



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

Daytona State College
April 13-16, 2015

Final Report



State Board of Education

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May 20, 2015

Dr. Carol W. Eaton, President
Daytona State College
1200 W. International Speedway Blvd.
Daytona Beach, Florida 32114

Dear Dr. Eaton:

We are pleased to provide you with the final monitoring report for the adult education, and career and technical education programs at the Daytona State College. The report will also be placed on the Quality Assurance and Compliance website at <http://fldoe.org/academics/career-adult-edu/compliance>.

We appreciate the leadership and professionalism demonstrated by your staff during our visit. If we can be of any assistance, please contact Tashi D. Williams, director of Quality Assurance and Compliance, at 850-245-9033 or via electronic mail at Tashi.Williams@fldoe.org.

Thank you for your continuous commitment to improve educational services for Florida's students.

Sincerely,

Rod Duckworth

RD/tdw

Enclosure

cc: Dr. Katrina Bell, dean, & project director, Adult, Career and Technical Education
Gloria Spradley-Brown, bureau chief, Grants Administration and Compliance
Tashi D. Williams, director, Quality Assurance and Compliance
Donna Waller, program specialist, Quality Assurance and Compliance

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**Daytona State College
Adult Education and Family Literacy
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, 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 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 for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006. FDOE awards subgrants 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 subgrants 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 (34 CFR 76.770). The FDOE, Division of Career and Adult Education is required to oversee the performance of subgrantees 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 2014-2015 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 2014-15 program year. The manual was 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 FDOE 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 monitoring strategy for Daytona State College was determined to be an onsite visit. Notification was sent to Dr. Carol W. Eaton, president of Daytona State College, on November 21, 2014. The designated representative for the agency included Dr. Katrina Bell, dean, school of Adult Education.

The onsite visit to the agency was conducted April 13, 2015, through April 16, 2015, by two representatives from the Quality Assurance and Compliance section of the division: Tashi Williams, director, Quality Assurance and Compliance section; and Donna Waller, program specialist.

V. DAYTONA STATE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2012-13

Adult General Education

3,245

CTE Postsecondary

6,579 (possible duplication at the program level)

The provider was awarded the following grants for FYs 2012-13, 2013-14 and 2014-15:

2012-13

Adult Education

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
AGE	\$ 652,978.00	\$ 9,791.86
EL Civics	\$ 95,473.00	\$ 1,271.88

CTE

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
Postsecondary	\$ 1,291,771.00	\$ 62,607.61

2013-14

Adult Education

<u>Program</u>	<u>Total</u>	<u>Unexpended Funds</u>
AGE	\$ 785,809.00	\$ 24,833.33
EL Civics	\$ 95,473.00	\$ 1,027.44

CTE

<u>Program</u>	<u>Total</u>	
Postsecondary	\$ 970,092.00	\$ 56,050.53

2014-15

Adult Education

<u>Program</u>	<u>Total</u>
AGE	\$ 593,475.00
EL Civics	\$ 60,487.00

CTE	
<u>Program</u>	<u>Total</u>
Postsecondary	\$ 1,027,797.00

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

<http://www.daytonastate.edu/>

VI. MONITORING ACTIVITIES

The monitoring activities included pre-visit planning conference calls; an entrance conference; interviews with administrators, teachers, and students; observations; record reviews; and an exit conference.

Onsite Visits

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

- Daytona Campus
- Advanced Technology Center
- Deland Campus

Entrance and Exit Conferences

The entrance conference for Daytona State College was conducted on April 13, 2015, the exit conference was conducted on April 16, 2015. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Katrina Bell	Dean, School of Adult Education	X	X
Mary Bruno	Associate Vice President, Workforce and Continuing Education	X	
Dr. Thomas LoBasso	President	X	
Dr. Amy Locklear	Vice President, Academic Affairs	X	X
Isalene T. Montgomery	Vice President, Finance	X	X
Kristy Presswood	Associate Vice President , College of Education	X	X
Mary Rhodes	Grants Management Coordinator	X	X
Robert C. Simmons	Grants Accountant	X	X
Theodore Sofianos	Director, Resource Development	X	X
Gina Stafford	Associate Director, Adult Education/Perkins	X	X
FDOE Monitoring Team			
Donna Waller	Program Specialist	X	X
Tashi Williams	Compliance Director	X	X

Interviews/Observations

Interviews were conducted with the administrative staff, instructional staff and students. A minimum of four interviews and observations were completed at each site. All interviews and observations were held during the course of the visit.

Records Review

Program, financial and administrative records were reviewed. A complete list is provided in section VII. item G. A minimum of 11 student records were reviewed. Some policies and procedures were reviewed at the agency's website and discussed at various times during the onsite 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 college conducted a presentation at the entrance meeting that provided much insight and captured all of the programs that the college offers.
- Administrators are very informed and have a lot to offer the college and students.
- The college provides extensive financial support to CTE programs.
- Administrators, teachers, staff and students are devoted to the college and its AE and CTE programs.
- The administrators know each other; they meet and work together willingly and collaboratively on a regular basis.
- There are an abundant number of CTE advisory councils in place at the college that provide significant input and support to the CTE programs.
- Advisory councils include business leaders and people within the communities.
- Staff, administrators, instructors and students encountered by the monitoring team all expressed their appreciation for the Perkins funding the college receives.

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

- Verification of CTE student data was completed.
- The monitoring team provided a random list of students, and the college provided these student files for review and verification.
- The monitoring team verified industry certifications and occupational completion points (completers) earned by students.
- Data processes were extensive and supported the submission of required reports to FDOE.
- The data staff works closely together with program staff to assure effective processes.
- The data is used when evaluating AE and CTE programs.
- Instructors and administrators have access utilize student data on a constant basis.
- The College Administrative Resource System (CARS) is used for capturing student attendance and performance.
- The College is in the process of moving to PeopleSoft. PeopleSoft is a software application used to maintain student data, including admissions, student records, and course information; human resource data, including job-related, salary, and benefits data as well as biographic data; and financial data.

C. **CURRICULUM AND INSTRUCTION** refers to those elements, which contribute to student learning and skill acquisition. It also addresses student and instructor observations.

- The AE and CTE programs were composed of experienced instructors that were passionate about their respective classes.
 - Instructors were well qualified.
 - Instructors were generous with their attention to individual student success.
- Students were making progress toward degrees, certificates and/or industry certifications.
- Textbooks are current and are being used in classrooms.
- Teachers are using a variety of technology in their classrooms.
 - Equipment and technology is relevant and state-of-the-art.
- Programs provide a blend of instructional and practical experiences for students.
- The team observed a variety of instruction taking place: group learning, lectures, labs, individualized instruction via computer/software and textbook reviews.

D. TECHNOLOGY AND EQUIPMENT refers to a review of the technology and equipment used by students and teachers in the classroom addresses access, availability, innovation, use and condition.

- Designated staff at each site visited by the monitoring team were most helpful with locating inventoried equipment funded by AE and Perkins.
- For the inventory system:
 - Equipment is inventoried on a bi-annual basis.
 - The inventory contains all the required elements as required in Education Department General Administrative Regulations (EDGAR).
 - The equipment was in good condition and available to students at most of the locations.
- Equipment purchased with Perkins funds is tagged and labeled “Perkins” for easy identification.
- Technology was integrated into instruction and in appropriate proportion to class sizes.
- Staff is aware of what equipment was purchased with AE and Perkins funds.
- Resources are available to maintain equipment (property managers, warranties, manufacturers, technology support).

E. LEARNING ENVIRONMENT encompasses all aspects of the physical environment where classes are held. Describing the learning environment may also attempt to capture the vision, philosophy, and character that is observed on the campus or in the classroom.

- The buildings and grounds were well maintained.
- The classrooms were spacious and appropriate for class sizes.
- Appropriate instructional materials were observed and being used in classes.
- Safety rules were posted in classrooms as appropriate.

F. 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 Equity and Civil Rights Compliance (OECR), Division of Florida Colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OECR at 850-245-9468.

G. 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.

- Equipment inventory
- Colleges website
- Advisory council meetings and notes
- Governing Board and Advisory Committee Policy Manual
- 2014–2015 student handbook and employee handbook
- 2014–2015 college catalog
- Student records
- Financial records (payroll, personnel activity reports, purchase orders, time and effort reports and certifications, travel and expenditures) and policies and procedures
- College policies and procedures
- Completed Perkins grant applications
- Final disbursement reports for AE and Perkins grants
- Program brochures
- Promotional activities
- Schedule of classes
- Local data procedures

- AE Data review and analysis samples
- Assessment documentation and workbooks

H. 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.

- Purchasing procedures are in place and are being followed.
- An approval process is in place and is being followed.
- Meetings concerning the AE and Perkins grants are held on a regular basis.
- Documentation provided (payroll, personnel activity reports (time and effort records), certifications, travel, expenditures) was comprehensive, organized, and thorough.
 - The team appreciated the efforts of the staff that provided the documentation.

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

- The college has a host of articulation agreements with various agencies such as:
 - Volusia County Schools
 - Flagler County Schools
 - Flagler County School District
 - Local Businesses and industries

J. PERKINS PROGRAM IMPROVEMENT PLAN – A Perkins program improvement plan (PIP) is required when an agency does not meet 90 percent of its agreed-upon goals for individual performance measures.

- Agency met or exceeded all postsecondary college credit performance indicators except for:
 - 1A1 – Technical Skills: 66.47% Local Actual vs. 82.00% Local Agreed
 - 5P2 – Non-traditional completion: 32.26% Local Actual vs. 41.68% Local Agreed

**A Local Program Improvement Plan (PIP) was required for the performance indicators that did not meet at least 90% of each agreed upon target and is included in the grant. PIP's were reviewed and discussed during the visit Efforts are being made to meet or exceed all measures.*

K. STUDENT PERSPECTIVE – The team meets with groups of students; their perspective is presented as a portion of this report.

- AE and CTE students at the college represent diverse cultures and ages.
- Students were complimentary of instructors, counselors and the administration.
- Students rely on staff for information, guidance and support.
- Students stated that they were pleased with College expenses/tuition as compared to other institutions.
- Students are made aware of job opportunities.
- Students like the individual attention they receive from instructors.
- Information regarding financial aid and other resources are readily available for students.
- Students expressed pride in their programs, the college, the campuses, instructors and the facilities.

VIII. REQUIRED RESOLUTION ACTIVITIES

ADULT EDUCATION AND FAMILY LITERACY

1. Corrective Action Plan (findings) - Daytona State College is not required to complete a corrective action plan.
2. Action Plan (concerns) – Daytona State College is not required to complete an action plan.

CAREER AND TECHNICAL EDUCATION

1. Corrective Action Plan (findings) - Daytona State College is not required to complete a corrective action plan.
2. Action Plan (concerns) – Daytona State College is not required to complete an action plan.

IX. REMARKS

The following are additional comments made by the monitoring team in regard to the monitoring visit: The administration, faculty and staff were very supportive and are committed to the success of students. The college is preparing students for opportunities that are sure to provide promising futures.

X. SUMMARY

Once the field work is completed, including receipt of requested information, a draft report is forwarded to the provider for review. Comments are accepted and considered. 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 all outstanding items have been completed.

We want to extend our appreciation to all participants in the Daytona State College onsite monitoring visit. Special thanks is extended to Dr. Katrina Bell, dean, school of Adult Education, for her participation and leadership in this process.

APPENDIX A

Daytona State College Adult Education and Family Literacy Risk Matrix

Risk Matrix for Colleges Receiving Adult Education (AE) Grants					
Agency Name: DAYTONA STATE COLLEGE					
Program type: ADULT EDUCATION (AE)					
Target Year: 2012-2013					
Monitoring Year: 2014-2015					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total AE Budget Allocated Value	Upper Quartile	7	5	X 10	50
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# AE Grants Value	4+	7	3	X 8	24
	3	5			
	2	3			
	1	1			
AE Director Change Value	Yes	7	0	X 6	0
	No	0			
AE Funds Remaining Point Value	Upper Quartile	7	3	X 4	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					114

*Compliance monitoring last visit: **AE, Spring 2009**

*Data sources used for calculations: **Prior to July 1, 2013**

Daytona State College
Career and Technical Education
Risk Matrix

Risk Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: DAYTONA STATE COLLEGE					
Program type: CAREER AND TECHNICAL EDUCATION (CTE)					
Target Year: 2012-2013					
Monitoring Year: 2014-2015					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Total CTE Budget Allocated Value	Upper Quartile	7	7	X 10	70
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
# CTE Grants Value	4+	7	1	X 8	8
	3	5			
	2	3			
	1	1			
CTE 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			
CTE Director Change Value	Yes	7	0	X 6	0
	No	0			
CTE Funds Remaining Point Value	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
OAG Findings Value	Upper Quartile	7	7	X 4	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					134

*Compliance monitoring last visit: **CTE, SPRING 2009**

*Data sources used for calculations: **Prior to July 1, 2013**

Daytona State College
Highlights from the Field
Response to Monitoring Visit April, 2015

- Daytona State has awarded nearly 92,000 degrees and certificates since its founding in 1957, including nearly 1,800 bachelor's degrees.
- Graduates of Daytona State's 34 associate of science degrees have an 88 percent placement rate and earn, on average, over \$42,000 a year.
- Graduates of our 52 one-year-or-less certificate programs enjoy an 87 percent placement rate and earn an average annual salary of nearly \$32,000.
- Daytona State's award-winning academic support centers are nationally renowned as models for best learning center practices. Our Gear Up programs are free, four-day workshops that help students get a leg up on the challenges posed for some in English, math and science courses.
- The School of Adult Education collaborates with the First Baptist Church in DeLeon Springs to provide EL Civics education through the EL Civics program. The church provides space, utilities, access wireless internet services and limited childcare for students participating in the class.
- Café 101 is a teaching café and kitchen operated by Daytona State College students, under the supervision of our chef instructors. Patrons receive an appetizer, entree, dessert and beverage. Vegetarian meals are available by request. Gratuities are welcome and help fund student scholarships. Perkins funds support the classroom activities through equipment purchases.
- Daytona State College's Machining Certificate program has received accreditation by the National Institute of Metalworking Skills (NIMS), which gave the program above-average ratings in all areas of evaluation based on our recent national accreditation and number of industry certifications. Perkins funding has contributed to equipment purchases and supports a lab tech available to assist students. Classes are in the evening 4:00 – 10:00 pm at the Advanced Technology College.
- Medical education calls for entirely new simulation models, given the complexity of human physiology and pharmacology and the wide range of possible therapeutic interventions. That's why CAE Healthcare's Human Patient Simulator has at its core sophisticated mathematical models of human physiology – cardiovascular, respiratory, neurological and pharmacologic – that imitate human response in multi-layered, real-time ways that are vital to a truly objective learning experience. CAE Healthcare's HPS is recognized as the gold standard for medical education worldwide. This fully automatic, high-fidelity simulator is specifically designed for training in anesthesia, respiratory and critical care. At present, our Human Patient Simulator Laboratory is equipped with CAE Healthcare simulators / software and hardware. CAE was known earlier as METI or Medical Education Technologies, Inc.

- The current Human Patient Simulator Laboratory houses a variety of simulators in a “hospital setting” with cardiac monitoring, ventilator support, medication preparation room, meeting room for students and a control room for HPS facilitators. **Recent modifications to the HPS Lab include the installation of a bedside audio/visual system and the addition of a birthing suite and birthing simulator.**
- The Dental Hygiene Clinic provides a safe and supportive environment that will prepare students to be professional, ethical, and competent members of the dental health team. The Dental Hygiene Clinic, located on the DeLand Campus boasts a 16 bay operator style clinic that is open to the public. Under the supervision of a Florida licensed dentist and other dental hygienists, students evaluate clinic patients, perform oral examinations, provide sealant procedures, take radiographs and provide other dental services for clients at a reduced rate. State of the art and industry standard equipment is utilized to help prepare the hygienist for licensed practice upon graduation. Dental Hygiene students currently see approximately 1900 clients per year in the Dental Hygiene Clinic.
- Daytona State College is one of the leading providers of training for public service professionals in our region. On average, more than 200 law enforcement and corrections officer recruits, 240 emergency medical technicians, 72 paramedics and 60 firefighter recruits graduate from our School of Emergency Services each year. More than 1,500 active law enforcement officers annually participate in continuing education courses at the college.
- During the most recent reporting year, Daytona State graduates had a 90 percent or better licensure/certification pass rate in over a dozen programs. Programs that had a 100 percent licensure exam pass rate were Dental Hygiene, Health Information Management, Massage Therapy, Paramedic and Radiography. Programs with 95 percent or better pass rates included Cosmetology (96%), Occupational Therapy Assistant (96%), Physical Therapy Assistant (95%) and Practical Nursing (95.3%).
- Did you know Daytona State has been designated a Military Friendly School? More than 1,300 veterans enrolled last year. We have a Veterans Center on the Daytona Beach Campus and veteran offices on all our regional campuses to help servicemen and women get the education they deserve.