



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- Glasgow High School

School District- Christina

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 Glasgow CTE program visit are as follows:

- 6 teachers completed the survey and were interviewed.

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		✓		Technical support issues.
Advisory Committee in place and supporting CTE programs	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			
Work-Based Learning Opportunities	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways			✓	Surveys evenly divided
Programs receive Federal/State funding (Perkins/509)	✓			Staff report receiving funding.
Budget Availability/Development		✓		Unknown amounts
3 Year Budget/Long Terms Planning	✓			Suggest teachers more involved.
Demographics of classroom represent demographics of school	✓			

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, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Work-based learning is happening as well, Ms. Getugi stressed that Glasgow High School is “thinking outside of the box” to get kids opportunities. The struggles of transportation and placement are difficult; however, Glasgow High School faculty are working tirelessly to get kids opportunities. Ms. Getugi (Assistant Principal) is very enthusiastic and supportive of all CTE programs.

Recommendations

- Instructional Equipment and Technical Support- Many teachers reported the need for enhanced technical support. Instructional labs are in place and in need of being connected, networked, etc. to become fully functional. Student/teacher lab spaces need more support.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budget Availability and Development- Teachers are receiving funding and support, however, it is recommended to be very transparent in funding levels with all teachers and programs. This transparency is paramount to helping develop long term plans for equipment replacement, updates, program planning, etc.
- Many teachers expressed concern regarding number of students per classroom.
- Many teachers expressed concern regarding the transportation needs of students to fully take advantage of the District set up of CTE programs at other schools within the District.

Educational programs visit by Mr. Stahl and Council Chair Dr. Hutchison.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education