



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Concord High School

School District- Brandywine

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. We are pleased to be able to make in person CTE program visits this school year.

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 when possible. 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. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Concord CTE program visit are as follows:

- 3 teachers were interviewed, 3 teachers completed the survey. 7 unduplicated contacts.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data 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	✓			Scheduling difficulties.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Staff very unsure of funding transparency.
Budget Availability/Development	✓			Affected by transparency.
3 Year Budget/Long Terms Planning	✓			Affected by transparency.
Demographics of classroom represent demographics of school	✓			Working on decreasing gender gap.

Conclusions

Teachers surveyed are 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, funding is available from all sources, demographics of the classroom represent the demographics of the school (teachers are working to decrease the gender gap in classes in all pathways), and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Mayer (Principal) and District Office Administration is supportive of all CTE programs.

Recommendations

- Work-Based Learning- Many teachers discussed the need for after school transportation for students to get to WBL sites. Student transportation issues are preventing WBL from being as successful as it can possibly be. Teachers also suggested that the school schedule was very difficult to securing meaningful WBL locations for students as well.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Perkins/509 Funding- Teachers are receiving funding, however, they are very unsure of the amounts received. This in turn affects budget planning and long-term plans for program improvement. It is suggested to be sure to review funding levels with staff as appropriately needed.

Educational programs visit by Mr. Stahl and Council Member Mr. Freidly.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education