



ANNUAL REPORT

CAREER AND TECHNICAL EDUCATION IN DELAWARE

JUNE 2022

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ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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June 2022

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.

As pandemic conditions are seemingly decreasing, 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.

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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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 39 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 2022

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 2021-2022 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 39 different 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 (HB 250 Section 364) allows for reductions (Give Back) to come from Division II- All Other Costs. Legislative clarification is needed. See State Give Back Funding Issue (p. 11) for further clarification.
- Policymakers adopt legislation to align 509 funding with State and Federal Perkins plan allowing funding down to the 5th grade level.
- 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. Many teachers are seeking to add credentials and/or have many questions pertaining to the approval process and need clarification from DOE.

- Consider value add on credentials in Commercial Driver Licensure to existing pathways where appropriate through existing/emerging partnerships.
- 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 1978-2021 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 39 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 3 this year per code. April meeting cancelled due to extenuating circumstances. 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 2021-2022 based on Fall 2021-unit count. *(Source- Department of Education)*

Table A- Division 1 Unit Count

	Sept. 2011	Sept. 2012	Sept. 2013	Sept. 2014	Sept. 2015	Sept. 2016	Sept. 2017	Sept. 2018	Sept. 2019	Sept. 2020	Sept. 2021
<u>New Castle Co.</u>											
Appoquinimink	26	26	28	29	29	41	49	51	53	61	79
Brandywine	34	35	32	36	35	33	33	33	36	45	39
Christina	93	100	95	70	68	60	55	53	48	51	53
Colonial	23	28	30	28	28	31	34	34	37	33	34
<i>NCCVTSD*</i>	152	152	154	153	156	157	159	157	158	158	159
Red Clay	48	48	47	53	50	50	47	50	51	53	50
Wilmington Charter		1	1	1	1	0	1	1	1	1	
DE Military Acad.	3	3	3	3	3	3	2	2	2	3	3
MOT Charter Sch.	2	2	2	3	6	8	10	10	11	12	11
Newark Charter	1	1	3	5	5	6	6	6	7	6	6
Odyssey Charter										2	3
Great Oaks Charter										1	
COUNTY TOTAL:	387	403	397	383	382	389	397	396	404	426	437
<u>Kent County</u>											
Caesar Rodney	24	29	30	28	27	26	24	23	26	25	27
Capital	20	23	23	27	27	27	24	24	28	25	24
Lake Forest	13	13	12	12	14	13	13	12	12	11	17
Milford	14	13	12	13	12	14	16	17	17	18	19
<i>Polytech*</i>	39	39	40	40	40	40	40	40	40	39	40
Smyrna	27	25	26	25	28	30	31	34	35	36	37
Campus Comm.	3	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:	141	144	145	147	150	153	151	153	160	156	166
<u>Sussex County</u>											
Cape Henlopen	20	20	18	17	17	19	16	20	20	23	25
Delmar	10	9	9	10	10	10	10	11	11	11	11
Indian River	32	33	32	34	36	40	39	39	45	47	54
Laurel	10	7	5	6	6	9	6	8	9	9	11
Seaford	11	9	10	11	13	12	11	11	12	12	10
<i>Sussex Tech*</i>	44	47	49	51	48	45	42	42	41	41	44
Woodbridge	9	9	8	9	9	10	11	11	12	10	11
Sussex Academy				1	2	2	3	3	2	2	2
COUNTY TOTAL:	136	134	131	139	141	147	138	144	152	155	168
STATE TOTAL:	664	681	673	669	673	689	686	693	716	737	771

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

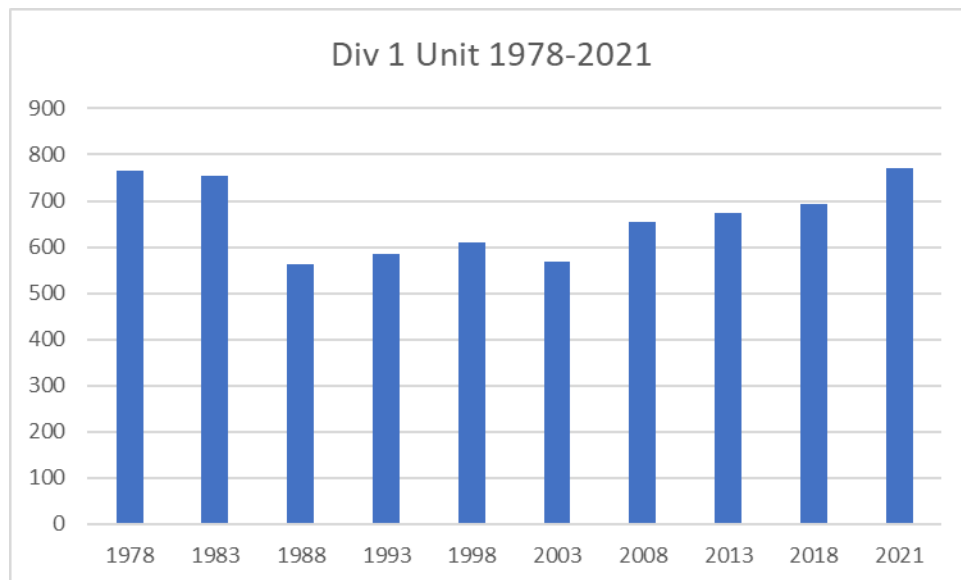
2011	Vo-Tech: 235 Units = 35%	K-12: 429 Units = 65%
2012	Vo-Tech: 235 Units = 35%	K-12: 443 Units = 65%
2013	Vo-Tech: 243 Units = 36%	K-12: 430 Units = 64%
2014	Vo-Tech: 244 Units = 37%	K-12: 425 Units = 63%
2015	Vo-Tech: 244 Units = 36%	K-12: 429 Units = 64%
2016	Vo-Tech: 242 Units = 35%	K-12: 447 Units = 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%
2021	Vo-Tech: 243 Units = 32%	K-12: 528 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
1979 -- 2021

YEAR		UNITS
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
2021		771



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 HB 250 Section 364, 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. We do not believe districts can or should be transferring vocational funds from their 0265 line into their general funding line (0165), without requesting permission and receiving it from the three people noted above. This process did not happen.

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 HB 250 Section 364 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 "FY22 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.)

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School Name	Div II Minutes	Div II Units	%Div II Units	Div II Funds
Appoquinimink School District				
Alfred G. Waters Middle School	538,595.00	19.95	10.10%	\$50,394.10
Appo HS	1,518,789.50	56.25	28.47%	\$142,088.62
Cantwell Bridge Middle School	438,442.75	16.24	8.22%	\$41,022.56
Everett Meredith Middle School	387,188.50	14.34	7.26%	\$36,223.12
Middletown High School	1,561,361.50	57.83	29.27%	\$146,079.73
Odessa High School	481,143.50	17.82	9.02%	\$45,013.67
Redding Middle School	409,009.25	15.15	7.67%	\$38,269.20
Total	5,334,530.00	197.57	100.00%	\$499,091.00
Brandywine School District*				
Brandywine High School	556,875.00	20.63	22.80%	\$0.00
Concord High School	314,370.00	11.64	12.86%	\$0.00
Mount Pleasant High School	563,115.00	20.86	23.05%	\$0.00
P. S. DuPont Middle School	364,161.00	13.49	14.91%	\$0.00
Springer Middle School	392,805.00	14.55	16.08%	\$0.00
Talley Middle School	251,250.00	9.31	10.29%	\$0.00
Total	2,442,576.00	90.47	100.00%	\$0.00
*The entire balance of FY22 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	811,910.00	30.07	56.78%	\$77,022.01
DAFB Choice	23,332.50	0.86	1.62%	\$2,202.82
F. Niel Postlethwait Middle School	208,793.75	7.73	14.60%	\$19,799.81
Fred Fifer Middle School	250,937.50	9.29	17.54%	\$23,795.63
Magnolia Middle School	135,162.50	5.01	9.46%	\$12,832.73
Total	1,430,136.25	52.96	100.00%	\$135,653.00
Caesar Rodney School District				
John S. Charlton School	295,275.00	10.94	100.00%	\$28,022.00
Total	295,275.00	10.94	100.00%	\$28,022.00
Dover Air Force Base				
Dover AFB Off Base	37,940.00	1.41	53.82%	N/A
	32,556.25	1.21	46.18%	N/A
Dover Air Force Base Middle School				

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Total (not included in Caesar Rodney's allocation)	70,496.25	2.61	100.00%	N/A
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Cape Henlopen School District

Beacon Middle School	118,947.50	4.41	7.28%	\$11,089.25
Cape Henlopen High School	1,168,300.00	43.27	71.39%	\$108,805.38
Mariner Middle School	117,416.25	4.35	7.18%	\$10,938.37
Sussex Consortium ILC	231,675.00	8.58	14.16%	\$21,575.00

Total	1,636,338.75	60.61	100.00%	\$152,408.00
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Capital School District

Central Middle School	617,847.00	22.88	37.44%	\$58,159.60
Dover High School	969,375.50	35.90	58.75%	\$91,255.67
Kent County Community School	13,500.00	0.50	0.82%	\$1,270.97
Kent County Secondary Intensive Learning Center	49,350.00	1.83	2.99%	\$4,651.75

Total	1,650,072.50	61.11	100.00%	\$155,338.00
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Christina School District*

Bayard Middle School	56,610.00	2.10	1.87%	\$1,612.87
Christiana High School	844,847.00	31.29	27.79%	\$24,031.74
Gauger-Cobbs Middle School	348,681.00	12.91	11.47%	\$9,915.30
George V. Kirk Middle School	317,426.00	11.76	10.45%	\$9,032.06
Glasgow High School	579,262.50	21.45	19.05%	\$16,474.30
Newark High School	767,900.00	28.44	25.26%	\$21,842.84
Shue-Medill Middle School	125,043.75	4.63	4.11%	\$3,555.99

Total	3,039,770.25	112.58	100.00%	\$86,465.10
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**The balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Christina School District*

Brennen School	402,450.00	14.91	100.00%	\$0.00
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Total	402,450.00	14.91	100.00%	\$0.00
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*The entire balance of FY22 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
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Total	6,825,000.25	100.00%	\$0.00
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*The entire balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Christina School District

REACH/CBIP	139,500.00	5.17	100.00%	\$0.00
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Total	139,500.00	5.17	100.00%	\$0.00
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*The entire balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Colonial School District**

Calvin R. McCullough Middle School	44,380.00	1.64	2.64%	\$1.07
George Read Middle School	177,309.00	6.57	10.56%	\$4.28
Gunning Bedford Middle School	39,200.00	1.45	2.33%	\$0.94
John G. Leach School	86,400.00	3.20	5.14%	\$2.08
William Penn High School	1,332,450.00	49.35	79.33%	\$32.14

Total	1,906,539.00	62.21	100.00%	\$40.51
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**The balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Colonial School District*

Leach Execeptional VocEd	226,800.00	16.80	100.00%	\$0.00
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Total	226,800.00	16.80	100.00%	\$0.00
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*The entire balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Delmar School District

Delmar Middle School	291,000.00	10.78	38.99%	\$27,484.52
Delmar Senior High School	455,500.00	16.87	61.01%	\$43,011.48

Total	746,500.00	27.65	100.00%	\$70,496.00
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Indian River School District

Georgetown Middle School	148,892.70	5.51	4.23%	\$14,014.80
Indian River High School	768,861.00	28.48	21.86%	\$72,439.47
Millsboro Middle School	221,375.00	8.20	6.30%	\$20,856.87
Selbyville Middle School	220,608.75	8.17	6.27%	\$20,780.56
Sussex Central Senior High School	2,157,194.00	79.90	61.34%	\$203,227.30

Total	3,516,931.45	130.26	100.00%	\$331,319.00
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Indian River School District

Howard T. Ennis School	167,400.00	6.20	100.00%	\$15,770.00
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Total	167,400.00	6.20	100.00%	\$15,770.00
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Lake Forest School District

Lake Forest High School	729,193.00	27.01	72.53%	\$67,185.56
W. T. Chipman Middle School	276,210.00	10.23	27.47%	\$25,446.44

Total	1,005,403.00	37.24	100.00%	\$92,632.00
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Laurel School District

Laurel Intermediate Middle School	210,667.50	7.80	28.94%	\$19,981.31
Laurel Senior High School	517,000.00	19.15	71.06%	\$49,056.69

Total	727,667.50	26.95	100.00%	\$69,038.00
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Milford School District

Milford Central Academy	251,840.00	9.33	22.54%	\$23,943.99
Milford Senior High School	865,490.00	32.06	77.46%	\$82,277.01

Total	1,117,330.00	41.38	100.00%	\$106,221.00
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New Castle County Votech School District

Delcastle Technical High School	4,202,100.00	155.63	33.59%	\$396,421.63
Howard High School of Technology	2,242,800.00	83.07	17.93%	\$211,596.38
NCC Exceptional VocEd	113,400.00	8.40	1.81%	\$21,396.53
Paul M. Hodgson Vocational Technical High School	2,872,800.00	106.4	22.97%	\$271,022.69
St. Georges Technical High School	2,963,700.00	109.77	23.69%	\$279,606.77

DACCTE Annual Report
June 2022

Total	12,394,800.00	463.27	100.00%	\$1,180,044.00
Polytech School District**				
POLYTECH High School	3,129,300.00	115.90	100.00%	\$293,056.82
Total	3,129,300.00	115.90	100.00%	\$293,056.82

**The balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Red Clay Consolidated School District**				
Alexis I. duPont High School	457,579.00	16.95	13.59%	\$2,034.87
Alexis I. duPont Middle School	128,452.50	4.76	3.82%	\$571.44
Brandywine Springs Elementary School	58,869.00	2.18	1.75%	\$261.71
Cab Calloway School of the Arts	185,625.00	6.88	5.52%	\$825.95
Conrad School of Science	771,931.50	28.59	22.93%	\$3,432.27
HB duPont Middle School	195,137.50	7.23	5.80%	\$867.97
John Dickinson High School	482,490.00	17.87	14.33%	\$2,145.32
Skyline Middle School	119,175.00	4.41	3.54%	\$529.43
Stanton Middle School	116,265.00	4.31	3.46%	\$517.42
Thomas McKean High School	850,534.00	31.50	25.26%	\$3,781.62
Total	3,366,058.50	124.67	100.00%	\$14,968.00

**The balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Red Clay Consolidated School District				
Meadowood Program	218,700.00	8.10	100.00%	\$20,464.00
Total	218,700.00	8.10	100.00%	\$20,464.00

Seaford School District*				
Seaford Middle School	55,887.75	2.07	8.37%	\$0.00
Seaford Senior High School	611,806.00	22.66	91.63%	\$0.00
Total	667,693.75	24.73	100.00%	\$0.00

*The entire balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

DACCTE Annual Report
June 2022

Smyrna School District*

Smyrna High School	1,538,580.00	56.98	68.28%	\$0.00
Smyrna Middle School	714,600.00	26.47	31.72%	\$0.00
Total	2,253,180.00	83.45	100.00%	\$0.00

*The entire balance of FY22 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Sussex Technical School District

Sussex Technical High School	3,448,800.00	127.73	100.00%	\$315,099.00
Total	3,448,800.00	127.73	100.00%	\$315,099.00

Woodbridge School District

Woodbridge High School	452,195.00	16.75	62.43%	\$42,689.71
Woodbridge Middle School	272,025.00	10.08	37.57%	\$25,690.29
Total	724,220.00	26.82	100.00%	\$68,380.00

Campus Community Charter School

Campus Community School	79,170.00	2.93	100.00%	\$7,713.00
Total	79,170.00	2.93	100.00%	\$7,713.00

Charter School of Wilmington

Charter School of Wilmington	23,100.00	0.86	100.00%	\$2,264.00
Total	23,100.00	0.86	100.00%	\$2,264.00

Delaware Military Academy

Delaware Military Academy	186,760.00	6.92	100.00%	\$18,217.00
Total	186,760.00	6.92	100.00%	\$18,217.00

First State Military Academy

First State Military Academy	10,812.00	0.40	100.00%	\$1,053.00
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DACCTE Annual Report
June 2022

	Total	10,812.00	0.40	100.00%	\$1,053.00
Great Oaks Charter School					
Great Oaks Charter School		17,800.00	0.66	100.00%	\$1,737.00
	Total	17,800.00	0.66	100.00%	\$1,737.00
MOT Charter School					
MOT Charter School		772,925.00	28.63	100.00%	\$75,368.00
	Total	772,925.00	28.63	100.00%	\$75,368.00
Newark Charter School					
Newark Charter School		400,400.00	14.83	100.00%	\$39,040.00
	Total	400,400.00	14.83	100.00%	\$39,040.00
Odyssey Charter School					
Odyssey Charter School		209,200.00	7.75	100.00%	\$20,402.00
	Total	209,200.00	7.75	100.00%	\$20,402.00
Positive Outcomes Charter School					
Positive Outcomes Charter School		32,800.00	1.21	100.00%	\$3,185.00
	Total	32,800.00	1.21	100.00%	\$3,185.00
Providence Creek Academy Charter School					
Providence Creek Academy Charter School		8,640.00	0.32	100.00%	\$842.00
	Total	8,640.00	0.32	100.00%	\$842.00
Sussex Academy of Arts and Sciences					
Sussex Academy of Arts and Sciences		83,484.12	3.09	100.00%	\$8,134.00
	Total	83,484.12	3.09	100.00%	\$8,134.00

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 2021-2022 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 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 for grades 7-12. This chart shows long range enrollment trends. *(Source- Department of Education)*

Table C

State CTE Enrollment for 2021/2022 by Cluster Grades 7-12

Agriculture, Food & Natural Resources (01)	13,377
Architecture & Construction (2)	2,136
Arts, AV Technology & Communications (3)	3,931
Business, Management & Administration (4)	13,094
Education & Training (5)	3,851
Finance (6)	1,886
Government & Public Administration (7)	0
Health Science (8)	5,878
Hospitality & Tourism (9)	5,012
Human Services (10)	4,021
Information Technology (11)	3,117
Law & Public Safety (12)	865
Manufacturing (13)	911
Marketing, Sales & Service (14)	2,103
Science, Technology & Engineering (15)	12,210
Transportation, Distribution & Logistics (16)	656
Career and Technical Exploration (17)	14,530*
State Cluster Total	87,578

*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 2021/2022 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

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 2021-2022

<u>School/Agency</u>	<u>Career Compass Order Quantity</u>	<u>Teacher's Guide Order Quantity</u>
ACE Network	1500	50
Alfred G. Waters Middle School	325	1
Appoquinimink High School	425	6
Brandywine High School	320	16
Caesar Rodney High School	1100	21
Caravel Academy	110	2
Careerteam LLC	550	15
Central Middle School	200	0
Christina Adult Education & Literacy	100	15
Christiana High School	80	1
Concord High School	741	25
DE Advisory Council on Career & Tech. Ed.	250	25
Delaware Center for Justice	50	1
Delaware Department of Correction	200	2
Delaware Department of Education, Higher Education Office	5	2

Delaware Futures	80	5
Delaware School for the Deaf	30	5
Delaware Skills Center	50	8
Delaware State University	50	2
Delaware Tech - Classic Upward Bound	85	3
Delaware Technical Community College - Workforce Development and Community Education	325	7
Delcastle Technical High School	475	5
Delmar High School	75	1
Dickinson High School	650	20
Department of Labor - Division of Employment and Training	1720	24
Department of Labor - Division of Vocational Rehabilitation	520	17
Department of Labor	500	0
DOL/DET - Dover AJC	1050	0
Dover Air Base Middle	50	3
Dover High School	75	2
EastSide Charter School	15	2
Fred Fifer III Middle School	170	12
Gauger-Cobbs Middle School	960	30
Glasgow High School	100	4
Greater Dover Boys & Girls Club	100	5
Gunning Bedford Middle School	350	3
Howard Vo Tech	20	2
Indian River High School	350	15
Jobs for Delaware Graduates - Middle School	770	10
Magnolia Middle School	40	2
Mariner Middle School	700	2
McKean High School	120	2
Middletown High School	75	1
Milford Senior High School	275	8
Mount Pleasant High School	198	14
New Castle County Department of Community Services	300	6
New Castle Vo-Tech	500	10
Newark Charter School	200	5
P.S. duPont Middle School	120	1
Polytech Adult Education	300	4
Positive Outcome Charter School/ JDG	80	2
Seaford High School	20	1
Seaford Middle School	250	2
Skyline Middle School	120	4
Selbyville Middle School	275	3
Smyrna High School	610	16

Springer Middle School	400	3
St. Mary Magdalen	50	1
St. Anthony of Padua Grade School	65	2
St. Georges Technical HS	300	3
Stanton Middle School	250	4
Sussex Tech Adult Ed	250	10
Talley Middle School	140	6
The Teen Warehouse	50	5
Towle Institute	20	1
West End Neighborhood House	199	3
WT Chipman Middle School	300	2
Total	20,733	490

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 91 Employers and 143 Career Fair attendees May 4, 2022, at Milford Senior High School and the 2021 Delaware State Fair.

Legislative copies of Career Compass given to Joint Finance Committee members February 2022 and all General Assembly Members June 2022.

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

Goals 2022-2023 School Year

- Continue to review middle school programs that receive Perkins/509 funding with a transitional visit to introduce DACCTE to programs.
- Increase awareness of DACCTE mission to all stakeholders.
- Hold Awards Banquet in Spring 2023. (Awards Banquet held in June 2022, first since June 2019 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. 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. These meetings were cancelled due to the pandemic restrictions.

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
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.

2021-2022 School Survey/Visit Reports and Career Compass (Print Copy)

The following pages contain all school survey/visit reports for the school year 2021-2022 and a copy of the current Career Compass (Separate print copy and or on DACCTE website).



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

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November 30, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Concord 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Concord CTE program visit are as follows:

- 3 teachers were interviewed, 3 teachers completed the survey. 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	✓			
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	✓			Scheduling difficulties.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Staff very unsure of funding transparency.
Budget Availability/Development	✓			Affected by transparency.
3 Year Budget/Long Terms Planning	✓			Affected by transparency.
Demographics of classroom represent demographics of school	✓			Working on decreasing gender gap.

Conclusions

Teachers surveyed are very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school (teachers are working to decrease the gender gap in classes in all pathways), and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Mayer (Principal) and District Office Administration is supportive of all CTE programs.

Recommendations

- Work-Based Learning- Many teachers discussed the need for after school transportation for students to get to WBL sites. Student transportation issues are preventing WBL from being as successful as it can possibly be. Teachers also suggested that the school schedule was very difficult to securing meaningful WBL locations for students as well.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Perkins/509 Funding- Teachers are receiving funding, however, they are very unsure of the amounts received. This in turn affects budget planning and long-term plans for program improvement. It is suggested to be sure to review funding levels with staff as appropriately needed.

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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November 2, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Delcastle Technical HS

School District- New Castle County Vocational Technical

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Delcastle Technical HS 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. Hayes and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Our discussions with the Delcastle leadership team and teachers 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. While at Delcastle, we had the great opportunity to tour the many great programs students can be a part of. Pathways visited were Cosmetology, Graphics Design, Welding, Auto Mechanics, Auto Body, Plumbing, Carpentry, Electrical, and Sheet Metal. Dr. Hayes and his team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the high school level. Moving forward Delcastle 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 and Council member Mr. Suppe.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 4, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Glasgow High School

School District- Christina

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Glasgow CTE program visit are as follows:

- 6 teachers completed the survey and were interviewed.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support		✓		Technical support issues.
Advisory Committee in place and supporting CTE programs	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			
Work-Based Learning Opportunities	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways			✓	Surveys evenly divided
Programs receive Federal/State funding (Perkins/509)	✓			Staff report receiving funding.
Budget Availability/Development		✓		Unknown amounts
3 Year Budget/Long Terms Planning	✓			Suggest teachers more involved.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Work-based learning is happening as well, Ms. Getugi stressed that Glasgow High School is “thinking outside of the box” to get kids opportunities. The struggles of transportation and placement are difficult; however, Glasgow High School faculty are working tirelessly to get kids opportunities. Ms. Getugi (Assistant Principal) is very enthusiastic and supportive of all CTE programs.

Recommendations

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

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 4, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Kirk Middle 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 (DACTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACTE 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. DACTE 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, DACTE 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
- 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.

Kirk 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. DeLillio and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Mr. DeLillio and his team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. While touring the school I observed lab spaces that have received updates to better serve student needs and was fortunate to meet with some of the Kirk teachers. Moving forward Kirk Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 1, 2022

Evaluation Cycle- Fall (Spring 2022 due to scheduling)

School Year- 2021-2022

School Surveyed/Visited- McCullough Middle School

School District- Colonial

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

McCullough 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 and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Mr. Johnston and his team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. Moving forward McCullough Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 20, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- McKean 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the McKean CTE program visit are as follows:

- 8 teachers completed the survey and were interviewed.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			
Work-Based Learning Opportunities	✓			WBL staff member
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Staff was very knowledgeable of funding.
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is transparent and 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. Mattix (Principal) is very enthusiastic and supportive of all CTE programs.

Recommendations

- Work-Based Learning- Many teachers discussed the need for after school transportation for students to get to WBL sites. Student transportation issues are preventing WBL from being as successful as it can possibly be.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 3, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Meredith Middle School

School District- Appoquinimink

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 (DACTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACTE 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. DACTE 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, DACTE 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
- 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.

Meredith 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. Everett and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Dr. Everett and her team are very supportive of CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. Ms. Sudler led me on a tour of the school. I observed classroom and lab spaces and was fortunate to meet with some of the Meredith teachers. Moving forward Meredith Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 2, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Middletown High School

School District- Appoquinimink

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Middletown CTE program visit are as follows:

- Information based on 17 unduplicated surveys and or interviews.

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 staff member
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Staff report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Staff report unknown funding amounts.
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is transparent and 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. Lahutsky (Assistant Principal) is very enthusiastic and supportive of all CTE programs. Middletown High School is doing a great job of offering many career pathways and supporting Alternate Route to Certification teachers. The Work Based Learning Model is to be commended at Middletown HS. The support for 4th level Career Pathway Courses (in addition to the required 3) and the 5th level Capstone Project is highly successful and shows strong CTE support at Middletown HS.

Recommendations

- Work-Based Learning- Many teachers discussed the need for after school transportation for students to get to WBL sites. Student transportation issues are preventing WBL from being as successful as it can possibly be.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Funding Transparency- Teachers all report receiving Perkins/509 funding and developing long term plans etc. for program improvement. Knowing the amounts of funding per program would assist the process and provide for more efficient program planning in the future.

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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November 17, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- MOT Charter High School

School District- MOT Charter

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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
- 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.

MOT Charter 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. Southworth and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Mr. Southworth toured me around school giving me the opportunity to see CTE teachers and students within their classrooms and lab spaces. While touring the school I was able to discuss DACCTE with several teachers and other administration at the school as well. Moving forward MOT Charter High School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 15, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Polytech HS

School District- Polytech

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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
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- 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.

Polytech 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. Fisher and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Our discussions with the Polytech leadership team and teachers 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. While at Polytech, we had the great opportunity to tour the campus with the leadership team. Mr. Fisher and Mr. Zimmerman led the tour giving us the opportunity to meet with teachers/staff from different pathways. Moving forward Polytech High School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl and Council member Mrs. Diogo.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 1, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Selbyville Middle School

School District- Indian River

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Selbyville 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. Macrides and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Moving forward Selbyville Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 8, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Smyrna High School

School District- Smyrna

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Smyrna CTE program visit are as follows:

- 11 teachers were interviewed, and 14 surveys were completed. 19 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 staff member
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Many staff report unknown funding amounts
Budget Availability/Development	✓			
3 Year Budget/Long Terms 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, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Camponelli (Associate Principal) and Dr. Marvel (CTE Director) are very enthusiastic and supportive of all CTE programs. Smyrna High School is doing a great job of pursuing improvements to the CTE pathways through lab improvements (culinary), credentialling opportunities (OSHA 10), participating with curriculum updates where needed, and expanding programs.

Recommendations

- Work-Based Learning- Many teachers discussed the need for after school transportation for students to get to WBL sites. Student transportation issues are preventing WBL from being as successful as it can possibly be.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Continue to pursue appropriate credentialling, certifications, curriculum updates as needed.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 8, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Smyrna Middle School

School District- Smyrna

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

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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
- 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.

Smyrna 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. Wilson and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Dr. Marvel from the Smyrna District Administrative office was in attendance during the meeting and is very supportive of CTE programs as well. Moving forward Smyrna Middle School will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 30, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Springer Middle 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Springer 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. Woodson and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Dr. Woodson and District Office Administration are very supportive of all CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. While touring the school I observed CTE classrooms and lab spaces that are up to date and was fortunate to meet with some of the Springer teachers. Moving forward Springer Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 28, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- Stanton Middle 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Stanton 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. Heacock and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Dr. Heacock and her team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. Moving forward Stanton Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 27, 2021

Evaluation Cycle- Fall

School Year- 2021-2022

School Surveyed/Visited- William Penn High School

School District- Colonial

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the William Penn CTE program visit are as follows:

- 10 teachers completed the survey and were interviewed.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs		✓		Data shows no/unknown.
CTSO available and participating in Local, State, Regional, and National Level	✓			Teachers working to get kids opportunities.
Work-Based Learning Opportunities	✓			Doing a great job!
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Unknown budget amounts.
3 Year Budget/Long Terms Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

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

Recommendations

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

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 3, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Beacon Middle School

School District- Cape Henlopen

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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
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- Program funding informational handout
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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.

Beacon 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. Frederick is very supportive of CTE programs. Moving forward Selbyville Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 24, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Brandywine Springs Elementary 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Brandywine Springs Elementary 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. Bedford is very supportive of CTE programs. Moving forward Brandywine Springs Elementary School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 24, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Cab Calloway School of the Arts

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. We are pleased to be able to make in person CTE program visits this school year.

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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
- 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.

Cab Calloway School of the Arts 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. Bolden (Principal) and Mr. Mingione (CTE Director) are very supportive of CTE programs. Moving forward Cab Calloway School of the Arts will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 3, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Cape Henlopen High School

School District- Cape Henlopen

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Cape Henlopen HS CTE program visit are as follows:

- 8 teachers were interviewed, and 9 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
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			All staff report extremely difficult funding process.
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning	✓			

Demographics of classroom represent demographics of school	✓			
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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 in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Miller (Principal) and her team are very enthusiastic and supportive of all CTE programs. Cape Henlopen High School is doing a great job of pursuing improvements to the CTE pathways through credentialing opportunities (Allied Health, ServSafe, etc.), participating with curriculum updates where needed, and expanding programs/opportunities relating to Work Based Learning.

Recommendations

- Work-Based Learning- Teachers discussed the need for after school transportation for students to get to WBL sites and difficulty securing WBL sites due to pandemic rules, etc.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Funding Processes- Teachers report that they receive funding through Perkins and 509, thereby meeting all required standards. However, all teachers interviewed reported that the process of receiving funding is arduous and overly complex. Many teachers are fronting their own funds in large amounts to purchase needed supplies and getting reimbursed and are unable to fully utilize the State Vendor list for materials. This process is of concern. Review funding processes for Perkins/509 to ensure transparency, appropriateness, and efficiency.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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February 8, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Central Middle School

School District- Capital

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 (DACTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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School monitoring visits typically take place between September and June on a two-year rotation of schools. DACTE 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, DACTE 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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- 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.

Central 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. Green and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Mrs. Green and her team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. While touring the school I observed lab spaces/classrooms and was fortunate to meet with some of the teachers. Moving forward Central Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 24, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Conrad School of Science

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. We are pleased to be able to make in person CTE program visits this school year.

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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.

Conrad School of Science 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. Todd-Dixon (Principal) and the CTE Department Chair are very supportive of CTE programs. Moving forward Conrad School of Science will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 10, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Delmar High School

School District- Delmar

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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. The results of the Delmar HS CTE program visit are as follows:

- 4 teachers were interviewed, and 4 surveys were completed. 9 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	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			
3 Year Budget/Long Terms 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, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Bleile (Principal) is supportive of all CTE programs. Delmar High School is doing a great job of pursuing improvements to the CTE pathways through developing plans for program improvements based on funding knowledge/transparency, developing Work Based Learning Processes, and reorganizing Advisory Committee meetings.

Recommendations

- Work-Based Learning- Teachers discussed difficulty securing WBL sites due to pandemic rules, etc.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Program Alignment- The Career Clusters taught in the middle school should ideally be representational of the high school. All teachers mentioned this as a need for program improvement. Please review high school and middle school CTE curriculum offerings to possibly expand the number of programs at the middle and high school level.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 10, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Delmar Middle School

School District- Delmar

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Delmar 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. O’Neal and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. While there, we were able to tour the building and meet/discuss DACCTE with two teachers. Moving forward Delmar Middle School will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 8, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Dover High School

School District- Capital

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Dover HS CTE program visit are as follows:

- 7 teachers were interviewed, and 8 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	✓			
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 staff member
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways			✓	Surveys report yes/unknown
Programs receive Federal/State funding (Perkins/509)	✓			All staff report unknown funding amounts
Budget Availability/Development	✓			
3 Year Budget/Long Terms 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, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Voshell (Principal) and Mr. Montano (Instructional Supervisor) are very enthusiastic and supportive of all CTE programs. Dover High School is doing a great job of pursuing improvements to the CTE pathways through lab improvements (Ag Mechanics and Engineering), credentialing opportunities (OSHA 10, CNA, etc.), participating with curriculum updates where needed, expanding programs, and supporting an in house CTE Specialist.

Recommendations

- Work-Based Learning- Teachers discussed the need for after school transportation for students to get to WBL sites and difficulty securing WBL sites due to pandemic rules, etc.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Share funding amounts with teachers to ensure transparency. There is a plan in place to develop long term plans for program improvement, budgeting, etc., this transparency would assist that process.

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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February 2, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Fifer Middle 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Fifer 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. Corbeil and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Mrs. Corbeil and her team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. While at the school I was fortunate to meet with some of the teachers. Moving forward Fifer Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 24, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- HB duPont Middle 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

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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
- 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.

HB 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. Mr. Bastianelli is very supportive of CTE programs. While there, I was toured around the CTE programs and was able to speak with CTE teachers as well. Moving forward HB 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.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 9, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Howard HS of Technology

School District- New Castle County Vocational Technical

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

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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
- 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.

Howard High School of Technology 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. Hill and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. My discussions with the Howard leadership team and teachers 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. While at Howard, I had the great opportunity to tour the many outstanding programs students can be a part of. Pathways visited were Auto Mechanics, Small Engine Mechanics, Carpentry, Electrical, Certified Nursing Assistant, Culinary, and Teacher Academy. Mr. Hill and his team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the high school level. Moving forward Howard High School of Technology will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 1, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Laurel High School

School District- Laurel

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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- 4 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	✓			
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	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Most staff report unknown funding amounts
Budget Availability/Development	✓			
3 Year Budget/Long Terms 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, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. O'Neal (Principal) is supportive of all CTE programs. Laurel High School is doing a great job of pursuing improvements to the CTE pathways through transitioning to support a Work Based Learning Coordinator staff position and reorganizing Advisory Committee meetings.

Recommendations

- Work-Based Learning- Teachers discussed the need for after school transportation for students to get to WBL sites and difficulty securing WBL sites due to pandemic rules, etc.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Share funding amounts and procurement processes with teachers to ensure transparency. The transparency of knowing funding amounts and processes includes 509 and Perkins funding. This would help to properly develop a long-term plan for program improvements and updates for each program. Staff report that they do receive funds from 509 and Perkins.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 1, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Laurel Middle School

School District- Laurel

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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
- 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.

Laurel 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. O'Neal and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Moving forward Laurel Middle School will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl
Executive Director
Delaware Advisory Council on
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February 24, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Millsboro Middle School

School District- Indian River

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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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- 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.

Millsboro 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. Breasure and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Moving forward Millsboro Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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February 9, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Newark Charter Jr/Sr High School

School District- Newark Charter

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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
- 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.

Newark Charter Jr/Sr 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. Mrs. Ueltzhoffer and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Mrs. Ueltzhoffer toured me around school giving me the opportunity to see CTE teachers and students within their classrooms and lab spaces. While touring the school I was able to meet several teachers at the school as well. Moving forward Newark Charter Jr/Sr High School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 16, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Odessa High School

School District- Appoquinimink

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Odessa CTE program visit are as follows:

- Information based on 9 unduplicated surveys and or interviews.

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 staff member
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways			✓	Equally yes and unknown
Programs receive Federal/State funding (Perkins/509)	✓			Staff report unknown funding amounts.
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers surveyed are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is transparent and 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. Perrine (Principal) is very enthusiastic and supportive of all CTE programs. Odessa High School is doing a great job of offering many career pathways while only currently having 9th and 10th grade in the building with plans for expanding CTE staff to support enrollment. The Work Based Learning Model is to be commended at Odessa HS. The current WBL coordinator staff position at Odessa HS is a one-of-a-kind program within the State with a focus on special education populations while partnering with State resources from Division of Vocational Rehabilitation.

Recommendations

- Work-Based Learning- Continue to support innovative partnerships to support WBL.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Funding Transparency- Teachers all report receiving Perkins/509 funding and developing long term plans etc. for program improvement, however, most reported not knowing the funding amounts. Knowing the amounts of funding per program would assist the process and provide for more efficient program planning in the future.

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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February 2, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Postlethwait Middle 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. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Postlethwait 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. Failing and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. Dr. Failing and her team have a clear plan for development and enhancement to CTE programs which will directly benefit students as they move forward through the CTE programs at the middle and high school levels. While touring the school I observed lab spaces/classrooms and was fortunate to meet with some of the teachers. Moving forward Postlethwait Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 22, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Redding Middle School

School District- Appoquinimink

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Redding 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. Anderson is very supportive of CTE programs. Moving forward Redding Middle School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 8, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Seaford High School

School District- Seaford

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Seaford HS CTE program visit are as follows:

- 2 teachers were interviewed, and 5 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	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Most staff report unknown funding amounts
Budget Availability/Development			✓	
3 Year Budget/Long Terms 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, Advisory Committees are meeting and relevant, Career and Technical Student Organizations are in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Jarmon-Horsey (Principal) and Dr. Harrison are supportive of all CTE programs.

Recommendations

- Work-Based Learning- Teachers discussed the need for after school transportation for students to get to WBL sites and difficulty securing WBL sites due to pandemic rules, etc.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Career and Technical Funding- It was shared with DACCTE that the current school year 2021-2022 CTE Division II- Vocational All Other Costs (509) funds were returned to the State through "Give Back". While this process has been allowed and Seaford was given permission to do this, the Council is concerned on the impact this will have on the career and technical programs and their ability to provide the up-to-date training students and employers need. The absence of this funding does and will lead to a lack of CTE supplies, transparency, and proper planning for programs, negatively impacting CTE student preparation for employment. The Administration noted they do share funding amounts and procurement processes with teachers, although teachers reported they were not aware of the actual funding amounts. Knowing funding amounts and processes, for both 509 and Perkins funding, would assist in the ability of teachers to develop long-term plans for program improvements and updates for each program.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 8, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Seaford Middle School

School District- Seaford

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Seaford 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. Cave and the CTE staff are very enthusiastic about career and technical education and are offering great opportunities for their students to succeed. I was able to discuss DACCTE with 3 CTE teachers on a tour of the building. Moving forward Seaford Middle School will join the rotation of school visits and go through the full process every two years. Please see Seaford High School report for funding issue clarification.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 3, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Sussex Academy High School

School District- Sussex Academy of Arts and Sciences

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

Members of the Delaware Advisory Council on Career and Technical Education are given the responsibility, by State Law, to monitor and evaluate career and technical education programs in Delaware. The purpose of program monitoring is to bring about program improvement for our CTE students. During monitoring visits, a DACCTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals.

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
- 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.

Sussex Academy 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. While at Sussex Academy I met with Mr. Anderson/other Administration and the CTE teacher. Moving forward Sussex Academy High School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 24, 2022

Evaluation Cycle- Spring

School Year- 2021-2022

School Surveyed/Visited- Sussex Central High School

School District- Indian River

As everyone knows, this last year has been like no other. Education has had to adapt to a very different model and so has the Delaware Advisory Council for Career and Technical Education (DACCTE). Our Council looks forward to going out and visiting CTE teachers and staff in our schools as we monitor programs. We are pleased to be able to make in person CTE program visits this school year.

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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. The results of the Sussex Central HS CTE program visit are as follows:

- 7 teachers were interviewed, and 12 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	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			
Work-Based Learning Opportunities	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
Education Plans contain Career Pathways		✓		Surveys report mostly unknown
Programs receive Federal/State funding (Perkins/509)	✓			Most staff report unknown funding amounts
Budget Availability/Development	✓			
3 Year Budget/Long Terms Planning	✓			

Demographics of classroom represent demographics of school	✓			
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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 in place for students to actively participate, funding is available from all sources, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Layfield (Principal) and his team are very enthusiastic and supportive of all CTE programs. Sussex Central High School is doing a great job of pursuing improvements to the CTE pathways through credentialing opportunities (OSHA 10, Allied Health, etc.), participating with curriculum updates where needed, expanding programs and opportunities relating to Work Based Learning.

Recommendations

- Work-Based Learning- I encourage the enrollment of students into the WBLP course to assist with Work Based Learning. Teachers discussed the need for after school transportation for students to get to WBL sites and difficulty securing WBL sites due to pandemic rules, etc.
- Education Plans- Review School/District processes to assure Career Pathways are implemented in plans and communicated to stakeholders.
- Share funding amounts with teachers to ensure transparency. There is a plan in place to develop long term plans for program improvement, budgeting, etc., this transparency would assist that process.
- Credentialing opportunities- I encourage the continuance of seeking appropriate credentialing opportunities for students as it relates to each specific curriculum.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education