



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- The 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.

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 John Dickinson CTE program visit are as follows:

- 6 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	✓			Local vs. State Model Program
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	✓			Some programs are rebuilding processes
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, DECA, SkillsUSA
Work-Based Learning Opportunities	✓			Coordinator at school/District.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Local vs. State Model Program
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Aware of funding levels and process
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
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. Royster (Principal) and Mrs. Sheehy (CTE Department Chair) are supportive of all CTE programs. The school has developed their own way of rotating students through pathway programs to help students in making informed decisions for their career pathways, this is a great opportunity for all involved. The support of the new Business and Entrepreneurship Pathway is a great CTE opportunity for students. The new Business and Entrepreneurship Pathway is designed to have built in WBL opportunities for students and can serve as a model for the entire school.

Recommendations

- WBL- Continue to develop and build out the opportunities for students in the WBL program, such as the new Business and Entrepreneurship Pathway.
- Curriculum Alignment and Credentialing – Currently courses are aligned and have credentialing, articulation, etc. built into the pathway, however, there may be an opportunity to review the current pathways and determine if they are Local Programs of Study or State Model Programs of Study. All programs of study are updated roughly every 5 years. There may be an opportunity for a program to switch to a State Model Program of Study and receive Innovative Grant funds to help the transition. This recommendation is made on the basis that many teachers were unsure if their articulation agreements, etc. were still valid and were unsure of what they might be. State Model Programs of Study are updated by the State and Locals are updated at the local level, thereby putting the responsibility of updating onto the LEA. This recommendation is in no way an endorsement of which one is better, both models are important and valuable.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education