs available to students at the high school level.
- Community and business partners come to support and set-up booths for students in the middle schools to gain information on careers available within their company or agency.
- CTE district staff support the fairs and volunteer to work with students during the event.

AgriScience- Middle School
- Allapattah Flats FFA students earn awards for Chapter Reporter, Food Science and Vegetable Evaluation which qualified them for State FFA Competition.
- Added AgriScience at Allapattah Flats 19-20 SY.
- Allapattah Flats FFA Chapter purchased steer housed at Fort Pierce Westwood Barn who the students will 'show' at St Lucie County Fair. Allapattah's FFA students rotate responsibilities of feeding, grooming, and caring for the chapter steer.

Expansion of technology
- Students at the middle school level are exposed to Cybersecurity Essentials, Web Design Essentials, Word Processing Essentials, Computing Essentials, Communication Essentials, Multimedia Essentials and Spreadsheet Essentials.

Advisory Boards
- Advisory Boards transitioned to a virtual platform including virtual meetings, virtual guest speakers and virtual community events. https://lucielink.stlucie.k12.fl.us/career-and-technical-education-fall-advisory-board-meetings-go-virtual/.

Early Childhood Education
- Early Childhood Education (ECE) Advisory Board virtually met to plan the move into the virtual realm. The Boys and Girls Club of St Lucie County shared best practices from spring 2020 including science projects and read aloud.

Veterinary Assisting Program
- Fort Pierce Westwood Veterinary Assisting Program adopted classroom pets allowing Doggie Daycare to shift to Pet Daycare. Students apply classroom skills in hands-on environment all while adapting to Covid19 safety standards. Ms. Shoun, Veterinary Assisting Instructor's students are fundraising for supplies and materials needed for the Pet Daycare.

Agriscience Program
- Agriscience, FFA students worked hard through the Covid pandemic to bring outstanding awards to Fort Pierce Westwood – The West Prep Magnet at the St Lucie County Fair.
- Fort Pierce Westwood Agriscience students launched Podcast featuring agriculture, FFA and all things informational! Agriscience Instructor, Ms. Blankenbaker is enormously proud of Nayeli Fernandez and Allison Kohler as their first episode dropped! You can listen at https://thebetterdayspodcast.buzzsprout.com/1392619/5718238-episode-zero-introduction?play=true.

#BuildAFuture – CTE show highlighting various programs offered- a connection to the community for awareness, marketing, and communication.

CTE Programs' Promotional Videos – posted on CTE webpage and St. Lucie Public Schools - Social Media, Education Channel, and YouTube platforms.

Articulation Agreements
During 2020, Indian River State College (IRSC) and St. Lucie Public Schools met to update articulation agreements for Career and Technical Education student completers. The agreement now includes Pharmacy Tech, Outboard Marine, Commercial Arts, Applied Robotics, and updates to Medical and Culinary Programs. There are 47 articulation agreements for CTE students.

Please address inquiries regarding this report to:

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