

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

Implementation of State Leadership Activities

Required Use of Funds:

- **Conducting an assessment of the vocational and technical education programs funded under *Perkins IV*;**

Delaware Department of Education (DDOE) continues the process of revising and refining its LEA improvement planning, consolidated application, and monitoring processes. The new Education Success Planning and Evaluation System requires LEAs to analyze progress on all Perkins IV targets, set associated goals and objectives, determine strategies and activities for achieving each goal and objective, and evaluate progress on each goal and objective.

Each DDOE Career and Technical Education staff member is responsible for the approval and monitoring of LEA Perkins IV plan elements and grant awards. DDOE CTE staff members review applications for program related issues including

1. A review of LEA performance goals. LEA goals must represent sufficient progress toward meeting or exceeding the State's performance goals and toward improving LEA performance compared to the previous year. Applications are only approved when the LEA sets appropriate performance goals.
2. A review of the application narrative to ensure that activities support the requirements and intent of the Perkins IV legislation.
3. A review of program strategies and activities to meet performance levels.
4. A review of allocations and expenditures to identify and prevent unallowable expenditures. DDOE fiscal staff members also conduct review and approval of LEA budgets.

DDOE CTE staff members also monitor all LEAs receiving Perkins IV funds including:

1. A review of budget close-out reports to ensure funds were expended as approved.
2. An annual review of data and documents (desk audit) to ensure program compliance
3. Onsite school-level review of program implementation for priority (high need or high risk) LEAs.

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

- **Developing, improving, or expanding the use of technology in career and technical education;**

State Code requires all LEAs to provide evidence of curriculum alignment to state content standards. Technology integration is a key component of CTE content area standards and, therefore, must be demonstrated during the course approval process. All LEAs were required to show curricular alignment for all CTE courses by March 31, 2009.

- **Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels;**

DDOE CTE staff members provide ongoing and supported professional development and technical assistance to CTE teachers, middle and high school counselors, and district CTE administrators. FY 2008 funds continued to support activities including

1. facilitation of professional learning communities where CTE teachers collaborated to develop statewide pathway course outlines to ensure standards-alignment, content consistency across LEAs, academic integration
2. facilitation of professional learning communities where CTE teachers collaborated to develop high quality, standards-based, technologically and academically integrated instructional units for statewide pathway courses and for the Delaware Recommended Curriculum
3. informational sessions for LEA CTE administrators and teachers focused on Perkins IV requirements, data elements, and program implementation
4. workshops for middle and high school counselors to improve Perkins IV data reporting, student advisement for CTE programs, and program implementation
5. training for middle and high school counselors and LEA administrators on Student Success Planning processes and improved student advisement for career planning

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

- **Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education;**

DDOE CTE staff members facilitated statewide professional learning communities where CTE teachers collaborated to develop high quality, standards-based, technologically and academically integrated instructional units for state-approved pathway courses and as model units for the Delaware Recommended Curriculum. Technology literacy and 21st Century Skills are two of the design principles required in each Delaware Recommended Curriculum model unit. Once the CTE model units are piloted, revised, and approved they will be posted to the Delaware Recommended Curriculum website

(<http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml>). Work continues in this area.

- **Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable;**

State regulation now requires all 8th – 11th (12th added in the next year) grade students to participate in the Student Success Plan (SSP) process. The SSP is a plan encompassing a minimum of five years, including one year beyond high school. The plan is developed and updated at least annually by the student, the student's advisor, at least one other staff member and the student's parent(s), guardian(s) or relative caregiver. The SSP includes courses needed in preparation for immediate entry into the work force or opportunities in post secondary education. The plan also includes the support services necessary for the student to graduate from high school. An additional year of high school may be an option for inclusion in the Student Success Plan.

DDOE provides online access to the SSP, which is designed to empower students to explore possibilities, develop a plan and achieve their goals for the future. Central to the SSP program is an interactive, highly user-friendly website that students can use to learn about careers and schools, set goals and develop a plan for academics, activities or other experiences they'll need during high school.

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

DDOE CTE associates continue to encourage rich exploratory opportunities for all middle school students to expose them to career opportunities including non-traditional occupations.

- **Supporting partnerships among local education agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills, or complete career and technical programs of study;**

The DDOE partners with LEAs, IHEs, adult education providers, and business and industry representatives to continuously improve and expand CTE programs. FY 2008 funds supported DDOE CTE staff member efforts including

1. collaboration with LEAs and IHEs to ensure effective implementation and student use of SSPs
2. collaboration with LEAs, IHEs, and business and industry representatives to develop statewide pathway course outlines
3. collaboration with LEAs, IHEs and business and industry representatives to develop high quality, standards-based, technologically and academically integrated instructional units for statewide pathway courses
4. collaboration with LEAs and adult education providers to facilitate Tech Prep articulations
5. collaboration with LEAs and adult education providers to to coordinate LEA's apprenticeship education programs with the Department of Labor and the Governor's Council on Apprenticeship and Training
6. collaboration with Business, Industry, Education Alliance (BIE) to provide job shadowing and career exploration experiences

- **Serving individuals in state institutions;**

- **Providing support for programs for special populations that lead to high skill, high wage and high demand occupations; and**

DDOE CTE staff members facilitated statewide professional learning communities where CTE teachers collaborated to develop high quality, standards-based, technologically and academically integrated instructional units for state-approved pathway courses and as model units for the Delaware Recommended Curriculum. Work continues on additional units. Differentiated instruction, Learning Focused, and Universal Design for Learning are some of the design principles for the

State of Delaware 2009 Consolidated Application Report Narrative for Perkins IV

Delaware Recommended Curriculum. Once the CTE model units are piloted, revised, and approved they will be posted to the Delaware Recommended Curriculum website.

- **Offering technical assistance for eligible recipients.**

DDOE CTE staff members provide both proactive and on-demand technical assistance for all Perkins IV programs. Proactive technical assistance activities include

1. support for Education Success Planning and Evaluation processes
2. information dissemination via in-person meetings and website content
3. development of standardized data reports to assist with Perkins data reporting
4. development and deployment of software application (eSchoolPlus CTE user-defined screen) to input Perkins-related data
5. development of standards for CTE content areas
6. assistance with CTE standards implementation
7. assistance with end of pathway (technical skill attainment) assessment selection, curricular alignment, and implementation

On-demand technical assistance activities include

1. LEA and school-level program enhancement advice and assistance
2. program clarifications
3. assistance with data entry and data verification procedures
4. on-site training for secondary and post-secondary LEA Perkins data reporting

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

Permissible Activities:

- **Improving career guidance and academic counseling programs;**

DDOE CTE staff members provide ongoing and supported professional development and technical assistance to CTE teachers, middle and high school counselors, and district CTE administrators to improve career guidance and academic counseling programs including

1. workshops for middle and high school counselors to improve Perkins IV data reporting, student advisement for CTE programs, and program implementation
2. training for middle and high school counselors and LEA administrators on Student Success Planning processes and improved student advisement for career planning

- **Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;**

Tech Prep Delaware worked to add additional programs and postsecondary institutions to those already being offered. Training 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 participating Family and Consumer Science programs. The focus for the upcoming year will be Business, Finance, and Marketing.

- **Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;**

DDOE CTE staff members are working with Tech Prep staff to implement state-wide articulation agreements based on curriculum aligned to state standards and common course outlines. Increased rigor in the CTE programs will assist with the transition into baccalaureate programs. Articulation agreements are being negotiated with baccalaureate programs that currently have 2 year degree offerings.

- **Supporting career and technical student organizations;**

State of Delaware 2009 Consolidated Application Report Narrative for Perkins IV

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. A self assessment tool for all CTE teachers to use was piloted in FY09 and will be requested of all CTE teachers in FY10. Additional technical assistance will be provided in areas where the assessments show a need.

Business Professionals of America

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
- Statewide Leadership Summit
- Quarterly Board of Directors Meetings
- State Fall Leadership Conference (joint with DECA)
- State Leadership Conference
- National Leadership Conference

DECA: An Association of Marketing Students

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

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

FFA

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)
- 78th State FFA Convention
- National FFA Convention
- National Officer Training visit
- Twice a month state officers meetings
- State, regional, and national career development activities.

Technology Student Association (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

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

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

Family Career and Community Leaders of America (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
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- **Supporting public charter schools operating career and technical education programs;**

Career and technical staff from DDOE took part in meetings and discussion with charter school personnel, including those with current charter approval, as well as those actively seeking state approval, to promote career and technical programs. Also, funding opportunities and requirements were shared.

- **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;**

One condition for CTE course approval and funding is that current industry standards must be addressed.

- **Supporting family and consumer sciences programs;**

The Delaware Department of Education now has a full-time Family and Consumer Sciences Education Associate. For the past decade the position has been part-time and was not able to serve the needs of the FCS teachers and students.

Professional development activities have continued to be planned supporting teachers in developing and implementing the Family and Consumer Sciences standards. In accordance with the Department's revision of Delaware Content Standards, family and consumer sciences' design teams clarified the standards using the Understanding by Design model. Most of the state's middle school and high school Family and Consumer Sciences teachers participated in summer meetings 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. Every FCS teacher has received copies of the work completed by the design teams.

State of Delaware 2009 Consolidated Application Report Narrative for Perkins IV

A FCS Teachers Association has been established. This group meets every other month and shares exciting ideas from their classrooms while interacting with colleagues from across the state. In addition teachers are kept up-to-date on the latest information. This winter/spring teachers will have the opportunity to participate in class and on-line opportunities to update their content knowledge.

The state's family and consumer sciences programs have agreements with the Office of Child Care Licensing. Students completing the 3-credit pathway are eligible for certification upon reaching the age of 18. The FCS Education Associate is also involved with the OCL in revising and updating these standards.

Delaware has become part of a cohort through the American Association of Family and Consumer Sciences in developing and piloting third party assessments for FCS. This was funded through a partnership with TechPrep.

Efforts are underway to include several summer externship opportunities for family and consumer sciences related careers.

- **Supporting partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;**

Each year the DDOE provides teachers with a summer externship opportunity where they spend time with employers learning how their businesses work. This experience allows teachers to see how and if what they teach fits into the needs of the business community. This experience also provides partnership links between classroom and business.

Ongoing partnerships with business include participation in standards revision committees, connections through CTSO activities, including leadership and skill events and active participation from advisory committees for planning, implementation and evaluation.

State CTE funds are provided to LEAs with students enrolled in cooperative education experiences related to completed student pathways.

- **Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education;**

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

Several new CTE pathways were identified and developed through the standards revision process. All courses granted state approval for the 2008-2009 school year had to also be part of an state approved CTE pathway.

- **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of *Perkins IV*;**

In FY09, approximately 50% of allowable reserves were set aside to fund LEA new and/or innovative initiatives, based on a competitive grant process. An application and rubric were developed to rank requests. Four grants were awarded in FY09. Final evaluations are required to be submitted by January 2010. The program will continue in FY10.

- **Providing activities to support entrepreneurship education and training;**

Entrepreneurial concepts embedded in all BFM pathways and various CTSO activities.

- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education;**
- **Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;**

LEAs are encouraged to use state CTE and Perkins funds to assist Special Population students in transitioning from school to meaningful employment. Current programs are being monitored with assistance from DDOE Exceptional Children staff.

- **Developing valid and reliable assessments of technical skills;**

All CTE content areas are exploring the availability of standards-aligned third-party technical skill assessments. Work continues on assessments developed to assess state and national CTE standards for all programs.

- **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;**

State of Delaware 2009 Consolidated Application Report Narrative for Perkins IV

The DDOE has assisted secondary and post-secondary LEAs with the development of and continuous enhancements to data collection and reporting systems. For secondary LEAS, a software application has been deployed that enables schools to enter CTE pathway enrollment and completion information. This software has been updated to track CTE student concentrator status under Perkins IV. Software applications have also been deployed for secondary LEAs to monitor summary data on CTE participant and concentrator status for each school.

Post-secondary LEAs are provided with data collection tools, data entry training, and on-site technical assistance when needed so that Perkins data reporting is accurate and consistent with reporting requirements.

The DDOE participates in the National Student Clearinghouse to collect relevant data for postsecondary education placement outcomes. In order to enhance data accuracy, DDOE staff members worked with LEAs to ensure participation in the National Clearinghouse. The DDOE also conducts a mailed and phone survey of recent high school graduates to obtain data on post-secondary education and employment outcomes.

In addition, the DDOE investigated opportunities for technical assistance related to collection of direct employment data from regional departments of labor. While these efforts were unsuccessful, they have helped us refine our approach to data quality improvement.

- **Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and**

DDOE staff members collaborated with Alternative Routes to Certification staff members at the University to enhance recruitment efforts for Technology Education and for Business, Financing, and Marketing Education. The DDOE also worked with regional IHE staff members to promote teacher training programs in Technology Education; Family and Consumer Sciences (currently no programs exist in state); Business Finance and Marketing Education; and Agriscience Education.

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

- **Supporting occupational and employment information resources.**

The DDOE contracted research and development of CTE information resources specifically designed for students, parents and counselors. These resources will be designed to help students, parents and counselors to:

- understand the benefits of CTE participation,
- be aware of CTE program availability and options, and
- partner with schools to expand and improve CTE opportunities

3. Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the state had technical skill assessments; (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and (3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator to cover all career and technical education concentrators and all program areas in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

All CTE content areas are exploring the availability of standards-aligned third-party technical skill assessments.

DOE staff members have already identified end of pathway (technical skill attainment) assessments aligned with some Skilled and Technical Sciences content areas' content standards, and have collaborated in a project with NOCTI to pilot two new assessments for pathways within Business, Finance and

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

Marketing Education content areas. We plan to pilot these assessments in 2009-10 and report on them in the 2009-10 CAR.

We plan to implement the following tests for Skilled and Technical Sciences content areas, some of them starting this year:

- NCCER Contren® Level I Assessments for
 - Carpentry
 - Electrical Trades
 - HVAC
 - Masonry
 - Plumbing
 - Sheet Metal
 - Welding
- NOCTI Student Level Assessments for
 - Dental Assisting
 - Dental Lab
 - Auto Body
 - Auto Tech
- PrintED Accreditation at the Secondary Level in
 - Introduction to Graphic Communications #7545vl
 - Press Operation #7547vl
 - Digital File Preparation #7546vl
- Delaware Dental Radiological Technology (DDRT) Certification through the Delaware Division of Public Health, Office of Radiation Control (Delaware ORC) in Dental Assisting
- Delaware Division of Professional Regulation's Board of Nursing NCLEX-PN License Test for Licensed Practical Nursing
- National Health Career Association's National Certification Examination for Certified Clinical Medical Assistant and Medical Insurance Coding
- Delaware CNA Certification Test for Nurse Assisting
- DSCYF: Office of Child Care Licensing TECE I & 2 Certification for Child Care
- Delaware Cosmetology License Test for Cosmetology
- Equipment and Engine Training Council (EETC) Four Stroke Certification Test for Small Engines.

State of Delaware 2009 Consolidated Application Report Narrative for Perkins IV

4. Implementation of State Program Improvement Plans

Sec. 123(a)(1) of Perkins IV requires each state, that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(3) of Perkins IV, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of Perkins IV. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the state failed to meet its state adjusted levels of performance for any of the core indicators of performance.

Please review your state's accountability data in Part D of this report. If your state failed to meet at least 90 percent of a state-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please provide a state program improvement plan that addresses, at a minimum, the following items:

- The core indicator(s) that your state failed to meet at the 90 percent threshold;*
- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students;*
- The action steps which will be implemented, beginning in the current program year, to improve the state's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified;*
- The staff member(s) in the state who are responsible for each action step; and*
- The timeline for completing each action step.*

Delaware met agreed upon state adjusted levels of performance for the core indicators of performance except for 5S1 Placement, 6S1 Nontraditional Participation, 5P1 Post-secondary Nontraditional Participation, and 5P2 Post-secondary Completion of Nontraditional Programs. Even though the State met or exceeded the Level of Performance for 1S1 and 1S2 aggregated data shows that select individual subpopulations did not.

To determine Performance levels for 5S1 DDOE uses data from the Clearing House. Even though the data provided is quality data, it does not have the ability to track all students. DDOE continues to have difficulty accessing information from DDOL. Also, due to budget constraints, DDOE was no longer

State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV

able to administer a statewide graduation survey. In an effort to collect more complete data, DDOE will continue to work with other state agencies and will require LEAs to address in Education Success Planning how they will monitor or track student placement.

In the post-secondary area, targets for non-traditional participation and placement were not met. The targets are being met by the community college system but not in the apprenticeship area. Apprenticeship programs requesting post-secondary Perkins funds will be required to address improving nontraditional participation and completion. DDOE staff will continue to monitor progress and provide technical assistance.

Even though Delaware met the Performance indicator for 1S1, LEP CTE students did not. LEP students did not meet the average state level either. LEP, Black, and Hispanic students did not meet the Level of Performance for 1S2, though it was higher for those enrolled in CTE than the average state level. DDOE plans to improve the Performance level for LEP, Black, and Hispanic students through increased rigor in all CTE programs and with the adoption of the new standards. CTE teachers are also being trained in Learning Focused strategies. All CTE units being developed follow the Learning Focused model. Since students are tested last tested in 10th grade making it difficult to determine the affect of CTE participation.

2. Implementation of Local Program Improvement Plans

Sec. 123(b)(1) of Perkins IV requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of Perkins IV, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of Perkins IV further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of Perkins IV, the eligible recipient shall develop and implement a program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of Perkins IV. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

State of Delaware 2009 Consolidated Application Report Narrative for Perkins IV

Please review the accountability data submitted by your state's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

Performance of LEAs will be evaluated against the new Perkins IV targets this spring. All LEAs that fail to meet at least 90 percent of an agreed upon local adjusted level of performance will be required to submit a local program improvement plan through Delaware Education Success Planning and Evaluation application process (summer 2010). Perkins funds for the 2009-2010 school year will not be approved unless plans adequately address: core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students. The DDOE will also monitor plan implementation through the Delaware Education Success Planning and Evaluation process.

3. Tech Prep Grant Award Information

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

Delaware only has one Tech Prep consortium through which grants are funded. Focus on awarding grants to LEAs is on improving secondary programs and facilities so that articulation agreements can more readily be fulfilled. Tech Prep Delaware is currently in the process of negotiating statewide articulation agreements.

Tech Prep Delaware sponsored a variety of professional development activities during 2008-2009. A summary of activities is listed below.

**State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV**

Sponsored Professional Development Activities:

Technology education workshop on curriculum development was held on October 10, 2008;

Technology education Architectural Software Workshop (co sponsored by Delaware Tech); was held on November 21, 2008;

Family and Consumer Sciences ServSafe Teacher Training Workshop was held on February 10, 2009;

Family and Consumer Sciences Child Care Licensing Workshop was held on March 10, 2009;

Family and Consumer Sciences Nutrition Knowledge Workshop was held on March 17, 2009;

Family and Consumer Sciences CPR Trainer Training Workshop was held April 20 and 22, 2009;

Ag Education Texas Instrument Workshop was held June 15-17, 2009.

Curriculum Resource Projects:

Agriscience and Environmental Science Online Web Resources (CAERT)

Ag Education Texas Instrument Teacher and Classroom Electronic Equipment

Family and Consumer Sciences Classroom Resource Materials (Serv Safe Booklets)

Business and Marketing Education Curriculum Resource Materials (through Mark Ed)

Tech Prep Delaware also granted a variety of Program Grant Awards during 2008-2009, summarized in the list below.

Program Grant Awards Listing by School

School	Program	Award
Caesar Rodney HS	Expanded Video Engineering	10,000
Dover HS	New Early Childhood Pathway	4,506
Dover HS	Expanded Plant Science	4,805
Dover HS	New Allied Health Pathway	666
Indian River HS	Expanded Tech Ed Pathway	10,067
POLYTECH HS	Expanded Early Childhood	1,542
Sussex Tech HS	Expanded Broadcast Media	6,757
Woodbridge HS	Shared CTE Equipment	7,601
Cape Henlopen HS	Business, Marketing, Finance	2,500
Christiana HS	Business, Marketing, Finance	2,300
Delcastle HS	Shared CTE Equipment	6,400
Delmar HS	Business, Marketing, Finance	2,300
Dover HS	New Health Pathway	9,000
Glasgow HS	Business, Marketing, Finance	4,000
Milford HS	Business, Marketing, Finance	6,600
Newark HS	Business, Marketing, Finance	7,000
Polytech SD	Business, Marketing, Finance	7,000
Seaford HS	Business, Marketing, Finance	6,000
Seaford HS	New Ag Pathway	5,000

**State of Delaware
2009 Consolidated Application Report Narrative for Perkins IV**

Smyrna HS	Business, Marketing, Finance	6,000
William Penn HS	Business, Marketing, Finance	5,000
Del Tech & CC	Accounting	5,800

Grant Award Review Criteria:

1. Status of program (new or expanding)
2. Articulated program, articulation development, work force development
3. Student enrollment in pathway
4. Level of TP involvement (student registration, teacher participation, coordinator participation)
5. Approval by appropriate district directors
6. Postsecondary review or involvement
7. Advisory board review or recommendation
8. Rationale or justification for proposed project
9. Review of documentation of previous grant awards
10. Adherence to process deadlines and requirements
11. Positive impact on student pathway experiences

Please review the accountability data submitted by your state's consortia as described in Sec. 203(e) of *Perkins IV*. Indicate the total number of consortia that failed to meet an agreed upon minimum level of performance for any of the indicators of performance. Note trends, if any, in the performance of these consortia (i.e., the indicators that were most commonly missed, and number of years the consortia omitted the indicators).

Delaware Tech Prep has been working to establish statewide articulation agreements based on newly revised state CTE standards and statewide course curricula. During the revision and development period, no new articulations were established which may have affected performance levels.

DDOE and Tech Prep are working together to establish a compatible student identification system to allow for the collection of more accurate data related to postsecondary enrollment, certification or licensure, awarding of postsecondary credit, or enrollment in remedial courses. Challenges currently affecting complete and accurate data collection include a student identification system that does not extend beyond the secondary level and no postsecondary regulatory oversight system. DDOE and Tech Prep Delaware are aware of the challenges and are working on determining a more effective data collection system.

**Department of Education
Organization Chart
FY 2009**



DELAWARE DEPARTMENT OF EDUCATION ORGANIZATION CHART

