I. State Administration

A. Sole State Agency and Governance Structure

Vocational and Technical programs are administered through the Career and Technical Education and School Climate workgroup, which is part of the Adult Education and Workforce Development Branch. The workgroup has a part time director and education associates in the areas of Agriscience, Business and Marketing, Technology Education, and Trade and Industry. Oversight of Family and Consumer Science is currently contracted out on a part time basis. There is also a data person assigned to the group. This workgroup has the responsibility of approving and monitoring vocational and technical programs in the nineteen school districts as well as approved charter schools.

The Organizational Chart is attached.

B. Organization of Vocational and Technical Education Programs

The Department of Education has developed standards and performance indicators for the content areas of Agriscience; Business, Finance and Marketing; Technology Education; and Family and Consumer Sciences. Programs are organized around the career cluster model and enrollments will be identified as such. Eligible recipients can secure copies of these standards off the Department of Education website at www@.doe.state.de.us. Programs in the Trade and Industry area are provided assistance in program development using nationally developed criteria. The current standards will be reviewed during the 2006 grant year to assure relevance and alignment with the Career Cluster model.

The State requires that all state-approved courses have industry based advisory boards as an assurance for approval. These advisory committees are required for program approval and relate occupational information to the schools for both program content as well as identifying programs that match industry needs. The programs also assure that new programs approvals are matched with state occupation information coordinating committee projections.

Postsecondary programs eligible for the purposes of this plan are approved by the Board of Trustees of Delaware Technical and Community College and lead to the Associate Degree, a diploma or a certificate. Programs offered under the direction of the Adult Divisions of the county vocational technical school districts are eligible for the purpose of this plan. Any proposals must be developed with the assistance of an advisory committee and must be approved by the designated associate at the Department of Education.

Academic Skill Foundation. The overall goal of Delaware schools is to have all students acquire a foundation of basic academic skills by the time they complete the tenth grade. This foundation is essential to pursuing advanced academic skill

development and career and technical education. Those students who have not met the Delaware content standards in tenth grade in language arts and mathematics will be the focus of intensive efforts of the entire school to ensure that they acquire the foundation before they leave high school.

All career and technical education students are provided learning experiences to improve their academic skills. Programs are based on the integration of academic and technical skill development. This was done through classroom and work-based learning activities that provided numerous opportunities for contextual learning and application of academic skills. Learning activities were also designed to challenge students to use higher order thinking skills such as decision making, problem solving, evaluating, synthesizing, critiquing, and analyzing. Students are encouraged to take increasingly challenging academic courses, which provided opportunities for applied and contextual learning.

Workplace Skill Development. For students to be successful in the workplace, it is essential that they have acquired a number of personal and intellectual attributes that distinguish them as valued and productive individuals. Workplace skill development was woven throughout the career and technical education curricula. Also, Delaware's Content Standards are infused with workplace basics.

Technical Competencies. The Delaware State Board of Education has approved State Content Standards in the career and technical areas of Agriscience; Business, Finance and Marketing; Family and Consumer Sciences; and Technology Education. Standards will be reviewed and revised during this current grant year. Programs that do not fall under these areas utilized industry standard facilities and curricula. These programs used standards for their approval from the following:

National/ state career and technical content standards
National Skill Standards Board
Industry certification standards
Delaware licensing standards
County licensing standards
Delaware apprentice related training standards
Career and technical student organization standards
National Occupational Competency Testing Institute

These standards were recommended by the local educational agency and considered for approval as part of the approval process to offer State Approved Career and Technical Courses. DDOE assistance is available for locating appropriate standards.

Career and technical education courses at the postsecondary level build on occupationally transferable skills through the development of occupationally specific skills. Community college occupational students were able to prepare for entry into all of the technical occupations available in Delaware. The colleges

provided various pathways from customized course of study for students needing only a few technical courses to occupational certificate and associate of applied science degree programs. These pathways included the finest level of occupational and technical education available in the country. Apprenticeship and trade extension post-secondary students developed and enhanced occupationally specific skills.

Computer skill development was an essential part of the technology of all learning experiences in secondary and postsecondary education; it was a crucial aspect of skill development in career and technical education programs. Students completing career and technical education programs have mastered the basics of computer applications through the infusion of technology within their career and technical education program.

Work-Based Learning. Developing a resume of work-based learning and work experiences in an industry was particularly important; especially as students became more focused on their career plans. Programs providing these experiences stressed the importance of rotating through as many positions and job duties as possible.

To be most effective these work-based learning activities were planned, structured, supervised by a workplace mentor, and analyzed during periods of reflection to determine what learning that has taken place. The quality and learning at the workplace was to be no less rigorous than it is in the classroom. The workplace is a logical extension of the classroom, providing a laboratory to apply academic and technical knowledge, theory and skills. As students progress through secondary and postsecondary levels of instruction, these work-based learning activities need to build upon one another.

Educational Credentials and Certificates. Students need to be aware of building and strengthening their resumes by acquiring educational credentials and certificates appropriate to entry and progression in their chosen careers. Not obtaining a high school diploma is a strong negative signal to employers. To the extent possible, secondary programs aimed for nationally recognized certificates of knowledge, skills and experience that document that their students are prepared to benefit from advanced training and enter employment.

Postsecondary programs in Delaware have an excellent and broad array of degrees and occupational certificates that program completers can use in pursuing their careers. In addition, community colleges provided employers with guarantees that their programs have equipped their students with the appropriate knowledge and skills. If an employer finds someone they hire under this guarantee to be deficient, the community college will re-enroll that individual at no cost.

Local practitioners may develop new career and technical education courses at the secondary and postsecondary level. LEA's are encouraged to seek technical assistance from DDOE staff to assure that relevant and approvable programs are

developed. A major effort is completed in Delaware to establish industry-based occupational skill standards for the career and technical education program areas of Agriscience; Business, Finance; and Marketing, Family and Consumer Science; and Technology Education through the development of state approved career and technical content standards. As these content standards are completed, they are provided to local program staff. Local efforts then commence to assure that program course content aligns with the occupational skill standards. In some instances, current course content is deleted and new content is added. In other instances, new courses are added where more instructional time is needed to address the desired skill standards.

The DDOE provides to secondary districts funding beyond the normal unit funding of school buildings to support and maintain state approved career and technical programs. These funds provide teaching units as well as supplies and materials funding. The DOE expects that eligible recipients will use funds from Perkins to improve and develop new courses, programs and services, and will use state funding to continue and maintain these courses, programs, and services.

II <u>State Leadership Activities</u>

A. Required Uses of Funds

The criteria for approving local applications have been followed by all eligible recipients. The process for approval requires the eligible recipients to submit applications to the DDOE through the Delaware Consolidated Application for services and activities under Perkins III. Applications were reviewed by DDOE staff assigned to administer eligible programs. During the development of the plan for application the LEA must use an advisory committee with representatives from industry, education, parents, and other relevant persons.

The following steps were followed:

1. Applications based on guidelines in the Manual for LEA Consolidated Applications were due at DDOE based upon a deadline for applications established by the Department.

2. Applications were logged in and were routed to appropriate staff.

3. Fiscal staff identified any unallowable expenditure during their review of the budget, budget summary and payment pages. Fiscal staff signed off on budgets when they were correct.

4. DDOE staff assigned to the individual projects reviewed the applications for program related issues. Staff checked local performance goals against the previous year's performance and against the statewide performance goals to ensure that the local performance goals represented sufficient

progress toward meeting or exceeding the State's performance goals. Applications were only approved when the eligible recipient set appropriate performance goals. DDOE staff reviewed the application narrative to ensure that activities supported the requirements and intent of the Perkins III legislation. In particular, staff reviewed local core indicators, adjusted performance levels, program quality indicators, and strategies and activities to meet performance levels.

5. Upon final negotiation and recommendation by DDOE staff, the applications were routed to the Associate Secretary of Education for final review and approval.

6. Once approved by the Associate Secretary of Education, a copy of the approved application was returned to the eligible recipient. A second copy of the application was filed at DDOE and will be maintained by the DDOE staff assigned to administer the project.

Professional Development

Professional development continues to be a focus of the DDOE staff. Education associates at the Department of Education provided numerous staff development and in-service workshops. A description of activities is listed below. One day long, statewide inservice training was provided to all career and technical instructors in the fall. Topics included how to plan for program improvement, including developing budgets, and closing the achievement gap through career and technical education.

Delaware continues to provide support for technology is the schools. Through the Education Technology grant, over $30 million of state funds are allocated to school districts to be used toward the goal of providing connectivity and technology to every classroom in Delaware, as well as staff training necessary to improve instruction through technology. To date, every classroom in Delaware schools is wired for Internet access. Career and technical classrooms are continually being updated with current technology through the use of various funds, including Perkins and Tech Prep funding.

Agriscience

Professional development opportunities continue to be provided for teachers in assisting in the implementation of statewide performance standards as well as closing the academic achievement gap through agriscience. The Agriscience associate at the DDOE continues to work with the agriscience teacher education programs within the state to assure all graduates of the agriscience education programs are aware of and use the state approved standards. The University of Delaware received approval and began to offer a masters degree in agriscience education.

A five-day inservice was held this past summer. This year the focus has been a continuation how to improve the quality of math and science instruction through the agriscience programs. Teachers who were trained on the use of graphing calculators and probes for collecting data last year met to develop classroom relevant activities. Science and math teachers participation was encouraged and did happen. As a follow up a core of agriscience, math and science teachers were trained as resource people. Other training included effective classroom instruction using the National FFA Life Knowledge program. Activities are planned for FYO6 related to assessing student achievement and expanding the use of graphing calculators and probes in agriscience.

Business, Finance and Marketing

Professional development opportunities continue to be provided to middle and high school business and marketing education teachers. Topics addressed through statewide and local workshops included: the implementation and assessment of statewide content standards, program development and alignment, middle and high school program articulation, advanced technical skills training, the integration of the career and technical student organizations, education and industry based certification, Stock Market Game software training, Entrepreneurship workshop, and Stock Markets and Stock Valuation Workshops, and developing interdisciplinary connections. Technical assistance was provided throughout the year in county-wide and local settings to address federal and state regulatory issues, planning and budgeting. The DDOE business and marketing education associate continues to work with the teacher education programs within the state to assure all graduates of the business and marketing education programs are aware of and use the state approved standards.

Technology Education

The implementation of the Technology Education Standards has and continues to be an ongoing process. The Technology Education associate at the DDOE provides individual support, school and district level as well as statewide Professional development. The major efforts have been directed at the scope and sequence of the career pathways, coordination from middle to high schools, interdisciplinary connections and the support of academic achievement. A focus on the student organization component of the curriculum has assisted in this process with great benefit to both students and staff.

Efforts involving all partners continue in the area of teacher shortage, certification program, and alternative certification process with increase concerns.

Family and Consumer Sciences

The Delaware Department of Education does not currently have a full-time education associate for Family and Consumer Sciences. To help fill this void, DDOE has continued to contract an individual for this fiscal year. The goal is to

acquire funding for a full-time position in FCS. Due to other priorities, this goal has been delayed.

Professional development activities have continued to be planned supporting teachers in adopting the Family and Consumer Sciences standards. In accordance with the Department's Revision of Delaware Content Standards, family and consumer sciences' design team is currently in the process of clarifying the standards using the Understanding by Design model. The design team is composed of 12 middle school and high school family and consumer sciences teachers and a representative from a post-secondary institution. Most of the state's middle school and high school Family and Consumer Sciences teachers participated in a fall meeting to continue to align their courses with the family and consumer sciences standards and to integrate Family, Career and Community Leaders of America (FCCLA) into their curriculum.

Because of the number of recently hired family and consumer sciences teachers, bi-monthly meetings were scheduled with these teachers to acquaint them with the standards, funding, and regulations related to career and technical education. Technical Assistance has been provided to several districts as they implement the standards and integrate a course of study that prepares students to meet the state requirements for entry into Family and Consumer Sciences related careers.

The individual currently contracted through the DDOE has worked with the state's Office of Child Care Licensing to provide Family and Consumer Sciences teachers with the objectives of the 60-hour curriculum required of all people employed in a child care facilities. Thus, high school family and consumer sciences teachers teaching a 3-credit career pathway with a goal of preparing students to work in the child care industry are preparing students to meet the state's knowledge and skills requirements upon completion of their courses in high school. These schools are in the process of signing Memorandum of Understandings with the Office of Child Care Licensing. To support the food and nutrition career opportunities, relationships are being established with the Delaware Restaurant Association and the "Hospitality Interest Committee" facilitated by the state's Office of Economic Development.

Efforts were undertaken this past year to include several summer externship opportunities related to family and consumer sciences related careers. Because of a grant to the University of Delaware on workforce development of direct service workers, several schools have received Technical Assistance in developing course content that will provide students with skills to become a direct support worker, assisting people with disabilities in activities of their daily lives.

Trade and Industrial Education

Professional development activities were provided to teachers and administrators. The feasibility of new programs continues to be explored and existing programs are reviewed on a continuing basis. Tech Prep alignments continue with the five county vocational high schools and the three county post-

secondary Apprenticeship training providers. State curriculum standards for apprenticeship related training were updated for Plumbing (Plumbing Training).

How Students' Academic and Technical Skills Were Improved

The academic and technical skills of students participating in career and technical education programs were improved by strengthening the integration of academics with career and technical education to ensure learning in the core academic and career and technical subjects, and through strong experience in and understanding of all aspects of an industry.

Integration of Academics with Career and Technical Education

The research on course-taking patterns has made a strong case for strengthening the academic skills of all students. The more academic and technical courses taken and the more rigorous they are, the more successful students are in furthering their education and in getting and advancing in employment. Therefore, all students concentrating in career and technical education are encouraged to take a challenging program of study while in high school or community college.

Similarly, the research on contextual learning has shown that knowledge and skills are more likely to be acquired, applied and retained if the teaching and learning process integrates all relevant bodies of knowledge and skill development and are rich in a variety of educational environments. Delaware has invested large amounts of federal and State funds in the professional development of both academic and career and technical education teachers. All secondary and postsecondary programs need to utilize bi-directional (academic/career and technical) integration methods.

All curriculum and instructional development activities pay close attention to integration activities and to providing as many opportunities for contextual learning as possible. Work-based learning is ideally suited to this type of learning but opportunities can easily be missed. Therefore, all worksite mentors were trained in integration methods and encouraged to constantly point out to students how classroom and work-based learning are linked.

Integration of academic and career education took several forms in Delaware schools. At the standards level, all of Delaware's content standards, whether for traditional academic areas such as mathematics, science, language arts, or social studies has been developed to be taught and assessed in a contextual manner. The context is the "real world' in that the content and the assessment of the content draw from the worlds of business and industry. This is largely a result of the wide spread input from business and industry on the commissions that developed these standards and their assessment. The standards for the career and technical areas of Business, Finance and Marketing, Agriscience, Family and Consumer Sciences, and Technology Education all contain "crosswalks" to

the academic standards. In these way teachers from both the academic areas and the career and technical areas can see where integration takes place and support teach other's standards.

Further, several high schools in Delaware have organized themselves to allow teachers time, common students and proximity to plan and develop integration projects. The model followed is the model proposed by the High Schools That Work program of the Southern Regional Education Board. This model has at its centerpiece a curriculum that teaches the essential components of a college preparation curriculum to all students.

Support for Special Populations

The centerpiece of the reform of education in Delaware is a standard based curriculum that challenges both what is taught to all students as well as how it is taught. In August 1996, the Delaware State Board of Education adopted higher graduation requirements. These requirements are based upon a program of study that includes three courses in mathematics and three in science that meet the content standards established by commissions of educators, parents, and business leaders. Further, all students are required to take a planned program of at least three sequenced courses designed to develop skills and knowledge in a career pathway. The five pathways are career and technical, academic, visual and performing arts, world languages and ROTC. Strategies are in place that will form the basis of the school-based program in Delaware's comprehensive high schools.

The curriculum is based upon an instructional delivery system that stresses teaching content in a contextual, applied method. The emphasis is on enabling students to see the usefulness of their academic courses.

Three conditions need to be present in order for students to develop and perform to the same high level of proficiency. First, they must have the opportunity to learn the same content as other students; it cannot be watered down. In the past, many career and technical education students were behind in reading, writing and mathematics. The response to this often was to use instructional materials that were written at lower grade levels to increase students' chances of success and to remove learning barriers. While this did help students gain better access to career experiences, it had the unfortunate consequence of placing no academic demands on them. Consequently, students passed through without improving their skills. Today's programs recognize that students must be taken from where they are academically and raised to high performance levels. All curricular and instructional materials are designed with that in mind.

Second, high school teachers and community college instructors require training and materials to ensure that students have a wide variety of learning experiences to accommodate their learning styles and needs. Many teachers, both academic and career and technical, are working diligently to help students improve their

academic skills, but need continuous training. Therefore, all inservice training offered at the State and regional levels incorporate methods for reaching students who lack an academic foundation for learning. It is because of this thinking that schools are being encouraged to view the career and technical areas as a way to help close the academic achievement gap for students.

Third, and most important, the entire school community must believe that all students can learn and hold the same high level of expectation for their learning. Career and technical education students should not be segregated for instruction in academic classes. Instructional expectations must be high, including requiring reading and writing assignments and challenging homework. Therefore, all teachers are encouraged to hold all students to the same level of rigor and appropriate levels of learning. This includes all students who are members of special populations. The challenge for educators is to develop the learning opportunities to help students meet high standards and expectations.

Delaware State Testing Program (DSTP) assures that all students are taught to the same challenging academic proficiencies. The DSTP tests students on the Delaware content standards that define the knowledge and skills required for our students beyond high school. The DSTP is administered annually. The first administration of reading, writing, and mathematics took place in grades 3, 5, 8, and 10 in the spring of 1998, followed by the second administration in spring of 1999. Science and social studies were administered in grades 4, 6, 8, and 11 in the fall of 1999 and continued to be administered each year. The assessment is closely tied to the Delaware content standards, which are the result of several years of work by Delaware educators in conjunction with Delaware business leaders to determine what Delaware students should know and be able to do as a result of their education. Delaware's standards have been widely recognized as among the best in the nation by publications such as Time, Forbes, and Education Week. A copy of the standards was sent to every teacher in the state.

The DSTP is a hands-on assessment that requires students respond to short and extended response questions that are hand scored by trained readers. The applied nature of both Delaware's standards and their assessment will drive classroom practice toward more cooperative, project centered learning experiences. Through the Department's professional development activities, applied teaching learning strategies are a priority.

These data will be used by the Department of Education to power high stakes assessment for students, schools and teachers. Disaggregated it will provide data to be used in the consolidated application to identify cohorts of students that need the attention that federal funds provide.

How the State Provided Local Educators Technical Assistance

DOE staff provided local administrators, teachers and instructors, and members of the community at large with technical assistance in three areas: 1) administration, 2) accountability, and 3) program improvement.

Administration. State staff assisted local educators with the development of their local plans by reviewing plans and making suggestions for improvement. In depth, on-site assistance was provided for those secondary or postsecondary systems that were experiencing difficulties in the planning process. This may have involved sharing insights gained from other systems, identifying better ways to meet objectives, and getting educators in a region together to discuss ways that services can be delivered in more effective ways.

State fiscal staff was provided training sessions on complying with all federal laws and related requirements. In addition, State staff provided clarification on audit problems that have occurred and on how local grant recipients can avoid audit exceptions.

Accountability. A great deal of technical assistance has been required to implement the Perkins III accountability requirements. DOE holds statewide school improvement meetings quarterly to inform local practitioners on the implementation steps of the accountability system. This included setting and refining adjusted levels of local performance for the core indicators, procedures to ensure collection of reliable and valid data, workshops on analyzing and interpreting performance data, developing strategies for program improvement based on performance data, and procedures and strategies for reporting data to the State and the general public.

Program Improvement. DOE conducted statewide technical assistance workshops to help local educators improve their programs. For example, the Agriscience and Technology Education annual conferences provided state-of-the-art knowledge on integrating academic and technical education, Tech Prep strategies, and program evaluation. It was also a time for State and local staff to share ideas for program improvement.

How Funds Were Used to Promote Preparation for Nontraditional Training and Employment

All students should be encouraged to explore career options based on their abilities and interests, and to explore the full range of careers including occupations that are nontraditional for their gender. Occupational segregation continues to be one of the most significant factors in the persistent wage gap between women and men. To promote preparation for nontraditional training and employment, the DDOE designates $60,000 of state leadership funds to support statewide activities that provided technical assistance, training and resources to local providers. Planned activities included, but were not limited to:

- Providing inservice training for educators, administrators, counselors, parents, and employers,
- Review resource materials,
- Developing curriculum,

- Reviewing curriculum and instructional materials to ensure that they are inclusive, represent diversity and are gender fair,
- Promoting an equitable school climate,
- Encouraging and supporting nontraditional career choices including careers in computer science, technology and other emerging high skills occupations,
- Sharing strategies for recruitment into nontraditional programs,
- Providing recruitment materials that emphasize information about the types of jobs in which nontraditional training will result and the salary range for entry-level and experienced workers,
- Sharing strategies for support and retention of underrepresented students,
- Preventing sexual harassment and sex discrimination in the classroom.

How Funds Were Used to Service Individuals in State Correctional Institutions

Federal funds were provided for career and technical education programs services or activities for criminal offenders. Program services or activities could include services to offenders who are completing their sentences and preparing for release; establishing vocational education programs in correctional institutions that do not have such programs; providing vocational education programs for women who are incarcerated; or improving equipment. In cooperation with eligible recipients' career and technical education programs or services could be provided to offenders before and after their release.

The funds available to state corrections educational agencies were split equally between the Department of Correction and the Department of Services for Children, Youth and Their Families. The responsibility for career and technical education at the Department of Corrections has been moved to the DDOE. Plans for the use of these funds were submitted to the DDOE for approval.

B. Permissible activities

Only after all required activities were addressed were permissive ones administered. All recipients were assigned career and technical staff from the DDOE to assist as needed in the development of local Perkins plans. The staff reviewed all grants to assure required uses of funds were addressed before permissible ones were. Also, because other state funds were provided for program maintenance, eligible recipients were instructed to use Perkins funds for program improvement or for the development of new programs.

Grant recipients were encouraged to provide funding for career guidance and academic counseling. Assistance was provided to strengthen career pathways and the academic performance of all students.

Tech Prep worked to add additional programs and postsecondary institutions to those already being offered. Inservice activities were scheduled to assist instructors in how to implement a Tech Prep agreement. Meetings were held to

bring secondary and postsecondary instructors together. Additional agreements were added and student participation increased. Tech Prep funds were also targeted to provide technology and equipment to all participating agriscience programs. The focus for the upcoming year will be Family and Consumer Sciences.

Career and technical student organizations continue to be an important part of a complete career and technical program. Instructors are encouraged to integrate requirements of competitions into classroom instruction so all students can take part, at some level, in the opportunities career and technical student organizations provide.

Career and technical staff from DDOE took part in meetings and discussion with charter school personnel to promote career and technical programs. Also, funding opportunities and requirements were shared.

Funding was provided to bring on additional staff to oversee the development of standards for the area of Family and Consumer Sciences. Professional development opportunities were offered to all FCS instructors, with great success. Programs are now moving forward with improvements.

An inservice opportunity was provided to all career and technical instructors to inform them of the numerous partners available to assist with career and technical programs. Industry persons were brought in to meet with instructors and discuss opportunities available to students. These opportunities included job shadowing and internship programs for students and teachers. For the second straight year the Delaware Advisory Council for Career and Vocational Education sponsored workshops open to administrators and teachers on the funding of career and technical education in Delaware and effective program planning. These workshops included information on the Perkins legislation. Due to the positive feedback from the workshops, additional ones are planned. Also, information was provided on how to develop long term plans and budgets for career and technical programs. Additional assistance is being offered in this area.

Student Organizations

<u>Business Professional of America</u>

Students participated in 53 state and national competitive events related to their business and finance education programs. Curriculum issues are also addressed through annual and monthly leadership meetings involving both advisors and students.

Business Professionals of America students and advisors took part in the following professional development and leadership training activities:

State Officer Summer Leadership Training (joint with DECA)
State Officer Winter Planning Seminar

State Officer Monthly Meetings
Quarterly Board of Directors Meetings
State Fall Leadership Conference (joint with DECA)
State Leadership Conference
National Leadership Conference

DECA

Students participated in 42 state and national events related to their marketing education programs. Curriculum issues are also addressed through annual and monthly leadership meetings involving both advisors and students.

DECA students & advisors took part in the following professional development and leadership training activities:

State Officer Summer Leadership Training (joint with BPA)
State Officer Winter Planning Seminar
State Officer Monthly Meetings
Monthly Advisory Board Meetings
State Fall Leadership Conference (joint with BPA)
Regional DECA Leadership Conference (NARCon)
State Career Development Conference
International Career Development Conference

FFA – Future Farmers of America

Students participated in over 20 state and national career development activities related to their course of study.

Students took part in the following activities to assist in professional and leadership development:

- State sponsored State Officer Leadership Training
- Planning and conducting the State FFA Awards Breakfast
- National FFA sponsored National Leadership Conference for State Officers
- State Fall Leadership Conference for Chapter Officers
- National FFA Presidents Conference (State President and Vice President)
- 75th State FFA Convention
- National FFA Convention
- Twice a month state officers meetings
- State, regional, and national career development activities.

TSA

Students and advisors took part in the following activities to assist in leadership training:

- State Officer Leadership Summer Training Seminar
- State Officer Monthly Meetings
- National TSA Leadership Conference
- Fall Leadership Conference
- State TSA Conference and Competitive Events
- National TSA Conference

SkillsUSA-VICA

Students and advisors took part in the following activities to assist in leadership training:

- Fall Leadership Conference
- Spring Leadership Conference
- State Officer Monthly Meetings
- National Skills USA/VICA Conference
- State Officer Leadership Summer Training Seminar

FCCLA

Students and advisors took part in the following activities to assist in leadership training:

- State Officer Monthly Meetings
- State Spring Leadership Conference and Competitive Events
- National FCCLA Conference
- State Officer Training
- Fall Leadership Meeting
- Regional Cluster meeting training

III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs

A. Consolidated Application and State Plan information are attached.

Method and Rationale for How Funds Will Be Allocated

The funding split between the secondary and post-secondary allocation is 85% secondary and 15% post- secondary. The reason for this distribution is the large number of secondary providers of vocational education vs. the number of post-secondary providers. There are 19 districts in Delaware that encompass 29 high schools and over 50 additional school with grades 7 and above. There are only 7 post-secondary providers, one of which is a four-campus community college and the others

are extensions of the secondary school districts. Given the larger number of secondary providers and students Delaware has chosen this percentage.

Any school district to be eligible for secondary school vocational education program funds, shall enter into a county-wide consortium agreement for the purpose of receiving funds under the Perkins Act and for coordinating such county-wide activities as defined, that enhance and improve the delivery of services in vocational-technical education. The formation of consortia is a State-imposed requirement.

Allocations to each secondary consortium will follow the distribution formula in Sec. 131 of the Act.

Funding allocations to the various districts within the consortium shall be based on each participating school's relative share of students who are identified as disabled and economically disadvantaged in grades nine through twelve who are enrolled State Board of Education approved vocational education programs in the fiscal year prior to the fiscal year in which funds are requested. The State shall determine the number of economically disadvantaged students in approved vocational education programs in grades nine through twelve on the basis of eligibility for Free and Reduced Lunch. The State shall determine the number of disabled students in approved vocational education programs in grades 9-12 on the basis of students eligible for Individualized Education Programs (IEP). Funds shall be allocated to the school district where the student is receiving his or her major portion of vocational instruction. Two-year averaging will be used to determine these figures. This is a state-imposed requirement. The total amount of funds to be allocated to each district in the consortium will be based on the district's relative share of funds generated in the county consortium. The formula to determine a district's relative share of funds is weighted to award a higher percentage of funds for disabled students eligible for IEPs. Additional costs to support vocational education programs for these students (i.e., specialized services, and adaptive equipment, etc.) are recognized by the State and compensated for within the formula. This is a state-imposed requirement.

The following formula will be used to determine allocations for each county consortium and participating districts within each consortium:

Allotment	=	District Total of Free and Reduced Lunch Students Enrolled in Voc Ed		Multiplied By.40* secondary allocation
		State Total of Free and Reduced Lunch Students Enrolled in Voc Ed		
		PLUS		
		District Total of Students With IEPs Enrolled in Voc Ed	Multiplied By	.60* secondary allocation

State Total of
Students with IEP
Enrolled in Voc Ed

County consortia will be established in the state for the following eligible recipients:

New Castle County Consortium	Kent County Consortium
Appoquinimink School District	Caesar Rodney School District
Brandywine School District	Capital School District
Christina School District	Lake Forest School District
Colonial School District	*Milford School District
New Castle Cnty Vo-Tech Sch. Dst.	POLYTECH School District
Red Clay Consolidated School Dst.	Smyrna School District

Sussex County Consortium
Cape Henlopen School District
Delmar School District
Indian River School District
Laurel School District
*Milford School District
Seaford School District
Sussex Technical School District
Woodbridge School District

*One-half of the Milford School District total allocation shall be derived from the Kent County Consortium and the other half from Sussex County Consortium.

Federal Funding Criteria for Postsecondary and Adult Programs

Under the provisions of the Act awarding grants to eligible recipients for the purpose of operating postsecondary and adult programs based upon an amount that bears the same relationship to the amount of funds available under this section as the number of Pell Grant recipients enrolled in programs meeting the requirements offered by such institutions in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in the current year does not result in a distribution of funds to eligible institutions within the State that have the highest numbers of economically disadvantaged individuals. This formula would, in fact, exclude eligible institutions that serve the State as providers of apprenticeship programs and institutions that provide vocational education programs of adult education through the James H. Groves Adult High School program. The James H. Groves Adult program serves almost exclusively economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact these individuals are eligible for such assistance, the delivery system (including local educational agencies) for this adult program does not qualify as a provider of Pell assistance.

Therefore, institutions eligible to receive funds for postsecondary and adult programs in the State include:

1. An institution of higher education.

2. A local (secondary) education agency serving adults.
3. An area vocational education school serving adults that offers or will offer a program that meets the requirements identified under the description of use of funds for postsecondary and adult programs.

Furthermore, funds are to be used to provide vocational education programs that:

1. Are of such size, scope, and quality as to be effective.
2. Integrate academic and vocational education in such programs through coherent sequences of courses so those students achieve both academic and occupational competencies.
3. Provide equitable participation in such programs for the special populations consistent with the assurance and requirements of the Act.

IV. Accountability

A. State's Overall Performance Results and Program Improvement Stragies

The State met overall performance results in all areas except 1S2, 2S1, 3S1, and 4S2. The greatest negative difference was in 1S2 and 2S1. Delaware is still struggling with the collection of accurate data, especially in these two areas. From program observations we feel both are much higher than reported. The DOE piloted a new pupil accounting system this year and we feel confident that with some adjustment and encouragement, we can collect more accurate data. In the upcoming year, LEAs with poor data will be required to include in their consolidated application plans for improved data collection. Applications will not be approved until plans are included. The DOE is also considering holding funding until accurate data is provided. Numerous workshops on collecting data have been held and will continue to be provided. At this point, we feel there needs to be consequences for districts who do not improve their data collection.

We feel there was improvement in the academic attainment due to increasing the rigor of our vocational and technical programs. Participation in nontraditional programs are above the target performance level which may be due to the number of exploratory programs now being offered.

B. State's Performance Results for Special Populations and Program Improvement Strategies

The overall numbers for Special Populations appear to mirror overall performance levels. We feel the academic achievement is met due to the requirement of all students to meet the same rigorous standards. Where we did not meet targets are in the same areas we did not meet for regular students and may be a function of poor data reporting. Efforts noted in the above section

should provide us the data to actually determine if this is an issue with special populations as well as the regular student population. A better understanding of this should be available in the next reporting year.

C. Definitions

1. **CTE Participant**:
   A student enrolled in at least one CTE course.

2. **CTE Concentrator**:
   A student enrolled in a CTE pathway of three or more sequenced CTE courses (totaling three credits) in a state-approved CTE program.

3. **CTE Completer**:
   A student who has successfully completed the three-credit requirement of a CTE pathway.

4. **Tech Prep Student:**
   A Tech Prep student has indicated an intent to pursue, and is enrolled in courses within a recognized Tech Prep education plan. The plan consists of a minimum of 2 years of secondary and 2 years postsecondary study; is carried out under a written articulation agreement; may allow the student to earn postsecondary credit while in secondary school; and leads to a specific postsecondary 2 year certificate, degree, technical diploma, or apprenticeship.

D. Measurement Approaches

Measurement Approaches and Data Quality Improvement. It has become evident that there needs to be more consistency in student groups being used to measure attainment and completion. The same cohort of students was used for all measurements to make the data more meaningful. More work is being done with the DDOE data collection associates to better understand what information needs to be collected to improve the quality of the data collected.

E. Improvement Strategies

Improvement Strategies for Next Program Year. Even though goals were met in many of the areas where new data was available, more consistency must be achieved in definitions and collection methods used to make the data more meaningful. The quality of data collected from school districts was inconsistent which appears to have affected the results in the accountability report. Additional training with districts personnel should lead to even more accurate data. Continued work with the data collection people and the additional education associate hired to assist in this endeavor must continue and reporting forms changed as needed. Also, when data collection requests change, LEA's must be provided the support and instruction needed to properly report the requested

data. Continuing efforts need to take place to assure understanding and consistency by all parties.

For the upcoming year, districts that did not met the goal for program completers will be required to address the concern in their district plans. Whether it is a data collection issue or a deficiency in working with students, local LEAs will need to explain what plan they will implement to improve their outcome. Considerations are being discussed as to whether or not funding can or should be with held until accurate data is submitted.

We anxiously await reauthorization and support the requirement for negotiated goals and improved program planning.

V. Monitoring Follow-up

Revision of State Plan as required by Sec 122(c)(20) and OVAE's FY 2005 award letter dated June 29, 2005.

For Program Year 2003-2004, the Delaware Department of Education was unable to submit data regarding the following populations:
1. Tech-Prep students in post-secondary education
2. Certain Special Populations such as Displaced Homemakers and Single Parents for both secondary and post-secondary education.
Post-secondary tracking of Tech-Prep students was hindered by the lack of consistent personal identifiers used at the secondary and post-secondary levels.
Information on the selected special populations was not provided by Perkins sub-recipients due to the lack of technical infrastructure to request this information in a non-obtrusive and confidential manner.

Missing Data Remediation Strategy

Delaware DOE has put in place a strategy to remedy the problem of missing data as submitted annually through the CAR form.

1. Tech-Prep data in Post-Secondary Education

Delaware has one post-secondary sub-recipient of Perkins III funds. This institution, Delaware Technical & Community College (DTCC)**,** has undertaken by September 2005 to will identify its Tech Prep student population in its student information system by using annual data files provide by the Tech Prep Program. The student records of Tech Prep high school graduates who enroll in credit courses at Delaware Tech will be flagged. Data reporting on Tech Prep students will begin with Program Year 2004-05 (in December 2005). Training of the DTCC staff in the identification of Tech-Prep students will be provided by Kimberly Sudler, Director of Institutional Research, DTCC. Ms. Sudler will be responsible for making changes in the DTCC's accountability system and reporting complete data to the Delaware DOE. Lydia Tucker,

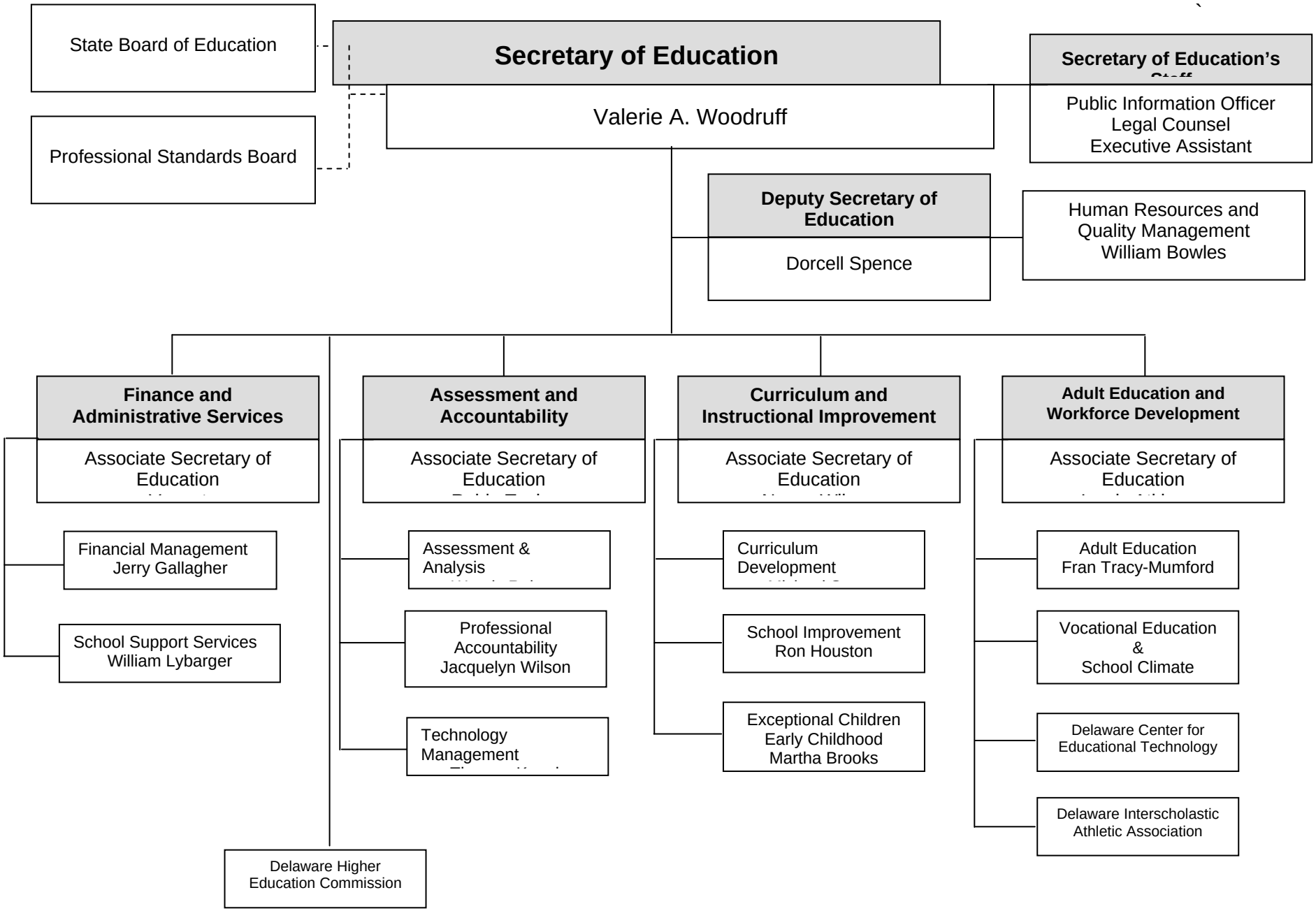
Director, Tech-Prep Delaware, will be responsible for electronically transmitting complete Tech-Prep secondary education student information to DTCC on an annual basis.

2. Missing Data for Certain Special Population groups

A. Secondary Education:
Beginning with Program Year 2005-06, the Delaware DOE will be requesting information regarding single parent and displaced homemaker status of all students through Perkins sub-recipient LEAs. This will be accomplished by adding additional fields in the electronic data collection instruments such as *eSchoolPlus*. Additional information will also be compiled regarding students with Other Educational Barriers as specified in the State Plan. Data obtained in this manner will be available for reporting in December 2006. Melvin D'Souza, Perkins Data Analyst, Delaware DOE, will be responsible for making the required changes in the state's accountability system, compiling the data and reporting the data to OVAE.

B. Post-Secondary Education:
The DTCC has made improvements in provided sub-indicator data by disaggregated sub-populations. Beginning in January 2006, the DTCC will change the way it administers its survey of education/job placement by requiring personal identifiers on the surveys so that the data can be disaggregated by the sub-populations specified on the CAR form. In addition, the DTCC will collect data for other Federal Special Population attributes through a combination of surveying students and by using data normally captured in its student information system. The College will administer a survey that asks new students to indicate whether they are members of special populations (see Attachment A.) The College will administer the survey to all new students during the post-admission interview beginning fall 2005. Results from the surveys will be entered in the student information system for identification in reporting CAR data in December 2006. Training of the DTCC staff in the data collection and data entry process will be provided by Kimberly Sudler, Director of Institutional Research, DTCC. Ms. Sudler will be responsible for making changes in the DTCC's accountability system and reporting complete data to the Delaware DOE.

VI. Workforce Investment Act (WIA) Incentive Grant Award Results

Delaware received a WIA Incentive Grant and now has in place plans to review career and technical program standards for relevance and alignment to career cluster information. Additional work is being done to develop better graduate follow-up information from districts. Work is on-going in both areas.

Delaware Department of Education Organizational Chart