



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

TOWER OFFICE PARK
SUITE 201
240 NORTH JAMES STREET
WILMINGTON, DELAWARE 19804
(302) 995 - 8592
FAX # (302) 995 - 8594

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Evaluation Cycle- Fall

School Year- 2020-2021

School Surveyed/Visited- Dickinson High School

School District- Red Clay

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. **Due to the pandemic, only questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys.** After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Dickinson CTE teacher surveys are as follows:

- 7 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			
Work-Based Learning Opportunities		✓		Surveys report mostly no. Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development		✓		Surveys report mostly no/unsure
3 Year Budget/Long Terms Planning		✓		Surveys report yes and no evenly

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Work-Based Learning- Review School/District processes for WBL opportunities for students and WBL coordination responsibility.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report not having or are unsure of budgets and are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.
- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Report Review with District Administration

- April 1, 2021- I discussed with Mr. Mingione (Red Clay District CTE Coordinator) the recommendations section of the report. Mr. Mingione reviewed Red Clay procedures and processes as they relate to each specific recommendation. He shared the following information.
- The Red Clay District employs a Work-Based Learning Coordinator (funded fully by Red Clay) that works with all the high schools and routinely meets with the departments to develop opportunities for students.
- Pathways are included in a student's Education Plan.
- Teachers have access to budgets through Perkins/509 funding. Budgets are developed through a department chair at the local high school level for each program.
- The district does ask teachers to submit 3-year budget/long term plans through the appropriate channels to help develop long term needs.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education