



ANNUAL REPORT

CAREER AND TECHNICAL EDUCATION IN DELAWARE

JUNE 2021



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

TOWER OFFICE PARK
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240 NORTH JAMES STREET
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June 2021

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 in these challenging times.

Despite the current pandemic conditions, many exciting career opportunities are emerging in the “skilled trades”, i.e. health care, building technologies, computer engineering, 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.

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,

Samuel E. Lathem

Chairman



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

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It is with great pleasure that I have recently been selected as the Executive Director of the Delaware Advisory Council on Career and Technical Education (DACCTE). 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 2021

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 2020-2021 school year. It included questionnaire/surveys sent to schools, questionnaire/survey reviews with school administrators and independent research. It is important to note that during the current pandemic and Emergency Orders issued by the Governor's Office we have been unable to enter schools for face to face interviews with teachers and administrators. We have relied solely this year on the questionnaire/survey and technology-based conferencing when and where possible. 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 modified visits this year.

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

- 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 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.
- Career and Technical Education curriculum planners on all levels focus on diversity and inclusion amongst all stakeholders.
- 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.
- 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.
- Policymakers adopt legislation to align 509 funding with State and Federal Perkins plan allowing funding down to the 5th grade level.
- 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 1978-2020 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, pos-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 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 Twitter 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 over 100 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 per year. 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 2020-2021 based on Fall 2020-unit count. *(Source- Department of Education)*

Table A- Division 1 Unit Count

	Sept. 2010	Sept. 2011	Sept. 2012	Sept. 2013	Sept. 2014	Sept. 2015	Sept. 2016	Sept. 2017	Sept. 2018	Sept. 2019	Sept. 2020
<u>New Castle Co.</u>											
Appoquinimink	27	26	26	28	29	29	41	49	51	53	61
Brandywine	33	34	35	32	36	35	33	33	33	36	45
Christina	98	93	100	95	70	68	60	55	53	48	51
Colonial	27	23	28	30	28	28	31	34	34	37	33
NCCVTSD*	150	152	152	154	153	156	157	159	157	158	158
Red Clay	48	48	48	47	53	50	50	47	50	51	53
Wilmington Charter			1	1	1	1	0	1	1	1	1
DE Military Acad.	2	3	3	3	3	3	3	2	2	2	3
MOT Charter Sch.	2	2	2	2	3	6	8	10	10	11	12
Newark Charter		1	1	3	5	5	6	6	6	7	6
Odyssey Charter											2
Great Oaks Charter											1
COUNTY TOTAL:	392	387	403	397	383	382	389	397	396	404	426
<u>Kent County</u>											
Caesar Rodney	24	24	29	30	28	27	26	24	23	26	25
Capital	20	20	23	23	27	27	27	24	24	28	25
Lake Forest	13	13	13	12	12	14	13	13	12	12	11
Milford	14	14	13	12	13	12	14	16	17	17	18
Polytech*	39	39	39	40	40	40	40	40	40	40	39
Smyrna	23	27	25	26	25	28	30	31	34	35	36
Campus Comm.	3	3	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:	137	141	144	145	147	150	153	151	153	160	156
<u>Sussex County</u>											
Cape Henlopen	22	20	20	18	17	17	19	16	20	20	23
Delmar	8	10	9	9	10	10	10	10	11	11	11
Indian River	35	32	33	32	34	36	40	39	39	45	47
Laurel	10	10	7	5	6	6	9	6	8	9	9
Seaford	12	11	9	10	11	13	12	11	11	12	12
Sussex Tech*	43	44	47	49	51	48	45	42	42	41	41
Woodbridge	8	9	9	8	9	9	10	11	11	12	10
Sussex Academy					1	2	2	3	3	2	2
COUNTY TOTAL:	138	136	134	131	139	141	147	138	144	152	155
STATE TOTAL:	667	664	681	673	669	673	689	686	693	716	737

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

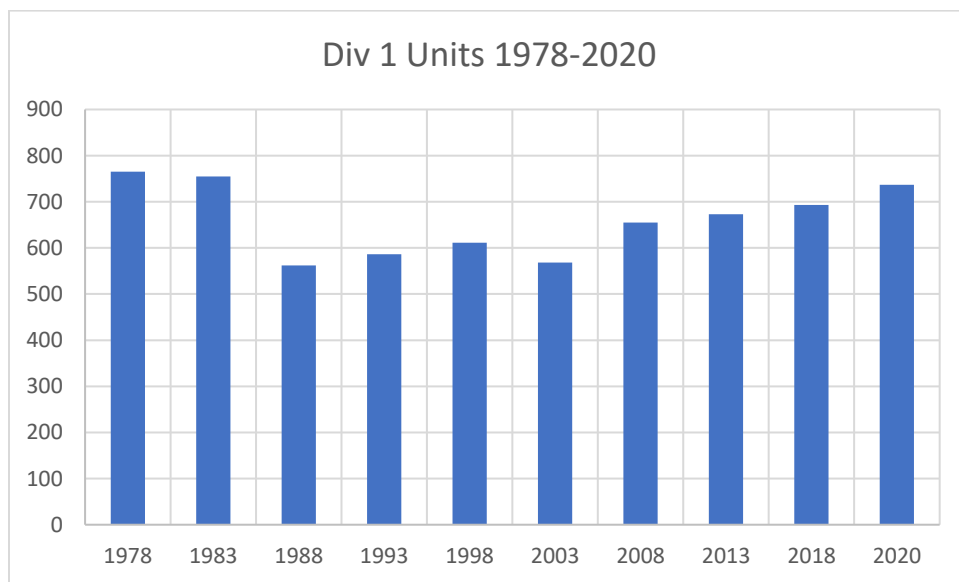
2010	Vo-Tech: 232 Units = 35%	K-12: 435 Units = 65%
2011	Vo-Tech: 235 Units = 35%	K-12: 429 Units = 65%
2012	Vo-Tech: 235 Units = 35%	K-12: 443 Units = 65%
2013	Vo-Tech: 243 Units = 36%	K-12: 430 Units = 64%
2014	Vo-Tech: 244 Units = 37%	K-12: 425 Units = 63%
2015	Vo-Tech: 244 Units = 36%	K-12: 429 Units = 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%

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

Table B
DIVISION I
VOCATIONAL UNITS
1978 -- 2020

YEAR		UNITS
1978		765
1979		765
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



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 2020-2021 school year 16 comprehensive school districts, 3 technical districts, and 10 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 for grades 9-12 based on career clusters. The top 5 highest career clusters by enrollment are highlighted. *(Source- Department of Education)*

Table D shows total enrollment for grades 6-12. Middle school and high school are grouped together on this table. Middle grades represent 31,093 students enrolled in CTE courses. *(Source- Department of Education)*

Table C

2020-21 CTE Enrollment by Career Cluster: 17 Nov 2020

Grades 9-12

Cluster Name	Enrollment 2020-2021
Agriculture, Food, and Natural Resources	7,677
Architecture and Construction	2,417
Arts, Audio/Video Technology & Communication	4,078
Business Management & Administration	1,665
Education & Training	3,605
Finance	2,052
Health Science	4,447
Hospitality & Tourism	4,167
Human Services	646
Information Technology	2,238
Law & Public Safety	732
Manufacturing	1,081
Marketing	2,234
Science, Technology, Engineering & Mathematics	3,004
Transportation, Distribution & Logistics	727
Special Programs (Work Based Learning, JDG, etc.)	5,965 (Not highlighted due to mixed grouping)
Total State CTE Enrollment	46,735

Table D
CTE Total Enrollment (Grades 6-12)
2007/2008 School Year thru 2020/2021 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

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 2020-2021

School/Agency	Career Compass Order Quantity	Teacher's Guide Order Quantity
A.I Dupont High School	80	1
A.I Dupont High School	60	1
Alfred G. Waters Middle School	350	1
Appoquinimink High School	450	10
Appoquinimink High School	80	1
ASCEND Program	50	1
Brandywine High School	80	1
Brandywine High School	500	25
Caesar Rodney High School	80	1
Caesar Rodney High School	1200	20
Cape Henlopen High School	60	1
Caravel Academy	100	1
Christiana High School	125	1
Christina James Groves	125	15
Colonial School District	1675	19
Concord High School	900	36

Concord High School	60	1
DAACE/ACE Network	1500	60
DACCTE	150	15
Delaware Department of Correction	250	3
Delaware Department of Education Higher Education Office	10	2
Delaware Det of Labor/Div of Employment & Training	500	3
Delaware School for the Deaf	30	5
Delaware State University	70	2
Delaware State University	200	8
Delaware Technical Community College	100	4
Delcastle Technical High School	600	7
Delmar High School	100	1
Department of Labor, DET	800	0
Department of Vocational Rehabilitation	280	4
Dickinson High School	80	1
Div Vocational Rehabilitation	150	10
Division of Employment and Training	350	10
Division of Vocational Rehabilitation - DOL	350	1
DOL/DET	250	0
DOL/Div. of E&T	175	4
Dover Air Base Middle School	70	3
Dover High School	80	1
Dover High School	800	8
DVR Georgetown	70	2
East Millsboro Elementary School	500	2
EastSide Charter School	12	2
Educational Talent Search program/Delaware Tech - Owens Campus	100	4
Everett Meredith Middle School	100	1
Fred Fifer Middle School	577	15
Gateway Lab School	100	10
Gauger-Cobbs Middle School	960	30
Georgetown Middle School	50	2
Glasgow High School	125	1
Glasgow High School	100	4
Gunning Bedford colonial school district	270	3
Howard High School of Technology	200	5
Howard Vo Tech	80	1
HRYCI Education	260	7
Immaculate Heart of Mary	110	2

DACCTE Annual Report
June 2021

Indian River High School	250	10
James H. Groves Adult High School	100	2
Jobs for Delaware Graduates, Inc.	1350	12
John Dickinson school	600	18
Lake Forest High School	80	1
Louis L. Redding Middle School	910	4
Mariner Middle School	250	10
McKean High School	80	1
Middletown High School	80	1
Milford High School	680	18
Milford High School	80	1
Mount Pleasant High School	380	15
Mt. Pleasant High School	80	1
New Castle County Department of Community Services	300	6
Newark Charter School	250	5
Newark High School	200	1
Odyssey Charter High School	150	5
P.S. DuPont Middle School	300	6
Positive Outcomes Charter	80	1
Red Clay Consolidated School District/Alexis I. duPont High School	315	11
Seaford High School	100	1
Seaford Middle School	120	2
Skyline Middle School Library	330	6
Selbyville Middle School	275	2
Smyrna High School	120	1
Southern Delaware School of the Arts	130	6
Springer Middle School	375	1
St. Anthony of Padua Grade School	60	2
St. Elizabeth School	150	2
St. Georges Technical HS/NCCVT	300	2
St. Mary Magdalen School	65	2
Stanton Middle School	200	3
Sussex Academy	675	3
Sussex Central High School	600	10
Sussex Tech Adult Division	1,000	50
Talley Middle School	305	7
Thomas McKean High School	75	3
Towle Institute	20	1
West End Neighborhood House	150	5

William Penn High School	80	1
Woodbridge Middle School	100	1
WT Chipman Middle	300	2
Department of Labor Hudson State Service Center	70	0
Cab Calloway School of the Arts	200	1
Delaware Futures, Inc.	75	3
Pathways to Success, Inc.	75	3
Smyrna High School	700	25
James H. Groves Adult High School, Red Clay	450	28
	30,099	681

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. 162 Career Compass copies made available to Career Fair attendees May 4, 2021 at Milford Senior High School.

Legislative copies of Career Compass given to Joint Finance Committee members February 2021 and all of General Assembly June 2021.

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

Goals 2021-2022

- Begin to review middle school programs that receive Perkins/509 funding.
- Increase awareness of DACCTE mission to all stakeholders.
- Hold Awards Banquet in Spring 2022. (Cancelled in 2020-2021 due to Pandemic.
- Redevelop 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.

Council Members

Mr. Samuel Lathem, Council Chairman

Mr. Robert Suppe, Council Vice-Chairman

Ms. Leann Hornung, Council Secretary

Mr. Ronald Burkle

Ms. Judith Diogo

Mr. Mark Freidly

Mrs. Sandy Gray

Dr. Henry Harper

Dr. Karen Hutchison

Ms. Janis Nesterak, CPA

Dr. Karen Pickard

General (Ret) Frank Vavala

Council Staff

Mr. Christopher B. Stahl, Executive Director

Mrs. Janet Nichols, Administrative Assistant

2020-2021 School Survey/Visit Reports and Career Compass (Print Copy)

The following pages contain all school survey/visit reports for the school year 2020-2021 and a copy of the current Career Compass.

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.



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May 3, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- A.I. du Pont High School

School District- Red Clay

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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. 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. Due to the pandemic, only questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys. After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the A.I. du Pont CTE teacher surveys are as follows:

- 7 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Very knowledgeable staff
3 Year Budget/Long Terms Planning	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 16, 2021

Evaluation Cycle- Fall

School Year- 2020-2021

School Surveyed/Visited- Appoquinimink High School

School District- Appoquinimink

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- 9 out of 10 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS		✓		Surveys report mostly no/unsure
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development		✓		Surveys report mostly no/unsure
3 Year Budget/Long Terms Planning	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Pathway Prep for Entry Level Positions after HS- Review curriculum scope and sequence and adjust appropriately if needed.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report having budgets but are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

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May 4, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Brandywine High School

School District- Brandywine

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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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. Due to the pandemic, only questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys. After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Brandywine CTE teacher surveys are as follows:

- 4 out of 4 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys split evenly yes and no
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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May 6, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Caesar Rodney High School

School District- Caesar Rodney

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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- 13 out of 13 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report all no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development		✓		Surveys report mostly no/unsure
3 Year Budget/Long Terms Planning	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report having budgets but are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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May 3, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Christiana High School

School District- Christina

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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- 1 out of 1 teacher emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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		✓		Survey reports no. Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning	✓			

Conclusions

Teacher surveyed is enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Work-Based Learning- Review School/District processes for WBL opportunities for students and WBL coordination responsibility.
- Questionnaire/Survey to be shared with more teachers for transparency purposes, however, the teacher surveyed was very thorough in representing the entire CTE program within the school.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 16, 2021

Evaluation Cycle- Fall

School Year- 2020-2021

School Surveyed/Visited- Dickinson High School

School District- Red Clay

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Dickinson CTE teacher surveys are as follows:

- 7 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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		✓		Surveys report mostly no. Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			

Budget Availability/Development		✓		Surveys report mostly no/unsure
3 Year Budget/Long Terms Planning		✓		Surveys report yes and no evenly

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Work-Based Learning- Review School/District processes for WBL opportunities for students and WBL coordination responsibility.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report not having or are unsure of budgets and are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.
- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Report Review with District Administration

- April 1, 2021- I discussed with Mr. Mingione (Red Clay District CTE Coordinator) the recommendations section of the report. Mr. Mingione reviewed Red Clay procedures and processes as they relate to each specific recommendation. He shared the following information.
- The Red Clay District employs a Work-Based Learning Coordinator (funded fully by Red Clay) that works with all the high schools and routinely meets with the departments to develop opportunities for students.
- Pathways are included in a student's Education Plan.
- Teachers have access to budgets through Perkins/509 funding. Budgets are developed through a department chair at the local high school level for each program.
- The district does ask teachers to submit 3-year budget/long term plans through the appropriate channels to help develop long term needs.

Respectfully Submitted,

Christopher B. Stahl

DACCTE Annual Report
June 2021

Executive Director

Delaware Advisory Council on
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May 6, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Indian River High School

School District- Indian River

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questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys. After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Indian River CTE teacher surveys are as follows:

- 7 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways	✓			
Programs receive Federal/State funding (Perkins/509)	✓			

Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning		✓		Responses evenly divided yes/no

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Very knowledgeable staff relating to CTE format and function.

Recommendations

- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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May 6, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Lake Forest High School

School District- Lake Forest

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questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys. After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Lake Forest CTE teacher surveys are as follows:

- 7 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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		✓		Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS		✓		Surveys report mostly no/unsure.
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys all report no/unsure
Programs receive Federal/State funding (Perkins/509)	✓			

Budget Availability/Development	✓			Surveys report not knowing amounts.
3 Year Budget/Long Terms Planning		✓		Surveys report mostly no.

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Work-Based Learning- It is noted above as an issue to be focused on, although, all surveys reported that WBL plans are in place and set to begin school year 2021-2022. All teachers are very knowledgeable of district plans for WBL.
- Pathway Prep for Entry Level Positions after HS- Review curriculum scope and sequence and adjust appropriately if needed.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report having budgets but are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders. One department is very knowledgeable of their funding amounts.
- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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May 3, 2021

Evaluation Cycle- Spring

School Year- 2020-2021

School Surveyed/Visited- Milford Senior High School

School District- Milford

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- 7 out of 10 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly no/unsure

Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development		✓		Surveys report mostly no/unsure
3 Year Budget/Long Terms Planning		✓		Surveys report mostly no.

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report having budgets but are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.
- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Respectfully Submitted,

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Executive Director

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March 16, 2021

Evaluation Cycle- Fall

School Year- 2020-2021

School Surveyed/Visited- Mount Pleasant High School

School District- Brandywine

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- 5 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS		✓		Survey reports yes and no evenly
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Survey reports most unsure

Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development		✓		Surveys report yes, no, unsure
3 Year Budget/Long Terms Planning		✓		Surveys report yes and no evenly

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Pathway Prep for Entry Level Positions after HS- Review curriculum scope and sequence and adjust appropriately if needed.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Budgets- Teachers report having budgets but are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.
- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

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

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(302) 995 - 8592
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March 16, 2021

Evaluation Cycle- Fall

School Year- 2020-2021

School Surveyed/Visited- Newark High School

School District- Christina

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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. 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. Due to the pandemic, only questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys. After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Newark CTE teacher surveys are as follows:

- 3 out of 5 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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		✓		Surveys report yes and no. Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			

Education Plans contain Career Pathways	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development		✓		Surveys report yes, no, unsure
3 Year Budget/Long Terms Planning		✓		Surveys report yes and no

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- Work-Based Learning- Review School/District processes for WBL opportunities for students and WBL coordination responsibility.
- Budgets- Teachers report having budgets but are unsure of how much and where funding comes from. It is recommended to review budget allocations/issues with all programs to insure transparency for all stakeholders.
- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Respectfully Submitted,

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March 16, 2021

Evaluation Cycle- Fall

School Year- 2020-2021

School Surveyed/Visited- Woodbridge High School

School District- Woodbridge

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. Like others, we too, needed to adjust our normal monitoring procedure.

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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. Due to the pandemic, only questionnaire/surveys went out to schools and the following information is based solely on those questionnaire/surveys. After analysis of the surveys, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Woodbridge CTE teacher surveys are as follows:

- 5 out of 7 teachers emailed, completed, and returned the survey.

Survey Question	Survey shows this area is being met	Survey shows this area needs more focus	Survey 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	✓			Important to note that many schools have a WBL Coordinator.
Pathways prepare students for entry level positions after HS	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways	✓			

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June 2021

Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning		✓		Surveys report no

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They display a strong knowledge of CTE. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate and teachers are reflective of individual program strengths, weaknesses, and needs for improvement.

Recommendations

- 3 Year Budget/Long Term Planning- Plans should be in place to properly plan for budgeting processes, which should help budget transparency, equipment replacement/updates, and general long-term planning.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

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