



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- William Penn High School

School District- Colonial

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 William Penn CTE program visit are as follows:

- 10 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	✓			
Advisory Committee in place and supporting CTE programs		✓		Data shows no/unknown.
CTSO available and participating in Local, State, Regional, and National Level	✓			Teachers working to get kids opportunities.
Work-Based Learning Opportunities	✓			Doing a great job!
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Unknown budget amounts.
3 Year Budget/Long Terms Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers surveyed/interviewed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, 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. I would like to draw attention to the Work-Based Learning model in place. William Penn HS has developed a unique opportunity through community partnerships and utilization of available processes within the high school/district to supply numerous students in every CTE pathway with great opportunities. Many of the opportunities for the students are paid placements for students to earn while they learn. Students are very involved in Work-Based Learning during the school year as well as throughout the summer through this model. This forward thinking to get opportunities for students is to be commended. Ms. Brewington (Principal) is very enthusiastic and supportive of all CTE programs.

Recommendations

- Advisory Committees- Programs are receiving advisement and partnering with community members and industry professionals in each pathways own way. It is recommended that a more formal advisory be established and structured in a recurring fashion that meets on a routine basis to best support the needs of teachers and students. For example- a Fall/Spring meeting recording attendance and meeting notes.
- Budget Availability/Development- All program needs are met, and supplies are funded. More transparency is needed with the amount generated/available to programs.

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