



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

**Quality Assurance and Compliance
On-site Monitoring Review
for
Career and Technical Education
and
Adult Education**

Daytona State College

October 18-21, 2021

Final Report

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Florida Department of Education
Division of Career and Adult Education
Daytona State College
Career and Technical Education and Adult Education
Quality Assurance and Compliance Monitoring Report

I. INTRODUCTION

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

II. AUTHORITY

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

III. QAC CORE MONITORING GUIDE

The Core Monitoring Guide (CMG) is intended to be used broadly by any reviewer conducting an onsite or desk monitoring of any program currently administered by the division. The guide provides a summary of each facet of the monitoring design and the process. It also contains objectives that may be used as agencies are monitored or reviewed. It is located on the division's website at <http://fldoe.org/academics/career-adult-edu/compliance>.

IV. PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A risk matrix identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

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

The Daytona State College (DSC) monitoring strategy was determined to be an on-site monitoring review (OSMR). Notification was initially sent to Dr. Thomas LoBasso, president, on July 14, 2021. The designated representative(s) for the agency were Dr. Sherryl Weems and Dr. Carrie Ann Verge. The division's representative conducting the OSMR was the program specialist, Michael Swift of the Quality Assurance and Compliance section.

V. DAYTONA STATE COLLEGE

ENROLLMENT:

CTE (possible duplication at program level): Post-secondary – 14,960

AE – 1,395

Finance

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

FY 2018-19

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Post-secondary	642-1619B-9CP01	\$1,093,578.00	\$ 47,065.55
Adult Education – Integrated English Literacy and Civics Education (IELCE)	642-1939B-9CE01	\$ 55,276.00	\$ 420.35
Adult Education - AGE	642-1919B-9CG01	\$ 655,933.00	\$ 22,515.46

FY 2019-20

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Post-secondary	642-1610B-0CP01	\$ 958,976.00	\$ 2,100.27
Adult Education - IELCE	642-1930B-0CE01	\$ 55,276.00	N/A
Adult Education - AGE	642-1910B-0CG01	\$ 655,933.00	N/A

FY 2020-21

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins Post-secondary	642-1611B-1CP01	\$1,021,684.00	N/A
CARES Act - Rapid Credentialing	642-1230A-1CR01	\$ 910,184.00	N/A
Adult Education - IELCE	642-1931B-1CE01	\$ 55,276.00	N/A
Adult Education - AGE	642-1911B-1CG01	\$ 655,933.00	N/A

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

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

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post-review planning, an entrance and exit meeting, records review, and interviews with administrators, if necessary.

On-site Visits

The monitoring team visited the following campuses:

- Daytona Beach Campus
- Advanced Technology College
- New Smyrna Beach/Edgewater Campus
- News-Journal Center

Entrance and Exit Conferences

The entrance conference for DSC was conducted on October 18, 2021. The exit conference was conducted on October 21, 2021. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Dr. Thomas LoBasso	President	X	X
Dr. Amy Locklear	Provost	X	X
Dr. Sherryl D. Weems	Associate Vice President – Workforce and Con Ed	X	X
Kathy Hoellen	Associate Vice President, Academic Services	X	X
Dr. Andrea Gibson	Executive Director, Institutional Resource	X	X
Gina Stafford	Associate Director, Perkins Liaison	X	X
Dr. Carrie Ann Verge	Director, Adult Education	X	X
Martin Cass	Vice President, Finance and Administrative Svc	X	X
Tina Myers	Associate Vice President, Controller	X	X
Lisa Koogle	Director, Resource Development	X	X
Frank Mercer	Director II, Center for Business and Industry	X	X
Elaine Thiel	Executive Director of Business Services	X	X
Candice Valle	Manager II, Resource Development	X	X
Dr. Erik D'Aquino	Vice President, Enrollment Management	X	X
FDOE Monitoring Team			
Chuck Davis	Program Specialist, QAC, FDOE	X	X
Michael Swift	Program Specialist, QAC, FDOE	X	X
Orion Price	Program Specialist, QAC, FDOE	X	X

Interviews

DSC administrators were available for interviews, if necessary.

Records Review

Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, section F. In addition, policies and procedures were examined and discussed at various times during the monitoring review.

VII. OBSERVATION

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

- The DSC CTE and AE grants are managed by two separate groups of experienced administrators, but both program areas follow the same process for the drafting, approval and submission of their grants to FDOE.
 - The CTE grant manager works with the associate vice president (AVP) of Workforce and Continuing Education; CTE department chairs; and the college provost to review the CTE comprehensive local needs assessment (CLNA) and determine what program areas will be included in their grant applications.
 - The AE director works with the college resource development department: AE program (directors) managers and faculty; and AVP to determine what needs will be included in their grant applications.
 - Once all of the programmatic needs are addressed and the grant applications are complete, the college provost verifies the contents of the grant(s) before moving it along to the president for final approval prior to submission to the state.
- The AE and CTE grant managers have regular meetings throughout the program year with Institutional Research (IR), Resource Development, and the Finance/Purchasing department to ensure that the programmatic and fiscal objectives of their grants are being achieved. Any deviation(s) from their previously approved grant will result in an amendment being submitted to their FDOE grant manager. All amendments are based off program needs and the current financial standing of a grant.
- As part of the required comprehensive local needs assessment (CLNA), CTE administrative staff consulted with numerous individuals and entities across the college's service region. Those stakeholders included but were not limited to; teachers and administrative staff from Flagler and Volusia counties; CareerSource Flagler Volusia; and multiple local business and community leaders. All post-secondary CTE programs have advisory councils that provided input and advice throughout the CLNA process.
- All stakeholders who participated in the CLNA process are expected to serve as ongoing consultants to the CTE program.
- Prior to the mandated CLNA (CTE only) institutional effectiveness conducted annual college-wide reviews to determine the effectiveness of their CTE and AE programs. DSC then took the aforementioned program review process and expanded on it to fit the terms and guidelines of the CTE CLNA.

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

- DSC utilizes PeopleSoft® as their integrated Management Information System (MIS) and Student Portal.
- The college has policies and procedures on data collection, and offers annual localized training to CTE and AE administrative staff and instructors. Administrative staff also attends FDOE sponsored training and professional development events such as FDOE quarterly webinars, the Florida Association of Career and Technical Education (FACTE) conference and Workforce Education and District Data Advisory Council (WEDDAC) annual conferences.
- Samples of CTE and AE student data were reviewed and verified for accuracy as part of the on-site monitoring review. All student records were provided by DSC.
 - Upon review of the CTE student data, all records reported to FDOE were consistent with the local records supplied by DSC.

- Upon review of the AE student data, the monitoring team uncovered multiple inaccuracies. DSC reported numerous students as having earned at least one literacy completion point (LCP), but the students' test records did not support the data reported to FDOE. This will result in a finding.
- During the AE interview session, the monitoring staff discussed the finding with IR and the AE director. DSC has been aware of the errors, and had already located the source of the errors and had begun to correct the underlying issue. DSC relied on a module within PeopleSoft® to automatically review student test scores and apply the appropriate LCP, but some scores were reported wrong. As a result, the AE director and IR made the following changes to how LCPs are calculated and reported:
 - LCPs are currently being calculated manually instead of relying on the automatic function in PeopleSoft®.
 - All student data goes through a multi-tier review prior to being submitted to FDOE. IR will ultimately be the final line of approval prior to submission to the state.
 - Any error/edit reports received from FDOE are now reconciled manually by the AE program managers.
- DSC continues to require ongoing training on data collection and verification for all AE administrators and instructors. Focus is placed on manually compiling student data, and how to correctly navigate PeopleSoft®.
- Due to the efforts put forth by DSC, no additional corrective action will be required. The AE director will provide a memo of attestation to the monitoring staff that outlines what steps were taken to correct the data inaccuracies and what ongoing training will continue to take place to prevent future errors.
- All proctors of the Tests for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS) are trained and certified, as required, by the state and the appropriate testing companies. Local policies and procedures on testing are also in place.
- All of the data elements required of their local MIS were included in the system and verified during the desk review.
- Student electronic files include “release of information” clauses as required by the Family Educational Rights and Privacy Act (FERPA).

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

- DSC offers CTE and AE courses at multiple regional campuses and numerous satellite sites. Programs are also offered across Flagler and Volusia counties.
- DSC conducts pointed and targeted outreach to the communities surrounding all of their campuses. Due to the varying demographics across the county, each campus deploys its own unique tactics, working closely with campus admissions and marketing departments, to reach special populations and non-traditional students.
 - DSC has close relationships with local religious communities, homeless shelters, food banks and other civic organizations.
 - Programs such as Food Brings Hope, Homes Bring Hope and the Adult Learner Initiative connect DSC with its local community.
 - Due to the COVID-19 pandemic, virtual outreach sessions and open houses were conducted to continue to reach potential students.
- There is a strong effort to strengthen the relationship between the AE and CTE programs. AE students are encouraged to participate in career pathways events and attend CTE events headlined by special guest speakers. Upper-level AGE students are allowed to sit in on CTE classrooms to get a feel for the various programs available to them once they exit the AE program. Efforts such as these have led to a college-wide matriculation rate upwards of 40% for students transitioning from AE to CTE.
- During the height of the COVID-19 pandemic, DSC was forced to adjust how they offered instruction to students. Fortunately, the college only experienced a minor decrease in student

enrollment. Courses were converted to “flex” scheduling which allowed for smaller class sizes and in some CTE classes, made classes available at differentiated start and end times in order to minimize the number students in instructional cohorts at a time as per CDC guidelines. Hybrid learning was also available for students who wished to continue their education online. DSC will continue virtual learning, even after students have returned to the classroom full time.

- DSC offers students multiple opportunities to participate in additional learning activities outside of the classroom.
 - Work-based learning, internships and on-the-job training (OJT) is a priority within the college community.
 - Students participate in multiple Career and Technical Student Organizations (CTSOs).
 - With the help of instructors, some CTE programs such as barbering and cosmetology allow for students to sharpen their skills by working on residents from the local community.
 - IELCE students are able to participate in Integrated Education and Training (IET) programs that better prepare them for transition into the workforce and/or into a post-secondary CTE program.
- DSC offers ample professional development and training to AE and CTE administrators and staff. Instructors also participate in ongoing trainings provided by FDOE, as well as annual professional development through the college. Program-specific trainings are also attended as required.
- No reasonable services and accommodations are denied to those students who self-declare a disability. The college works with disabled students to ensure their individual needs are being met, and accessibility offices are available on all campuses.

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

- All inventory criteria set forth by federal, state and local guidelines are included within the inventory management system.
- The college has a technology plan that includes policies on new equipment requests, equipment safety/storage, and old inventory disposal.
- Department managers act as the custodians of all equipment housed at their location.
- DSC conducts an annual college-wide inventory of their federally funded equipment. There was one instance of stolen or lost equipment, and DSC provided an incident report to the monitoring staff.
- Monitoring staff conducted inventory reviews across four campuses, and no instances of non-compliance were uncovered.

E. ACCESS AND EQUITY refer to compliance with federal non-discrimination laws' requirements relating to recruitment, enrollment, participation, and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) 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 reviewing the records and documents that evidence compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

- Size, scope and quality review
- CLNA –Local Market Alignment
- MIS data quality checklists
- College-wide policies and procedures for finance and procurement
- College-wide technology plan
- Policies on accessibility
- Inventory and procurement records
- Memorandums of Understanding (MOUs) and articulation agreements
- Advisory committee records – agendas, sign-in sheets, etc.
- College-wide professional development and training records – agendas, sign-in sheets, training materials, etc.
- CTE and AE student data review
- Lost property incident report
- Tests of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) proctor records

G. FINANCIAL refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- PeopleSoft® is used as the college’s Enterprise Resource Planning (ERP) system.
- DSC has fiscal, accounting and procurement policies that ensure the efficient management of CTE and AE grant funds. The following policies and procedures were made available to the monitoring staff:
 - Cash Management
 - Budgeting
 - Financial reporting
 - Procurement guidelines
 - Travel requirements
- Purchase orders are only created and authorized for items previously approved in the FDOE federal grant application. The program director(s) and the AVP will send a purchase request via PeopleSoft® for internal review and authorization. The authorization process is streamlined based off the anticipated cost of a purchase.
- Program directors and administrative staff hold monthly meetings with the college’s grants and accounting department to review grant expenditures and the current financial standings of their grant(s). Few people have access privileges to the PeopleSoft® ERP, but program directors receive regular finance reports pertaining to their grant(s). Budgetary amendments are based off of need and financial flexibility, and are submitted to FDOE if the opportunity arises.

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.

- DSC has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the community. The list of partners include, but are not limited to:
 - CareerSource Flagler Volusia
 - Food Brings Hope
 - Homes Bring Hope
 - Volusia County School District
 - Flagler County School District

- Toyota Advanced Manufacturing Technician program
- Multiple local businesses

VIII. RESULTS

Finding Number	1
Area	Data and Assessment
Finding Summary	The provider failed to accurately report student LCP data to FDOE.
Finding Detail	Monitoring staff conducted a student data audit of the provider’s AGE completers. Upon review, it was determined that multiple students were reported as having earned at least one LCP, but the students’ test records did not support those claims. The monitoring staff verified each student’s test transcripts for accuracy as part of the on-site monitoring review.
Citation	UGG 2 CFR 200.328 “Monitoring and reporting program performance.”
Recommended/ Anticipated Corrective Action	The AE director will provide a memo of attestation to the monitoring staff that outlines what steps were taken to correct the data inaccuracies and what ongoing training will take place to prevent future errors.
Anticipated completion date:	December 10, 2021
Name(s) and Title(s) responsible for corrective action:	Dr. Carrie Ann Verge, director, Adult Education
Plan accepted by: Michael Swift Date: 12/13/2021	
Status of Action Plan (to be completed by FDOE staff)	
Status of CAP: Closed Date: 12/13/2021	

IX. SUMMARY

Once the monitoring review is completed, including receipt of additional requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and will be considered at the discretion of the FDOE monitoring team lead. Once the final report is approved, it will be forwarded to the agency head with a copy sent to the provider designated contact person. The final report will be posted on the department's website at the following address:
<http://fldoe.org/academics/career-adult-edu/compliance>.

Finally, the division issues a closure letter to the agency head and designated contact person. This letter indicates that all outstanding corrective action plan items have been completed, when applicable, and that no further action is required. This letter will officially end your monitoring process.

The monitoring team extends its appreciation to all participants of Daytona State College monitoring review on behalf of the department. Special thanks is offered to Dr. Sherryl Weems and Dr. Carrie Ann Verge for their participation and leadership during this process.

APPENDIX A

Daytona State College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Daytona State College					
Program Type: CTE					
Monitoring Year: 2021-2022					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	<u>X 10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	5	<u>X 8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	1	<u>X 8</u>	8
	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	0	<u>X 6</u>	0
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	3	<u>X 4</u>	12
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					138

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

Daytona State College
Adult Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Adult Education (AE) Grants					
Agency Name: Daytona State College					
Program Type: AE					
Monitoring Year: 2021-2022					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	5	<u>X10</u>	50
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	5	<u>X 8</u>	40
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	3	<u>X 8</u>	24
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	0	<u>X 6</u>	0
	No	0			
Agency AE Program Director Change from Previous Fiscal Year	Yes	7	7	<u>X 6</u>	42
	No	0			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	1	<u>X 4</u>	4
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Adult Education Program Improvement Plan (AEPiP)	Target Not Met on 3 of 3 Indicators	5	4	<u>X 6</u>	24
	Target Not Met on 2 of 3 Indicators	3			
	Target Not Met on 1 of 3 Indicators	1			
	All Targets Met	0			
Agency Risk Score					212

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

ATTACHMENT A

Daytona State College Institutional Highlights

Daytona State College is a gateway to life changing opportunities that positively impact not only students and their families, but our economy and community. Students come to us because they believe we can help them achieve success, and that is a precious and vulnerable faith we take very seriously. We continue to build upon our success by increasing the number of programs, further empowering student support services and expanding our physical footprint.

Institutional Recognition

- DSC is the highest ranked school among Florida's 28 state colleges in U.S. News & World Report for online programs.
- Daytona State College is one among 150 institutions invited to compete for the \$1 million Aspen Prize for Community College Excellence

Title III: Strengthening Institutions

Supported by mission-driven, intentional leadership throughout the college, DSC has made significant investments in powerful technology, training, and resources for students. A \$2.1M Title III Strengthening Institutions Program grant awarded by the Department of Education in 2019, has allowed us to redesign our advising model, overhaul our webpage, create a mobile app, and conduct college-wide training in diversity, equity, and inclusion (DEI). The College has implemented professional development training for faculty and staff to increase DEI awareness and to help build skills and capacity for advancing diversity, equity, and inclusion throughout the institution to enrich the educational experience for students. Another component accomplished through this grant was the review and revision of the DSC website and messaging to promote cultural inclusion, social acceptance, and community connection. The upgrades also include a live chat function to assist students with navigation and support to increase engagement with at-risk and underserved students.

Student Care and Pathway Development

Focus on student care is enhanced by our use of Civitas Learning. CIVITAS allows advisors to communicate with targeted populations of students through nudge campaigns and text messaging, providing advisors multiple ways to connect. Advising maintains contact with nudge campaigns framed around student mindset and mattering, which are sent five times each semester. The "open rate" on these emails is above 40% each time, and many students respond with questions, comments or just a "thanks for the reminder!"

Our pathways development is enhanced given that many of our A.S. degrees contain embedded certificates that build to an A.S. and then into our bachelor's programs. Students in any of our vocational programs can transition into the A.S. in Industrial Management, receiving 23 college credits for the certificate they earned. We developed a comprehensive Career Pathways Guide that depicts how credentials such as certificates, A.S., and bachelor's degrees stack onto one another and the specific jobs and salaries to which they lead. This resource is valuable to a first-time college student or someone who is returning to advance their career. The guide is used as a training tool with district advisors and CTE faculty and is shared with all middle and high school students and parents in Volusia & Flagler counties, prospective adult students, and is available on our advising webpage.

DSC has over 3,000 students in our dual enrollment program that continues a pathway development for high school students. The dual enrollment experience begins with a student success course offered in each of the 12 high schools in our district. Dual enrolled students are eligible to enroll in AA, AS, certificate, vocational, and bachelor's programs. Last year over 200 dual enrolled students graduated from DSC before

completing their high school diploma. Additionally, over 25 career pathways through three articulation agreements with public high schools convert high school classes to 3-6 credits toward A.S. degrees at DSC.

Workforce Innovation Models

[Federation for Advanced Manufacturing Education \(FAME\) program](#) is a nationally recognized program based on Toyota's Advanced Manufacturing Technician program has selected Daytona State College as an educational partner establishing Florida's first FAME chapter. This work-based learning program provides the opportunity for students to earn an AS degree in Engineering Technology and certification as an Advanced Manufacturing Technician (AMT). FAME students attend classes two days a week and work at least 24 hours a week for a local, sponsoring employer, while being paid a competitive wage. A similar work-based program model in automotive technology began in 2021 with Daytona Toyota.

Expanding our Footprint

In spring of 2019 we opened the 84,000 square foot L. Gale Lemerand Student Center which is a focal point on campus. The Center creates a perfect blend of student life and academics. The ikon.5, the award-winning company that designed it, features the building on its website as one of the best examples of their work.

We eagerly anticipate the fall 2022 opening of a brand new 225 bed housing facility. The building will provide more than 52,000 square feet of living space for up to 252 students and will support our student athletes as well as all other students, who desire and could benefit by the on-campus housing experience. This facility is designed to encourage an interactive living and learning environment.

In 2022, we will break ground on a new workforce development and training facility on the Deltona Campus.

College in the Community

Beginning with a Wisconsin 2016 HOPE Lab survey we learned that far more students than we imagined experienced food and housing insecurity, a hidden problem among millions of community college students. That prompted us to launch an intensive effort led by our Center for Women and Men to end hunger and homelessness at Daytona State College. Not only did our community step up with free bus passes, health care services, hotel rooms for those in crises, a food pantry, clothes closet, and textbook lending library, but food insecurity rates dropped 23% points between 2016 and 2021 among those we surveyed, and housing insecurity fell 7%.

The Veteran's Center, which opened nearly 10 years ago, was created to provide targeted services for active-duty or former members of the military and their families who wished to pursue a college degree or further their education. It's one of the reasons Daytona State College has been regularly recognized by U.S. News & World Report as one of the best schools in America for veterans.

Through partnerships and collaborations, the School of Adult Education continues to grow and build learning sites for marginal populations within our community. These sites and programs include a new Accelerated GED program on our New Smyrna Beach/Edgewater campus, a satellite location at a CareerSource Center in Orange City, an ABE/GED class for displaced families at Hope Place (a local community family housing facility), and an ESOL class for migrant workers at the San Jose Mission in Pierson.



Please address inquiries regarding this report to:

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