



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Orange County Public Schools

May 2-5, 2022

Final Report

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Florida Department of Education
Division of Career and Adult Education
Orange County Public Schools
Career and Technical Education and Adult 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.

Orange County Public Schools (OCPS) monitoring strategy was determined to be an on-site monitoring review (OSMR). Notification was initially sent to Dr. Barbara M. Jenkins, superintendent, on November 1, 2021. The designated representative for the agency was Rosa Grant. The division's representative conducting the OSMR was the program specialist, Charles Davis of the Quality Assurance and Compliance section.

V. Orange County Public Schools

ENROLLMENT:

CTE (possible duplication at program level): Secondary – 53,894; Postsecondary – 8,822
 AE – 5,990

Finance

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

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	480-1619B-9CS01	\$ 2,326,136.00	\$126,576.85
Perkins Postsecondary	480-1619B-9CP01	\$ 419,556.00	\$ 13,975.01
Adult Education - AGE	480-1919B-9CG01	\$ 1,658,164.00	\$ 90,051.67
Adult Education - IELCE	480-1939B-9CE01	\$ 392,263.00	\$ 6,355.41

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	480-1610B-0CS01	\$ 2,549,084.00	\$ 287,210.75
Perkins Postsecondary	480-1610B-0CP01	\$ 458,686.00	\$ 20,149.23
Adult Education - AGE	480-1910B-0CG01	\$ 1,658,164.00	\$ 5,933.41
Adult Education - IELCE	480-1930B-0CE01	\$ 392,263.00	\$ 1,961.45

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Secondary	480-1611B-1CS01	\$ 2,715,198.00	\$ 195,518.01
Perkins Postsecondary	480-1611B-1CP01	\$ 592,519.00	\$ 27,354.84
Perkins DJJ	480-1611B-1CJJ1	\$ 75,000.00	\$ 61,845.53
CARES Act - Rapid Credentialing	480-1230A-1CR01	\$ 999,512.00	\$ 53,398.47
CARES Act - CTE Infrastructure	480-1230A-1C002	\$ 421,550.00	\$ N/A
Adult Education - AGE	480-1911B-1CG01	\$ 1,658,164.00	\$ 229,792.14
Adult Education - IELCE	480-1931B-1CE01	\$ 392,263.00	\$ 4,682.96

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

<https://www.ocps.net/>

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.

Onsite Visits

The monitoring team visited the following locations:

- Dr. Phillips High School
- East River High School
- Lake Nona High School
- Lakeview Middle School
- Ocoee High School
- Olympia High School
- Orange Technical College- Avalon, East, Main, South, West
- Timber Creek High School
- Union Park Middle School
- Wekiva High School

Entrance and Exit Conferences

The entrance conference for OCPS was conducted on May 2, 2022. The exit conference was conducted on May 5, 2022. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Rosa Grant	Senior Director, Career and Technical Education	x	x
Tameika Moore	Senior Manager, Grants and Special Projects	x	
Jay Rembert	Director, Grants and Special Projects	x	
Angela Rozelle	Manager, Career and Technical Education	x	x
Alan Sherbourne	Manager (Technology), Career and Technical Education	x	x
Melanie Stefanowicz	Associate Superintendent, Career and Technical Education	x	x
Denard Turner	Senior Administrator, Grants and Special Projects	x	
Adrian Washington	Senior Instructional Process Specialist, Career and Technical Education		x
Teriann Wright	Senior Administrator, Career and Technical Education		x
FDOE Monitoring Team			
Chuck Davis	Program Specialist, QAC, FDOE	x	x
Kara Kearce	Director, QAC, FDOE	x	
Orion Price	Program Specialist, QAC, FDOE	x	x
Michael Swift	Program Specialist, QAC, FDOE	x	x

Interviews

OCPS administrators were available for interviews, if necessary.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. A minimum of 40 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 role of Grants and Special Projects is to work with OCPS and community partners to generate and maintain external funding for special initiatives in support of increased academic achievement for all students. The staff works with teachers, administrators and partners to prepare competitive and entitlement grant applications. When grants are funded, managers monitor program compliance with funder guidelines and district, state and federal requirements. In 2020-21, Grants and Special Projects monitored 249 projects for compliance totaling more than \$563 million.
- The Director of Secondary and Postsecondary Education is required to plan, develop, implement and evaluate the high school, alternative, career and technical, and adult school instructional programs and provide curriculum and instructional services to high schools.
- Rosa Grant provides budget requests, and reviews budget performance.
- The CTE and AE programs operate as a cohesive unit. The Director has regular advisory board regular meetings to ensure that both program areas are operating in the best interest of students.
- As part of the required Comprehensive Local Needs Assessment (CLNA), CTE administrative staff consulted with numerous individuals and entities across the district's service area. Those stakeholders included but were not limited to; students; teachers; CareerSource Central Florida; the Orange Chamber of Commerce; and multiple local business and community leaders. All secondary and Postsecondary CTE programs have advisory councils that meet several times a year, and they provided invaluable input and advice throughout the CLNA process. The majority of these stakeholders who participated in the CLNA process are expected to serve as ongoing consultants to the CTE program.
- The mandated CLNA (CTE only) provided the input as to what professions, occupations and trainings were needed in the community.
- The District and Orange Technical College (OTC) adhere to federal and state record retention policies.

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.

- OCPS utilizes Skyward® as their integrated Student Information System (SIS) and CampusVue® for Workforce Development Information System (WDIS).
- Rosa Grant is an active member of the Data Management Working Group.
- The District has policies and procedures on data collection and offers annual localized training to CTE and AE administrative staff and teachers. Training provided by the district includes, but is not limited to: the annual Summer Workforce Education Leadership training; the annual Back-to-School teacher trainings; and National Reporting System (NRS) new user workshops. Administrative staff also attends FDOE sponsored training and professional development events such as FDOE quarterly webinars, the Florida Association of Career and Technical Education (FACTE) conference and Workforce Education and District Data Advisory Council (WEDDAC) annual conferences.
- The data quality procedures at OCPS include:

- Test scores are entered immediately after the student has completed the testing.
- CampusVue® errors prohibit unusual test scores or inappropriate assessments entered.
- Data operator and Director review data frequently to ensure score gains are appropriate and that information is entered correctly.
- Records of all trained test administrators are kept.
- There is a test and program orientation established for students.
- Any person who administers a Test of Adult Basic Education (TABE), Comprehensive Adult Student Assessment System (CASAS), and CASAS Goals, along with General Educational Development (GED®) assessment, Postsecondary Education Readiness Test (PERT), End of Course (EOC) or Florida Standards Assessment (FSA) must be certified and trained, either by publishers standards or in accordance with K-12 testing policies for OCPS. Test administrations at OTC are completed by following the test administration manual verbatim in order to ensure fair and consistent testing environment.
- All of the data elements required of their local MIS were included in the system and verified during the on-site review.
- Student electronic files include "release of information" clauses as required by the Family Educational Rights and Privacy Act (FERPA).
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the on-site review. No errors were found. All student records were provided by OCPS.

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

- The Florida Standards provide the foundation for instruction in OCPS. Curriculum and Digital Learning provides training, ongoing professional development, digital resources and documents based on these standards.
- OCPS provides 16 CTE Career Cluster options, as well as Vocational Employability Skills for Youth, and Internships. CTE programs are available across the county, but with some programs only offered at specific locations and AE services are provided at various times and locations to accommodate the many needs of their adult learners. Through OTC, they offer Comprehensive Specialized Instruction.
- Personnel Activity Reports were provided for time and effort evidence.
- Students are encouraged to participate in approved Career Technical Student Organizations (CTSO) activities, events, etc. (both face-to-face and virtual/online) on the local, district, state and national CTSO organization levels, including but not limited to officer leadership positions, committees, competitive teams, leadership conferences, etc. . SkillsUSA, and Future Farmers of America (FFA) are active organizations.
- New AE students begin by taking the TABE or CASAS assessment with Assessment Staff. Students receive orientation to the program with general inquiry into students' goals and program expectations. .
- Counselors and instructors work collaboratively to adequately prepare students to be market ready. Counselors and OTC staff collaborate and OTC staff visit schools regularly to share information regarding Postsecondary opportunities. Counselors sponsor college fairs for high school students to assist them with their program and college choice.
- OCPS and OTC provide information via social media, career fairs, radio, etc., to encourage individuals to continue their education or select a CTE program.
- OCPS allows students to participate in work-based training opportunities. In 2021, OTC announced a partnership with CareerSource Central Florida for students to participate in career exploration activities and summer internship programs.
- OCPS and OTC encourage dual enrollment agreements between partners. High school students who are in grades 11 and 12 may attend a campus for a half-day and earn elective credits to obtain a career. Students must take a minimum of three elective credits to be dual enrolled at an OTC campus.

- AE and CTE instructors participate in ongoing trainings provided by FDOE and FACTE, Creative Professional Development & Training LLC, as well as annual Professional Development Day throughout the district. Training certificates were provided as evidence.
- No reasonable services and accommodations are denied to those students who self-declare a disability. OCPS makes every effort to accommodate the special needs of its students. Accommodations may include, but not be limited to, extended time for training, readers and scribes, special texts, note takers, auxiliary aids and services, and modified course content. Any student that may need accommodations contacts Admissions Counselors to identify strategies. A Free Appropriate Public Education (FAPE) is available to all students with disabilities upon determination of need.

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.

- SAP® is the District's Inventory Management System.
- All inventory criteria set forth by federal, state and local guidelines are included within the inventory management system. The inventory management system was verified during the OSMR.
- Each work location's senior (level) administrator or principal is identified as the Property Custodian for their respective work location. The Property Custodian is tasked with the responsibility of maintaining an accurate accountability of all OCPS Tangible Personal Property assigned or transferred to their work location. The Property Custodian assigns the role of Property Manager to a staff member to oversee the day to day inventory activities and processes. The Property Manager's role is to ensure that all Tangible Personal equipment consisting of both capitalized and non-capitalized assets are inventoried appropriately and records are updated to reflect the correct model, type, serial number, department, building and room number. All Property Managers are required to attend an annual training session with the Property Accounting staff to learn the duties, responsibilities, and SAP® inventory reports, which are required of all work locations.
- Documenting the asset begins at the point of purchase. Below is the breakdown of how a capitalized asset is tracked and placed in the work location inventory.
 - The purchase order is created, using the correct object code for capital assets.
 - The work location accepts delivery of the asset and records a Goods Receipt in SAP®.
 - Vendor receives payment through Accounts Payable.
 - Property Accounting generates a report to review all District capital asset acquisitions greater than or equal to \$1,000.
 - For each asset greater than or equal to \$1,000, Property Accounting creates an asset master record documenting the purchase order number, cost strip, funding source, invoice, check number, make, model, manufacturer and work location.
 - A bar-coded Fixed Asset tag is created, and along with the Fixed Asset to Be Tagged Report, is sent to the work location's Property Manager.
 - The Property Manager verifies the information on the Fixed Asset to Be Tagged Report and affixes the tag on the asset.
- Monthly Inventories are the responsibility of the Property Custodian.
- Monitoring staff conducted an inventory audit at 13 locations. See Finding 2.

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 (OEEEO) 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 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.

- Size, scope and quality review
- CLNA –Local Market Alignment
- MIS data quality checklists
- District policies and procedures for finance and procurement
- District technology plan
- WDIS user guide
- Student and employee handbooks
- Inventory and procurement records
- 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 and AE student data review
- TABE and CASAS proctor records

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.

- SAP® is used as the district's Enterprise Resource Planning (ERP) system.
- The district's Accounting Specialists ensure the efficient management of CTE and AE grant funds.
 - Financial reporting
 - Internal Controls
 - Audit requirements
 - Training
- Grant Administrators and Accounting Specialists are responsible for ensuring that costs charged to Federal projects are allowable, necessary, and allocable.
- As grant applications are prepared, the respective grant administrator reviews all proposed expenditures to ensure that they are allowable with respect to the scope, goals, and objectives of that specific Federal project. Furthermore, the grant administrators ensure that all proposed expenditures are in conformance with the limitations or exclusions established within the principles of the Federal award. Specific expenditures are identified such as the type of personnel to be staffed, contracted professional services to be obtained, and large capital purchases (i.e. a vehicle).
- When considering an amendment, the grant administrator considers the impact on originally considered endeavors that will now not be funded due to the amendment.
- Monitoring staff conducted a budget analysis of OCPS' FDOE grants. See Finding 1.

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

- OCPS 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:
 - University of Central Florida (articulation)
 - Valencia College (Career Pathways Articulation)
 - Orlando Health, Inc
 - Orlando Economic Partnership
 - AdventHealth Orlando

VIII. RESULTS

Finding Number	1
Area	Financial
Finding Summary	A grant budget analysis (GBA) was conducted for OCPS for all grants from 2018-2021. There were multiple errors, including overspending, money approved but not spent, and new object codes added to the final expenditure 399 & 499 reports. The object codes found were spread across multiple years and did not match after amendments were submitted.
Finding Detail	<p>The following object codes were identified:</p> <ul style="list-style-type: none"> • Fiscal Year (FY) 2018-19 <ul style="list-style-type: none"> ▪ Secondary: <ul style="list-style-type: none"> • Object codes 369; 510; 519; 622; 642; 520 and 730 were all overspent with no budget amendments submitted. ▪ AE General: <ul style="list-style-type: none"> • Object codes 369 and 399 were all overspent with no budget amendments submitted. • . • FY 2019-20 <ul style="list-style-type: none"> ▪ Secondary: <ul style="list-style-type: none"> • Object codes 369; 510; 519; 622; 642; 520 and 730 were all overspent with no budget amendments submitted.
Citation	Violation of the Project Application and Amendment Procedures for Federal and State Programs (Green Book), Section B "Project Amendments."
Recommended/ Anticipated Corrective Action	The Director of Career and Technical Education shall provide a memo of attestation stating the district accepts the finding.
Anticipated completion date:	<p>Corrective actions are in progress. Currently the business system generate the 399 report. The system automatically reads on the first four digits which causes some object codes and amounts to be combined.</p> <p>The corrective action is Orange County Public Schools will manually complete the 399. In addition an amendment will be submitted if and when an object code needs to be adjusted.</p> <p>Estimated completion date: 06/30/2022</p>
Name(s) and Title(s) responsible for corrective action:	Rosa Grant- Director of Career and Technical Education
Plan accepted by: Chuck Davis Date: 6/21/22	
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP:	Date:

Finding Number	2
Area	Technology and Equipment
Finding Summary	Equipment not properly tagged and not located where inventory list indicated.
Finding Detail	During the monitoring review, several pieces of equipment at OTC East, OTC Main, OTC South, And OTC South/DJJ were not in the location indicated on the inventory record and not properly tagged.
Citation	This is in violation of 2 CFR 200, UGG §200.313, and district asset management procedures.
Recommended/ Anticipated Corrective Action	Equipment purchased with grant funds must be properly tagged with an asset identification number and kept in the location listed in the inventory management system in order to comply with state and federal requirements. Updated inventory records that include correct locations for all pieces of grant-funded equipment shall be provided.
Anticipated completion date:	<p>Corrective actions we have are in progress. Equipment purchased with grant funds will be properly tagged with an asset identification number via our CTE specific labels. Asset tracking will be kept in AssetTiger, our inventory management system, to comply with state and federal requirements.</p> <p>Updated inventory records that include correct locations for all pieces of grant-funded equipment will be provided.</p> <p>Estimated completion date: 09/30/2022</p>
Name(s) and Title(s) responsible for corrective action:	Rosa Grant- Director of Career and Technical Education Alan Sherbourne - Technology Manager
Plan accepted by: Chuck Davis Date: 6/21/22	
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP: Complete Date: 6/21/22	

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 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 Orange County Public Schools monitoring review on behalf of the department. Special thanks is offered to Rosa Grant for her participation and leadership during this process.

APPENDIX A
Orange County Public Schools
 Career and Technical Education
 Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Orange County Public Schools					
Program Type: CTE					
Monitoring Year: 2021-2022					
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>X 8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins 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 CTE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					228

Data sources used for calculations: Prior to July 1, 2020

Orange County Public Schools
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Orange County Public Schools					
Program Type: AE					
Monitoring Year: 2021-2022					
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	7	<u>X 4</u>	28
	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	4	<u>X 6</u>	24
	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					194

Data sources used for calculations: Prior to July 1, 2020

Attachment 1

Brag Report

- On June 30, Orange Technical College and Jones High School celebrated the inaugural class of licensed practical nursing graduates in school history! The ceremony included a keynote from Dr. Bridget Williams of OCPS, as well as short words of encouragement from instructors, followed by the official pinning ceremony. These nine students worked tirelessly throughout their high school experience, completing four years of required career and technical education courses, culminating in the completion of their high school diploma and becoming fully-trained to become a licensed practical nurse. This is a first-of-its-kind program in both OCPS and across the nation, allowing students post-secondary training experience on the high school campus that allows them to further advance their education or enter the workforce immediately after graduation.
- On December 11, OTC health science students competed at the HOSA - Future Health Professionals Regional Competition. HOSA, formerly known as Health Occupations Students of America, is an international career and technical student organization endorsed by the U.S. Department of Education and the Health Science Technology Education Division of ACTE. We are proud to report 11 students placed in the top 3 and will move on to the state competition in April! Here are the results:
 - Alexis: Medical Terminology - 1st place
 - Sara: Nursing Assisting - 1st place
 - Emily: Medical Math - 1st place
 - Donovan: Job Seeking Skills - 1st place
 - Nicole and Angel: Health Career Display - 1st place
 - Tara, Jessenia and Adenicia: Health Education - 1st place
 - Gabriella and Paola: Health Career Display - 2nd place
- On February 9, Orange Technical College, in partnership with the Ritz-Carlton Orlando, the Central Florida Hotel & Lodging Association, Florida Restaurant & Lodging Association, and a whole host of event sponsors, out on this year's annual OCPS Culinary Competition. This event brings together hundreds of high school students from across the district to put their culinary skills to the test against peers from their CTE classes. Professional judges from industry score student teams on challenges ranging from best dessert, main course, waiter relay and more. Student winners, competitors and onlookers gained incredible feedback from chefs, industry professionals, and teachers through live judging and special info sessions for professional growth.
- On October 15, OTC in partnership with the Manufacturers Association of Central Florida, hosted the 2nd Annual Manufacturing Design Build Competition at Custom Metal Designs in Oakland, FL. Student teams from various career and technical programs from across the district participated including teams from Oak Ridge HS, Colonial HS, Apopka HS, East River HS, Orange County Virtual School and Orange Technical College.

After hearing from speakers from OCPS, MACF and Custom Metals, students began work on their specialized robotic arm design build prototype. Student teams were tasked to present their work and methodology in designing a new prototype on the spot to industry judges.

“It was a pleasure to host the 2nd annual Manufacturing Design Challenge. I’ll speak for my engineering team and the judges in saying that everyone was impressed with the quality of the presentations by all of the teams. Our educational partners, Orange Technical College and the other colleges in our region are doing a great job training and developing the next generation of manufacturing employees,” said Ray Aguerrevere, MACF Board President and GM for Custom Metal Designs.

After presentations, students were given a unique chance to tour the plant facility and ask questions to industry experts about career pathways in the field.

- On February 9, Orange County Public Schools held a 2021-22 Stellar Teacher of the Year Reveal reception with school board members, district leadership and staff to recognize five outstanding Teacher of the Year finalists and named Nancy Welch as the 2021-22 Teacher of the Year winner!

Mrs. Nancy Welch is a Practical Nursing instructor with Orange Technical College and has been with OCPS for the past nine years. She takes pride in providing students with knowledge and skills to effectively serve the community in health-care settings. She leads by example and believes it takes a village when providing patient care, especially during the COVID-19 pandemic. She is committed to assisting students in the classroom and at clinical sites to become compassionate, empathic and professional LPNs.

She is also an integral part of the pipeline for ensuring that local health-care facilities meet the ongoing demand for highly-skilled nurses. Her strategies and essential instruction provide future nurses with an understanding of scientific and technical information and guidance while pursuing excellence in the nursing field.

- On November 2, OTC hosted industry partners from the construction, manufacturing, transportation, and logistics industries at UCF's Tech Grove. This was the second stop of the district's listening tour with critical members of the local business and industry community to help us better understand the needs of employers as we reshape career and technical education. The day featured opening remarks from Deputy Superintendent, Dr. Maria Vazquez, as well as Associate Superintendent of CTE, Melanie Stefanowicz, highlighting the opportunity we have to reimagine our schools and career pathways for students. The industry roundtables focus on key questions for employers related to training, hiring and retaining talent, as well as building sustainable workforce pipelines in the area's most critical fields.
- On October 29, Robert Visscher, General Manager of resolute tissue, and Todd Fisher, EH&S – HR Support with resolute tissue, were on-campus to provide \$500 scholarships to students training in fields related to manufacturing. Here are the selected students:
 - Roquarious Hardwick (Welding)
 - Matthew Martucci (Welding)
 - Jamison Petty (Machining)
 - Azriella Roland (Mechatronics)

Resolute Tissue is a business unit of Resolute Forest Products and is one of the few fully integrated tissue manufacturers in North America. They are a global leader in the forest products industry with a commitment to sustainability and preserving our natural resources. The Central Florida Plant is located in Sanford, Florida. The company works with our school to provide students scholarships, job opportunities, factory tours, mentorship and more.

- On February 9, Orange Technical College, in partnership with the Guidewell Innovation Center, Florida Blue, and the Orange County Government, hosted the Inaugural CTE Teacher Summit & Student STEM Conference! The keynote was provided Tony Jenkins of Florida Blue; his impactful speech to students focused on 'power words' of wisdom and skills needed for the future of work. The event hosted roughly 130 students from across OCPS middle and high schools, with many able to share and present their STEM-related projects and unique designs they built.

Tony was joined on stage for a fireside chat with Maria Vazquez, Deputy Superintendent for Orange County Public Schools, and Andrea Wesser-Brawner, Chief Innovation and Emerging Technologies Officer for Orange County Government to answer questions from students on how they got to where they are and what the future of education and work may look like in the near future.



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