



ANNUAL REPORT

CAREER AND TECHNICAL EDUCATION IN DELAWARE

JUNE 2024

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ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

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June 2024

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

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

As a Council we are excited to have visited 43 CTE programs throughout the state. These visits give us an invaluable opportunity to assist students, teachers, and administrators.

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

Sincerely,

Dr. Karen C. Hutchison

Chair



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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 43 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 2024

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 2023-2024 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 43 different schools with CTE programs covering comprehensive, technical and charter districts. DACCTE expresses sincere gratitude to all who assisted in making this report as factually correct and objectively honest as possible. A special thanks to all CTE teachers and administrators across the State that participated in DACCTE visits this year.

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

- State Give Back Process (SB 225 Section 348) allows for reductions (Give Back) to come from Division II- All Other Costs. Legislative clarification is needed. See State Give Back Funding Issue (p. 12) for further clarification.
- Policymakers adopt legislation to align 509 funding with State and Federal Perkins plan allowing funding down to the 5th grade level. Currently schools are diluting the funding to supply 6th grade students or are not offering opportunities to grades not funded even though they are in the same school.
- Consider the addition/expansion of State Model Programs of Study in Fire/EMS (possibly hybridized pathways with Allied Health).
- Career and Technical Education curriculum planners on all levels continue to focus on and strengthen opportunities for work-based learning for students at the high school level. Two areas to strengthen are 1) Transportation 2) Specific WBL Coordinator per school/District. Work-based learning programs at many high schools need transportation services. The need for transportation is preventing many students from lower socioeconomic backgrounds from being able to fully benefit from the experience. Many schools/Districts are assigning WBL coordinator duties to current teachers (who are already overwhelmed) or Administration. The schools/Districts that fully support a WBL teaching unit are far ahead of Districts that don't support this position. This issue is consistent amongst high schools.
- Career and Technical Education curriculum planners continue to focus on and strengthen opportunities for certifications/credentials within approved Programs of Study that will prepare students for the next step in entering the workforce/higher education.
- Consider value add on credentials in Commercial Driver Licensure to existing pathways (Heavy Equipment Operator Pathway) where appropriate through existing/emerging partnerships. Individuals can legally obtain CDL Certification at 18 years of age and drive within the State.

- Department of Education CTE work group continue the work of the Middle Grades Pathway Revisions and Alignment.
- All stakeholders focus on CTE remediation of learning loss due to pandemic restrictions.
- All stakeholders focus on CTE student/staff social and emotional well-being.
- Career and Technical Education curriculum planners on all levels focus on diversity and inclusion amongst all stakeholders.
- Policymakers urge State Institutions of Higher Education to provide additional teacher preparation programs/focused recruitment/retention of students within CTE teacher certification programs. Teacher shortages are a continually growing problem for CTE pathways.
- Alternative route to certification programs be continually supported and promoted to bring skilled individuals from the private sector into the career and technical education teaching profession.
- Mentoring programs for CTE teachers continue to be supported and continually strengthened for new to the profession teachers.
- School districts use all their occupational-vocational Division I fund to properly staff approved courses. (For example- A school district generating 10 CTE teacher units should fund 10 CTE teacher units within the programs generating the units.) See Division 1 Vocational Units 1981-2023 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 43 career and technical education programs and services in secondary schools to determine their compliance with state and federal standards.
- Publish and maintain www.daccte.delaware.gov
- All site rotations/evaluations are posted to DACCTE website.
- Portal on DACCTE website connecting to multiple state agencies as a resource for public information.
- Maintaining social media presence using Facebook social media platform.
- Participating in Department of Labor/School District job fairs. Advertising with ads on three radio stations, print media, social media, schools, and email blasts.
- Cooperated with Delaware Department of Education to calculate Occupational-Vocational Unit funding and communicated that information with school districts pertaining to Title 14, Section 1706 of the Delaware Code.
- Member of Department of Labor Career Compass Advisory Committee. Assist in publishing the Career Compass and give CTE input.
- Provide resources and support to improve and expand the services and activities of the Career and Technical Student Organizations.
- Provide resources and support to Department of Education pertaining to CTE professional development, curriculum development, etc.
- Coordinating meetings with local school districts to familiarize teachers and administrators with DACCTE role and responsibility to CTE programs.
- Council meetings scheduled and held 4 this year per code. With at least 1 meeting held in each county. Meeting times and minutes are posted to appropriate websites, etc.

- Communicated with all stakeholders (lawmakers, administrators, teachers, etc.) new staff changes, website updates, statewide CTE programming, etc. through newsletter, website, emails, program reports, conferencing (virtual/in person) and annual report.
- Hosted a statewide CTE Poster Contest to celebrate CTE Month in Delaware.
- Worked with Legislators to develop Senate Concurrent Resolution No. 110 celebrating February 2024 as Career and Technical Education Month in the State of Delaware.
- Collaborated and commented on State of Delaware Perkins and WIOA plan reauthorizations.

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 2023-2024 based on Fall 2023-unit count. *(Source- Department of Education)*

Table A
2013 - 2023
Vocational Division I Units

	Sept. 2013	Sept. 2014	Sept. 2015	Sept. 2016	Sept. 2017	Sept. 2018	Sept. 2019	Sept. 2020	Sept. 2021	Sept. 2022	Sept. 2023
<u>New Castle Co.</u>											
Appoquinimink	28	29	29	41	49	51	53	61	79	93	94
Brandywine	32	36	35	33	33	33	36	45	39	44	38
Christina	95	70	68	60	55	53	48	51	53	59	60
Colonial	30	28	28	31	34	34	37	33	34	35	34
NCCVTSD*	154	153	156	157	159	157	158	158	159	158	164
Red Clay	47	53	50	50	47	50	51	53	50	55	54
Wilmington Charter	1	1	1	0	1	1	1	1			0
DE Military Acad.	3	3	3	3	2	2	2	3	3	3	3
MOT Charter Sch.	2	3	6	8	10	10	11	12	11	11	11
Newark Charter	3	5	5	6	6	6	7	6	6	6	6
Odyssey Charter								2	3	4	1
Aspira Academy										3	2
COUNTY TOTAL:	397	383	382	389	397	396	404	426	437	471	467
<u>Kent County</u>											
Caesar Rodney	30	28	27	26	24	23	26	25	27	28	30
Capital	23	27	27	27	24	24	28	25	24	22	24
Lake Forest	12	12	14	13	13	12	12	11	17	17	17
Milford	12	13	12	14	16	17	17	18	19	23	20
Polytech*	40	40	40	40	40	40	40	39	40	40	41
Smyrna	26	25	28	30	31	34	35	36	37	44	43
Campus Comm.	1	1	1	1	1	1	1	1	1	1	1
First State Military			1	1	1	1	0	0			0
Positive Outcomes	1	1	1	1	1	1	1	1	1	1	1
COUNTY TOTAL:	145	147	150	153	151	153	160	156	166	176	177
<u>Sussex County</u>											
Cape Henlopen	18	17	17	19	16	20	20	23	25	28	30
Delmar	9	10	10	10	10	11	11	11	11	12	12
Indian River	32	34	36	40	39	39	45	47	54	49	48
Laurel	5	6	6	9	6	8	9	9	11	8	13
Seaford	10	11	13	12	11	11	12	12	10	11	12
Sussex Tech*	49	51	48	45	42	42	41	41	44	43	44
Woodbridge	8	9	9	10	11	11	12	10	11	10	12
Sussex Academy		1	2	2	3	3	2	2	2	2	2
COUNTY TOTAL:	131	139	141	147	138	144	152	155	168	163	173
STATE TOTAL:	673	669	673	689	686	693	716	737	771	810	817

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

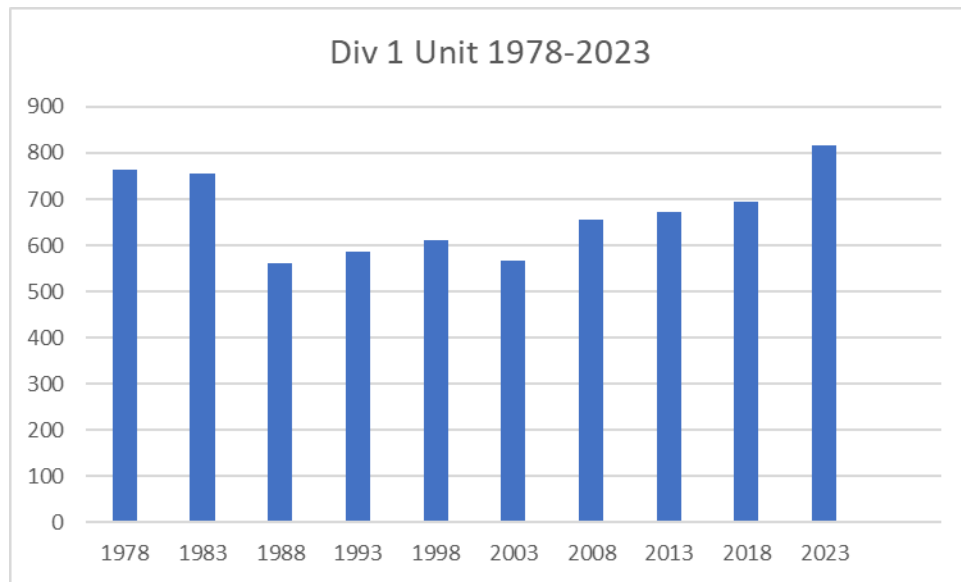
2013 Vo-Tech: 243 Units = 36% K-12: 430 Units = 64%
 2014 Vo-Tech: 244 Units = 37% K-12: 425 Units = 63%
 2015 Vo-Tech: 244 Units = 36% K-12: 429 Units = 64%
 2016 Vo-Tech: 242 Units = 35% K-12: 447 Units = 65%
 2017 Vo-Tech: 241 Units = 35% K-12: 445 Units = 65%
 2018 Vo-Tech: 238 Units = 34% K-12: 455 Units = 66%
 2019 Vo-Tech: 239 Units = 33% K-12: 477 Units = 67%
 2020 Vo-Tech: 238 Units = 32% K-12: 499 Units = 68%
 2021 Vo-Tech: 243 Units = 32% K-12: 528 Units = 68%
 2022 Vo-Tech: 241 Units = 30% K-12: 569 Units = 70%
 2023 Vo-Tech: 249 Units = 30% K-12: 568 Units = 70%

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

Table B
DIVISION I
VOCATIONAL UNITS
1981 -- 2023

YEAR		UNITS
1981		767
1982		754
1983		755
1984		717
1985		709
1986		702
1987		677
1988		562
1989		546
1990		555
1991		546
1992		587
1993		586
1994		581
1995		595
1996		593
1997		614
1998		611
1999		617
2000		612
2001		598
2002		588
2003		568
2004		598
2005		606
2006		620
2007		643
2008		655
2009		653
2010		667
2011		664
2012		681
2013		673
2014		669
2015		673
2016		689
2017		686
2018		693

2019		716
2020		737
2021		771
2022		810
2023		817



State Give Back Funding Issue

During visits to schools this year, it has come to the attention of the Council as part of the current “Give Back” under SB 250 Section 368, which reads, “reductions will be applied to Division II – All Other Costs” vocational funds are being “given back” by some districts, in a continuation of a practice that has been occurring for many years and currently set to carry on through the FY 25 Budget Bill (SB 225 Section 348). The language of the FY24 and FY25 Budget Bills are the same/comparable moving forward and can be easily interchanged throughout the following explanation. Vocational funds though, are given to schools in a totally separate funding line so they can easily adhere to SB 385 which requires 90 % of the funds generated by CTE programs must go back to the programs that generate the funds. As stated in Title 14:

Title 14

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

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

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

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

00159- Energy Units

05165- All Other Costs

05165- All Other Costs- Academic Excellence Units

05265- All Other Costs- Vocational

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

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

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

Please see the following document from the Delaware Department of Education titled "FY24 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.)

FY24 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Appoquinimink School District				
Alfred G. Waters Middle School	520,540.00	19.28	8.05%	\$48,051.41
Appo HS	1,659,059.50	61.85	25.82%	\$154,148.34
Cantwell Bridge Middle School	522,018.00	19.33	8.07%	\$48,176.03
Everett Meredith Middle School	479,514.50	17.76	7.41%	\$44,263.13
Middletown High School	1,459,987.50	54.44	22.73%	\$135,680.44
Odessa High School	1,541,581.50	57.39	23.96%	\$143,032.71
Redding Middle School	255,880.00	9.48	3.96%	\$23,626.94
Total	6,438,581.00	239.54	100.00%	\$596,979.00

Brandywine School District*				
Brandywine High School	553,265.00	20.49	25.34%	\$0.00
Concord High School	322,054.00	11.93	14.75%	\$0.00
Mount Pleasant High School	519,305.00	19.23	23.78%	\$0.00
P. S. DuPont Middle School	277,495.00	10.28	12.71%	\$0.00
Springer Middle School	261,625.00	9.69	11.98%	\$0.00
Talley Middle School	249,600.00	9.24	11.43%	\$0.00
Total	2,183,344.00	80.86	100.00%	\$0.00

*The entire balance of FY24 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	973,080.00	36.04	64.88%	\$91,594.80
DAFB Choice	19,845.00	0.74	1.33%	\$1,880.70
F. Niel Postlethwait Middle School	176,092.50	6.52	11.74%	\$16,570.42
Fred Fifer Middle School	245,300.00	9.09	16.36%	\$23,102.02
Magnolia Middle School	85,330.00	3.16	5.69%	\$8,031.06
Total	1,499,647.50	55.54	100.00%	\$141,179.00

Caesar Rodney School District				
John S. Charlton School	343,650.00	12.73	100.00%	\$32,353.00
Total	343,650.00	12.73	100.00%	\$32,353.00

Dover Air Force Base				
Dover Air Force Base Middle School	19,035.00	0.71	40.11%	N/A
Dover AFB Off Base	28,675.00	1.06	59.89%	N/A
Total (not included in Caesar Rodney's allocation)	2,761,225.00	1.77	100.00%	N/A

Cape Henlopen School District				
Beacon Middle School	105,472.50	3.91	6.23%	\$9,842.72
Cape Henlopen High School	1,378,810.00	51.07	81.37%	\$128,559.53
Mariner Middle School	102,287.50	3.79	6.04%	\$9,540.64
Sussex Consortium ILC	107,630.00	3.99	6.36%	\$10,044.11
Total	1,694,200.00	62.75	100.00%	\$157,987.00

FY24 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Capital School District				
Dover High School	1,178,732.50	43.66	76.89%	\$110,903.94
Kent County Community School	18,900.00	0.70	1.23%	\$1,778.12
Kent County Secondary Intensive Learning Center	57,125.00	2.12	3.73%	\$5,385.16
Middle School of Excellence	137,636.00	5.10	8.98%	\$12,954.88
Middle School of Innovation	140,426.00	5.20	9.16%	\$13,208.90
Total	1,532,819.50	56.77	100.00%	\$144,231.00

Christina School District				
Bancroft Elementary School	10,562.50	0.39	0.32%	\$992.00
Bayard Middle School	65,180.00	2.41	1.95%	\$6,130.04
Christiana High School	1,045,574.71	38.72	31.38%	\$98,487.67
Gauger-Cobbs Middle School	242,820.00	8.99	7.28%	\$22,866.84
George V. Kirk Middle School	228,330.00	8.46	6.86%	\$21,518.74
Glasgow High School	768,171.00	28.45	23.05%	\$72,365.03
Newark High School	836,347.71	30.98	25.10%	\$78,800.31
Shue-Medill Middle School	124,168.00	4.60	3.73%	\$11,700.50
The Christina Early Education Center	11,100.00	0.41	0.33%	\$1,042.87
Total	3,332,253.92	123.41	100.00%	\$313,904.00

Christina School District*				
Brennen School	359,326.29	13.31	100.00%	\$0.00
Total	359,326.29	13.31	100.00%	\$0.00

*The entire balance of FY24 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Christina School District*				
Margaret S. Sterck School, Delaware School for the Deaf	12,285.00	0.46	100.00%	\$0.00
Total	12,285.00	0.46	100.00%	\$0.00

*The entire balance of FY24 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Christina School District*				
REACH/CBIP	108,900.00	4.03	100.00%	\$0.00
Total	108,900.00	4.03	100.00%	\$0.00

*The entire balance of FY24 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	264,927.50	9.81	16.30%	\$0.00
George Read Middle School	224,900.40	8.33	13.84%	\$0.00
Gunning Bedford Middle School	116,785.00	4.33	7.20%	\$0.00
William Penn High School	1,018,210.00	37.71	62.66%	\$0.00
Total	1,624,822.90	60.18	100.00%	\$0.00

*The entire balance of FY24 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

FY24 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Colonial School District**				
John G. Leach School	81,000.00	3.00	15.15%	\$4,816.21
Leach Exceptional VocEd	226,800.00	16.80	84.85%	\$26,970.80
Total	307,800.00	19.80	100.00%	\$31,787.01

**The balance of FY24 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Delmar School District				
Delmar Middle School	191,500.00	7.09	27.39%	\$17,998.03
Delmar Senior High School	506,175.00	18.80	72.61%	\$47,723.97
Total	697,675.00	25.89	100.00%	\$65,722.00

Indian River School District				
Georgetown Middle School	240,517.20	8.91	7.71%	\$22,593.31
Indian River High School	847,372.50	31.77	27.49%	\$80,559.98
Millsboro Middle School	147,815.00	5.47	4.73%	\$13,870.41
Selbyville Middle School	193,964.50	7.18	6.21%	\$18,206.50
Sussex Central Senior High School	1,669,185.00	62.22	53.85%	\$157,772.80
Total	3,098,854.20	115.55	100.00%	\$293,003.00

Indian River School District				
Howard T. Ennis School	48,750.00	1.81	100.00%	\$4,578.00
Total	48,750.00	1.81	100.00%	\$4,578.00

Lake Forest School District				
Lake Forest High School	826,225.00	30.60	77.31%	\$76,639.16
W. T. Chipman Middle School	242,550.00	8.98	22.69%	\$22,490.84
Total	1,068,775.00	39.58	100.00%	\$99,130.00

Laurel School District				
Laurel Intermediate Middle School	275,868.00	10.22	33.75%	\$25,916.88
Laurel Senior High School	541,575.00	20.06	66.25%	\$50,870.12
Total	817,443.00	30.28	100.00%	\$76,787.00

Milford School District				
Milford Central Academy	121,380.00	4.49	9.91%	\$11,516.15
Milford Senior High School	1,098,782.50	40.87	90.09%	\$104,693.85
Total	1,220,162.50	45.36	100.00%	\$116,210.00

FY24 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
New Castle County Votech School District				
Delcastle Technical High School	4,183,200.00	154.93	32.68%	\$393,056.54
Howard High School of Technology	2,323,350.00	86.05	18.15%	\$218,303.67
NCC Exceptional VocEd	135,000.00	10.00	2.11%	\$25,369.40
Paul M. Hodgson Vocational Technical High School	2,926,800.00	108.40	22.86%	\$275,004.27
St. Georges Technical High School	3,098,700.00	114.77	24.20%	\$291,156.12
Total	12,667,050.00	474.15	100.00%	\$1,202,890.00

Polytech School District**				
POLYTECH High School	3,237,300.00	119.90	100.00%	\$307,502.07
Total	3,237,300.00	119.90	100.00%	\$307,502.07

**The balance of FY24 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	342,151.00	12.67	10.12%	\$7,719.36
Alexis I. duPont Middle School	104,550.00	3.87	3.09%	\$2,358.78
Brandywine Springs Elementary School	38,130.00	1.41	1.13%	\$860.26
Cab Calloway School of the Arts	170,202.00	6.30	5.03%	\$3,839.97
Conrad School of Science	821,549.00	30.43	24.30%	\$18,535.17
HB duPont Middle School	144,925.00	5.37	4.29%	\$3,269.69
John Dickinson High School	576,550.00	21.35	17.05%	\$13,007.69
Skyline Middle School	163,080.00	6.04	4.82%	\$3,679.29
Stanton Middle School	174,750.00	6.47	5.17%	\$3,942.58
Thomas McKean High School	845,131.00	31.30	25.00%	\$19,067.21
Total	3,381,018.00	125.22	100.00%	\$76,280.00

**The balance of FY24 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

Red Clay Consolidated School District				
Meadowood Program	226,800.00	8.40	100.00%	\$21,140.00
Total	226,800.00	8.40	100.00%	\$21,140.00

Seaford School District**				
Seaford Middle School	101,517.12	3.76	14.26%	\$7,360.22
Seaford Senior High School	610,571.50	22.61	85.74%	\$44,267.78
Total	712,088.62	26.37	100.00%	\$51,628.00

**The balance of FY24 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.

FY24 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Smyrna School District				
Smyrna High School	1,854,000.00	68.94	70.37%	\$174,868.07
Smyrna Middle School	783,650.00	29.02	29.63%	\$73,624.93
Total	2,637,650.00	97.96	100.00%	\$248,493.00
Sussex Technical School District				
Sussex Technical High School	3,442,500.00	127.50	100.00%	\$311,813.00
Total	3,442,500.00	127.50	100.00%	\$311,813.00
Woodbridge School District				
Woodbridge High School	475,610.00	17.62	65.49%	\$44,969.06
Woodbridge Middle School	250,575.00	9.28	34.51%	\$23,691.94
Total	726,185.00	26.90	100.00%	\$68,661.00
Campus Community Charter School				
Campus Community School	46,980.00	1.74	100.00%	\$4,581.00
Total	46,980.00	1.74	100.00%	\$4,581.00
Delaware Military Academy				
Delaware Military Academy	163,300.00	6.05	100.00%	\$15,927.00
Total	163,300.00	6.05	100.00%	\$15,927.00
First State Military Academy				
First State Military Academy	1,908.00	0.07	100.00%	\$184.00
Total	1,908.00	0.07	100.00%	\$184.00
Great Oaks Charter School				
Great Oaks Charter School	25,900.00	0.96	100.00%	\$2,527.00
Total	25,900.00	0.96	100.00%	\$2,527.00
Las Americas Aspira Academy				
Las Americas ASPIRA Academy	130,020.00	4.82	100.00%	\$12,689.00
Total	130,020.00	4.82	100.00%	\$12,689.00
MOT Charter School				
MOT Charter School	721,615.00	26.73	100.00%	\$70,367.00
Total	721,615.00	26.73	100.00%	\$70,367.00

FY24 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Newark Charter School				
Newark Charter School	416,114.00	15.41	100.00%	\$40,567.00
Total	416,114.00	15.41	100.00%	\$40,567.00
Odyssey Charter School				
Odyssey Charter School	51,100.00	1.89	100.00%	\$4,975.00
Total	51,100.00	1.89	100.00%	\$4,975.00
Positive Outcomes Charter School				
Positive Outcomes Charter School	17,000.00	0.63	100.00%	\$1,658.00
Total	17,000.00	0.63	100.00%	\$1,658.00
Providence Creek Academy Charter School				
Providence Creek Academy Charter School	14,400.00	0.53	100.00%	\$1,395.00
Total	14,400.00	0.53	100.00%	\$1,395.00
Sussex Academy of Arts and Sciences				
Sussex Academy of Arts and Sciences	89,250.00	3.31	100.00%	\$8,714.00
Total	89,250.00	3.31	100.00%	\$8,714.00

Career and Technical Education Enrollment: Secondary Schools (Grades 7-12)

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 2023-2024 school year 16 comprehensive school districts, 3 technical districts, and 11 charter districts received state-approved vocational funds. These schools provide a variety of career and technical education programs that vary in scope and intensity.

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

Table C shows total enrollment (duplicated) for grades 7-12 based on career clusters. The top 5 highest career clusters by enrollment are highlighted and listed in chart correlating to cluster number. *(Source- Department of Education)*

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

Resource E shows CTE Statistics data (unduplicated) for middle and high schools. *(Source- Department of Education for SY22-23, as of printing SY23-24 data unavailable)*

Table C

State CTE Enrollment for 2023/2024 by Career Cluster Grades 7-12

Agriculture, Food & Natural Resources (01)	15,899
Architecture & Construction (2)	2,447
Arts, AV Technology & Communications (3)	4,057
Business, Management & Administration (4)	14,644
Education & Training (5)	3,925
Finance (6)	2,264
Government & Public Administration (7)	0
Health Science (8)	6,375
Hospitality & Tourism (9)	5,443
Human Services (10)	4,021
Information Technology (11)	3,722
Law & Public Safety (12)	1,123
Manufacturing (13)	830
Marketing, Sales & Service (14)	2,671
Science, Technology & Engineering (15)	11,540
Transportation, Distribution & Logistics (16)	743
Career and Technical Exploration (17)	16,205*
State Career Cluster Total	95,909

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

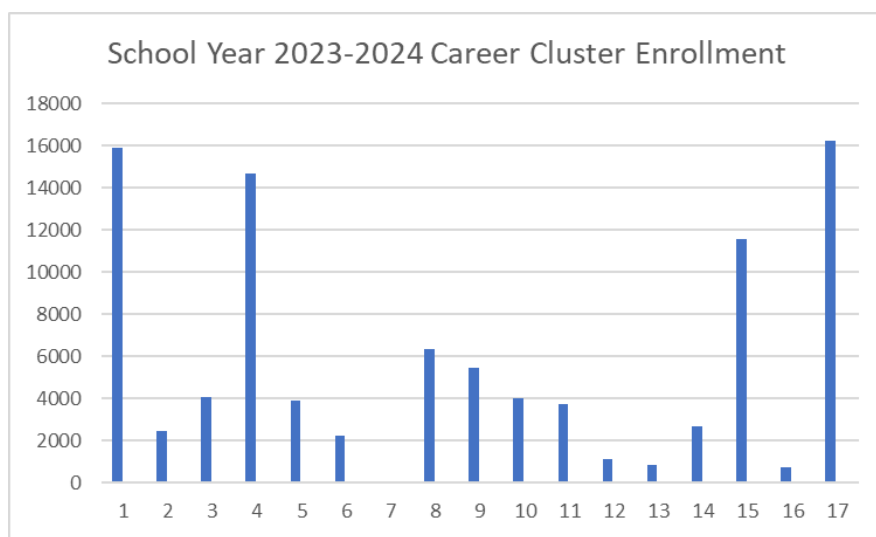
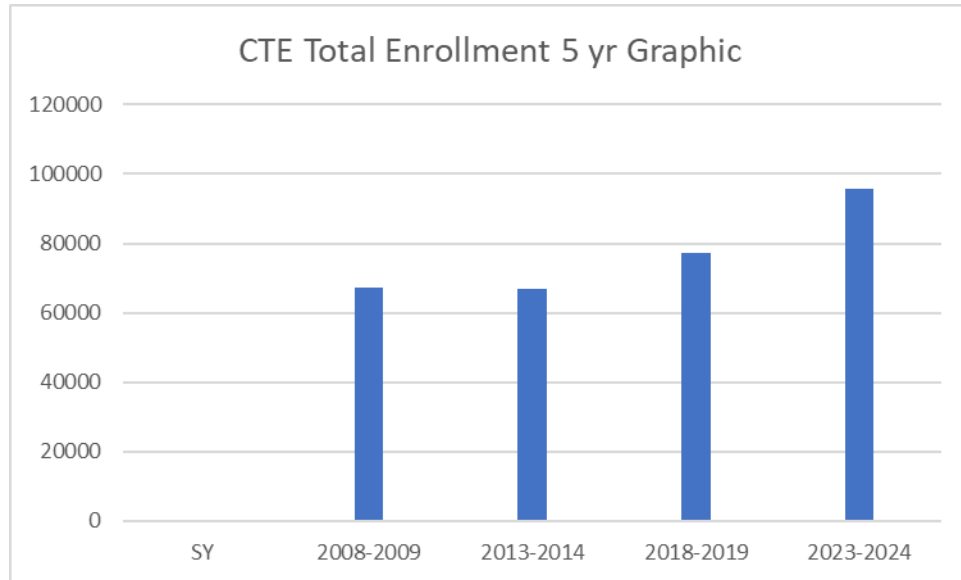


Table D
CTE Total Enrollment (Grades 7-12)
2007/2008 School Year thru 2023/2024 School Year

2007/2008 – 69,195	2016/2017 – 65,726
2008/2009 – 67,328	2017/2018 – 66,060
2009/2010 – 65,968	2018/2019 – 77,177
2010/2011 – 67,560	2019/2020 – 78,801
2011/2012 – 67,533	2020/2021 – 77,828
2012/2013 – 68,036	2021/2022 – 87,578
2013/2014 – 66,849	2022/2023 – 86,436
2014/2015 – 70,138	2023/2024 – 95,909
2015/2016 – 69,974	



Resource E

CTE Statistics Data (Middle and High Schools)

(Special note, this data is from SY22-23, at time of printing SY23-24 data unavailable.)

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

Career Compass

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

- P. 52 Make the Most of High School
- P. 52 What is Career and Technical Education?
- P. 52 Career and Technical Education in Delaware High Schools
- P. 58 CTE Student Organizations

Table F 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 F

Career Compass Distribution List 2023-2024

<u>School/Agency</u>	<u>Career Compass Order Quantity (rounded up)</u>	<u>Teacher's Guide Order Quantity</u>
A. I. du Pont High School	35	3
ACE Network	1,505	50
Alexis I. duPont High School	210	4
Alfred G. Waters Middle School	315	1
APPOQUINIMINK HIGH SCHOOL	105	1
Bayard Middle School (The Bayard School)	105	5
Beacon Middle School	70	2
Brandywine High School	455	30
Caesar Rodney High School	1,610	25
CAMP (program through Indian River School District)	70	1
Cantwell's Bridge Middle School	350	3
Cape Henlopen High School	175	3
Cape Henlopen High School	560	6
Careerteam, LLC	70	1
Careerteam, LLC	35	1

Careerteam, LLC	35	1
Central Middle Schools: School of excellence AND school of innovation	560	20
Christiana HS	280	1
City of Wilmington	35	5
Community Corrections Treatment Center	140	2
Concord High School	735	28
Delaware Advisory Council on Career and Technical Education	700	25
Delaware Department of Labor - DET	525	5
Delaware Department of Labor - DET	140	2
Delaware Department of Labor - DET	175	0
Delaware Department of Labor - DET	525	0
Delaware Department of Labor - DVR	280	1
Delaware Department of Labor - DVR	105	0
Delaware Department of Labor - DVR	70	2
Delaware Department of Labor - DVR	245	4
Delaware Military Academy	140	2
Delaware School for the Deaf	35	5
Delaware Skills Center	105	3
Delaware State University	105	1
Delaware State University	210	8
Delcastle Technical High School	560	7
Delmar High School	770	3
Department of Labor	1,050	0
Dept of Education/Higher Ed Office	35	1
Dover Air Base Middle School	70	2
Dover High School	70	4
Dover High School	315	5
Dover High School	700	20
Dover High/JDG	70	1
DTCC - Owens Campus	70	4
East millsboro elementary	210	1
EastSide Charter School	35	3
F. Niel Postlethwait Middle School	175	2
First State Military Academy	140	5
Fred Fifer Middle School	525	16
Freire Charter School Wilmington	420	8
Gauger-Cobbs Middle School	910	25
George Read Middle School	840	24
Georgetown Middle School	350	10
Glasgow High School	105	3
Gunning Bedford Middle/Colonial	280	1
HB DuPont Middle School	70	1
Howard High School of Technology	35	1
Howard High School of Technology	70	2
Indian River High School	350	12
Jobs for Delaware Graduates	175	1
Lake Forest High School	1,015	30

Las Americas ASPIRA Academy	210	2
Las Aspira Charter Middle School	175	5
Mariner Middle School	420	2
Milford Central Academy (MCA)	70	1
Milford Central Academy Middle School	350	12
Milford High School	245	7
MOT Charter School	175	2
Mount Pleasant High School	350	25
New Castle County Department of Community Services	350	5
Newark Charter School	700	7
P.S. duPont Middle School	175	8
Polytech High School	210	4
Saint Mark's High School	350	5
Sarah Pyle Academy Wilmington campus	70	1
SDSA	245	10
Seaford Middle School	35	1
Shue-Medill MS	350	10
Smyrna Boys & Girls Club	70	2
Smyrna High School	875	20
Springer Middle School	315	4
Springer Middle School	70	2
St. Georges Technical H. S.	70	2
St. Georges Technical HS	350	3
Stanton Middle School	210	4
Sussex Academy	70	2
Sussex Central High School	140	4
Sussex Community Corrections Center	105	3
Sussex Community Corrections center	105	4
Sussex Tech Adult Division - Sussex County Vocational Technical School District	105	5
Sussex Technical High School	630	20
Thomas Edison Charter School	70	2
Thomas McKean High School	70	3
Towle Institute	35	1
William Penn High School	35	2
William Penn High School	1,190	38
Woodbridge High School	105	3
Woodbridge High School	35	2
Woodbridge High School	175	3
WT Chipman Middle School	350	5
Total	29,890	684

Career Compass Extended Availability

Career Compass was also made available to attendees at career fairs coordinated with DOL, local Chamber of Commerce, and local School Districts. Career Compass copies were made available to Employers and Career Fair attendees at the following:

- October 9, 2023- Governor’s 8th Grade Career Expo
- April 18, 2024- Smyrna High School College and Career Fair
- May 23, 2024- Newark High School Career Fair
- 2023 Delaware State Fair

Legislative copies of Career Compass given to Joint Finance Committee members February 2024 and all General Assembly Members June 2024.

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

CTE Poster Contest SY23-24

This year DACCTE hosted a statewide CTE poster contest for students. This is the first year that we have done so, and the response was amazing! We received over 50 entries celebrating CTE. The theme was “Navigating Your Journey to Career Success”. A committee of stakeholders from DACCTE, DOL, and DOE selected the winning poster submission. The winner was Maya Zhou, an 8th grade student from the Appoquinimink School District.





SPONSOR: Sen. Sokola & Sen. Pettyjohn & Rep. Baumbach &
Rep. Bush & Rep. Ramone
Sens. Brown, Buckson, Gay, Hansen, Hocker, Hoffner,
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Paradee, Pinkney, Poore, Richardson, Sturgeon,
Townsend, Walsh, Wilson; Reps. Bolden, Dukes, Harris,
Heffernan, Hensley, K. Johnson, Osienski, Parker Selby,
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DELAWARE STATE SENATE
152nd GENERAL ASSEMBLY

SENATE CONCURRENT RESOLUTION NO. 110

DESIGNATING THE MONTH OF FEBRUARY 2024 AS "CAREER AND TECHNICAL EDUCATION MONTH" IN
THE STATE OF DELAWARE.

- 1 WHEREAS, the month of February 2024 has been designated Career and Technical Education Month[®] by the
2 Association for Career and Technical Education; and
3 WHEREAS, career and technical education (CTE) offers all students the opportunity to gain the academic,
4 technical, and employability skills necessary for career readiness; and
5 WHEREAS, students in career and technical education programs participate in authentic, meaningful experiences
6 that improve the quality of their education and increase their engagement and achievement; and
7 WHEREAS, career and technical education provides all students with career exploration opportunities earlier in
8 their educational experience, which enables them to make informed and beneficial decisions about their academic
9 coursework and pursue established programs of study and career pathways; and
10 WHEREAS, as of 2022, over 44,413 students were enrolled in CTE programs in Delaware; and
11 WHEREAS, CTE programs are offered in 41 out of 45 public high schools in Delaware, including its three
12 technical school districts, 16 comprehensive or traditional school districts, 7 charter school districts and 2 state institutions
13 serving at-risk youth; and
14 WHEREAS, according to the U.S. Department of Education, the 2022-2023 4-year graduation rate for secondary CTE
15 programs in Delaware is 92%. For postsecondary CTE programs, Delaware's post-program placement equates 86% with a
16 wide range of potential career opportunities. This includes career pathway programs in architecture and construction,
17 agriculture, food & natural resources, health sciences, manufacturing, and more; and
18 WHEREAS, leaders from business and industry from across the nation thereby report increasing challenges related
19 to addressing the skills gap and connecting qualified professionals with available careers in critical and growing CTE-
20 related fields, including healthcare, energy, advanced manufacturing, cybersecurity, and information technology; and

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- 21 WHEREAS, career and technical education prepares students for these and other fulfilling careers by offering
22 integrated programs of study that link secondary and postsecondary education and lead to the attainment of industry-
23 recognized credentials; and
24 WHEREAS, career and technical education programs ensure that employers have access to a qualified and
25 thriving workforce, ensuring America is a strong and competitive economy.
26 NOW, THEREFORE:
27 BE IT RESOLVED by the Senate of the 152nd General Assembly of the State of Delaware, the House of
28 Representatives concurring therein, that the Legislature affirms the importance of Career and Technical Education and
29 hereby designates February 2024 as "Career and Technical Education Month" in the State of Delaware.

SYNOPSIS

This concurrent resolution designates February 2024 as "Career and Technical Education Month" in the State of Delaware to urge all citizens to become familiar with the services and benefits offered by the career and technical education programs in their communities, and to support and participate in these programs to enhance their individual skills and productivity.

Author: Senator Sokola

Goals 2024-2025 School Year

- Continue the process of a transitional visit for any new schools with CTE programs that have not previously received a visit.
- Increase awareness of DACCTE mission to all stakeholders.
- Increase legislative awareness and processes.
- Continually review school visit questionnaire to be appropriate for middle schools, comprehensive high schools, charter schools, and technical school districts.
- Review professional development opportunities for all stakeholders. Specifically, as it relates to educators, administrators, students, and other stakeholders in format and topics discussed.
- Continue to develop and host a CTE Month (February) Awareness/Celebration Poster Contest for schools to participate in.
- Consolidate the DACCTE offices into one location in Dover.

Council Members

Dr. Karen Hutchison, Council Chair

Mr. Robert Suppe, Council Vice-Chair

Mr. Rony Baltazar-Lopez

Mr. Ronald Burkle

Ms. Judith Diogo

Mrs. Connie Fox

Mr. Mark Freidly

Ms. Sandy Gray

Mr. Rich N. Jester

Dr. Karen Pickard

Mr. Mark Reeve

Council Staff

Mr. Christopher B. Stahl, Executive Director

Mrs. Ann Breeding, Administrative Assistant

Mrs. Janet Nichols, Administrative Assistant (Retired September 2023)

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.

2023-2024 School Visit Reports and Career Compass (Print Copy)

The following pages contain all school visit reports for the school year 2023-2024. The current Career Compass is included as a separate print copy and or on the DACCTE website.



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

TOWER OFFICE PARK
SUITE 201
240 NORTH JAMES STREET
WILMINGTON, DELAWARE 19804
(302) 995 - 8592
FAX # (302) 995 - 8594

January 31, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Beacon Middle School

School District- Cape Henlopen

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

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 Beacon MS CTE program visit are as follows:

- 2 teachers were interviewed, and 2 surveys were completed. 3 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		✓		No Advisory Committee in place.
CTSO available and participating in Local, State, Regional, and National Level		✓		CTSO's (BPA/TSA are not available to students).
Pathways prepare students for high school			✓	Middle Grades Revision currently taking place.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Teachers unsure of funding amounts.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Collins (Assistant Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. However, teachers are unaware of funding levels. Please share funding levels with all stakeholders.
- Advisory Committees- Form advisory committees to assist with pathways. Not only is this beneficial to pathway success and stakeholder involvement, but it is also a requirement of CTE programs.
- CTSO- Students currently do not have the opportunity to participate in the curriculum connected Career and Technical Student Organizations. The opportunity to participate is a requirement of CTE programs. Please begin to offer students this opportunity.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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March 20, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Brandywine Springs School

School District- Red Clay Consolidated

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

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

- 1 Administrator contact

I would like to thank Mr. Bedford (Principal) of Brandywine Springs School for taking the time to discuss career and technical education offerings at the school. We discussed the following information:

- Introduction of DACCTE staff
- Mission of DACCTE
- Program funding informational handout
- DACCTE Contact Information
- Data Collection Instrument (Survey)
- 7th and 8th Grade Business Pathway

Educational programs visit by Mr. Stahl

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 12, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Cab Calloway School of the Arts

School District- Red Clay Consolidated

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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- 2 teachers were interviewed, and 1 survey was completed. 3 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	✓			HS in place, MS in progress.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA and BPA
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			MS programs connect to HS.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator and developing processes.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Transparent processes in place
3 Year Budget/Long Term Planning	✓			Long terms plans discussed and CTE Program Reviews.
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, facilities/supplies/technical support are all appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Bolden (Dean) is very supportive of all CTE programs. The school is to be commended for open transparent processes surrounding funding. The school has a WBL coordinator which assists with various aspects of the WBL program but isn't a fulltime coordinator. While at the school, Mr. Bolden toured me through some of the school and discussed program areas that could potentially become career and technical education programs.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Please continue the open transparent processes in place.
- Advisory Committee- Please continue to build the process of middle grades CTE advisory.
- CTSO- Continue the great support for the opportunities through CTSO participation.
- Long Range CTE Plans- Please continue the planning processes relating to expanded CTE opportunities where possible.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 19, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Calvin R. McCullough Middle School

School District- Colonial

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 McCullough MS CTE program visit are as follows:

- 3 teachers were interviewed. 4 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	✓			
Pathways prepare students for high school			✓	Middle Grades Revision currently taking place.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Teachers are unaware of funding amounts.
Budget Availability/Development	✓			District Office
3 Year Budget/Long Term Planning	✓			District Office
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Erskine (CTE Director) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers all receive Perkins/509 funding. However, they are unaware of the funding amounts. Please share the funding totals with all stakeholders as this will assist in program planning and improvements. Please ensure the process for encumbering funds is written down for all stakeholders to access.
- Advisory Committees- Form advisory committees to assist with pathways. Not only is this beneficial to pathway success and stakeholder involvement, but it is also a requirement of CTE programs.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 1, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Cape Henlopen High School

School District- Cape Henlopen

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

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- 10 teachers were interviewed, and 12 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	✓			FFA, TSA, Ed Rising, DECA, BPA, SkillsUSA
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			Long terms plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. DeGregory (Principal) and Mr. Coulter (Assistant Principal) are supportive of all CTE programs. The school is to be commended for supporting a wide range of CTE programs and supporting a WBL Coordinator.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Continue the open transparent process described by teachers and administration of sharing funding procedures, discussing processes, funding levels, etc. within the building level meetings. Please review ordering processes as teachers describe a 2–3-month lag in receiving materials ordered.
- WBL- Continue the great processes in place.
- CTSO- Continue to support the numerous student organizations and innovative CTE programs on all levels. Many teachers discussed the great successes of their students through the great learning extension opportunities provided through CTSO participation.

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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October 17, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Concord High School

School District- Brandywine

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

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

- 4 teachers were interviewed, and 4 surveys were completed. 5 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		✓		Some Pathways are rebuilding their Advisory and need support.
CTSO available and participating in Local, State, Regional, and National Level	✓			
Work-Based Learning Opportunities		✓		Teachers are unsure of coordination and processes.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Review credentialing, etc. opportunities.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers			✓	Designated WBL Coordinator needed.
Programs receive Federal/State funding (Perkins/509)	✓			Perkins funding unknown, 509 funding is known.
Budget Availability/Development	✓			
3 Year Budget/Long Term 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, Career and Technical Student Organizations are available, facilities and supplies are in place, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Paladinetti (Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Programs are all receiving support through Perkins and 509 funds. Teachers are knowledgeable of 509 funding amounts; however, they are unsure of Perkins funding amounts. Please share Perkins funding levels as needed with programs. Please consider developing a written procedure for encumbering funds through Perkins/509 to be shared with all stakeholders.
- WBL- Opportunities are offered currently through coordination of individual teachers. A designated coordinator would help streamline the process for the benefit of each program.
- Advisory Committees- Many pathways are rebuilding/remodeling their advisory committee in the aftermath of the pandemic. Continue to assist in the rebuilding of the advisory committee on an as needed pathway basis.

Educational programs visit by Mr. Stahl, Council Member Mr. Jester, and DOE CTE Associate Mr. Fitzgerald.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 14, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Conrad Schools of Science

School District- Red Clay Consolidated

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 Conrad Schools of Science CTE program visit are as follows:

- 10 teachers were interviewed, and 12 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	✓			In place within the programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, FFA, HOSA
Work-Based Learning Opportunities	✓			WBL Coordinator in building.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			MS programs connect to HS. Dual Enrollment, Biotech/vet-tech certs, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator and developing processes.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Processes in place for funding.
3 Year Budget/Long Term Planning	✓			Long terms plans discussed and CTE Program Reviews.
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, facilities/supplies/technical support are all appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Todd-Dixon (Principal) is very supportive of all CTE programs. The school is to be commended for open transparent processes surrounding funding. The school is a middle through high school, which gives a great opportunity for the curriculum to be aligned between grades and advisory committees can collaborate easily. The school has a unique focus on Bioscience curriculum and CTE courses are a key component to this.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding and described a process to secure funds. Please ensure the process is written down for all to access.
- Advisory Committee- Please continue to collaborate between the grades.
- CTSO- Continue the great support for the opportunities through CTSO participation.
- Long Range CTE Plans- Continue to support the strong Bioscience curriculum connected CTE courses and seek opportunities to add where possible.

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 8, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Delcastle Technical High School

School District- New Castle Vocational Technical

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

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- 4 teachers (Dept. Chairs) were interviewed, and 7 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	✓			Skills USA and HOSA
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			CTE exploratory rotation
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Majority of teacher interviews/surveys report unknown funding levels.
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Comegys (Principal) and Mr. Sokolowski (Business Director) are supportive of all CTE programs. The school is to be commended for staffing the Work Based Learning Coordinator position and developing a Work Based Learning model that is interconnected to each Program of Study and linked with various community partners to help ensure success, every Department Chair we spoke with shared that WBL was an integral part of all their programs. In discussion with the Administration, there is a concern with inflation/funding models and how that affects supply costs across the entire CTE model within their school.

Recommendations

- Perkins/509 Funding- Teachers all receive Perkins/509 funding. However, they are unaware of the funding amounts. Please share the funding totals with all stakeholders as this will assist in program planning and improvements.
- WBL- Continue to support the Work Based Learning Coordinator position and the great processes you have in place.
- The Freshman Academy rotation of career exploration is a great program within the school.

Educational programs visit by Mr. Stahl and Council Members Mr. Freidly and Mr. Jester.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 8, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Delmar High School

School District- Delmar

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- 5 teachers were interviewed, and 5 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	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, TSA, Ed Rising, BPA
Work-Based Learning Opportunities	✓			WBL Coordinator ½ time
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teacher report unknown funding amounts.
3 Year Budget/Long Term Planning	✓			Long terms plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Marine (Principal) is supportive of all CTE programs. The school is to be commended for staffing the WBL Coordinator for a portion of the day. This helps to streamline the WBL process within all programs.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. However, many report they are unaware of funding levels. Please share funding levels with all stakeholders.
- WBL- Please continue to support this in its part time capacity, while considering a full-time coordinator.
- Please ensure that the middle school and high school programs are linked through communication, curriculum, etc. where possible. Please continue the search for available teachers to fill program needs where available to link middle school and high school programs if possible.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 8, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Delmar Middle School

School District- Delmar

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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- 3 teachers were interviewed, and 2 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		✓		Review CTSO availability
Pathways prepare students for high school			✓	Middle Grades Revision currently taking place.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Teachers unsure of funding amounts.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			All teachers discussed plans.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Moreland (Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. However, teachers are unaware of funding levels. Please share funding levels with all stakeholders.
- CTSO- Review CTSO availability within the programs taught.
- Please ensure that the middle school and high school programs are linked through communication, curriculum, etc. where possible. Please continue the search for available teachers to fill program needs where available to link middle school and high school programs if possible.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 6, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Dover High School

School District- Capital

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:

- 10 teachers were interviewed, and 12 surveys were completed. 15 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	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, TSA, Ed Rising, DECA, BPA, SkillsUSA, FCCLA, HOSA
Work-Based Learning Opportunities	✓			CTE Specialist-assists WBL
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teacher report unknown funding amounts.
3 Year Budget/Long Term Planning	✓			Long terms plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Solomon (Principal) and Mr. Montano (Director of Secondary Instruction) are supportive of all CTE programs. The school is to be commended for supporting a wide range of CTE programs, CTSO participation, and supporting a CTE Specialist to assist with WBL. The support of innovative programs such as an “in-house bank”, school store, and Allied Health Certified Nursing Assistant programs to name a few being all connected to CTE courses is a great way for students to gain WBL opportunities through real world experiences.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. However, many report they are unaware of funding levels. Please share funding levels with all stakeholders.
- WBL- Continue the great processes in place.
- Credentialing and Certifications- Continue the great processes leading to these opportunities, such as the Certified Nursing Assistant Program.
- CTSO- Continue to support the numerous student organizations and innovative CTE programs on all levels. Many teachers discussed the great successes of their students through the great learning extension opportunities provided through CTSO participation.

Educational programs visit by Mr. Stahl, Council Member Mr. Jester, and DOE CTE Associate Mrs. Allen.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 6, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Everett Meredith Middle School

School District- Appoquinimink

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

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

- 3 teachers were interviewed, 3 surveys were completed. 5 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	✓			BPA, FFA, TSA (building)
Pathways prepare students for high school	✓			Aligned with high school programs
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Programs have access to Perkins and 509 funding.
Budget Availability/Development	✓			Teachers aware of processes
3 Year Budget/Long Term Planning	✓			5-year plan
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are in place, funding is available from all sources, facilities are excellent, supplies are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Everett (Principal) and Dr. Sullivan (Assistant Principal) are supportive of all CTE programs. There are many great opportunities for students through their programs of study ranging from a school store, agriculture animal science/land lab area, and STEM labs.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Continue the open transparent process described by teachers of sharing funding procedures, discussing processes, funding levels, etc.
- Advisory Committee's- Teachers are participating with Advisory Committees. Continue this process.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 15, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Postlethwait Middle School

School District- Caesar Rodney

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

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

- 3 teachers were interviewed, and 0 surveys were completed. 5 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	✓			Coordinated District Advisory and locals available
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, FCCLA, and TSA
Pathways prepare students for high school	✓			Efforts made to align with HS.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			All teachers aware of funding.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			All teachers discussed plans.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, advisory committees are in place and functioning, CTSO's are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. The school should be commended for open and transparent processes. Dr. Baker (Principal) and Mrs. Corbeil (Supervisor of Instruction) are supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. Teachers all described an open transparent process and procedures in place to secure supplies, etc. Please continue this process.
- Please continue the alignment between middle schools and the high school. All teachers described a collaborative process of meetings between the other middle schools and the high school within the district.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 15, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Fred Fifer III Middle School

School District- Caesar Rodney

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

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

- 4 teachers were interviewed, and 3 surveys were completed. 6 unduplicated contacts.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			Coordinated District Advisory and locals available
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, FCCLA, TSA, BPA
Pathways prepare students for high school	✓			Efforts made to align with HS.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			All teachers aware of funding.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			All teachers discussed plans.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, advisory committees are in place and functioning, CTSO's are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. The school should be commended for open and transparent processes. Mr. Friend (Principal) and Mrs. Corbeil (Supervisor of Instruction) are supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. Teachers all described an open transparent process and procedures in place to secure supplies, etc. Please continue this process.
- Please continue the alignment between middle schools and the high school. All teachers described a collaborative process of meetings between the other middle schools and the high school within the district.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 19, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- George V. Kirk Middle School

School District- Christina

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

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 Kirk MS CTE program visit are as follows:

- 3 teachers were interviewed, and 2 surveys were completed. 4 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	✓			
Pathways prepare students for high school	✓			Middle Grades Revision currently taking place.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Perkins and 509 amounts unknown.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning		✓		
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. DeLillio (Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Please share funding amounts for Perkins/509 with all stakeholders for transparency and long-range planning purposes. Please ensure the process of encumbering funds is written down for all stakeholders to access and follow.
- Advisory Committees- Form advisory committees to assist with pathways. Not only is this beneficial to pathway success and stakeholder involvement, it is also a requirement of CTE 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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October 24, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Glasgow High School

School District- Christina

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

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

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

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Ingram (Principal) is supportive of all CTE programs. The school/district is to be commended for staffing the Work Based Learning Coordinator position and being very proactive in seeking credentials within their programs for student success as well as seeking improvements to the culinary laboratory space.

Recommendations

- Perkins/509 Funding- Teachers do receive Perkins/509 funding. However, many don't know the funding amounts and have questions as to procedures and follow up to requested items. Please share funding amounts for Perkins and 509 as well as develop a written procedure for the encumbrment of these funds. This transparency and process can assist with program improvement and efficiency for all stakeholders as well as long range planning of programs.
- WBL- Continue to support the Work Based Learning Coordinator position.
- Advisory Committees- Many pathways are rebuilding/remodeling their advisory committee in the aftermath of the pandemic. Continue to assist in the rebuilding of the advisory committee on an as needed pathway basis.

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 20, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- H.B. duPont Middle School

School District- Red Clay Consolidated

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 H.B. duPont MS CTE program visit are as follows:

- 3 teachers were interviewed, and 1 survey was completed. 4 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	✓			Advisory in place and building processes.
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA, TSA, FCCLA
Pathways prepare students for high school	✓			Collaborating w/HS
Career Pathway Selection Process	✓			Guidance led by student choice.
Programs receive Federal/State funding (Perkins/509)	✓			Teachers aware of funding levels.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			All teachers discussed plans.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, advisory committees are in place, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Bastianelli (Principal) is very supportive of all CTE programs. While at the school we were able to meet with teachers in their classrooms and tour the great facilities. This gave us an opportunity to really have informative discussions with the teachers and see the programs in action. The school should be commended for supporting great opportunities for their students through a range of programs and CTSO participation which extends the learning opportunities beyond the classroom. Of note, we did discuss the concerns of 509 funding (state CTE funding) not being generated by fifth/sixth graders and how it affects the programs at the school.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. Teachers all acknowledge that funding is available to them. Teachers are all aware of the process for funding and how to receive supplies, etc. for their classrooms.
- Long Range Plans- long range plans are a part of the Perkins requests process for the district. Please continue this as it greatly helps priorities within the school and district.
- Certifications- While not required in middle school, teachers are making “mini-certifications” to share within their own district programs for students to take to high school with them. This type of collaboration of middle school and high school programs is encouraged.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 5, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Howard High School of Technology

School District- New Castle Vocational Technical

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

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 Howard High School of Technology CTE program visit is as follows:

- 17 teachers were interviewed, and 0 surveys were completed. 20 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	✓			In Place
CTSO available and participating in Local, State, Regional, and National Level	✓			Skills USA, BPA, HOSA
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			NCCER, Cosmetology, Para Pro, Dual Enrollments, 911, Serv Safe, etc.
Career Pathway Selection Process	✓			CTE exploratory rotation 9 th grade
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Budgets available and known.
3 Year Budget/Long Term Planning	✓			Program Reviews in place.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Hill (Principal), Mr. Przywara (Assistant Principal), and Mr. Sokolowski (Business Director) are supportive of all CTE programs. The school is to be commended for developing a 9th grade rotation of career exploration to help students decide and choose the best placement for their CTE Program of Study. There is also a WBL Coordinator that assists with helping students and teachers with WBL processes. Every teacher at Howard High School is aware of budgets for their programs and the processes the school has set for encumbering those funds.

Recommendations

- Perkins/509 Funding- Teachers all receive Perkins/509 funding. Teachers discussed the program review process in place at the school and other processes to receive supplies/materials. Please share the funding totals with all stakeholders and review processes as this will assist in program planning and improvements.
- WBL- Continue to support the Work Based Learning Coordinator position and review possible CIP codes that could be available to the program.
- The Freshman Academy rotation of career exploration is a great program within the school.

Educational programs visit by Mr. Stahl, Council Member Mr. Jester, and DOE CTE Associate Mrs. Allen.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 9, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Las Americas Aspira Academy Charter HS

School District- Las Americas Aspira Academy Charter

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

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

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

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

DACCTE Annual Report
June 2024

- 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.

Las Americas Aspira Academy Charter 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. Panchisin (Principal) is very supportive of CTE programs. Moving forward Las Americas Aspira Academy Charter HS will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 14, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Laurel High School

School District- Laurel

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 Laurel HS CTE program visit are as follows:

- 5 teachers were interviewed, and 6 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		✓		Perkins funding supply issues.
Instructional Equipment and Technical Support	✓			Perkins funding supply issues.
Advisory Committee in place and supporting CTE programs	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, HOSA, Ed Rising, BPA,
Work-Based Learning Opportunities	✓			WBL Coordinator – Guidance led
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator-Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Teachers unsure of funding amounts.
Budget Availability/Development		✓		Perkins funding not getting to programs in timely manner.
3 Year Budget/Long Term Planning		✓		Perkins issues affecting planning.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, 509 funding is available, facilities/technical support are all appropriate, advisory committees are in place and functioning, Work Based Learning Processes are being developed, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Giles (HS Principal and CTE Director) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers are receiving 509 funding and can encumber supplies through state funds. However, Perkins funding is a concern amongst teachers. Teachers are not receiving supplies through Perkins funding until very late in the school year sometimes not until the end of the year. This delay in supplies is not beneficial to the programs. Please share funding levels and all financial processes with all stakeholders as it relates to federal and state funding. This transparency will also help programs develop long range plans for program improvement as it relates to equipment replacement, updates, etc.
- Please ensure that the middle school and high school programs are linked through communication, curriculum, etc. where possible.

Educational programs visit by Mr. Stahl, Council Member Mr. Reeve, and DOE CTE Associate Mrs. Allen.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 14, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Laurel Middle School

School District- Laurel

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 Laurel MS CTE program visit are as follows:

- 2 teachers were interviewed, and 5 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		✓		Perkins funding supply issues.
Instructional Equipment and Technical Support	✓			Perkins funding supply issues.
Advisory Committee in place and supporting CTE programs	✓			
CTSO available and participating in Local, State, Regional, and National Level		✓		Review CTSO availability, BPA vs. FBLA
Pathways prepare students for high school		✓		Review connections w/ HS programs.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Teachers unsure of funding amounts.
Budget Availability/Development		✓		Perkins funding not getting to programs in timely manner.
3 Year Budget/Long Term Planning		✓		Teachers discussed plans in relation to Perkins issues.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, 509 funding is available, facilities/technical support are all appropriate, advisory committees are in place and functioning, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Giles (HS Principal and CTE Director) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers are receiving 509 funding and can encumber supplies through state funds. However, Perkins funding is a concern amongst teachers. Teachers are not receiving supplies through Perkins funding until very late in the school year sometimes not until the end of the year. This delay in supplies is not beneficial to the programs. Please share funding levels and all financial processes with all stakeholders as it relates to federal and state funding. This transparency will also help programs develop long range plans for program improvement as it relates to equipment replacement, updates, etc.
- CTSO- Review CTSO availability within the programs taught.
- Please ensure that the middle school and high school programs are linked through communication, curriculum, etc. where possible.

Educational programs visit by Mr. Stahl, Council Member Mr. Reeve, and DOE CTE Associate Mrs. Allen.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 26, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Louis L. Redding Middle School

School District- Appoquinimink

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

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

- 2 teachers were interviewed, and 2 surveys were completed. 2 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		✓		Supply needs discussed.
Instructional Equipment and Technical Support		✓		Instructional equipment needs discussed.
Advisory Committee in place and supporting CTE programs	✓			In place and functioning.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA and Ed Rising (developing)
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance led and rotating programs
Programs receive Federal/State funding (Perkins/509)	✓			Teachers unsure of funding amounts.
Budget Availability/Development		✓		Funding process in place and needed items discussed.
3 Year Budget/Long Term Planning	✓			Long range plans in place as part of District processes.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available and needs related to that funding were discussed, advisory committees are in place, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. The exit interview to review the day with school administration did not occur due to unavailability of the administration.

Recommendations

- Perkins/509 Funding- Teachers acknowledge that funding is available, and they do receive supplies. Most issues with funding revolved around Perkins supply and process. Many items were discussed as needing to be placed on Perkins requests for the upcoming year. Perkins funding can support new programs for 3 years. Please review processes to ensure Perkins funds are requested where appropriate. Please share funding levels with all stakeholders.
- Instructional Supplies, Materials, and Equipment- This is an issue that relates back to the funding of materials and supplies. Please discuss supply needs as it relates to individual CTE programs at the school to ensure the programs receive appropriate instructional supplies, material, and equipment.

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 16, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Magnolia Middle School

School District- Caesar Rodney

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

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

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

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

DACCTE Annual Report
June 2024

- 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.

Magnolia 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. Keen (Principal) and Mrs. Corbeil (Supervisor of Instruction) are very supportive of CTE programs. I was taken on a tour of the building and programs offered, which allowed me to meet various teachers, discuss CTE with them, and see the students engaged in their CTE courses. Moving forward Magnolia Middle School will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 7, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Middle School of Excellence

School District- Capital

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

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

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

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

DACCTE Annual Report
June 2024

- 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.

Middle School of Excellence 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. Sudler (Principal) and Mr. Montano (Director of Secondary Instruction) are very supportive of CTE programs. I was taken on a tour of the building and programs offered, which allowed me to meet various teachers, discuss CTE with them, and see the students engaged in their CTE courses. Moving forward Middle School of Excellence will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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February 7, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Middle School of Innovation

School District- Capital

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.

Middle School of Innovation 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. Evans (Principal) and Mr. Montano (Director of Secondary Instruction) are very supportive of CTE programs. I was taken on a tour of the building and programs offered, which allowed me to meet various teachers, discuss CTE with them, and see the students engaged in their CTE courses. Moving forward Middle School of Innovation will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 5, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Middletown High School

School District- Appoquinimink

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

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

- 11 teachers were interviewed, and 11 surveys were completed. 17 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	✓			FFA, TSA, HOSA, BPA, Ed Rising, etc.
Work-Based Learning Opportunities	✓			Coordinator position and CTE Specialist supported.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			8 th Grade Preview Night
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			5-year plans
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Conley (Principal) and Mr. Lahutsky (Assistant Principal) are supportive of all CTE programs. The school is to be commended for supporting a wide range of CTE programs and supporting a WBL Coordinator and a CTE Specialist across the District. The WBL model at Middletown HS is interwoven throughout the school and District. Career and Technical Education courses all have a 4th level class that is a capstone program that is supported in a myriad of ways. This interconnectivity increases the opportunities for all students.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Continue the open transparent process described by teachers of sharing funding procedures, discussing processes, funding levels, etc.
- WBL- Continue the great processes in place.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 29, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Millsboro Middle School

School District- Indian River

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

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- 3 teachers were interviewed, and 1 survey was completed. 5 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	✓			MS combines with HS Advisory.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA, TSA (robotics club)
Pathways prepare students for high school	✓			Efforts made to align with HS.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			All teachers aware of funding.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			All teachers discussed plans.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, advisory committees are in place and functioning, CTSO's are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. The school should be commended for open and transparent processes, collaborative efforts with high school pathways, and the plans to increase CTE pathways through PLTW. Mr. Breasure (Principal) is very supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. Teachers all described an open transparent process and procedures in place to secure supplies, etc. Please continue this process.
- Please continue the alignment between middle schools and the high school. All teachers described a collaborative process of meetings between the other middle schools and the high schools within the district.
- CTSO's- Continue the great support to CTSO's as evidenced through various levels of participation by the students.

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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November 15, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- MOT Charter High School

School District- MOT Charter

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 MOT Charter HS CTE program visit are as follows:

- 8 teachers were interviewed, and 5 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	✓			BPA, TSA, FFA
Work-Based Learning Opportunities	✓			Working on processes and opportunities.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led from 8 th grade.
WBL Plans/Documents on file between schools/employers	✓			Working on processes and opportunities.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Ms. Noll (Principal), Mr. Camponelli (Assistant Principal), and Dr. Weiss (Director of Student Services) are supportive of all CTE programs. The school is to be commended for supporting a wide range of CTE programs that fit the needs of their students.

Recommendations

- Perkins/509 Funding- Review course codes to ensure maximum funding opportunities.
- WBL- Continue to seek out Work-Based Learning opportunities and developing processes.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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March 21, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Newark Charter High School

School District- Newark Charter

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 Newark Charter HS CTE program visit are as follows:

- 4 teachers were interviewed, and 4 surveys were completed. 5 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	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA, HOSA, TSA
Work-Based Learning Opportunities			✓	Teachers coordinating their programs.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Advanced Placement, Articulation
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers			✓	Teachers coordinating their programs.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Teachers unsure of budget amounts.
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Facilities/Supplies/Technical Support are all appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Bartnik (Principal) is supportive of all CTE programs. While at Newark Charter HS we were able to tour the facilities and programs. The school is doing a great job of supporting the career and technical programs.

Recommendations

- Perkins/509 Funding- teachers are receiving funding and processes are in place to secure the funding, however teachers report they are unaware of funding levels. Please share funding levels as this can result in program preparation and continuous improvement.
- WBL- Teachers described many opportunities their students are currently able to participate in and gain work-based learning experiences. Please review CIP codes for WBL to determine opportunities for future growth.
- Advisory Committee- Please continue the strong advisory committee process described by teachers.

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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February 22, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Odessa High School

School District- Appoquinimink

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

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

- 11 teachers were interviewed, and 11 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	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, TSA, BPA, ProStart, HOSA
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Unknown funding amounts and unsure of processes.
3 Year Budget/Long Term Planning	✓			Long terms plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, facilities/supplies/technical support are appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Perrine (Principal) and Ms. Croner (Assistant Principal) are supportive of all CTE programs. The school is to be commended for supporting a Work Based Learning Coordinator, developing numerous activities to see that students get the most from WBL programs, and supporting students through CTSO participation.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. However, many report they are unaware of funding levels and processes surrounding the ordering process for classroom supplies. Please share funding levels with all stakeholders and review processes for ordering/receiving supplies.
- WBL- Continue the great processes in place.
- Advisory Committee- All teachers described a school/district led process. Please continue this great process.
- CTSO- Continue to support the numerous student organizations and innovative CTE programs on all levels. Many teachers discussed the great successes of their students through the great learning extension opportunities provided through CTSO participation.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 12, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Polytech High School

School District- Polytech

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 Polytech HS CTE program visit are as follows:

- 4 teachers (Dept. Chairs/CTE Coordinator) were interviewed, and 1 survey was 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	✓			Skills USA and Ed Rising
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			CTE exploratory rotation 9 th grade
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Teachers have a budget; however, they are unaware of full 509 amounts.
3 Year Budget/Long Term Planning	✓			CTE Program reviews/updates each year

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, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Fisher (Principal) and Mr. Post (Assistant Principal) are supportive of all CTE programs. The school is to be commended for staffing the Work Based Learning /CTE Coordinator position and developing a Work Based Learning model that is interconnected to each Program of Study and linked with various community partners to help ensure success, every Department Chair we spoke with shared that WBL was an integral part of all their programs. In discussion, there is a concern from teachers that the supply costs vary greatly amongst some of the programs and there may need to be some adjustments due to the high costs of materials as they rely heavily on private company donations of supplies.

Recommendations

- Perkins/509 Funding- Teachers all receive Perkins/509 funding. However, they are unaware of the funding amounts. Please share the funding totals with all stakeholders as this will assist in program planning and improvements.
- WBL- Continue to support the Work Based Learning Coordinator position and the great processes you have in place.
- The Freshman Academy rotation of career exploration is a great program within the school.
- Advisory Committees- Community partnerships are very connected through the CTE programs. Continue this high level of communication/partnership.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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November 9, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Providence Creek Academy Charter MS

School District- Providence Creek Academy Charter

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

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

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

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

DACCTE Annual Report
June 2024

- 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.

Providence Creek Academy Charter MS 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. Stouffer (Head of School) is very supportive of CTE programs. Moving forward Providence Creek Academy Charter MS will join the rotation of school visits and go through the full process every two years.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 13, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Seaford Middle School

School District- Seaford

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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- 3 teachers were interviewed, and 5 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	✓			Coordinated w/HS
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, TSA, FCCLA
Pathways prepare students for high school	✓			Collaborating w/HS
Career Pathway Selection Process	✓			Guidance led and rotating programs
Programs receive Federal/State funding (Perkins/509)	✓			Teachers unsure of funding amounts.
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			All teachers discussed plans.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, facilities/supplies/technical support are all appropriate, advisory committees are in place, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Cave (Principal), Ms. Bruns (Assistant Principal), and Dr. Miller (Supervisor of Instruction) are very supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Funding is available from all sources. Teachers all acknowledge that funding is available to them. However, teachers are unaware of funding levels. Please share funding levels with all stakeholders. Teachers are all aware of the process for funding and how to receive supplies, etc. for their classrooms.
- Advisory Committee and HS Collaboration- Please continue the great process and opportunities that are currently in place of connecting the HS and MS through the multiple levels of collaboration between the HS and MS that the teachers all described.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 13, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Seaford Senior High School

School District- Seaford

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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- 3 teachers were interviewed, and 4 surveys were completed. 4 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	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, HOSA, ProStart
Work-Based Learning Opportunities	✓			Teachers coordinating their programs.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			ServSafe, Advanced Placement, Articulation
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Teachers know budget amounts.
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Facilities/Supplies/Technical Support are all appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Harrison (Principal) is supportive of all CTE programs. While at Seaford HS we were able to tour some of the facilities and programs within the agriculture program. The hydroponics system within the greenhouse is a great extended learning opportunity beyond the classroom.

Recommendations

- Perkins/509 Funding- teachers are receiving funding and report they are aware of funding levels and funding processes are in place.
- WBL- Teachers described many opportunities their students are currently able to participate in and gain work-based learning experiences. Please continue to foster these partnerships as WBL opportunities grow for students and consider possibly staffing a coordinator.
- Advisory Committee and HS/MS Collaboration- All teachers discussed the collaboration between the HS and MS programs and participating together in Advisory Committee's. Please continue this collaboration and transparency.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 26, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Selbyville Middle School

School District- Indian River

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

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 Selbyville MS CTE program visit are as follows:

- 2 teachers were interviewed. 3 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	✓			TSA and BPA
Pathways prepare students for high school	✓			Aligned with high school programs
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Programs have access to Perkins and 509 funding.
Budget Availability/Development	✓			Teachers aware of budgets
3 Year Budget/Long Term Planning	✓			In place
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are in place, funding is available from all sources, facilities are excellent, supplies are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Forjan (Assistant Principal) is supportive of all CTE programs. Selbyville Middle School has great support in place for career and technical education programs.

Recommendations

- Perkins/509 Funding- Teachers described a very open transparent process from District office all the way to the teacher level. Continue this great process. Please ensure this process is written down for all stakeholders to access.
- Advisory Committees- Teachers have Advisory Committees in place that are benefiting the programs. Please ensure that notes are kept for Advisory Committee purposes.

Educational programs visit by Mr. Stahl and DOE CTE Associate Dr. Michael Hill-Shaner.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 28, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Smyrna High School

School District- Smyrna

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 HS CTE program visit are as follows:

- 8 teachers were interviewed, and 20 surveys were completed. 22 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	✓			All CTSO's represented.
Work-Based Learning Opportunities	✓			Coordinator position and CTE Specialist supported.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led from 8 th grade.
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			5-year plans
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Ms. Cook (Principal), Mr. Semenik (Assistant Principal), and Dr. Marvel (Supervisor of Instruction) are supportive of all CTE programs. The school is to be commended for supporting a wide range of CTE programs and supporting a WBL Coordinator and a CTE Specialist. The support of these two positions is bringing about great opportunities for teachers and students ranging from WBL coordination, career/college fairs, middle school to high school transition, and a model CTE Ambassador program. I would also like to commend Smyrna High School CTSO participation!

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Continue the open transparent process described by teachers of sharing funding procedures, discussing processes, funding levels, etc.
- WBL- Continue the great processes in place.

Educational programs visit by Mr. Stahl, Council Member Mr. Reeve, and DOE CTE Associate Mr. Fitzgerald.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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November 28, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Smyrna Middle School

School District- Smyrna

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 MS CTE program visit are as follows:

- 6 teachers were interviewed. 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	✓			BPA, Ed Rising, FFA, HOSA, FCCLA, TSA
Pathways prepare students for high school	✓			Aligned with high school programs
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			Programs have access to Perkins and 509 funding.
Budget Availability/Development	✓			Teachers aware of budgets
3 Year Budget/Long Term Planning	✓			5-year plan
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are in place, funding is available from all sources, facilities are excellent, supplies are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Smeltzer (Principal) and Dr. Marvel (Supervisor of Instruction) are supportive of all CTE programs. Smyrna Middle School has great support in place for career and technical education programs. I would like to commend the school for supporting the CTE Specialist position as this helps in coordinating with the high school for transition purposes, CTSO support, career/college fairs, WBL opportunities, etc.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Continue the open transparent process described by teachers of sharing funding procedures, discussing processes, funding levels, etc.
- Advisory Committee's- Teachers are participating with the HS Advisory Committees to coordinate programs. Continue this process.
- CTE Specialist- Continue to support the great processes and coordination this brings.

Educational programs visit by Mr. Stahl, Council Member Mr. Reeve, and DOE CTE Associate Mr. Fitzgerald.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 12, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Springer Middle School

School District- Brandywine

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

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

- 5 teachers were interviewed, and 5 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		✓		All report no or unknown.
CTSO available and participating in Local, State, Regional, and National Level	✓			
Pathways prepare students for high school			✓	Middle Grades Revision currently taking place.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			All report unknown amounts.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning		✓		
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Seemans (Principal) and Dr. Kutch (Director of Curriculum and Instruction) are supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers all report receiving funding; however, they are unsure of the amount of funding available to their pathways. Please share funding levels and processes to ensure transparency amongst stakeholders and will also assist in long range planning of supplies. Please develop written procedures for use of funds.
- Advisory Committees- Form advisory committees to assist with pathways. Not only is this beneficial to pathway success and stakeholder involvement, but it is also a requirement of CTE programs.

Educational programs visit by Mr. Stahl.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

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October 11, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- Stanton Middle School

School District- Red Clay

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

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

- 2 teachers were interviewed, and 2 surveys were completed. 3 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	✓			
Pathways prepare students for high school			✓	Middle Grades Revision currently taking place.
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Robinson (Principal) is supportive of all CTE programs. The school should be commended for ensuring kids have opportunities to travel to CTSO conferences.

Recommendations

- Perkins/509 Funding- Teachers described a very open transparent process from District office all the way to the teacher level. Continue this great process. Please ensure this process is written down for all stakeholders to access.
- Advisory Committees- Form advisory committees to assist with pathways. Not only is this beneficial to pathway success and stakeholder involvement, but it is also a requirement of CTE programs.
- CTSO- Continue to build involvement within CTSO's and maintain the commitment to student travel to state level conferences.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 26, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Sussex Academy of Arts and Sciences High School

School District- Sussex Academy of Arts and Sciences Charter

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 Sussex Academy of Arts and Sciences HS CTE program visit are as follows:

- 1 teacher was interviewed, and 3 surveys were completed. 4 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	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA
Work-Based Learning Opportunities			✓	WBL processes are building.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Advanced Placement, Articulation
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers			✓	Teachers coordinating their programs.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Teachers unsure of budget amounts.
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Facilities/Supplies/Technical Support are all appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Owens (Head of School) is supportive of all CTE programs. The school is doing a great job of supporting CTE courses and are also actively growing their CTE offerings through additional courses.

Recommendations

- Perkins/509 Funding- teachers are receiving funding and processes are in place to secure the funding, however teachers report they are unaware of funding levels. Please share funding levels as this can result in program preparation and continuous improvement.
- WBL- opportunities are available to students and processes are being developed to enhance the program. Please review CIP codes to ensure maximum opportunities for students.
- Growing CTE Pathways- Continue the great growth opportunity currently happening in relation to adding pathways.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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February 27, 2024

Evaluation Cycle- Spring

School Year- 2023-2024

School Surveyed/Visited- Sussex Central High School

School District- Indian River

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

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 14 surveys were completed. 15 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	✓			New facilities discussed
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			In place and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, TSA, BPA, FCCLA, HOSA, DECA, Ed Rising
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Transparent processes in place
3 Year Budget/Long Term Planning	✓			Long terms plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, facilities/supplies/technical support are all appropriate, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Fair (Assistant Principal) is very supportive of all CTE programs. The school is to be commended for open transparent processes surrounding funding and supporting seven CTSO's through active participation. All teachers described a process by which all stakeholders are involved in decision making processes for funding. The school has a WBL coordinator which assists with various aspects of the WBL program.

Recommendations

- WBL- Please review the alignment of WBL Courses embedded within each program of study as it may be more useful to align the WBL courses under the Career and Technical Education Cluster. This would show the breakdown of Division 1 staffing units earned through WBL and potentially shift some funding and units for the benefit of the program.
- Perkins/509 Funding- All teachers are receiving funding. Please continue the open transparent processes in place.
- Advisory Committee- All teachers described a school/district led process. Please continue this great process.
- CTSO- Continue to support the numerous student organizations. Many teachers discussed the great successes of their students through the great learning extension opportunities provided through CTSO participation.
- Long Range CTE Plans- All teachers discussed long range plans for CTE programs as did the Administration in relation to supplies, materials, new innovative programs, etc. Please continue these planning processes as it is leading to strong CTE programs.

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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October 10, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- McKean High School

School District- Red Clay

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

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 HS CTE program visit are as follows:

- 7 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	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process		✓		Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Worlds (Principal) is supportive of all CTE programs. The school is to be commended for staffing the Work Based Learning Coordinator position. Work Based Learning is interconnected to each pathway in the form of a student run business model.

Recommendations

- Pathway Selection- Course selection is handled by the guidance department. Many teachers were unsure of the process and would like to understand more of the school's process.
- Perkins/509 Funding- Teachers described a very open transparent process from District office all the way to the teacher level. Continue this great process.
- WBL- Continue to support the Work Based Learning Coordinator position.
- Advisory Committees- Many pathways are rebuilding/remodeling their advisory committee in the aftermath of the pandemic. Continue to assist in the rebuilding of the advisory committee on an as needed pathway basis.
- Early Childhood Pathway Licensing- Continue to discuss upcoming licensure needs as it relates to program compliance and availability.

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 1, 2023

Evaluation Cycle- Fall

School Year- 2023-2024

School Surveyed/Visited- William Penn High School

School District- Colonial

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 HS CTE program visit are as follows:

- 10 teachers were interviewed, and 14 surveys were completed. 15 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	✓			FFA, TSA, HOSA, ED Rising, BPA, DECA, etc.
Work-Based Learning Opportunities	✓			WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			CTE exploratory rotation
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Majority of teacher report unknown funding levels.
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Ms. Brewington (Principal) is supportive of all CTE programs. The school is to be commended for staffing the Work Based Learning Coordinator position and developing a Work Based Learning that is interconnected to each Program of Study and linked with various community partners to help ensure success. The connections developed for WBL through Penn Farm, New Castle County, Code.Org, etc. are great WBL opportunities.

Recommendations

- Perkins/509 Funding- Teachers all receive Perkins/509 funding. However, they are unaware of the funding amounts. Please share the funding totals with all stakeholders as this will assist in program planning and improvements. Please ensure the process for encumbering funds is written down for all stakeholders to access.
- WBL- Continue to support the Work Based Learning Coordinator position and the great processes you have in place.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education