

**Department of Education
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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.

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- **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 new programs under State Regulation 502 by March 31, 2010.

- **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 2010 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. training for middle and high school counselors and LEA administrators on Student Success Planning processes and improved student advisement for career planning
5. provided multiple training sessions in the area of student growth measurement per course under State Component V which includes student assessment in the end of pathway course

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- **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 and CTE teachers continued to collaborate 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. The CTE model units are posted on 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 – 12th 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.

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

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- **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 2010 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
7. collaboration with teachers and administrators to promote programs of study

- **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 and 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 Delaware Recommended Curriculum. The CTE model units are posted to the Delaware Recommended Curriculum website. (<http://www.doe.k12.de.us/infosuites/staff/ci/default.shtml>)

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- **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

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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 understanding of Perkins IV requirements
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 as well as Business, Finance, and Marketing programs.

- **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 facilitate the transition from high school CTE pathways directly into baccalaureate programs. In addition, our community college system continues to sustain and develop articulation agreements with baccalaureate programs.

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

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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 available for use 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)

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- State Career Development Conference
- International Career Development Conference

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:

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

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 provided requested technical assistance with charter school personnel, including those with current charter approval, as well as those actively seeking state approval, in the areas of CTE program development, funding opportunities and fiscal requirements. In addition, charter schools are included in all professional development opportunities.
- **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 partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;**

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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;**

Several new CTE pathways were identified and developed through the standards revision process. All courses granted state approval for the 2009-2010 school year are required to be part of a 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 FY10, 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 used to rank requests. Seven grants were recommended in FY10. Final evaluations are required to be submitted by January 2011. The program will continue in FY11.

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

Entrepreneurial concepts embedded in CTE pathways and various CTSO activities.

- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education;**

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The James Groves Adult High School system provides career guidance counseling for adult high school dropouts.

- **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;**

Component IV of the State teacher accountability requires the development of pre-test and post-test assessments for each CTE course, including the end of pathway course. DEDOE has conducted training sessions to more fully develop this process. All CTE Component IV assessments developed will be aligned with State CTE Standards and, where possible, third-party technical skill assessments.

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

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

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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.

The Department of Education is partnering with Tech Prep Delaware to include Tech Prep students in a Longitudinal Data Project.

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 of Delaware 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; Business Finance and Marketing Education; Skilled and Technical Sciences; and Agriscience Education.

- **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

DDOE and DACCTE provided training for teachers, counselors, and administrators for utilization of the Delaware Department of Labor's Office of Occupational Labor Market Information *Career Compass*.

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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.

Component IV of the State teacher accountability requires the development of pre-test and post-test assessments for each CTE course, including the end of pathway course. DEDOE has conducted training sessions to more fully develop this process. All CTE Component IV assessments developed will be aligned with State CTE Standards and, where possible, 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. In addition, pilot assessments for pathways within the Business, Finance and Marketing (BFM) Education content areas were administered in participating schools through both NOCTI (*Business Financial Management* and *Banking and Related Services*) and MBAResearch (*Marketing*). These assessment options are currently offered through both NOCTI (www.nocti.org) and MBAResearch (www.mbaresearch.org) and are under consideration for adoption as end-of-pathway assessments for three BFM pathways.

We are implementing 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

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- 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.

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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 5P1 Post-secondary Nontraditional Participation and 5P2 Post-secondary Completion of Nontraditional Programs.

Even though Delaware met the target for 5S1, DDOE is concerned about not being able to track students in employment. DDOE continues to have difficulty accessing information from DDOL. DDOE is also working require LEAs to track student placement through on a web-based survey.

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In the post-secondary area, targets for non-traditional participation and placement were not met. The post-secondary institution and the 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. 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.

The table below lists the LEAs that made and did not make the Perkins targets:

Indicator	Total LEAS	LEAs Met Target	LEAs Did Not Meet Target	LEAs for which targets were NA
1S1	21	15	6	0
1S2	21	19	2	0
2S1	21	20	1	0
3S1	21	20	1	0
4S1	21	21	0	0
5S1	21	11	8	2
5S2	21	17	2	2
1P1	2	2	0	0
2P1	2	2	0	0
3P1	2	2	0	0
4P1	2	2	0	0
5P1	2	0	2	0
5P2	2	0	2	0

The LEAs that did not make their targets will be asked to submit actions plan for meeting the targets starting with 2011-12.

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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.

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 2011). Perkins funds for the 2010-2011 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.

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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 so that articulation agreements can more readily be fulfilled. Tech Prep Delaware is continuing the process of updating/negotiating statewide articulation agreements.

Tech Prep Delaware sponsored a variety of professional development activities during 2009-2010. Tech Prep Delaware provided targeted LEA assistance to Family and Consumer Science programs and Business, Finance, and Marketing programs during 2009-2010.

Grants are awarded based on the following 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

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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 continues 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 continue to work 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.

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