



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Lake Forest High School

School District- Lake Forest

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 Lake Forest 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		✓		Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS		✓		Surveys report mostly no/unsure.
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys all report no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Surveys report not knowing amounts.
3 Year Budget/Long Terms Planning		✓		Surveys report mostly no.

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- It is noted above as an issue to be focused on, although, all surveys reported that WBL plans are in place and set to begin school year 2021-2022. All teachers are very knowledgeable of district plans for WBL.
- Pathway Prep for Entry Level Positions after HS- Review curriculum scope and sequence and adjust appropriately if needed.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report having budgets but 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. One department is very knowledgeable of their funding amounts.
- 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.

Respectfully Submitted,

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Executive Director

Delaware Advisory Council on

Career and Technical Education