



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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

Polk County Public Schools

September 9-12, 2019

Final Report

TABLE OF CONTENTS

I. Introduction 1

II. Authority 1

III. Quality Assurance Policies, Procedures, and Protocols 1

IV. Provider Selection 1

V. Polk County Public Schools 2

VI. Monitoring Activities 3

VII. Results 4

VIII. Required Resolution Activities 8

IX. Summary 8

 Appendix A 9

 Appendix B 11

Florida Department of Education
Division of Career and Adult Education

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

I. INTRODUCTION

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

II. AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Strengthening Career and Technical Education for the 21st Century Act, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2019-2020 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 2019-20 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 QAC section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider’s risk matrix score.

The monitoring strategy for Polk County Public Schools (PCPS) was determined to be an onsite visit. Notification was sent to Ms. Jacqueline Byrd, superintendent, Polk County Public Schools on August 7, 2019. The designated representative for the agency was Mr. Steve Cochran, director, Workforce Education and Multiple Pathways.

The onsite visit to the agency was conducted September 9-12, 2019. The two representatives of the division present during the visit were program specialists, Mr. Michael Swift and Mrs. Christine Walsh of the Quality Assurance and Compliance section.

V. POLK COUNTY PUBLIC SCHOOLS

ENROLLMENT:

Fiscal Year (FY) 2017-18

CTE (possible duplication at program level): Secondary - 61,608; Postsecondary - 3,253
 AE: 1,991

The provider was awarded the following grants for FY’s 2017-18, 2018-19 and 2019-20:

Finance

FY 2017-18

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	530-1918B-8CG01	\$ 1,000,260.00	\$ 90,248.17
Adult Education - Civics	530-1938B-8CE01	\$ 178,007.00	\$ 30,394.25
Adult Education - Corrections	530-1918B-8CC01	\$ 100,000.00	\$ 61,634.81
Perkins CTE Secondary	530-1618A-8CS01	\$ 1,131,082.00	\$ 20,924.70
Perkins CTE Postsecondary	530-1618A-8CP01	\$ 178,148.00	\$ 0.00
Perkins CTE DJJ	530-1618A-8CJJ1	\$ 55,923.00	\$ 215.34

FY 2018-19*

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	530-1919B-9CG01	\$ 1,000,260.00	\$ N/A
Adult Education - Civics	530-1939B-9CE01	\$ 178,007.00	\$ N/A
Adult Education - Corrections	530-1919B-9CC01	\$ 100,000.00	\$ N/A
Perkins CTE Secondary	530-1619B-9CS01	\$ 1,275,864.00	\$ N/A
Perkins CTE Postsecondary	530-1619B-9CP01	\$ 155,487.00	\$ N/A
Perkins CTE DJJ	530-1619B-9CJJ1	\$ 56,445.00	\$ N/A

FY 2019-20**

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Adult General Education	530-1910B-0CG01	\$ 1,000,260.00	\$ N/A
Adult Education - Civics	530-1930B-0CE01	\$ 178,007.00	\$ N/A
Adult Education - Corrections	530-1910B-0CC01	\$ 100,000.00	\$ N/A
Perkins CTE Secondary	530-1610B-0CS01	\$ 1,375,239.00	\$ N/A
Perkins CTE Postsecondary	530-1610B-0CP01	\$ 227,484.00	\$ N/A
Perkins CTE DJJ	530-1610B-0CJJ1	\$ 62,454.00	\$ N/A

*FY 2018-19 final project disbursement reports not yet complete as of this writing

** FY 2019-20 final project disbursement reports will not be available until the end of the program year

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

<https://polkschoolsfl.com/>

VI. MONITORING ACTIVITIES

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

Onsite Visits

Members of the team made onsite visits to the following locations:

- PCPS District Office
- Mulberry Senior High School
- Traviss Career Center
- Winter Haven High School
- Ridge Technical College

Entrance and Exit Conferences

The entrance conference for PCPS was conducted on September 9, 2019. The exit conference was conducted on September 12, 2019. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Steve Cochran	Senior Director, Workforce Education and Multiple Pathways	X	X
Leann Bennett	TRST - Family, Health & Consumer Science	X	X
Tanya Peavy	Associate Technician - IT Data	X	
Shaquita Armstrong	TRST - Program Specialist	X	X
Valerie Henry	Assistant Director, Multiple Pathways	X	X
DJ Dynes	Director, Information Services	X	X
Derrek Woodard	TRST CARL PERKINS TECH PREP	X	X
Michael Akes	Associate Superintendent - Chief Academic Officer	X	
Jason Pitts	Senior Director - Finance	X	X
William Paul Webb	TRST - Agriculture Science	X	X

Henry Koger	Analyst - Technical Support	X	X
David Wiggs	Director	X	X
Danielle DeConcilio	Assistant Principal	X	X
Wayne Dickens	Director	X	X
Tom Kaiser	Assistant Principal	X	X
Serena Peeler	TRST - Business/IT - Marketing	X	
FDOE Monitoring Team			
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 20 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

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

- The CTE and AE administrative staff for PCPS have multiple years of experience within their respective program areas. The management of their grants extends well beyond just the administrative side. Both CTE and AE administrators are heavily involved in all aspects of program management in areas such as finance; data and assessment; and inventory management.
- There is a separation of duties between the administrative side of grant management and the programmatic side, but both sides work together cohesively to ensure that there is a continuous flow of information between the two.
- PCPS offers multiple opportunities for district-wide professional development. CTE and AE administrators and instructors participate in all trainings as required by their particular program areas. FDOE sponsored training events are also attended as required.
- The senior director of Workforce Education and Multiple Pathways started a program called the “Annual Retirement Plan.” This is a new strategy that helps to predict potential departures and/or vacancies within the CTE and AE programs. It allows for an improved budget estimate on grant funds that may be needed for additional instructors or administrative personnel. Conversely, it also allows the senior director to estimate if additional grant funds may be available to support other program areas in the case that there is a projected decrease in instructors or administrative personnel needed.

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

- The district uses the FOCUS system as their integrated management information system (MIS). All of the data elements required by the National Reporting System (NRS) were included in the system and verified while onsite.
- There is a multi-tiered review/verification process that takes place prior to submitting student data to FDOE. If any data errors are reported there are multiple points of contact at the local school level to assist with correcting erroneous data.
- Student and program data is utilized for program management and improvement. These data reviews help gauge the likelihood of achieving grant requirements, offer insight into the success rates of teachers within the classroom and offer the district a chance to identify exemplary programs, as well as those that may be struggling.
- PCPS has staff with specific duties and responsibilities for data collection, entry and verification. The district has internal controls that ensure each individual has access to only a specific part of the MIS to prevent too many people from being able to view sensitive student data.
- The district does have policies and procedures for data collection, review and submission to FDOE.
- Upon review of student performance data, it was discovered that the district reported one student as earning the Microsoft Office Specialist (MOS) bundle certification, but the student did not complete all of the required courses set forth by FDOE. This prompted further investigation by the FDOE data team, and it was determined that this was an isolated instance involving the one student record that was flagged. This resulted in a finding, along with repayment of Career and Professional Education (CAPE) funding that was paid to the district for completion of the student's MOS bundle certification. All student level data was made available to the FDOE monitoring staff while onsite.
- Upon registration the district does not inform students, in writing, that their personal and confidential student records will be shared with core partners, subcontractors and other educational sources. Consent is required prior to the dissemination of any student and/or personal records. This resulted in a finding.

FINDING AND ACTION

- Finding B1: The provider failed to accurately report student data in FY 2017-18. This is in violation of UGG 2 CFR 200.328 "Monitoring and reporting program performance."
 - Required Action B1: (1) Additional training shall be conducted on what courses qualify for earned industry certifications. All instructors and administrative staff involved in the collection and verification of student level data shall be included in this training. (2) The district will be required to draft and submit a memo of attestation stating their intentions to provide such training. This memo shall include: the date(s) of the training; the individual responsible for conducting the training; the names and titles of those individuals to be involved in the training; what training instruments will be used; and the signature of the senior director of Workforce Education and Multiple Pathways. Once the memo of attestation has been accepted by FDOE, the provider (PCPS) will be responsible for carrying out the contents of the memo.
- Finding B2: The provider failed to inform students, in writing, that their personal and confidential student records will be shared with core partners, subcontractors and other educational sources. This is in violation of the Family Educational Rights and Privacy Act (FERPA) and the Code of Federal Regulations, Title 34, Section 99.30 (34 CFR 99.30).

- Required Action B2: The district shall create a “release of confidential information” consent form that will be included as part of all student registration packets.

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

- Polk offers 172 academies and CTE programs, in addition to Adult Education and ESOL programs. Programs are offered at multiple secondary campuses, technical colleges and learning centers to serve the local community and students.
- The monitoring staff verified that CTE programs supported by Perkins funds are of sufficient size, scope and quality (SSQ). Documentation was provided to the monitoring team while onsite.
- The CTE programs are supported by strong advisory committees at the secondary and postsecondary levels that meet twice per program year. These committees play a pivotal role in improving the quality of the CTE programs by offering insight on current industry trends, workforce needs and projected job outlooks. The district also has separate academic academy advisory boards that meet quarterly. Both sets of advisory committees will play a pivotal role in the development of the district’s comprehensive local needs assessment (CLNA).
- The annual School Showcase allows for students within the district to come together and learn about all aspects of Career and Adult Education.
- Guidance counselors receive training in CTE offerings and play a pivotal role in increasing the awareness of program offerings as a student transitions from secondary to postsecondary.
- There is a good working relationship between community partners such as CareerSource, Polk Vision, The Polk Literacy Council and Polk Works. These partnerships allow students and teachers to receive additional training and support in their respective program areas.
- New CTE teachers (full time) participate in the district’s teacher mentor program, and are paired with an experienced teacher for them to shadow throughout their first year on the job. Emphasis is put on student achievement, instructional guidance, classroom organization and professionalism.
- Tests of adult basic education (TABE) and Comprehensive Adult Student Assessment System (CASAS) are used for student skill level assessment. All TABE test proctors are certified as required by FDOE and the testing companies, and certifications were verified while onsite.
- The district conducts annual reviews to determine which programs are most beneficial to the students and district. At this time, decisions are made regarding expansion and/or termination of programs.

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.

- Technology and equipment was reviewed and inventoried as part of the FDOE monitoring process, and was up to date and being used specifically for CTE programs.
- All computers over \$250 and all other equipment over \$1,000 is assigned an asset identification profile within the SAP system. This information is used for tracking of inventory during the district’s annual county wide inventory.
- All inventory criteria set forth by EDGAR and the UGG is included within the inventory management system.
- Each piece of equipment is assigned to a local equipment manager at each program site, although the accounting department is primarily responsible for all inventory across the district.

- The district has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old inventory.
- There have been no reports of stolen or lost equipment over the previous three fiscal years.

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

- The Office of Equal Educational Opportunity (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 850-245-0511.

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.

- Sample advisory committee minutes, agendas and sign-in sheets
- District procurement/purchasing records
- Size, scope and quality checklist review
- MIS data quality checklists
- District policies and procedures for finance and procurement
- PCPS data resource manual
- District technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Student data records
- Internal control policies
- Policies on dual enrollment
- TABE and CASAS certifications
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- Inventory records for all grant funded equipment purchases

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.

- The district has financial policies and procedures in place to ensure the efficient cash management of CTE and AE grants funds.
- The district SAP system is used for the management of grant funds and to track expenditures. Program managers and financial secretaries review grant expenditures on a regular basis, and information is shared regularly with program staff and other administrators.
- The district has detailed and thorough procedures for the procurement of equipment and inventory that is funded by its federal grants.
- Grant funded purchases must go thru an extensive approval process within the E-Agenda system prior to any grant funds being disbursed. The system automatically routes purchase requests down the required line of approval based off individual item cost and predetermined purchasing thresholds. Grant funded contracts are also housed and managed within the E-Agenda system.

- The monitoring team reviewed multiple financial records for compliance including: grant funded employee T&E certifications and purchasing and procurement records. All were in compliance with federal, state and district requirements.
- The CTE and AE administrative staff host regular reconciliation meetings to review budget expenditures to gauge budget utilization moving forward. These meetings allow for reallocation of funds, via amendment, if the opportunity exists.

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.

- PCPS 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:
 - Baycare Health Systems
 - Lakeland Regional Health Systems, Inc.
 - Nemours Foundation
 - Haines City HMS, LLC
 - Polk County – the Rohr Home
 - City of Auburndale – Auburndale Fire Department
 - National Health Career Association
 - Prometric
 - College/Articulation
 - Polk State College
 - Southeastern University
 - Warner College

VIII. REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION

1. Required Action Plan – PCPS is required to complete a CTE Corrective Action Plan.

ADULT EDUCATION

1. Required Action Plan – PCPS is required to complete an AE Corrective Action Plan.

IX. SUMMARY

Once the fieldwork 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 along with a copy 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 resolution items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

On behalf of the department, the monitoring team extends its appreciation to all participants in the PCPS onsite monitoring visit. Special thanks is offered to Mr. Steve Cochran for his participation and leadership during this process.

APPENDIX A

Polk 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: Polk County Public Schools					
Program Type: CTE					
Target Year: 2017-2018					
Monitoring Year: 2019-2020					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X 10</u>	30
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	<u>X8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	5	<u>X 8</u>	40
	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:					224

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

Polk County Public Schools
Adult Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Adult Education (AE) Grants					
Agency Name: Polk County Public Schools					
Program Type: AE					
Target Year: 2017-2018					
Monitoring Year: 2019-2020					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	3	<u>X10</u>	30
	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	5	<u>X 8</u>	40
	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	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Adult Education 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			
Adult Education Program Improvement Plan (AEPiP)	Target Not Met on 3 of 3 Indicators	5	3	<u>X 6</u>	18
	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					242

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

APPENDIX B

Polk County School District
Resolution Action Plan



Finding	Corrective Action	Agency Response	Projected Date of Completion
<p>Finding B1: The provider failed to accurately report student data in FY 2017-18. This is in violation of UGG 2 CFR 200.328 “Monitoring and reporting program performance.”</p>	<p>Required Action B1: (1) Additional training shall be conducted on what courses qualify for earned industry certifications. All instructors and administrative staff involved in the collection and verification of student level data shall be included in this training. (2) The district will be required to draft and submit a memo of attestation stating their intentions to provide such training. This memo shall include: the date(s) of the training; the individual responsible for conducting the training; the names and titles of those individuals to be involved in the training; what training instruments will be used; and the signature of the senior director of Workforce Education and Multiple Pathways.</p>	<p>The Career, Technical, Adult Education & Multiple Pathways Department of Polk County Public Schools has begun conducting industry certification reporting training for high school and middle school CTE teachers and designated CTE administrators. Training was conducted on September 16, 2019 and will be repeated on February 14, 2020 for CTE teachers. Training for CTE administrators was conducted on October 15, 2019 and will be repeated on February 5, 2020. Additionally, to address the reporting issue, the department has created an industry certification procedures manual. The manual outlines the industry certification reporting procedures and provides for additional oversight by the CTE administrator at each school. All schools are required to provide an industry certification plan to be completed by November 22, 2019. This plan will be reviewed by our office.</p> <p>The memo of attestation has been accepted by FDOE, and the provider (PCPS) is now responsible for carrying out the trainings detailed in the memo. No further action will be required of FDOE.</p>	<p>February 14, 2020</p>
<p>Finding B2: The provider failed to inform students, in writing, that their personal and confidential student records will be shared with core partners, subcontractors and other educational sources. This</p>	<p>Required Action B2: The district shall create and provide the monitoring staff with a “release of confidential information” consent form that will be included as part of all student registration packets.</p>	<p>A “release of confidential information” consent form was created and presented to the monitoring staff during the onsite visit. This will now be included in all student registration packets. This will require no further action by PCSB.</p>	<p>September 12, 2019</p>

<p>is in violation of the Family Educational Rights and Privacy Act (FERPA) and the Code of Federal Regulations, Title 34, Section 99.30 (34 CFR 99.30).</p>			
--	--	--	--

Plan submitted by (name and title): Steve Cochran, director, Workforce Education and Multiple Pathways
Date: 10/25/2019

Plan accepted by: Michael Swift
Date: 10/29/30

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

<p> Memo.docx</p> <p> Administrator Training.pdf</p> <p>Date: 10/31/2019</p>	<p>Status of Plan Completion: Complete</p>
---	---