

2025 ANNUAL REPORT

Career and Technical
Education in Delaware



DACCTE
Delaware Advisory Council on Career & Technical Education

<https://daccte.delaware.gov/>
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Executive Summary



DACCTE Mission

The mission of the Delaware Advisory Council on Career and Technical Education (DACCTE) 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.



+20
Division I
Vocational
Units

Division I
Vocational Units
(teacher count)
has increased by
20 units from
2023-2024

Delaware CTE
Total Student
Enrollment
(Grades 7-12)
from 23-24 to
24-25 school
year

+1,615
CTE student
enrollment



Top Recommendations for Delaware CTE:

- Eliminate State Give Back. (page 11)
- Adopt legislation to allow 509 funding to 5th grade. (page 8)
- Increase the vocational cost per unit (509 funding). (page 8)
- Strengthen opportunities for work-based learning for students. (page 8)

"It [Work Based Learning] helped me gain valuable experience that I will use forever."

- Appoquinimink High School Senior

CTSO State Officers representing Delaware CTE in February for when the Delaware General Assembly proclaimed February 2025 as Career and Technical Education (CTE) Month.



Top 3 2024-2025 Delaware Career Clusters

1. Agriculture, Food & Natural Resources
2. Business, Management & Administration
3. Science, Technology & Engineering

Thank you for your continued support with CTSO's

Highlighted DACCTE Activities

- Conducted site evaluations of 39 CTE programs and services in secondary schools to determine their compliance with state and federal standards.
- DACCTE website (<https://daccte.delaware.gov/>) had 9,398 views from May 2024- April 2025.
- 10,391 connections made with CTE educators, administrators, students, and stakeholders in FY 25. (page 20)



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ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

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June 3, 2025

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. Many programs are beginning to develop a pipeline of future talent through youth apprenticeship, “grow your own” programs such as Teacher Academy, and opportunities for Credit for Prior Learning, which helps grant credit towards a degree or certificate for skills already mastered while in turn reducing the cost of training, etc. CTE 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.

Career and Technical Student Organizations (CTSO) play a crucial co-curricular role in developing academic and technical skills. The CTSO's provide an opportunity for real world application of skills learned in the classroom through Career/Leadership Development Events hosted throughout the State for each CTSO. These events are made possible through the generous support of the Governor and General Assembly by supporting the CTSO Student Fund in the annual Fiscal Year Operating Budget.

As a Council we are excited to have visited 39 CTE programs throughout the state this year. 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,

A handwritten signature in cursive script that reads "Karen C. Hutchison".

Dr. Karen C. Hutchison
Chair

Mission

The mission of the Delaware Advisory Council on Career and Technical Education (DACCTE) 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, postsecondary, 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.

CTE Definitions Reference



Career and Technical Education or CTE: an organized set of educational activities that provide students with rigorous academic content, relevant technical knowledge and skills, and leadership development or provide students with the opportunity to participate in work-based learning and to earn a recognized postsecondary credential as well as advanced postsecondary credit or standing.

Career and Technical Student Organization or CTSO: a youth organization led by students who are enrolled in a CTE program of study that provides CTE and leadership development activities as an integral part of the instructional program, including Delaware recognized CTSOs such as:

Business Professionals of America (BPA), Technology Student Association (TSA), DECA, Family, Career and Community Leaders of America (FCCLA), National FFA Organization, Skills USA, Health Occupations Students of America (HOSA)

CTE Program of Study: a coordinated, non-duplicative sequence of academic and technical content that spans the middle grades, high school, and postsecondary education levels and seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers, has multiple entry and exit points and culminates in the attainment of an industry recognized credential or postsecondary degree.

Perkins V: the Strengthening Career and Technical Education for the 21st Century Act of 2019 ("Perkins V" or Public Law 115-224) which develops more fully the academic knowledge and technical and employability skills of secondary and postsecondary education students who are enrolled in CTE programs of study.

509 Funding: The Delaware unit system for funding schools is based on Title 14, Chapter 17 of Delaware Code. Districts receive funds based on September 30 enrollment and occupational-vocational unit (CTE) allotment.

Units/Vocational Units: 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).

Work-Based Learning or WBL: a progressive approach to link education and employment through student, school, and employer partnerships which occur through career awareness, career exploration, and career immersion experiences.

Recommendations



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

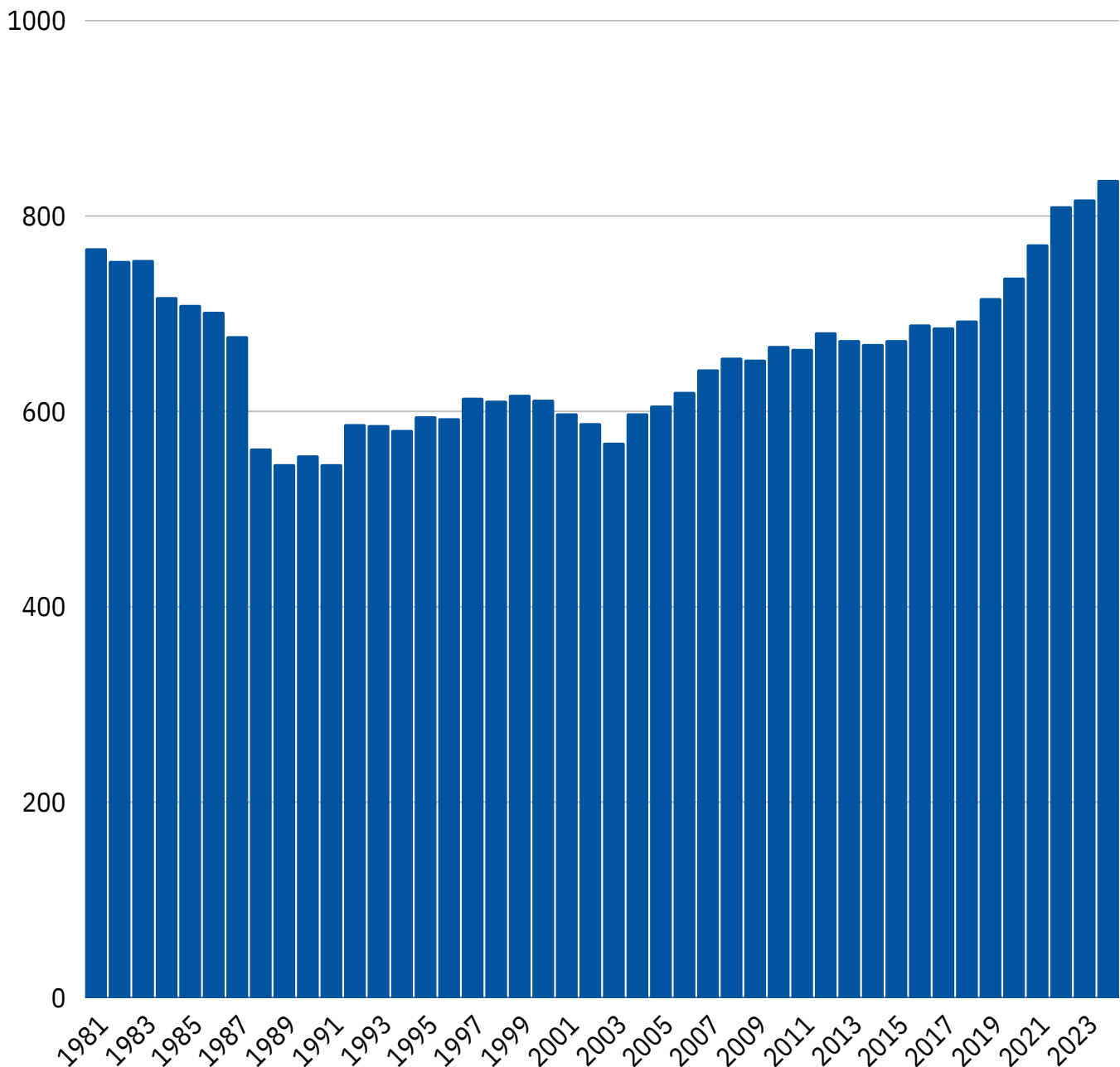
- State Give Back Process (FY26 HB 100 Section 331) allows for reductions (Give Back) to come from Division II- All Other Costs. **Elimination of Give Back is needed.** See State Give Back Funding Issue (p. 11) for further clarification.
- Policymakers adopt legislation to **align 509 funding** with State and Federal Perkins plan **allowing funding down to the 5th grade level.** 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.
- **Increase the vocational cost per unit (509 funding)**, currently at \$2,925, to keep up with rising materials and program support costs.
- 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) **WBL Coordinator** or Career Counselor or CTE Specialist **per every high school**
 - 2) **Transportation** WBL 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.
- **Strengthen opportunities for certifications/credentials of value** utilizing all available stake holders.
- Continue to support and expand youth apprenticeships, WBL, Internships, etc. throughout the State of Delaware.
- 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.**
- 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 CTE teaching profession.
- Professional Development 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 1981-2024 chart.
- All stakeholders should strive for **transparency in funding levels.**

State Funding for CTE 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).

Graph A
1981- 2024 Division I Vocational Units



Graph A: Shows a trend of the number of Division 1 Vocational Units (teacher count) for the entire State of Delaware.

State Funding for CTE Programs



Table B
2014- 2024
Division I Vocational Units

	Sept. 2014	Sept. 2015	Sept. 2016	Sept. 2017	Sept. 2018	Sept. 2019	Sept. 2020	Sept. 2021	Sept. 2022	Sept. 2023	Sept. 2024
New Castle Co.											
Appoquinimink	29	29	41	49	51	53	61	79	93	94	101.5
Brandywine	36	35	33	33	33	36	45	39	44	38	49.3
Christina	70	68	60	55	53	48	51	53	59	60	52.7
Colonial	28	28	31	34	34	37	33	34	35	34	37.3
NCCVTSD*	153	156	157	159	157	158	158	159	158	164	163.1
Red Clay	53	50	50	47	50	51	53	50	55	54	51.4
Wilmington Charter	1	1	0	1	1	1	1			0	0
DE Military Acad.	3	3	3	2	2	2	3	3	3	3	2.7
MOT Charter Sch.	3	6	8	10	10	11	12	11	11	11	11.2
Newark Charter	5	5	6	6	6	7	6	6	6	6	8.1
Odyssey Charter							2	3	4	1	5.1
Aspira Academy									3	2	2.7
Great Oaks Charter											.9
COUNTY TOTAL:	383	382	389	397	396	404	426	437	471	467	486
Kent County											
Caesar Rodney	28	27	26	24	23	26	25	27	28	30	29.9
Capital	27	27	27	24	24	28	25	24	22	24	25.9
Lake Forest	12	14	13	13	12	12	11	17	17	17	16.5
Milford	13	12	14	16	17	17	18	19	23	20	20.6
Polytech*	40	40	40	40	40	40	39	40	40	41	40.9
Smyrna	25	28	30	31	34	35	36	37	44	43	39.7
Campus Comm.	1	1	1	1	1	1	1	1	1	1	0
First State Military		1	1	1	1	0	0			0	0
Positive Outcomes	1	1	1	1	1	1	1	1	1	1	.7
Providence Creek											.3
Dover Air Base											.3
COUNTY TOTAL:	147	150	153	151	153	160	156	166	176	177	174.8
Sussex County											
Cape Henlopen	17	17	19	16	20	20	23	25	28	30	28.9
Delmar	10	10	10	10	11	11	11	11	12	12	12.7
Indian River	34	36	40	39	39	45	47	54	49	48	46.8
Laurel	6	6	9	6	8	9	9	11	8	13	14
Seaford	11	13	12	11	11	12	12	10	11	12	13.9
Sussex Tech*	51	48	45	42	42	41	41	44	43	44	44.7
Woodbridge	9	9	10	11	11	12	10	11	10	12	12.4
Sussex Academy	1	2	2	3	3	2	2	2	2	2	3
COUNTY TOTAL:	139	141	147	138	144	152	155	168	163	173	176.4
STATE TOTAL:	669	673	689	686	693	716	737	771	810	817	837

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

2014	Vo-Tech: 244 Units = 37%	K-12: 425 Units = 63%	2020	Vo-Tech: 238 Units = 32%	K-12: 499 Units = 68%
2015	Vo-Tech: 244 Units = 36%	K-12: 429 Units = 64%	2021	Vo-Tech: 243 Units = 32%	K-12: 528 Units = 68%
2016	Vo-Tech: 242 Units = 35%	K-12: 447 Units = 65%	2022	Vo-Tech: 241 Units = 30%	K-12: 569 Units = 70%
2017	Vo-Tech: 241 Units = 35%	K-12: 445 Units = 65%	2023	Vo-Tech: 249 Units = 30%	K-12: 568 Units = 70%
2018	Vo-Tech: 238 Units = 34%	K-12: 455 Units = 66%	2024	Vo-Tech: 249 Units = 30%	K-12: 588 Units = 70%
2019	Vo-Tech: 239 Units = 33%	K-12: 477 Units = 67%			

Table B: Lists the vocational Division 1 units (teacher count) funded in each school district for 2024-2025 based on Fall 2024-unit count. (Source- Department of Education)

State Give Back Funding Concern



During visits to schools in SY21-22, it came to the attention of the Council as part of the current "Give Back" under SB 225 Section 348, 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 26 Budget Bill (HB 100 Section 331). The language of Budget Bills FY23 to now 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 (140th General Assembly) 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 area in red. 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 (05265) line into their general funding line (05165), this lack of funding support can/will lead to a lack of appropriate skilled training for students.

State Give Back Funding Concern



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 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 "FY25 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.

State Give Back Funding Concern



FY25 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Appoquinimink School District				
Appoquinimink High School	1,712,385.50	63.80	24.34%	\$161,174.35
Cantwells Bridge Middle School	564,860.00	20.92	7.98%	\$52,849.02
Meredith (Everett) Middle School	542,758.00	20.10	7.67%	\$50,777.50
Middletown High School	1,541,408.00	57.36	21.88%	\$144,905.34
Odessa High School	1,748,790.00	65.04	24.81%	\$164,306.89
Redding (Louis L.) Middle School	333,534.00	12.35	4.71%	\$31,199.10
Waters (Alfred G.) Middle School	608,960.00	22.55	8.60%	\$56,966.80
Total	7,052,695.50	262.13	100.00%	\$662,179.00
Brandywine School District				
Brandywine High School	574,245.00	21.27	20.17%	\$53,837.66
Concord High School	474,862.00	17.59	16.68%	\$44,523.02
duPont (Pierre S.) Middle School	370,300.00	13.71	13.00%	\$34,702.14
Mount Pleasant High School	613,803.00	22.73	21.56%	\$57,533.16
Springer Middle School	321,300.00	11.90	11.29%	\$30,120.75
Talley Middle School	492,450.00	18.24	17.30%	\$46,168.27
Total	2,846,960.00	105.44	100.00%	\$266,885.00
Caesar Rodney School District				
Caesar Rodney High School	940,000.00	34.81	62.44%	\$89,004.96
Dover AFB Choice	12,512.50	0.46	0.83%	\$1,176.16
F. Niel Postlethwait Middle School	225,225.00	8.34	14.96%	\$21,324.37
Fred Fifer III Middle School	229,900.00	8.51	15.26%	\$21,759.04
Magnolia Middle School	98,037.50	3.63	6.51%	\$9,281.47
Total	1,505,675.00	55.77	100.00%	\$142,546.00
Caesar Rodney School District				
John S. Charlton School	344,745.00	12.77	100.00%	\$32,638.00
Total	344,745.00	12.77	100.00%	\$32,638.00
Dover Air Force Base				
Dover Air Force Base Middle School	23,856.25	0.88	55.00%	N/A
Dover AFB Off Base	19,385.00	0.72	45.00%	N/A
Total (not included in Caesar Rodney's allocation)	43,241.25	1.60	100.00%	N/A
Cape Henlopen School District				
Beacon Middle School	70,682.50	2.62	4.29%	\$6,569.85
Cape Henlopen High School	1,327,535.00	49.17	80.46%	\$123,297.54
Frederick D Thomas Middle School	64,557.50	2.39	3.91%	\$5,993.11
Mariner Middle School	74,480.00	2.76	4.52%	\$6,920.91
Sussex Consortium	112,500.00	4.17	6.82%	\$10,456.59
Total	1,649,755.00	61.10	100.00%	\$153,238.00
Capital School District				
Dover High School	1,262,467.50	46.76	75.21%	\$117,630.32
Kent County Community School	21,600.00	0.80	1.29%	\$2,012.49
Kent County Secondary ILC	106,755.00	3.95	6.35%	\$9,936.69
Middle School of Excellence	138,106.25	5.12	8.24%	\$12,879.97
Middle School of Innovation	149,572.25	5.54	8.91%	\$13,936.53
Total	1,678,501.00	62.17	100.00%	\$156,396.00

State Give Back Funding Concern



FY25 Division II Minutes By School

<u>School Name</u>	<u>Div II Minutes</u>	<u>Div II Units</u>	<u>% Div II Units</u>	<u>Div II Funds</u>
Christina School District				
Christiana High School	824,599.50	30.54	28.24%	\$78,262.67
Gauger-Cobbs Middle School	359,104.00	13.30	12.30%	\$34,082.96
Glasgow High School	757,401.00	28.05	25.94%	\$71,881.72
Kirk (George V.) Middle School	95,160.00	3.52	3.26%	\$9,020.45
Maurice Pritchett SR. Academy	25,432.50	0.94	0.87%	\$2,408.87
Newark High School	707,161.42	26.19	24.22%	\$67,115.24
Shue-Medill Middle School	120,802.00	4.47	4.13%	\$11,454.95
The Bayard School	30,290.00	1.12	1.04%	\$2,870.14
Total	2,919,950.42	108.15	100.00%	\$277,097.00
Christina School District				
Brennen School (The)	302,175.00	11.19	100.00%	\$28,675.00
Total	302,175.00	11.19	100.00%	\$28,675.00
Christina School District				
Delaware School for the Deaf School (DSD)	10,920.00	0.40	100.00%	\$1,037.00
Total	10,920.00	0.40	100.00%	\$1,037.00
Christina School District				
REACH/CBIP	112,500.00	4.17	100.00%	\$10,676.00
Total	112,500.00	4.17	100.00%	\$10,676.00
Colonial School District*				
Bedford (Gunning) Middle School	154,800.00	5.73	8.66%	\$0.00
McCullough (Calvin R.) Middle School	145,027.50	5.37	8.12%	\$0.00
Penn (William) High School	1,282,560.00	47.50	71.83%	\$0.00
Read (George) Middle School	203,377.20	7.53	11.39%	\$0.00
Total	1,785,764.70	66.14	100.00%	\$0.00
*The entire balance of FY25 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.				
Colonial School District				
Leach (John G.) School	118,800.00	4.40	20.75%	\$11,301.57
Leach Exceptional VocEd	226,800.00	16.80	79.25%	\$43,151.43
Total	345,600.00	21.20	100.00%	\$54,453.00
Delmar School District				
Delmar High School	537,650.00	20.02	72.04%	\$50,752.39
Delmar Middle School	209,800.00	7.77	27.96%	\$19,697.61
Total	747,450.00	27.79	100.00%	\$70,450.00
Indian River School District				
Georgetown Middle School	223,482.50	8.28	7.39%	\$21,057.53
Indian River High School	826,387.50	30.65	27.37%	\$77,948.42
Millsboro Middle School	201,077.50	7.45	6.65%	\$18,946.68
Selbyville Middle School	201,472.50	7.46	6.66%	\$18,972.10
Sussex Central High School	1,558,350.00	58.16	51.93%	\$147,911.27
Total	3,010,770.00	112.00	100.00%	\$284,836.00
Indian River School District				
Ennis (Howard T.) School	106,200.00	3.93	100.00%	\$10,003.00
Total	106,200.00	3.93	100.00%	\$10,003.00

State Give Back Funding Concern



FY25 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>
Lake Forest School District				
Chipman (W.T.) Middle School	228,800.00	8.47	22.68%	\$21,314.01
Lake Forest High School	779,650.00	28.88	77.32%	\$72,673.99
Total	1,008,450.00	37.35	100.00%	\$93,988.00
Laurel School District				
Laurel Middle School	262,960.00	9.74	30.48%	\$24,873.88
Laurel Senior High School	599,918.00	22.22	69.52%	\$56,745.12
Total	862,878.00	31.96	100.00%	\$81,619.00
Milford School District				
Milford Central Academy	168,510.00	6.24	13.72%	\$15,784.68
Milford Senior High School	1,051,044.00	39.24	86.28%	\$99,261.32
Total	1,219,554.00	45.49	100.00%	\$115,046.00
New Castle County Votech School District				
Delcastle Technical High School	4,187,700.00	155.10	32.83%	\$395,439.35
Hodgson (Paul M.) Vocational Technical High School	2,944,800.00	109.07	23.08%	\$278,082.33
Howard High School of Technology	2,311,200.00	85.60	18.12%	\$218,243.77
NCC Exceptional VocEd	110,700.00	8.20	1.74%	\$20,906.53
St. Georges Technical High School	3,092,400.00	114.53	24.24%	\$292,003.02
Total	12,646,800.00	472.50	100.00%	\$1,204,675.00
Polytech School District				
POLYTECH High School	3,127,500.00	115.83	100.00%	\$304,922.00
Total	3,127,500.00	115.83	100.00%	\$304,922.00
Red Clay Consolidated School District**				
Brandywine Springs School	38,540.00	1.43	1.20%	\$0.00
Calloway (Cab) School of the Arts	150,300.00	5.57	4.69%	\$0.00
Conrad Schools of Science	820,243.00	30.43	25.61%	\$0.00
Dickinson (John) School	645,750.00	23.92	20.13%	\$0.00
duPont (Alexis I.) High School	261,300.00	9.68	8.15%	\$0.00
duPont (Alexis I.) Middle School	145,775.00	5.40	4.54%	\$0.00
duPont (H.B.) Middle School	158,950.00	5.89	4.96%	\$0.00
McKean (Thomas) High School	799,735.00	29.63	24.93%	\$0.00
Skyline Middle School	103,162.50	3.82	3.21%	\$0.00
Stanton Middle School	82,800.00	3.07	2.58%	\$0.00
Total	3,206,555.50	118.83	100.00%	\$0.00
**The entire balance of FY25 Div II VOC AOC funding has been reduced per the district's approved School District Reduction Plan.				
Red Clay Consolidated School District				
Meadowood Program	218,700.00	8.10	100.00%	\$20,619.00
Total	218,700.00	8.10	100.00%	\$20,619.00
Seaford School District				
Seaford Middle School	146,630.00	5.43	17.16%	\$13,898.50
Seaford Senior High School	707,145.00	26.21	82.84%	\$67,086.50
Total	853,775.00	31.64	100.00%	\$80,985.00

State Give Back Funding Concern



FY25 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	1,853,100.00	69.97	77.60%	\$176,902.19
Smyrna Middle School	545,456.00	20.20	22.40%	\$51,070.81
Total	2,398,556.00	90.17	100.00%	\$227,973.00
Sussex Technical School District				
Sussex Technical High School	3,446,100.00	127.63	100.00%	\$309,107.00
Total	3,446,100.00	127.63	100.00%	\$309,107.00
Woodbridge School District				
Woodbridge High School	520,242.50	19.27	68.04%	\$49,064.33
Woodbridge Middle School	244,400.00	9.05	31.96%	\$23,042.67
Total	764,642.50	28.32	100.00%	\$72,107.00
Delaware Military Academy				
Delaware Military Academy	1 44,646.00	5.36	100.00%	\$14,110.00
Total	144,646.00	5.36	100.00%	\$14,110.00
Great Oaks Charter School				
Great Oaks Charter School	62,250.00	2.31	100.00%	\$6,081.00
Total	62,250.00	2.31	100.00%	\$6,081.00
Las Americas Aspira Academy				
ASPIRA Delaware	1 55,275.00	5.75	100.00%	\$15,137.00
Total	155,275.00	5.75	100.00%	\$15,137.00
MOT Charter School				
MOT Charter School	7 19,740.00	26.66	100.00%	\$70,182.00
Total	719,740.00	26.66	100.00%	\$70,182.00
Newark Charter School				
Newark Charter School	506,532.00	18.76	100.00%	\$49,386.00
Total	506,532.00	18.76	100.00%	\$49,386.00
Odyssey Charter School				
Odyssey Charter School	3 07,212.50	11.46	100.00%	\$30,168.00
Total	307,212.50	11.46	100.00%	\$30,168.00
Positive Outcomes Charter School				
Positive Outcomes Charter School	19,200.00	0.71	100.00%	\$1,869.00
Total	19,200.00	0.71	100.00%	\$1,869.00
Providence Creek Academy Charter School				
Providence Creek Academy Charter School	17,280.00	0.64	100.00%	\$1,685.00
Total	17,280.00	0.64	100.00%	\$1,685.00
Sussex Academy of Arts and Sciences				
Sussex Academy	1 56,140.22	5.78	100.00%	\$15,216.00
Total	156,140.22	5.78	100.00%	\$15,216.00

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 2024-2025 school year 16 comprehensive school districts, 3 technical districts, and 9 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 data details specific numbers of CTE enrollment for the State of Delaware.

Resource C

CTE Statistics Data SY 23-24 (Grades 7-12)

1. 31 LEAs offered at least one CTE program of study in SY23
 - a. Delaware high schools offered over 120 different CTE programs of study in SY23 across the 16 Career Clusters
 - b. Delaware middle schools offered 16 CTE programs of study in SY23
2. 63.7% of all students in middle school and high school were enrolled in CTE in SY23 = SY23 CTE Enrollment (unduplicated) 49101
 - 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. 48.3% were female
 - e. 51.7% were male
 - f. 8.27% were Students with Disabilities
 - g. 67.6% of High School students were enrolled in at least one CTE course in SY23
SY23 Total HS Student enrollment in Delaware (unduplicated) = 45263
SY23 Total HS CTE student enrollment
(enrolled in at least one CTE class and unduplicated) = 30616
 - h. 56.2% of Middle School students were enrolled in a CTE course in SY23
SY23 Total MS Student enrollment in Delaware (unduplicated) = 32897
SY23 Total MS CTE student enrollment
(enrolled in at least one CTE class and unduplicated) = 18485
3. 8250 students were enrolled in a Work Based Learning course in SY23 = 26.9% of HS CTE Participants

Resource C: CTE Statistics data (unduplicated) for middle and high schools. (Source- Department of Education)

CTE Enrollment



Table & Graph D

CTE Total Student Enrollment (Grades 7-12)

2007/2008 School Year thru 2024/2025 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	2024/2025 – 97,524

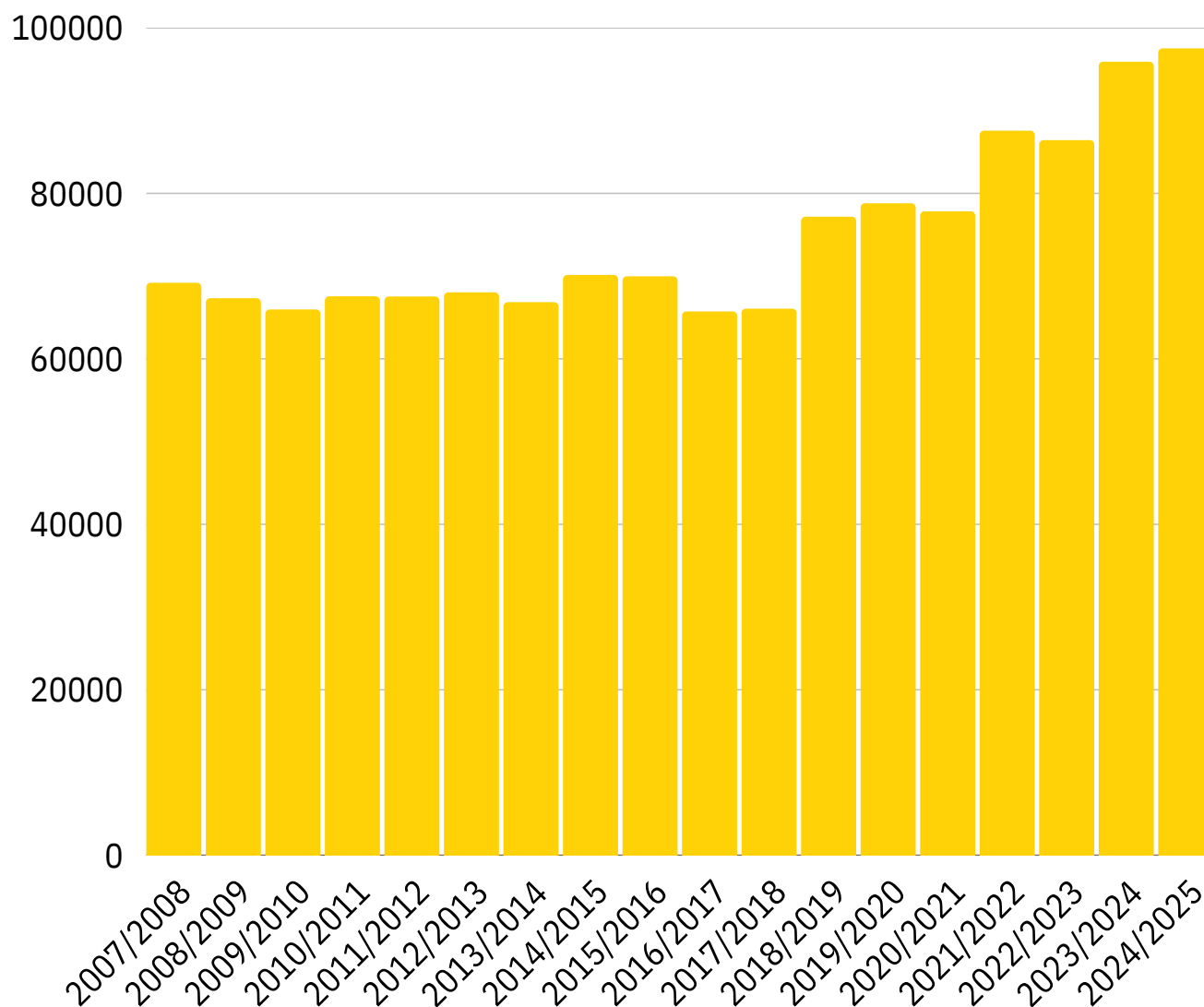


Table & Graph D: Total enrollment (duplicated) for grades 7-12. This chart shows long range enrollment trends. (Source- Department of Education)

CTE Enrollment



Table & Graph E
State CTE Enrollment for
2024-2025 by Career Cluster Grades 7-12

Career Cluster	Enrollment
Agriculture, Food & Natural Resources	15,085
Business, Management & Administration	13,935
Science, Technology & Engineering	12,375
Health Science	7,072
Hospitality & Tourism	5,127
Education and Training	4,447
Human Services	4,246
Information Technology	4,017
Arts, A/V Technology & Communications	3,640
Marketing, Sales and Service	2,524
Architecture & Construction	2,500
Finance	2,113
Law & Public Safety	1,144
Manufacturing	867
Transportation, Distribution & Logistics	790
Government & Public Administration	0
Career and Technical Exploration	17,642
State Career Cluster Total	97,524

*Special Programs (Work Based Learning, JDG, etc. counted within this cluster grouping)

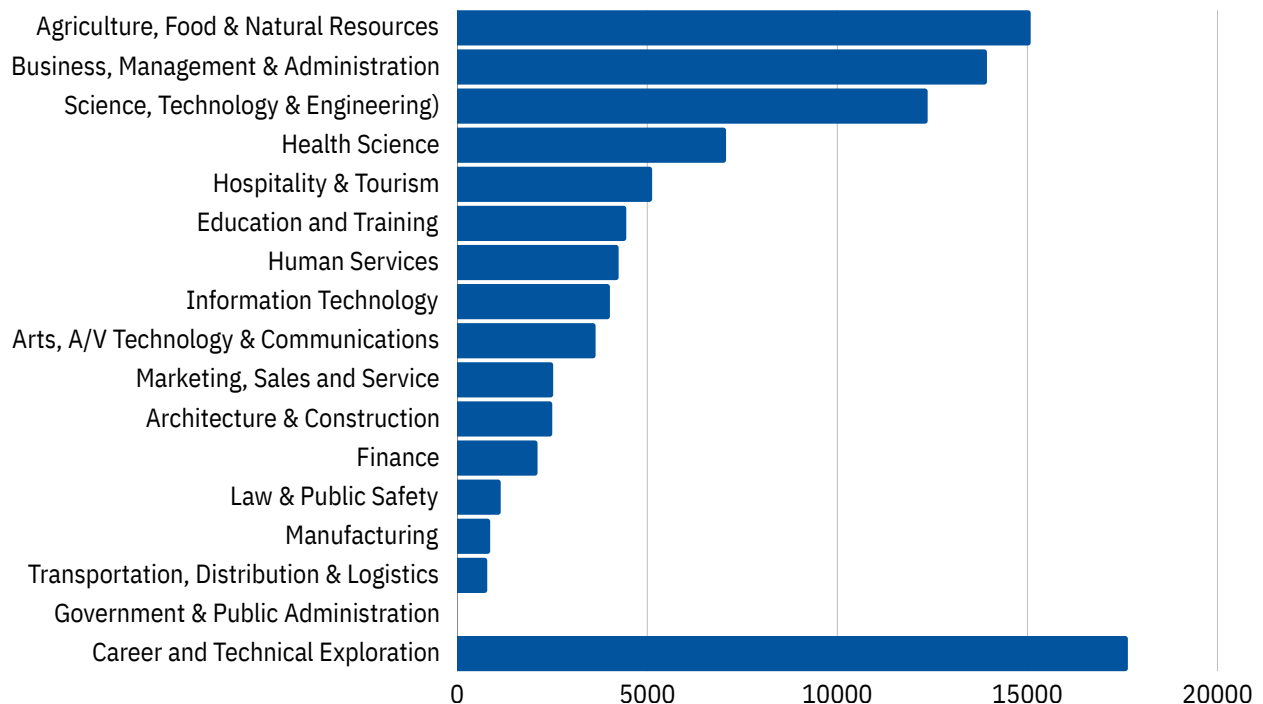


Table & Graph E: Total enrollment (duplicated) for grades 7-12 based on career clusters.
(Source- Department of Education)

Activities and Collaborations



Activities

- Conducted site evaluations of 39 career and technical education programs and services in secondary schools to determine their compliance with state and federal standards.
- DACCTE website (<https://daccte.delaware.gov/>) had 9,398 views from May 2024-April 2025.
- DACCTE Performance Measures
 - Number of on-site CTE program reviews/monitoring visits - 383
 - Number of participants in DACCTE sponsored workshops and statewide student conferences - 10,008
 - Number of career-related publications and newsletters disseminated - 36,419
- 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.
- 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.
- 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. 6 celebrating February 2025 as Career and Technical Education Month in the State of Delaware.
- Active member of:
 - Delaware Pathways Steering Committee
 - Delaware Middle Grades Revision Committee
 - Delaware CTE Cadre
 - Department of Labor Career Compass Advisory Committee
 - Delaware Work Based Learning Roundtable
 - Various School Based Local Advisory Committees

Activities and Collaborations



2025 CTE Poster Contest Winner

This year DACCTE hosted a statewide CTE poster contest for students. This is the second year that we have done so, and the response was amazing! We received over 80 entries celebrating CTE. The theme was “The Key to Your Success”. A committee of stakeholders from DACCTE, DOL, and DOE selected the winning poster submission. **The winner was Sarai Vivar-Lucero, a 10th grade student from the Cape Henlopen School District.** Second place was Jessica Nguyen from Conrad Schools of Science and third place was Matthew James Holston from Caesar Rodney High School.



Activities and Collaborations



Delaware General Assembly has proclaimed February 2025 as CTE Month

The 153rd Delaware General Assembly through Senate Concurrent Resolution No. 6 has designated February 2025 as Career and Technical Education (CTE) Month, recognizing the essential role of CTE in preparing students for career success. With participation from 31 local education agencies, Delaware is a leader in CTE offering over 120 CTE programs across 16 Career Clusters. In the 2023-2024 academic year, 63.7% of students engaged in CTE, with 8,250 students enrolled in Work-Based Learning. Delaware's CTE concentrators achieved a 96.4% graduation rate, surpassing state targets. As a national leader in CTE, Delaware provides students with early college credits, industry credentials, and hands-on learning opportunities, strengthening workforce readiness and economic development.

Special thank you to Senator Sokola and Representative Gorman for sponsoring the CTE Month Proclamation. Also, thank you to the following legislators for signing and supporting the resolution; Sens. Buckson, Hansen, Hoffner, Huxtable, Lockman, Pettyjohn, Sturgeon, Townsend, Walsh, Wilson Reps. Burns, Bush, Collins, Dukes, Heffernan, Hilovsky, Lambert, Morrison, Osienski, Phillips, Ross Levin, D. Short, Yearick



Photos from Legislative Hall on January 28th, 2025, when DACCTE Staff, Council Members, DOE CTE Workgroup and CTSO Student Representatives were recognized with the CTE Month Proclamation.

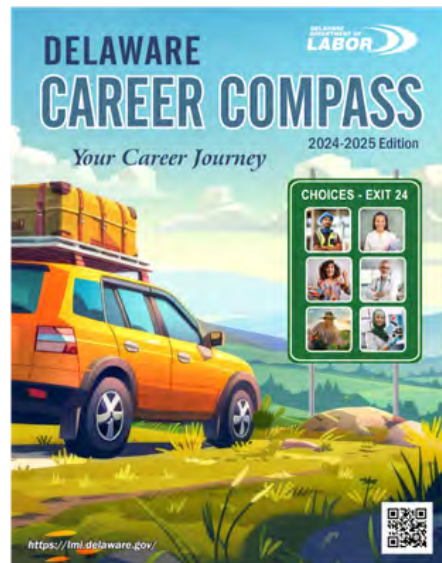
Activities and Collaborations



Delaware 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



Delaware 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:

- 2024 Delaware State Fair
- September 25, 2024 - Governor's New Castle County Career Fair
- October 24, 2024 - Governor's Sussex County Career Fair
- April 3, 2025 - Smyrna High School College and Career Fair
- May 8, 2025 - Milford High School Career Fair

Legislative copies of Career Compass given to all General Assembly Members June 2025.

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

Activities and Collaborations



Table F
Delaware Career Compass Distribution List 2024-2025

School/Agency	Career Compass Quantity	Teacher Guide Quantity
ACE Network	1,400	50
AI Dupont Middle School/Jobs for Delaware Graduates	175	1
Alexis I. duPont High School	70	3
Alfred G. Waters Middle School	350	1
Appoquinimink High School	455	12
Boys & Girls Club of Delaware	105	3
Brandywine High School - Library	665	33
Brandywine Springs School	1,225	2
Caesar Rodney High School	1,400	35
Caesar Rodney School District Office	595	25
Calvin R. McCullough Middle School	735	40
Cantwell's Bridge Middle School	385	2
Cape Henlopen High School	700	3
Careerteam, LLC	350	3
City of Wilmington	70	4
Concord High School	455	13
DACCTE	875	25
Delaware Military Academy	140	5
Delaware Skills Center	70	4
Delaware State University	140	10
Delcastle Technical High School	630	1
Delmar High School	805	14
Dept of Education/HEO	35	2
Dept. of Labor - Division of Employment & Training	1,890	7
Dept. of Labor - Division of Vocational Rehabilitation	665	16
Dover Air Base Middle School	70	4
Dover High - JDG	105	8
Dover High School	140	2
Eastside Charter School	35	12
Everett Meredith Middle School	350	3
F. Niel Postlethwait Middle School	245	10
Ferris School - Education Unit	210	1
Fred Fifer Middle School	560	30
Fredrick Thomas Middle School	245	1
Freire Charter School Wilmington	105	2
Gauger-Cobbs Middle School	700	20
George Read Middle School	770	40
Georgetown Middle School	910	25
Glasgow High School	630	18
Gunning Bedford Middle	2,030	54
Howard High School of Technology	105	3
Indian River High School	455	25

Activities and Collaborations



Table F
Delaware Career Compass Distribution List 2024-2025 (cont.)

Indian River School District	35	1
Jobs for Delaware Graduates	210	2
Lake Forest High School	1,015	1
Las Americas ASPIRA Academy	105	29
Mariner Middle School	630	5
Milford Central Academy/JDG	35	5
Millsboro Middle School	140	2
MOT Charter High School	245	2
Mount Pleasant High School	490	28
NCCVT/Student Services/District Office	35	5
New Castle County Department of Community Services	385	8
Newark Charter Junior High	700	5
Newark High School	245	5
Odessa High School	105	1
P.S. duPont Middle School	105	3
Polytech Adult Education	350	2
Positive Outcomes Charter School	70	0
Saint Mark's High School	350	5
Sarah Pyle Academy Wilmington Campus	35	1
Seaford Middle School - JDG	70	6
Selbyville Middle School	280	1
Skyline Middle School - JDG	140	5
Smyrna High School	980	1
Southern Delaware School of Arts	210	30
Springer Middle School	105	4
St. Georges Technical High School	315	4
Stanton Middle School	280	3
Sussex Central High School	490	5
Sussex Tech Adult Division	70	1
Sussex Technical High School	595	40
Talley Middle School	140	15
The Bayard School	350	10
Thomas McKean High School	385	14
Towle Institute	35	1
William Penn High School	1,015	17
Wilmington University	35	2
WT Chipman Middle school	1,015	3
	33,845	844

Table & Graph F: Delaware Career Compass Distribution List 2024-2025 (Source- Department of Labor)

2025 Annual Awards



Each year the Delaware Advisory Council on Career and Technical Education (DACCTE) recognizes groups and individuals who have made outstanding contributions to Career and Technical Education (CTE) by presenting awards in three categories which include: a business, agency, labor union or trade association; an individual from the private or public sector and 12th grade CTE student(s). The Awards Nomination materials are mailed in early February and nominations must be submitted in early March.

All candidates are nominated by leaders from business, industry and education and are honored for their significant and positive support and efforts on behalf of CTE. The Council Awards Selection Committee is composed of members from DACCTE and meets in early May to review the nominations and select the Award winners. The recipients are honored at the Council's Awards Ceremony that was held this year on April 10th, 2025.

Outstanding Contribution by a Business



YMCA of Delaware – Brandywine YMCA
Gary Karp, Director, Camp and Teens

Outstanding Contribution by an Individual



Joseph Iannone
Bloom Energy

2025 Annual Awards



Paige M. Henry Outstanding Career and Technical Education Student



Jada Green
Conrad Schools of Science

Grace Murphy
Lake Forest High School

2025 DACCTE Student Representative



Kalli Chelton
Woodbridge High School



Sudipa Chowdury
Newark Charter High School

Goals, Follow-Up Visit, DACCTE Council & Staff



Goals - 2025-2026 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.

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.

DACCTE Council Members

Dr. Karen Hutchison, Council Chair
Mr. Rony Baltazar-Lopez
Mr. Ronald Burkle
Mrs. Judith Diogo
Mrs. Connie Fox

Mr. Mark Freidly
Mrs. Sandy Gray
Mr. Richard Jester
Dr. Karen Pickard
Mr. Mark Reeve

DACCTE Staff

Mr. Christopher Stahl, Executive Director
Mrs. Caitlin Rozell, CTE Specialist
Mrs. Ann Breeding, Administrative Assistant

School Visit Reports



District	School	Page
Appoquinimink	AG Waters	30
	Appoquinimink HS	33
	Cantwell's Bridge MS	36
Brandywine	Brandywine HS	39
	Mt. Pleasant HS	42
	Pierre duPont MS	45
	Talley MS	48
Caesar Rodney	Air Base MS	51
	Caesar Rodney HS	54
Cape Henlopen	Fred Thomas MS	57
	Mariner MS	59
Christina	Christiana HS	62
	Gauger-Cobbs MS	65
	Maurice Pritchett Sr Academy	68
	Newark HS	70
	Shue-Medill MS	73
	The Bayard School	76
Colonial	George Read MS	78
	Gunning Bedford MS	81
Indian River	Georgetown MS	84
	Indian River HS	87
Lake Forest	Lake Forest HS	90
	W.T. Chipman MS	93
Milford	Milford Central Academy	96
	Milford HS	99
NCC Vo-Tech	Paul M. Hodgson Vo Tech HS	102
	St. Georges Technical HS	105
Red Clay	A.I. duPont HS	108
	A.I. duPont MS	111
	John Dickinson School	114
	Skyline MS	117
Sussex Tech	Sussex Technical HS	120
Woodbridge	Woodbridge HS	123
	Woodbridge MS	126
Charter Schools	Campus Community	129
	Delaware Military Academy	132
	Great Oaks Charter	135
	Odyssey Charter	137
	Positive Outcomes	140



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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

November 6, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- AG Waters Middle School

School District- Appoquinimink

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

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

- 3 teachers were interviewed, and 2 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	✓			Districtwide Advisory
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA, TSA (developing)
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance led/ Rotation
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. Teachers 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 in place, funding is 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. Tanner (Principal) is supportive of all CTE programs.

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.

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

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

Career and Technical Education



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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240 NORTH JAMES STREET
WILMINGTON, DELAWARE 19804
(302) 995 - 8592
FAX # (302) 995 - 8594

November 7, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Appoquinimink High School

School District- Appoquinimink

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

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

- 9 teachers were interviewed, and 10 surveys were completed. 13 unduplicated contacts.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, Ed Rising, TSA, BPA, HOSA, Skills
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	✓			Funding process in place.
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. 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. Beck (Assistant Principal) is supportive of all CTE programs. Appoquinimink School District is to be commended for their commitment to staffing a Work Based Learning Coordinator at each high school. Appoquinimink High School is doing a great job of offering many CTE pathways and having a robust work-based learning model.

Recommendations

- CTE Funding- Continue the processes of budget preparation, supply, and transparency. Procedures are in place and functioning.

Educational programs visit by Mrs. Rozell and Council Member Mr. Freidly.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

Career and Technical Education



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March 4, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Cantwell's Bridge Middle School

School District- Appoquinimink

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

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

- 4 teachers were interviewed, and 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	✓			Districtwide Advisory
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. Teachers 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 in place, funding is 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. Streets (Principal) is supportive of all CTE programs.

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.

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

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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April 2, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Brandywine High School

School District- Brandywine

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

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

- 7 teachers were interviewed, and 8 surveys were completed. 10 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	✓			Recent upgrades to Culinary
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			Engineering equipment upgrades
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, Ed Rising, SkillsUSA, and HOSA
Work-Based Learning Opportunities	✓			District Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Para Pro, Serv Safe, AP Credits, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			District Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Share funding processes for 509 and Perkins.
Budget Availability/Development	✓			
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 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. Holt (Assistant Principal) and Dr. Kutch (Director of Curriculum and Instruction) are supportive of all CTE programs. Brandywine High School has many cutting-edge programs ranging from Biomedical Sciences to Engineering.

Recommendations

- Funding - Teachers are all receiving Perkins and 509 funds. However, all teachers express they know very little of the processes of where the money comes from or how it gets to them. Please share funding processes with all stakeholders as this will foster program planning and development.

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 16, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Mt. Pleasant High School

School District- Brandywine

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

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

- 6 teachers were interviewed, and 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	✓			Check CIP Codes
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, Ed Rising, DECA, BPA, FCCLA
Work-Based Learning Opportunities	✓			JDG Contractor is WBL Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Serv Safe and multiple articulations, 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 teachers unaware of funding levels.
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Calderon-Lacy (Principal) and Mr. Schneider (CTE Department Chair) are supportive of all CTE programs. The school is to be commended for having a WBL Coordinator and showing such strong support at the building level for CTE teachers. The support of innovative programs such as the broadcasting programs, STEM, and beginning the Teacher Academy programs are great CTE opportunities for students.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding and agree there are processes in place to receive that funding. However, many report they are unaware of funding levels. Please share funding levels with all stakeholders when possible.
- WBL- Continue to develop and build out the opportunities for students in the WBL program.
- Curriculum Alignment- Please review CIP Codes of current programs of study to ensure they are as accurate and as up to date as possible. This will ensure that Perkins data (Completer/Concentrator Data) is accurate and funding levels associated with the CIP Codes are benefiting students to their fullest measures.

Educational programs visit by Mr. Stahl, Mrs. Rozell, 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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April 3, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- P.S. duPont 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 P.S. duPont MS CTE program visit are as follows:

- 1 teacher was 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		✓		
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, BPA, FCCLA
Pathways prepare students for high school	✓			
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. Teachers 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, funding is 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. Small (Principal) and Mrs. Kutch (Director of Curriculum, Instruction, & Assessment) are supportive of all CTE programs.

Recommendations

- 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 Mrs. Rozell and Council Member Mr. Reeve.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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October 17, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Talley 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 Talley MS CTE program visit are as follows:

- 3 teachers were interviewed, and 5 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		✓		Working on developing Advisory Committee.
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA, TSA, FCCLA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance led
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. Teachers report that the programs are following Course Pathways/Program of Studies, funding is 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. Lawson (Principal) is supportive of all CTE programs.

Recommendations

- 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, Mrs. Rozell, and Council Member Mr. Jester.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

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December 4, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Air Base 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 Air Base MS CTE program visit are as follows:

- 3 teachers were 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	✓			Districtwide Advisory
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance led/ Rotation
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. Teachers 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, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Jones (Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Some teachers don't know the funding amounts and have questions as to procedures and follow up to requested items. Share all funding processes and procedures with stakeholders including supply approvals and denials.

Educational programs visit by Mrs. Rozell and Council Member Mr. Freidly.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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December 3, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Caesar Rodney High School

School District- Caesar Rodney

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

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

- 8 teachers were interviewed, and 10 surveys were completed. 12 unduplicated contacts.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			Computer Replacement Policy
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, Ed Rising, DECA, BPA, ProStart, FFA
Work-Based Learning Opportunities	✓			AP is coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Serv Safe and multiple articulations, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			Teachers assist and help run in house placements
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teachers unaware of funding levels.
3 Year Budget/Long Term Planning	✓			Computer Replacement Policy
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. Williams (Principal) and Mr. Lopez (Assistant Principal) are supportive of all CTE programs and shared concerns with DACCTE relating to barriers an alternate route to certification teacher faces in receiving their certification. We discussed various programs such as Credit for Prior Learning, strong mentoring programs, etc. The school and its WBL program are doing a great job of finding in-house opportunities for students. While transportation is and can be a barrier to many students, Caesar Rodney CTE faculty are providing WBL opportunities for students and have developed real world processes to mirror the working world outside of the school walls.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding and agree there are processes in place to receive that funding. However, many report they are unaware of funding levels. Please share funding levels with all stakeholders when possible.
- Tech Support and Long-Term Planning- There is confusion amongst many teachers as to the computer replacement policy for CTE. All agree that there is a policy and instructional equipment needs are met, however, the lack of policy understanding/transparency is affecting teacher planning for future program development by way of Perkins planning, technology updates, repair, etc. Please share computer policies with all stakeholders.
- WBL- The school is very close to earning a whole staffing unit through work-based learning. Please continue to grow the great program and consider the addition of a full-time coordinator.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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March 11, 2025

Evaluation Cycle- Spring

School Year- 2024- 2025

School Surveyed/Visited- Fred Thomas 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.

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.

Fred Thomas Middle School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Frederick (Principal) and Dr. Young (Supervisor of Secondary Education) 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. Fred Thomas MS will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mrs. Rozell. (4 Contacts)

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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November 19, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Mariner Middle School

School District- Cape Henlopen

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

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 Mariner MS CTE program visit are as follows:

- 2 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	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance Led
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. Teachers report that the programs are following Course Pathways/Program of Studies, facilities/supplies/technical support are all appropriate, funding is 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. Best (Principal) and Dr. Young (Supervisor of Secondary Education) are supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. Discussions for long range plans with the business pathway computer lab could go on Perkins.
- CTSO – Ensure all students have a career and technical student organization available to them.

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

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

Career and Technical Education



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March 21, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Christiana High School

School District- Christina

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

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

- 8 teachers were interviewed, and 0 surveys were completed. 10 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	✓			Ag Shop needs attention.
Instructional Supplies and Materials		✓		Difficulty in getting supplies.
Instructional Equipment and Technical Support		✓		Difficulty in getting supplies.
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, Ed Rising, BPA, FFA, and HOSA
Work-Based Learning Opportunities		✓		Currently not recorded on unit count.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Teachers discussed several opportunities.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers		✓		District coordinator needed.
Programs receive Federal/State funding (Perkins/509)	✓			Funding processes need reviewing.
Budget Availability/Development		✓		
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 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. Kalinowski (Principal) and Mrs. Kohan (CTE Specialist) are supportive of all CTE programs.

Recommendations

- Funding - Teachers know that the District/School receive Perkins funding and 509 funding. There is a varied process for approval and receiving of the funds depending on whom you speak with which leads to confusion amongst teachers and materials, supplies, and equipment not getting to the classrooms within a reasonable time. There needs to be a clear streamlined process and policy communicated and adhered to by all parties involved with requisitioning supplies. This strict adherence and transparency will benefit all parties involved.
- WBL- Please consider a full time Work-Based Learning Coordinator. This position could be shared amongst all the high schools within the district. This position would be eligible to earn staffing units based on enrollment in the WBL Practicum course.
- Please address the safety and functionality issues of the Agriculture Lab/Shop area.

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 13, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Gauger-Cobbs Middle School

School District- Christina

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

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 Gauger-Cobbs MS CTE program visit are as follows:

- 5 teachers were interviewed, and 3 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	✓			BPA, TSA, FCCLA, FFA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance Led
Programs receive Federal/State funding (Perkins/509)		✓		Most teachers are unaware of funding 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. Teachers 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 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. Mulrine (Principal) and Mrs. Kohan (District CTE Specialist) are supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Most teachers report that the Perkins/509 funding does make it to the programs. While they all report that the funding does make it to the school, most report that they are unaware of funding amounts, and most are unaware of procedures to access the funding at the building level. Please develop step by step procedures for building level Perkins/509 approval and spending processes in collaboration with all stakeholders for full transparency.

Educational programs visit Mrs. Rozell and Council Member Mr. Freidly.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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November 20, 2024

Evaluation Cycle- Fall

School Year- 2024- 2025

School Surveyed/Visited- Maurice Pritchett Sr. Academy

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.

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.

Maurice Pritchett Sr. Academy received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Mr. Todd (Assistant Principal), Mr. Dunford (Director of Teaching and Learning), and Mrs. Kohan (CTE Specialist) are very supportive of CTE programs. We were taken on a tour of the building and programs offered, which allowed us to meet various teachers, discuss CTE with them, and see the students engaged in their CTE courses. Maurice Pritchett Sr. Academy will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl, Mrs. Rozell and Council Member Mr. Jester. (5 Contacts)

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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October 22, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Newark High School

School District- Christina

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

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 HS CTE program visit are as follows:

- 9 teachers were interviewed, and 9 surveys were completed. 13 unduplicated contacts.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses		✓		Review CIP Codes
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, Ed Rising, DECA, BPA, HOSA, SkillsUSA, FCCLA
Work-Based Learning Opportunities		✓		WBL Coordinator needed.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Serv Safe, various other credentials offered through curriculum.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers			✓	Some students registered in WBL. School developing processes.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teachers unaware of funding levels.
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Pinkett (Principal), Mr. Collins (Assistant Principal), and Mrs. Kohan (District CTE Specialist) are very supportive of all CTE programs. The school is to be commended for hosting the school district wide Advisory Committee meeting. This meeting represented all high schools, middle schools, and community partners within the district to support CTE programs. All teachers at Newark High School are using Advisory Committee's as an integral part of their programs. This kind of collaboration is very important to keeping programs strong.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding and agree there are processes in place to receive that funding. However, many report they are unaware of funding levels. Please share funding levels with all stakeholders when possible. EMS program is a new program that is eligible for substantial Perkins funding support.
- WBL- Continue to develop and build out the opportunities and processes for students in the WBL program through the addition of a WBL Coordinator.
- Curriculum Alignment- Please review CIP Codes of current programs of study to ensure they are as accurate and as up to date as possible. This will ensure that Perkins data (Completer/Concentrator Data) is accurate and funding levels associated with the CIP Codes are benefiting students to their fullest measures. As discussed with teachers and administrators, programs of study are being followed and CIP codes will be reviewed.

Educational programs visit by Mr. Stahl, Mrs. Rozell, and Council Member Mr. Freidly.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 23, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Shue-Medill 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 Shue-Medill MS CTE program visit are as follows:

- 3 teachers were interviewed, and 2 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		✓		Working on developing Advisory Committee.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA (developing) & BPA (developing)
Pathways prepare students for high school	✓			
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. Teachers report that the programs are following Course Pathways/Program of Studies, 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. Priestley (Principal) and Mr. Jefferson (Assistant Principal) are 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, but it is also a requirement of CTE programs.

Educational programs visit by Mrs. Rozell and Council Member Mr. Freidly.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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November 20, 2024

Evaluation Cycle- Fall

School Year- 2024- 2025

School Surveyed/Visited- The Bayard 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.

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.

The Bayard School received a transitional visit this year. A transitional visit gives an opportunity for a school to become familiar with the processes of a future visit and build a collaborative relationship for the benefit of the CTE delivery system moving forward. Ms. Ginyard (Assistant Principal) and Mrs. Kohan (CTE Specialist) are very supportive of CTE programs. We were taken on a tour of the building and programs offered, which allowed us to meet various teachers, discuss CTE with them, and see the students engaged in their CTE courses. The Bayard School will join the rotation of school visits and go through the full process every two years.

Educational programs visit by Mr. Stahl, Mrs. Rozell and Council Member Mr. Jester. (4 Contacts)

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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March 18, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- George Read 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 George Read MS CTE program visit are as follows:

- 3 teachers were interviewed, and 3 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	✓			FFA, BPA, FCCLA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance Led
Programs receive Federal/State funding (Perkins/509)		✓		Teachers are unaware of funding 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. Teachers report that the programs are following Course Pathways/Program of Studies, 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.

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 Mrs. Rozell and Council Member Mr. Freidly.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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March 12, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Gunning Bedford 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 Gunning Bedford MS CTE program visit are as follows:

- 5 teachers/guidance counselors 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		✓		
CTSO available and participating in Local, State, Regional, and National Level		✓		FFA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance Led
Programs receive Federal/State funding (Perkins/509)		✓		Teachers are unaware of funding 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. Teachers report that the programs are following Course Pathways/Program of Studies, 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. Johnston (Principal) 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.
- CTSO- Ensure students the opportunity to participate in a Career and Technical Student Organizations connected with each CTE program offered within the school.

Educational programs visit Mrs. Rozell and Council Member Mr. Reeve.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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February 26, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Georgetown 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 Georgetown MS CTE program visit are as follows:

- 5 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		✓		Working on developing Advisory Committee.
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			
Programs receive Federal/State funding (Perkins/509)	✓			Funding process 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. Teachers report that the programs are following Course Pathways/Program of Studies, facilities/supplies/technical support are all appropriate, funding is 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. Carter (Principal) is supportive of all CTE programs.

Recommendations

- 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- Ensure students have the opportunity to participate in every curriculum connected Career and Technical Student Organizations offered within the school.
- 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.

Educational programs visit Mrs. Rozell and Mr. Stahl.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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February 25, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Indian River High School

School District- Indian River

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

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 Indian River HS CTE program visit are as follows:

- 9 teachers were interviewed, and 9 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 and supporting programs.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, Ed Rising, BPA, FFA, HOSA, SkillsUSA, DECA
Work-Based Learning Opportunities	✓			Robust program in place.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			ServSafe, ParaPro, Articulations, AP, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			Coordinator splits time.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Teachers feel there is great support in place
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. Williams (Principal) and Mr. Syphard (Assistant Principal) are supportive of all CTE programs. The WBL program at Indian River High School is a strong well documented program. The Guidance Counselors that have been leading the program for the school with collaboration from the teachers and administration have developed a well-run program. Each student that is involved in WBL receives a tremendous amount of support.

Recommendations

- Funding- All teachers agree that there is a process in place and is working for encumbering supplies, etc. Continue the very transparent process as described by every teacher.
- WBL- Please consider a full time Work-Based Learning Coordinator position full time. This will help to ensure the continuation of the high level of support currently being received by students.

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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February 14, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Lake Forest High School

School District- Lake Forest

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 Lake Forest HS CTE program visit are as follows:

- 9 teachers were interviewed, and 5 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	✓			In place, growing, and revising processes.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, Ed Rising, BPA, FFA, HOSA, SkillsUSA
Work-Based Learning Opportunities	✓			Coordinator in place.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			AP, OSHA, ServSafe, Pesticide Licensure, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			Coordinator in place.
Programs receive Federal/State funding (Perkins/509)	✓			Maximize Perkins to support new programs.
Budget Availability/Development	✓			Funds available and processes in place.
3 Year Budget/Long Term Planning	✓			Developing along with new programs.
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 and in the process of restructuring to reflect new programs, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Rivello (Principal) and Mrs. Potter (CTE Coordinator) are supportive of all CTE programs. Lake Forest High School is currently undergoing a curriculum update/new pathway adoption process for several CTE programs. This offers a great opportunity for students to grow in new and emerging CTE pathways that align with their career interests. The school district has also produced a very useful guidebook to assist students in signing up for CTE courses.

Recommendations

- Funding- Perkins funding can support new programs in a myriad of ways for 3 years to get them started. Be sure to maximize this funding stream during the adoption timeline of the several new programs that are less than 3 years old.
- WBL- Continue to support and build the innovative processes that have led to 60 students participating in the program.

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

Career and Technical Education



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February 13, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- WT Chipman Middle School

School District- Lake Forest

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 WT Chipman MS CTE program visit are as follows:

- 4 teachers were interviewed, and 5 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		✓		Currently building processes
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA, TSA, FCCLA
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			
Programs receive Federal/State funding (Perkins/509)	✓			Funding process in place.
Budget Availability/Development	✓			Teachers unsure of Perkins processes.
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. Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, 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. Cooper (Principal) and Mrs. Potter (CTE Coordinator) are supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers are receiving funding and report they are aware of 509 funding levels. There are concerns from teachers regarding Perkins funding as to what is approved and not approved at the district level. Share Perkins processes with all stakeholders to ensure transparency.
- Advisory Committees- Continue planning for advisory committees for all CTE pathways in the school.

Educational programs visit Mrs. Rozell and Council Member Mr. Reeve.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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February 6, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Milford Central Academy

School District- Milford

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

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

- 4 teachers were interviewed, and 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	✓			Well-developed Advisory Committee
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA, HOSA, TSA
Pathways prepare students for high school	✓			Further collaboration w/ HS recommended
Career Pathway Selection Process	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. Teachers report that the programs are following Course Pathways/Program of Studies, funding is available, Career and Technical Student Organizations are available, 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. Mrs. Stahl (Assistant Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers are receiving funding and report they are aware of funding levels and funding processes are in place. Potential for a follow up with district office about the transparency of the process once it moves from building level to district office and when reallocation needs to occur.
- Pathways- Have CTE middle school and high school teachers meet to ensure updated scope and sequence alignment between CTE programs at middle and high school.
- Advisory Committees- Continue the great processes in place.

Educational programs visit Mrs. Rozell and Council Member Dr. Hutchison.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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February 3, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Milford Senior High School

School District- Milford

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

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

- 8 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	✓			TSA, Ed Rising, BPA, FFA, HOSA
Work-Based Learning Opportunities	✓			Review of CIP codes needed.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Para Pro, AP, Dual Enrollment, OSHA, ServSafe, Pesticide Licensure, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			Coordinator splits time.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Many teachers unaware of 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. Mr. Buford (Principal) and Mr. Bell (Assistant Principal) are supportive of all CTE programs. Milford Senior High School has many strong CTE programs and is doing a great job of meeting the needs of the students with certifications, etc. We discussed the WBL program at length and how the school implements its processes and the need for the WBL Coordinator position to be focused on WBL primarily.

Recommendations

- Funding- All teachers agree that there is a process in place and is working for encumbering supplies, etc. Most teachers are unaware of Perkins funding/allocation levels however, they are very knowledgeable of their 509 funding/allocation. Please share Perkins/509 funding information with all stakeholders.
- WBL- Review CIP codes and unit count to ensure enrollment and consider the WBL Coordinator position to be primarily focused on WBL.

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 30, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Paul M. Hodgson Vocational 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.

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 Paul M. Hodgson Vocational Technical High School CTE program visit is as follows:

- 6 teachers were interviewed, and 21 surveys were completed. 23 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 building being built.
Instructional Supplies and Materials	✓			Computer Science technology needs.
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, FFA, HOSA, EdRising
Work-Based Learning Opportunities	✓			WBL Coordinator (Co Op Coordinator)
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			NCCER, Automotive Certs, Para Pro, Dual Enrollments, Serv Safe, etc.
Career Pathway Selection Process	✓			CTE exploratory rotation 9th grade
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available
Budget Availability/Development	✓			Funding amounts unknown.
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. Dr. Colihan (Principal), Mr. Paoli (Assistant Principal) 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 (Co Op Coordinator) that assists with helping students and teachers with WBL processes. Many programs at the school have a 100 percent cooperative education participant level and many more are very near it.

Recommendations

- Perkins/509 Funding- Teachers all receive Perkins/509 funding. Teachers discussed the processes to receive supplies/materials. A large majority of teachers are unaware of funding levels. Please share the funding totals with all stakeholders as this can help with program planning.
- WBL- Please continue to support the WBL (Cooperative Education).

Educational programs visit by Mr. Stahl, Mrs. Rozell, and Council Member Mr. Jester.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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April 9, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- St. Georges Technical High School

School District- New Castle County Vocational Technical

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

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 St. Georges Technical HS CTE program visit are as follows:

- 4 teachers were interviewed, and 5 surveys were completed. 10 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	✓			Ed Rising, HOSA, SkillsUSA
Work-Based Learning Opportunities	✓			Coordinator in place
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Every pathway has certifications, credentials, dual enrollments, AP, etc.
Career Pathway Selection Process	✓			Guidance led-Shop rotation, etc.
WBL Plans/Documents on file between schools/employers	✓			Robust WBL/Co Op programming.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teachers unaware of funding levels.
3 Year Budget/Long Term Planning	✓			Career Cluster Review process
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 very strong and woven into the culture of the school, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Hanson (Assistant Principal) and Mr. Sokolowski (Director of Business) are supportive of all CTE programs. St. Georges Technical HS has many CTE program areas that offer the students the opportunity to earn industry credentials and skill attainment to directly enter the workforce. We discussed the funding struggles the school has in relation to inflation, rising costs (i.e. some materials have seen a 256% increase in the last 10 years), state formula, etc. and the difficulties the school faces to maintain an appropriate level of support for all career and technical programs.

Recommendations

- Funding- All teachers agree that there is a process in place and is working for encumbering supplies, etc. Most teachers are unaware of Perkins and 509 funding levels. Please share funding levels with all stakeholders.
- CIP Codes- Review Education and Training Pathway to ensure that the CIP codes are correct and categorized in the appropriate category.

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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April 1, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

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

School District- Red Clay

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

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 A.I. duPont HS CTE program visit are as follows:

- 6 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	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			In place and working to expand.
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, Ed Rising, BPA, DECA, and HOSA
Work-Based Learning Opportunities	✓			District Coordinator
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Para Pro, NAF, Articulation Credits, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			District Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Very transparent funding processes.
Budget Availability/Development	✓			Dept. Chair helps to coordinate.
3 Year Budget/Long Term Planning	✓			In place and transparent.
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. Downes (Principal) and Ms. Carter (Assistant Principal) are supportive of all CTE programs. The career and technical education programs at A. I. duPont High School are actively evolving and growing to meet the current and future needs of the students and community through adding new state model programs such as Allied Health and Teacher Academy.

Recommendations

- Funding – Please continue the very transparent funding procedures for Perkins and 509 funding. All teachers are knowledgeable of funding amounts and are very communicative with the Department Chair and District staff.
- WBL- Please continue to support the District Coordinator and the teachers in seeking more opportunities for the students through various avenues.

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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April 1, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

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

School District- Red Clay

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

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the A.I. duPont 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	✓			TSA, BPA (developing)
Pathways prepare students for high school	✓			
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. Teachers 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, funding is 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. Kalesse (Principal) is supportive of all CTE programs.

Recommendations

- 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 Mr. Stahl, Mrs. Rozell and Council Member Mr. Freidly.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

Career and Technical Education



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November 13, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- The John Dickinson School

School District- Red Clay

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

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

- 6 teachers were interviewed, and 7 surveys were completed. 8 unduplicated contacts.

Survey/Interview Question	Data shows this area is being met	Data shows this area needs more focus	Data is inconclusive	Notes
Pathways have sequenced courses	✓			Local vs. State Model Program
Pathways are approved through DOE	✓			
English, Math, Science, Social Studies Integration into CTE coursework	✓			
Facilities	✓			
Instructional Supplies and Materials	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			Some programs are rebuilding processes
CTSO available and participating in Local, State, Regional, and National Level	✓			TSA, DECA, SkillsUSA
Work-Based Learning Opportunities	✓			Coordinator at school/District.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Local vs. State Model Program
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL Coordinator
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Aware of funding levels and process
3 Year Budget/Long Term Planning	✓			Long term plans discussed.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. They report that the programs are following Course Pathways/Program of Studies, Career and Technical Student Organizations are available, Advisory Committees are happening, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Dr. Royster (Principal) and Mrs. Sheehy (CTE Department Chair) are supportive of all CTE programs. The school has developed their own way of rotating students through pathway programs to help students in making informed decisions for their career pathways, this is a great opportunity for all involved. The support of the new Business and Entrepreneurship Pathway is a great CTE opportunity for students. The new Business and Entrepreneurship Pathway is designed to have built in WBL opportunities for students and can serve as a model for the entire school.

Recommendations

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

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

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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October 9, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Skyline 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 Skyline MS CTE program visit are as follows:

- 2 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		✓		Working on developing Advisory Committee.
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA and TSA (developing)
Pathways prepare students for high school	✓			Collaborating w/ HS
Career Pathway Selection Process	✓			New process being implemented
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			CTE Director asks for it.
Demographics of classroom represent demographics of school	✓			

Conclusions

Teachers are enthusiastic and very supportive of their students and programs. 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. VanKerkhoven (Assistant Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- Teachers are receiving funding and report they are aware of funding levels and funding processes are in place. Potential for a follow up with District office about new desktops for the business lab that was discussed previously with teacher. Need for additional software compatible computers in STEM pathway, could be placed on Perkins.
- 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- Work with district and CTE DOE Associate to increase involvement with CTSO's and provide opportunities to students.

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

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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February 19, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Sussex Technical High School

School District- Sussex County Vocational Technical

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

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 Technical HS CTE program visit are as follows:

- 10 teachers were interviewed, and 17 surveys were completed. 21 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	✓			Ed Rising, DECA, FFA, HOSA, SkillsUSA
Work-Based Learning Opportunities	✓			Full time coordinator in place
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Every pathway has certifications, credentials, dual enrollments, AP, etc.
Career Pathway Selection Process	✓			Guidance led-Shop rotation, etc.
WBL Plans/Documents on file between schools/employers	✓			Robust WBL programming.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teachers unaware of funding levels.
3 Year Budget/Long Term Planning	✓			Plans in place, new building planning as well.
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 very strong and woven into the culture of the school, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Mr. Baugher (Principal) and Dr. Bullock (Assistant Principal) are supportive of all CTE programs. Sussex Technical High School has a very robust CTE offering including many opportunities for students to earn credentials, certifications, etc. which extend in maintaining a strong Work Based Learning program supported by a full-time coordinator. The rotation of career exploration opportunities in 9th grade to help students decide which CTE pathway best suits them is a great opportunity for all. The in depth CTE offerings bring great opportunities to all students.

Recommendations

- Funding- All teachers agree that there is a process in place and is working for encumbering supplies, etc. Most teachers are unaware of Perkins and 509 funding levels. Please share funding levels with all stakeholders.
- CIP Codes- Review Education and Training Pathway to ensure that the CIP codes are correct and categorized in the appropriate category.
- CTSO- Ensure each pathway has the state supported CTSO offered to the students.

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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December 9, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Woodbridge High School

School District- Woodbridge

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

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 Woodbridge HS CTE program visit are as follows:

- 5 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	✓			Some pathways w/very low numbers.
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, Ed Rising, BPA, FFA
Work-Based Learning Opportunities	✓			WBL is very teacher led.
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			Para Pro, AP, Dual Enrollment, OSHA, etc.
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			WBL is very teacher led.
Programs receive Federal/State funding (Perkins/509)	✓			Funds available and processes in place.
Budget Availability/Development	✓			Most teachers aware of 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. Sharpe (Principal) is supportive of all CTE programs. We discussed with Ms. Sharpe our concerns for pathways with low enrollments, such as the National Academy of Finance Pathway, and the difficulties relating to WBL due to location of business within the school district. She shared the NAF pathway is possibly changing to a Business Pathway to better suit the student needs. The agriculture program within the school is very strong and may be a model for other programs and the teacher academy program is growing.

Recommendations

- Review pathways with low numbers with stakeholders/Advisory Committees for solutions.
- WBL- The school is earning a half of a staffing unit through work-based learning. Please continue to grow the program and continue to grow the WBL Coordinator position.

Educational programs visit by Mr. Stahl, Council Member Mrs. Fox, and DOE CTE Associate Ms. Townsend.

Respectfully Submitted,

Christopher B. Stahl

Executive Director

Delaware Advisory Council on

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December 11, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Woodbridge Middle School

School District- Woodbridge

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

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 Woodbridge MS CTE program visit are as follows:

- 3 teachers were 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	✓			Districtwide Advisory
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, BPA (developing)
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			Guidance led/ Rotation
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. Teachers 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 in place, funding is available, demographics of the classroom represent the demographics of the school, and teachers are reflective of individual program strengths, weaknesses, and needs for improvement. Ms. Gibson (Principal) is supportive of all CTE programs.

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.
- Continue the collaborative work being done with all CTE pathways and within the district.

Educational programs visit by Mrs. Rozell, Council Member Mrs. Fox, and DOE CTE Associate Ms. Townsend.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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November 12, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Campus Community Charter

School District- Campus Community 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 Campus Community Charter CTE program visit are as follows:

- 1 teacher was 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		✓		Working on developing Advisory Committee.
CTSO available and participating in Local, State, Regional, and National Level	✓			BPA (developing)
Pathways prepare students for high school	✓			
Career Pathway Selection Process	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Teacher is enthusiastic and very supportive of their students and program. Teacher reports that the program is following Course Pathways/Program of Studies, funding is available, demographics of the classroom represent the demographics of the school, and teacher is reflective of individual program strengths, weaknesses, and needs for improvement. Mrs. Greene (Principal) is supportive of CTE program.

Recommendations

- 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 Mrs. Rozell.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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March 20, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Delaware Military Academy

School District- Delaware Military Academy

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

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

- 1 teacher was interviewed, and 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
Work-Based Learning Opportunities	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			
WBL Plans/Documents on file between schools/employers	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. 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. Dan Newcott (Commandant) and Mrs. Debra Certesio (Dean of Cadets) are supportive of all CTE programs.

Recommendations

- CTE Funding- Continue the processes of budget preparation, supply, and transparency. Procedures are in place and functioning.

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

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

Career and Technical Education



ADVISORY COUNCIL ON CAREER AND TECHNICAL EDUCATION

SPECIALIZING IN HIRE EDUCATION

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240 NORTH JAMES STREET
WILMINGTON, DELAWARE 19804
(302) 995 - 8592
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April 8, 2025

Evaluation Cycle- Spring

School Year- 2024- 2025

School Surveyed/Visited- Great Oaks Charter School

School District- Great Oaks Charter School

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

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

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

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

- 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.

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

Educational programs visit by Mrs. Rozell. (1 Contact)

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

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October 29, 2024

Evaluation Cycle- Fall

School Year- 2024-2025

School Surveyed/Visited- Odyssey Charter School

School District- Odyssey Charter School

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

School monitoring visits typically take place between September and June on a two-year rotation of schools. DACCTE members, as advocates for career and technical education, approach each monitoring visit with an open mind. Our role is to provide an unbiased perspective to help educators. Specifically, Council members use a monitoring questionnaire provided by Council staff as an interview guide when talking with school personnel. After conducting all the interviews, DACCTE Staff analyze all questionnaires and information gathered during the visit. After analysis of all available data, recommendations for program improvement are formulated and communicated to the appropriate agencies, organizations, and individuals. The results of the Odyssey Charter 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	✓			
CTSO available and participating in Local, State, Regional, and National Level	✓			FFA, Ed Rising, TSA, BPA, HOSA
Work-Based Learning Opportunities	✓			
Pathways prepare students for entry level positions after HS (credentialing, etc.)	✓			
Career Pathway Selection Process	✓			Guidance led
WBL Plans/Documents on file between schools/employers	✓			
Programs receive Federal/State funding (Perkins/509)	✓			
Budget Availability/Development	✓			Funding process in place.
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. 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. Mrs. Lipson (Principal) is supportive of all CTE programs.

Recommendations

- Perkins/509 Funding- All teachers are receiving funding. However, please ensure you are sharing funding levels with all stakeholders.
- Ensure all students have access to CTE classes and there are no pre-requisites put on any CTE classes.

Educational programs visit by Mr. Stahl, Mrs. Rozell, and Council Member Mr. Jester.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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February 27, 2025

Evaluation Cycle- Spring

School Year- 2024-2025

School Surveyed/Visited- Positive Outcomes 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 DACTE staff and Council member are joined by a CTE Education Associate from DOE when possible. The team visits schools to gather information on career and technical education programs so that constructive program improvement recommendations can be formulated and communicated to those who implement the programs.

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

- 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	✓			
Instructional Equipment and Technical Support	✓			
Advisory Committee in place and supporting CTE programs	✓			
Work-Based Learning Opportunities	✓			Learning through Internships
Pathways prepare students for high school	✓			7-12 School
Career Pathway Selection Process	✓			
Programs receive Federal/State funding (Perkins/509)	✓			Funding process in place.
Budget Availability/Development	✓			
3 Year Budget/Long Term Planning	✓			
Demographics of classroom represent demographics of school	✓			

Conclusions

Staff report that the programs are following Course Pathways/Program of Studies, facilities/supplies/technical support are all appropriate, funding is 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. Emmett (Director) and Ms. Kobus (Dean of Academics and Instruction) are supportive of all CTE programs.

Recommendations

- Continue providing great CTE opportunities to your students.

Educational programs visit Mrs. Rozell and Council Member Mrs. Diogo.

Respectfully Submitted,

Caitlin Rozell

CTE Specialist

Delaware Advisory Council on

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