



FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

Quality Assurance and Compliance

Onsite Monitoring Review for Perkins Career and Technical Education

Volusia County Schools

December 2023

Final Report

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Florida Department of Education
Division of Career and Adult Education

**Volusia County Schools
Career and Technical Education
Quality Assurance and Compliance Monitoring Report**

I. INTRODUCTION

The Division of Career and Adult Education (Division) within the Florida Department of Education (Department) has several key responsibilities, including leadership, resource allocation, technical assistance, monitoring and evaluation. These duties require the Division to oversee the performance and regulatory compliance of federal and state funding recipients. The Quality Assurance and Compliance (QAC) unit plays a critical role in this process by designing, developing, implementing and evaluating a comprehensive quality assurance system, which includes monitoring. This system aims to ensure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is the Division's duty to regularly monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II. AUTHORITY

The Department receives federal funding from the U.S. Department of Education for Career and Technical Education under the Carl D. Perkins Strengthening Career and Technical Education (CTE) for the 21st Century Act and for Adult Education (AE) under the Workforce Innovation and Opportunity Act of 2014. The department awards sub-grants to eligible providers to administer local programs. The Department 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 Code of Federal Regulations 76.770, Education Department General Administrative Regulations and the Uniform Grant Guidance 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 is designed to be utilized by any reviewer who is conducting an onsite or desk monitoring of any program currently administered by the Division. The guide includes a brief overview of each aspect of the monitoring design and the process, as well as objectives that can be used when agencies are monitored or reviewed. You can find the guide on the Division's website at <http://fldoe.org/academics/career-adult-edu/compliance>. The QAC unit may apply any specific monitoring strategy to any federal or state-funded provider at any time. Some circumstances may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

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 Volusia County Schools (VCS) monitoring strategy was determined to be a virtual desk monitoring review (VDMR). Notification was sent to Dr. Carmen J. Balgobin, Superintendent, on September 14, 2023. The designated representative for the agency was Dr. Kristin Pierce, CTE Coordinator, Volusia County Schools.

The Division's representative conducting the VDMR was Program Specialist Michael Swift, of the QAC.

V. VOLUSIA COUNTY SCHOOLS

Finance*

The provider was awarded the following grant(s) for the fiscal years (FY) 2020-21, 2021-22 and 2022-23:

FY 2020-2021

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins - Secondary	640-1611B-1CS01	\$ 731,198.00	\$ 76,955.34

FY 2021-22

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins - Secondary	640-1612B-2CS01	\$ 783,600.00	\$ 150,858.90

FY 2022-23

<u>Grants</u>	<u>Grant Number</u>	<u>Grant Amount</u>	<u>Unexpended</u>
Perkins - Secondary	640-1613B-3CS01	\$ 699,489.00	\$ 31,745.34

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

<https://www.vcsedu.org/>

VI. MONITORING ACTIVITIES

The monitoring activities include pre- and post-review planning, an entrance and exit conference, records review and interviews with administrators, if necessary. Inventory reviews are also conducted, as necessary.

Onsite Visits

Onsite visits for the purpose of inventory review were conducted at the following location:

- DeLand High School
- Deltona High School
- Pine Ridge High School

Entrance and Exit Conferences

The entrance conference for VCS was conducted on December 7, 2023. The exit conference was conducted on December 8, 2023. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Kristin Pierce	CTE Coordinator	X	X
Division Monitoring Team			
Michael Swift	Program Specialist, QAC	X	X
Chuck Davis	Program Specialist, QAC	X	X

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 VCS CTE Coordinator is responsible for the management and implementation of the district’s Perkins grant(s). The Coordinator is knowledgeable and has many years of experience managing academic and Workforce programs.
- VCS routinely submits thorough applications and amendments that typically require little to no additional guidance from their Division grant manager. If revisions are needed, the CTE Coordinator submits those in a prompt manner.
- As part of the required comprehensive local needs assessment (CLNA), VCS administrators consulted with numerous individuals and entities across their service area. Representatives from stakeholder groups also provided insight into the workforce needs and opportunities for special student population students. The list of stakeholders includes, but is not limited to:
 - CareerSource Flagler Volusia (FV) – Representatives of local workforce board
 - VCS Superintendent, Principals, Vice Principals, Counselors, etc – Local Secondary educational agency representatives
 - Daytona State College (DSC) and Bethune-Cookman University – Postsecondary representatives
 - New Smyrna Beach Housing Authority – Homeless and disadvantaged families representative
 - VCS Director of Exceptional Student Education (ESE) – Representatives from special populations
 - Daytona Regional Chamber of Commerce
 - Volusia Hispanic Chamber
 - Cities of DeBary and Deltona
 - Local business owners (private and public)
 - Parents and students
 - United Way of Volusia-Flagler Counties
- In conjunction with their CLNA, VCS worked alongside the Southern Regional Education Board (SREB) to conduct a Career Pathway Review (CPR) aimed at linking academic studies with high-quality CTE programs. The CPR analyzed qualitative and quantitative data related to Student Performance; Labor Market Alignment; Programs of Study; Size, Scope and Quality; Access and Equity; and Recruitment, Retention and Training. The narrative of their findings was submitted as part of the monitoring review.

- All CTE programs benefit from strong business and industry relationships and strong advisory committees. These committees are comprised of individuals who assist with the design, development and implementation of CTE programs. In addition to serving in an advisory capacity, they also provided input during the CLNA process.
- VCS conducts ongoing professional development and training to ensure all CTE administrative staff are up to date on any changes that come from the federal and/or state-level Department of Education. Department-sponsored training events are also attended.

B. DATA AND ASSESSMENT refers 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 on.

- VCS utilizes Focus® as its integrated Management Information System (MIS) and student information system. The MIS meets all FDOE requirements as defined by the Data Dictionary.
- VCS has written procedures for the collection, verification, analysis and reporting of student data. School Registrars, Data Clerks and other school and district specialists are responsible for adhering to those policies in the reporting of data to the Division. Also, district-wide training is offered to all individuals who have access to student data and the MIS.
- In adherence with the Children’s Online Privacy Protection Act and the Family Educational Rights and Privacy Act, all parents and/or guardians are provided with a “Parental Notice of Personally Identifiable Information (PII)” disclosure at the time of school enrollment.
 - VCS also provides the option for students to “opt out” of providing their social security number during enrollment.
- The Division’s Data, Research and Evaluation team requested that the monitoring staff verify the validity of CTE student data submitted by VCS to the Department. Verification was requested for the following data:
 - Secondary Industry Certifications
 Upon review of the student data, it was determined that VCS was compliant in the submission of their CTE student data. All documentation was provided by VCS, as part of the monitoring review.

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

- PSC offers CTE and workforce programs to over 20,000 students at multiple middle and high schools across Volusia County. Students are able to participate in 51 career courses at the middle school level and 54 programs at the high school level.
- Due to local need and the CPR findings, VCS introduced eight new Career Pathway Clusters for the 2023-24 school year. More are set to be in place for the 2024-25 year.
- VCS has a memorandum of understanding (MOU) with CareerSource FV to provide workforce training, employment assistance and other services for those interested in workforce programs.
- VCS offers students multiple opportunities to participate in additional learning activities outside of the classroom.
 - Launch Federal Credit Union has a partnership agreement with University High School’s Academy of Finance that will give students experience running an onsite branch of their credit union. Students will work alongside Launch staff members while conducting the day-to-day business operations of the credit union.
 - VCS has agreements with multiple healthcare facilities that offer students work based learning (WBL) and internship opportunities.

- Multiple dual enrollment (DE) articulation agreements are in place with DSC and Embry-Riddle Aeronautical University for Secondary students to earn Postsecondary CTE credits in addition to their high school instruction.
- Some CTE programs offer Career and Technical Student Organizations that give students the opportunity to gain valuable workforce skills outside of the classroom. Students participate in innovative learning programs, establish business and community partnerships; and serve in leadership roles at the local, state and national levels of the organization.
- VCS recognizes the need to expand program offerings to non-traditional students and commits numerous resources to targeted marketing campaigns for those students. VCS participates in many events independent of the district, in conjunction with outside entities, to introduce non-traditional students to under-represented industries.
 - Orange Technical College (Orange County Public Schools) hosts “Tech Sassy Girlz,” which is a one-day event for students in Aerospace programs. The event is open to all students with an interest in the field of Aerospace.
 - Women in Aviation International and Sheltair Aviation Services hosted “Girls in Aviation.” All students in Aerospace classes are invited to learn more about the aviation industry.
- There is a collaborative effort throughout the district to seamlessly transition middle school students into high school CTE programs. Many middle schools across the county have career cluster pathways that feed into high school programs where students can continue down the same pathway and earn industry certifications and credentials.
- The ESE manual ensures that no student is denied appropriate and reasonable accommodations as determined by a student’s needs and available district resources. In addition to academic accommodations for ESE students, VCS offers multiple career exploration programs catered specifically for those students. Examples include:
 - Specific Practical Observation Training (SPOT) Program – SPOT is an on-the-job (OJT) program that provides students with disabilities exposure to career areas specifically within the VCS Facilities and Maintenance Department. Spot is a one-year internship.
 - School Way Café provides OJT for students interested in careers in Hospitality and Culinary Arts.
 - Project SEARCH is a program that allow students to participate in three unpaid internships with local Halifax medical Centers. This program is designed for students aged 18-21 who have deferred receipt of their high school diploma.
- VCS offers ample professional development and training to CTE administrators and staff. Instructors also participate in ongoing trainings provided by the Department, as well as annual professional development through the district. Program-specific training and/or certification is also completed as required.

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.

- VCS provided their Property Accounting Manual that included policies on inventory management, methods of procurement and inventory procedures.
- Policies on lost and stolen property were also provided by the district. VCS reported that there have been no reports of stolen or lost equipment over the previous three fiscal years.
- VCS purchased capitalized inventory with their Perkins funds, thus an inventory review was conducted at multiple locations across the county. All equipment was found in its appropriate location as documented on inventory records.
- The VCS Inventory Specialist (IS) is responsible for maintaining the district’s inventory management system, including any adjustments, deletions or additions to the system. The IS

also works with Inventory Designees at district schools to ensure accurate inventory at each location and is responsible for the annual district-wide inventory review.

- Property custodians throughout the district complete property inventories annually. All inventoried property must match the records maintained in the Property Inventory Records Department.

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

- VCS included the necessary policies required by the General Education Provisions Act (GEPA) which ensures equal access and participation in programs regardless of sex, race, national origin, color, disability or age.

F. RECORDS REVIEW refers to reviewing the records and documents supporting compliance with federal and state rules and regulations. In addition, a sampling of financial and programmatic records is reviewed.

Documents reviewed included:

- District policies and procedures
- District purchasing manual
- District policies and procedures for property accounting and management
- CTE student data
- ESE student handbook
- Procurement records
- Travel records
- CLNA documentation
- District GEPA statement
- DE Articulation Agreement
- WBL handbook
- Pre-apprenticeship handbook
- Parental Notice of PII Systems

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.

- Oracle® is used as the VCS financial management system. Program managers are able to use reports generated within Oracle® to ensure the appropriate handling and allocations of grant funds.
- The CTE Coordinator works alongside the district Purchasing Supervisor and Purchasing Director to approve grant budgets and ensure the allowability of expenditures charged to specific grants. These individuals also serve as manager(s) of grant-funded contract agreements.
- VCS ensures the efficient management of CTE federal grant funds by adhering to the following components of their financial policies and procedures manual:
 - Purchasing guidelines and procedures
 - Budget implementation
 - Cash management
 - Methods of accounting
 - Conflict of interest

- Fiscal internal controls
- Records and reporting
- Travel – All travel reimbursements adhere to state guidelines. (Section 112.061, Florida Statutes)
- It is VCS policy that “the purchasing department will actively recruit small businesses” capable of supplying goods and services to meet the term(s) of their grants. Policy also states that preference will be given to Florida-owned businesses if they possess the capabilities to provide necessary goods and services.
- Upon approval of all grant-funded expenditures, VCS policies and procedures mandate the following standards for the acquisition of equipment or services:
 - Goods and services under \$9,999.99 are purchased on the open market utilizing practical and standard procurement methods.
 - Goods and services from \$10,000.00 to \$19,999.99 are purchased after securing a minimum of three (3) written quotes from selected vendors.
 - Goods and services from \$20,000.00 to \$49,999.99 are purchased after requesting a formal Request for Quote. The Purchasing Department requires a minimum of three (3) competitive quotes.
 - Purchases more than \$50,000.00 require a formal sealed competitive solicitation. Only single source suppliers are exempt from the above requirements.
- VCS requires district-wide budget training for those individuals responsible for accounting and/or the management of grant funds.
- In addition to the submission of district policies and procedures, VCS also provided financial documentation for the following:
 - Time and effort reports
 - Travel records
 - Procurement
 - Purchasing card (p-card) reconciliations. Only two individuals have access to grant-funded p-cards.

All records were provided by VCS at the time of monitoring.
- P-cards are to be utilized for small purchases, including travel, and are intended for goods and services below \$1,000.00. It is the responsibility of each school’s finance department to reconcile p-card transactions to the appropriate funding source within the district financial management system.
- Monitoring staff conducted a grant budget analysis of VCS’s Perkins grant and no deviations from their approved grant award were uncovered.

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

- VCS has numerous collaborations and MOUs within the local community. They offer additional educational and job experiences to students within the district. The list of partners includes but are not limited to:
 - CareerSource FV
 - Daytona Regional Chamber of Commerce
 - Advent Health
 - Halifax Hospital
 - Launch Credit Union
 - Daytona State College
 - Embry-Riddle Aeronautical University
 - Halifax Medical Centers – Daytona Beach, Deltona and Port Orange
 - United Way of Volusia-Flagler Counties
 - Women in Aviation, International

VIII. RESULTS

VCS was not found to be out of compliance.

IX. SUMMARY

After completing the monitoring review and receiving any additional information requested, a preliminary report is sent to the provider for their review. The Department monitoring team lead may consider comments at their discretion. Once the final report is approved, it will be sent to the agency head and a copy will be sent to the provider's designated contact person. The final report will also be posted on the department's website, which you can find at:

<http://fldoe.org/academics/career-adult-edu/compliance>

Once all outstanding corrective action plan items have been completed (when applicable), the Division will issue a closure letter to the agency head and designated contact person. This letter will signify the end of the monitoring process and that no further action is required.

On behalf of the Division, the monitoring team would like to extend their appreciation to all participants in the Volusia County Schools VDMR. A special thanks is offered to Dr. Kristin Pierce for her participation and leadership during this process.

APPENDIX A

Volusia County Schools
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Districts Receiving Career and Technical Education (CTE) Carl D. Perkins Grants					
Agency Name: Volusia County Schools					
Program Type: CTE					
Monitoring Year: 2023-2024					
Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	7	<u>X 10</u>	70
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	7	<u>X8</u>	56
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	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 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	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	7	<u>X 4</u>	28
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
AGENCY RISK SCORE:					206

Data sources used for calculations: Prior to July 1, 2022

ATTACHMENT A



Perkins Monitoring Report

Dr. Kristin Pierce, CTE Coordinator

December 18, 2023

Career and Technical Education (CTE) programs play a pivotal role in preparing students for the workforce by offering practical skills, industry-specific knowledge, and hands-on experience. This report aims to provide an overview of the implementation of CTE in Volusia County Schools, highlighting the impact it has on students and the workforce.

CTE Courses and Programs

Volusia County Schools has more than 20,000 students enrolled in CTE courses and programs. Volusia CTE offers 51 middle school career courses in 12 career cluster areas and 54 high school career programs in 16 career cluster areas.

Volusia CTE has integrated three registered pre-apprenticeship trades programs over the last three years: Electrical; Heating Ventilation and Air Conditioning (HVAC); and Automotive. Integrating trade programs into Volusia CTE programs of study is crucial in preparing students for high skill/high wage career paths and in providing them with hands on training essential in today's workforce. The trades programs not only address the increasing demand for skilled workers in Volusia, but also provide students with viable alternatives to traditional college pathways.

Volusia CTE utilizes the regional occupational demand list as a strategic approach for implementing programs that align with the evolving needs of the community. By identifying and integrating specialized programs with prevalent job opportunities, Volusia CTE can better equip students with relevant knowledge and skills sought by local industries. Such programs bridge the gap between education and employment, offering students work-based learning activities such as job shadowing, internship, clinicals and on-the-job training. Through a partnership with AdventHealth, Volusia has added one health science program per year from 2018 – 2024, including Allied Health Assisting, Biomedical Sciences, Nursing Assistant (Acute and Long-Term Care) and Dental Aide. Information Technology is another area of growth with new programs in Applied Cybersecurity and Artificial Intelligence.

Career Pathways

Career pathways allow students to select an interest area that gives their education a purpose and answers the question, “why do I have to learn this?”. Defined, a career pathway is a coherent, articulated sequence of CTE coursework, beginning in the middle grades, offering multiple exit points after graduation including direct workforce entry; community and technical college programs and apprenticeships; and traditional 4-6-8 year university degrees. Career pathways provide opportunities for exploration and training in a chosen area of interest and are developed through strong partnerships among all stakeholders.

Through Superintendent Balgobin’s leadership, Volusia CTE has significantly increased the number of career pathway options for students from middle to high school. New and/or expanded middle school career pathways have been added in the following career cluster areas: Arts, A/V Technology and

Communication; Engineering and Technology Education; Health Science; Hospitality and Tourism; Information Technology; Law, Public Safety, and Security; Manufacturing; and Marketing, Sales, and Services. These middle school career pathways align to 72 high school CTE programs and academies district wide.

Volusia CTE is committed to continuing to expand career pathway opportunities for students. Career pathways not only benefit students in the short-term through their Secondary and Postsecondary educational journeys, but also provide the foundation for transition into productive adulthood.

Career Academies

Volusia CTE has embraced career academies since implementation of the first academy in 1994. The evolution of the career academy model in Volusia has its roots in national educational research and in meeting the needs of the 21st century workforce. The 39 Volusia CTE career academies provide a rigorous, career-themed curriculum that incorporates current industry standards and practices.

Career academy quality is monitored through 12 standards: Standard-Aligned Curriculum; Sequencing & Articulation; Student Assessment & Industry Certification; Prepared and Effective Program Staff; Engaging & Integrated Instruction; Access & Equity; Facilities, Equipment, Technology & Materials; Business & Community Partnerships; Student Career Development; Career and Technical Student Organizations; Work-based Learning; and Data & Program Improvement.

When implemented with fidelity, research suggests that students in career academies tend to have better attendance rates; stronger academic achievement; lower dropout rates; higher grades; fewer failed courses; greater participation in activities; less vandalism and violence; fewer behavioral incidents; and strong academic results. As such, Volusia CTE career academies are evaluated yearly to ensure quality within the academy structure and to support continuous improvement within the academy program of study. Career academy program evaluation is conducted as part of a collaborative effort among all stakeholders: CTE Career Academy Directors, CTE Facilitators, school-based administrators and CTE district staff. The newly revised evaluation tool aligns with the Association for Career and Technical Education's framework for high-quality CTE programs.

Industry Certifications

The workforce today is rapidly undergoing a transition, and many are calling this transition the 4th industrial revolution, or Industry 4.0. In Industry 4.0 computers make decisions using vast amounts of data, leading to increased system efficiencies. Technologies like automation and artificial intelligence are increasing productivity and efficiency for employers and also the complexity of "work" for employees. As with other industrial eras, this transition will create more jobs and new types of jobs, but opportunities exist only for those who have the skills and training needed by the workforce. As such, it is critical for Volusia CTE students to have opportunities to earn industry certifications. Industry certifications validate a student's skills and knowledge in specific industries, making them more marketable to potential employers. Volusia CTE offers 70 industry certifications in middle and high schools with 86% of CTE programs and academies having an aligned industry certification. From 21-22 to 22-23 Volusia CTE increased the number of students tested by 61% and improved the pass rate by 4%. Volusia CTE will continue to add CAPE industry certifications aligned to programs and academies.

Career Dual Enrollment & Articulated Credits

Career dual enrollment and articulated credits offer invaluable opportunities for Volusia CTE high school students to engage in college-level coursework while still completing their secondary education. These

initiatives foster a seamless transition from high school to college, equipping students with valuable skills, knowledge, and credits that can accelerate their academic and professional pursuits.

Career dual enrollment programs allow students to enroll in college classes related to specific career pathways, earning both high school and college credits simultaneously. Volusia CTE offers career dual enrollment in HVAC, machining, auto collision, welding, building construction and electrical on five Daytona State College (DSC) campuses. Volusia CTE also offers dual enrollment courses in aerospace (Unmanned Aircraft Systems and Private Pilot) through a partnership with Embry Riddle Aeronautical University. These dual enrollment programs not only provide a head start on higher education but also allow students to explore potential career interests in a more advanced setting.

Articulated credits, on the other hand, recognize high school coursework that aligns with college-level classes, granting students college credits upon enrollment in a related program. Volusia CTE offers articulated credits through DSC as follows: Advanced Manufacturing Technology, Allied Health Assisting, Applied Cybersecurity, Applied Engineering Technology, Applied Robotic, Building Trades and Construction Design Technology, Carpentry, Computer Systems Information Technology, Culinary Arts, Digital Design, Digital Media/Multi Media Design, Digital Video Technology, Early Childhood Education, Emergency Medical Responder, Finance, Game/Simulation/Animation Programming, Hospitality and Tourism Management, Introduction to Firefighting, Principles of Teaching and Promotional Enterprise.

Summary

Offering a myriad of CTE opportunities is crucial in preparing students for successful careers while meeting the needs of evolving industries. The successful implementation of CTE in Volusia County Schools relies on strategic partnerships, quality instruction, relevant curriculum, and resources that align with industry demands. Volusia County Schools believes in investing in CTE as these initiatives yield benefits not only for students, but also for the economy and society at large.



Please address inquiries regarding this report to:

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