

Delaware Perkins State Plan

**U. S. Department of Education
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act
(Perkins V) State Plan**

I. COVER PAGE

- A. State Name:
Delaware
- B. Eligible Agency (State Board)¹ submitting plan on behalf of the State:
Delaware State Board of Education
- C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan *(if applicable)*:
Delaware Department of Education
- D. Individual serving as the State Director for Career and Technical Education:
1. Name: Luke Rhine
 2. Official Position Title: Director, Career & Technical Education and STEM Initiatives
 3. Agency: Delaware Department of Education
 4. Telephone: (302) 735.4015 5. Email: luke.rhine@doe.k12.de.us
- E. Type of Perkins V State Plan Submission - FY 2019 *(Check one)*:
- ☒ State Plan (FY 2019-23) *—if an eligible agency selects this option, it will then complete Items G, I, and J*
- F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:²
- ☒ State Plan (FY 2020-23) *- if an eligible agency selects this option, it will then complete Items H, I, and J*

¹ Under section 3(18) the term eligible agency means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

² Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

☒ Yes

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:³

☒ Yes (*If yes, please indicate year of submission: (FY 2020-23)*)

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):⁴

Date Governor was sent State Plan for signature:

Send Date: January 10, 2020


Return Date: March 24, 2010

J. Date that the State Plan was sent to the Governor for signature:

☒ The Governor has provided a letter that he is jointly signing the State plan for submission to the Department.

K. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name)	Telephone:
Luke Rhine	(302) 735.4015
Signature of Authorized Representative  Director, Career & Technical Education & STEM Initiatives	Date: March 25, 2020

³ Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

⁴ Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.



STATE BOARD OF EDUCATION
THE TOWNSEND BUILDING
401 FEDERAL STREET, SUITE 2
DOVER, DE 19901

March 24, 2020

Dear Secretary DeVos,

Delaware's State Board of Education (SBE) is submitting a four-year State Plan under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), public law 115-224. The State Plan covers federal fiscal year 2020 through fiscal year 2023, effective date of July 1, 2020 through June 30, 2024.

This State Plan is part of Delaware's Combined State Plan under the Workforce Innovation and Opportunity Act (WIOA). The State Plan is an agreement between the State of Delaware and the federal government to ensure the administration of Career and Technical Education (CTE) programs are consistent with the state's policies and objectives, as well as related federal laws and regulations.

The Delaware State Board of Education (SBE) will serve as the eligible state agency under the Act and will lead the state plan development, administrative and evaluation routines, oversight of the distribution of federal funds, and coordination with the Delaware Workforce Development Board (DWDB). The Career & Technical Education and STEM Initiatives workgroup within the Delaware Department of Education will provide technical assistance, programmatic support, and services to local educational agencies, community colleges, correctional institutions, adult education providers, and other eligible recipients under the Act. As part of the Department's annual compliance monitoring system, the CTE and STEM workgroup will conduct program compliance and performance evaluation routines to assess the state's progress toward achieving stated goals and objectives under the Act.

Sincerely,

A handwritten signature in blue ink that reads "John C. Carney".

John C. Carney
Governor, State of Delaware

A handwritten signature in blue ink that reads "Whitney Sweeney".

Whitney Sweeney
President, State Board of Education

II. NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

The Delaware State Plan under the Strengthening Career and Technical Education (CTE) for the 21st Century Act, public law 115-224 (Perkins V), was developed as part of the Delaware Workforce Innovation & Opportunity Act Combined State Plan, public law 113-128. The Delaware State Board of Education (the Eligible Agency) in coordination with the Delaware Workforce Development Board and the Delaware Department of Education worked in accordance with the procedures in section 122(c)(2) and 112(c)(1) of the Act.

Per section 112(c)(2), the Eligible Agency developed effective activities and procedures to allow for individuals and entities to participate in state and local decisions related to the development of the Delaware Perkins State Plan. All activities and procedures as well as the information needed to use such procedures can be found [here](#).

Per section 112(c)(1), the Eligible Agency developed the Delaware Perkins State Plan in consultation with members of those representative stakeholder groups defined in the Act. Through action of the Eligible Agency in its December 2018 meeting, see [here](#), the State Board of Education formed a Career and Technical Education (CTE) subcommittee to develop both the Transition Plan and Delaware Perkins State Plan under the Act. The CTE Subcommittee, whose membership can be found [here](#), includes members of all representative stakeholder groups and institutions defined in the Act. Further, the CTE Subcommittee members led additional stakeholder coordination with the community during the state plan development. The CTE Subcommittee met from August 2019 to December 2019 to engage in state plan development. During that time members of the CTE Subcommittee also conducted external stakeholder meetings to seek additional input and consultation.

The Eligible Agency posted the Delaware Perkins State Plan for formal public comment from December 2019 to February 2020. All meetings conducted by the Eligible Agency and the CTE Subcommittee were public meetings, from which notices, meeting agenda, meeting minutes, and other informational materials can be found [here](#). In total, more than 630 stakeholders were directly engaged and more than 1,500 individuals were invited to participate in the state plan development.

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop 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, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

Per section 112(e)(1), the Eligible Agency in consultation with the appropriate state agencies, developed the portion of the Delaware Perkins State Plan relating to the amount and uses of funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education. No objections were received from those State Agencies.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

Per section 112(d)(14), the Eligible Agency provided opportunities for the public to comment in person and in writing during the state plan development. Opportunities to comment in person were provided as part of the CTE Subcommittee on August 14, 2019; September 11, 2019; October 9, 2019; October 23, 2019; and December 4, 2019. Opportunities to comment in writing were provided from September 2019 to December 2019 through an open public survey, found [here](#). Further, the opportunity to provide in person public comment was provided at the December 19, 2019 State Board of Education meeting when the Delaware Perkins State Plan was discussed and at three (3) subsequent monthly meetings of the State Board of Education that were hosted in rotating locations across the state. An open public comment period was also provided through action of the Eligible Agency from December 23, 2019 to February 21, 2020, the link to which can be found [here](#).

Public meetings were also held to provide in person and in writing public comments on the Delaware Workforce Innovation & Opportunity Act Combined State Plan, which includes the Delaware Perkins State Plan. Public meetings occurred on February 4, 2020 in New Castle County; on January 30, 2020 in Kent County; and on February 12, 2020 in Sussex County. Public meeting notices, meeting agenda, and other informational materials can be found [here](#).

All opportunities to provide in person and in writing public comments were posted on the State Board of Education website, found [here](#), the Delaware Workforce Development Board website, found [here](#), and the Delaware Department of Education website, found [here](#). All notices and public meetings were published in accordance with state public meeting laws and requirements.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

The Delaware Perkins State Plan was developed as part of the Delaware Workforce Innovation & Opportunity Act Combined State Plan, public law 113-128. Delaware envisions an aligned education and workforce system that aids youth and adult learners to progress in their careers and supports employers to recruit and train a skilled workforce. Underpinning this effort is an aligned career pathways system that spans the administration of federal and state education and workforce development activities.

Per section 112(d)(1), Delaware's career pathways system spans the administration of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), the Workforce Innovation and Opportunity Act (WIOA), and the Every Student Succeeds Act (ESSA). As such, Delaware's career pathway system represents the alignment of education and training programs to in-demand occupations and occupational clusters to help youth and adult learners to advance through higher levels of education and employment. The identification of occupational characteristics, such as middle- and high-skill occupations, high-demand occupations, and high-wage occupations, is coordinated across state agencies and related federal programs to systematically identify critical workforce needs and guide the administration of CTE as part of a statewide career pathways system that is responsive to labor market needs and occupational trends.

Career pathway programs connect skill development activities and support services for youth and adult learners, beginning in the public education system through the development and implementation of CTE programs of study, and continuing through adult education, postsecondary education, and other occupational training programs. CTE programs of study provide a structured approach for delivering academic and technical education through an aligned sequence of courses that build through secondary and postsecondary instruction. Students who complete a CTE program of study attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional and postsecondary level, leads to a registered apprenticeship program, and/or leads to an Associate and Baccalaureate degree program.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Per section 112(d)(2), Delaware seeks to ensure that 65% of our workforce will earn a college degree or professional certificate by 2025, matching the percentage of occupations requiring such skill; and that all students will graduate from high school prepared for continuing education and a career. Presently, 57% of Delawareans are prepared to enter middle- and high-skill occupations, and 65% of all high school graduates have met college and career readiness benchmarks through the state accountability model under ESSA.

The success of this vision will be measured by the impact on youth and adult learners as students graduate high school and enter into postsecondary education and the workforce. Students, educators, employers, and community-based organizations will provide feedback to continuously improve the delivery model and ensure Delaware's education and workforce system has the greatest impact on its residents. To accomplish this vision, Delaware has developed the following goals. These goals seek to further coordinate activities across state agencies and partnering organizations as well as to help accelerate work, engage additional partners, and ensure success.

- 1. Build a comprehensive system of career preparation that aligns with the state and regional economies.**
To ensure that youth and adult learners have an opportunity to pursue a great career, we will scale the statewide career pathways system and provide support to educators and employers to effectively serve youth and adults.
- 2. Scale and sustain meaningful work-based learning experiences for students in grades 5-14.**
To ensure that learning occurs both in the classroom and in the workplace, we will establish a statewide workforce intermediary to place students into meaningful work experiences and support employers to recruit and onboard student talent.
- 3. Integrate our education and workforce development efforts and data systems.**
To establish a direct link between education and training programs and changes in state and regional labor markets, we will create a connected service model for students with disabilities, students from low-income communities, and students with other barriers to employment; and implement a workforce data quality campaign.
- 4. Coordinate financial support for Delaware's education and workforce system.**
To address pervasive issues in our education and workforce system that might otherwise prohibit youth and adult learners from moving directly into continuing education and employment, we will establish a diversified funding model that includes public, private, and philanthropic support.

5. Engage employers, educators, and community organizations.

To ensure that the path to a meaningful career is accessible for every youth and adult learner, and that the state's economy remains strong, we will develop a robust communication and partnership strategy to coordinate the delivery of support services and skill development activities across the public, private, and non-profit sectors.

Per section 112(d)(2), CTE programs of study are an integral component of Delaware's career pathways system and help to prepare an educated and skilled workforce. CTE programs of study include opportunities for secondary and postsecondary students to participate in career counseling and work-based learning experiences. In addition, CTE programs of study help to align supports and services for learners who are at-risk in high school, youth and adults who have been incarcerated, and youth and adults who have barriers to continuing education and employment. This includes braided resources across Perkins V, WIOA, and ESSA for individuals with disabilities, individuals from low-income communities, and other at-risk populations defined under WIOA, ESSA, and Perkins V. These activities help every youth and adult learner to achieve their education and career goals as well as enter and advance in a career. This work is guided by the belief that CTE programs of study:

1. Prepare students for success in a career and postsecondary education.

The terms "career ready" and "college ready" are synonymous. In order to earn a livable wage in today's economy, Delawareans 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, registered apprenticeship, formal job training, and/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. Students who complete a CTE program of study have the opportunity to develop professional skills, earn an industry recognized credential, and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.

2. Align education and workforce needs 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, community-based organizations, and institutions of higher education. These partners play a vital role in aligning education and training programs to ensure that all youth and adult learners can move efficiently into employment. Partnership with employers, industry associations and chambers, and institutions of higher education is essential to continuously improve Delaware's career pathway system and to guide the development and implementation of CTE programs of study that are responsive to the changing workforce needs. CTE programs of study establish a direct link between the public education system, postsecondary education, and changes in regional and state labor markets.

3. Improve youth and adult learner outcomes by connecting academic and career success measures.

Programs of study measure student achievement in academic and technical areas and promote employability skills. These opportunities produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and postsecondary levels that relates to a student's career aspirations. Further, CTE programs of study provide a context for students to apply knowledge and career ready practices through project and problem-based learning that is authentic and reflects real-world application. An aligned accountability model across Perkins V, WIOA, and ESSA is applied to collect and review data to drive a process of continuous improvement, including making decisions regarding the viability of existing programs and the development of supports and infrastructure for youth and adult learners with barriers to employment and continuing education. These data serve as a means to benchmark state and local performance, direct resources to support student equity, close achievement gaps, and ensure every learner is on a path to continuing education and gainful employment.

Text Box 1: Statutory Requirements for State Plan Consultation

(c) PLAN DEVELOPMENT.—

(1) IN GENERAL.—The eligible agency shall—

(A) develop the State plan in consultation with—

- (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii) interested community representatives, including parents, students, and community organizations;
- (iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
- (iv) members and representatives of special populations;
- (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES.—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR.—The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

- (A)** during the development of such plan; and
- (B)** prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

- c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Per section 122(d)(3), the Delaware Workforce Innovation & Opportunity Act Combined State Plan includes those core programs described in section 3 of that Act and is aligned to the vision and goals described in the Delaware Perkins State Plan (see section B.1.b). The Combined Plan also defines strategies for joint planning, alignment, coordination, and leveraging of resources across state agencies to better support youth and adult learners across the statewide career pathways system. The intersection of these services with the Delaware Perkins State Plan, includes coordination to support:

- WIOA Title I Adult, Dislocated Workers, and Youth: in-school youth services, supports, and the accountability model under WIOA are aligned with the Delaware Perkins State Plan to expand career pathway programs and services for youth from low-income communities, as well as to support at-risk students to graduate high school. Further, in-school youth services are coordinated for youth who are at-risk of dropping out of high school to enroll in and complete CTE programs of study. Out-of-school youth and adult services and supports under WIOA are aligned with the state career pathway system to ensure at-risk youth and adult learners have the opportunity to engage in education and training programs that lead to the attainment of meaningful postsecondary credentials, direct employment, and students are able to continue their education through aligned postsecondary CTE programs. This includes coordination with the state one-stop system to deliver and coordinate workforce development activities and job placement services.
- WIOA Title II Adult Education and Literacy: adult services and supports under WIOA are aligned to the Delaware Perkins State Plan and with the state career pathway system to ensure adult learners have the opportunity to engage in education and training programs that lead to the attainment of meaningful postsecondary credentials, direct employment, and students are able to continue their education through aligned postsecondary CTE programs. This includes coordination with the state one-stop system to deliver and coordinate workforce development activities and job placement services.
- WIOA Title III Wagner-Peyser: youth and adult supports to engage with both the physical and online system of employment services offices under WIOA is aligned with the Delaware Perkins State Plan for learners who are exiting secondary and postsecondary CTE programs of study to seek employment. This includes coordinated services for job interviews, resume development, and other customized training to help the learner transition into employment. Employer supports are also coordinated to support employer registration within the system and to provide employer services to post active job openings and recruit qualified talent.

- WIOA Title IV Vocation Rehabilitation: pre-employment and employment transition services under WIOA are coordinated with the Delaware Perkins State Plan for youth and adults with disabilities to maximize employment, independence, and integration into society. This includes specific programming for youth with disabilities enrolled in secondary CTE programs in coordination with WIOA, the Individuals with Disabilities Education Act (IDEA), and other federal programs. Secondary CTE coordination supports the pursuit of competitive integrated employment and emphasizes services to youth with disabilities to receive education and training services and work-based learning supports while still in high school.

Per section 122(d)(3), the Delaware Perkins State Plan, includes coordination across the:

- Every Student Succeeds Act (ESSA): the Delaware ESSA State Plan requires that students be taught in a manner that prepares them for success in college and careers. Further, the Delaware ESSA State Plan puts in place new expectations for state, district/charter, and school accountability that includes indicators under the school quality and student success portion of the accountability model that align to those secondary core indicators of performance under the Act.
- Higher Education Act (HEA): the alignment of federal financial aid processes with state scholarship administration supports youth and adult learners to pursue postsecondary CTE programs and to lower the cost of postsecondary education.

- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Per section 122(d)(7), the Eligible Agency works in conjunction with the Delaware Department of Education to use state leadership funds for those purposes that are defined under section 124 of the Act. This includes conducting state leadership activities that improve CTE and allow for the reporting on the effectiveness of such funds in achieving the vision and goals described in the Delaware Perkins State Plan (see section B.1.b). The use of state leadership funds will be based on the quantitative and qualitative evaluation of the statewide career pathways system and through on-going needs assessments conducted by the Delaware Department of Education to improve CTE programs of study. Reporting on the effectiveness of funds will be coordinated within the budget allocation process to associate state leadership funds to a budget account code and program code and to draw correlations between funded activities and related system outcomes.

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY.—

From amounts reserved under section 112(a)(2), each eligible agency shall—

- (1) conduct State leadership activities to improve career and technical education, which shall include support for—
 - (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
 - (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
 - (D) technical assistance for eligible recipients; and
- (2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

2. Implementing Career and Technical Education Programs and Programs of Study

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Per section 122(d)(4)(A), Delaware has implemented a model of career preparation that includes the development of both state- and locally- developed CTE programs of study for demand-driven occupations and occupational groupings. All CTE programs of study are required to align academic and technical instruction, span the secondary and postsecondary education systems, and meet the prerequisite expectations of employers to ensure that youth and adult learners have the opportunity to continue their education and seek gainful employment. Further, all state- and locally-developed CTE programs of study define labor market alignment and employer partnerships, outline educator licensure requirements, define value-added opportunities, as well as career & technical student organizations (CTSOs). Delaware supports the following CTSOs: Business Professional of America (BPA), DECA, FCCLA, Educators Rising, FFA, HOSA, SkillsUSA, and TSA.

At the secondary level, CTE programs of study are planned and approved according to the Delaware administrative code governing CTE (see [14 DE Admin. Code 525](#)) and must align with Delaware administrative code requiring each student to complete a career pathway prior to high school graduation (see [14 DE Admin. Code 505](#)). Local education agencies (LEAs) seeking approval for a CTE program of study will submit an application using the process outlined in the [Career & Technical Education Policies and Procedures](#).

The list of all state-model CTE programs of study for secondary recipients and postsecondary institutions is available [here](#). Accompanying each state-model CTE program of study application is a labor market assessment and memorandums of understanding that define articulated and dual enrollment coursework at the secondary program level. When a local education agency (LEA) successfully applies for and adopts a state-model CTE program of study, all program requirements must be adhered to without modification; however, LEAs and postsecondary institutions are encouraged to continuously improve the instructional model and identify best practices to meet the unique needs of the local community and students that are served. A timeline for program of study adoption or transition, implementation, and continuous improvement is outlined in the [Career & Technical Education Policies and Procedures](#).

Each state-model CTE program of study is mapped to a demand driven occupation or occupational grouping and includes a defined course sequence and instructional outline, as well as opportunities for students to earn college credit and industry recognized credential(s), and participate in work-based learning experiences. Support for school administrators and counselors is provided, along with course specific professional learning opportunities for teachers through the Delaware Department of Education. Further, the defined course sequence includes knowledge and skill statements or learning competencies for each course within the program that include academic and technical skills and the inclusion of employability skills. All Delaware state-model CTE programs of study are developed in conjunction with representatives from business and industry, secondary and postsecondary educators, and community stakeholders. State-model CTE programs of study

are made available across secondary and postsecondary institutions, the juvenile justice system, and in institutions that serve individuals with disabilities and correctional institutions.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132⁵ will—
 - i. promote continuous improvement in academic achievement and technical skill attainment;
 - ii. expand access to career and technical education for special populations; and
 - iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Per section 122(d)(4)(B), a LEA may choose to develop a local CTE program of study for an occupation or occupational cluster where there is not already an existing state-model program or where an alternative skill training model is required. The process to develop a local CTE program of study is a collaborative practice that mirrors the state-model CTE program of study application process. This includes the review of labor market information and in-demand occupations defined under WIOA, resulting in the submission of a [Delaware CTE Program of Study Application](#) for approval through the Delaware Department of Education. The program application requires the LEA to include knowledge and skill statements or learning competencies for each course within the program, relevant academic and technical skills for each course, and the inclusion of employability skills. The process to develop, implement, and improve local CTE programs of study can be found in the [Career & Technical Education Policies and Procedures](#).

The Delaware Department of Education oversees the CTE program of study approval process, evaluates the on-going viability of CTE programs, reviews academic and technical skill competencies and related standards alignment across secondary and postsecondary coursework, and works to ensure alignment of program instruction, evaluation, and teacher certification criteria. Program evaluation is conducted through a continuous improvement cycle at the state and local levels, which includes the local needs assessment and local plan, as well as local and state performance management routines. This includes the design and administration of an evaluation plan to collect and review relevant data and student outcomes. Data are disaggregated and analyzed at the postsecondary institution level and at the school district or charter level, which are further disaggregated into the specific campus or high school and at the specific program level for all student subgroups such as gender, race/ethnicity, and special population status to inform programmatic decisions. Each CTE program of study is monitored on a five-year cycle to ensure continuous program improvement and student access to high-quality CTE programs of study.

⁵ Based on the context of this requirement, the reference to the local application process under “section 132” appears to be a typographical error in the Perkins V statute. The correct section for local applications in Perkins V is section 134. Therefore, eligible agencies should respond to this item using the provisions in section 134 of Perkins V.

Middle grade CTE programs are developed to serve youth in grades five (5), six (6), seven (7), and eight (8) based on the LEA configuration of schools and the needs of the LEA as documented within the local needs assessment and local plan. Attention is provided to student on-boarding and/or outreach activities occurring as youth transition from elementary grades into middle grades and also for youth transitioning between grades eight (8) and nine (9) or into high schools. Middle grade CTE programs prepare youth to enter high school and include structural support for academic and technical coursework that aligns to continuing education and in-demand careers. Middle grade CTE programs also focus on social and emotional learning, which can include college and career advisement, counseling and social supports, strength identification and development, as well as targeted partnerships between the LEA and out-of-school education providers or informal education and training providers. These services may expand beyond the typical school day or school year to provide youth with year-round education and training as well as expand access to CTE for special populations. The process for middle grade CTE program development and approval is documented in the [Career & Technical Education Policies and Procedures](#).

At the middle grades and high school levels, student advisement and remediation programs are part of a multi-tiered system of supports (MTSS) for youth that are offered in conjunction with state- and locally-developed CTE programs of study. These programs are supported through federal and state funding streams and staffing models as part of a comprehensive local system of CTE for all youth to demonstrate academic and technical readiness prior to high school graduation and successful transition into/across the postsecondary education system and the workforce.

Student advisement programs must align with the student success planning requirement under Delaware administrative code (see [14 DE Admin. Code 507](#)) and the K-12 school counseling requirement under Delaware administrative code (see [14 DE Admin. Code 545](#)). Remedial education programs are offered at the high school level and must provide targeted interventions to youth who are below academic grade level proficiency, are not on-track to graduate high school, or who require targeted intervention prior to transition into postsecondary education and the workforce. The process for student advisement and remedial program development and approval is documented in the [Career & Technical Education Policies and Procedures](#).

Postsecondary CTE programs are developed based on the prerequisite expectations of business and industry 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 apply academic and technical knowledge. In Delaware, postsecondary CTE programs span short- and long-term credential programs, the registered apprenticeship system, and two-year degree programs to create a system of stackable credentials and connected degree programs.

Postsecondary CTE programs link to local education agencies as well as to the adult basic education system and the prison education system. These designed points of entry and transition create opportunities for youth and adult learners to build skills to enter and progress through education and training systems and placement into employment. Further, this work expands access to CTE programs for special populations and reflects Delaware's career pathway system and shared education and workforce goal to increase the number of youth

and adult learners with valued industry credentials and degrees. Collaboration amongst these system providers is organized through state leadership activities and financial support.

Credential programs are required to meet the shared expectations of the Eligible Agency and the Delaware Workforce Development Board. Approval of short- and long-term credentials programs is documented in the [Career & Technical Education Policies and Procedures](#). This effort seeks to align administrative processes for education and training providers operating postsecondary CTE programs under the Act and adult programs operating under WIOA. The following guidelines help those institutions of higher education and postsecondary vocational institutions that are listed in the Delaware Perkins State Plan (see section C.7.a) to ensure alignment of postsecondary CTE programs to the statewide career pathway system. As such, short-term credential programs must:

- a. Provide not less than one hundred and forty-four (144) clock hours and not more than six hundred (600) clock hours of instructional time, and may:
 1. include integrated education and training, not to exceed more than fifty percent (50%) of the minimum clock hours required for training; and
 2. measure the prior proficiency (e.g. through credit for prior learning or pre-assessment of skill/proficiency) of the student and award related clock hours as a means to accelerate that student to complete the program, not to exceed more than fifty percent (50%) of the minimum clock hours required for training.
- b. Ensure training is aligned with those middle- and high-skill occupations or in-demand occupations in the State as determined by the Delaware Workforce Development Board, see [here](#);
- c. Provide to students, upon completion of the program, a recognized postsecondary credential that meets the hiring requirements of potential employers;
- d. Provide to students, upon completion of the program, a recognized postsecondary credential that satisfies any applicable educational prerequisite requirement(s) for professional licensure or certification, so that students who complete the program and seek employment qualify to take any licensure and certification examination needed to practice or find employment in the State of Delaware or in an occupation that the program prepares students to enter; and
- e. Provide to students, upon completion of the program and/or attainment of the credential, with the equivalent academic credit of such credential that may be applied to subsequent credit-bearing certificate or degree programs upon enrollment in such program at any eligible postsecondary institution defined in the Delaware Perkins State Plan (see section C.7) and at such two- and four-year degree institutions.

Any postsecondary institution may request an exemption to the minimum clock hour requirement for short-term credential programs, provided the program meets all other criteria and the institution has historical record of student achievement in attaining a valued postsecondary credential and documentation of past student placement into the workforce and/or higher levels of education. The exemption process is documented in the [Career & Technical Education Policies and Procedures](#).

Long-term credential programs shall follow those guidelines for Pell eligibility as defined under the Higher Education Act. In addition, long-term credential programs must:

- f. Provide not less than six hundred (600) clock hours of instructional time, and may:

1. include integrated education and training, not to exceed more than fifty percent (50%) of the minimum clock hours required for training; and
 2. measure the prior proficiency (e.g. through credit for prior learning or pre-assessment of skill/proficiency) of the student and award related clock hours as a means to accelerate that student to complete the program, not to exceed more than fifty percent (50%) of the minimum clock hours required for training.
- g. Ensure training is aligned with those middle- and high-skill occupations or in-demand occupations in the State as determined by the Delaware Workforce Development Board, see [here](#);
 - h. Provide to students, upon completion of the program, a recognized postsecondary credential that meets the hiring requirements of potential employers;
 - i. Provide to students, upon completion of the program, a recognized postsecondary credential that satisfies any applicable educational prerequisite requirement(s) for professional licensure or certification, so that students who complete the program and seek employment qualify to take any licensure and certification examination needed to practice or find employment in the State of Delaware or in an occupation that the program prepares students to enter; and
 - j. Provide to students, upon completion of the program and/or attainment of the credential, with the equivalent academic credit of such credential that may be applied to subsequent credit-bearing certificate or degree programs upon enrollment in such program at any eligible postsecondary institution defined in the Delaware Perkins State Plan (see section C.7) and at such two- and four-year degree institutions.

State Registered Apprenticeship programs are required to follow the training requirements under Delaware administrative code (see [19 DE Admin. Code 1101](#)). Two-year degree programs are approved by the Board of Trustees at the [Delaware Technical Community College](#). Documentation of all postsecondary course catalogues, staffing models, instructional facilities, promotional activities, student recruitment materials, and other institutional policy that may be required under related WIOA programs is documented as part of the local needs assessment and local application under the Act.

- c. Describe how the eligible agency will—
 - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Per section 122(d)(4)(C)(i), the Delaware Department of Education makes information available to the public on approved state- and local- CTE programs of study, work-based learning programs, early college opportunities, and student guidance/advisement. These resources are also made available to the public through secondary recipients and postsecondary institutions via websites, course catalogs, school counseling and advisement materials, credential and degree publications, and other community facing engagement tools.

Outreach is established at the secondary and postsecondary levels to engage employers to form CTE advisory councils which engage students, parents, educators, employers, and other interested parties to develop or improve programs under the Act. Information is also made available through various websites and online resources supported by community partners. This includes the state one-stop system, online directories, marketing materials, and public facing data tools. All documentation is made accessible to teachers, guidance counselors, advisory committee members, parents, students, and other interested parties in either online or in print format.

Targeted labor market information is provided for community stakeholders through websites and relevant publications. This includes in-demand occupations defined under WIOA and high-growth industries that are identified using a shared data model across the Departments of Education and Labor, and the Delaware Workforce Development Board. The labor market data model is based on occupational characteristics reported through the Bureau of Labor Statistics and the Delaware Department of Labor and include the required level of education, on-the-job training, residency requirements, and years of experience for all reported occupations. These characteristics are vetted against an agreed upon taxonomy to classify low-, middle-, and high-skill occupations as well as other economic terminology such as high-wage and high-demand. Occupations and the related level of skill are then aggregated using the career clusters framework and North American Industry Classification System (NAICS) with cross-walks to related standard occupation codes and CTE program of study course codes.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

Per section 122(d)(4)(C)(ii), state- and local- CTE programs of study map to a given set of occupations or occupational groups and are required by the Eligible Agency to link across learning levels at related secondary and postsecondary institutions. This design creates opportunities for youth and adult learners to have multiple entry and exit points that facilitate entrance into the workforce and/or seek additional postsecondary education. Delaware will continue to expand the statewide career pathway system to align both CTE programs of study and other education and training programs within an aligned framework focused on in-demand occupational growth and student needs.

- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Per section 122(d)(4)(C)(iii), the Delaware Department of Education requires the use of labor market information to develop state- and local- CTE programs of study, see [here](#). This information is captured within the local application and as part of the local needs assessment. Labor market information is used for program

implementation and evaluation as well as aligning CTE programs of study to current and emerging occupations that are middle- and high-skill, are high-wage, and are high-demand. Operational definitions of these terms are included in the [Career & Technical Education Policies and Procedures](#).

Further, the Delaware Department of Education partners with the Department of Labor to publish traditional labor market information via the Economic Development and Employer Planning System (EDEPS) website, see [here](#), which provides labor market projections aligned to the state's instructional model for CTE programs of study. The website also includes supply and demand characteristics, pulling information from state and national data sources such as iPEDs, the Bureau of Labor and Statistics, and the Occupational Handbook. These data help LEAs and postsecondary staff, youth and adult learners, and community stakeholders to understand Delaware's labor market and aspects of an occupation or the industry including preferred educational levels and skill expectations. Further, the Delaware Department of Education and the Delaware Workforce Development Board partner to publish a list of in-demand occupations under WIOA that align to key industry sectors for which the state is focused on economic development and growth.

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Per section 122(d)(4)(C)(iv), equal access and services for special populations defined under the Act are monitored as part of the local needs assessment, the local application process, and through on-going performance routines conducted by the Delaware Department of Education. The local needs assessment and local application process ensure that students in special populations are provided with appropriate services to access CTE programs and that student outcomes in college and career readiness programs are equitable. On-going performance monitoring routines are conducted every three (3) to five (5) years based on a risk analysis of the LEA or postsecondary institution. The performance routine includes discussion of student access and equity to CTE programs and services under the Act. This includes a review of student access to and matriculation through CTE programs as well as student outcomes by indicator type and by defined sub-populations under the Act. Findings associated with the performance routine are documented for the LEA or postsecondary institution to address. Additional support is then made available through a tiered engagement model.

- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Per section 122(d)(4)(C)(v), the Eligible Agency coordinates with the Delaware Workforce Development Board to support and develop career pathways. Further, the Delaware Department of Education, through action of the Eligible Agency, publishes regulations as well as policy and procedures that guide the development of state- and local- career pathways and CTE programs of study. Coordination is also provided by the Eligible

Agency and the Delaware Workforce Development Board to govern the statewide career pathway system and to map future programmatic growth, strategic direction, and alignment.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Per section 122(d)(4)(C)(vi), the Delaware Department of Education supports state- and locally-developed CTE programs of study that are industry based and align with nationally recognized standards to provide an understanding of and experience in, all aspects of an industry. Work-based learning experiences are required components of state-approved CTE programs of study and occur at various levels in program implementation and with a variety of educator and employer partners. Specifically, work-based learning programs and related activities are organized as part of a continuum of experiences for youth and adult learners, occurring in grades five (5) through postsecondary education, e.g. career awareness—exploration—and immersion. This learning progression mirrors educational growth, knowledge development, and skill acquisition as the learner progresses through the CTE program of study to create an aligned sequence of experiential learning opportunities that provide youth and adult learners with a full understanding of an industry. Operational definitions of these terms and related expectations are included in the [Career & Technical Education Policies and Procedures](#).

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

Per section 122(d)(4)(C)(vii), the Delaware Department of Education supports secondary recipients and postsecondary institutions to promote youth and adult learner outcomes and the reduction of performance gaps for those defined sub-populations under the Act. Performance of secondary recipients and postsecondary institutions is monitored annually as part of the local funding application process through the [eGrants platform](#) and through on-going performance routines. The local application process ensures that all students are provided with appropriate services and targeted intervention to support their academic and technical skill development within a CTE program of study. On-going performance monitoring routines are conducted every three (3) to five (5) years based on a risk analysis. The performance routine includes discussion of student equity and student outcomes in the aggregate, by high school or postsecondary institution campus, and for CTE programs of study aggregated by career cluster. This includes a review of student academic and technical skill development by indicator type and by defined sub-populations under the Act. Findings associated with the performance routine are documented for the LEA or postsecondary institution to address. Additional support is then made available through a tiered engagement model.

Text Box 3: Statutory Definition of Career Pathways

The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)

- (7) Career pathway.--The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—
- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
 - (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
 - (C) includes counseling to support an individual in achieving the individual's education and career goals;
 - (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
 - (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
 - (G) helps an individual enter or advance within a specific occupation or occupational cluster. (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

- d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Per section 122(d)(4)(D), the Delaware Department of Education requires all secondary programs under the Act to include early postsecondary opportunities as part of the CTE program of study. This information is approved as part of the [Career & Technical Education Policies and Procedures](#). This can include articulated college credit, dual enrollment, concurrent enrollment, pre-apprenticeship, and/or early college high school programs. Opportunities for articulated college credit and dual enrollment are included across all state-model CTE programs of study and all approved local-CTE programs of study. Locally developed CTE programs of study may include an early postsecondary model as appropriate to the LEA and the partnering postsecondary institution, and may be specific to an occupation or occupational grouping.

Competency based education models are also supported by the Delaware Department of Education where specific knowledge and skills are documented within a learning progression. The progression of knowledge and skill can occur inside or outside of the classroom and must carry value for the learner that the LEA or postsecondary institution awards, e.g. demonstration of credit for prior learning and the award of instructional clock hours or academic credit to support the educational progression of the learner.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Per section 122(d)(12), the Delaware Department of Education works with those stakeholders defined in the Act and through quarterly meetings with the Eligible Agency and with the Delaware Workforce Development Board to discuss development, implementation, and evaluation of CTE programs. Annual evaluation and reporting occurs to both the Eligible Agency and Delaware Workforce Development Board, through published materials, semi-annual progress reports, and a formal outcomes report. All materials, reports, and resources can be found [here](#). Further, monthly meetings occur under the direction of the Eligible Agency and the Delaware Workforce Development Board to continuously improve the statewide career pathways system. These meetings involve a dedicated group of stakeholders, see [here](#), focused on achieving the vision of the Delaware Perkins State Plan and related goals under the Act.

- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Per section 134(b) and section 134(c), the local needs assessment and local application template is provided below. Local education agencies (LEA) and postsecondary institutions will submit the local needs assessment, the local application, and annual application for funds issued under the Act through the Delaware [eGrants platform](#). The process to review the local needs assessment, approve the local application, and award funds under the Act is defined in the [Career & Technical Education Policies and Procedures](#).

Any LEA or postsecondary institution desiring financial assistance under the Act will submit a local application to the Eligible Agency that will be approved by the Delaware Department of Education. A copy of the completed local needs assessment will be submitted as part of the local application. The local needs assessment will be updated and resubmitted at least once every two (2) years. Per section 134(d), both the local application and needs assessment will be completed in consultation with a diverse stakeholder body consisting, at a minimum, of those representatives defined under the Act. Per section 135(e), continued consultation will be sought from those representatives defined under the Act. The continued consultation will include, but not be limited to, updating qualitative and quantitative data in the local needs assessment, to ensure the local system of CTE is responsive to the defined needs of students and the labor market and to ensure human and fiscal resources are applied to improve student outcomes, including work-based learning opportunities.

The overarching performance management routine, which includes the local needs assessment, the local application, and related local and state monitoring routines, is designed as a fluid process to meaningfully connect those documented system needs to the allocation of human and fiscal resources to improve youth and adult learner outcomes. As such, the local needs assessment is defined as a self-evaluation conducted by secondary and postsecondary institutions to improve student access, achievement, and equity in CTE programs, as well as the implementation of high-quality CTE programs of study and improvement of the local education and workforce system (to be completed once every two years). The local application is defined as an operational plan developed by LEAs and postsecondary institutions to implement high-quality CTE programs of study, establish performance targets for those core indicators of performance defined under the Act, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed). The application for funds is defined as a financial request for resources made available under the Act, to reflect findings from the local needs assessment and be issued in alignment with the local application (to be completed annually). As such, the local needs assessment and the local application template are organized across five (5) core priority areas, which are:

1. Quality Improvement (sections 1a and 1b below): addresses sections 134(b)(1) and 134(b)(2)(A) of the Act and connects the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities that exist to improve the local system of CTE;
2. Program Quality (sections 2a and 2b below): addresses sections 134(b)(2)(B), 134(b)(2)(C), 134(b)(5), 134(c)(2)(B), 134(c)(2)(C), and 134(c)(2)(E) of the Act and focuses on the evolution of the local system of CTE, as well as supports for all students to access and be successful in a CTE program of study that lead to in-demand industry sectors and occupations that provide a living wage through a multi-tiered system of supports (MTSS) for all learners;
3. Student Readiness and Equity (sections 3a and 3b below): addresses sections 134(b)(4), 134(b)(7), 134(b)(9), and 134(c)(2)(A) of the Act and connects academic and technical skill preparation to early postsecondary credit opportunities, as well as the identification of what disparities or gaps exist across youth or adult performance indicators and how the LEA or postsecondary institution will address such disparities or gaps through a multi-tiered system of supports (MTSS) for all learners;
4. Talent Development (sections 4a and 4b below): addresses sections 134(b)(8) and 134(c)(2)(D) to focus on the recruitment and initial licensure of diverse CTE educators and related faculty, the professional learning supports for secondary and postsecondary CTE educators, as well as the relationship between the Eligible Agency, Delaware Department of Education, LEAs, and postsecondary institutions to provide such support; and
5. Systems Alignment (sections 5a and 5b below): addresses sections 134(b)(3), 134(b)(6), 134(d), and 134(e) of the Act and the connection between employer partners, community stakeholders, and local/state workforce partners to support career exploration and development, career and college advisement, and how these partners are engaged within the local system of CTE to scale work-based learning opportunities for youth and adults.

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
1a	<p>Priority Title: Quality Improvement</p> <p>Purpose: To develop an overarching vision for the local system of CTE that connects responses across the local needs assessment, the local application, and related local and state monitoring routines.</p>	<p>The LEA or postsecondary institution will provide a description of the results from the local needs assessment to develop a vision for the local system of CTE and where strengths and opportunities exist across the five (5) core priority areas.</p> <p>Reference: Section 134(b)(1)</p>	<p>Information to be carried over from the local needs assessment.</p> <p>The LEA or postsecondary institution will provide a description of the results from the local needs assessment to develop a vision for the local system of CTE and where strengths and opportunities exist across the five (5) core priority areas.</p> <p>Reference: Section 134(b)(1)</p>

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
1b	<p>Priority Title: Quality Improvement</p> <p>Purpose: To develop a plan of action based on data and information collected from the local needs assessment that is defined within the local application and is reinforced through local and state monitoring routines as well as resource allocation (human and fiscal) across the five (5) core priority areas.</p>	<p>The LEA or postsecondary institution will review information from the local needs assessment to determine one (1) goal statement for each core priority area and will develop a plan of action that includes measures of success, actions to be taken, alignment of human and fiscal resources, and the process of local performance management.</p> <p>Reference: Sections 134(b)(1) and 134(b)(2)(A)</p>	<p>Information to be carried over from the local needs assessment.</p> <p>The LEA or postsecondary institution will review information from the local needs assessment to determine one (1) goal statement for each core priority area and will develop a plan of action that includes measures of success, actions to be taken, alignment of human and fiscal resources, and the process of local performance management.</p> <p>Reference: Sections 134(b)(1) and 134(b)(2)(A)</p>
2a	<p>Priority Title: Program Quality</p> <p>Purpose: Provide a framework to measure the local system of CTE and improvements in CTE program quality, which includes alignment to the labor market, federal/state accountability system, communication routines, as well as procedures for program and system improvement.</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> • Define the local development and review cycle for CTE programs of study and the continuous improvement model; • Analyze CTE programs of study that align with in-demand, middle- and high-skill occupations, and high-growth industries; • Analyze CTE programs of study that integrate industry-recognized credentials, certificates, or licenses; • Analyze CTE programs of study that offer aligned and immersive WBL experiences; and 	<p>The LEA or postsecondary institution will enter qualitative data to describe the local system of CTE, the process of CTE program of study development and continuous improvement, and how information about CTE program is shared with members of the community (i.e. communication to students, parents, community stakeholders, and employers).</p> <p>The LEA or postsecondary institution will enter qualitative data to summarize those strengths and opportunities to improve the quality of CTE programs of study, including the on-going alignment of CTE programs of study to the labor market as well as the expansion of industry-recognized credentials, work-based learning opportunities, and</p>

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
		<ul style="list-style-type: none"> Analyze CTE programs that offer articulated, advanced standing, and/or dual enrollment credit with postsecondary credential programs, registered apprenticeship programs, two-year degree programs, and four-year degree programs. <p>Reference: Sections 134(c)(2)(B) and 134(c)(2)(C)</p>	<p>articulated postsecondary credit opportunities.</p> <p>Reference: Section 134(b)(2)(B) and 134(b)(2)(C)</p>
2b	<p>Priority Title: Program Quality</p> <p>Purpose: Support student matriculation through high-quality CTE programs of study with a focus on student equity and a multi-tiered system of supports (MTSS) for all learners. This includes student access, matriculation patterns, graduation or completion rates, and postsecondary or workforce placement.</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> Analyze CTE participation using a comparable student population group; Analyze CTE concentration/completion using a comparable student population group; Analyze non-traditional gender CTE concentrators; Analyze CTE concentrators who graduate in the four (4) year cohort or complete postsecondary programs; and Analyze CTE concentrators transition into higher levels of education and/or employment. <p>Reference: Section 134(c)(2)(E)</p>	<p>The LEA or postsecondary institution will enter qualitative data to describe how youth and adult learners are supported to enter into a CTE program of study and matriculate through the CTE program on a path to high school graduation or postsecondary completion and placement into higher levels of postsecondary education and/or the workforce. This includes support for special populations to access CTE programs of study, discrimination policy, and preparation of youth and adult learners for non-traditional gender occupations/occupational groupings.</p> <p>The LEA or postsecondary institution will enter qualitative data to identify how a multi-tiered system of supports (MTSS) is provided for youth and adults to demonstrate success at various points within a CTE program of study and how targeted services and supports are provided for special populations to pursue middle- and high-skill occupations and in-demand industry</p>

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
			sectors that leads to competitive integrated employment. Reference: Section 134(b)(5)
3a	<p>Priority Title: Student Readiness and Equity</p> <p>Purpose: Provide a framework for academic readiness and the alignment of academic and technical instruction within a multi-tiered system of supports (MTSS) for all learners.</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> Analyze CTE concentrators readiness in English language arts, mathematics, and science (secondary only) subject areas, which includes student readiness and remediation. <p>Reference: Section 134(c)(2)(A)</p>	<p>The LEA or postsecondary institution will enter qualitative data to define the multi-tiered system of supports (MTSS) for youth and adult learners in academic subject areas and describe the tiered (e.g. tier 1) instructional model that leads to academic readiness in English language arts, mathematics, and science (secondary only) proficiency.</p> <p>The LEA or postsecondary institution will enter qualitative data to define the multi-tiered system of supports (MTSS) for youth and adult learners whose academic proficiency requires targeted intervention and how tiered supports (e.g. tier two and three) are provided to youth and adult learners to demonstrate academic readiness in English language arts, mathematics, and science (secondary only).</p> <p>Reference: Section 134(b)(4) and 134(b)(9)</p>
3b	<p>Priority Title: Student Readiness and Equity</p> <p>Purpose: Provide a framework for technical readiness and the alignment of academic and technical instruction within a</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> Analyze CTE concentrators attainment rates of state-approved industry recognized credentials, licensures, or certificates; Analyze CTE concentrators attainment of early 	<p>The LEA or postsecondary institution will enter qualitative data to define the multi-tiered system of supports (MTSS) for youth and adult learners in technical subject areas and describe the tiered (e.g. tier 1) instructional model that leads to technical readiness on the ESSA, Perkins, and WIOA accountability models.</p>

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
	multi-tiered system of supports (MTSS) for all learners.	<p>postsecondary credit or advanced standing; and</p> <ul style="list-style-type: none"> Analyze CTE concentrators successful completion of immersive WBL experiences. <p>Reference: Section 134(c)(2)(A)</p>	<p>The LEA or postsecondary institution will enter qualitative data to define the multi-tiered system of supports (MTSS) for youth and adult learners whose technical proficiency requires targeted intervention and how tiered supports (e.g. tier two and three) are provided to youth and adult learners to demonstrate technical readiness on the ESSA, Perkins, and WIOA accountability models.</p> <p>Reference: Section 134(b)(4), 134(b)(7), and 134(b)(9)</p>
4a	<p>Priority Title: Talent Development</p> <p>Purpose: Discuss recruitment methods for CTE educators and related faculty, processes to support licensure and certification, and equity within the human resources process.</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> Analyze CTE educator and related faculty who have an active teaching license or meet postsecondary eligibility requirements; Analyze CTE educator and related faculty postings in the last three (3) years; and Analyze CTE educator and related faculty eligible to retire in the next five (5) years. <p>Reference: Section 134(c)(2)(D)</p>	<p>The LEA or postsecondary institution will enter qualitative data to describe the process and methods used to recruit qualified and diverse CTE educators and related faculty.</p> <p>The LEA or postsecondary institution will enter qualitative data to discuss the types of supports that are provided for CTE educators and related faculty to seek initial teacher licensure or meet other professional standards or meet postsecondary employment standards.</p> <p>Reference: Section 134(b)(8)</p>
4b	<p>Priority Title: Talent Development</p> <p>Purpose: Discuss on-going supports for CTE educators and related faculty, which includes</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> Categorize the tenure of CTE educators and related faculty based on years of experience in education; 	<p>The LEA or postsecondary institution will enter qualitative data to describe how new CTE educators and related faculty are supported to be effective in the classroom and the types of professional learning opportunities that are provided for educators and related faculty based</p>

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
	on-going talent development, professional learning routines, and customized support to ensure effective instructional practice.	<ul style="list-style-type: none"> • Categorize the level of skill across CTE educators and related faculty based on advanced credentials and/or measured experience in their field of study; and • Define the types and quantity of professional learning opportunities available to CTE educators and related faculty. <p>Reference: Section 134(c)(2)(D)</p>	<p>on years of experience and/or professional practice.</p> <p>The LEA or postsecondary institution will enter qualitative data to describe how experienced CTE educators and related faculty are supported to acquire advanced certificates, degrees, or other types of professional learning that deepens their subject matter expertise and/or professional practice.</p> <p>Reference: Section 134(b)(8)</p>
5a	<p>Priority Title: Systems Alignment</p> <p>Purpose: Model employer and community engagement, involvement in the local needs assessment and local application development, and the shared focus on guiding the local system of CTE.</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> • Outline the stakeholder engagement model used to complete the local needs assessment, local application, and annual budget; • Define the model of stakeholder engagement to support and improve CTE programs of study; and • Categorize the depth of stakeholder engagement across CTE programs of study <p>Reference: Section 134(d) and 134(e)</p>	<p>The LEA or postsecondary institution will enter qualitative data to describe how employers and community partners are integrated into the local system of CTE to complete the local needs assessment and local application as well as in determining performance targets to improve the local system of CTE.</p> <p>The LEA or postsecondary institution will enter qualitative data to describe how employer and community partners are integrated into the implementation of CTE program of study and to provide career information and employment opportunities that focus on middle- and high-skill occupations (e.g. curriculum development/implementation, system innovation, support for youth and teachers, as well as the expansion of student advisement and work-based learning experiences).</p> <p>Reference: Section 134(b)(3)(B), 134(d), and 134(e)</p>

#	Core Priority Title and Description of Purpose	Needs Assessment Framework and Reference under the Act	Local Application Framework and Reference under the Act
5b	<p>Priority Title: Systems Alignment</p> <p>Purpose: Define the model of student advisement and system to support career awareness and exploration activities in partnership with employers, community partners, and LEA or postsecondary educators and related faculty.</p>	<p>The LEA or postsecondary institution will capture and review quantitative data to:</p> <ul style="list-style-type: none"> Analyze the number of middle and high school youth or postsecondary students participating in career awareness and exploration activities and related outcomes; and Analyze the number of middle and high school youth or postsecondary students participating in college and career advisement models and related outcomes. <p>Reference: Section 134(b)(3)(A), 134(b)(3)(C), and 134(b)(6)</p>	<p>The LEA or postsecondary institution will enter qualitative data to describe the system for offering career awareness, career exploration, and career immersion activities as part of a comprehensive work-based learning continuum at the middle and high school grade levels or postsecondary levels and how employers and community partners support this effort.</p> <p>The LEA or postsecondary institution will enter qualitative data to describe the system for offering student advisement at the middle and high school grade levels or postsecondary level and how employers and community partners support this effort.</p> <p>Reference: Section 134(b)(3)(A), 134(b)(3)(C), and 134(b)(6)</p>

- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Per section 135(b), the Delaware Department of Education requires CTE programs of study to meet the criteria of sufficient size, scope, and quality to be effective and seek funding under the Act. Size is defined as providing sufficient opportunity for youth and adult learners to enter and matriculate through secondary and postsecondary CTE program levels. Scope is defined as including rigorous academic and technical standards, as well as employability skills, and by providing youth and adult learners with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Act, provide support for special populations enrolled in the CTE program of study, and procedures that continuously improve all aspects of those programs offered under the Act. This policy is documented within the [Career & Technical Education Policies and Procedures](#).

Text Box 4: Statutory Requirements for Local Applications

- (b) **CONTENTS.**—The eligible agency shall determine the requirements for local applications, except that each local application shall contain—
- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
 - (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
 - (C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study;
 - (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
 - (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
 - (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);

(Continued on the following page)

Text Box 4: Statutory Requirements of Local Applications (continued))

- (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and
 - D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

(c) COMPREHENSIVE NEEDS ASSESSMENT.—

(1) IN GENERAL.—To be eligible to receive financial assistance under this part, an eligible recipient shall—

- (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
- (B) not less than once every 2 years, update such comprehensive local needs assessment.

(2) REQUIREMENTS.—The comprehensive local needs assessment described in paragraph (1) shall include each of the following:

- (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
- (B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
- (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
- (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
- (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—
 - i. will be provided with equal access to activities assisted under this Act;

Per section 121(d)(9)(A), the Delaware Department of Education coordinates services for student access and equity for those special populations under the Act across state agencies, community stakeholders, and eligible recipients and institutions that support special populations. This includes coordination of various workgroups across the Delaware Department of Education, including the CTE & STEM workgroup, the Higher Education workgroup, the Exceptional Children workgroup, and the Curriculum, Instruction, and Professional Development workgroup to:

- Align supports and services for students with disabilities, English Learners (EL), foster and homeless youth, and other special populations under the Act;
- Provide and coordinate professional learning opportunities for academic educators, CTE educators, special education staff, school counselors, and EL staff in secondary school programs;
- Promote academic instruction and targeted interventions that reduce the need for remedial education at the postsecondary level; and
- Develop process tools and data models to identify effective programs, coaching, and supports to serve special populations under the Act.

This also includes coordination of various state agencies, including the Delaware Department of Labor—Vocational Rehabilitation Division and the Employment and Training Division as well as the Delaware Department of Health and Social Services—Division of Developmental Disabilities Services and the Division for the Visually Impaired to:

- Align in-school youth programs under WIOA to college and career preparation programs, school counseling programs, and CTE programs of study at the secondary level;
- Align out-of-school youth programs under WIOA to community-based supports, transition supports and services, and CTE programs of study at the postsecondary level;
- Coordinate supports for youth with disabilities across federal and state programs to support pre-employment transition services and supports into postsecondary education and employment; and
- Coordinate employer engagement and outreach to align work-based learning programs, develop complementary on-boarding services, and discuss labor market research to target in-demand occupations and occupational groupings.

Implementation of these services is monitored as part of the local needs assessment and local application process through the [eGrants platform](#) and through on-going performance routines. The local needs assessment and local application process ensures that students in special populations are provided with access to CTE programs and appropriate services and supports. On-going performance monitoring routines are conducted every three (3) to five (5) years based on a risk analysis of LEAs and postsecondary institutions. The performance routine includes discussion of student equity and student access to CTE programs and services

under the Act. This includes a review of student access to and matriculation through CTE programs as well as student outcomes by indicator type and by defined sub-populations under the Act. Findings associated with the performance routine are documented for the LEA or postsecondary institution to address. Additional support is then made available through a tiered engagement model.

- ii. will not be discriminated against on the basis of status as a member of a special population;

Per section 121(d)(9)(B), Delaware prohibits discrimination against students, including students enrolled in career and technical education programs. All programs operate in accordance with IDEA, the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation. Further, the Delaware Department of Education requires all Delaware students to complete a career pathway as part of the high school graduation requirements. A career pathway is defined as three (3) credits, beyond those courses otherwise required for high school graduation, in a specific area of focus (see [14 DE Admin. Code 505](#)). Any student may choose a CTE program of study at the secondary level to complete this requirement. Any student may also choose to attend a high school or LEA that offers a CTE program of study that is of interest to the student that is not within the student's traditional geographic school district. Further, schools and LEAs may choose to offer state-model or locally developed CTE programs of study at the secondary level, creating greater access for youth. Opportunities to offer a high-quality CTE program of study are available to any high school and LEA interested in offering such program and across postsecondary CTE institutions. All postsecondary CTE institutions are open admission institutions that provide programs and services under the Act to youth and adult learners.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Per section 121(d)(9)(C), the Delaware Department of Education requires secondary recipients and postsecondary institutions to coordinate program development and implementation with employer advisory committees. These committees serve as the foundation to establish state and local levels of performance by indicator and coordinate supports for youth from special populations. Engagement between employer groups and eligible recipients under the Act is monitored through the local application process and as part of the Delaware Department of Education performance routine.

- iv. will be provided with appropriate accommodations; and

Per section 121(d)(9)(D), the Delaware Department of Education requires all students to complete a student success plan prior to high school graduation (see [14 DE Admin. Code 507](#)). The student success plan

encompasses a minimum of six (6) years (grades 8 through 12 and one-year beyond high school) to provide all students with the opportunity to set education and career goals based on their academic and career interests. During the establishment and annual review of the student success plan, students engage their parents/guardians, school counselors, teachers, mentors, and other individuals in the process of developing an individual learning plan. The individualized learning plan includes student supports, accommodations, and other resources garnered on behalf of the student. To assist in the implementation of the student success plan, the State of Delaware has makes available career software at no cost to LEAs. The software allows the plan to be completed online while providing career exploration tools to youth.

Individual student accommodations are coordinated across Perkins V, WIOA, and ESSA. Additionally, Delaware recognizes the need for quality education programs for youth and adult learners who have not been successful within the regular school program. Often, in an instructional setting, more appropriate to an individual's needs or based upon an individual's circumstance, the learner can be highly successful in education and training programs that directly connect to the labor market. This includes programs that support special populations defined under the Act, which include but are not limited to programs operating within a correctional institution, serving individuals with disabilities, or serving English Learners as well as those programs that provide specialized services in partnership with employers. Policies, programs, and best practices established under the Act are used to work with education and training providers that serve incarcerated youth and adults as well as institutions that serve individuals with disabilities, to more effectively promote academic instruction, technical skill development, and employability skills. Further, alignment to in-demand occupations and the acquisition of industry credentials that are valued by postsecondary institutions and employers are used as tools to assist the learner with transition into continuing education and employment.

- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Per section 122(d)(9)(E), the Delaware Department of Education requires secondary recipients and postsecondary institutions to include high quality work-based learning experiences as part of an approved state- or locally-developed CTE program of study. Documentation of work-based learning experiences is included within the [Delaware CTE Program of Study Application](#). Operational definitions of work-based learning activities and instructional outcomes are included in the [Career & Technical Education Policies and Procedures](#).

Opportunities for youth and adults with disabilities to participate in work-based learning opportunities that include integrated and competitive employment are defined within the individual learning plan for the student. For youth this includes the student success plan (see [14 DE Admin. Code 507](#)) and/or an individual education plan (see [14 DE Admin. Code 922 to 929](#)). For adult learners these opportunities are coordinated with those student support services available at the eligible postsecondary institutions.

Additional supports are coordinated between the Delaware Department of Education, the Department of Labor, and the Department of Health & Social Services to provide pre-employment and employment transition services under WIOA Title IV that maximize employment, independence, and integration into society. This includes specific programming for youth with disabilities enrolled in secondary CTE programs in coordination with WIOA, the Individuals with Disabilities Education Act (IDEA), and other federal programs. Secondary and postsecondary CTE coordination supports the pursuit of competitive integrated employment and emphasizes services to youth and adults with disabilities to receive education and training services and work-based learning supports.

4. Preparing Teachers and Faculty

- a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Per section 122(d)(6), the Delaware Department of Education supports the recruitment and preparation of teachers, faculty, school principals, administrators, specialized personnel, and paraprofessionals to provide high-quality instruction, college and career counseling services, and support to youth and adult learners. The Delaware Department of Education also supports shared leadership activities and skill development that is on-going and reflective of the evolving needs of the state career pathways system.

Specific supports are provided to teacher candidates who seek licensure and certification through the Alternative Routes to Teacher Certification program, see [here](#). Supports are also provided to institutions of higher education to engage with teacher candidates who enter the field of education having been previously employed in the workforce through Delaware administrative code for Skilled and Technical Sciences (see [14 DE Admin. Code 1559](#)). State leadership activities and funds as well as staff time are applied to increase programs and opportunities for industry professionals to enter and become successful educators. Feedback from various stakeholders is collected and analyzed to refine programmatic investments, supportive programs, and to offer technical assistance.

On-going professional learning opportunities are provided to educators to develop academic and technical skills as well as practice the meaningful facilitation of instruction. Support for administrators and institutional leadership is provided throughout the academic year to improve the operational efficiency of secondary and postsecondary institutions under the Act as well as developed shared educational policy and practices managed by the Delaware Department of Education.

C. Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
 - a. each eligible recipient will promote academic achievement;
 - b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
 - c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Per section 122(d)(5), the Eligible Agency will work with the Delaware Department of Education to award funds to eligible recipients under the Act. The process to review and award funds is defined in the [Career & Technical Education Policies and Procedures](#). Secondary LEAs and postsecondary institutions submit annual applications for funding through the Delaware [eGrants platform](#). Required uses of funds include continuous program improvement, academic achievement of CTE students, and increased levels of technical skill proficiency, including the attainment of industry recognized credentials that are of value at the postsecondary level and to employers.

At the local level, the allocation of funds under the Act is tied to data captured during the local needs assessment and strategic planning process used to develop the local application. Both secondary LEAs and postsecondary institutions follow a similar process in terms of resource allocation to ensure human and fiscal resources reflect student and system needs, as well as strategic priorities. Both the local needs assessment and local application include the use of labor market information for program implementation, evaluation, and continuous improvement of the local system of CTE. Labor market information is also used when developing or implementing CTE programs of study for current and emerging occupations that are middle- and high-skill, are high-wage, and are high-demand occupations. Operational definitions of these terms are included in the [Career & Technical Education Policies and Procedures](#).

Further, the Delaware Department of Education partners with the Department of Labor to establish the EDEPS website, see [here](#), which provides labor market projections aligned to the state's instructional model for CTE programs of study. These data help secondary LEAs, postsecondary staff, and students to understand Delaware's labor market and the alignment of education and training programs to in-demand industry sectors and occupations.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
 - b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Per section 122(d)(8), funds under the Act will be issued per the following distribution model:

- a. 5% of the total grant amount will be retained by Delaware Department of Education for administrative purposes.
- b. 10% of the total grant amount will be retained at Delaware Department of Education for leadership activities.
- c. Of the remaining 85%:
 1. The Delaware Department of Education will retain no more than 15% for Reserve Funds to be issued competitively and/or through a performance based financial model to eligible secondary and postsecondary recipients. These Reserve Funds will be divided between eligible recipients at the secondary level (10%) and postsecondary institutions (5%) to be used as follows:
 - i. Secondary LEAs will use these funds to: 1. Support the expansion of state-model CTE programs of study and middle school college and career readiness coursework; 2. Focus on student equity and achievement for college and careers; and to 3. Develop innovative student supports for college and careers, which can include work-based learning, social-emotional learning, as well as student advisement and counseling services; and
 - ii. Postsecondary institutions will use these funds to: 1. Support student credential and degree attainment as well as matriculation into advanced education and training programs and the workforce; and to 2. Develop innovative practices that focus on student equity and achievement.
 2. The remaining 70% of these funds will be divided between eligible recipients at the secondary level (80%) and postsecondary institutions (20%).

The distribution of funds is based on the current percentage of youth and adult learners served across the secondary and postsecondary system (e.g. the current number of CTE participants equals 40,244 students or 30,296 students at the secondary level, i.e. 75% and 9,948 students at the postsecondary level, i.e. 25%) with an additional percentage of funds (5%) designated for student growth at the secondary level to support middle grade expansion. The distribution of funds to eligible secondary (80%) and postsecondary recipients (20%) was determined through meetings with those stakeholder groups defined in the Act and is a result of public comments that prioritized high-quality CTE opportunities for all youth and adult learners.

Any secondary LEA or postsecondary institution receiving an allocation that is not sufficient to conduct a program under the Act is encouraged to form a consortium. Each consortia represents a new, separate LEA or postsecondary institution. The individual members of the consortium will contribute their separate

allocations, which will then be pooled and reallocated based on the agreed upon criteria of the consortium. Funds allocated to a consortium shall be used for purposes and programs that are mutually beneficial to all members of the consortium and are an authorized use of funds under the Act.

Each consortium will have one fiscal agent and the fiscal agent will submit one application through the [eGrants platform](#) on behalf of all consortia members. Secondary LEAs or postsecondary institutions participating in a consortium will notify the Delaware Department of Education via email or letter indicating their intent to enter into a consortium during each fiscal year the consortium is in operation. The email or letter notification must include the names of all participating secondary LEAs or postsecondary institutions. Members of a consortium will be required to create a Memorandum of Understanding (MOU) which will include the signatures of all LEAs or postsecondary institutions within the consortia and the amount of funds allocated to each eligible recipient within the Consortia. The MOU will be submitted when the consortia is formed and the local application is submitted on behalf of the consortia. The local application must follow all grant submission requirements, procedures, and application review dates and timelines.

3. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

In total, \$3,621,610 will be made available in FY20 to secondary eligible recipients under the Act. Of that, \$3,155,279 will be made available through section 131 of the Act and \$466,331 will be made available through the Reserve Fund or section 112(c) of the Act.

Secondary LEAs will submit applications for funding under the Act through the [eGrants platform](#) to demonstrate how they will use grant funds to develop high-quality CTE programs of study, continuously improve CTE programs of study, improve academic achievement and technical skill development of CTE students, and develop or implement student supports to facilitate transition into continuing education and high skill, high-wage, and high-demand occupations. Applications for funding are evaluated by the Delaware Department of Education, Career & Technical Education and STEM Initiatives workgroup as a part of the consolidated application program managers committee. In FY20, it is anticipated that twenty-eight (28) eligible recipients will be supported under the Act per the anticipated funding schedule (note that \$20,000 is held for charter school enrollment adjustments):

Local Education Agency Name:	Estimated FY20 Perkins Amount, based on federal funding formula in section 131(a):
Caesar Rodney School District	\$183,778
Capital School District	\$220,748
Lake Forest School District	\$125,294

Laurel School District	\$70,477
Cape Henlopen School District	\$114,760
Milford School District	\$123,306
Seaford School District	\$109,283
Smyrna School District	\$106,081
Appoquinimink School District	\$142,282
Brandywine School District	\$244,574
Red Clay School District	\$408,449
Christina School District	\$431,541
Colonial School District	\$271,015
Woodbridge School District	\$88,412
Indian River School District	\$240,315
Delmar School District	\$24,125
New Castle County Vocational-Technical School District	\$88,635
POLYTECH School District	\$19,686
Sussex Technical School District	\$18,954
Campus Community Charter School	\$11,090
Sussex Academy Charter School	\$8,831
Delaware Military Academy	\$5,552
Odyssey Charter School	\$23,978
MOT Charter School	\$12,109
Newark Charter School	\$25,530
Early College High School at Delaware State University Charter School	\$9,237
First State Military Charter School	\$7,848
Great Oaks Charter School	\$16,397

4. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

In total, \$1,018,506 will be made available in FY20 to postsecondary eligible institutions under the Act. Of that, \$788,820 will be made available through section 131 of the Act and \$229,686 will be made available through the Reserve Fund or section 112(c) of the Act.

These funds are issued to provide all Delawareans with access to high-quality CTE programs of study and to streamline support services as part of Delaware's one-stop environment under the Workforce Innovation and Opportunity Act. Postsecondary eligible institutions will submit through the [eGrants platform](#) to demonstrate how they will use grant funds to develop high-quality CTE programs of study, continuously improve CTE

programs of study, improve academic achievement and technical skill development of CTE students, and develop and implement of student supports to facilitate transition into continuing education and high skill, high-wage, and high-demand occupations. In FY20, it is anticipated that four (4) eligible institutions will be supported under the Act per the anticipated funding schedule:

Postsecondary Institution Name:	Estimated FY20 Perkins Amount, based on alternate funding formula described in section 132(b):
Delaware Technical Community College	\$433,206
New Castle County Vocational Technical School District, Adult Education Division	\$126,828
POLYTECH School District, Adult Education Division	\$118,174
Sussex Technical School District, Adult Education Division	\$110,611

5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

Per section 131(a)(3), the Eligible Agency will work with the Delaware Department of Education to oversee the financial distribution of funds under the Act and to calculate adjustments for shifts in school district boundaries and for LEAs without geographic boundaries. This includes an estimation and redistribution of U.S. census population and poverty counts of the residential/geographical districts based on direct certification of youth and school enrollment patterns through school choice in traditional geographic, vocational, and charter school districts. Revised amounts will follow students based on school choice patterns and the school district of enrollment. As a result, a secondary LEA's allocation under the Act may increase or decrease from year to year due to reduced student enrollment, reduced census poverty, or both.

6. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not applicable.

7. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—
 - a. include a proposal for such an alternative formula; and
 - b. describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Delaware previously received a waiver for an alternate postsecondary formula that was approved under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Per section 132(b), awarding funds to eligible institutions for the purpose of operating postsecondary and adult CTE programs based solely on the formula in section 132(a)(2) does not result in a distribution of funds to eligible institutions within Delaware that have the highest numbers of economically disadvantaged individuals. The formula in section 132(a) of the Act excludes eligible area career and technical educational institutions providing postsecondary education and limits the types of postsecondary credential programs that are supported by institutions of higher education under the Act. Specifically, section 132(a) does not encompass short-term credential programs, registered apprenticeship programs, and institutions that provide CTE programs through adult education. A high percentage of postsecondary CTE participants in these institutions and programs are economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact that these students are eligible for such assistance, the delivery system for Pell does not represent service to the greatest number of students who are economically disadvantaged nor does it support the pursuit of all types of high-quality postsecondary credentials.

Delaware is proposing an alternative postsecondary formula that will result in a distribution of funds to those eligible institutions or consortia within the State that have the highest numbers of economically disadvantaged individuals. At a minimum, those eligible postsecondary institutions under the Delaware Perkins State Plan include:

1. One institution of higher education, Delaware Technical Community College, which offers short- and long-term credential programs as well as Pell Eligible credential and degree programs; and
2. Three (3) area career and technical educational institutions providing postsecondary education: 1. New Castle Vocational-Technical School District, 2. POLYTECH School District, and 3. Sussex County Technical School District, which offer short- and long-term credential programs as well as registered apprenticeship programs.

These eligible institutions are open enrollment institutions of higher education that serve large percentages of economically disadvantaged students and support the instructional alignment of education and training programs across a statewide career pathways system. These institutions offer CTE programs of study that meaningfully intersect with LEAs and connect adult learners to high-quality education and training programs in demand-driven occupations leading to advanced education and training, as well as employment.

Postsecondary CTE programs integrate academic and CTE coursework through coherent sequences of courses resulting in students who are prepared to enter the workforce and allow for the equitable participation of special populations in such programs consistent with the assurance and requirements of the Act. Further, these institutions are of such size, scope, and quality as to be effective and meet the minimum grant amount issued under the Delaware Perkins State Plan; that is no institution or consortia within the State shall receive an allocation under this section in an amount that is less than \$100,000.

The proposed alternative funding formula will issue funds to each eligible institution or consortia within the state in an amount that includes the minimum allocation under this section plus the sum of the amount that bears the same relationship to the portion of funds made available in the Delaware Perkins State Plan (see section C.2 and C.4) for postsecondary institutions in any fiscal year. The additional sum will be an amount that reflects the number of postsecondary concentrators who are designated as economically disadvantaged and who are enrolled in such programs, offered by such eligible institutions or consortia within the State, meeting the requirements of the Delaware Perkins State Plan (see section 2.B), in the preceding fiscal year to the sum of the number of such recipients enrolled in such programs within the State for such year. Individuals who are designated as economically disadvantaged will be the number of unique individuals who receive any of the following assistance or who reside in the designated communities:

1. Federal Pell Grant recipients;
2. Federal Supplemental Nutrition Assistance Program (SNAP) recipients;
3. Federal Temporary Assistance for Needy Families (TANF) recipients;
4. Federal Medicaid recipients; and
5. Delaware Promise Communities residents.

Delaware's Promise Communities are those geographic areas, designed under federal WIOA Title I guidance, using www.factfinder.census.gov, that have high concentrations of low-income families and high-poverty. Further, these communities have additional barriers, e.g. inadequate transportation, inter-generational poverty, lack of affordable housing, and limited local employment opportunities.

- City of Wilmington (zip codes 19801, 19802, and 19805);
- South Bridge and Route 9 Corridor, New Castle County (zip code 19720);
- Southwest Bear and Route 40, New Castle County (zip codes 19701 and 19702);
- City of Dover and Felton (zip codes 19901, 19904, 19977, 19934, 19943, and 19952);
- City of Seaford, Bridgeville, and Laurel (zip codes 19933, 19956, and 19973); and
- City of Georgetown (zip codes 19947 and 19966).

The Eligible Agency will work with the Delaware Department of Education to oversee the financial distribution of funds under the Act based on the proposed alternate funding formula. The Department of Education will calculate enrollments in such programs that are offered by such eligible institutions or consortia within the State to determine the number of recipients enrolled in such programs on an annual basis. Funds will be made available in an amount that bears the same relationship as the sum of the number of postsecondary concentrators who are designated as economically disadvantaged who are enrolled in such programs and offered by such eligible institutions or consortium of eligible institutions in the preceding fiscal year.

The on-going viability of postsecondary CTE programs will be measured annually based on concentrator performance in one or more of the designated indicators under the Act. Those postsecondary CTE programs that are not sufficiently supporting CTE concentrators to acquire recognized postsecondary credentials and/or degrees as well as placement may be deemed ineligible to receive future funds under the Act. As a result, the postsecondary allocation under the Act may increase or decrease from year to year due to shifts in eligible postsecondary programs and student enrollments.

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Per section 112(c), the eligible agency will exercise the Reserve Fund option under the Act. Reserve Funds will be issued competitively and/or through a performance based allocation model to support secondary LEAs and postsecondary recipients. Competitive funds will be issued to secondary LEAs and postsecondary recipients using a Request for Application (RFA) process and performance based allocations will be issued pursuant to state law, regulations, and policies. The criteria for awarding Reserve Funds includes:

1. Up to 15% of the allocation under section 131 of the Act will be held in reserve to be issued to secondary LEAs (10%) and postsecondary institutions (5%).
2. To be eligible for funds through the Reserve Fund, LEAs and postsecondary institutions must meet one of the following criteria:
 - Rural areas;
 - Areas with high percentages of CTE concentrators or participants;

- Areas with high numbers of CTE concentrators or participants; and
 - Areas with disparities or gaps in performance under the Act.
3. The actual amount of Reserve Funds to be issued in a fiscal year may vary. If the total amount is not used in the anticipated fiscal year, the remaining amount will be returned to the Eligible Agency to be issued in future Reserve Fund allocations. Alternatively, if the total amount is not used in the anticipated fiscal year, the remaining amount may be returned to the Eligible Agency to be redistributed per section 133(b) of the Act.
9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Per section 211(b)(1)(D), Delaware will establish a new baseline for the purpose of the annual determination of maintenance of effort under the Act. In FY19, the actual amount in the aggregate of \$69,424,814 was spent to support CTE activities in the State of Delaware. Delaware will exercise the 5% baseline reduction as permitted under section 211(b)(1)(D) of the Act, noting the new level of fiscal effort in FY20 will equal an anticipated amount of \$65,953,574.

D. Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—
 - a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;
 - b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or
 - c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Per section 113(b)(2)(A)(iv), Delaware will include three (3) indicators of program quality in the secondary accountability model. Delaware will also include one (1) optional measure of program quality. The optional measure will be introduced in future academic years. The Eligible Agency’s measurement definition is below, which includes a numerator and denominator for each of the three (3) quality indicators. A framework is provided for the one (1) optional measure.

- Program Quality Metric 1 (5S1): Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;

Numerator:

Number/percent of CTE concentrators who attained a recognized postsecondary credential as part of the ESSA school accountability model.

Denominator:

Number/percent of CTE concentrators who exited secondary education as part of the state’s ESSA computation of four-year graduation rate.

- Program Quality Metric 2 (5S2): Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program of study earned through a dual or concurrent enrollment or another credit transfer agreement; and

Numerator:

Number/percent of CTE concentrators who attained postsecondary credits in an academic or technical subject area as part of the ESSA school accountability model.

Denominator:

Number/percent of CTE concentrators who exited secondary education as part of the state's ESSA computation of four-year graduation rate.

- Program Quality Metric 3 (5S3): Percentage of CTE concentrators graduating from high school having successfully participated in work-based learning.

Numerator:

Number/percent of CTE concentrators who successfully completed a work-based learning course as part of the ESSA school accountability model.

Denominator:

Number/percent of CTE concentrators who exited secondary education as part of the state's ESSA computation of four-year graduation rate.

- Optional Program Quality Metric 4 (5S4): Percentage of middle school youth successfully participating in middle grades CTE coursework and student advisement programs.

Numerator and denominator definitions to be developed in the future state plan along with the state performance trajectory.

2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Text Box 6: Statutory Definition of CTE Concentrator

The term ‘CTE concentrator’ means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and
- (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total. (Section 3(12) of Perkins V)

This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

(Section 3(12) of Perkins V)

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
 - b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
 - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Per section 113(b)(1), the Eligible Agency, with input from eligible recipients and those additional stakeholders defined in the Act, established state determined levels of performance consistent with those core indicators of performance defined in section 133(b)(2) of the Act. Per section 113(b)(3)(B), the Eligible Agency sought stakeholder input and formal public comments from eligible recipients and those additional stakeholders defined in the Act to determine these levels of performance. Specifically, the Eligible Agency convened the CTE Subcommittee, whose memberships consists of those representative stakeholder groups defined in the Act, on October 23, 2019 and December 4, 2019 to discuss the indicators of performance and determine state levels of performance. Further, an open public comment period was provided through action of the Eligible

Agency from December 23, 2019 to February 21, 2020, the link to which can be found [here](#).

Public meetings were also held to provide in person and in writing public comments on the Delaware Workforce Innovation & Opportunity Act Combined State Plan, which includes the Delaware Perkins State Plan accountability model, indicators of performance, and state determined levels of performance. Public meetings occurred in February 2020 in New Castle County; in January 2020 in Kent County; and in February 2020 in Sussex County. Public meeting notices, meeting agenda, and other informational materials can be found [here](#). Feedback from those public meetings and formal public comment process was shared with the CTE Subcommittee in February 2020 for inclusion in the Delaware Perkins State Plan.

Per section 113(b)(2)(C), the core indicators of performance and levels of performance align to substantially similar information in both the Delaware ESSA State Plan, specifically measures within the school accountability model for school quality and student success, as well as the Delaware Combined WIOA State Plan, specifically those performance measures related to in-school youth and adult programs. Per section 122(d)(10), the state determined levels of performance were set by the Eligible Agency to align with the levels, goals, and objectives of the above state plans and related laws. Further, the state determined levels of performance were based on the past performance of LEAs and postsecondary institutions to establish a baseline for each core indicator of performance. Specifically, baseline measures for each core indicator of performance were established using a comparable student cohort or specific student cohort. A comparable student cohort (all high school students) was used to develop baseline measures for those academic readiness indicators (i.e. English language arts, mathematics, and science) and graduation rate as these measures apply to all high school youth. A specific student cohort (all CTE concentrators) was used to develop baseline measures for those program quality indicators (i.e. credential attainment, postsecondary credit attainment, and work-based learning) as well as postsecondary placement and non-traditional concentration as these measures apply only to CTE youth and adult learners. Further, a growth methodology was applied to determine growth targets and annual performance goals under the Act. A similar methodology is associated with the ESSA state plan, which can be found [here](#). The growth methodology is also described in the [Career & Technical Education Policies and Procedures](#).

Per section 113(b)(3)(A)(i), the measurement of each core indicator of performance is captured in both percentage and numerical form to be objective, quantifiable, and measurable. The state expects to make meaningful progress toward improving the performance of all CTE students, including those designated subgroups of students. Adjustments may be made under the Act that will:

1. Take into account how the levels of performance involved compare with the state levels of performance established for other States;
2. Consider factors including the characteristics of actual CTE concentrators and the services or instruction to be provided;
3. Be higher than the average actual performance of the two (2) most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with the Act; and
4. Take into account the extent to which the state determined levels of performance advance the Eligible Agency's goals as set forth in the Delaware Perkins State Plan.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Per section 113(b)(3)(B)(iii), an open public comment period was established occurring from December 23, 2019 to February 21, 2020 via action of the Eligible Agency, the link to which can be found [here](#). A copy of all public comments and recommended actions can be found [here](#). No public comments were received regarding state determined performance levels.

5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁶ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Per section 122(d)(11), the Eligible Agency will address disparities or gaps in performance for those core indicators under the Act in each of the plan years. If no meaningful progress has been achieved prior to the third program year, additional action will be taken to eliminate those disparities or gaps. Specifically, the Eligible Agency will work through the Delaware Department of Education to monitor performance for each core indicator under the Act and will work to address disparities through a performance management routine. The Delaware Department of Education will set benchmarks for student performance at each LEA and postsecondary institution through the local needs assessment and local application process to begin the performance routine. The local needs assessment and local application process ensures that all students are provided with appropriate services and access to CTE programs.

Per section 123(b)(2), the Department of Education will review LEA and postsecondary institution performance annually. Those LEAs or postsecondary institutions that do not meet at least ninety percent (90%) of an agreed upon local level of performance for any core indicator of performance will be required to develop and

⁶ See page 11 of Committee Report at <https://www.congress.gov/115/crpt/srpt434/CRPT-115srpt434.pdf>.

implement an improvement plan. The improvement plan is required to be approved by the Delaware Department of Education as part of the annual application for funds under the Act before financial resources are allocated to that LEA or postsecondary institution in the given fiscal year. The improvement plan must include an analysis of performance disparities or gaps and those actions to be taken to address those disparities or gaps.

Per section 123(b)(3) and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), if no meaningful progress has been achieved by the LEA or postsecondary institution prior to the third program year, additional action will be taken by the Delaware Department of Education to eliminate those disparities or gaps. Specifically, the Department of Education will work with the LEA or postsecondary institution to provide or participate in technical assistance models to improve targeted outcomes. Technical assistance models may include support from the Delaware Department of Education to analyze data on the core indicators of performance to identify gaps in performance as well as provide support to LEAs and postsecondary institutions to define, acquire, and use evidence-based research to develop a plan to provide support, or through on-going support to address and close such gaps.

Per section 123(b)(4), subsequent action taken by the Delaware Department of Education may result in the, after notice and opportunity for a hearing, required use of all or a portion of, the LEA or postsecondary institutions allotment under the Act to improve targeted outcomes. Additionally, subsequent action may result in the, after notice and opportunity for a hearing, withholding of all or a portion of, the LEA or postsecondary institutions allotment under the Act. Per section 123(b)(4)(B), the LEA or postsecondary institution may apply for a waiver for exceptional circumstances under the Act.

The Delaware Department of Education will also conduct on-going performance monitoring routines every three (3) to five (5) years based on a risk analysis of LEA and postsecondary institution performance. This performance routine builds from the local needs assessment, local application, and use of funds under the Act. Findings associated with this performance routine are documented for the LEA or postsecondary institution to address. Additional support will be made available through a tiered engagement model.

**Text Box 7: Statutory Requirements for Consultation on
State Determined Performance Levels**

(B) PUBLIC COMMENT.—

- (i) **IN GENERAL.**—Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.**—Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
 - (I) meet the requirements of the law;
 - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.**—Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

☒ The eligible agency assures that:

1. It made the State plan publicly available for public comment⁷ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this 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. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

⁷ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

B. EDGAR Certifications

☒ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

C. Other Forms

☒ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of*

funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.

- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form**State Name:** Delaware**Fiscal Year (FY):** 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	100%	\$5,458,959
2	State Administration	5% of line 1	\$272,947
3	State Leadership	10% of line 1	\$545,896
4	• Individuals in State Institutions	~%	\$20,000
4a	– Correctional Institutions	Not Required, issued from line 3	\$10,000
4b	– Juvenile Justice Facilities	Not Required, issued from line 3	\$5,000
4c	– Institutions that Serve Individuals with Disabilities	Not Required, issued from line 3	\$5,000
5	• Non-traditional Training and Employment	Required, issued from line 3	\$60,000
6	• Special Populations Recruitment	Required, issued from line 3	\$546
7	Local Formula Distribution	85% of line 1	\$4,640,116
8	• Reserve	15% of line 1	\$696,017
9	– Secondary Recipients	67% of line 8	\$466,331
10	– Postsecondary Recipients	33% of line 8	\$229,686
11	• Allocation to Eligible Recipients	70% of line 1	\$3,944,099
12	– Secondary Recipients	80% of line 11	\$3,155,279
13	– Postsecondary Recipients	20% of line 11	\$788,820
14	State Match (<i>from non-federal funds</i>)	Not Applicable	\$272,947

V. STATE DETERMINED PERFORMANCE LEVELS

A. Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—

Column 2: Baseline level
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

**Text Box 8: Statutory Requirements for State Determined
Performance Levels**

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
 - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
 - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
 - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
 - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(i)(III) of Perkins V)

Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
<p>The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who graduated high school as part of the state’s ESSA computation of four-year graduation rate.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who exited secondary education as part of the state’s ESSA computation of four-year graduation rate.</p>	1S1	Four-Year Graduation Rate

<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who are grade 11 full academic year (FAY) and were proficient on the ESSA standardized ELA assessment.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who are grade 11 FAY and participated on the ESSA standardized ELA assessment.</p>	2S1	Academic Proficiency in Reading/Language Arts
<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who are grade 11 FAY and were proficient on the ESSA standardized mathematics assessment.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who are grade 11 FAY and participated on the ESSA standardized mathematics assessment.</p>	2S2	Academic Proficiency in Mathematics

<p>CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who are grade 11 FAY and were proficient on the ESSA standardized science assessment.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who are grade 11 FAY and participated on the ESSA standardized science assessment.</p>	2S3	Academic Proficiency in Science
<p>The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who, in the second quarter after exiting from secondary education were placed into postsecondary education, employment, military service, or a service program defined in the Act in the prior reporting year.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> exited secondary education as part of the state's ESSA computation of four-year graduation rate in the prior reporting year.</p>	3S1	Post-Program Placement

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.⁸</p> <p>Numerator: Number/percent of under-represented gender <u>CTE concentrators</u> in a single CTE program of study that leads to employment in a nontraditional field.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> in a single CTE program of study that leads to employment in a nontraditional field.</p>	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
<p>The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who attained a recognized postsecondary credential as part of the ESSA school accountability model.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who exited secondary education as part of the state’s ESSA computation of four-year graduation rate.</p>	5S1	Program Quality – Attained Recognized Postsecondary Credential

⁸ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

<p>The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who attained postsecondary credits in an academic or technical subject area as part of the ESSA school accountability model.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who exited secondary education as part of the state's ESSA computation of four-year graduation rate.</p>	5S2	Program Quality – Attained Postsecondary Credits
<p>The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who successfully completed a work-based learning course as part of the ESSA school accountability model.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who exited secondary education as part of the state's ESSA computation of four-year graduation rate.</p>	5S3	Program Quality – Participated in Work-Based Learning
<p>Other(s) (<i>optional</i>): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.</p> <p>Percentage of middle school youth successfully participating in middle grades CTE coursework and student advisement programs.</p> <p>Numerator and denominator definitions to be developed in the future state plan along with the state performance trajectory.</p>	5S4	Program Quality – Middle Grades

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
<p>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who, in the second quarter after program completion, remained in postsecondary education, were placed in advanced education or training, employment, military service, or a service program defined in the Act in the prior reporting year.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who exited postsecondary education during the prior reporting year.</p>	1P1	Post-Program Placement

<p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.⁹</p> <p>Numerator: Number/percent of <u>CTE concentrators</u> who received a recognized postsecondary credential, a certificate, or a degree and exited the program in the prior reporting year.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> who exited postsecondary education during the prior reporting year.</p>	2P1	Earned Recognized Postsecondary Credential
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.¹⁰</p> <p>Numerator: Number/percent of under-represented gender <u>CTE concentrators</u> in a single CTE program of study that leads to employment in a nontraditional field.</p> <p>Denominator: Number/percent of <u>CTE concentrators</u> in a single CTE program of study that leads to employment in a nontraditional field.</p>	3P1	Non-traditional Program Concentration

⁹ This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to mean that the student would be counted if the student obtains the credential in 1 year following that student’s completion of the program.

¹⁰ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

B: State Determined Performance Levels (SDPL) Form

State Name: Delaware

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	90.00%	90.00%	91.00%	93.00%	95.00%
2S1: Academic Proficiency in Reading Language Arts	50.00%	50.00%	51.00%	53.00%	55.00%
2S2: Academic Proficiency in Mathematics	29.00%	29.00%	30.00%	32.00%	34.00%
2S3: Academic Proficiency in Science	54.00%	54.00%	55.00%	57.00%	59.00%
3S1: Post-Program Placement	67.00%	67.00%	68.00%	73.00%	77.00%
4S1: Non-traditional Program Concentration	33.00%	33.00%	35.00%	39.00%	43.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	15.00%	17.50%	20.00%	24.00%	30.00%
5S2: Program Quality – Attained Postsecondary Credits	25.00%	27.00%	30.00%	42.00%	55.00%
5S3: Program Quality – Participated in Work-Based Learning	17.00%	18.00%	20.00%	23.00%	25.00%
5S4: Program Quality – Middle Grades ¹¹	To be established in future academic years				

¹¹ The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	85.00%	85.00%	86.00%	88.00%	90.00%
2P1: Earned Recognized Postsecondary Credential	75.00%	75.00%	78.00%	81.00%	85.00%
3P1: Non-traditional Program Concentration	17.50%	17.50%	20.00%	23.00%	25.00%

Provide any additional information regarding SDPLs, as necessary: