

March 18, 2022

Pinellas County School Board
301 4th St. SW
Largo, FL 33770

Dear Chair Long and School Board Members,

Thank you for the opportunity to submit my application to become the eighteenth Superintendent of Pinellas County Schools (PCS). Choosing a superintendent is clearly the most important decision made by the School Board. The next superintendent will have the tremendous responsibility of leading nearly 100,000 students and over 14,000 employees and must have a clear vision, ability to collaborate, and a record of academic and operational success.

With a 110-year history of excellence, Pinellas County encompasses 24 municipalities within a densely populated peninsula that has very little undeveloped land. There is a relatively stable population in the county and PCS has made remarkable growth and demonstrated incredible success in the last decade, both academically and operationally. As the Associate Superintendent of Teaching and Learning Services, I am both proud and humbled to be part of the leadership team that academically accelerated the district to increased outcomes for students and both state and national prominence in so many areas. From our historic graduation rate of 92% for the class of 2021 (highest among the ten largest districts) to continued improvement in school grades and overall student proficiency across content areas, the dedication of both school and district staff in our district to the outcomes for students is unparalleled. Even amid the global pandemic, we remained both state and national leaders in not only ensuring instructional continuity for our students but implementing high-leverage strategies within the District Strategic Plan, Bridging the Gap plan, and Transformation Zone which significantly reduced the learning loss that was dramatically seen across the country. Operationally over the last ten years, the district demonstrated transparency and accountability. PCS now maintains a solid fund balance and high fiscal ratings, consistently provide staff raises and demonstrates community trust as exhibited by the resounding approval of the 2020 referendum. The commitment to our school facilities is evident with an impressive capital plan that has upgraded numerous facilities and reduced the number of portables, thus creating learning environments that every student deserves. As the district chief academic officer, I am honored to have led, contributed to, and worked alongside the incredible teams within this district that made these accomplishments possible.

Because of this solid foundation that PCS is now built upon, I sincerely believe I am well-positioned and prepared to immediately leverage these academic and operational successes. We must also simultaneously seize the opportunity to take our high-performing district to even greater levels of excellence. As a proven leader in the district, I am also uniquely positioned to galvanize our community, build upon our strengths and act on our opportunities for innovation and growth.

Priorities for our district and the superintendent must include such areas as successfully preparing for and transitioning to the Florida Benchmarks for Excellent Student Thinking (BEST) standards and corresponding accountability measures, accelerating academic student performance as we exit the pandemic, and expanding and marketing the excellent programs that currently exist. Additionally, our efforts must maintain a strong focus on student and staff mental health as the last few years have impacted us all both personally and professionally. In essence, it will be critical for PCS to keep our students and teams at the center of all we do. And, in the next decade to come, we must continue to evolve and innovate at a pace faster than the competition. The effective oversight, execution, and monitoring of the ESSER/ARP

funding and initiatives will be paramount to our future. As the executive leader of the majority of our ESSER/ARP strategies and funding, I fully understand the complexities and responsibilities of the work ahead. I also know that in PCS our work is done best when working together and collaborating with our many partners.

Throughout my twenty-four-year career in education, I have learned that schools, leaders, and teachers cannot do this work alone. Building strong cultures of excellence are built through partnership and trust between students, staff, families, and the community. As a district of excellence, it will be imperative for me to be visible to our families and within our community while simultaneously working collaboratively with the business, legislative and philanthropic partners that support our district. As a proud alumnus of Largo High School, I have been a part of this community for over thirty-five years. I truly value the relationships I have developed that are built on trust, a desire to impact student outcomes, and a commitment to executing strategies for 100% student success. Now, more than ever, the connection between the community and the work of the school district is vital.

Whether it be in my current role, as the former principal at Northeast High School, or as a successful high school teacher, the accomplishments of my career have been a direct result of working collaboratively, listening to others, empowering and building a team, and focusing on results. The next superintendent must be a strong instructional leader, and one who is extraordinarily committed to creating the conditions for teachers and students to thrive for academic excellence. Cultivating teams to develop consistent systems and initiatives that establish these conditions, while also being grounded in the instructional practices and meeting student needs, is what makes me most excited about the work of school districts. As an accomplished instructional leader, I have consistently demonstrated the ability to improve outcomes while honoring the pace and speed of change that best produces improved results. I commit to the Board and community nothing short of excellence!

In addition to this formal letter of application, the enclosed packet of application materials includes my resume, three letters of reference, university transcripts and state of Florida professional certifications as outlined in the superintendent search advertisement. Should the Florida School Board Association representatives or any member of the Pinellas School Board have any questions about these materials, do not hesitate to contact me directly.

Your responsibility to select the next superintendent is critical for so many reasons. From continuing the great work of the last decade to bringing innovation and new energy for the next ten years, your hire must be an unmistakable fit for the teachers, staff, students and families of Pinellas County. My desire to serve as the next superintendent is profoundly personal. My connections to Pinellas County are deep and my proven ability to yield positive results demonstrates the leadership and innovation needed to lead this district that I am so proud to call home. In this application, I hope you can see my excitement, past success, and preparation for the superintendency.

Sincerely,



Kevin K. Hendrick
Associate Superintendent, Teaching and Learning Services
Pinellas County Schools

Education

Master of Education, 2005
University of South Florida
Educational Leadership

Master of Arts, 2000
University of North Carolina-Chapel Hill
Exercise and Sport Science

Bachelor of Arts, 1997
University of South Florida
Social Science Education

Florida Professional Certifications (current)

School Principal (all levels)
Social Science (grades 6-12)

Executive Leader with Proven Outcomes and Results

- Expanded access, opportunities, and success for early learning through partnership with the Early Learning Coalition and Head Start. Pinellas County Schools now has over 150 Voluntary Pre-Kindergarten (VPK) programs and three Head Start programs which resulted in increased enrollment of nearly 500 students. Florida Kindergarten Readiness Screener (FLKRS) results in 2022 place Pinellas students as the highest performing district of the ten largest districts in the state and the top five of all 67 school districts (10 points above the state average).
- Increased graduation rate to 92% in 2022 and, since the 2019-20 school year, the district has earned the highest graduation rate among the ten largest districts in the state.
- Increased district grade by 46 points during tenure from earning 613 to 659 points within the state grading system.
- Identified the need for and led a comprehensive literacy audit to assess and strengthen the elementary curriculum. Engaged teachers, instructional coaches, school, and district leaders in a thorough process with an external partner. As a result, redesigned district curriculum guides support for students, training, and resources for teachers were developed and implemented.
- Led the implementation of the Reading Recovery program that now serves 14 schools with 45 teachers. The first-grade reading program works with struggling readers to provide one-on-one instruction to ensure grade-level reading by the end of first grade. In 2020-21, forty-nine percent of first-grade students at Reading Recovery schools scored above the 40th percentile on the Winter MAP, a 17% increase.
- Spearheaded the creation of Centers for Literacy Innovation at two elementary schools and one middle school which serve students who have dyslexia and/or a specific pattern of reading difficulties. This programming has become a state model.
- Led significant expansion of gifted programs including the development of new Centers for Gifted Studies at two elementary schools and one middle school. Awarded five-year, \$2.4 million Javits grant to implement gifted programming and expand the Talent Development program.
- Developed and implemented Elevating Excellence, a program to provide high-achieving students and their families a personalized path to college success. Implemented school year and summer programs to improve college matches, college test preparation, and college advising. Through partnership with Pinellas Education Foundation, Richard O. Jacobson Foundation and Helios Education Foundation received over \$3 million to implement Elevating Excellence initiatives which include the implementation of College and Career Centers at all high schools in the district and has served over 10,000 students since the inception of the program in 2017-18 school year.
- Created the Summer Career Acceleration Program (SCAP) and the Career Awareness Leadership Forum which engages over 350 high school students annually by connecting them with more than 100 business partners across Pinellas County to develop employability skills, provide paid internships/apprenticeships and build financial literacy for students.
- Developed and implemented PCS Connects, a one-to-one device initiative that provides computer and internet connectivity to every student in Pinellas County. Extending the school day through fluency practice and the innovative Level Up program has led to digital resources that resulted in 100 percent of the 110,300 district users (students, teachers and administrators) accessing online applications through Clever. This included over 45.4 million student log-ins and over 3.9 million teacher log-ins during the 2020-21 school year.
- Continuously engaged stakeholders including families and community at the school and district-level through ongoing convenings to share information and gather feedback on programming and student achievement. Examples include: Independent Citizen's Referendum Oversight Committee (ICROC), Pinellas Education Foundation Board of Directors, Career Academy advisory boards, PTA/PCCPTA, School Advisory Councils, Pinellas County Teachers Association, Pinellas Educational Support Professionals Association, Concerned Organization for the Equality of Black Students (COQEBS), NAACP Education Committee, Arts for a Complete Education, St. Pete's Promise, Leadership pipeline and Council of Great City Schools.

Educational Leadership Experience

Associate Superintendent, Teaching and Learning Services (June 2017- Present), Pinellas County Schools (FL)

Chief academic officer for one of the 30 largest school districts in the country.

Curriculum and Instruction

- Lead teams in the development and implementation of the academic programming, curriculum, instruction and assessment for Pre-Kindergarten, all content areas in grades K-12, career and technical education, exceptional student education (ESE), English Learners (EL), gifted learners, visual and performing arts, adult education, and accredited technical colleges.
- Direct and manage the expansion of programming across the district which engages students, aligns academic needs and provides access for all students to rigorous curriculum and in-demand postsecondary opportunities.
- Administer academic components of the district Bridging the Gap plan to close achievement gaps among black and nonblack students.

Innovation and Partnership

- Serve and work collaboratively with external partners (e.g., Pinellas Education Foundation, University of Florida Lastinger Center, Helios Education Foundation, and LEAP Tampa Bay) to design and implement innovative opportunities and partnerships that impact student outcomes and experiences.
- Lead the academic development of PCS Connects and Level Up which provide digital devices and instructional resources for all students to extend learning beyond the school day.
- Spearheaded district transition to remote instruction throughout the global pandemic including providing curriculum resources and model lessons for all content areas through a learning management platform. This work ensured learning continued while also creating systems to reimagine and expand how students and teachers engage in teaching and learning.

Talent Development

- Grow, support and supervise over 200 professional and support staff members across all academic content, digital learning and student assignment departments.
- Oversee all school leader and teacher professional development for curriculum and instruction, including district-wide professional learning days for 7,000+ instructional staff members.

Fiscal Oversight

- Management and oversight of over \$200 million in annual, non-personnel academic funding (operating and grant) including ESSER/ARP, Supplemental Academic Instruction (SAI), K-12 Reading, IDEA, Discretionary Education Services, Title II, Title III, and Title IV.
- Lead district efforts and facilitate the Independent Citizen's Referendum Oversight Committee (ICROC) of \$40 million (annually) voter-approved referendum that directly supports teacher salaries, reading, technology, and the arts.

Operations

- Critical member of the district Executive Leadership Team contributing to strategies and decisions that include the annual budget, academics, transportation, school start times, calendars, food service, building operations, safety and security, and administrative interviews.
- Lead multi-department collaboration to ensure class size averages in every school are met each year.
- Hurricane Command Center lead, including during Hurricane Irma when 26,000 Pinellas residents were served in Pinellas County Schools shelters.
- Worked collaboratively with the Transportation Department to pilot multi-age bussing and floating bell times to improve transportation efficiency.

Principal, Northeast High School (2008-2010 and 2012-2017), Pinellas County Schools (FL)

Academic and operational leader of traditional, neighborhood high school with four career academy programs serving over 1,800 students.

- In first year as principal at NEHS, improved Florida school grade from "D" to "C," becoming the only high school of all 16 Pinellas County high schools to improve its school grade during the 2008-2009 school year. During the second year, the school grade improved from "C" to "A," earning the first "A" in school history. Subsequent years saw academic achievements consistently above similar schools. In final year as principal NEHS earned a "B."
- Led Northeast High School to a 90% graduation rate and earned the highest schoolwide Value-Added Model (VAM) score for all 16 Pinellas County Schools two years in a row (2015-17).
- Named an AVID National Demonstration School in January 2015, just the fourth high school of its kind in Florida and among the top 1% of AVID schools nationwide. Served as a national facilitator for other schools and administrators in Leadership for College Readiness and AVID implementation.
- Established new college and career pathways, including local and nationally recognized career academies through both National Career Academy Coalition and National Academy Foundation.
- Engaged in community outreach for student mentors, business partners, career academy advisory board members, and parent achievement groups. Northeast had more Take Stock In Children recipients than any high school in PCS and over 100 business mentors that regularly met with students. Multiple business partners were awarded district business partner of the year during tenure, including Achieva Credit Union, Raymond James, and Jabil.
- Consistently achieved high levels of stakeholder satisfaction from students, staff, parents, and community members as measured by school climate surveys.

Additional Instructional Leadership Positions

Pinellas County Schools (FL)

Director, High School Education (2010-2012)
Acting Assistant Principal/Administrative Team Member, Dunedin High School (2005-2006)
Athletic Director and Activities Coordinator, Dunedin High School (2004-2006)
Teacher- Social Studies, Boys Basketball Coach, Dunedin High School (1999-2006)
Teacher- Mathematics (Drop-out Prevention), Pinellas Park High School (1997-1998)

Manatee County Schools (FL)

Assistant Principal for Curriculum, Palmetto High School (2006-2008)

Leadership In Action

Sample Communication Examples

[The "Not So Easy" Choice](#), Authored AVID Blog, July 2014

[Reading Recovery Kick-Off](#), Overview Video, Summer 2019

[District Administration](#), District of Distinction Model District Showcase Article, January 2020

[Overview of B.E.S.T. Standards and College and Career Centers](#), PCS Journal Interview, March 2020

Stakeholder Communication Examples, April 2020

[Message to Instructional Staff and Leaders](#)

[Message to Families](#) (see minute 1:12)

Recent Presentations and Panels

September 2021	Moving from COVID Recovery to Academic Acceleration (Panelist) <i>Florida Association of District School Superintendents</i>
September 2021	Innovative Strategies to Move My District Forward (Presentation) <i>Florida Association of District School Superintendents</i>
March 2021	Closing the Gender Gap: Focusing on Literacy for Boys (Presentation) <i>Florida Legislature, House Subcommittee on Education</i>
December 2020	National EduJedi Gathering Winning Innovators (Panelist) <i>The Learning Counsel</i>
January 2020	District of Innovation Showcase: Personalized Learning Pathway (Presentation) <i>Future of Education Technology Conference</i>

Selected Awards and Recognition

2020	District Administrator of the Year, Pinellas Association of School Administrators
2017	State Principal of the Year Finalist (one of three principals in the entire state)
2017 2016	PCS Principal Achievement Award for Outstanding Leadership, district representative in Florida Principal of the Year program
2016	Governor's Shine Award for contributions to the field of education
2015	Principal Leadership Award, Principal's Multicultural Advisory Committee Program
2010	Distinguished Service Award, Pinellas County Teachers of Mathematics
2009	Key to City of St. Petersburg recipient
2004	Dunedin High School Teacher of the Year

Professional Organizations and Partnerships

2019- Present	Impact Florida, Cadre Leader for State-wide Collaboration St. Pete's Promise, Mayor's Education Advisory Group Grow Smarter Leadership Alliance, St. Petersburg Chamber Economic Development
2017- Present	Council of the Great City Schools, Chief Academic Officer Cadre LEAP College Access Network, Leadership Council Member Florida Organization of Instructional Leaders, Member and Participant
2012- Present	Advancement Via Individual Determination (AVID) Professional Development Facilitator (2012-2020) AVID Florida Principal's Council (2012-2017) AVID District Leader Advisory Team (2018-Present)

Personal Service Affiliations

2016- Present	Northeast Little League: Volunteer Coach
1995- Present	Diocese of St. Petersburg: Various volunteer positions including Stewardship Chair for parish and parish lead for Diocesan long-term planning process
1995- Present	Regular community volunteer engagement including Habitat for Humanity, Metropolitan Ministries, and One Blood Services

References

Michael Grego, Ed.D.
Superintendent, Pinellas County Schools
(727)588-6011
gregom@pcsb.org

William Corbett, Ed.D.
Deputy Superintendent, Pinellas County Schools
(727)588-6022
corbettw@pcsb.org



March 16, 2022

Dear members of The School Board of Pinellas County:

I am writing to share information that I believe will be important in your search for the next Pinellas County Superintendent of Schools. I have known and worked alongside candidate Kevin Hendrick through LEAP Tampa Bay and respect and appreciate his vision, talents, and dedication.

LEAP is a cross-sector network of education, government, business, and philanthropy leaders, committed to working together to achieve an ambitious goal - to increase the number of working-age adults in Pinellas and Hillsborough Counties with post-secondary degrees or high-quality professional certificates to 60% by 2025. PCS Superintendent Grego serves with the CEOs of the other sixteen partners on LEAP's Vision Council and named Kevin Hendrick to represent the District on our Leadership Council. In 2021 LEAP was recognized nationally with the Award of Excellence, Member of the Year by the National College Attainment Network whose members include over 500 college access networks from almost every state in America.

PCS is a key partner in the work of LEAP, utilizing strategies that engage both its K-12 and Technical Colleges to drive toward our post-secondary attainment goal. Kevin has been instrumental in identifying and implementing strategies that create opportunities for all students to pursue post-secondary credentials and the higher wages and personal satisfaction that follow. Through LEAP and its philanthropic partners, PCS has attracted major investments to improve student outcomes at Kevin's initiative. The largest of which are PCS College and Career Centers.

These Centers utilize trained volunteers to guide individual students toward post-secondary options. In College and Career Centers, students and their families receive guidance in high school course selection, information about post-secondary education options, support in completing the Free Application for Federal Student Aid (FASFA), and guidance for setting personal goals and for selecting the best pathway for achieving those goals. They cost-effectively expand the counseling capacity for students in schools where they are formed and dramatically improve student outcomes.

College and Career Centers were conceptualized by LEAP partners - PCS under Kevin's leadership took the strategy to scale. Nine of seventeen high schools in Pinellas County now have a College and Career Center with plans to establish a Center in each high school over the next several years. Kevin's implementation plan created a roadmap for other districts to form College and Career Centers and established PCS as a leader in ensuring that students graduate from high school with an attainable plan for their continued education.





COMMUNITY FOUNDATION
TAMPA BAY

Kevin is a fully engaged LEAP partner, acknowledged for his intelligence, clarity, vision, and commitment. He is especially skilled in creating alliances with partners from other sectors and in working collaboratively. His positive, honest, and respectful personal style is well-suited to establishing long-term, mutually beneficial relationships with community leaders.

I have a deep appreciation for the importance and challenges of selecting the next PCS Superintendent and offer my support in any way I can be helpful. Thank you for your attention and best wishes for a successful search.

Sincerely,

Marlene Spalten
President and CEO





James R. Myers
President

6001 34th Street North
St. Petersburg, FL 33714
727.527.5731 | jmyers@crowncars.com
800.330.2887 | www.crowncars.com

March 3, 2022

Carol J. Cook
Pinellas County School Board
301 4th St SW
Largo, FL 33770

Dear Mrs. Cook and Pinellas County School Board Members,

I am privileged to write this letter to recommend Kevin Hendrick for Superintendent of Pinellas County Schools.

I first met Kevin when he was Principal at Northeast High School, when I was on the Pinellas Education Foundation's Career Education Committee. I toured his school and saw the wonderful programs in place. He worked closely with a number of Crown Automotive employees on the Automotive Academy Advisory Board. He connected with our Group Service Director, John Schnepf, and visited multiple Crown sites, establishing connections for his teachers and students. A number of Academy students job shadowed, obtained internships, and gained part and full time jobs at Crown. He impressed me then with his diligence, energy and vision.

More recently, as co-chair of the Education Foundation's Closing the Gap committee, I have worked closely with Kevin since he joined our committee in 2017. Kevin immediately spearheaded initiatives in our District that are making a difference. He established a strategic plan for the work, brought awareness, trained teachers and leaders, implemented site visits, created showcase sites, developed the Boys Read Battle of the Books, and increased achievement. He also committed District resources and increased the District's ability to meet growth requirements and Closing the Gap needs. Our joint efforts took us to the state legislature for a committee presentation that led to a state wide task force on boys reading achievement and the gender gap. Due to this effort, we have received increased interest from philanthropic groups wanting to support and scale this effort.

Please be assured that my recommendation of Kevin is not based on any self-serving reasons due to our past interactions and common interests. My recommendation is based solely on my desire for what is best for Pinellas County's students and teachers. In my continued and longstanding support of Pinellas County Schools, I want our District to find the very best person available to continue our momentum, and expand upon the absolutely superb work of Dr. Grego.

I have been responsible for hiring executives in the Crown Automotive organization for the past thirty years, and hence have experience in evaluating leadership. I believe Kevin has the qualities to be an extremely strong and visionary leader. He is highly organized and an excellent communicator. He is one who takes action and gets the job done. He is a leader to whom people gravitate, and one who has earned the respect and admiration of business leaders. Kevin's unflappable demeanor projects both confidence and compassion. His years as Assistant Superintendent of Teaching and Learning have given him expansive responsibilities and experience which would serve him well as Superintendent. Kevin knows our District better than any other candidate, and he has a vested interest in leading us in continued future achievements.

I give my highest recommendation for Kevin Hendrick to be our next Superintendent, and would be happy to discuss this further as needed.

Respectfully submitted,



Jim Myers
Crown Automotive Management, Inc.
President and Chief Operating Officer



AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society.

Dr. Sandy Husk
Chief Executive Officer

AVID Center San Diego
9797 Aero Drive
Suite 100
San Diego, CA 92123
Phone: 858.380.4800
Fax: 858.268.2265

AVID Center Dallas
11910 Greenville Avenue
Suite 300
Dallas, TX 75243
Phone: 972.591.2550
Fax: 800.341.9487

March 04, 2022

To Whom It May Concern:

I am writing to recommend Kevin Hendrick for Superintendent of Pinellas County Schools. Over my forty-four-year career, I have served in four principalships and three superintendentcies, as North Carolina State Associate Superintendent for Innovation and School Transformation, and as Senior Director for the Eastern Region of Advancement Via Individual Determination (AVID). I came to know Mr. Hendrick through AVID nine years ago and have enjoyed getting to know and watch him expand as an educator and leader. Over the past nine years Mr. Hendrick has proven himself to be earnest, resourceful, dynamic, and of the utmost integrity. His leadership ability is exemplified by the loyalty and respect he engenders from his staff, his current superintendent, and the community. Having worked with thousands of educators, I can confidently say Mr. Hendrick is unquestionably among the finest.

Mr. Hendrick's transformational leadership has been recognized by AVID on numerous occasions. In 2015, under Mr. Hendrick's leadership, Northeast High School was named an AVID National Demonstration School, at the time just the third high school in Florida to earn this designation, and today only one percent of all AVID schools hold this classification. On multiple occasions, principals and teachers from around the state toured Northeast to learn of the great work that was being done to raise student engagement and achievement. I had the privilege of visiting Northeast on at least two occasions to observe his work with students in action.

A lesson I quickly learned as a superintendent was the power of knowing and being known across your state and the nation. When you develop your professional network, you have a resource of educational leaders to call on for counsel. Mr. Hendrick has an established professional network, that will aid in his ability to effectively serve Pinellas County Schools. He has served on the AVID Florida Principal's Leadership Council for five years as a leader in college and career readiness. During that time, he helped Florida State Legislators to connect with AVID, building college readiness metrics into state funding. Since 2018, he has served on AVID's national District Leader Advisory Team, a small group of outstanding national leaders in college readiness and closing the achievement gap. He has served as a national AVID staff developer for over eight years and AVID has called on Mr. Hendrick to provide advice to our staff and the organization on a number of professional learning and strategic initiatives.

I have always believed an effective leader is a master teacher, and I have seen first-hand that Mr. Hendrick is both teacher and leader. I will never forget the One-Day District Leadership session he facilitated in Orlando. He took a group of school leaders from across the country and at days end, had them interacting and problem solving like a well-trained, experienced administrative team.

Mr. Hendrick is a thought leader and sense maker when it comes to responding to the complex educational challenges of our time. He is an out of the box thinker, always with the best interest of the students in mind. Traditional district leaders are well

versed in instructional pedagogy, and he too can engage with the best. Mr. Hendrick is more than a traditional district leader, he possesses the knowledge, intellect, and caring to navigate the pandemic ridden, learning loss challenges, and social/political unrest of our time. I have witnessed his courage to lead in these most abnormal educational environments. There are many proficient leaders on the national educational landscape. There are also leaders who, because of their commitment to education and students, must be considered outstanding. Mr. Hendrick is truly outstanding.

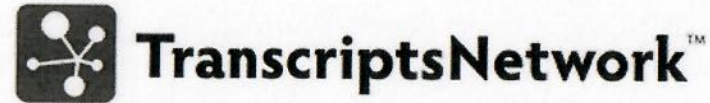
It is without reservation that I recommend Kevin Hendrick for the superintendency of Pinellas County Schools. If additional information is needed, please feel free to contact me at (919) 548-6359.

Sincerely,

A handwritten signature in black ink that reads "Robert L. Logan". The signature is written in a cursive style and is placed on a light gray rectangular background.

Robert L. Logan
Senior Director
AVID Center
Eastern Division

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Student No: [REDACTED]
 Record of: Kevin Hendrick

Date of Birth: [REDACTED]

Date Issued: 07/29/2020

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Requestor: CRED000151658

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 Page: 1

Student is currently a Florida Resident

St. Petersburg College
 Fall 1993

St. Petersburg College
 Spring 1995

	CRED	GRD	Q.P.	R
MAC 1104 College Algebra	4.00	A	16.00	
GPA: 4.00 Ehrs: 4.00 GPAhrs: 4.00 16.00				

St. Petersburg College
 Summer 1994

	CRED	GRD	Q.P.	R
AMH 2010 History Us I	3.00	A	12.00	
GPA: 4.00 Ehrs: 3.00 GPAhrs: 3.00 12.00				

University of Florida
 Fall 1994

	CRED	GRD	Q.P.	R
BSC 2005 Bio Sci I:Cells Org	3.00	B	9.00	
CCJ 2202 Law & Legal Process	3.00	A	12.00	
ENC 1101 Expos & Argument Writ	3.00	A	12.00	
MAC 3233 Survey Of Calculus I	3.00	A	12.00	
GPA: 3.75 Ehrs: 12.00 GPAhrs: 12.00 45.00				

***** CONTINUED ON NEXT COLUMN *****

	CRED	GRD	Q.P.	R
CGS 1061 Computer Literacy-Mac	1.00	A	4.00	
ENC 1102 Composition II G6	3.00	A	12.00	
HUM 2270 Hum(East-West Syn) G2	3.00	A	12.00	
PHI 1600 Applied Ethics G6	3.00	A	12.00	
PSY 1012 General Psychology	3.00	A	12.00	
SPC 1015 Intro Speech Comm	3.00	A	12.00	
GPA: 4.00 Ehrs: 16.00 GPAhrs: 16.00 64.00				

St. Petersburg College
 Summer 1995

	CRED	GRD	Q.P.	R
HUM 2250 Hum (Western Man) G2	3.00	B	9.00	
ISC 1141 Earth Sciences	3.00	A	12.00	
OCE 2001 Intro Oceanography	3.00	A	12.00	
POS 2041 Amer National Govt G2	3.00	A	12.00	
GPA: 3.75 Ehrs: 12.00 GPAhrs: 12.00 45.00				

St. Petersburg College
 with Highest Honors Available
 Fall 1995

	CRED	GRD	Q.P.	R
AMH 2020 History Us II	3.00	B	9.00	
ECO 2013 Prin Econ (Macro)	3.00	A	12.00	
EDF 1005 Orientation Education	3.00	A	12.00	
PEM 1101 Personal Fitness	2.00	A	8.00	
POS 2112 State & Local Govt	3.00	A	12.00	

GPA: 3.78 Ehrs: 14.00 GPAhrs: 14.00 53.00
 Associate in Arts Degree Awarded 12/95

***** CONTINUED ON PAGE 2 *****

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Spring 1996
Education Joint Program
Special Education
Admitted to Undergraduate Degree Program

01/08/1996 - 05/02/1996

Fall 1996
Education Joint Program
Special Education

08/26/1996 - 12/17/1996

	CRED	GRD	Q.P.	R
EDF 3214 P Hum Devel Lrng	3.00	A	12.00	
EDF 3604 P Soc Fndtns Educ	3.00	A	12.00	
EDF 4430 P Meas For Teach	3.00	A	12.00	
LAH 3200 P Mod Lat America	4.00	A	16.00	
SSE 4333 P Tch Mid Soc Sci Meth	3.00	A	12.00	

GPA: 4.00 Ehrs: 16.00 GPAhrs: 16.00 64.00

	CRED	GRD	Q.P.	R
EME 4402 T Int Cptrs Educ	2.00	A	8.00	
EUH 2030 T Mod Euh Hty I	3.00	A	12.00	
GEO 3013 T Intro Phys Geography	4.00	A	16.00	
SSE 4334 T Tch Sec Gr Soc Sci	3.00	A	12.00	
SSE 4640 T Com Skills Soc Sci	2.00	S	0.00	
SYO 3500 T Soc Organizatn	3.00	A	12.00	

GPA: 4.00 Ehrs: 17.00 GPAhrs: 15.00 60.00

St. Petersburg College
Summer 1996

CRED GRD Q.P. R

ECO 2023 Prin Econ (Micro)	3.00	A	12.00
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GPA: 4.00 Ehrs: 3.00 GPAhrs: 3.00 12.00

Spring 1997
Education Joint Program
Special Education

01/06/1997 - 04/30/1997

CRED GRD Q.P. R

GEA 3005 T Global Geography	4.00	B	12.00
SSE 4936 T Sr Sem Soc Sci	2.00	A	8.00
SSE 4940 T Intshp Soc Sci	10.00	S	0.00

GPA: 3.33 Ehrs: 16.00 GPAhrs: 6.00 20.00

***** CONTINUED ON PAGE 3 *****

Summer 1996
Education Joint Program
Special Education

05/13/1996 - 08/09/1996

CRED GRD Q.P. R

EDG 4620 T Curric Instruc	3.00	A	12.00
EUH 2031 T Mod Eur Hty II	3.00	A	12.00

GPA: 4.00 Ehrs: 6.00 GPAhrs: 6.00 24.00

***** CONTINUED ON NEXT COLUMN *****

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Cmund.

Catherine Mund, University Registrar

Student No: [REDACTED]

Date of Birth: [REDACTED]

Date Issued: 07/29/2020

Record of: Kevin Hendrick

O F F I C I A L

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Summer 1997
Education Joint Program
Special Education

05/12/1997 - 08/08/1997

Fall 2003
No College Designated
Non-Degree

08/25/2003 - 12/12/2003

CRED GRD Q.P. R

CRED GRD Q.P. R

EEX 4070 T Int Exc Stud

2.00 B 6.00

EDA 6232 P School Law
Course Credit Accepted Towards Graduate Program

3.00 A 12.00

The USF College of Education is Accredited by the
National Council for Accreditation of Teacher
Education (NCATE) for Basic and Advanced Programs.
GPA: 3.00 Ehrs: 2.00 GPAhrs: 2.00

GPA: 4.00 Ehrs: 3.00 GPAhrs: 3.00 12.00

6.00

Spring 2004
No College Designated
Non-Degree

01/05/2004 - 04/30/2004

Bachelor of Arts Degree Awarded
August 08 1997 Magna Cum Laude
Major: Social Science Education
Completed State Approved
Teacher Education Program for
Social Studies

CRED GRD Q.P. R

Certification at the Secondary 6 - 12 Level
Undergraduate Level:
USF Hrs/GPA at Degree: 57 3.86
Overall Hrs/GPA at Degree: 121 3.86

EME 6425 T Microcomp for Sch Management 3.00 B 9.00
Course Credit Accepted Towards Graduate Program

GPA: 3.00 Ehrs: 3.00 GPAhrs: 3.00 9.00

Enrolled Non-Degree Seeking
Summer 2003
No College Designated
Non-Degree

05/12/2003 - 08/08/2003

Summer 2004
No College Designated
Non-Degree

05/10/2004 - 08/06/2004

CRED GRD Q.P. R

CRED GRD Q.P. R

EDA 6192 P Educational Leadership 3.00 A 12.00
Course Credit Accepted Towards Graduate Program

EDA 6061 P Principles of Ed Admin 3.00 A 12.00
Course Credit Accepted Towards Graduate Program

GPA: 4.00 Ehrs: 3.00 GPAhrs: 3.00 12.00

GPA: 4.00 Ehrs: 3.00 GPAhrs: 3.00 12.00

***** CONTINUED ON NEXT COLUMN *****

***** CONTINUED ON PAGE 4 *****

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Student No: [REDACTED]
Record of: Kevin Hendrick

Date of Birth: [REDACTED]

Date Issued: 07/29/2020

O F F I C I A L

Page: 4

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Admitted to Graduate Degree Program
Fall 2004
Education
Educational Leadership
08/23/2004 - 12/10/2004

	CRED	GRD	Q.P.	R
EDA 6106 P Admin Analysis and Change	3.00	A	12.00	
EDG 6627 P Found of Curriculum/Inst	3.00	A	12.00	
GPA: 4.00 Ehrs: 6.00 GPAhrs: 6.00 24.00				

***** TRANSCRIPT TOTALS *****

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL SYSTEM	36.00	36.00	141.00	3.91
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	36.00	36.00	141.00	3.91

***** END OF TRANSCRIPT *****

Spring 2005
Education
Educational Leadership
01/10/2005 - 05/06/2005

	CRED	GRD	Q.P.	R
EDA 6503 P The Principalship	3.00	A	12.00	
EDF 6492 P Appl Ed Program Evaluation	3.00	A	12.00	
EDS 6050 P Prin/Pract Ed Supervision	3.00	A	12.00	
GPA: 4.00 Ehrs: 9.00 GPAhrs: 9.00 36.00				

Summer 2005
Education USFSP
Educational Leadership
05/16/2005 - 08/12/2005

	CRED	GRD	Q.P.	R
EDA 6242 P School Finance	3.00	A	12.00	
EDA 6945 P Administration Practicum	3.00	A	12.00	
EDG 6285 P Sch Curriculum Improvement	3.00	A	12.00	
GPA: 4.00 Ehrs: 9.00 GPAhrs: 9.00 36.00				

*
The USF College of Education is Accredited by the
National Council for Accreditation of Teacher Education
(NCATE) for Basic and Advanced Programs.
*

Master of Education Awarded August 12, 2005
Majr: Educational Leadership
Completed a Florida Council on Educational Management
Approved Program in Educational Leadership

***** CONTINUED ON NEXT COLUMN *****

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UNIVERSITY OF SOUTH FLORIDA
 usf.edu/registrar USFtranscript@usf.edu
 TRANSCRIPT LEGEND (Last revised 7/1/2020)

Accreditation: The University of South Florida (USF) is accredited by the Southern Association of Colleges and Schools' Commission on Colleges to award associate, baccalaureate, master's, specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call 404-679-4500 for questions about the accreditation of the University of South Florida. Additionally, many colleges and academic programs have specialized accreditation from their respective professional associations.

Calendar System: USF has used different academic calendars since opening on September 26, 1960. USF operated under the traditional semester calendar from Fall 1960 through Summer 1963. A conversion to trimesters was implemented between Fall 1963 and Summer 1967. A quarter calendar was used between Fall 1967 and Summer 1981. Beginning Fall 1981, USF adopted a modified semester calendar, which is still in effect.

Years	Calendar Type	Credit
Fall 1960- Summer 1963	Semester	Semester
Fall 1963- Summer 1967	Trimester	Semester
Fall 1967- Summer 1981	Quarter	Quarter*
Fall 1981- present	Modified Semester	Semester

*All credit hours are posted in semester equivalents; CLEP awarded between Fall 1967-Summer 1981 has not been converted, except in total CLEP hours.

Course Numbers: Courses are numbered using the State of Florida Course Numbering System for courses beginning Fall 1978; USF's own system was used prior to Fall 1978. Under both systems, course numbers beginning with 1 or 2 are lower division, courses beginning with 3 or 4 are upper division and courses beginning with 5, 6, 7, 8 or 9 are graduate level.

Grade Point Average (GPA): GPAs are computed by dividing the total number of quality points by the total gradable hours attempted at USF. The total quality points are calculated by multiplying the number of credits assigned to each course by the quality point value of the grade given. GPAs are truncated to two decimals (3.48) and rounded up to the thousandth.

If a student originally earns a grade in a course that may not be repeated for additional credit and then earns another grade on a subsequent enrollment of the same course, both grades are averaged into the GPA unless the Grade Forgiveness Policy is applied. Graduate students are not eligible for grade forgiveness.

Courses taken at USF as non-degree-seeking are not computed in the USF GPA unless the courses are transferred in and applied to the degree requirements. Grades for transfer credits accepted toward the major are not counted in the USF GPA.

Grading System: USF uses a four point grading system to measure academic achievement in quality points; all grades earned, regardless of course level, are posted on the transcript. The assigned grades, performance level, and earned quality points are as follows:

Grade	Performance Level	Quality Points
A+		4.00
A	Excellent Performance	4.00
A-		3.67
B+		3.33
B	Good Performance	3.00
B-		2.67
C+		2.33
C	Average Performance	2.00
C-		1.67
D+		1.33
D	Poor Performance	1.00
D-		0.67
F	Failure	0.00
IF	Incomplete Grade Changed to Failure	0.00

Repeat Coursework: Credit hours for repeated USF coursework will be awarded only once per course unless the course is an University approved repeatable course. Courses with an Repeat (R) flag are treated as follows:

E	Repeated- First Attempt, Not Included in the GPA
I	Repeated- Last Attempt, Included in GPA

Eligibility to Re-enroll: This student is academically eligible to re-enroll within the USF unless otherwise noted.

Other Indicators	Explanation
I	Incomplete; counted in attempted hours, but not GPA
IU	Incomplete grade changed to Unsatisfactory; counted in attempted hours, but not GPA
M	No grade submitted by instructor; counted in attempted hours, but not GPA
MF	Missing grade changed to Failure; counted in attempted hours, but not GPA (discontinued Spring 2016)
MU	Missing grade changed to Unsatisfactory; counted in attempted hours, but not GPA (discontinued Spring 2016)
N	Audit; counted in attempted hours, but not GPA
NC	Not counted transfer coursework; not counted in attempted hours or GPA
NG	No grade equivalent for transfer coursework; counted in attempted hours, but not GPA
NR	Missing grade that's not resolvable
Q	Incomplete (discontinued Fall 1981)
R	Repeat transfer coursework; counted in attempted hours, but not GPA
S	Satisfactory (Pass); counted in attempted hours, but not GPA
U	Unsatisfactory (Fail); counted in attempted hours, but not GPA
W	Withdrawal from course without penalty; counted in attempted hours, but not GPA
WC	Withdrawal for extenuating circumstances; counted in attempted hours, but not GPA
X	Incomplete (discontinued Fall 1972)
Z	Indicates continuing registration; counted in attempted hours, but not GPA
-	Credit given; not counted in GPA (discontinued Summer 2017)
#	Academic Renewal; counted in attempted hours, but not GPA
*	Academic Renewal; counted in attempted hours, but not GPA

Office of the Registrar Locations:

Tampa 4202 E Fowler Ave, SVC 1034 Tampa, FL 33620 813-974-2000	St. Petersburg 140 7 th Ave South, BAY 102 St. Petersburg, FL 33701 727-873-4645
Sarasota-Manatee 8350 N Tamiami Trail, SMC C107 Sarasota, FL 34243 941-359-4330	Morsani College of Medicine & Taneja College of Pharmacy 560 Channelside Dr, MDD 32 Tampa, FL 33602 813-974-0828

Transcript requests for students in the Doctor of Medicine, Doctor of Physical Therapy, Master of Physician Assistant Studies, and Doctor of Pharmacy programs should be made to <https://health.usf.edu/medicine/registrar/transcripts-diplomas>.

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OFFICE OF THE REGISTRAR
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CHAPEL HILL, NC 27599-2100

TELEPHONE: 919-962-9851

Official Academic Transcript of:
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Transcript Created: 1-Aug-2020

Requested by:
KEVIN KIRK HENDRICK

E-Mail: kevinhendrick5@yahoo.com



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THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



[Signature]
University Registrar

RAISED SEAL NOT REQUIRED

Name: Hendrick, Kevin Kirk
Student ID: [REDACTED]

Birthdate: 08/01/2020
Print Date: 08/01/2020

Degrees Awarded

Degree: Master of Arts
Confer Date: 05/21/2000
Major: College of Arts and Sciences
Exercise and Sport Science

Academic Program History

Program: AS Non Degree Graduate
06/30/1998: Active in Program
06/30/1998: College of Arts and Sciences
Graduate Summer Visitor Major

Program: AS Master of Arts
08/17/1998: Active in Program
08/17/1998: College of Arts and Sciences
Physical Education Major

Program: AS Master of Arts
01/12/2000: Active in Program
01/12/2000: College of Arts and Sciences
Exercise and Sport Science Major

Beginning of Graduate Record

1998 Summer II

Course	Description	Attempted	Earned	Grade	Points
PHYE 081	SPORT PSYCH/SOC	3.000	0.000	A	0.000
PHYE 088	EMERGENCY CARE	3.000	0.000	A	0.000

Term GPA	0.000	Term Totals	6.000	0.000	0.000	0.000
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Cumulative GPA	0.000	Cum Totals	6.000	0.000	0.000	0.000
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Academic Standing Effective 08/05/1998: Good Standing

1998 Fall

Course	Description	Attempted	Earned	Grade	Points
PHYE 077	HIST-PRIN PHYE	3.000	0.000	A	0.000
PHYE 220	DATA ANALYSIS	3.000	3.000	H	0.000
PHYE 240	ADMIN OF PHYE	3.000	3.000	H	0.000
PHYE 246	ORG & FIN OF SPORT	3.000	3.000	H	0.000
PHYE 248	SPORT MARKETING	3.000	3.000	H	0.000

Term GPA	0.000	Term Totals	15.000	12.000	0.000	0.000
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Cumulative GPA	0.000	Cum Totals	21.000	12.000	0.000	0.000
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Academic Standing Effective 12/16/1998: Good Standing

1999 Spring

Course	Description	Attempted	Earned	Grade	Points
PHYE 090	IND STUDIES IN P.E.	3.000	0.000	A	0.000
PHYE 225	RES TECH-PROB PHYE	3.000	3.000	P	0.000
PHYE 249	PRACT SPORT ADM	3.000	3.000	H	0.000
PHYE 255	SOCIAL ISSUES SPORT	3.000	3.000	H	0.000
PHYE 300	SPECIAL TOPICS	3.000	3.000	H	0.000

Term GPA	0.000	Term Totals	15.000	12.000	0.000	0.000
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Cumulative GPA	0.000	Cum Totals	36.000	24.000	0.000	0.000
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Academic Standing Effective 05/08/1999: Good Standing

2000 Spring

Course	Description	Attempted	Earned	Grade	Points
EXSS 393	MASTERS THESIS	6.000	6.000	H	0.000

Term GPA	0.000	Term Totals	6.000	6.000	0.000	0.000
----------	-------	-------------	-------	-------	-------	-------

Cumulative GPA	0.000	Cum Totals	42.000	30.000	0.000	0.000
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Academic Standing Effective 05/13/2000: Good Standing

SPECIALIZATION IN SPORT ADMINISTRATION

End of Official Graduate Academic Record

Document Description

The face of this document contains information recorded by the University Registrar comprising the referenced student's academic record. Transcript explanations are shown below. For more information and clarification of historical transcripts and current records, please visit: <http://registrar.unc.edu/academic-services/transcripts-certifications/transcript-key-information/>

Grading System Explanation

Undergraduate Career	Doctor of Dental Surgery Career	Doctor of Pharmacy Career
<p>A (-) Highest Level of Attainment B (+,-) High Level of Attainment C (+,-) Adequate Level of Attainment D (+) Minimal Passing Level of Attainment F Failed - Unacceptable Performance FA Failed - Unacceptable Performance (Absent from final exam but could not have passed even if exam had been taken) PS Passing grade for course using Pass/Fail grading SP Satisfactory Progress (Authorized only for first portion of Honors Program)</p>	<p>A Highest Level of Attainment B High Level of Attainment C Adequate Level of Attainment D Minimal Passing Level of Attainment F Failed - Unacceptable Performance PS Passing grade for course using Pass/Fail grading</p> <hr/> <p style="text-align: center;">Doctor of Medicine Career</p> <p>The School of Medicine produces separate transcripts for students entering prior to Fall 2014 and seeking the MD degree.</p> <p>Expanded grade information is available at: http://www.med.unc.edu/ome/registrar/transcripts</p>	<p>A Highest Level of Attainment B High Level of Attainment C Adequate Level of Attainment F Failed - Unacceptable Performance FA Failed - Unacceptable Performance (Absent from final exam but could not have passed even if exam had been taken) H Clear Excellence IP In Progress P Entirely Satisfactory PS Passing grade for course using Pass/Fail grading</p>
Graduate Career	Doctor of Medicine Career	Law Career
<p>H High Pass P Pass L Low Pass F Failed</p> <p>Graduate grades of H, P, and L should not be interpreted as equivalent to undergraduate grades of A, B, and C, do not accrue quality points, and do not generate GPA</p> <p>Note: Graduate students enrolled in courses numbered below 400 should receive undergraduate grades</p>	<p>CO Conditional-final grade pending reexamination and/or limited additional academic work COF Fail after remediation COP Pass after remediation F Failed H Honors - Clear Excellence HP High Pass - Above Average P Pass - Entirely Satisfactory</p>	<p>A (+,-) Highest Level of Attainment B (+,-) High Level of Attainment C (+,-) Adequate Level of Attainment D (+) Minimal Passing Level of Attainment F Failed - Unacceptable Performance FA Failed - Unacceptable Performance (Absent from final exam but could not have passed even if exam had been taken) PS Passing grade for course using Pass/Fail grading</p>

Other Grade Symbols Shared Across Careers

<p>AB Absent from Exam (By Exam) Credit by examination without enrollment in the course BE (Composition Condition) May be assigned in addition to any regular grade and indicates marked deficiency in English composition CC</p>	<p>F* Administratively assigned after failure to convert an Incomplete (IN) or absence (AB) to a grade within the allowed time IN Work Incomplete NE No Grade Expected (No Grade) No grade assigned NG Recorded for all "General Registration" (Course number 400) or Judicial Pending cases</p>	<p>NR No grade reported PL (Placement) Credit based on an evaluation which places the student in an advanced course W Withdrawn without penalty XF Failure due to an honor court violation and can be changed to a grade of F if student completes prescribed steps to remediate the violation *** (No Report) Class Roll not received</p>
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Course Numbering System	Quality Points and Quality Point Average																																										
<p>The numbers assigned to Courses are normally categorized as follows:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Effective Fall 2006</td> <td style="width: 70%;">Courses Primarily For</td> </tr> <tr> <td>001 - 199</td> <td>First Years and Sophomores</td> </tr> <tr> <td>200 - 399</td> <td>Juniors and Seniors</td> </tr> <tr> <td>400 - 699</td> <td>Advanced Undergraduates and Graduate Students</td> </tr> <tr> <td>700 - 999</td> <td>Graduate Students Only</td> </tr> </table>	Effective Fall 2006	Courses Primarily For	001 - 199	First Years and Sophomores	200 - 399	Juniors and Seniors	400 - 699	Advanced Undergraduates and Graduate Students	700 - 999	Graduate Students Only	<p>Quality Point Average is determined by dividing the sum of quality points by the sum of semester hours. Grades of NE, NG, NR, PS, SP, BE, PL, W, H, P and L do not generate quality points. Grades of IN and AB in the Undergraduate career (ONLY) are treated as an F.</p> <p><u>Quality point values, per semester hour, are assigned as shown below:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 12.5%;">A+</td><td style="width: 12.5%;">4.30</td><td style="width: 12.5%;">B+</td><td style="width: 12.5%;">3.30</td><td style="width: 12.5%;">C+</td><td style="width: 12.5%;">2.30</td><td style="width: 12.5%;">D+</td><td style="width: 12.5%;">1.30</td> </tr> <tr> <td>A</td><td>4.00</td><td>B</td><td>3.00</td><td>C</td><td>2.00</td><td>D</td><td>1.00</td> </tr> <tr> <td>A-</td><td>3.70</td><td>B-</td><td>2.70</td><td>C-</td><td>1.70</td><td>F</td><td>0.00</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td>XF</td><td>0.00</td> </tr> </table>	A+	4.30	B+	3.30	C+	2.30	D+	1.30	A	4.00	B	3.00	C	2.00	D	1.00	A-	3.70	B-	2.70	C-	1.70	F	0.00							XF	0.00
Effective Fall 2006	Courses Primarily For																																										
001 - 199	First Years and Sophomores																																										
200 - 399	Juniors and Seniors																																										
400 - 699	Advanced Undergraduates and Graduate Students																																										
700 - 999	Graduate Students Only																																										
A+	4.30	B+	3.30	C+	2.30	D+	1.30																																				
A	4.00	B	3.00	C	2.00	D	1.00																																				
A-	3.70	B-	2.70	C-	1.70	F	0.00																																				
						XF	0.00																																				

Length of the Year: The year consists of two regular semesters of approximately seventeen weeks and a summer session which is divided into two terms of approximately five and one half weeks each.
Credit Hours: One semester credit is the value of each lecture hour or two to three laboratory hours per week whether or not the course was passed.
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