

U. S. Department of Education  
Office of Vocational and Adult Education

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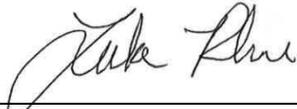
The Carl D. Perkins  
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Delaware

Eligible Agency Submitting Plan on Behalf of State: State Board of Education

Person at, or representing, the eligible agency responsible for  
answering questions on this plan:

Signature:   
Name: Luke Rhine  
Position: Director, CTE and STEM Office  
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Type of State Plan Submission (check one):

- 5-Year Full Plan – FY 2009 – FY 2014  
 1-Year Plan Extension – FY 2018 – FY 2019

Special Features of State Plan Submission (check all that apply):

- Unified - Secondary and Postsecondary  
 Unified - Postsecondary Only  
 Title I only (*All Title II funds have been consolidated under Title I*)  
 Title I and Title II

March 15, 2018

Edward R. Smith, Chief  
Program Administration Branch  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U.S. Department of Education  
Potomac Center Plaza  
550 12th Street, SW, Room 11060  
Washington, DC 20202-7241

Mr. Smith:

The Delaware Department of Education wishes to extend the Perkins IV State Plan for Career & Technical Education (CTE) for the 2018-2019 program year (program year 12) as part of Delaware's Combined State Plan under the Workforce Innovation and Opportunity Act. The submitted state plan includes an updated budget and state proposed performance levels.

A public hearing was held on March 8, 2018 and the proposed State Plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites. Notice of the public hearing was published in two newspapers of general circulation. Comments were collected through both formats and are reflected in the revised plan. Additionally, the one-year plan revision was reviewed by a Sub-Committee of the Delaware SBE and presented for approval to the full SBE on March 15, 2018.

If you have any questions, please contact me via email at: [luke.rhine@doe.k12.de.us](mailto:luke.rhine@doe.k12.de.us) or by telephone at: 302.735.4015.

Sincerely,

A handwritten signature in black ink that reads "Luke Rhine". The signature is written in a cursive style with a large, looping initial "L".

Luke Rhine  
Director, CTE and STEM Office

# **PART A: STATE PLAN NARRATIVE**

## **Introduction**

Delaware's State Board of Education (SBE) is submitting the one-year State Plan extension for the Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270. The State Plan covers July 1, 2018 through June 30, 2019 for program year twelve (12). This plan is an agreement between the State of Delaware and the federal government to assure the administration of career and technical education programs is consistent with the State's goals, policies and objectives, and with the federal laws and regulations.

The Delaware Department of Education has established policies and procedures as well as criteria and priorities that are used in approving state and local programs of study in career and technical education as part of a defined career pathways system. The Career & Technical Education and STEM Initiatives workgroup of the Delaware Department of Education's Academic Support Team provides technical assistance and services to local educational agencies, community colleges, correctional institutions, and other eligible recipients under the Act. As part of the Department's annual compliance monitoring system, the Academic Support Team conducts program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives. This work is guided by three key principles and the belief that CTE programs of study:

1. Prepare students for career success and postsecondary education.  
The terms "career ready" and "college ready" are synonymous. In order to earn a livable wage in today's economy, all students must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, apprenticeship, formal job training, or military service. CTE programs of study align academic and technical knowledge at the secondary and postsecondary levels by creating multiple entry and exit points for students to pursue a career and continue their education.
2. Align with workforce needs and are developed in partnership with relevant stakeholders.  
A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, and institutions of higher education. The DDOE partners with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve Delaware's career pathway system and to guide the development and implementation of CTE programs of study that establish a direct link between the public education system, postsecondary education, and changes in regional employment demand and supply.
3. Improve student achievement by connecting academic and career success measures.  
Programs of study measure student achievement in academic and technical areas and promote employability skills. The DDOE, local education agencies, and postsecondary institutions collect and use these data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs. State and local outcome data serve as a means of benchmarking program of study performance, closing achievement gaps, and ensuring every student becomes career and college ready.

This plan communicates the scope of Delaware's commitment to the continuous improvement of career and technical education programs within a statewide system of career preparation. In Delaware,

the career pathways system begins in the public education system through the development and implementation of CTE programs of study and continues through adult education and occupational training programs which are administered by partnering state agencies, institutions of higher education, and other service providers. This includes opportunities for students and adults, including special populations and individuals with barriers to employment, to participate in academic and technical coursework, career counseling, and defined work-based learning experiences that engage employers. These activities help students and adults to achieve their education and career goals as well as enter or advance in a career.

Delaware encourages and supports programs for career and technical education through 19 school districts, charter schools, the community college and university system, apprenticeship programs, and various other eligible recipients. Programs for students and adults are provided to foster challenging academic standards, promote the development of activities that integrate academic and career and technical instruction, and increase flexibility in providing services and activities designed to develop, implement, and continuously improve career and technical education. Delaware's career and technical education programs provide students and adults with opportunities to develop occupational interests and acquire skills throughout their secondary and postsecondary educational experiences that will lead to gainful employment and continuing education. Students and adults who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, postsecondary level, or in an associate or baccalaureate degree program.

## **I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION**

### **1.1 Public Hearings**

A public meeting was held on March 8, 2018 at the John G. Townsend Building Cabinet Room. The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements.

### **1.2 Summary and Response to Recommendations Made During the Public Comment Period [Sec. 122(a)(3)]**

The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements. Comments were collected through both formats and are reflected in the revised plan.

### **1.3 Development of the State Plan [Sec. 122(b)(1)(A)-(B)]**

The Delaware State Plan was developed as part of Delaware's Combined State Plan under the Workforce Innovation & Opportunity Act. As such, staff from the Department of Education worked with other core partners in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; ~~and the State Tech Prep coordinator~~; entities participating in activities described in section 111 of Public Law 105-220; interested

community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); representatives of labor organizations in the State; and State agencies such as the Delaware Department of Labor (DDOL) and the Delaware Economic Development Office (DEDO). The Governor of the State was consulted with respect to development of the State plan. The State Plan was vetted by a Sub-committee of the State Board of Education (SBE) and presented to the SBE on [March 15, 2018](#) for approval.

**1.4 Public and Private Participation in State and Local Decisions that Related to Development of the State Plan [Sec. 122(b)(2)]**

The formulation and development of Delaware’s State Plan included activities and procedures to ensure that participants and entities listed in item 1.3 participated in state and local decisions in relation to the development of the State Plan.

**1.5 Consultation with Agencies Responsible for Secondary and Postsecondary Career and Technical Education [Sec. 122(e)(3)]**

The portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, ~~Tech-Prep education~~, and secondary career and technical education was developed in consultation with representatives of all interested groups.

**II. PROGRAM ADMINISTRATION**

**2.1 Term of the Plan**

The Delaware State Board of Education (SBE) hereby submits this one-year plan [extension](#) for the period July 1, [2018](#) through June 30, [2019](#) for operation of programs under the Act. [Sec. 122(a)(1)]

**2.2 Career and Technical Education Activities Designed to Meet or Exceed the State Adjusted Levels of Performance (Sec. 122(c)(1)(A)-(L))**

The Career & Technical Education and STEM Initiatives workgroup provides leadership and technical assistance in an ongoing effort to meet or exceed the state’s adjusted levels of performance. Delaware career and technical education programs at the secondary level must meet the career and technical education requirements under Title 14, Section 525 (Appendix A) and align with the career pathway requirement under Title 14, Section 505 (Appendix B) of the Delaware Administrative Code. Further, all programs must be approved by the State and appear on the state-approved course list for the applicable funding period. Secondary programs of study meet state and/or nationally developed standards and apprentice related-training programs will follow applicable State apprentice training requirements under Title 19, Section 1100 of the Delaware Administrative Code. Community college programs [are approved](#) by the Board of Trustees at the Delaware Technical Community College.

Delaware offers approximately 350 career and technical courses and programs that span from seventh grade through Associate Degrees, apprenticeship, and industry certification. Perkins funds are used to support programs for students’ in grades 7-14 in 19 school

districts, charter schools, the community college system, apprenticeship, correctional institutions, and other eligible recipients. These local educational agencies provide career and technical education programs aligned to the National Career Clusters model, which organizes instructional programs into sixteen career clusters and more specific occupational groupings or career pathways. This organizational structure helps to classify CTE programs of study and benchmark student outcome data to close achievement gaps. Additionally, the structure helps to align CTE programs of study to related occupations and relevant labor market information, ultimately connecting CTE programs to continuing education and career opportunities.

Delaware ensures the alignment of career and technical education (CTE) standards, academic standards, and the career ready practices through a state approval process for CTE programs of study. CTE programs are developed, implemented, and continuously improved in cooperation with business and industry partners, institutions of higher education, and the community to ensure academic and technical relevance. Defined pathways and programs of study allow students to demonstrate technical and academic skills and knowledge. Additional learning and leadership opportunities are available through participation in career and technical student organizations (CTSOs). These intra-curricular organizations are essential components of all quality CTE programs and include comprehensive leadership and skill training at local, state, and national competitive events, community service opportunities, and promotion of career planning.

At the secondary level, the DDOE has revised the process for CTE program development, implementation, and continuous improvement. All programs include an alignment to the Common Core State Standards, the Common Career Technical Core, other state and national standards, opportunities for students to demonstrate technical skill attainment, articulation/dual enrollment with related postsecondary credential and degree programs, and the identification of work-based learning experiences. As reported in the annual CAR report each LEA has completed and posted on their website at least one program of study.

Postsecondary CTE programs are developed based on the prerequisite expectations of business and industry partners and align technical and academic skills and knowledge. Further, postsecondary CTE programs provide students with opportunities to engage employers, participate in work-based learning experiences, and opportunities to apply academic and technical knowledge.

**(a) Career and Technical Education Programs of Study:**

Career and technical education (CTE) programs of study are developed and implemented in consultation with business, industry, educators, and other interested parties and are made available through the DDOE to LEAs, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for CTE and technical content areas that —

- i. Incorporate secondary education and postsecondary education elements;

- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- iii. Include the opportunity for secondary education students to participate in dual enrollment, concurrent enrollment, course articulation, or other ways to acquire postsecondary education credits; and
- iv. Lead to an industry recognized credential or certificate that holds value at the professional or postsecondary levels, or in an associate or baccalaureate degree.

**(b) Development and Implementation of Programs of Study**

Career and technical programs of study are planned and approved according to Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A) and must align with the career pathway requirement under Title 14, Section 505 of the Delaware Administrative Code (Appendix B). State and local programs of study are developed and provided during the grant year and made available through the DDOE to local education agencies, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for career and technical content areas.

**(c) Development and Implementation of Articulation Agreements between Secondary Education and Postsecondary Education Institutions**

Delaware CTE programs of study are required to have current articulation agreements between secondary and postsecondary education institutions at both two- and four-year degree institutions. The DDOE works with eligible recipients to cooperatively enter into articulation agreements between secondary education and postsecondary education institutions including Delaware apprentice related-training programs.

**(d) Secondary Level Career and Technical Programs of Study Offered by Eligible Recipients**

LEAs have documentation of current CTE programs of study in both hard copy and on the district and/or school web site. Documentation is made accessible to the DDOE, teachers, guidance counselors, advisory committee members, parents, students and other interested parties. All LEAs receiving federal and state CTE funding have posted at least one program of study on their LEA web pages.

**(e) Secondary and Postsecondary Career and Technical Education Programs and Expansion Efforts to Access Appropriate Technology in Career and Technical Education Programs**

CTE programs are required to have active program advisory committees with membership drawn from the related area business and industry that the program is designed to serve. The expertise of area business and industry leaders are utilized in reviewing related CTE program curriculum and programs of study to ensure relevancy in student career preparation and use of appropriate technology. In addition,

professional development activities related to the access of technology are provided at the state level.

**(f) Criteria Used to Approve Eligible Recipients for Funds Under the Act**

Secondary LEAs submit applications for Perkins funding through the *Delaware eGrants platform* (<https://www.doe.k12.de.us/domain/477>) that clearly demonstrate how they will use assistance from the grant to promote continuous program improvement, academic achievement of CTE students, and increased levels of technical skill attainment and testing thereof, as well as to the development or implementation of appropriate CTE programs of study for current or emerging high skill, high wage, or high demand occupations. Applications for funding are evaluated by the Career & Technical Education & STEM Initiatives workgroup as a part of the consolidated application program managers committee.

Postsecondary LEAs submit applications as permitted under Section 133 of the Act, using a **Request for Application (RFA)** process that incorporates the minimum postsecondary allocation for individual recipients as required under Section 132.

**(g) Preparation of Career and Technical Education Students for a High School Diploma**

LEAs at the secondary level demonstrate through the *Delaware eGrants platform* (<https://www.doe.k12.de.us/domain/477>), how their CTE courses are an essential component of CTE programs of study consisting of pre-planned and sequential courses required for graduation aligned to Title 14, Section 525 of the Delaware Administrative Code as well as Title 14, Section 505 of the Delaware Administrative Code which defines a three-credit career pathway as a graduation requirement. In addition, program curriculum must align with Delaware and/or national standards and stress teaching content in a contextual manner with applications of academic concepts included in the CTE content, to enable CTE students, including special populations, to gain a greater understanding of these academic concepts and to see the alignment of the academic courses that are required for graduation.

**(h) Preparation of Career and Technical Education Students for Postsecondary Education or Entry into High Skill, High Wage, or High Demand Occupation in Current or Emerging Occupations and Awareness of Such Occupations**

The review and analysis of labor market information (LMI) are required for CTE programs of study to be approved. The DDOE has partnered with the Delaware Department of Labor to make available labor market projections and related LMI to LEAs through the EDEPS website (<http://www.edeps.org/CppDeCluster.aspx>). Additionally, the DDOE has developed a policy tool and review document that can be used to analyze LMI. These tools are available on the DDOE website (<http://www.doe.k12.de.us/Page/435>) and are required for CTE program of study approval.

Programs at the secondary level are an integral part of a program of study that provides students, including special populations, effective academic and technical preparation for entry into high-skill, high-wage, or high-demand occupations and/or related opportunities in postsecondary education. Instruction reflects use of approved academic and CTE standards. LEAs have easily accessible publications listing currently approved CTE program of study available in hard copy and on the district and/or school website that clearly outline the opportunities for entry into high-skill, high-wage, or high-demand occupations and/or related postsecondary education with the related occupations for postsecondary completers.

The DDOE has also implemented statewide Student Success Plans for all secondary students. These Student Success Plans engage students, their parents, counselors and other individuals in the process of developing an individual learning plan for each secondary student which will continue beyond high school. To assist schools with the implementation of these Student Success Plans, the State of Delaware has purchased career software, at no cost to the LEAs. The software allows the plan to be completed online while providing career exploration tools. It allows students to research occupations in which they may be interested, including average starting salaries, type of work, career ladders, and preparation necessary to be successful in securing such a position upon graduation. In addition the software allows the student to select a course of study to assist in reaching their postsecondary goals.

**(i) Use of Funds to Improve or Develop New Secondary and Postsecondary Career and Technical Education Courses that Lead to Employment in High Skill, High Wage, or High-Demand Occupations**

Through the *eGrants platform* (<https://www.doe.k12.de.us/domain/477>), LEAs will cite how funds will be used to improve existing CTE programs of study or to develop new CTE programs.

- i. Secondary CTE Programs are aligned to Delaware and/or national CTE content standards. All students in CTE programs will receive instruction aligned with rigorous and challenging academic content standards based on the Delaware Recommended Curriculum (<http://www.doe.k12.de.us/domain/200>) and will be assessed in alignment with Delaware's Every Student Succeeds Act (ESSA) and through the designated secondary assessment and accountability system (<http://www.doe.k12.de.us/domain/310>).
- ii. Postsecondary community college CTE courses are developed to incorporate relevant and challenging content under guidelines set by the Board of Trustees of Delaware Technical Community College and the Vice President for Academic Affairs or his/her designee and the college's program advisory committees. Postsecondary apprenticeship CTE courses will be developed to incorporate relevant and challenging content standards under guidelines set by the Delaware Apprentice/Trade Education Council and the Council's skill standards review teams.

Postsecondary programs will lead directly to one or more of the following:

Apprenticeship-Related Education Certificate  
Trade Extension Education Certificate  
Industry-Based Certificate  
Community College Diploma and Certificate  
Associate Degree

Associate Degree programs will be articulated with Bachelor's Degree programs, where applicable.

iii. Secondary and postsecondary courses are part of a career pathway and documented through the Student Success Plan to lead students to employment in high skill, high wage, or high demand occupations.

**(j) Communications on Best Practices Among Successful Recipients of Tech Prep Program Grants**

[See section V. Tech Prep Programs.](#)

**(k) Linking Secondary and Postsecondary Career and Technical Education Programs to Increase Student Academic and Career and Technical Achievement**

The DDOE works with their consortia, high school coordinators, and postsecondary partners to sustain and expand a system of articulated links between academic and career and technical education at the secondary and postsecondary level that increase student academic and career and technical achievement.

The Career & Technical Education and STEM Initiatives Workgroup of the Delaware Department of Education will continue to encourage the integration of rigorous academic content into hands-on, contextual curriculums of CTE programs as well as the integration of rigorous technical content to provide contextual learning projects and other experiences. In both formats, the workgroup will promote the use of a wide variety of differentiated learning experiences to accommodate the varied learning styles of CTE students. This strategy will be stressed to enable quality courses for CTE students to incorporate increased rigor.

**(l) Evaluation of the Integration of Coherent and Rigorous Content Aligned with Challenging Academic Standards in Career and Technical Education Programs**

Delaware State assessments will be used to report the results of integration efforts for secondary students as stated in the State's Every Student Succeeds Act plan. The graduate follow-up core indicators will be used to report the integration and overall program quality for secondary student success. The graduate placement and retention core indicators will be used to report the success of integration efforts as reflective of the quality of postsecondary programs.

**2.3. Comprehensive Professional Development for Career and Technical Education Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors**

The DDOE provides professional development to effectively consolidate and deliver DDOE services to districts, schools, programs, and agencies to ensure all educators have access to effective professional development and technical assistance that will result in high-quality education.

Professional Learning is a cohesive ongoing series of rigorous, data-driven, targeted, research-based, collaborative, supported, sustained, and systemic opportunities that result in improved student learning. All professional learning activities are aligned with Title 14, Section 1598 of the Delaware Administrative Code (Appendix C) and the Delaware Standards for Professional Learning.

(a) **Promotion of Integrated Coherent and Rigorous Academic Content Standards and Career and Technical Education Curricula**

The DDOE promotes the alignment of academic and technical curriculum through the implementation of state and local CTE programs of study. Further, in state-model programs the DDOE will provide educators with focused and ongoing professional learning that is course and program specific as well as opportunities for educators to participate in professional learning communities to further expand knowledge and skills. Also, the DDOE requires that curriculum, instruction, and assessment be aligned to national and state standards and the use of program data for the continuous improvement of such program as well as the systematic and focused use of evidence-based instructional practices in alignment with Title 14, Section 502 of the Delaware Administrative Code (Appendix D).

(b) **Increasing the Percentage of Teachers That Meet Teacher Certification or Licensing Requirements**

The DDOE supports all teachers seeking to become certified as a career and technical education instructor. All CTE teachers are required to have knowledge of the content they teach and be highly skilled at using appropriate teaching strategies to meet the needs of various learners. This expectation demands that all students have equitable access to qualified teachers to meet challenging national and state content standards and academic achievement standards. The DDOE certification and license process supports this expectation through multiple opportunities for candidates to seek teaching certification which includes the Alternative Routes to Teacher Certification (ARTC) as well as opportunities to seek certification through Skills and Technical Sciences (STS) which is outlined in Title 14, Section 1559 of the Delaware Administrative Code (Appendix E).

(c) **High Quality, Sustained, Intensive and Focused Professional Development**

The DDOE is committed to providing professional learning opportunities and the alignment of instruction to national and state content standards. Ongoing and high quality professional learning experiences are provided to teachers that are specific to their program and academic/technical content areas as well as career guidance/counseling and other instructional strategies. Technical assistance is provided to LEA leaders based on their identified needs and CTE performance metrics through face-to-face and online interactions. Additionally, more direct technical assistance is

provided to LEAs that have not met 90% of the agreed upon measure for each Perkins Core Indicator for one or more years.

**(d) Encouraging Applied Learning**

The DDOE promotes authentic learning as well as instruction based on student learning styles and needs. This includes access to real-world, career-based curriculum, assessment, and instruction in order to prepare students for postsecondary education and entry into the work force.

**(e) Providing Knowledge and Skills for Improving Special Populations Instruction**

The DDOE strives to create an effective learning environment that takes into account the cultures, strengths and limitations, as well as other factors affecting the student, family, and community surrounding a school. The DDOE ensures access for CTE programs through competitive funding structures and focused technical assistance for all LEAs.

**(f) Promotes Integration with Professional Development Activities that the State Carries out under Title II**

The DOE promotes the integration of professional learning to successfully implement CTE programs and ensures that the continuation of this work is a natural part of the process. The LEA will utilize the *eGrants platform* (<https://www.doe.k12.de.us/domain/477>) to coordinate this opportunity.

## 2.4 Recruitment and Retention Efforts

**(a) Recruitment and Retention of Career and Technical Education Teachers, Faculty, and Career Guidance and Academic Counselors, including Individuals in Groups Underrepresented in the Teaching Profession:**

The DDOE works closely with all school districts and charter schools in the state on the issues of teacher/counselor recruitment and retention. DOE staff assist and provide technical assistance to LEAs with teacher certification to hire certificated staff to fill their career and technical education vacancies with qualified candidates. The DDOE assists LEAs with recruitment of staff by providing free of charge access to the *Join Delaware Schools* website (<http://www.joindelawareschools.org/>). This website provides a centralized resource where school districts and charter schools to post all of their available job vacancies as well as review the resumes of potential applicants.

**(b) Transition to Teaching from Business and Industry, including Small Business**

The State of Delaware, through the University of Delaware, oversees an aggressive Alternative Routes to Teacher Certification (ARTC) which allows local LEAs to hire qualified professionals from business and industry who wish to transition into teaching positions. Through the cooperation of the Alternative Routes program and through the DDOE's Professional Accountability office and the CTE Education Associates, a program of coursework is developed to help transition these professionals into the teaching profession.

Once staff is recruited, licensed, and certified, the DDOE works vigorously to provide high quality professional development programs for career and technical education teachers and counselors. This professional development is delivered through a variety of mechanisms including onsite workshops and travel to professional conferences in order to learn the latest initiatives within industry.

**2.5 Transition of Sub-baccalaureate Career and Technical Education Students into Baccalaureate Degree Programs at Institutions of Higher Education [Sec. 122(c)(4)]**

The DDOE and its only statewide community college system, the Delaware Technical Community College (DTCC) recognize the importance of transitioning students enrolled in sub-baccalaureate career and technical education programs into baccalaureate degree programs. DTCC works closely with the two publicly-supported universities and the one private university to forge a program of transferability of individual course credit within and among their respective institutions through their “Transfer of Credit Matrix”. DTCC’s “Connected Degree” initiative continues to establish full program-to-program articulation agreements with both publicly-supported and private colleges and universities.

**2.6 Involvement of Parents, Academic and Career and Technical Education Teachers, Administrators, Faculty, Career Guidance and Academic Counselors, Local Business (including small businesses), and Labor Organizations in the Planning, Development, Implementation, and Evaluation of Career and Technical Education Programs [Sec. 122(c)(5)]**

In addition to the individual program advisory councils, each district is required to have an active, district wide Perkins Advisory Committee, with broad representation of parents, students, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small business), and labor organizations. A minimum of at least two meetings per program year, with minutes and attendance records kept. A list of advisory committee members and the constituency they represent must be submitted with application for funding. This expectation is outlined in Title 14, Section 525 of Delaware Administrative Code (Appendix A).

**2.7 Improvement of academic and technical skills [Sec. 122(c)(7)(A)-(C)]**

**(a) Integration of Academic and Technical Education**

Delaware programs of study emphasize the integration of academic and technical content and include a sequence of courses that address Delaware’s academic and CTE content standards. These programs of study provide the effective academic and technical preparation necessary for students to enter into high-skill, high-wage, or high-demand occupations and/or related opportunities in postsecondary education. All Delaware students will be held to the graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix B). These requirements include completion of rigorous academic courses and a planned and sequential career pathway as defined in the Student Success Plans (SSP). Delaware students are required to complete the SSP encompassing a minimum of five years including one year beyond high school 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 student's plan includes courses needed in preparation for immediate entry into the work force or opportunities in postsecondary education. The plan also includes the support services necessary for the student to graduate from high school.

Delaware will continue to support curriculum and professional development opportunities supporting the integration of academic and technical skills. Instruction will reflect the use of approved academic and CTE standards. Career and Technical Student Organizations (CTSOs) that support and provide opportunities for the demonstration of the integration of academic and technical knowledge and skills will continue to be supported by the State. Programs will be held accountable for meeting academic and technical skill performance targets.

**(b) Understanding and experience in all aspects of industry**

Delaware CTE programs of study are industry based and align with nationally recognized standards to provide an understanding of, and experience in, all aspects of an industry. The DDOE has partnered with the Delaware Department of Labor to establish the EDEPS website, which provides labor market projections aligned to the State's instructional model for CTE programs of study. These data help local education staff and students to better understand Delaware's labor market and more specific aspects of the industry including preferred educational levels and skills. This information is used as part of Delaware's CTE programs of study to define what students need to know and to be able to do while supporting student development in solving problems, gathering and using resources, and working collaboratively to assure success in a highly challenging academic and competitive global work environment. In addition, related, work-based learning experiences are supported upon the completion of state-approved programs.

**(c) Challenging academic proficiencies**

All Delaware students will be held to the rigorous graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix B). The DDOE will work with their consortia, high school coordinators, and postsecondary partners to sustain, and expand, a system of articulated links at the secondary and postsecondary levels to increase student academic and technical achievement and prepare students for postsecondary education and employment.

**2.8. Technical assistance [Sec. 122(c)(15)]**

Each eligible LEA has a DOE Career & Technical Education and STEM Initiatives Workgroup Education Associate assigned as their primary technical assistance representative. Other DDOE personnel will provide technical assistance, as needed. The workgroup will provide technical assistance as needed. The workgroup, supported by subject matter experts that represent all CTE content areas, will provide additional support by facilitating and providing training to CTE teachers, administrators, and counselors. Training will be focused on, but not limited to: curriculum alignment and program planning; implementation; and continuous improvement. Targeted technical assistance and support will be provided through the monitoring of Perkins performance measures.

## **2.9 How career and technical education relates to your State's and regions occupational opportunities. [Sec. 122(c)(16)]**

Delaware has joined the Pathways to Prosperity network as part of a collection of states working collaboratively to support career pathways. The Governor's Office, the Department of Education, Department of Labor, Department of Economic Development, institutions of higher education, and business partners are part of the Delaware Pathway network. The network has helped the State to align education and training programs into distinguished career pathways, which includes CTE programs of study which align with high demand, high skill, or high wage occupations. The DDOE has partnered with the Department of Labor to review state and national labor market information from the U.S. Bureau of Labor Statistics as well as state labor market information from the Delaware Department of Labor's Office of Labor Market Information and local cooperative employment surveys. Business and industry representatives serve on program advisory committees and will be further used to vet and demonstrate sufficient job opportunities for the total number of students to be enrolled in a CTE program of study..

The DDOE will maintain close ties with the Delaware Governor's Council on Apprenticeship and Training and the Delaware Department of Labor's Division of Industrial Affairs, Apprenticeship and Training Section. This includes active DDOE membership on the Governor's Council and regular meetings with the manager of the Apprenticeship and Training Section.

The DDOE has increased its emphasis on working with the Delaware Workforce Development Board to examine workforce trends, including new and emerging industries.

The DDOE has increased data quality and monitoring of post-graduation placements for secondary and postsecondary students. The DDOE has partnered with the Delaware Department of Labor to facilitate data-driven decision-making for improved pathway program management with respect unemployment and wage data.

## **2.10 Joint Planning and Coordination with other Federal Education Programs. [Sec. 122(c)(171)]**

The Delaware Department of Education requires LEAs to apply for federal funding through a consolidated planning and application process. This process has been extended to include the monitoring of coordinated performance of LEAs under the *eGrants platform* (<https://www.doe.k12.de.us/domain/477>). The DDOE is part of the state's effort to align federal education and training programs as part of the Workforce Innovation and Opportunity Act. As such, the DDOE will meet with partnering state agencies to align federal education programs and performance metrics to ensure a continuum of service and evaluation.

## **2.11 Procedures to Ensure Coordination and Non-Duplication Among Programs**

The DDOE will strengthen successful partnerships to increase the alignment between labor force supply systems and workforce employment demands. These partnerships include the Delaware Department of Labor, the Delaware Office of Labor Market Information, and the

Delaware Workforce Development Board. The DDOE will continue to build strong connections between education and workforce programs that include career and technical education programs at the secondary and postsecondary levels to increase the retention of students and workers moving from secondary education to postsecondary education, including registered apprenticeship programs, and in the continuous relationship between work and learning. These partners will continue to work through the Delaware Workforce Development Board to ensure an alignment of services through secondary, postsecondary, adult, and occupational training programs.

## **2.12 Other Department Requirements**

### **(a.) Copies of local applications for secondary and postsecondary eligible recipients:**

The purpose of *eGrants platform* (<https://www.doe.k12.de.us/domain/477>) is to create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students.

The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring. Local applications for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act, will be available through the DDOE web site.

### **(b.) Delaware's governance structure for CTE**

The State Board of Education (SBE) is the eligible agency responsible for the supervision of the administration of the state plan. The SBE has delegated the administration of the State Plan to the Delaware Department of Education (DDOE). The SBE has established a special committee of the Board that will involve stakeholders as outlined by the Perkins Act, to monitor, and review the DDOE's administration of the plan and provide feedback on the development of annual reports and plan updates. This committee will present annually to the SBE prior to the issuance of the annual report.

The Secretary of Education is an appointed member of the Delaware Governor's Cabinet. The Secretary of Education is the chief executive of the Delaware Department of Education working in partnership with the Delaware State Board of Education and the Professional Standards Board. A Deputy Secretary and Associate Secretaries are appointed by and report to the Secretary of Education. The Chief Academic Officer of the *Academic Support Team* oversees the Director of The Career and Technical Education and STEM Initiatives Workgroup who then oversees the workgroup Education Associates and professional staff. The Education Associates are assigned to monitor and provide technical assistance to all CTE programs. The DDOE organizational chart is provided as (Appendix F).

### **(c.) Postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA**

As part of their efforts to streamline services in a one-stop environment that provides access to training opportunities, the State of Delaware is aligning education and training programs under the Workforce Innovation and Opportunity Act. The Department of Labor, Department of Education, the Department of Economic Development, and the Department of Health and Social Service have partnered to align supports and opportunities for all Delawareans. This work will align to the Delaware Workforce Development Board and their contractual relationship with the following providers of postsecondary career and technical education:

- i. Delaware Skills Center
- ii. Delaware Technical & Community College (all campus locations)
- iii. Polytech School District
- iv. Sussex Technical School District
- v. New Castle County Vocation-Technical School District

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

#### 3.1 Equal Access

Special populations include but are not limited to individuals who are economically disadvantaged; non-English speaking; students with disabilities; preparing for careers that are nontraditional for their gender; single parents; displaced homemakers; migrants, etc. Members of special populations will be provided equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services. Individuals who are members of special populations will be provided with equal access to activities assisted under Perkins IV through a number of proactive initiatives implemented by Delaware Department of Education, including:

Equal access and services to special populations are monitored as part of the [eGrants platform \(https://www.doe.k12.de.us/domain/477\)](https://www.doe.k12.de.us/domain/477) to ensure that students in special populations are provided with appropriate service and access to career and technical education (CTE) programs. Reviews will increase the focus on outreach and recruitment activities, as well as program placement options to ensure equal access to CTE information for special populations.

A Special Populations review group, consisting of CTE Associates, associates from the DDOE Exceptional Children's and Curriculum Improvement groups, LEAs, and other stakeholders, examines best practices to assist students in special populations to meet or exceed state levels of performance.

The Special Populations review group promotes the following activities:

- Delaware's Employment First Initiative requiring that state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities.

- Interagency collaboration for support and transition services to special populations. This group collaborates with Delaware's Community of Practice on Secondary Transition for students with disabilities, which is supported initially by a grant from the federal Office of Special Education and Rehabilitation Services (OSERS), Department of Labor Division of Vocational Rehabilitation, and Division on Developmental Disabilities Services.
- Coordination and collaboration of CTE instructors, special education, and ELL staff in secondary school programs.
- Professional development opportunities in statewide conferences and forums on effective practices.
- Data analysis is used to identify effective programs that serve special populations in the most integrated settings possible. Programs requiring assistance to provide access and demonstrate success will also be identified.

(a) **Non-discrimination on basis of status as members of special populations**

In accordance with the IDEA and the Civil Rights Acts of 1964 and 1968, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation, Delaware prohibits discrimination against students, including students enrolled in career and technical education programs.

(b) **Provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations**

Individuals who are members of special populations are provided with support services designed to enable the special populations to meet or exceed adjusted levels of performance.

LEAs at the secondary level will assure the Delaware Department of Education that students from special populations have Student Success Plans designed to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high-skill/high-wage occupations. Student Success Plans (SSPs) are required for all students from 8<sup>th</sup> through 12<sup>th</sup> grades. The SSP is a five-year individualized plan developed by every student to identify post-school goals and to meet those goals through a variety of experiences during each student's high school years. It includes a series of career and learning styles assessments for each student, meetings with school advisors, development of a high school course of study, including career pathways and CTE coursework, and the identification of needed supports and other activities to reach those goals. The intent of the SSP is to encourage students to enroll in rigorous high school coursework that will lead to meet or exceed levels of performance and prepare them to enroll in postsecondary education/training programs and obtain high-skill/high-wage occupations.

**3.2 Needs of students in alternative education programs, if you have such programs. [Sec. 122(c) (14)]**

Delaware recognizes the need for a broad array of quality educational programs for life-long learners and for students who have not been successful within the regular school program. Often, in an instructional setting more appropriate to their needs, these students become highly successful at school and in the workplace. As the number and scope of alternative learning environments increase, more students will spend some portion of their academic careers outside of the traditional educational delivery system. While alternative education programs often work to return the student to the educational mainstream including the home school, where appropriate, many students will derive substantial educational benefits from the alternative school program and will therefore spend a significant portion of their educational careers in the alternative setting. Given this context, the State's role in the implementation of Perkins IV is to help ensure that students in alternative learning environments are not denied access to CTE. The State has developed strategies to address this concern.

**3.3 Promotion of High-skill, High-wage, or High-demand Occupations and Non-traditional Fields [Sec. 122(c)(18)]**

Delaware DOE staff developed links between high-quality technical and academic education in order to best prepare students for high-skill, high-wage, or high-demand occupations and non-traditional fields. Delaware CTE programs of study connect the theory of what is taught in core academic content areas to the authentic, real-world application to their application in the workplace via career and technical classes. This is intended to encourage and facilitate communication and collaboration among educators.

The DDOE will, throughout Perkins IV, continue to assess how programs are designed to enable special populations to be prepared for high-skill/high-wage careers, and to ensure that the steps outlined by each eligible recipient are undertaken. The DDOE has partnered with LEAs, postsecondary recipients, and non-profit organizations to increase the number of non-traditional students who pursue and complete CTE programs. This effort is focused on serving LEAs with the greatest needs and putting a support system in place for all LEAs to engage and improve services to non-traditional students.

**3.4 Individuals in State Correctional Institutions [Sec. 122(c)(19)]**

Offenders who have enhanced their academic and technical skills during their incarceration are less likely to return to prison. As such, CTE services are provided to offenders while incarcerated to prepare them for the job search process upon release. Program services will include establishing CTE programs at facilities with no training programs; enhancing currently operating programs through materials and equipment upgrades and staff development opportunities; providing offenders with information on job search and job retention for use upon release; and developing referral systems that will assist offenders with job search upon their re-entry into the community.

**3.5 Applicants will Ensure Equitable Access to, and Participation in, its Federally-Assisted Program for Students, Teachers, and other Program Beneficiaries with**

## **Special Needs as Contained in section 427(b) of the General Education Provisions Act as Amended.**

Through the local plan and application, eligible recipients will be required to assure that:

- Individuals with disabilities who do not have Individual Educational Plans (IEPs) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including making such programs accessible through supplementary services;
- The rights of students with disabilities will be protected based on the requirements of IDEA and Section 504 of the Rehabilitation Act of 1973 as amended;
- Career and technical education for students with disabilities will be provided in the least restrictive environment (Section 1412(5), IDEA);
- Representatives for career and technical education, when appropriate, will participate in the Individual Educational Plan process (Section 1414(d), IDEA); and
- Programs will be provided to prepare special populations for further learning and high skill, high wage, and high demand occupations.

In addition, all eligible recipients will be expected to report data reflecting student participation in career and technical education programs. This data is used to adequately measure the progress of all career and technical education students, including students who are members of special populations.

## **IV. ACCOUNTABILITY AND EVALUATION**

### **4.1 Statutory Requirements**

- (a.) Through a process of public hearings, the DDOE will obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.
- (b.) A three-year average of actual performance indicators will be used to establish a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance. Temporary modifications to the target performance measures will be permitted for specific recipients if they can justify the need for such modifications.
- (c.) Part C of this guide provides definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and

postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.

- (d.) CTE Core performance indicators and additional indicators of performance will, to the greatest extent possible, be aligned to other performance indicators, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. For example, the graduation rates will be calculated in the same way that is calculated for Delaware under the ESEA procedures.
- (e.) Refer to Part C for Performance Levels
- (f.) LEAs that do not accept the State adjusted levels of performance under section 113(b)(3) of the Act would be required to submit a justification from the Chief School Officer of the LEA for proposing a reduced target. They would also be required to develop a plan for meeting the state adjusted performance targets.
- (g.) The LEA that requests in writing revisions to its local adjusted levels of performance due to unforeseen circumstances would have to document the effect of such circumstances on specific indicators. The LEA would also have to estimate the percentage by which the local adjusted levels would need to be reduced, and the number of years that this impact is expected to last. In some cases, a temporary modification to the target performance measures will be permitted for specific indicators if an LEA can justify the need for such modification.
- (h.) Delaware collects LEA data through a statewide pupil accounting system called *eSchoolPLUS*. This system is used for entering CTE course information and course scheduling for students at the school level. All demographic and academic information on a student is also entered in *eSchoolPLUS*. The data is stored in a state database called DELSIS. Using a single database and SIF (Schools Interoperability Framework) technology DDOE is able to generate unique student identifiers and provide LEAs with real-time, complete and accurate data. LEAs are provided with data reporting and editing capability through Cognos Impromptu web reports. They are required to edit and verify Perkins data prior to a fixed submission date. Through this process, CTE participant and concentrator status is verified. Key demographic data (such as disability status) that are used to populate the Perkins CAR report are also verifiable.
- (i.) All required reporting data fields for Perkins data are entered at the school level and quality controlled at the point of entry. This data is then used to populate the required *EDED data fields*.
- (j.) LEAs will submit applications for Perkins funding through the *eGrants platform* (<https://www.doe.k12.de.us/domain/477>) using current disaggregated data to establish a minimum level of performance for each of the Perkins indicators. They would need to demonstrate how they will use assistance from the grant to promote continuous improvement in academic achievement, technical skill attainment and testing thereof,

and/or to implement appropriate CTE pathways for current or emerging high skill, high wage, or high demand occupations. LEAs not meeting specific academic or skill attainment targets will be required to develop improvement plans, engage in technical assistance opportunities through the Delaware Department of Education, and/or be required to expend the equivalent of 20% of their total Perkins allocation, from any allowable and/or appropriate funding source, for time-bound initiatives that specifically addresses unmet targets.

(k.) Under the *eGrants platform* (<https://www.doe.k12.de.us/domain/477>), all LEAs with CTE programs would be evaluated annually. The evaluation along with data submitted for the annual Perkins Consolidated report will be used to evaluate the effectiveness of career and technical education programs and better integrate student services with other Federal programs to ensure non-duplication.

## 4.2 Other Department Requirements

### (a.) Proposed Perkins Performance Levels

See Part C of the Delaware State Plan for definitions.

### (b.) Technical Skill Attainment

Technical Skill Attainment is defined as an industry recognized certificate or credential earned through an approved CTE program of study which holds value at the professional level, postsecondary level, or in an Associate or Baccalaureate degree program. All CTE programs of study are required to identify and support the implementation of TSA measures for all concentrator students. Measures for TSA are identified based on employer demand and associated value at the postsecondary level. Measures are identified at the state or local level and are included in the CTE program of study approval process. All established programs will identify these measures through state monitoring and the local school district continuous improvement process. The DDOE will work with local school districts and charter schools to develop a list of approved technical skill attainment measures that add value for CTE students and programs and are available and appropriate to the specific CTE program of study. In general, the following technical skill attainment measures will be applied to Delaware CTE programs of study and made available through the plan period:

- Industry developed and/or recognized certificates that add to a students' ability to seek competitive employment;
- Federal or state regulatory agency-developed assessment instruments leading to licensure that add to a students' ability to seek competitive employment;
- Third-party developed assessments that lead to a certificate and/or credential that holds value at the professional level, postsecondary level, and/or in an associate or baccalaureate degree program; and
- Credentials which hold value at the professional level, postsecondary level, or in an Associate or Baccalaureate degree program.

### (c.) Technical Skill Assessment Phase-In

The DDOE will increase the number of CTE programs of study in which technical skill attainment measures are identified and reported. This includes revising the school accountability framework to include TSA as a measure for college and career readiness. This also includes the transition of Perkins compliance measures at the secondary level to emphasize TSA or 2S1.

## V. TECH PREP PROGRAMS

Tech Prep Delaware (TPDE) was eliminated as a result of the 2018 Delaware General Assembly. Staff and organizational responsibilities were transferred to the DOE effective July 1, 2017. The DOE will continue to provide statewide leadership in the development and maintenance of partnerships between secondary and postsecondary programs and in the development of advanced credit opportunities for Delaware students. These opportunities include early college models, dual enrollment, articulated college credit, and pre-apprenticeship programs that lead to advanced standing or industry certification across Delaware's postsecondary institutions.

## VI. FINANCIAL REQUIREMENTS

### 6.1 Statutory Requirements

The DOE will comply with the applicable requirements of Titles I, II, and III of the Act. Additionally all fiscal procedures for the DOE, LEAs, and contractors will adhere to applicable state and federal regulations. The DOE will ensure recipients of funding are informed of the governing laws and regulations, which also include EDGAR 34 CFR parts 74, 74, 76, 77,79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, OMB Circular A-87 Revised, and OMB Circular A-21.

Delaware's accounting framework is structured based on Generally Accepted Accounting Principles (GAAP) using appropriations and funds to track and manage anticipated revenues and expenditures. GAAP standards are used to establish measurement and classification criteria for meaningful financial reporting. Each year, Delaware prepares the Comprehensive Annual Financial Report (CAFR) as its official record of financial activities for the State, based on national GAAP standards and guidelines.

Delaware uses the budgetary/cash basis of accounting to manage its day-to-day operations. Under the cash basis of accounting, revenues are recognized when cash is received by the State; expenditures or expenses are recognized when cash is disbursed. The State tracks expenditures by appropriation using a number of different appropriation types. Each appropriation type is identified in the State's finance and accounting system by a unique code. The State's appropriations represent spending authority granted by the Legislature. State agencies are not permitted to spend beyond their annual appropriated amounts. The DOE and LEAs utilize the same financial system.

Financial records and supporting documents will be kept on file in a State of Delaware office or contracted location per the Delaware Public Archives General Records Retention Schedule. The retention schedule can be reviewed at:

[http://archives.delaware.gov/govsvcs/general\\_records\\_retention\\_schedules/index.shtml](http://archives.delaware.gov/govsvcs/general_records_retention_schedules/index.shtml).

The Delaware State Auditor's Office is responsible for an independent audit of the DDOE operations and the 19 school districts that receive State and Federal funds. Such audits are made yearly as part of the State of Delaware A-133 Single Audit will be conducted in accordance with the generally accepted auditing standards, "Government Auditing Standards," issued by the Comptroller General of the United States, and OMB Circular A-128, "Audits of State and Local Government" (the Single Audit Act of 1984). Copies of such audits are available in the office of DOE, Dover, Delaware, and/or the office of the Auditor General, State of Delaware as well as on the web at:  
[http://auditor.delaware.gov/Audits/financial\\_compliance.shtml](http://auditor.delaware.gov/Audits/financial_compliance.shtml).

## **6.2 Funding will be issued to DOE and LEAs per the following distribution model:**

- 5% of the total grant amount will be retained by DOE administrative purposes.
- 10% of the total grant amount will be retained at DOE for leadership activities.
- Of the remaining 85%:
  - DOE will retain no more than 10% for Reserve funds. DOE may use some of the funds for program enhancements and a portion will be issued competitively to LEAs. LEAs will use the funds for the purpose of developing or enhancing existing CTE pathways.
  - The remainder of the funding will be divided between secondary (85%) and postsecondary programs (15%).

Any LEA receiving an allocation that is not sufficient to conduct a program which meets the requirements of Section 135 of the Act is encouraged to form a consortium. Each consortia represents a new, separate LEA. The individual members of the consortium will contribute their Section 131 allocations, which will then be pooled and re-allocated based on a consortium agreed upon criteria. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under the Carl D. Perkins Act.

Each consortium will have one fiscal agent and the fiscal agent will submit one application through the consolidated application and will address Section 3.9 of the Consolidated Application on behalf of all consortia members. LEAs participating in a consortia will notify DDOE via email by May 30 of each year of their intent to enter a consortia. For the current year the letter of intent to enter a consortia will be due May 30, 2015. The email must include the names of all participating LEAs. Members of a consortium will create a Memorandum of Understanding (MOU) which will include the signatures of all LEAs within the Consortia and the amount of funds allocated to each LEA in the Consortia. The MOU will be submitted when the Consortium applies for funds through the Consolidated. The Consortia application will have the same grant submission and review dates as the Consolidated Application.

### **6.3 Federal Funding Criteria for Postsecondary and Adult Programs - [Section 132]**

Under the provisions of Section 132(a) 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 of Section 132 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 CTE 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 CTE 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 CTE programs that:

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

In order to meet the scope of such CTE programs, the State will not provide grants for local plans that are less than \$50,000. In the event funds available for distribution from this allotment are not requested during any given fiscal year of the State Plan, remaining amounts from the allotment shall be redistributed to eligible institutions with approved plans. These approved plans will be renegotiated to properly use redistributed funds. Each eligible institution receiving funds under this section shall use no more than five percent of such funds for administrative costs.

Funds may not be used to supplant available State or local salary sources but may be used to supplement new program initiatives. All funds available from this allotment will be provided to eligible institutions on a competitive basis.

### **6.4 Basic Grant Percentage Allotments and Allocation Summary - [Section 112]**

Under the Act, at least 85 percent of all funds must be allocated to eligible recipients (see definitions for description) for basic programs. An amount not more than 10 percent of the allotment will be available for State programs and leadership, which will include at least \$60,000 to be used for services that prepare individuals for non-traditional training and employment, and an amount equal to not more than 1% of the amount allocated to the state under section 111 shall be available to serve individuals in state institutions such as State correctional institutions or institutions that serve individuals with disabilities; and \$250,000 for the administration of this State Plan.

Delaware will exercise the reserve option under Section 112 (c) under the following conditions:

1. Up to 10 % of the allocation under Section 131 of the Act will be held in reserve for competitive grants to LEAs (Appendix G).
2. To be eligible to apply for funds through the reserve for competitive grants, LEAs must meet one of the following criteria:
  - Rural areas;
  - Areas with high numbers of career and technical students; and
  - Areas with high percentage of career and technical students.
3. The actual amount of the reserve fund to be used will vary from year to year. If all of the 10% is not used it will be returned to the competitive grant reserve for future allocation.

## **6.5 Other Department Requirements**

### **(a.) Detailed Project Budget**

See Part B of Delaware State Plan for project budget.

## **VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES**

### **7.1 EDGAR Certifications**

1. The plan is being submitted by the eligible State agency, the Delaware State Board of Education. The authority is given under Title 14 Section 104 of the Delaware Code. The Delaware State Board of Education as the eligible agency will supervise the administration of the plan. [34 CFR 76.104(a)(1)]
2. The Delaware State Board of Education has authority under state law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

5. The State Officer- the Director of K12 Initiatives and Educator Engagement has the authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 87.104(a)(5)]
6. The State Officer- the Director of K12 Initiatives and Educator Engagement has the authority to submit the plan.
7. The Delaware State Board of Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(6)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Signature of Authorized Certifying Official:  	Title:  President, Delaware State Board of Education
Submitting Organization:  Delaware State Board of Education	Date Submitted  <u>March 15, 2018</u>

**7.2 Other Assurances**

1. The plan will be submitted to the Delaware State Clearinghouse Committee for the State Intergovernmental Review Process. [Executive Order 12372; 34CFR 79]
2. A copy of a completed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters and drug-free workplace requirements is attached.
3. A completed and signed Assurance for Non-Constructions Programs Form is attached.
4. DDOE assures that we comply with the requirements of the Act and the provisions of the State plan, including the provision of the financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. DDOE assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

6. DDOE assures that the minimum allocation as required in section 131(c)(1) will be waived in any case which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the act. [Section 131(c)(2)]
7. DDOE assures that the amount of funds expended from non-Federal sources for costs DDOE incurs for the administration of programs under this Act will not be less than the amount provided by DEDOE from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323 (a)]
8. DDOE assures that DDOE and the eligible recipients use the funds under this Act for in-service and career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec.317 (a)]
9. DDOE assures that, except where prohibited by State or local law, that an eligible recipient may, upon written request, use funds, made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec 317(b)(1)]
10. DDOE assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

**PART A: STATE PLAN APPENDICIES**

- Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A)
- Title 14, Section 505 of the Delaware Administrative Code (Appendix B)
- Title14, Section 1598 of the Delaware Administrative Code (Appendix C)
- Title 14, Section 502 of the Delaware Administrative Code (Appendix D)
- Title 14, Section 1559 of the Delaware Administrative Code (Appendix E)

- DDOE Organizational Chart (Appendix F)
- Reserve Fund for Competitive Grants to LEAs (Appendix G)

## **PART B: BUDGET FORMS**

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 10**  
(For Federal Funds to Become Available Beginning on July 1, 2016)

**I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A. Total Title I Allocation to the State	<u>\$4,700,847</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	<u>\$4,700,847</u>
D. Local Formula Distribution (not less than 85%)	<u>\$3,995,720</u>
1. Reserve ( <i>not more than 10% of Line D, as applicable</i> )	<u>\$399,572</u>
a. Secondary Program	<u>\$399,572</u>
b. Postsecondary Programs	\$0
E. Available for Formula allocations (Line D minus Line D.1)	<u>\$3,596,148</u>
a. Secondary Programs	<u>\$3,056,726</u>
b. Postsecondary Programs	<u>\$529,422</u>
F. State Leadership (not more than 10%)	<u>\$455,127</u>
a. Nontraditional Training and Employment	\$60,000.00
b. Corrections or Institutions	\$20,000.00
G. State Administration (not more than 5%)	\$250,000.00
H. State Match (from non-federal funds)	\$250,000.00

**II. TITLE II: TECH PREP PROGRAMS (Incomplete)**

A. Total Title II Allocation to the State	\$0
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Amount of Title II Funds to Be Made Available For Tech-Prep ( <i>Line A less Line B</i> )	\$0

D. Tech-Prep Funds Earmarked for Consortia	\$0
a. Percent for Consortia ( <i>Line D divided by Line C</i> )	\$0
b. Number of Consortia	\$0
E. Tech-Prep Administration	\$0

## **PART C: ACCOUNTABILITY FORMS**

## I. PERKINS ACCOUNTABILITY DEFINITIONS

### 1.1. Secondary Accountability Definitions

**Participant:**

A student who has successfully completed one or more courses in any CTE program.

**Concentrator:**

A student who has successfully completed fifty percent of the credits required to complete a state-approved CTE program of study.

**Completer:**

A student who has successfully completed a state-approved CTE program of study.

### 1.2. Postsecondary/Adult Accountability Definitions

**Participants:**

A postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

**Concentrator:**

A postsecondary/adult student who: (1) completes at least 12 academic or CTE credits within a single CTE program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

**Completer:**

A postsecondary/adult student who receives an industry-recognized credential, a certificate, or a degree during the reporting year.

## II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

### 2.1 Secondary Performance Levels

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Actual Year 2016-17	Agreed Upon Target 2017-18	Proposed Target 2018-19
<b>1S1 Academic Achievement – ELA 113(b)(2)(A)(i)</b>	<p><b><u>Numerator:</u></b> Number of current year <u>12th grade CTE concentrators</u> who were proficient on the ESSA standardized <u>ELA</u> assessment.</p> <p><b><u>Denominator:</u></b> Number of current year 12th grade CTE concentrators who took the ESSA standardized <u>ELA</u> assessment.</p>	State and Local Administrative Records	<b>A: 47.7%</b>	<b>AL: 53.3%</b>	<b>L: 53.3%</b>
<b>1S2 Academic Achievement – Math 113(b)(2)(A)(i)</b>	<p><b><u>Numerator:</u></b> Number of current year <u>12th grade CTE concentrators</u> who were proficient on the ESSA standardized <u>Math</u> assessment.</p> <p><b><u>Denominator:</u></b> Number of current year 12th grade CTE concentrators who took the ESSA standardized <u>Math</u> assessment.</p>	State and Local Administrative Records	<b>A: 27.2%</b>	<b>AL: 20.5%</b>	<b>L: 24.0%</b>
<b>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</b>	<p><b><u>Numerator:</u></b> Number of <u>CTE concentrators</u> who demonstrated related technical skill attainment in a state-approved CTE program of study and <u>left secondary education</u> during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who <u>left secondary education</u> during the reporting year.</p>	State and Local Administrative Records	<b>A: 4.5%</b>	<b>AL: 20.0%</b>	<b>L: 20.0%</b>

<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>	<b>Column 4</b>	<b>Column 5</b>	<b>Column 6</b>
<b>Indicator &amp; Citation</b>	<b>Measurement Definition</b>	<b>Measurement Approach</b>	<b>Actual Year 2016-17</b>	<b>Agreed Upon Target 2017-18</b>	<b>Proposed Target 2018-19</b>
<b>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</b>	<p><b><u>Numerator:</u></b> Number of <u>CTE concentrators</u> who successfully <u>completed</u> a state-approved CTE program of study and <u>left secondary education</u> by the end of the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who <u>left secondary education</u> during the reporting year.</p>	State and Local Administrative Records	<b>A: 87.6%</b>	<b>AL: 95.0%</b>	<b>L: 95.0%</b>
<b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b>	<p><b><u>Numerator:</u></b> Number of current year <u>12th grade CTE concentrators</u> who were included as graduated by the end of the reporting year in the State's ESSA computation of graduation rate (diploma and certificate holders).</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	State and Local Administrative Records	<b>A: 98.8%</b>	<b>AL: 97.0%</b>	<b>L: 97.0%</b>
<b>5S1 Secondary Placement 113(b)(2)(A)(v)</b>	<p><b><u>Numerator:</u></b> Number of <u>CTE concentrators</u> who graduated in the previous reporting year and were placed in <u>postsecondary education, employment, or the military</u> in the last quarter (<u>Oct - Dec</u>) of the year they graduated.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who graduated in the previous reporting year.</p>	State and Local Administrative Records	<b>A: 61.0%</b>	<b>AL: 57.5%</b>	<b>L: 58.0%</b>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Actual Year 2016-17	Agreed Upon Target 2017-18	Proposed Target 2018-19
<p><b>6S1</b> <b>Nontraditional Participation</b> <b>113(b)(2)(A)(vi)</b></p>	<p><b><u>Numerator:</u></b> Number of <u>under-represented gender CTE participants</u> in a CTE program of study that leads to <u>employment in nontraditional fields</u> during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE participants</u> in a CTE program of study that leads to <u>employment in nontraditional fields</u> during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>A: 33.5%</b></p>	<p><b>AL: 35.1%</b></p>	<p><b>L: 35.1%</b></p>
<p><b>6S2</b> <b>Nontraditional Completion</b> <b>113(b)(2)(A)(vi)</b></p>	<p><b><u>Numerator:</u></b> Number of <u>under-represented gender CTE completers</u> in a CTE program of study that leads to <u>employment in nontraditional fields*</u> and left secondary education during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE completers</u> in a CTE program of study that leads to <u>employment in nontraditional fields*</u> and left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>A: 22.5%</b></p>	<p><b>AL: 28.1%</b></p>	<p><b>L: 28.1%</b></p>

## 2.2 Postsecondary/Adult Performance Levels

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Actual Year 2016-17	Agreed Upon Target 2017-18	Proposed Target 2018-19
<p align="center"><b>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</b></p>	<p><b><u>Numerator:</u></b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center"><b>A: 90.4%</b></p>	<p align="center"><b>AL: 92.0%</b></p>	<p align="center"><b>L: 92.0%</b></p>
<p align="center"><b>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</b></p>	<p><b><u>Numerator:</u></b> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center"><b>A: 82.7%</b></p>	<p align="center"><b>AL: 81.0%</b></p>	<p align="center"><b>L: 81.1%</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Actual Year 2016-17	Agreed Upon Target 2017-18	Proposed Target 2018-19
<p><b>3P1</b>  <b>Student Retention or Transfer</b>  <b>113(b)(2)(B)(iii)</b></p>	<p><b>Numerator:</b>  Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p><b>Denominator:</b>  Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>A: 75.7%</b></p>	<p><b>AL: 72.3%</b></p>	<p><b>L: 72.3%</b></p>
<p><b>4P1</b>  <b>Student Placement</b>  <b>113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b>  Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b>  Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p><b>A: 87.7%</b></p>	<p><b>AL: 85.3%</b></p>	<p><b>L: 85.3%</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Actual Year 2016-17	Agreed Upon Target 2017-18	Proposed Target 2018-19
<p align="center"><b>5P1</b> <b>Nontraditional Participation</b> <b>113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from <u>underrepresented gender groups</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center"><b>A: 20.4%</b></p>	<p align="center"><b>AL: 20.1%</b></p>	<p align="center"><b>L: 20.1%</b></p>
<p align="center"><b>5P2</b> <b>Nontraditional Completion</b> <b>113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from <u>underrepresented gender groups</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center"><b>A: 19.1%</b></p>	<p align="center"><b>AL: 19.0%</b></p>	<p align="center"><b>L: 19.0%</b></p>