



DACCTE

Delaware Advisory Council on Career & Technical Education

ANNUAL REPORT

CAREER AND TECHNICAL EDUCATION IN DELAWARE

JUNE 2023

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June 2023

Career and Technical Education (CTE) plays a critical role in preparing our youth to be productive members of the workforce in this changing economy. Career and Technical Education programs and courses are vital to the economic development of Delaware and must be supported and strengthened on a continually evolving basis.

Many exciting career opportunities are emerging in the “skilled trades”, i.e., health care, building technologies, logistics, computer engineering/cyber security, etc. These jobs are high skill, high wage and in demand. Career and Technical Education can provide students with the skills and knowledge necessary to prepare them to be leaders in this future workforce while providing a living wage for their families.

As a Council we are excited to have visited 35 CTE programs throughout the state. These visits give us an invaluable opportunity to assist students, teachers, and administrators.

The Delaware Advisory Council on Career and Technical Education (DACCTE) reviews policies and programs and advises policymakers on matters pertaining to Career and Technical Education in the State. We respectfully submit this report to the appropriate policymakers for your consideration, action, and implementation.

Sincerely,

Dr. Karen C. Hutchison

Chair



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June 2023

What a great year in CTE it has been for us here at the Delaware Advisory Council on Career and Technical Education (DACCTE). We have been able to visit 35 schools this year! Since its inception DACCTE has been tasked with a myriad of responsibilities with the end goal of benefiting the citizens of the State of Delaware with enhanced and improved career and technical education programs.

To enhance and improve CTE programs DACCTE does the following:(14 Del. C.)

- Advise policymakers on the development of the State Plan for CTE and amendments to the State Plan.
- Recommend policies that the State should pursue to strengthen CTE and related initiatives.
- Evaluate CTE programs, services, activities, and career initiatives throughout the State.
- Provide technical assistance to local school districts, agencies, and other organizations to enhance and improve the CTE delivery system.
- Analyze and report on the distribution of funds for career and technical education and on the availability of CTE activities and services within the State.
- Provide students and families access to information regarding educational, employment, and training opportunities

Career and Technical Education has long been the backbone of a workforce that is skilled and ready to take on the tasks of tomorrow. DACCTE Members are appointed and serve at the Pleasure of the Governor and represent a wide array of professions throughout our State. The Council is a bridge for policymakers, educators, school administrators, students, and employers to meet and discuss how to enhance and improve CTE programs.

Respectfully,

Christopher B. Stahl
Executive Director

Annual Report

June 2023

Summary and Recommendations

This report is based upon an objective assessment of some of the components of the Career and Technical Education (CTE) delivery system in the public schools in Delaware. The Assessment was conducted by the Delaware Advisory Council on Career and Technical Education (DACCTE) during the 2022-2023 school year. It included surveys sent to schools, survey reviews with teachers/school administrators and independent research. We have been fortunate this year to have physically visited 35 different schools with CTE programs covering comprehensive, technical and charter districts. DACCTE expresses sincere gratitude to all who assisted in making this report as factually correct and objectively honest as possible. A special thanks to all CTE teachers and administrators across the State that participated in DACCTE visits this year.

Based on its findings the Delaware Advisory Council on Career and Technical Education recommends that:

- State Give Back Process (SB 250 Section 368) allows for reductions (Give Back) to come from Division II- All Other Costs. Legislative clarification is needed. See State Give Back Funding Issue (p. 12) for further clarification.
- Policymakers adopt legislation to align 509 funding with State and Federal Perkins plan allowing funding down to the 5th grade level. Currently schools are diluting the funding to supply 6th grade students or are not offering opportunities to grades not funded even though they are in the same school.
- Consider the addition/expansion of State Model Programs of Study in Fire/EMS (possibly hybridized pathways with Allied Health).
- Career and Technical Education curriculum planners on all levels continue to focus on and strengthen opportunities for work-based learning for students at the high school level. Two areas to strengthen are 1) Transportation 2) Specific WBL Coordinator per school/District. Work-based learning programs at many high schools need transportation services. The need for transportation is preventing many students from lower socioeconomic backgrounds from being able to fully benefit from the experience. Many schools/Districts are assigning WBL coordinator duties to current teachers (who are already overwhelmed) or Administration. The schools/Districts that fully support a WBL teaching unit are far ahead of Districts that don't support this position. This issue is consistent amongst high schools.

- Career and Technical Education curriculum planners continue to focus on and strengthen opportunities for certifications/credentials within approved Programs of Study that will prepare students for the next step in entering the workforce/higher education.
- Consider value add on credentials in Commercial Driver Licensure to existing pathways (Heavy Equipment Operator Pathway) where appropriate through existing/emerging partnerships. Individuals can legally obtain CDL Certification at 18 years of age and drive within the State.
- Department of Education CTE work group continue the work of the Middle Grades Pathway Revisions and Alignment.
- All stakeholders focus on CTE remediation of learning loss due to pandemic restrictions.
- All stakeholders focus on CTE student/staff social and emotional well-being.
- Career and Technical Education curriculum planners on all levels focus on diversity and inclusion amongst all stakeholders.
- Policymakers urge State Institutions of Higher Education to provide additional teacher preparation programs/focused recruitment/retention of students within CTE teacher certification programs. Teacher shortages are a continually growing problem for CTE pathways.
- Alternative route to certification programs be continually supported and promoted to bring skilled individuals from the private sector into the career and technical education teaching profession.
- Mentoring programs for CTE teachers continue to be supported and continually strengthened for new to the profession teachers.
- School districts use all their occupational-vocational Division I fund to properly staff approved courses. (For example- A school district generating 10 CTE teacher units should fund 10 CTE teacher units within the programs generating the units.) See Division 1 Vocational Units 1980-2022 chart.
- All stakeholders should strive for transparency in funding levels.

This report is being submitted to policymakers and the public for their consideration and appropriate action. The Delaware Advisory Council on Career and Technical Education looks forward to helping to implement these recommendations to improve and expand Career and Technical Education throughout the State.

Mission

The mission of the Delaware Advisory Council on Career and Technical Education is to strengthen and enhance the career and technical education delivery system and to assist the State in providing quality programs and expanded opportunities for all citizens.

The Council conducts evaluations, reviews programs, services, and plans, and makes policy recommendations to the Governor, General Assembly, Department of Education, and the State Board of Education on matters pertaining to career and technical education in Delaware.

Background

The Delaware Advisory Council on Career and Vocational Education was established as a state agency by Delaware Code, Title 14 Chapter 86. In June 2005, H.B. 71 was passed by the General Assembly and signed by the Governor. This bill updated the language in the Delaware Code and slightly changed the name of the agency to the Delaware Advisory Council on Career and Technical Education (DACCTE).

The Council is comprised of individuals appointed by the Governor from the private and public sectors throughout the State. The membership includes representatives from business, industry, labor and trade organizations, the Delaware National Guard and educators representing secondary, post-secondary, career guidance and counseling, special populations, and special education.

Key Objectives

- Recommend policies that the State should pursue to strengthen career and technical education programs and initiatives.
- Evaluate career and technical education programs, services, and activities throughout the State.
- Provide technical assistance to local school districts, agencies, and other organizations to enhance and improve the career and technical education delivery system.
- Promote coordination, collaboration and effective partnerships among business, industry, labor, education and employment and training programs to help meet the economic needs of the State.

Activities

- Conducted site evaluations of 35 career and technical education programs and services in secondary schools to determine their compliance with state and federal standards.
- Publish and maintain www.daccte.delaware.gov
- All site rotations/evaluations are posted to DACCTE website.

- Portal on DACCTE website connecting to multiple state agencies as a resource for public information.
- Maintaining social media presence using Facebook social media platform.
- Participating in Department of Labor/School District job fairs. Advertising with ads on three radio stations, print media, social media, schools, and email blasts.
- Cooperated with Delaware Department of Education to calculate Occupational-Vocational Unit funding and communicated that information with school districts pertaining to Title 14, Section 1706 of the Delaware Code.
- Member of Department of Labor Career Compass Advisory Committee. Assist in publishing the Career Compass and give CTE input.
- Provide resources and support to improve and expand the services and activities of the Career and Technical Student Organizations.
- Provide resources and support to Department of Education pertaining to CTE professional development, curriculum development, etc.
- Coordinating meetings with local school districts to familiarize teachers and administrators with DACCTE role and responsibility to CTE programs.
- Council meetings scheduled and held 4 this year per code. With at least 1 meeting held in each county. Meeting times and minutes are posted to appropriate websites, etc.
- Communicated with all stakeholders (lawmakers, administrators, teachers, etc.) new staff changes, website updates, statewide CTE programming, etc. through newsletter, website, emails, program reports, conferencing (virtual/in person) and annual report.

State Funding for Career and Technical Education Programs

State funds for career and technical education in Delaware, at the secondary level grades 7-12, are generated by numbers of students or “units” approved by the Department of Education. Fundamentally, a unit of funding provides money for a teacher, for operational costs including energy, equipment, material, and supplies, and for equalization among districts. Delaware also provides “vocational units” which in effect, require fewer numbers of students per teacher and can provide additional funds for operational costs (509 funding).

Table A lists the vocational Division 1 units (teacher count) funded in each school district for 2022-2023 based on Fall 2022-unit count. *(Source- Department of Education)*

2012-2022 Vocational Division 1 Units

| | Sept. 2012 | Sept. 2013 | Sept. 2014 | Sept. 2015 | Sept. 2016 | Sept. 2017 | Sept. 2018 | Sept. 2019 | Sept. 2020 | Sept. 2021 | Sept. 2022 |
|------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| <u>New Castle Co.</u> | | | | | | | | | | | |
| Appoquinimink | 26 | 28 | 29 | 29 | 41 | 49 | 51 | 53 | 61 | 79 | 93 |
| Brandywine | 35 | 32 | 36 | 35 | 33 | 33 | 33 | 36 | 45 | 39 | 44 |
| Christina | 100 | 95 | 70 | 68 | 60 | 55 | 53 | 48 | 51 | 53 | 59 |
| Colonial | 28 | 30 | 28 | 28 | 31 | 34 | 34 | 37 | 33 | 34 | 35 |
| NCCVTSD* | 152 | 154 | 153 | 156 | 157 | 159 | 157 | 158 | 158 | 159 | 158 |
| Red Clay | 48 | 47 | 53 | 50 | 50 | 47 | 50 | 51 | 53 | 50 | 55 |
| Wilmington Charter | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | | |
| DE Military Acad. | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 3 | 3 | 3 |
| MOT Charter Sch. | 2 | 2 | 3 | 6 | 8 | 10 | 10 | 11 | 12 | 11 | 11 |
| Newark Charter | 1 | 3 | 5 | 5 | 6 | 6 | 6 | 7 | 6 | 6 | 6 |
| Odyssey Charter | | | | | | | | | 2 | 3 | 4 |
| Aspira Academy | | | | | | | | | | | 3 |
| COUNTY TOTAL: | 403 | 397 | 383 | 382 | 389 | 397 | 396 | 404 | 426 | 437 | 471 |
| <u>Kent County</u> | | | | | | | | | | | |
| Caesar Rodney | 29 | 30 | 28 | 27 | 26 | 24 | 23 | 26 | 25 | 27 | 28 |
| Capital | 23 | 23 | 27 | 27 | 27 | 24 | 24 | 28 | 25 | 24 | 22 |
| Lake Forest | 13 | 12 | 12 | 14 | 13 | 13 | 12 | 12 | 11 | 17 | 17 |
| Milford | 13 | 12 | 13 | 12 | 14 | 16 | 17 | 17 | 18 | 19 | 23 |
| Polytech* | 39 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 39 | 40 | 40 |
| Smyrna | 25 | 26 | 25 | 28 | 30 | 31 | 34 | 35 | 36 | 37 | 44 |
| Campus Comm. | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| First State Military | | | | 1 | 1 | 1 | 1 | 0 | 0 | | |
| Positive Outcomes | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| COUNTY TOTAL: | 144 | 145 | 147 | 150 | 153 | 151 | 153 | 160 | 156 | 166 | 176 |
| <u>Sussex County</u> | | | | | | | | | | | |
| Cape Henlopen | 20 | 18 | 17 | 17 | 19 | 16 | 20 | 20 | 23 | 25 | 28 |
| Delmar | 9 | 9 | 10 | 10 | 10 | 10 | 11 | 11 | 11 | 11 | 12 |
| Indian River | 33 | 32 | 34 | 36 | 40 | 39 | 39 | 45 | 47 | 54 | 49 |
| Laurel | 7 | 5 | 6 | 6 | 9 | 6 | 8 | 9 | 9 | 11 | 8 |
| Seaford | 9 | 10 | 11 | 13 | 12 | 11 | 11 | 12 | 12 | 10 | 11 |
| Sussex Tech* | 47 | 49 | 51 | 48 | 45 | 42 | 42 | 41 | 41 | 44 | 43 |
| Woodbridge | 9 | 8 | 9 | 9 | 10 | 11 | 11 | 12 | 10 | 11 | 10 |
| Sussex Academy | | | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 |
| COUNTY TOTAL: | 134 | 131 | 139 | 141 | 147 | 138 | 144 | 152 | 155 | 168 | 163 |
| STATE TOTAL: | 681 | 673 | 669 | 673 | 689 | 686 | 693 | 716 | 737 | 771 | 810 |

(* County wide comprehensive career and technical education school districts.)

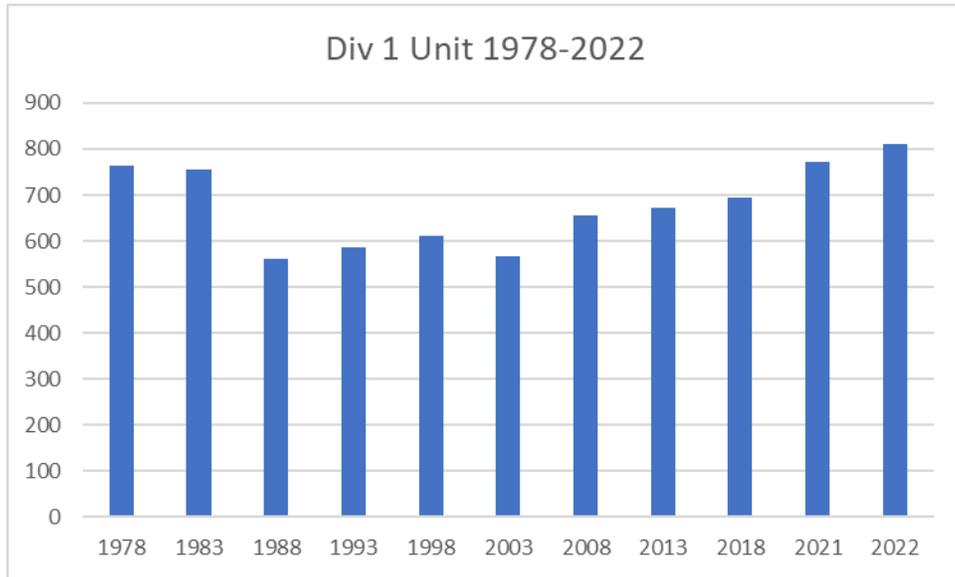
| | | |
|------|--------------------------|-----------------------|
| 2012 | Vo-Tech: 235 Units = 35% | K-12: 443 Units = 65% |
| 2013 | Vo-Tech: 243 Units = 36% | K-12: 430 Units = 64% |
| 2014 | Vo-Tech: 244 Units = 37% | K-12: 425 Units = 63% |
| 2015 | Vo-Tech: 244 Units = 36% | K-12: 429 Units = 64% |
| 2016 | Vo-Tech: 242 Units = 35% | K-12: 447 Units = 65% |
| 2017 | Vo-Tech: 241 Units = 35% | K-12: 445 Units = 65% |
| 2018 | Vo-Tech: 238 Units = 34% | K-12: 455 Units = 66% |
| 2019 | Vo-Tech: 239 Units = 33% | K-12: 477 Units = 67% |
| 2020 | Vo-Tech: 238 Units = 32% | K-12: 499 Units = 68% |
| 2021 | Vo-Tech: 243 Units = 32% | K-12: 528 Units = 68% |
| 2022 | Vo-Tech: 241 Units = 30% | K-12: 569 Units = 70% |

Table B shows a trend of the number of Division 1 Vocational Units (teacher count) for the entire State of Delaware as well as a graph depicting the changes since 1978.

Table B
DIVISION I
VOCATIONAL UNITS
1980 -- 2022

| YEAR | | UNITS |
|------|--|-------|
| 1980 | | 734 |
| 1981 | | 767 |
| 1982 | | 754 |
| 1983 | | 755 |
| 1984 | | 717 |
| 1985 | | 709 |
| 1986 | | 702 |
| 1987 | | 677 |
| 1988 | | 562 |
| 1989 | | 546 |
| 1990 | | 555 |
| 1991 | | 546 |
| 1992 | | 587 |
| 1993 | | 586 |
| 1994 | | 581 |
| 1995 | | 595 |
| 1996 | | 593 |
| 1997 | | 614 |
| 1998 | | 611 |
| 1999 | | 617 |
| 2000 | | 612 |
| 2001 | | 598 |
| 2002 | | 588 |
| 2003 | | 568 |
| 2004 | | 598 |
| 2005 | | 606 |
| 2006 | | 620 |
| 2007 | | 643 |
| 2008 | | 655 |
| 2009 | | 653 |
| 2010 | | 667 |
| 2011 | | 664 |
| 2012 | | 681 |
| 2013 | | 673 |

| | | |
|------|--|-----|
| 2014 | | 669 |
| 2015 | | 673 |
| 2016 | | 689 |
| 2017 | | 686 |
| 2018 | | 693 |
| 2019 | | 716 |
| 2020 | | 737 |
| 2021 | | 771 |
| 2022 | | 810 |



State Give Back Funding Issue

During visits to schools this year, it has come to the attention of the Council as part of the current “Give Back” under SB 250 Section 368, which reads, “reductions will be applied to Division II – All Other Costs” vocational funds are being “given back” by some districts. Vocational funds though, are given to schools in a totally separate funding line so they can easily adhere to SB 385 which requires 90 % of the funds generated by CTE programs must go back to the programs that generate the funds. As stated in Title 14:

Title 14

1706. Determination of amount of Division II appropriation. The funds appropriated to each school district for expenses included in Division II shall be determined by providing a sum, which shall be uniform for all school districts throughout the State, for each unit of pupils in such school district provided that the sum allocated during the school year for new and additional units in a school district in which the additional units have no facilities and in which the Title 14 - Education Page 196 additional units give a total number of units in excess of the maximum present at any time during the past 5 years may exceed the uniform amount appropriated for expenses included in Division II; such moneys shall be used for the purchase of textbooks, furniture and other classroom equipment. The first paragraph of this section notwithstanding, the funds appropriated to each district for expenses included in Division II based upon each occupational-vocational unit as defined in § 1703 of this title shall be either 1, 2 or 3 times the amount determined for each non-occupational-vocational unit as designated according to rules and regulations of the Department of Education. At least 90% of the occupational-vocational unit Division II funds, with the exception of Division II-Energy funds, shall be allocated to each school that generates these funds and expended to support the State-approved occupational-vocational courses and programs at that school. Each school district shall establish line item accounts for occupational-vocational Division II funds. These funds are in addition to the regularly generated units and all other financial resources normally allocated to each school. Random audits shall be scheduled and conducted by the State Auditor. The Secretary of Education shall request an annual report from the State Auditor evidencing an audit schedule of 10% of the affected schools. **The second paragraph of this section notwithstanding, local school districts may request a waiver of the 90% requirement subject to the approval of the Executive Director of the Delaware Advisory Council on Career and Vocational Education, the Secretary of Education, and the Controller General. Such waiver requests must be submitted to the Secretary of Education by November 15 of each year. The Secretary of Education shall notify the local school districts as to the disposition of the waiver request no later than January 3 of the following year.** (47 Del. Laws, c. 364, § 3B; 14 Del. C. 1953, § 1706; 49 Del. Laws, c. 406; 54 Del. Laws, c. 40, § 2; 57 Del. Laws, c. 348, § 2; 71 Del. Laws, c. 180, § 104; 72 Del. Laws, c. 393, § 1; 73 Del. Laws, c. 74, § 342.)

Please note the highlighted area. While within their legal right due to budget bill epilogue, we do not believe districts should be transferring vocational funds from their Division II- All Other Costs- Vocational Funds (0265) line into their general funding line (0165), this lack of funding support can/will lead to a lack of appropriate skilled training for students.

Simply put, schools are giving back money that was specifically allocated to CTE programs to purchase needed training and educational supplies.

To break this down further, Division II funds are broken down into the following categories,

00159- Energy Units

05165- All Other Costs

05165- All Other Costs- Academic Excellence Units

05265- All Other Costs- Vocational

In SB 250 Section 368 Division II- All Other Costs and Division II- Academic Excellence Units are referenced in this language. However, Division II- All Other Costs- Vocational aren't specifically referenced. It is set aside as its own line item and labeled Vocational purposefully. It is being lumped in with the Division II- All Other Costs for give back purposes. This is resulting in Districts/Schools drastically reducing the amount of funding in CTE programs to purchase needed supplies to train students properly in their skilled pathways, thereby affecting the development of a career ready workforce for employers. In some cases, this reduction has been to "zero".

The Delaware Department of Education Career and Technical Education Fiscal and Accountability Policies and Procedures manual p. 14 references Title 14 Subsection 1706 (Senate Bill 385) as well. This can be found on the DOE CTE Resources page on the Delaware Department of Education website.

The conflicting language and/or its interpretation by involved parties would be best served moving forward through a clarification of the language/intent of the Legislature.

Please see the following document from the Delaware Department of Education titled "FY23 Division II Minutes by School". This document shows the Division II Minutes by District/School and its correlation to funding amounts. You will also see noted through asterisk which Districts/Schools reduced their funding amounts and by how much. The dollar amount listed on this document correlates to and represents the Division II- All Other Costs- Vocational funds. These funds are commonly referred to as "509" funds and are used to purchase supplies and materials for CTE classes. (Minor formatting issues exist due to copy over.)

FY23 Division II Minutes By School

| <u>School Name</u> | <u>Div II Minutes</u> | <u>Div II Units</u> | <u>% Div II Units</u> | <u>Div II Funds</u> |
|--------------------------------------|-----------------------|---------------------|-----------------------|---------------------|
| Appoquinimink School District | | | | |
| Appoquinimink High School | 1,838,491.50 | 68.09 | 29.28% | \$170,041.13 |
| Cantwell Bridge Middle School | 452,091.00 | 16.74 | 7.20% | \$41,804.80 |
| Meredith (Everett) Middle School | 447,568.50 | 16.58 | 7.13% | \$41,405.23 |
| Middletown High School | 1,642,232.00 | 60.82 | 26.15% | \$151,885.76 |
| Odessa High School | 1,049,219.50 | 38.86 | 16.71% | \$97,045.06 |
| Redding (Louis L.) Middle School | 369,705.50 | 13.69 | 5.89% | \$34,188.03 |
| Waters (Alfred G.) Middle School | 480,104.00 | 17.78 | 7.65% | \$44,401.99 |
| Total | 6,279,412.00 | 232.57 | 100.00% | \$580,772.00 |

| | | | | |
|------------------------------------|---------------------|--------------|----------------|---------------|
| Brandywine School District* | | | | |
| Brandywine High School | 607,483.00 | 22.50 | 24.29% | \$0.00 |
| Concord High School | 371,911.00 | 13.77 | 14.87% | \$0.00 |
| duPont (Pierre S.) Middle School | 339,492.00 | 12.57 | 13.57% | \$0.00 |
| Mount Pleasant High School | 596,722.00 | 22.10 | 23.86% | \$0.00 |
| Springer Middle School | 320,790.00 | 11.88 | 12.83% | \$0.00 |
| Talley Middle School | 264,990.00 | 9.81 | 10.59% | \$0.00 |
| Total | 2,501,388.00 | 92.64 | 100.00% | \$0.00 |

*The entire balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

| | | | | |
|--------------------------------------|---------------------|--------------|----------------|---------------------|
| Caesar Rodney School District | | | | |
| Caesar Rodney High School | 790,150.00 | 29.26 | 61.10% | \$74,069.53 |
| F. Niel Postlethwait Middle School | 188,650.00 | 6.99 | 14.60% | \$17,694.67 |
| Fred Fifer III Middle School | 220,962.50 | 8.18 | 17.08% | \$20,707.07 |
| Magnolia Middle School | 93,500.00 | 3.46 | 7.22% | \$8,758.73 |
| Total | 1,293,262.50 | 47.90 | 100.00% | \$121,230.00 |

| | | | | |
|--------------------------------------|-------------------|--------------|----------------|--------------------|
| Caesar Rodney School District | | | | |
| John S. Charlton School | 320,940.00 | 11.89 | 100.00% | \$30,092.00 |
| Total | 320,940.00 | 11.89 | 100.00% | \$30,092.00 |

| | | | | |
|---|------------------|-------------|----------------|------------|
| Dover Air Force Base | | | | |
| Dover AFB Off Base | 37,400.00 | 1.39 | 71.65% | N/A |
| Dover Air Force Base Middle School | 14,850.00 | 0.55 | 28.35% | N/A |
| Total (not included in Caesar Rodney's allocation) | 52,250.00 | 1.94 | 100.00% | N/A |

| | | | | |
|--------------------------------------|---------------------|--------------|----------------|---------------------|
| Cape Henlopen School District | | | | |
| Beacon Middle School | 91,875.00 | 3.40 | 4.99% | \$8,617.54 |
| Cape Henlopen High School | 1,350,220.00 | 50.01 | 73.35% | \$126,753.86 |
| Mariner Middle School | 85,260.00 | 3.16 | 4.63% | \$8,009.24 |
| Sussex Consortium | 313,500.00 | 11.61 | 17.03% | \$29,426.36 |
| Total | 1,840,855.00 | 68.18 | 100.00% | \$172,807.00 |

| | | | | |
|--------------------------------|---------------------|--------------|----------------|---------------------|
| Capital School District | | | | |
| Central Middle School | 284,410.00 | 10.53 | 20.87% | \$26,794.41 |
| Dover High School | 1,002,538.00 | 37.13 | 73.60% | \$94,480.21 |
| Kent County Community School | 16,200.00 | 0.60 | 1.19% | \$1,526.75 |
| Kent County Secondary ILC | 59,100.00 | 2.19 | 4.34% | \$5,572.63 |
| Total | 1,362,248.00 | 50.45 | 100.00% | \$128,374.00 |

FY23 Division II Minutes By School

| <u>School Name</u> | <u>Div II Minutes</u> | <u>Div II Units</u> | <u>% Div II Units</u> | <u>Div II Funds</u> |
|----------------------------------|-----------------------|---------------------|-----------------------|---------------------|
| Christina School District | | | | |
| Christiana High School | 873,812.50 | 32.36 | 29.05% | \$82,401.07 |
| Gauger-Cobbs Middle School | 250,275.00 | 9.27 | 8.32% | \$23,605.00 |
| Glasgow High School | 604,108.50 | 22.37 | 20.08% | \$56,962.67 |
| Kirk (George V.) Middle School | 246,524.00 | 9.13 | 8.20% | \$23,248.51 |
| Newark High School | 758,704.50 | 28.10 | 25.23% | \$71,553.46 |
| Shue-Medill Middle School | 223,870.00 | 8.29 | 7.44% | \$21,109.54 |
| The Bancroft School | 20,475.00 | 0.76 | 0.68% | \$1,935.25 |
| The Bayard School | 29,920.00 | 1.11 | 1.00% | \$2,826.49 |
| Total | 3,007,689.50 | 111.40 | 100.00% | \$283,642.00 |

| | | | | |
|-----------------------------------|-------------------|--------------|----------------|---------------|
| Christina School District* | | | | |
| Brennen School | 414,300.00 | 15.34 | 100.00% | \$0.00 |
| Total | 414,300.00 | 15.34 | 100.00% | \$0.00 |

*The entire balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

| | | | | |
|-----------------------------------|-----------------|-------------|----------------|---------------|
| Christina School District* | | | | |
| Christina - Sterck | 6,825.00 | 0.25 | 100.00% | \$0.00 |
| Total | 6,825.00 | 0.25 | 100.00% | \$0.00 |

*The entire balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

| | | | | |
|-----------------------------------|-------------------|-------------|----------------|---------------|
| Christina School District* | | | | |
| REACH/CBIP | 129,600.00 | 4.80 | 100.00% | \$0.00 |
| Total | 129,600.00 | 4.80 | 100.00% | \$0.00 |

*The entire balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

| | | | | |
|---------------------------------------|---------------------|--------------|----------------|---------------|
| Colonial School District* | | | | |
| Bedford (Gunning) Middle School | 84,875.00 | 3.14 | 5.15% | \$0.00 |
| McCullough (Calvin R.) Middle School | 151,005.00 | 5.59 | 9.16% | \$0.00 |
| Penn (William) High School | 1,296,875.00 | 48.03 | 78.71% | \$0.00 |
| Read (George) Middle School | 114,998.40 | 4.26 | 6.98% | \$0.00 |
| Total | 1,647,753.40 | 61.03 | 100.00% | \$0.00 |

*The entire balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

| | | | | |
|----------------------------------|-------------------|--------------|----------------|---------------|
| Colonial School District* | | | | |
| Leach (John G.) School | 86,400.00 | 3.20 | 16.00% | \$0.00 |
| Leach Exceptional VocEd | 226,800.00 | 16.80 | 84.00% | \$0.00 |
| Total | 313,200.00 | 20.00 | 100.00% | \$0.00 |

*The entire balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

| | | | | |
|-------------------------------|-------------------|--------------|----------------|--------------------|
| Delmar School District | | | | |
| Delmar High School | 442,000.00 | 16.37 | 68.32% | \$41,667.66 |
| Delmar Middle School | 205,000.00 | 7.59 | 31.68% | \$19,319.34 |
| Total | 647,000.00 | 23.96 | 100.00% | \$60,987.00 |

FY23 Division II Minutes By School

| <u>School Name</u> | <u>Div II Minutes</u> | <u>Div II Units</u> | <u>% Div II Units</u> | <u>Div II Funds</u> |
|---|-----------------------|---------------------|-----------------------|-----------------------|
| Indian River School District | | | | |
| Georgetown Middle School | 236,151.30 | 8.75 | 7.56% | \$22,244.30 |
| Indian River High School | 823,874.50 | 30.51 | 26.38% | \$77,562.71 |
| Millsboro Middle School | 161,327.50 | 5.98 | 5.17% | \$15,202.39 |
| Selbyville Middle School | 204,248.60 | 7.56 | 6.54% | \$19,219.08 |
| Sussex Central High School | 1,697,474.00 | 62.87 | 54.35% | \$159,828.51 |
| Total | 3,123,075.90 | 115.67 | 100.00% | \$294,057.00 |
| Indian River School District | | | | |
| Ennis (Howard T.) School | 170,100.00 | 6.30 | 100.00% | \$16,016.00 |
| Total | 170,100.00 | 6.30 | 100.00% | \$16,016.00 |
| Lake Forest School District | | | | |
| Chipman (W.T.) Middle School | 224,290.00 | 8.31 | 22.05% | \$20,593.10 |
| Lake Forest High School | 793,160.00 | 29.38 | 77.95% | \$72,806.90 |
| Total | 1,017,450.00 | 37.68 | 100.00% | \$93,400.00 |
| Laurel School District | | | | |
| Laurel Middle School | 29,400.00 | 1.09 | 5.26% | \$2,785.44 |
| Laurel Senior High School | 529,875.00 | 19.63 | 94.74% | \$50,163.56 |
| Total | 559,275.00 | 20.71 | 100.00% | \$52,949.00 |
| Milford School District | | | | |
| Milford Central Academy | 197,925.00 | 7.33 | 14.60% | \$18,740.48 |
| Milford Senior High School | 1,157,826.00 | 42.88 | 85.40% | \$109,630.52 |
| Total | 1,355,751.00 | 50.21 | 100.00% | \$128,371.00 |
| New Castle County Votech School District | | | | |
| Delcastle Technical High School | 4,153,500.00 | 153.83 | 33.59% | \$389,820.36 |
| Hodgson (Paul M.) Vocational Technical High School | 2,827,800.00 | 104.73 | 22.87% | \$265,396.13 |
| Howard High School of Technology | 2,299,050.00 | 85.15 | 18.60% | \$215,778.48 |
| NCC Exceptional VocEd | 102,600.00 | 7.60 | 1.66% | \$19,259.15 |
| St. Georges Technical High School | 2,878,200.00 | 106.60 | 23.28% | \$270,134.89 |
| Total | 12,261,150.00 | 457.92 | 100.00% | \$1,160,389.00 |
| Polytech School District** | | | | |
| POLYTECH High School | 3,142,800.00 | 116.40 | 100.00% | \$292,796.61 |
| Total | 3,142,800.00 | 116.40 | 100.00% | \$292,796.61 |
| **The balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan. | | | | |
| Red Clay Consolidated School District** | | | | |
| Brandywine Springs School | 40,734.00 | 1.51 | 1.20% | \$221.37 |
| Calloway (Cab) School of the Arts | 171,592.00 | 6.36 | 5.05% | \$932.40 |
| Conrad Schools of Science | 815,113.00 | 30.19 | 23.95% | \$4,425.98 |
| Dickinson (John) School | 600,454.00 | 22.24 | 17.65% | \$3,260.48 |
| duPont (Alexis I.) High School | 339,907.00 | 12.59 | 9.99% | \$1,845.75 |
| duPont (Alexis I.) Middle School | 167,025.00 | 6.19 | 4.91% | \$907.48 |
| duPont (H.B.) Middle School | 174,625.00 | 6.47 | 5.13% | \$948.53 |
| McKean (Thomas) High School | 772,610.00 | 28.62 | 22.71% | \$4,195.81 |

FY23 Division II Minutes By School

| <u>School Name</u> | <u>Div II Minutes</u> | <u>Div II Units</u> | <u>% Div II Units</u> | <u>Div II Funds</u> |
|-----------------------|-----------------------|---------------------|-----------------------|---------------------|
| Skyline Middle School | 148,320.00 | 5.49 | 4.36% | \$804.86 |
| Stanton Middle School | 172,125.00 | 6.38 | 5.06% | \$935.34 |
| Total | 3,402,505.00 | 126.02 | 100.00% | \$18,478.00 |

**The balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Red Clay Consolidated School District

| | | | | |
|-------------------|-------------------|-------------|----------------|--------------------|
| Meadowood Program | 226,800.00 | 8.40 | 100.00% | \$21,228.00 |
| Total | 226,800.00 | 8.40 | 100.00% | \$21,228.00 |

Seaford School District**

| | | | | |
|----------------------------|-------------------|--------------|----------------|--------------------|
| Seaford Middle School | 99,828.50 | 3.70 | 14.60% | \$7,201.42 |
| Seaford Senior High School | 584,272.00 | 21.64 | 85.40% | \$42,118.58 |
| Total | 684,100.50 | 25.34 | 100.00% | \$49,320.00 |

**The balance of FY23 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Smyrna School District

| | | | | |
|----------------------|---------------------|--------------|----------------|---------------------|
| Smyrna High School | 1,609,900.00 | 59.63 | 65.29% | \$152,015.69 |
| Smyrna Middle School | 856,000.00 | 31.70 | 34.71% | \$80,813.31 |
| Total | 2,465,900.00 | 91.33 | 100.00% | \$232,829.00 |

Sussex Technical School District

| | | | | |
|------------------------------|---------------------|---------------|----------------|---------------------|
| Sussex Technical High School | 3,400,200.00 | 125.93 | 100.00% | \$307,543.00 |
| Total | 3,400,200.00 | 125.93 | 100.00% | \$307,543.00 |

Woodbridge School District

| | | | | |
|--------------------------|-------------------|--------------|----------------|--------------------|
| Woodbridge High School | 464,249.50 | 17.19 | 73.06% | \$43,687.29 |
| Woodbridge Middle School | 171,275.00 | 6.34 | 26.94% | \$16,112.71 |
| Total | 635,524.50 | 23.54 | 100.00% | \$59,800.00 |

Campus Community School

| | | | | |
|-------------------------|------------------|-------------|----------------|-------------------|
| Campus Community School | 35,960.00 | 1.33 | 100.00% | \$3,501.00 |
| Total | 35,960.00 | 1.33 | 100.00% | \$3,501.00 |

Charter School of Wilmington

| | | | | |
|------------------------------|------------------|-------------|----------------|-------------------|
| Charter School of Wilmington | 19,800.00 | 0.73 | 100.00% | \$1,922.00 |
| Total | 19,800.00 | 0.73 | 100.00% | \$1,922.00 |

Delaware Military Academy

| | | | | |
|---------------------------|-------------------|-------------|----------------|--------------------|
| Delaware Military Academy | 176,180.00 | 6.53 | 100.00% | \$17,190.00 |
| Total | 176,180.00 | 6.53 | 100.00% | \$17,190.00 |

First State Military Academy

| | | | | |
|------------------------------|-----------------|-------------|----------------|-----------------|
| First State Military Academy | 6,360.00 | 0.24 | 100.00% | \$632.00 |
| Total | 6,360.00 | 0.24 | 100.00% | \$632.00 |

FY23 Division II Minutes By School

| <u>School Name</u> | <u>Div II Minutes</u> | <u>Div II Units</u> | <u>% Div II Units</u> | <u>Div II Funds</u> |
|---|-----------------------|---------------------|-----------------------|---------------------|
| Great Oaks Charter School Great Oaks Charter School | 5,600.00 | 0.21 | 100.00% | \$553.00 |
| Total | 5,600.00 | 0.21 | 100.00% | \$553.00 |
| Las Americas Aspira Academy Las Americas ASPIRA Academy | 155,125.00 | 5.75 | 100.00% | \$15,137.00 |
| Total | 155,125.00 | 5.75 | 100.00% | \$15,137.00 |
| MOT Charter School MOT Charter School | 697,657.00 | 25.84 | 100.00% | \$68,024.00 |
| Total | 697,657.00 | 25.84 | 100.00% | \$68,024.00 |
| Newark Charter School Newark Charter School | 384,110.00 | 14.23 | 100.00% | \$37,460.00 |
| Total | 384,110.00 | 14.23 | 100.00% | \$37,460.00 |
| Odyssey Charter School Odyssey Charter School | 253,950.00 | 9.41 | 100.00% | \$24,772.00 |
| Total | 253,950.00 | 9.41 | 100.00% | \$24,772.00 |
| Positive Outcomes Charter School Positive Outcomes Charter School | 17,200.00 | 0.64 | 100.00% | \$1,685.00 |
| Total | 17,200.00 | 0.64 | 100.00% | \$1,685.00 |
| Providence Creek Academy Charter School Providence Creek Academy Charter School | 18,880.00 | 0.70 | 100.00% | \$1,843.00 |
| Total | 18,880.00 | 0.70 | 100.00% | \$1,843.00 |
| Sussex Academy Sussex Academy | 72,186.09 | 2.67 | 100.00% | \$7,029.00 |
| Total | 72,186.09 | 2.67 | 100.00% | \$7,029.00 |

Career and Technical Education Enrollment: Secondary Schools (Grades 9-12)

Every public high school student must identify and complete a career pathway to fulfill graduation requirements. A career pathway is a planned series of at least three sequential and related courses designed to develop knowledge and skills in a specialized career area. These pathways give focus to the student's high school program and provide an in-depth experience in a career area of interest to the student. Career pathway options vary throughout the state based on local needs and priorities.

In the 2022-2023 school year 16 comprehensive school districts, 3 technical districts, and 12 charter districts received state-approved vocational funds. These schools provide a variety of career and technical education programs that vary in scope and intensity.

The following tables detail specific numbers detailing enrollment for the State of Delaware.

Table C shows total enrollment (duplicated) for grades 7-12 based on career clusters. The top 5 highest career clusters by enrollment are highlighted. *(Source- Department of Education)*

Table D shows total enrollment (duplicated) for grades 7-12. This chart shows long range enrollment trends. *(Source- Department of Education)*

Table E shows CTE Statistics data (unduplicated) for middle and high schools. *(Source- Department of Education)*

Table C

State CTE Enrollment for 2022/2023 by Career Cluster Grades 7-12

| | |
|---|---------------|
| Agriculture, Food & Natural Resources (01) | 13,307 |
| Architecture & Construction (2) | 2,483 |
| Arts, AV Technology & Communications (3) | 4,201 |
| Business, Management & Administration (4) | 11,859 |
| Education & Training (5) | 4,026 |
| Finance (6) | 1,907 |
| Government & Public Administration (7) | 0 |
| Health Science (8) | 5,892 |
| Hospitality & Tourism (9) | 5,220 |
| Human Services (10) | 3,752 |
| Information Technology (11) | 3,604 |
| Law & Public Safety (12) | 819 |
| Manufacturing (13) | 896 |
| Marketing, Sales & Service (14) | 2,350 |
| Science, Technology & Engineering (15) | 11,596 |
| Transportation, Distribution & Logistics (16) | 708 |
| Career and Technical Exploration (17) | 13,816* |
| State Career Cluster Total | 86,436 |

*Special Programs (Work Based Learning, JDG, etc. not highlighted due to cluster grouping)

Table D
CTE Total Enrollment (Grades 7-12)
2007/2008 School Year thru 2022/2023 School Year

| |
|--------------------|
| 2007/2008 – 69,195 |
| 2008/2009 – 67,328 |
| 2009/2010 – 65,968 |
| 2010/2011 – 67,560 |
| 2011/2012 – 67,533 |
| 2012/2013 – 68,036 |
| 2013/2014 – 66,849 |
| 2014/2015 – 70,138 |
| 2015/2016 – 69,974 |
| 2016/2017 – 65,726 |
| 2017/2018 – 66,060 |
| 2018/2019 – 77,177 |
| 2019/2020 – 78,801 |
| 2020/2021 – 77,828 |
| 2021/2022 – 87,578 |
| 2022/2023 – 86,436 |

Table E

CTE Statistics Data (Middle and High Schools)

1. 31 LEAs offered at least one CTE program of study in SY22.
 - a. Delaware high schools offered over 120 different CTE programs of study in SY22 across the 16 Career Clusters.
 - b. Delaware middle schools offered 16 CTE programs of study in SY22.
2. **61% of all students in middle and high school were enrolled in CTE in SY22=SY22 CTE Enrollment (unduplicated) 47,636.**
 - a. Over 30% of the students were African American.
 - b. Over 19% of the students were Hispanic.
 - c. Over 40 % of the students were White.
 - d. 47.68% were female.
 - e. 52.32% were male.
 - f. 16.30% were Students with Disabilities.
 - g. **73% of High School students were enrolled in at least one CTE course in SY22.**
SY 22 Total HS Student enrollment in Delaware (unduplicated)= 44,274.
SY22 Total HS CTE student enrollment (enrolled in at least one CTE class and unduplicated) = 32,350.
 - h. **46% of Middle School students were enrolled in a CTE course in SY22.**
SY22 Total MS Student enrollment in Delaware (unduplicated) = 33,057.
SY22 Total MS CTE student enrollment (enrolled in at least one CTE class and unduplicated) = 15,286.
3. 5,796 students were enrolled in a Work Based Learning course in SY22 = 18% of HS CTE Participants.

Career Compass

The Delaware Career Compass provides up to date information each year on current labor market trends, detailed specific career information, career clusters, secondary/post-secondary learning institutions, and career readiness skills. The information is all derived from data relating to National and State trends. The following are from the Career Compass pertaining specifically to CTE:

- P. 54 Make the Most of High School
- P. 54 What is Career and Technical Education?
- P. 54 Career and Technical Education in Delaware High Schools
- P. 60 CTE Student Organizations

Table E shows Career Compass publication disbursement numbers and locations. DACCTE is a sponsor of the Career Compass and contributes to the publication through Advisory roles, information as needed, and distribution.

Table E
Career Compass Distribution List 2022-2023

| <u>School/Agency</u> | <u>Career Compass Order Quantity (rounded up)</u> | <u>Teacher's Guide Order Quantity</u> |
|---|---|---|
| A. I. du Pont High School | 70 | 3 |
| ACE Network | 1,505 | 50 |
| AIMS (A I Dupont Middle School) | 105 | 2 |
| Alexis I duPont High School | 490 | 10 |
| Alfred G. Waters Middle School, Attention Main Office | 350 | 1 |
| Appoquinimink Adult Education | 105 | 2 |
| Appoquinimink High School | 35 | 2 |
| Beacon Middle School | 420 | 1 |
| Brandywine High School | 385 | 16 |
| Caesar Rodney High School | 1,260 | 26 |
| Cape Henlopen High School | 1,015 | 24 |
| Caravel Academy | 105 | 2 |
| Careerteam, LLC | 350 | 10 |
| Central Middle School | 280 | 1 |
| Christiana Campus | 1,190 | 40 |

DACCTE Annual Report
June 2023

| | | |
|--|-------|----|
| Christina School District | 105 | 1 |
| Concord High School | 525 | 21 |
| DE Advisory Council on Career and Technical Education (DACCTE) | 910 | 25 |
| Delaware Department of Education, Higher Education Office | 35 | 2 |
| Delaware Department of Labor | 735 | 10 |
| Delaware Department of Labor - Division of Vocational Rehabilitation | 455 | 8 |
| Delaware Department of Labor - Division of Employment & Training | 980 | 8 |
| Delaware School for the Deaf | 35 | 4 |
| Delaware State University | 1,120 | 13 |
| Delaware Technical & Community College | 175 | 5 |
| Delcastle Technical High School | 560 | 6 |
| Delmar High School | 70 | 1 |
| Delmar School District | 280 | 3 |
| Dover Air Base Middle School | 70 | 2 |
| Dover Boys & Girls Club | 105 | 3 |
| Dover High School | 525 | 20 |
| EastSide Charter School | 35 | 3 |
| First State Military Academy | 5 | 2 |
| Fred Fifer Middle School | 350 | 11 |
| Freire Charter School Wilmington | 595 | 35 |
| Gateway Charter School | 105 | 8 |
| Gauger-Cobbs Middle School | 875 | 15 |
| George Read Middle School | 525 | 20 |
| Georgetown Middle School | 70 | 1 |
| Glasgow High School | 175 | 4 |
| Greater Dover Boys & Girls Club | 105 | 5 |
| Gunning Bedford Middle School | 280 | 3 |
| Hodgson Vo-Tech | 315 | 20 |
| Howard High School | 35 | 2 |
| Indian River High School | 350 | 13 |
| Indian River School District | 315 | 10 |
| Jobs For Delaware Grads | 70 | 1 |
| Lake Forest High School | 920 | 38 |
| Las Americas ASPIRA Academy | 280 | 10 |
| Mariner Middle School | 595 | 5 |
| McKean High School | 35 | 3 |
| Milford Central Academy | 35 | 1 |
| Milford Senior High School | 385 | 12 |
| MOT Charter School | 210 | 2 |
| Mount Pleasant High School | 280 | 21 |
| New Castle County Department of Community Services | 315 | 5 |
| Newark Charter School | 280 | 10 |
| Odessa High School | 525 | 20 |
| Odyssey Charter High School | 420 | 25 |
| Polytech | 385 | 7 |
| Polytech Adult Education | 315 | 2 |
| Sarah Pyle Academy- Newark Campus | 175 | 5 |
| Seaford Middle School | 35 | 2 |
| Shue Medill | 315 | 1 |

| | | |
|-----------------------------------|---------------|------------|
| Skyline Middle School ~ Red Clay | 140 | 6 |
| Smyrna High School | 420 | 12 |
| Springer Middle School | 315 | 4 |
| St. Anthony of Padua Grade School | 70 | 2 |
| St. Georges Technical High School | 385 | 5 |
| Stand By Me NexGen | 70 | 0 |
| Stanton Middle School | 105 | 2 |
| Sussex Central High School | 105 | 2 |
| Sussex Tech High School | 420 | 4 |
| Talley Middle School | 175 | 7 |
| Thomas Edison Charter School | 105 | 2 |
| Thomas McKean High School | 1,400 | 30 |
| Towle Institute | 35 | 1 |
| William Penn High School | 525 | 18 |
| WT Chipman Middle School | 945 | 3 |
| | | |
| Total | 29,275 | 742 |
| | | |

Career Compass Extended Availability

Career Compass was also made available to attendees at career fairs coordinated with DOL, local Chamber of Commerce, and local School Districts. Career Compass copies were made available to Employers and Career Fair attendees May 3, 2023, at Milford Senior High School and May 17, 2023, at Dover High School and the 2022 Delaware State Fair.

Legislative copies of Career Compass given to Joint Finance Committee members February 2023 and all General Assembly Members June 2023.

The Career Compass can also be found in electronic format on the DACCTE website as required.

Goals 2023-2024 School Year

- Continue the process of a transitional visit for any new schools with CTE programs that have not previously received a visit.
- Increase awareness of DACCTE mission to all stakeholders.
- Hold Awards Banquet in Spring 2024. (Possibly in conjunction with other CTE stakeholders.)
- Continually review school visit questionnaire to be appropriate for middle schools, comprehensive high schools, charter schools, and technical school districts.
- Produce professional development opportunities for all stakeholders. Specifically, a nightly meeting for educators held in the Fall and Spring and a State Officer Workshop for CTSO's in conjunction with Community Partners.

- Develop a CTE Month (February) Awareness/Celebration Poster Contest for schools to participate in.
- Fully staff the DACCTE office.
- Publish “CTE Advisory Committee Handbook” for schools to utilize.

Council Members

Dr. Karen Hutchison, Council Chair

Mr. Robert Suppe, Council Vice-Chair

Mr. Rony Baltazar-Lopez

Ms. Tamekia Broughton

Mr. Ronald Burkle

Ms. Judith Diogo

Mrs. Connie Fox

Mr. Mark Freidly

Ms. Sandy Gray

Dr. Henry Harper

Mr. Rich N. Jester

Dr. Karen Pickard

Mr. Mark Reeve

Council Staff

Mr. Christopher B. Stahl, Executive Director

Mrs. Janet Nichols, Administrative Assistant

Survey/Visit Follow Up Plan (if needed)

Any school that is deemed to need a follow up visit would:

- Receive a notice of meeting time agreeable to all parties.
- Follow up interviews held with administration and teachers concerning the issue.
- DACCTE help and support where needed to communicate/collaborate with administration, teachers, and DOE (if needed) correcting the issue if possible.
- Report section added to original report for the school concerning the follow up visit.

2022-2023 School Survey/Visit Reports and Career Compass (Print Copy)

The following pages contain all school survey/visit reports for the school year 2022-2023 and a copy of the current Career Compass (Separate print copy and or on DACCTE website).



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

November 16, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- A.G. Waters Middle School

School District- Appoquinimink

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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

DACCTE Annual Report
June 2023

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE
- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

A.G. Waters Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mrs. Shetzler (Assistant Principal) is very supportive of CTE programs. While there Mrs. Shetzler led me on a tour of the building and CTE programs which gave me an opportunity to speak with teachers as well. Moving forward A.G. Waters Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (2 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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

March 14, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- A.I. duPont High School

School District- Red Clay

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.

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- 4 teachers were interviewed, and 1 survey was completed. 6 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 | ✓ | | | WBL Coordinator |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | Guidance led |
| WBL Plans/Documents on file between schools/employers | ✓ | | | WBL Coordinator developing processes. |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | |
| Budget Availability/Development | ✓ | | | |
| 3 Year Budget/Long Term Planning | ✓ | | | |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Black (Assistant Principal) is supportive of all CTE programs. The school is to be commended for staffing the Work Based Learning Coordinator position. The WBL Coordinator is currently working on developing processes to best fit the needs of the students and the school.

Recommendations

- CTE Enrollment- Consider more community outreach, recruitment at middle schools, revamping CTE pathways through updates/additional pathways, etc. to increase CTE enrollment to ensure courses are available to students in the future.
- Perkins/509 Funding- Teachers described a very open transparent process from District office all the way to the teacher level. Continue this great process.
- WBL- Continue to support the Work Based Learning Coordinator position. Issues in WBL development such as transportation for students were discussed. Continue to develop WBL processes.
- Advisory Committees- Continue to maintain and recruit community support for CTE pathways.

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



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March 14, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- A.I. duPont Middle School

School District- Red Clay

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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

A.I. duPont Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mrs. Kalesse (Assistant Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Mrs. Kalesse and CTE teachers as I toured the building and CTE programs. Moving forward A.I. duPont Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (4 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 15, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Appoquinimink High School

School District- Appoquinimink

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 Appoquinimink High School CTE program visit are as follows:

- 6 teachers were interviewed, and 10 surveys were completed. 11 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 | ✓ | | | 3D Printers, etc. |
| 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 | ✓ | | | WBL Coordinator on staff. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | |
| WBL Plans/Documents on file between schools/employers | ✓ | | | WBL Coordinator on staff. |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Process in place based on need levels for Dept. |
| Budget Availability/Development | ✓ | | | Process in place with Admin. |
| 3 Year Budget/Long Terms Planning | ✓ | | | Developed in Department |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Mr. Beck (Assistant Principal) is very enthusiastic and supportive of all CTE programs. While at the school we were fortunate to be able to request an impromptu tour of the building and programs to which Mr. Beck obliged. While on the tour we were able to interact with teachers as they showed us the impact of CTE curriculum, materials, and supplies and their relation to student achievements. We saw student learning labs supplied with up-to-date state of the art equipment ranging from computers, aquaponics, and 3D printers. All the equipment was being actively used by the students and we were able to also see product results of the learning projects ranging from Culinary to Stem classes. Appoquinimink School District is to be commended for their commitment to staffing a Work Based Learning Coordinator at each high school. Appoquinimink High School is doing a great job of meeting the needs of the CTE programs in their charge.

Recommendations

- CTE Funding- Continue the processes of budget preparation, supply, and transparency. Procedures are in place and functioning.
- Review Allied Health program needs for training mannequin.

Educational programs visit by Mr. Stahl and Council Members Mr. Freidly and Mr. Baltazar-Lopez.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 1, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Brandywine High School

School District- Brandywine

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 Brandywine HS CTE program visit are as follows:

- 7 teachers were interviewed, and 8 surveys were completed. 12 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 | ✓ | | | WBL Coordinator for school. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | Guidance led |
| WBL Plans/Documents on file between schools/employers | ✓ | | | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | |
| Budget Availability/Development | ✓ | | | Many staff report unknown Perkins amounts. |
| 3 Year Budget/Long Term Planning | ✓ | | | Perkins meeting with entire district happening |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Ms. Reggio (Principal) is very enthusiastic and supportive of all CTE programs. Brandywine HS CTE programs and teachers are doing a great job of developing long range plans for their programs due in part to reflective practices, good planning, and the district process of Perkins planning. The planning process has allowed for many programs to have innovative high skill equipment such as laser cutters, CNC Routers, Biomedical equipment, and computer equipment to enhance the CTE classrooms. Brandywine HS/District is to be commended for recently staffing the Work Based Learning Coordinator position. This will help the school further progress and transition to a successful WBL program school and district wide. Brandywine High School is doing a great job of offering innovative pathways to their students while also developing plans to help maintain and increase enrollments through organized communication and leadership through the CTE Department Chair, CTE faculty, and Administration.

Recommendations

- Perkins/509 Funding- The teachers all report that the Perkins/509 funding does make it to the programs. Many report they are unaware of their levels of Perkins funding. The process of meeting as a district to develop Perkins plan is to be commended, please be sure to share final approvals and amounts to all stakeholders for transparency purposes.
- WBL- Continue to support the Work Based Learning Coordinator position. Issues in WBL development such as transportation for students were discussed. The processes of WBL are being actively supported and collaborated on with District office personnel for the best implementation to support the needs of Brandywine HS students.
- Hospitality and Tourism Pathway- The Culinary pathway needs a laboratory space more suited to the needs of the curriculum. While there is a lab space available, it would best serve students to be able to make full use of the curriculum standards using industry standard equipment. Please consider these equipment needs and laboratory renovations in some way through Perkins, Innovative Grant Funds, etc.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 13, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Caesar Rodney High School

School District- Caesar Rodney

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 Caesar Rodney High School CTE program visit are as follows:

- 9 teachers were interviewed, and 13 surveys were completed. 18 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 | ✓ | | | Industry Rated Equipment |
| 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 | | | ✓ | WBL Coordinator needed. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | |
| WBL Plans/Documents on file between schools/employers | | | ✓ | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Most teachers report unknown funding levels. |
| Budget Availability/Development | ✓ | | | Process in place with Admin/Dept. Chair |
| 3 Year Budget/Long Terms Planning | ✓ | | | Developed in Department |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Dr. Kijowski (Principal) and Mr. Lopez (Assistant Principal) are very enthusiastic and supportive of all CTE programs. While at the school we were fortunate to be able to receive an impromptu tour of the building and programs led by Mr. Lopez. While on the tour we were able to interact with teachers as they showed us the impact of CTE curriculum, materials, and supplies and their relation to student achievements. We saw student learning labs supplied with up-to-date state of the art equipment ranging from Industry rated culinary kitchens, business computer labs, student run banking services partnering with a local bank, CNC mills, and 3D printers. The student work displayed throughout the tour showed a high level of skill within the given areas of learning. Caesar Rodney High School is doing a great job of meeting the needs of the CTE programs in their charge.

Recommendations

- CTE Funding- Most teachers report not knowing funding amounts. To ensure transparency, share funding amounts with all stakeholders. Teachers stated there are processes in place and they receive funding, supplies, etc. Transparency in funding will also help the teachers better prepare long range program improvement budgets and plans.
- Work Based Learning- The Work Based Learning portion of the report was listed as inconclusive in availability and paperwork on file. There are only two students officially registered in the Work Based Learning Practicum according to the September 30 Unit Count. While teachers are offering WBL to students in their programs, none of them are on the school official count of participating. Let me be clear, students at Caesar Rodney HS are participating in WBL. They just aren't getting registered in the appropriate course for the credit. Please continue to work on WBL processes and policies. There is a possibility of earning a staffing unit to be a WBL Coordinator to fully address this area of need if numbers can rise in the WBLP Course according to the upcoming years September 30 Unit Count.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 14, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Campus Community Charter School

School District- Campus Community Charter School

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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Campus Community Charter School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Ms. Greene (Principal) is very supportive of CTE programs. Moving forward Campus Community Charter School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (2 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 23, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Cantwell's Bridge Middle School

School District- Appoquinimink

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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Cantwell's Bridge Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Ms. Streets (Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Ms. Streets and the CTE teachers and was given a tour of the CTE programs and school. I was fortunate to be able to see the great CTE classes in process and all the excitement and opportunities being provided to students through career and technical education. Moving forward Cantwell's Bridge Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (5 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 7, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Christiana High School

School District- Christina

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 Christiana HS CTE program visit are as follows:

- 7 teachers were interviewed, and 5 surveys were completed. 14 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 | | ✓ | | Not all programs have advisory committees. |
| CTSO available and participating in Local, State, Regional, and National Level | ✓ | | | |
| Work-Based Learning Opportunities | ✓ | | | WBL Coordinators for District. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | Guidance led |
| WBL Plans/Documents on file between schools/employers | ✓ | | | WBL Coordinators for District. |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | |
| Budget Availability/Development | | ✓ | | All staff report unknown Perkins/509 amounts. |
| 3 Year Budget/Long Term Planning | | ✓ | | |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Lawrence (Principal) is supportive of all CTE programs. Christina District is to be commended for staffing the Work Based Learning Coordinator position with two individuals. The two WBL Coordinators are proactive in their approach to helping students succeed within WBL. This will help the school further progress and transition to a successful WBL program school and district wide.

Recommendations

- Perkins/509 Funding- The teachers all report that the Perkins/509 funding does make it to the programs. While they all report that the funding does make it to the school, they all report that they are unaware of funding amounts, and most are unaware of procedures to access the funding at the building level. Please develop step by step procedures for building level Perkins/509 approval and spending processes in collaboration with all stakeholders for full transparency. Please follow up with teachers as to the status of currently requested supplies pertaining to approval status.
- WBL- Continue to support the Work Based Learning Coordinator positions. Issues in WBL development such as transportation for students were discussed. The processes of WBL are being actively supported and collaborated on with District office personnel for the best implementation to support the needs of Christiana HS students.
- Advisory Committees- Local Advisory Committees are not meeting consistently amongst the pathways. Develop processes to ensure Advisory Committees are meeting at least once a year for each pathway and share that process/expectation with all stakeholders.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 16, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Delaware Military Academy Charter School

School District- Delaware Military Academy

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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Delaware Military Academy received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Pullella (Commandant) and Ms. Certesio (Dean of Cadets) are very supportive of CTE programs. Moving forward Delaware Military Academy will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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December 14, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Dover Air Force Base Middle School

School District- Caesar Rodney

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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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Dover Air Force Base Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mrs. Jones (Principal) is very supportive of CTE programs. While at the school I was able to meet with teachers and tour the building to see student projects. Moving forward Dover Air Force Base Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (4 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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FAX # (302) 995 - 8594

March 16, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Gauger-Cobbs Middle School

School District- Christina

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.

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June 2023

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Gauger-Cobbs Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Mulrine (Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Mr. Mulrine and CTE teachers during a PLC. Moving forward Gauger-Cobbs Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (6 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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FAX # (302) 995 - 8594

March 9, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- George Read Middle School

School District- Colonial

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George Read Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Wolfe (Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Mr. Wolfe and CTE teachers as I toured the building and CTE programs. Moving forward George Read Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 21, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Georgetown Middle School

School District- Indian River

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June 2023

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Georgetown Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Hudson (Principal) is very supportive of CTE programs. While there, I was fortunate to tour the CTE programs and meet with CTE teachers. Many great student CTE projects were displayed in the classrooms. Moving forward Georgetown Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (4 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 9, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Gunning Bedford Middle School

School District- Colonial

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June 2023

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Gunning Bedford Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Johnston (Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Mr. Johnston and CTE teachers as I was given a tour of the CTE programs and school. Moving forward Gunning Bedford Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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November 9, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Hodgson Vo-Tech HS

School District- New Castle County Vocational Technical

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.

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DACCTE Annual Report
June 2023

- Objective of DACCTE
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- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Hodgson Vo-Tech High School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. School and District leadership are very supportive of career and technical education. My discussions with the Hodgson leadership team will be very beneficial to DACCTE as we move forward with developing a program visit that is suitable for the career and technical education model within a technical school district. Moving forward Hodgson Vo-Tech HS will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (2 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 22, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Indian River High School

School District- Indian River

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.

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- 7 teachers were interviewed, and 10 surveys were completed. 13 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 | ✓ | | | WBL Coordinator for school. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | Guidance led and recruitment fairs. |
| WBL Plans/Documents on file between schools/employers | ✓ | | | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | |
| Budget Availability/Development | ✓ | | | Many staff report unknown Perkins amounts. |
| 3 Year Budget/Long Term Planning | ✓ | | | Perkins meeting with entire district happening |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Mr. Williams (Principal) is very enthusiastic and supportive of all CTE programs. Indian River HS CTE programs and teachers are doing a great job of developing long range plans for their programs due in part to reflective practices, good planning, and the district process of Perkins planning. This transparency is important and effective. The school/district should be commended for having a Work Based Learning Coordinator. This helps the school implement the WBL programs most effectively. The school also has a Del-One Bank branch embedded within the school and offering WBL opportunities to students. This type of program teaches a high level of skills to the students in the business pathways. Indian River HS CTE programs are offering great opportunities to their students.

Recommendations

- Perkins/509 Funding- The teachers all report that the Perkins/509 funding does make it to the programs. Many report they are unaware of their levels of Perkins funding. The process of meeting as a district to develop Perkins plan is to be commended, please be sure to share final approvals and amounts to all stakeholders for transparency purposes. Discuss the possibility of curriculum fees being a part of Perkins funding as a possible allowable use.
- WBL- Continue to support the Work Based Learning Coordinator position. Currently this is an additional responsibility of a staff member, as the program grows, consider this position for a full-time coordinator staff position. The WBL Coordinator is doing a great job of seeking out opportunities for students and transitioning from Co Op to WBL. Due to geographic difficulties in aligning WBL opportunities, continue to consider as many “in house” opportunities as possible.
- Hospitality and Tourism Pathway- Many opportunities exist within the Hospitality and Tourism pathway within a proximity to Indian River HS. This might be a pathway to consider adding if possible and would greatly connect to assist with WBL opportunities as well.

Educational programs visit by Mr. Stahl and Council Member Mrs. Fox.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 25, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- John Dickinson School

School District- Red Clay

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.

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- 7 teachers were interviewed, and 7 surveys were completed. 8 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 | ✓ | | | Teachers go visit members to ensure progress. |
| CTSO available and participating in Local, State, Regional, and National Level | ✓ | | | |
| Work-Based Learning Opportunities | ✓ | | | WBL Lead in place/progressing |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | | ✓ | | Most staff report no/unknown. |
| Career Pathway Selection Process | ✓ | | | Freshman CTE rotation to choose pathways. |
| WBL Plans/Documents on file between schools/employers | ✓ | | | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Staff report high level of transparency. |
| Budget Availability/Development | ✓ | | | Developed in Department |
| 3 Year Budget/Long Terms Planning | ✓ | | | Developed in Department |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Mr. Saunders (Principal) is very enthusiastic and supportive of all CTE programs. The John Dickinson School is doing a great job of ensuring the Advisory Committees members are involved in programs by visiting them at their businesses due to difficulty for members to come to organized meetings at school. The teachers are to be commended for maintaining the connection with the Advisory members. All teachers are very aware of the total funding amounts for the CTE programs. Mr. Saunders and the Dept. Chair Mrs. Sheehy are very transparent with funding. The transparency in funding has helped to maintain and advance equipment, supplies, etc. for all programs at the school thereby benefiting students. The school also has prepared a schedule that allows for 9th grade students to rotate/explore all the different CTE pathways before deciding on which pathway to take. This has led to an enrollment increase within the pathways according to all teachers and benefited programs.

Recommendations

- CTE Credentialing- The survey showed that many of the teachers were unsure of credentialing opportunities for students. Review Programs of Study with all stakeholders as it pertains to credentialing opportunities, etc.
- CTE Completers- While not a survey question, many teachers brought up the CTE completer percentage for the school and were concerned. Review Pathway Completer percentages and possible barriers/solutions.
- CTE Enrollment- According to all teachers the enrollment in programs has risen significantly. Teachers are hoping to be able to add another pathway in the future and are interested in the Business Pathway and BPA CTSO. Review and consider the possible addition of the Business Pathway.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 7, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Lake Forest High School

School District- Lake Forest

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- 9 teachers were interviewed, and 8 surveys were completed. 12 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 | ✓ | | | Participation level in some CTSO's is struggling. |
| Work-Based Learning Opportunities | ✓ | | | WBL Coordinator for school. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | Guidance led |
| WBL Plans/Documents on file between schools/employers | ✓ | | | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | |
| Budget Availability/Development | ✓ | | | Staff evenly divided on known funding amounts |
| 3 Year Budget/Long Terms Planning | ✓ | | | Progressing |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Mrs. Dupras (Principal) and Mrs. Filiou (Assistant Principal) are very enthusiastic and supportive of all CTE programs. The teaching staff of Lake Forest is extremely reflective in their policy and practice as it pertains to CTE. They are currently in the process of discussing and updating CTE policies within the school for the benefit of their students. We were fortunate to be able to tour some of the high school CTE programs and see the great student projects and learning taking place. We saw state of the art industry level equipment in the agriculture programs used to teach high levels of skills needed in the industry. Equipment ranged from Greenhouses, Floral Processing Station, CNC Plasma Torch Table, Small Engine Mobile Tool Workstations, and other metal working equipment. Lake Forest High School is doing a great job of providing CTE opportunities to their students. The below recommendations are reinforcing the reflections of the teaching staff.

Recommendations

- Perkins/509 Funding- The teachers all report that the Perkins/509 funding does make it to the programs. They are evenly divided on knowing the actual funding amounts. Please share funding amounts for full planning and transparency. Many teachers discussed the long-range plans for their programs and the funding amounts will be very beneficial to the continued planning for success of programs.
- Advisory Committee's- Advisory Committee's are in place and functioning. However, teachers are looking for new ways to adjust their committee meeting processes to best benefit their programs and CTE within the school community. This discussion and process is encouraged to promote the most efficient and effective committees for the school CTE programs.
- WBL- Continue to support the Work Based Learning Coordinator position. Currently, this position is an extra "contract" for a current CTE staff member. There is a full position for a WBL Coordinator or CTE Specialist through Division 1 Staffing Units earned by WBL student enrollment. Consider making this a full-time teaching unit.
- Career and Technical Student Organization's- Many student organizations are struggling with low enrollment numbers for club participation. Teachers have plans for improvements to help with participation levels, we encourage this conversation to continue amongst CTE teachers and Administration.
- Allied Health- The Allied Health pathway isn't represented in the middle school. Please review possible options for this pathway to be represented in the middle school.

Educational programs visit by Mr. Stahl and Council Members Mrs. Fox and Mr. Reeve.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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December 15, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Mariner Middle School

School District- Cape Henlopen

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.

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Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Mariner Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Best (Principal) and Dr. Young (Supervisor of Secondary Education) are very supportive of CTE programs. While there I was able to tour the building to see student classrooms and meet with CTE teacher Mr. Shockley. Moving forward Mariner Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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FAX # (302) 995 - 8594

February 3, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Milford Central Academy

School District- Milford

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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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
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- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Milford Central Academy received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Dr. Gaglione (Principal) and Mrs. Stahl (Assistant Principal) are very supportive of CTE programs. Moving forward Milford Central Academy will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 1, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Milford Senior High School

School District- Milford

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 Milford Senior HS CTE program visit are as follows:

- 8 teachers were interviewed, and 10 surveys were completed. 12 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 | ✓ | | | WBL Coordinator for school. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | |
| WBL Plans/Documents on file between schools/employers | ✓ | | | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Majority of staff report Perkins funding issues. |
| Budget Availability/Development | | ✓ | | Progressing |
| 3 Year Budget/Long Terms Planning | | ✓ | | Progressing |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Mr. Buford (Principal) and Mrs. March (Student Learning Specialist) are very enthusiastic and supportive of all CTE programs. Milford Senior HS is working diligently pursuing improvements to CTE pathways through program budgeting and updating of local building level/District CTE processes. Milford Senior HS is making great progress and teachers are excited about the addition of a Career Guidance Counselor (Work Based Learning Coordinator) at the building level. Teachers find this to be of great benefit to the students in the CTE programs. Milford Senior High School is commended for using ARPA Funding (Covid Funding) to help support CTE courses in relation to equipment updates, etc. thereby helping to remediate student learning loss.

Recommendations

- Perkins/509 Funding- Most all teachers shared that the Perkins funding procedures were confusing and were currently in the process of being addressed by the Administration. Share funding amounts with teachers to ensure transparency. Long term plans for program improvement, budgeting processes, etc. are currently being reviewed and appropriately updated to suit the program needs. Budget transparency and teacher involvement will assist the review process in all aspects of CTE. Continue to review funding processes.
- CIP Code Alignment- Please review CIP Codes to ensure they align with all course offerings to ensure proper budgeting and to ensure all courses receive the appropriate funding. Including this review in the above mentioned CTE process updates would be beneficial.
- WBL- Continue to support the WBL teaching position.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 19, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Mt. Pleasant High School

School District- Brandywine

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 Mt. Pleasant HS CTE program visit are as follows:

- 6 teachers were interviewed, and 6 surveys were completed. 8 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 | | ✓ | | CTSO's available, participation is lacking in some. |
| Work-Based Learning Opportunities | | ✓ | | Most staff report unsure who is responsible for coordination. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | |
| WBL Plans/Documents on file between schools/employers | | ✓ | | All staff report no/unknown. |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Most staff report unknown funding amounts |
| Budget Availability/Development | ✓ | | | Developed in Department |
| 3 Year Budget/Long Terms Planning | ✓ | | | Developed in Department |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Mrs. Calderon-Lacy (Principal) and her team are very enthusiastic and supportive of all CTE programs. Mt. Pleasant HS is doing a great job of pursuing improvements to the CTE pathways through curriculum updates where needed (Radio Journalism, Culinary, etc.) and supplying updated professional equipment in various programs for students to gain high levels of skill. Some of the equipment mentioned by teachers were CNC machines, 3D Printers, Culinary Equipment, Radio Journalism equipment, etc.

Recommendations

- Work-Based Learning- Teachers are incorporating WBL opportunities in their programs, however, most to all teachers are unsure of documentation and who is responsible for coordination of the WBL programs. Review School/District processes with all stakeholders.
- Share funding amounts with teachers to ensure transparency. Long term plans for program improvement, budgeting, etc., are at the department level, this transparency would assist that process at not only the department level, but at the individual teacher level.
- CTSO Participation- CTSO's are available and in place for students. Half of teachers Interviewed/Surveyed reported that participation in CTSO's is a struggle. Review CTSO participation and develop a plan to increase participation.

Educational programs visit by Mr. Stahl and Mrs. Nichols.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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November 1, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Newark High School

School District- Christina

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.

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- 6 teachers were interviewed, and 6 surveys were completed. 8 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 | ✓ | | | WBL Coordinator for school. |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | | ✓ | | Review curriculums for credential, etc. opportunities. |
| Career Pathway Selection Process | ✓ | | | |
| WBL Plans/Documents on file between schools/employers | | ✓ | | Most staff report no/unknown. |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Half of the staff report unknown funding amounts |
| Budget Availability/Development | | ✓ | | Progressing |
| 3 Year Budget/Long Terms Planning | | ✓ | | Progressing |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Dr. Pinkett (Principal) and Mr. Collins (Assistant Principal) are very enthusiastic and supportive of all CTE programs. Newark HS is working diligently pursuing improvements to CTE pathways through curriculum alignment, program budgeting, equipment updates, and updating of local building level CTE processes.

Recommendations

- Pathways- Continue realignments, reviews, and updates where necessary.
- Credentialing- Continue to review curriculums to ensure all stakeholders are aware of credential opportunities for students are available to programs.
- Share funding amounts with teachers to ensure transparency. Long term plans for program improvement, budgeting, etc., are at the District/Department level, this transparency would assist that process at not only the department level, but at the individual teacher level.
- WBL- The District/School has WBL coordinators that are handling all the aspects of WBL and are to be commended as many Districts still do not. Review with teachers the processes that are happening in WBL.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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January 11, 2023

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Odyssey Charter School

School District- Odyssey Charter School

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Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

DACCTE Annual Report
June 2023

- Objective of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)- Teachers are asked to please complete the survey to become familiar with the process and offer feedback to help develop program level specific data analysis.

Odyssey Charter School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. The Administrative team are very supportive of CTE programs. While at the school I was able to observe innovative student projects including a hydroponics learning lab. Moving forward Odyssey Charter School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (9 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 16, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- P.S. duPont Middle School

School District- Brandywine

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June 2023

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P.S. duPont Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Dr. Tartaglione (Principal) is very supportive of CTE programs. Moving forward P.S. duPont Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (1 Contact)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 29, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Positive Outcomes Charter School

School District- Positive Outcomes

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Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

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- Mission of DACCTE

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Positive Outcomes Charter School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Emmett (Director) is very supportive of CTE programs. Moving forward Positive Outcomes Charter School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (1 Contact)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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November 9, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Shue-Medill Middle School

School District- Christina

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June 2023

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Shue-Medill Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mrs. Savage is very supportive of CTE programs. Moving forward Shue-Medill Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 23, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- St. Georges Technical High School

School District- New Castle County Vocational Technical

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.

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Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

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St. Georges Technical High School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Dr. Harrison (Principal) arranged a CTE department meeting with all programs represented at the high school. I was able to discuss Career and Technical Education with building administration, district administration and CTE teachers. Moving forward St. Georges Technical High School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (23 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 22, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- Sussex Technical High School

School District- Sussex County Vocational Technical

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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.

Schools that are new to the DACCTE educational visit process are receiving a transitional visit. The transitional visit consists of the following topics of discussion with school administration and CTE staff.

- Introduction of DACCTE staff
- History of DACCTE
- Mission of DACCTE

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Sussex Technical High School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Johnson (Assistant Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Mr. Johnson and CTE teachers as I was given a tour of the CTE programs and school. During the tour I was able to see the Electrical, Digital Communications, Auto Mechanics, Auto Body, Welding, and Carpentry facilities. Moving forward Sussex Technical High School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (5 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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January 11, 2023

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Skyline Middle School

School District- Red Clay

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Skyline Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. The Administrative team are very supportive of CTE programs. While at the school I was able to tour the CTE programs and meet CTE teachers. Moving forward Skyline Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (3 Contacts)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

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January 18, 2023

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Talley Middle School

School District- Brandywine

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Talley Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Lawson (Principal) is very supportive of CTE programs. Moving forward Talley Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (1 Contact)

Respectfully Submitted,

Christopher B. Stahl

Executive Director

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February 21, 2023

Evaluation Cycle- Spring

School Year- 2022-2023

School Surveyed/Visited- W.T. Chipman Middle School

School District- Lake Forest

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W.T. Chipman Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Dr. Cooper (Principal) is very supportive of CTE programs. I was able to discuss Career and Technical Education with Dr. Cooper and three CTE teachers. Moving forward W.T. Chipman Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl. (4 Contacts)

Respectfully Submitted,

Christopher B. Stahl

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December 7, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Woodbridge High School

School District- Woodbridge

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.

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- 5 teachers were interviewed, and 4 surveys were completed. 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 | ✓ | | | Industry Rated Equipment |
| 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 | ✓ | | | WBL Coordinator – Teacher |
| Pathways prepare students for entry level positions after HS (credentialing, etc.) | ✓ | | | |
| Career Pathway Selection Process | ✓ | | | |
| WBL Plans/Documents on file between schools/employers | ✓ | | | |
| Programs receive Federal/State funding (Perkins/509) | ✓ | | | Process in place based on need levels for Dept. |
| Budget Availability/Development | ✓ | | | Process in place with Admin/Dept. Chair |
| 3 Year Budget/Long Terms Planning | ✓ | | | Developed in Department |
| Demographics of classroom represent demographics of school | ✓ | | | |

Conclusions

Teachers 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 available, 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. Ms. Kirkland (Principal) is very enthusiastic and supportive of all CTE programs. While at the school we were fortunate to be able to receive an impromptu tour of the building and programs led by CTE teachers. While on the tour we were able to interact with teachers as they showed us the impact of CTE curriculum, materials, and supplies and their relation to student achievements. We saw student learning labs supplied with up-to-date state of the art equipment ranging from Trade and Industry power equipment, aquaponics, greenhouse, and animal science lab facilities. The student work displayed throughout the tour showed a high level of skill within the given areas of learning. Woodbridge High School is doing a great job of meeting the needs of the CTE programs in their charge.

Recommendations

- CTE Funding- Continue the processes of budget preparation, supply, and transparency. Procedures are in place and functioning.
- Work Based Learning- Continue to develop processes and procedures to best meet the needs of Woodbridge HS and surrounding community. Staff was very reflective of WBL processes and how they are working to make the program the best it can be. Continue to work toward full time WBL Coordinator.

Educational programs visit by Mr. Stahl, Council Member Mr. Burkle and DOE CTE Associate Dr. Enslin.

Respectfully Submitted,

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December 9, 2022

Evaluation Cycle- Fall

School Year- 2022-2023

School Surveyed/Visited- Woodbridge Middle School

School District- Woodbridge

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Educational programs visit by Mr. Stahl. (4 Contacts)

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