Florida Department of Education

Career and Adult Education

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

Lake County Schools

October 18 - 20, 2017

Final Report

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Florida Department of Education
Division of Career and Adult Education

Lake County Schools
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I. INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2017-2018 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III. QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2017-18 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A

risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for Lake County Schools (LCS) was determined to be an onsite visit. Notification was sent to Ms. Diane Kornegay, Superintendent of Lake County Schools, on August 23, 2017. The designated representatives for the agency were Ms. Frances Celis, Director of College and Career Readiness and Ms. DeAnna Thomas, Assistant Director of Adult Education.

V.   LAKE COUNTY SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2015-16
AE: 1,160
CTE (possible duplication at program level): 20,671

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

FY 2015-16

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	350-1916B-6CG01	$ 402,377.00	$ 0.00
English Literacy and Civics	350-1936B-6CE01	$ 47,809.00	$ 0.00
FICAPS	350-1926B-6CL01	$ 25,000.00	$ 5,782.41
Perkins CTE Secondary	350-1616A-6CS01	$ 438,820.00	$ 1,662.39
Perkins CTE Postsecondary	350-1616A-6CP01	$ 135,384.00	$ 3,839.99

FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	350-1917B-7CG01	$ 402,377.00	$ 24,984.66
English Literacy and Civics	350-1937B-7CE01	$ 47,809.00	$ 8,408.49
FICAPS	350-1927B-7CL01	$ 25,000.00	$ 0.00
Perkins CTE Secondary	350-1617A-7CS01	$ 434,369.00	$ 3,664.13
Perkins CTE Postsecondary	350-1617A-7CP01	$ 147,989.00	$ 4,026.90

FY 2017-18

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	350-1918B-8CG01	$ 440,569.00	$ N/A
English Literacy and Civics	350-1938B-8CE01	$ 46,726.00	$ N/A
Perkins CTE Secondary	350-1618A-8CS01	$ 419,786.00	$ N/A
Perkins CTE Postsecondary	350-1816A-8CP01	$ 133,556.00	$ N/A

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

VI. MONITORING ACTIVITIES

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

Onsite Visits
Members of the team made onsite visits to the following locations:
- LCS administrative office
- Lake Technical College (LTC)

Entrance and Exit Conferences
The entrance conference for LCS was conducted on October 18, 2017. The exit conference was conducted on October 20, 2017. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
DeAnna Thomas	Assistant Director of Adult Education	X	X
Frances Celis	Director of College and Career Readiness	X	X
Melissa Stephan	Director of Curriculum and Instruction	X	X
Robin Hipps	Secretary	X	X
Sherrita Alexander	Program Specialist	X	X
Audrey Cazares	Secretary	X	X
Kathlene Daniels	Administrator on Assignment	X	X
Marta Ramirez	Administrative Coordinator	X	X
Lynn Johns	Program Specialist	X	X
Kimberly Brown	Program Specialist	X	X
FDOE Monitoring Team			
Tashi Williams	Director, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews
Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 40 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII.   RESULTS

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

- The AE and CTE programs at LCS are managed by dedicated and knowledgeable administrators with many years of experience in their respective program areas.
- The LCS Director of College and Career Readiness (CCR) is new to her position, but does have previous CTE experience and is surrounded by a team of experienced CTE professionals.
- LCS created the CCR department to house Advanced Placement, Dual Enrollment, and CTE. The goal of this department is to accelerate student progress beyond completion of high school.
- In addition to ample trainings and staff development offered by the district, AE and CTE administrators participate in required program specific trainings as well.

B.   <u>DATA AND ASSESSMENT:</u> refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- LCS utilizes the Skyward system to input student registration, attendance and grades.
- The monitoring team reviewed district policies and procedures for data collection. In addition to district policies, both AE and CTE have program specific policies and procedures.
- LCS has staff with specific duties and responsibilities for data collection, entry and verification.
- Extensive security measures are in place, as evidenced by 3-tiered access to testing supplies and systems.

C.   <u>CURRICULUM AND INSTRUCTION:</u> refers to those elements that contribute to student learning and skill acquisition.

- At the beginning of each semester the College and Career Readiness department works with new enrollees to ensure that they are taking the appropriate sequence of classes in order to attain their academic goals.
- The majority of programs offered at LTC are open entry and exit, which allows students to work towards their goals at their own pace.
- LCS has CTE advisory committees that work very closely with their respective program areas. The committees keep instructional staff and program administrators abreast of recent industry trends and local workforce needs.
- The monitoring team observed integrated classrooms that merge adult education with CTE instruction to provide real world experiences for participating students.
- Lake Technical College has over 170 industry partners that work directly with its CTE programs.
- The district has a full waiting list for their new English for Speakers of Other Languages (ESOL) program in the south district.
- Since 2008 the number of CTE industry certifications earned by LCS students increased from eight in 2008 to 2,248 earned in 2017.

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.

- Lake Technical College has an all-inclusive inventory system that electronically tracks inventory from the time an item is approved for purchase all the way through its useful life.
- LCS has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- Prior to leaving for the summer all teachers are required to verify equipment under their supervision and report any items that need to be repaired or replaced.
- Equipment is inventoried annually and property valued at $1,000 or greater receives a numbered, inventory identification tag, which assigns an asset number and tracks all inventory criteria set forth by the UGG. Program specific tags are also applied to the equipment in addition to district labels.
- Technology and equipment is up to date and is being used specifically for AE or CTE programs. The technology is integrated into the curriculum as required per program.

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

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

F. **RECORDS REVIEW:** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- LCS district website
- District policies and procedures for finance and procurement
- Policies and procedures for data collection, verification and submission
- Technology plan
- Inventory/equipment records
- Complete financial records for employee travel
- Complete financial records for grant funded purchases
- Verification of student records
- Program Improvement Plan (PIP)
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort reports
- CTE advisory committee minutes, agendas and sign-in sheets
- District and program sponsored training manuals and 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.

- LCS has financial policies and procedures in place to ensure the efficient cash management of CTE and AE grants funds.
- The monitoring team reviewed time and effort reports, purchase orders and travel documents and found these documents to be in accordance with district, state and federal policies.
- The CCR department director, program directors and the purchasing department represent the multiple tiers of checks and balances that a purchase must go through before it is approved.
- Both AE and CTE program directors maintain up to date accounting records of grant funded expenditures.

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.

- Lake Sumter State College
- Goodwill job center
- Lake County Library
- United Way of Lake and Sumter Counties
- Lake County Jail
- CareerSource Central Florida
- Florida Heart and Vascular Group
- Multiple local auto mechanic and auto body shops
- Leesburg Regional Medical Center
- Lake County fire and rescue
- Santa Fe College
- College of Central Florida
- University of Central Florida
- City of Leesburg, FL

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

Secondary Measures 2015-16
In 2015-16 the agency met or exceeded all secondary measures; therefore a PIP was not required.

Postsecondary Certificate Performance Indicators 2015-16
In 2015-16 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:

- 3A1 Retention or Transfer: Local Actual 69.59% vs. Local Agreed 77.53%

J. **PROGRAMS OF STUDY:**

Implementation of Programs of Study

As part of the new DCAE assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their

development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to LCS, Cathy Hammond, Bruce Harrington and Heather Conley of the Federal and State Initiatives (FSI) section of the DCAE, lead a conference call to review the previously submitted POS narrative with LCS staff on Thursday, October 19, 2017. A summary of the conference call discussion compiled by the FSI team appears below.

Programs of Study: Allied Health (secondary) and Culinary Arts (postsecondary)

Program Identification and Development

- Prior to the POS conference call, LCS provided information and supporting materials for two Programs of Study from their 2015-16 RFAs: Allied Health for secondary and Commercial Foods and Culinary Arts for postsecondary. Both programs of study were discussed during the POS call.
- LCS has a comprehensive approach to POS and processes in place with high quality guides and supporting materials to identify, develop and review POS. These include structured processes for development and review of curriculum frameworks, articulation agreements and academic and CTE integration.
- Secondary programs are identified, developed and guided by the workforce and economic development needs of Lake County, reference to the Targeted Occupations List, Economic Development Commission identified priorities, and Program Review Committees' recommendations (business/industry partners). Pertinent industry certifications to be offered are identified and vetted with local business partners to ensure the value of these in the local employment market.
- Lake Technical College (LTC) has continued programs of study established through Tech-Prep that have continued support of the regional Career Pathways Consortium.

Development of Course Sequences

- The "Blueprint" curriculum framework documents are developed through meetings between secondary and postsecondary teachers, business partners and school representatives.   These Blueprints include locally endorsed sequences of academic and career and technical education courses from grade nine through postsecondary that ensure that what is being taught meets the standards and needs of local industry, avoids unnecessary duplication of courses between secondary and postsecondary levels, allows for certification opportunities and results in a seamless transition from secondary to continued training in a postsecondary setting or into employment.

Integrating Secondary Academic and CTE Content

- Close collaboration between ELA, middle, and high school math faculty and CTE faculty occurs to make sure that students moving through pathways have the academic content and skills needed in their program area. Reviews of secondary CTE curriculum are conducted to discern what academic standards can be worked into CTE courses. Then, these academic standards are included in Blueprint course framework documents for teacher reference.
- At the school level, some secondary CTE teachers work with academic projects, depending on the CTE program.

- Although not currently in place, LCS is moving forward with developing CTE examples for academic teachers and are working toward coordinating cohorts within each career cluster in a way that allows students to take academic courses most relevant to that cluster.

LTC Program Outcomes

- There were differences in outcome data for the Commercial Foods and Culinary Arts program between the FDOE data in 2015-16 and that reported for LTC in their POS narrative. The rates reported in the narrative were much higher than those in the FDOE data. Staff on the call explained that what they provided in the narrative were Council on Occupational Education (COE) completion rates. COE has a more restrictive definition of the cohort and a different definition of a "completer" than that used for Perkins.

Partnerships and Collaboration

Advisory Councils
- There is one district-wide CTE Advisory Council at the secondary level and multiple ones at the postsecondary level based on cluster. These groups meet twice a year. Program-specific sub-groups meet in October, February, and May. The council includes representatives from CareerSource, the community, the county economic development/workforce agency, local industry, and administrators from the schools, teachers, and guidance counselors, recruited based on the programs offered at the school at which they are meeting. There is an attempt to have representatives from every school. In addition, parents are invited. Students from the high school where the group is meeting give two to four presentations at each meeting. Students are asked to talk about what their experiences have been with CTE and about their future plans.
- The Lake and Sumter Career Pathways Consortium includes representatives from LCS, Sumter County Schools (SCS), Lake-Sumter State College (LSSC) and LTC. The Consortium is involved in all aspects of POS, from identification and development to review, and is a primary means of collaboration on POS in the region.

Secondary and Postsecondary Relationships
- A locally developed Articulation Conversation Guide is used as the basis for the review of articulation agreements. The Conversation Guide was developed to facilitate a deeper conversation. LCS wants secondary students to be prepared for postsecondary work, so they communicate closely with postsecondary about the skills missing from students arriving from secondary.
- Every year LTC meets with representatives from LSSC to review any changes in their program offerings that might affect POS. Meetings occur in various venues, moving from secondary to LTC and LSSC.
- Through the Lake and Sumter Career Pathways Consortium, members share information and ensure that pathways are aligned at each level and secondary students have postsecondary options.
- One focus of the Career Pathways Consortium is to work with SCS, since it is such a small county, to assist them in addressing their local needs.

Secondary Student Preparation and Articulation into Postsecondary
- When asked what percentage of students in secondary programs move into related programs at LTC or LSSC, LTC staff on the call did not have exact numbers, but thought that improvement could be made in this area. Some programs are working on promoting the

move to the next educational level. However, students often don't see the need to go on to two-year programs if they can get jobs with certifications earned prior to program completion. Most of the students moving on are from basic healthcare and culinary, perhaps a half dozen per year.

- LCS feels that their secondary students are well prepared for postsecondary work, especially in healthcare and culinary, and secondary and postsecondary partners work closely together to ensure that students remain well prepared. LCS staff mentioned one of the strongest relationships is with LSSC in healthcare.

Regional Support for CTE
- There is a great deal of support for CTE in the region and from the LCS administration. District Acceleration programs include CTE and are emphasized by the superintendent. The district-wide advisory council is very active and the superintendent regularly attends meetings and county and city officials may also attend.

Program Review

- To ensure that a program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success, there is a structured process in place to review all POS.
- As part of the process, secondary POS and Blueprint documents are reviewed every other year and are updated or revised as needed. Reviews involve community and workforce representatives, instructors, business partners, and secondary and postsecondary teachers. The Blueprints are considered living documents that may be changed once a year or many times during the year, such as when there are changes in DOE frameworks, in available industry certifications and/or exams/assessments, and by requests of business partners.
- Articulations agreements are also reviewed, along with enrollment, industry certifications and POS completions.
- On the postsecondary side at LTC, every instructor meets with their administrator every year, and LTC meets with colleges to review POS.
- This process has been in place for more than 10 years, and has been found to be very beneficial and keep meetings very efficient. LCS provides business partners with information on industry certifications and frameworks. Minutes are taken and provide historical information on decisions and processes. Representatives who cannot attend review sessions send notes to provide their input.

Programs of Study Overall

- Staff on the call stated that they use the definition and requirements outlined in the eight state-required elements of the FDOE to develop and implement POS and their programs meet or exceed each of the elements. These staff members indicated that all entities are working together and there are true, viable career pathways to employment with an emphasis that these careers provide opportunities for students to stay in their communities. The fact that these pathways lead to local employment reflects the strong working relationship with local businesses.
- Another staff member described a Program of Study as a pathway to postsecondary and employment. This individual also felt that ideally, the pathway would begin in kindergarten. Currently, however, they begin in middle school, feed to high schools and then to postsecondary and beyond.

Benefits of POS Review Monitoring Narrative

- Staff on the call reported that filling out the POS section of the monitoring protocol was very helpful. Since these staff members are relatively new, it was good for them to look at processes in place at this level of detail and get an understanding of these processes.

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – LCS is not required to complete a CTE Corrective Action Plan.

ADULT EDUCATION
2. Corrective Action Plan – LCS is not required to complete an AE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the LCS onsite monitoring visit. Special thanks are offered to Ms. DeAnna Thomas, Ms. Frances Celis and Ms. Melissa Stephan for their participation and leadership during this process.

Lake County Schools
Career and Technical Education
Risk Matrix

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

Agency Name: LAKE COUNTY DISTRICT SCHOOL BOARD
Program type: CTE
Target Year: 2015-2016
Monitoring Year: 2017-2018

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 years or more	7	5	X 10	50
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total Perkins Budget Allocated Value	Upper Quartile	7	7	X8	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# Perkins Grants Value	4+	7	3	X 8	24
	3	5			
	2	3			
	1	1			
Perkins PIP Index Value	7.50 – 10.00	7	0	X 8	0
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Perkins Director Change Value	Yes	7	7	X 6	42
	No	0			
Perkins Funds Remaining Point Value	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
			AGENCY RISK SCORE:		**212**

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

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

Agency Name: LAKE COUNTY DISTRICT SCHOOL BOARD
Program type: AE
Target Year: 2015-2016
Monitoring Year: 2017-2018

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
*Last Monitored	7 years or more	7	5	X 10	50
	5-6 years	5			
	3-4 years	3			
	0-2 years	1			
Total AE Budget Allocated Value	Upper Quartile	7	5	X 8	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	5	X 8	40
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	7	X 6	42
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	5	X 4	20
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				Agency Risk Score	**212**

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

ATTACHMENT

Lake County School District High Points

The Lake County School District recently underwent district restructuring that accentuated the importance of Career and Technical Education within the school district. The College and Career Readiness department was created to incorporate Dual Enrollment, Advanced Studies (Advanced Placement and AVID) and Career and Technical Education. This compilation of departments into one is intended to allow for a focus on acceleration opportunities for all students within the district. The department mission states:

The College and Career Readiness department is committed to empowering all students through enhanced acceleration opportunities which include advanced studies, improved digital literacy, and career and technical education that articulate to post-secondary education and the workplace.

The Lake County School District currently offers 29 different pathways representing 76 academies at our 18 middle and high schools. These programs include pathways within multiple career clusters to include: Agriculture, Food & Natural Resources, Information Technology, Manufacturing, Marketing, Sales & Service, Transportation, Business, Management & Administration, Architecture & Construction, Education & Training, Health Science, Hospitality & Tourism, and Arts, A/V Technology & Communication.

The various programs are supported by articulation agreements with the College of Central Florida, Lake Technical College, Lake-Sumter State College, Orange County (Westside Technical Center), Pasco County (Marchman Technical College), and Santa Fe College.

The district has been intentional with regards to establishing consistent blueprints for all programs that consist of the Florida DOE curriculum frameworks, academic competencies, business and industry recommendations and common activities, assessments and resources. As part of our continuous curriculum improvement process we meet at least biannually with our industry partners as well as postsecondary partners in all programs. This program review process focuses on three essential questions:

1. Are the skills taught in each program important to know in the given field?
2. Is each program career focus relevant to current and projected areas of industry growth?
3. Should additional skills be taught, and if so, what are some recommendations?

Over a four year period the emphasis on industry certification has resulted in an increase of industry certifications attained from 861 in the 2014-2015 school year to 2,248 in the 2016-2017 school year.

Lake Technical College High Points

Lake Technical College received accreditation from the Council on Occupational Education in 1974. The institution currently offers over 28 postsecondary programs in nine different career clusters. Adult Basic Education, GED Prep, and Adult ESOL classes are offered on the main campus, eight off-site locations in the community, and online. In addition, various programs are certified by their program-specific accrediting bodies: Commission on Accreditation of Allied Health Education Programs, Florida State Board of Nursing, Florida Criminal Justice Standards and Training Commission, Florida Fire Academy, American Culinary Federation, Florida State Board of Cosmetology, American Welding Society, and the National Automotive Technicians Education Foundation.

Dual enrollment opportunities are available for students from Lake County Schools. In addition, articulation agreements are in place for students in Lake County Schools who plan to attend Lake Technical College and for the Lake Technical College students who wish to continue their education at Lake Sumter State College. Lake Technical College has partnered with Lake Sumter State College and is now offering practical nursing, nursing assistant, GED, and ESOL classes on the campuses in Clermont and Sumterville.

The institution wide completion rate is 93%, placement rate is 84%, and licensure rate is 88%. (based on COE annual report dated December, 2016).

In 2017, a new 24,000 square foot Center for Advanced Manufacturing will open to prepare workers in manufacturing, CNC production, welding and fabrication.

Lake Technical College student teams from the Clermont program won first and second place in a competition that tested their knowledge of practical nursing at the National Association of Licensed Practical Nurses conference on September 29, 2017.

Steven Giles, is the first student to receive the I-CAR Platinum status in both Non-structural and Refinishing Technician in the Auto Collision Repair and Refinishing program this year.

The Florida Association of Governmental Fleet Administrators, the largest and oldest association of local government fleet management professionals in the US, awarded a $5,000 scholarship to student Kevin Cordero in the Automotive Service Technology program this year.

The Commercial Food and Culinary Arts program was recently named number eight of the best culinary schools in Florida by Best Choice Schools Additionally, the program received exemplary status from the American Culinary Federation.

Lake Technical College's Adult Education program, "Correction Connection," was awarded a $12,000 grant from the United Way of Lake & Sumter Counties.

Auto Collison Foundation Grant of $1000.00 was awarded for the fourth consecutive year. Also won the I-Car Curriculum Grant for the second time which includes access to online training for students.

Lake Technical College successfully implemented an Integrated Education and Training program between Air Conditioning, Refrigeration and Heating and Adult Education.