

Delaware Department of Education Career & Technical Education

Fiscal and Accountability Policies and Procedures

Teaching and Learning Branch

Career & Technical Education and STEM Office



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ACKNOWLEDGMENTS

These guidelines are the result of a collaborative effort between the Delaware Department of Education and leaders in local education agencies and post-secondary institutions. The Department of Education acknowledges the following individuals for their support, insight, and guidance during the development of the Delaware Career and Technical Education Policies and Procedures.

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SECTION I - INTRODUCTION

Delaware Career & Technical Education Vision, Mission, and Core Values

The Delaware Department of Education (DDOE) is committed to serving every student and ensuring that all children are career and college ready. This expectation has shaped extensive school reform, including the alignment of academic and technical instruction within a comprehensive model of Career and Technical Education (CTE) that reflects the needs of our economy and creates a systemic process for career preparation. This document will serve as a guide to support the implementation and continuous improvement of high-quality CTE programs of study across Delaware's secondary and post-secondary education system.



Delaware Department of Education Career & Technical Education Core Values

Value & Responsibility – We strive to continuously improve all aspects of our work and create value for our customers, stakeholders, and students.

Shared Leadership & Accountability – We model leadership by taking actions that are ethical and reasonable to create shared accountability amongst stakeholders.

Collaboration & Expectation – We value the input and contribution of all stakeholders and work collaboratively to exceed expectations.

Communication & Public Responsibility – We communicate through clear and concise methods to engage the public and accelerate our work.

Career & Technical Education Theory of Action

If students participate in Career & Technical Education programs that are driven by the economy, developed in partnership with relevant stakeholders, provide early career and college experiences, as well as connect academic and career success measures ...

then students will engage in learning to master academic, technical, and career skills that prepare them for high school graduation, post-secondary education, and competitive employment in high-skill, high-wage, high-demand careers.

SECTION I - INTRODUCTION

The Delaware Department of Education's Teaching and Learning Branch has defined a model of career preparation that includes a state-led effort in Career and Technical Education (CTE) and the development of statewide CTE programs of study in demand-driven occupations. Each CTE program of study seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers and ensures that every child has the opportunity to continue his or her education and seek career success. This work is guided by three key principles and the belief that CTE programs of study:

1. Prepare students for career success and post-secondary education.

The terms "career ready" and "college ready" are synonymous. To earn a livable wage in today's economy, all students must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, apprenticeship, formal job training, or military service. CTE programs of study align academic and technical knowledge at the secondary and post-secondary 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 earn an industry recognized credential and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.

2. Align with workforce needs and are developed in partnership with relevant stakeholders.

A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, and institutions of higher education. These partners play a vital role in aligning education and training programs to ensure that students and adults can move efficiently into employment. The DDOE partners with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve Delaware's career preparation 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, post-secondary education, and changes in regional employment demand and supply.

3. Improve student achievement by connecting academic and career success measures.

Programs of study measure student achievement in academic and technical areas and promote employability skills. They produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and post-secondary 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. The DDOE, local education agencies, and post-secondary institutions collect and use these data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs. State and local outcome data serve as a means of benchmarking program of study performance, closing achievement gaps, and ensuring every student becomes career and college ready.

SECTION II – FISCAL POLICY

Career & Technical Education Federal and State Funds Overview

The Delaware Department of Education (DDOE) has developed the following fiscal guidance in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 and Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) for Career and Technical Education (CTE) (see [Appendix A](#)). Local education agencies (LEAs) and post-secondary institutions are encouraged to use this guidance when planning for the use of both federal (Perkins) and state (509) funds to support the development, implementation, and continuous improvement of CTE programs of study (POS).

Federal funds that support Career and Technical Education (CTE) are allocated through the Carl D. Perkins Act of 2006 (Perkins) to an eligible agency, i.e. Delaware State Board of Education, which delegates the distribution of funds to the Delaware Department of Education. The state allotment determines the amount of funding each state will receive in a fiscal year. The majority of federal Perkins funds are used to support eligible recipients and institutions (local education agencies and post-secondary institutions) through the within-state allocation that is defined in the [Delaware State Plan for Career and Technical Education](#) (see [Appendix A](#)). The state plan stipulates how the DDOE will allocate Perkins funds between state and local activities and the amount of funding that will be provided to secondary and post-secondary recipients. The state plan also represents an agreement between the state and the federal government to assure the administration of CTE programs is consistent with state goals, policies and objectives as well as the Perkins law.

Perkins funds must be used by eligible recipients and institutions to implement and improve CTE programs of study and to provide or improve service(s) to students and/or adults; funds should not be used to maintain existing programs. Once the required activities under Perkins have been carried out, the eligible recipient may apply funds to permissive activities. Fiscal guidelines for the required use of funds, permissive use of funds, and non-permissive use of funds are provided in the [Fiscal Guidelines](#) section of this document.

Eligible recipients and institutions are encouraged to contact the DDOE's CTE & STEM policy advisor (see [Appendix B](#)) for technical assistance should staff wish to discuss the use of federal or state funds for CTE program of study development, implementation, and/or continuous improvement.

Carl D. Perkins Career and Technical Act of 2006

The Carl D. Perkins Career and Technical Education Act of 2006 is designed to improve the academic and technical skills of career and technical education students. The federal law integrates secondary and post-secondary education systems through an aligned sequence of courses or programs of study (POS). The overarching purpose of the Perkins Act is to:

1. Collaborate with state efforts to develop rigorous standards that aid student preparation for high-skill, high-wage, or high-demand occupations;
2. Promote integration of rigorous CTE instruction that links secondary and post-secondary education opportunities;
3. Increase state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;

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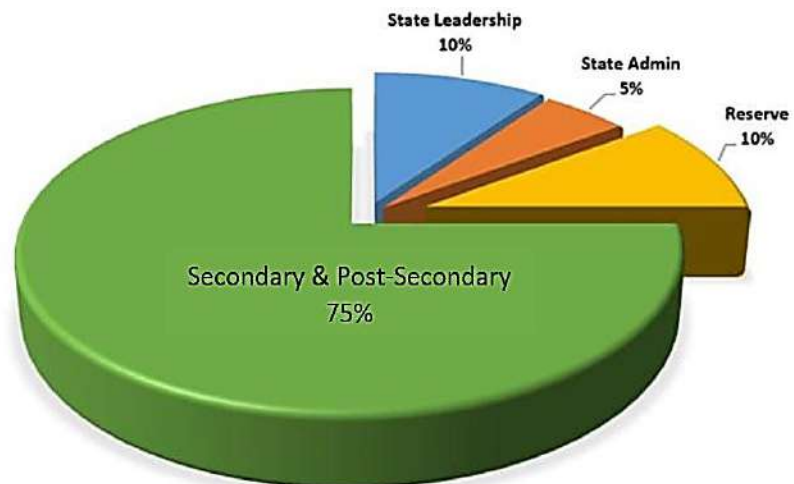
4. Conduct and disseminate national research on best practices that improve career and technical education programs, services, and activities;
5. Provide technical assistance that improves the quality of CTE for teachers, faculty, administrators, and counselors;
6. Support partnerships among secondary schools, post-secondary institutions, local workforce development boards, business and industry partners, and workforce intermediaries; and
7. Provide individuals with opportunities to develop academic and technical knowledge and skills.

Perkins funds are allocated to the DDOE for the improvement and expansion of career and technical education and the improvement of student academic and technical performance. The DDOE then allocates a percentage of these funds to eligible recipients and institutions. For more information, please view the full text of the [Carl D. Perkins Career and Technical Education Act of 2006](#) (see [Appendix A](#)).

State Allotment and Distribution of Funds

The *state allotment* refers to the amount each state receives from the federal appropriation. These funds are distributed to DDOE through the basic state grant (see [Perkins Section 111](#)).

The *within-state allocation* refers to the method by which the state allocates Perkins funding between state and local activities (see [Perkins Section 112](#)). Perkins requires that at least 85% of available funds be allocated to support eligible institutions and recipients. Eligible institutions (see [Perkins Section 3\(13\)](#)) are defined as public or nonprofit private institutions of higher education that offer career and technical education courses that lead to technical skill proficiency, industry-recognized credentials, certificates, or degrees; local educational agencies providing education at the post-secondary level; area career and technical education schools providing education at the post-secondary level; educational service agencies; or a consortium of two (2) or more of the entities described above. Eligible recipients (see [Perkins Section 3\(14\)](#)) are defined as local education agencies, public charter schools, area career and technical schools, educational service agencies, or a consortium eligible to receive assistance under [Sections 131](#) of the Perkins law; or eligible institutions or a consortium or eligible institutions eligible to receive assistance under [Section 132](#) of the Perkins law.



The DDOE may reserve up to 10% of the amount distributed to eligible recipients and institutions under a competitive funding structure. These reserve funds are distributed annually through the [DDOE CTE Innovation Grant](#) (see [Appendix A](#)) to LEAs that meet one of the following requirements: (1) areas that are rural; (2) areas with high percentages of CTE students; or (3) areas with high numbers of CTE

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students. The remaining 75% of local funds are divided between secondary programs (85%) and post-secondary programs (15%).

Up to 10% of the remaining state funds are set aside for state leadership activities, and up to 5% is reserved for state administrative activities. Of the 10% reserved for state leadership, the DDOE allocates up to 1% to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities, and sets aside a minimum of \$60,000 to prepare individuals for nontraditional occupations. The DDOE matches, on a dollar-for-dollar basis, the funds reserved for state administration from non-federal sources.

State Board of Education

[Section 121](#) of the Perkins law details the responsibilities of the eligible agency to develop, submit, and implement the [Delaware State Plan for CTE](#) (see [Appendix A](#)). The Delaware State Board of Education (SBE) serves as the eligible agency and administers the Perkins program through the DDOE.

The SBE and DDOE:

- Coordinate the development, submission and implementation of the state plan, and evaluation of programs, services and activities carried out in Title I of Perkins. This also includes preparation for nontraditional fields;
- Consult with the governor and other agencies, groups, and individuals. This includes parents, students, teachers, teacher and faculty preparation programs, business representatives, labor organizations, eligible recipients and institutions, state and local officials, and local program administrators;
- Convene meetings as an eligible agency at least four times a year; and
- Adopt procedures to coordinate with the state workforce development board and provides a listing of all school dropout, post-secondary, and adult programs assisted under Perkins.

State Plan and Annual Reporting

States seeking funding through the Perkins law must submit a six-year plan to the U.S. Secretary of Education (see [Perkins Section 122](#)). The [Delaware State Plan for CTE](#) (see [Appendix A](#)) was developed in collaboration with academic and career and technical education teachers, school counselors, and administrators; eligible recipients and institutions at the secondary and post-secondary levels; charter school authorizers and organizers consistent with state law; parents and students; other institutions of higher education; interested community members (including community organizations); representatives of special populations; representatives of business and industry; and representatives of labor organizations.

Annually, the SBE vets revisions through public comment and submits updates to the state plan, as needed. This work is also part of Delaware's Combined State Plan under the Workforce Innovation and Opportunity Act, which reflects a state-led effort in CTE and the alignment of secondary and post-secondary (CTE) programs to the larger career pathway system.

Annually, the DDOE submits a Consolidated Annual Report (CAR) (see [Appendix A](#)), to the U.S. Secretary of Education outlining the state's progress in improving the state system of CTE and achieving the

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performance levels for the core indicators of progress. The CAR disaggregates activities carried out by the eligible agency and includes data for each indicator of performance, including students in special population categories described in the law, as well as gender, race, and ethnicity. Data is stored in the DDOE [EdInsight Dashboard](#) (see [Appendix A](#)).

State Improvement Plan

If the DDOE fails to meet at least 90% of an agreed upon performance level for any indicator of performance, it must develop and implement an improvement plan (see [Perkins Section 123](#)). Special consideration is also given to performance gaps between population subgroups. This plan must be developed and implemented during the first program year after the performance level was not met. Federal funds may be withheld if the DDOE fails to implement a required improvement plan; improvement is not made within one year of implementing the improvement plan; or 90% of a performance level is not met for the same performance indicator three years in a row.

Distribution of Perkins Funds

Of the 85% allocated for local funds, the formula for distribution of funds to the secondary level is as follows (see [Perkins Section 131](#)):

- 30% based on the number of 5- to 17-year-olds who reside in the school district served by such LEA for the preceding fiscal year; and
- 70% based on the number of 5- to 17-year-olds who reside in the school district served by such LEA and are from families below the poverty level for the preceding fiscal year.

Each eligible recipient must qualify for a minimum grant of \$15,000 to receive funding under this formula (see [Perkins Section 131](#)). If an eligible recipient at the secondary level does not qualify for the minimum grant amount, the eligible recipient may enter into a consortium. A consortium is defined as a cooperative agreement between area CTE schools or educational service agencies to operate programs that are of sufficient size, scope, and quality. Funds distributed to a consortium must be used for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members.

The formula for distribution of funds to post-secondary education programs is based on the number of Pell Grant recipients who attend the post-secondary institution and meet the Perkins requirements (see [Perkins Section 132](#)) or are enrolled in other eligible institutions as defined in the [Delaware State Plan for CTE](#) (see [Appendix A](#)). The minimum allocation for post-secondary eligible institutions is \$50,000. If an eligible recipient at the post-secondary level does not meet the minimum allocation or wishes to collaborate with other eligible institutions, a consortium can be formed (see [Perkins Section 132](#)). Funds distributed to the consortium must be used for the purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members.

Required Uses of Perkins Funds

The Perkins law requires that federal funds are allocated to improve CTE POS and promote continuous improvement against core indicators of performance. Perkins funds received by eligible recipients and institutions must be used to implement and improve career and technical programs or improve services to students and adults. Eligible recipients and institutions must satisfy the Perkins required activities

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before applying funds for permissive activities (see [Perkins Section 135b](#)). Perkins funds may not be used for daily operational costs. Eligible recipients and institutions that receive Perkins funds must carry out the nine activities under the [Required Uses of Funds](#) (see [Appendix C](#)) using Perkins or other funding sources (federal, state, or local):

1. Strengthen the academic and career 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 academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in [section 122\(c\)\(1\)\(A\)](#), to ensure:
 - a. Learning in the core academic subjects; and
 - b. Gaining knowledge in the career and technical education subjects;
2. Link career and technical education at the secondary level and career and technical education at the post-secondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in [Section 122\(c\)\(1\)\(A\)](#);
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. Develop, improve, or expand the use of technology in career and technical education, which may include:
 - a. Training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - b. Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - c. Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with [Section 122](#) to secondary and post-secondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, which may include:
 - a. Providing in-service and pre-service training on effective:
 - Integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - Instructional skills based on research that includes promising practices;
 - Practice to improve parental and community involvement; and
 - Use of scientifically-based research and data to improve instruction;
 - b. Supporting education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - c. Offering internship programs that provide relevant business experience; and
 - d. Providing programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

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6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissive Uses of Perkins Funds

Once eligible recipients and institutions have satisfied the required Perkins activities (see [Perkins Section 135b](#)), the remaining funds may be used for activities under the permissive use category (see [Perkins Section 135c](#)). Activities in the permissive use category may expand the capability of the eligible recipient to improve the career and technical program. See the [Fiscal Guidelines](#) section of this document for additional information. Examples of permissive uses of Perkins funds are provided (see [Appendix D](#)).

Non-Permissive Use of Funds

Eligible recipients and institutions that receive Perkins funds acknowledge that there are non-permissive use of funds. Examples of non-permissive use of Perkins funds are provided (see [Appendix D](#)).

Carl D. Perkins Fiscal Guidance

Perkins funds must be used to improve and expand CTE programs and/or services and to improve student technical and academic performance. Perkins funds cannot be used to maintain CTE programs or to supplant state or local funding sources, but may be used to supplement new program initiatives. All allocations are approved through the DDOE [Consolidated Grant Application](#) (CGA) process (see [Appendix A](#)). The following guidelines are intended to clarify required, permissive, and non-permissive uses of funds with regard to the intent and purpose of the Carl D. Perkins Act of 2006.

General Guidelines

The following must be considered for both required and permissive uses of funds. These guiding principles include supplanting vs. supplementing, the administrative cap, funding limitations, equipment and property records, and procurement procedures.

1. *Supplant vs. Supplement:* Grant recipients must monitor expenditures to assure that federal funds do not supplant the established requirements of the eligible recipient. Supplanting occurs when federal funds are used to support programs and activities previously expended through local or state funds (see [Perkins Section 311a](#)) to provide services that:
 - Are required of local recipients to make available under other federal, state or local laws; or
 - Pay for expenses that the recipient delivered previously with state or local funds.
2. *Administrative Cap:* Perkins funds used for administrative purposes may not exceed 5% of the total grant award. Services provided using administration funds must support administration of the state plan and records are required to document the recipient's time and effort (see [Perkins](#)

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[Section 135d](#)). Consideration should be given to the supplanting guidelines to determine if the service provided has been, or should be, provided by the eligible recipient.

3. *Three-year Funding Limitation:* Perkins funds may be used to support the development and implementation of a new CTE POS for up to three (3) consecutive years. Funding sources for sustaining and maintaining the POS must be identified prior to the allocation of Perkins funds for these purposes through the DDOE CGA.
4. *Equipment for POS Startup or Enhancement:* All Perkins allocations must be approved through the DDOE CGA. The eligible recipient must have written policies and procedures in place for approved equipment purchases to:
 - Maintain property (inventory) records;
 - Conduct physical inventories;
 - Implement control systems to prevent loss, damage, or theft;
 - Maintain property; and
 - Sell or dispose of property.

In addition, property records for approved equipment (items that cost over \$5,000 per unit and have a useful life of over one year) must be in place and include the following:

- Description of the equipment;
 - Serial number or other identification number;
 - Funding source;
 - Acquisition date and cost;
 - Location, use, and condition of equipment;
 - Ultimate disposition data; and
 - Date of last physical inventory.
5. *Procurement of equipment must be documented by the eligible recipient to:*
 - Ensure vendors providing services have not been disbarred or suspended according to the [System for Award Management](#) (see [Appendix A](#));
 - Confirm formal bidding procedures are followed for material and non-professional services purchases to include three (3) written quotes – one of which should be from a minority/women-owned business for purchases \$10,000 - \$24,999 and a formal bid for purchases \$25,000 and over, a listing can be found in the [Directory of Certified Businesses](#) (see [Appendix A](#));
 - Ensure formal RFP process is followed for professional services purchases of \$50,000 and over; and
 - Confirm written documentation is on file citing the existence of a sole source condition including the specific efforts made to determine the availability of any other source and an explanation of the procurement need.

If equipment is designated for use by both state-approved CTE programs and other purposes, the eligible recipient must maintain documentation to assure that the cost of the purchase and maintenance of such equipment is proportionately allocated using both Perkins and other funds.

Special Rules for Perkins Funds

Perkins funds not expended within the academic year for which they are provided must be returned to the DDOE for redistribution to eligible recipients and institutions. The DDOE is required to redistribute

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such amounts during that same academic year or in combination with the new fiscal allocation during the next academic year. All Perkins funds must therefore be obligated by September 30 and liquidated by November 30 following the conclusion of the fiscal year, giving the eligible recipient a 15-month administration which includes a 12-month encumbrance plus three-month liquidation period (see [Perkins Section 133b](#)).

State Career and Technical Education Funds (509)

In 1970 the [125th General Assembly](#) (see [Appendix A](#)) provided funding for occupational-vocational (CTE) units with a multiplier of one (1), two (2), or three (3) times the amount of non-CTE units through [House Bill 509](#) (see [Appendix A](#)). State funds that support CTE are commonly referred to as “509” funds based on the title of this legislation.

Local education agencies meeting the provisions of the Perkins Act and Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) (see [Appendix A](#)) receive state “509” funds as part of the school system’s annual allocation. In addition to meeting the requirements within the [Delaware State Plan for CTE](#) (see [Appendix A](#)), Delaware Administrative Code [\[14 DE Admin. Code 525\]](#) requires that all CTE programs:

1. Have DDOE approval before implementation;
2. Adequately fund, support, and sustain CTE programs of study;
3. Ensure all teachers are certified and meet the certification requirements for administering end of pathway assessments in the CTE program area in which they teach;
4. Make provisions for meeting the unique needs of all students;
5. Establish and maintain an active CTE advisory committee which includes labor and management personnel to assist in the development and operation of the program;
6. Use Department of Labor market projections to determine the need for new and continuing CTE programs; and
7. Assess occupational needs and the availability of placement and employment opportunities for program completers with input from the local CTE program advisory committee.

Distribution of State Funds

The Delaware unit system for funding schools is based on [Title 14, Chapter 17 of Delaware Code](#) (see [Appendix A](#)). LEAs implementing at least one state-approved POS receive state CTE funds based on September 30 enrollment and occupational-vocational unit (CTE) allotment. Delaware Code [\[14 Del. C. §1702\(a\)\]](#) requires that appropriations for the support, maintenance, and operation of Delaware schools fall under three (3) divisions:

1. Division I includes state appropriations designated for the purpose of paying salaries;
2. Division II includes state appropriations for all other school costs and energy, except those for debt service and the transportation of students; and
3. Division III includes state appropriations for educational advancement.

Division I Funds

Delaware Code [\[14 Del.C. §1703\(g\)\]](#) defines an occupational-vocational unit (CTE) to mean 27,000 pupil minutes per week for comprehensive or charter school districts; however, units for students enrolled in

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technical school districts shall be counted on the basis of one (1) unit for each thirty (30) students enrolled. In addition, each eligible LEA may hire a CTE teacher for an additional fifteen (15) days for participation in program development and oversight of summer CTE cooperative programs. These CTE teachers are entitled to payment of the state share of salaries according to the guidelines found in Delaware Code [\[14 Del.C. §1703\(j\)\]](#). AgriScience teachers may be employed for 12 months and paid in accordance with Delaware Code [\[14 Del.C. §1305\]](#). These CTE teachers are entitled to payment of the state share of salaries according to the guidelines found in Delaware Code [\[14 Del.C. §1321\(h\)\]](#). Student enrollment and unit computation reporting requirements and preparation guidelines are available through the DDOE [September 30th Enrollment and Unit Allotment Regulations](#) (see [Appendix A](#)).

Division II Funds

The funds appropriated to each LEA for expenses included in CTE Division II (Division II – Voc AOC) are determined by providing a sum for each unit of students for the purchase of textbooks, furniture, other classroom equipment, as well as consumable materials and supplies needed to maintain the CTE POS. The funds appropriated to each district for expenses included in Division II – Voc AOC are based upon each CTE unit as defined above and are allocated at either one (Level 1), two (Level 2), or three (Level 3) times the amount determined for each non-CTE unit. In 2000, [Senate Bill 385](#) (see [Appendix A](#)) stipulated that at least 90% of the Division II – Voc AOC funds, with the exception of Division II-Energy funds, must be allocated to the school that generates these funds and expended to support the state approved CTE POS at that school. Each LEA, with the exception of charter schools, must establish line item accounts for Division II – Voc AOC funds. These funds are in addition to the regularly generated units and all other financial resources normally allocated to each school through Delaware Code [\[14 Del.C. §1706\]](#).

The DDOE uses the following criteria to determine the level of funding (Level 1, Level 2, or Level 3) for each CTE course within a state-approved CTE program of study (POS):

Instructional Space	Does the POS require space beyond a traditional classroom or computer lab setting?
Materials, Supplies and Instructional Resources	Does the POS require the use of consumable items that must be replenished on an annual basis?
Assessments and Advanced Standing	Are certification or licensure exams required for teachers and/or students? Are dual enrollment and/or advanced standing credentials a required part of the POS?
Employer Relationships	Is a high level of business and industry engagement required to assure quality work-based learning experiences for POS students?
Fees	Are annual curriculum subscription, training, or professional development fees required to maintain the POS?

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- Level 1 courses require minimal fiscal resources to maintain program quality and meet two or fewer of the criteria above. Any course not aligned with the [DDOE Policies and Procedures for CTE Programs of Study](#) (see [Appendix A](#)) will receive Level 1 funding.
- Level 2 courses require moderate fiscal resources and meet three of the criteria above.
- Level 3 courses are material intensive and require a significant investment to maintain program quality. These courses meet four or more of the criteria above.

Division III Funds

Any school district that provides funds for local taxation for current operating expenses in excess of the basic state appropriation is eligible for Division III equalization state funds on a matching basis via Delaware Code [\[14 Del.C. §1707\]](#). Charter schools are also eligible for Division III equalization funds [\[14 Del.C. §509\]](#). Division III funds supplement funds appropriated under Division I and Division II for the purpose of advancing education beyond the level authorized through the basic appropriation. The Delaware Secretary of Education appoints a committee to annually review and make recommendations on the Division III equalization formula. This committee includes at minimum: a representative of the State Board of Education; a representative from the Governor's Office designated by the governor; at least one member each from the State House of Representatives and the State Senate designated by the Speaker of the House and the President Pro Tempore of the Senate, respectively; the Secretary of Finance or the secretary's designee; the director of the Office of Management and Budget or the director's designee; the controller general or the controller general's designee; a representative of the state teachers' union designated by that organization; and at least three representatives of the local school districts, one from each county.

CTE Unit Count Deduction

Students counted in the occupational-vocational (CTE) unit of pupils are deducted from the regular unit entitlement for a comprehensive high school according to the following formula: Occupational-vocational units (OU#) multiplied by 0.5 = deductible units (DU) [\[14 Del.C. §1703\(i\)\]](#) or $(OU\# * 0.5 = DU)$. Despite the deduction, the LEA will realize a net gain on Division I, II, and III funds for state-approved CTE programs of study.

Audit of State Funds

Random audits of state CTE funds are scheduled and conducted by the state auditor. The Delaware Secretary of Education may request an annual report from the state auditor evidencing an audit schedule of 10% of the affected schools through Delaware Code [\[14 Del.C. §1706\]](#).

Grants and Financial Support to Eligible Recipients and Institutions

The DDOE awards both competitive and non-competitive grants using funds from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins) and state funds made available to support Adult Trade Extension and Apprenticeship Programs. For all competitive grants, a public Request for Proposal (RFP) is posted to the [DDOE website](#) which includes specific expectations and a timeline associated with each grant award (see [Appendix A](#)). Non-competitive grants are issued to eligible recipients and institutions who meet a specific grant condition.

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Competitive Grants

The Innovation Grant RFP, the Post-Secondary Career & Technical Education RFP, and the Corrections & Institutions Grant RFP are made available through federal Perkins funds according to the Delaware State Plan for CTE to support the development, implementation, and continuous improvement of CTE programs of study. The details of each grant are outlined in the specific RFP. Eligible recipients and institutions are required to submit a standard grant application and corresponding federal budget pages. The standard grant application and federal budget pages are reviewed by DDOE staff and grant award recipients are selected based on a formal review process. A notice of grant award and corresponding Sub-grant Award Notice (SAN) form are sent to all eligible recipients and institutions who submit an approved grant application.

Innovation Grant

The Innovation Grant award is supported through the Reserve Fund under the provisions of the Carl D. Perkins Act (see [Perkins Sections 112 and 135](#)). Grants are awarded to eligible recipients for the purpose of implementing and improving CTE programs of study. About \$400,000 a year will be awarded to secondary eligible recipients. The upper limit and number of final grant awards are based on the competitive nature of the RFP.

Secondary recipients (as defined in [Perkins Sections 112 and 131](#)) that meet one of the following criteria are eligible to receive funding under the Innovation Grant: rural areas; areas with a high number of career and technical students; or areas with a high percentage of career and technical students. For a list of eligible recipients please see [Attachment F](#) in the Innovation Grant RFP (see [Appendix A](#)).

There is no limit to the number of applications a secondary recipient may submit; however, secondary recipients that submit more than one application must rank each grant application based on priority. DDOE takes this rank into consideration when making decisions about final grant awards. Additionally, the DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the agency, and plan(s) for sustainability when making decisions about final grant awards.

The Innovation Grant RFP is posted for public notice at the start of each academic year and must be submitted to the DDOE by the established deadline in mid-October. Due to the competitive nature of these grants, the deadline for applications will not be extended. Innovation Grant funds are awarded under one of four priority areas that are aligned with [Section 135](#) of the [Delaware State Plan for CTE](#) (see [Appendix A](#)). The four priority areas outlined in the Innovation Grant are to:

1. Support the implementation of new Delaware state-model CTE Programs of Study (POS);
2. Enhance Delaware state-model CTE Programs of Study (POS);
3. Prepare students for continuing education and career success; and
4. Provide professional learning opportunities for CTE instructors, administrators, and school counselors.

Post-Secondary Career & Technical Education Grant

The Post-Secondary Career & Technical Education Grant award is supported through the provisions of the Carl D. Perkins Act (see [Perkins Sections 132 and 133](#)). Grants are awarded to eligible institutions for

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the purpose of implementing and improving CTE programs of study. Approximately \$550,000 a year will be awarded representing 15% of the federal Perkins funds passed through to eligible recipients and institutions. The upper limit and number of final grant awards are based on the competitive nature of the RFP.

All grants are competitive and the final approval of awards is determined by the DDOE. The DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the agency, and plan(s) for sustainability when making decisions about final grant awards. The Post-Secondary Career & Technical Education RFP is posted for public notice at the start of each academic year and must be submitted to the DDOE by the established deadline. Due to the competitive nature of these grants the deadline for applications will not be extended.

Corrections & Institutions Grant

The Corrections & Institutions Grant award is supported through the provisions of the Carl D. Perkins Act (see [Perkins Sections 112 and 124](#)). Grants are awarded to eligible recipients and institutions for the purpose of operating CTE programs that serve individuals in state correctional institutions and institutions that serve individuals with disabilities. Approximately \$20,000 a year will be awarded to eligible institutions. The upper limit and number of grant awards are based on the competitive nature of the RFP.

All grants are competitive and the final approval of awards is determined by the DDOE. The DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the agency, and plan(s) for sustainability when making decisions about final grant awards. The Corrections and Institutions Grant RFP is posted for public notice at the start of each academic year and must be submitted to the DDOE by the established deadline. Due to the competitive nature of these grants the deadline for applications will not be extended.

Non-Competitive Grants

The Adult Trade Extension & Apprenticeship Grant and other non-competitive grants that are awarded by the DDOE based on the identified needs of the eligible recipient and/or the demonstrated needs of students or adults who are served. There is no set timeline to administer and award non-competitive grants. Eligible institutions are required to submit a sub-grant application and related federal or state budget pages. The sub-grant application and budget pages are reviewed by DDOE staff and grant award recipients are selected based on a formal review process. A notice of grant award and corresponding SAN form are sent to all eligible institutions who submitted an approved grant application.

Adult Trade Extension & Apprenticeship Programs Grant

The Adult Education & Work Force Training Grant is awarded under the provisions of the [Senate Bill 255](#) (see [Appendix A](#)), Section 325, Adult Education & Work Force Training Grant (95-03-10). Eligible institutions are required to provide a program that is of such size, scope, and quality to bring about improvement in the quality of adult trade extension and apprenticeship programs. The final grant award is determined by the DDOE. The DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the agency, and plan for sustainability when making decisions about final grant awards. The Adult Education & Work Force Training Grant RFP is posted for the public

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at the start of each academic year and must be submitted to the DDOE by the established deadline in late-October.

Carl D. Perkins Fiscal Processes

The DDOE will provide technical assistance to eligible recipients to efficiently apply state “509” and Perkins funds to improve the local system of CTE and create additional opportunities for students. This includes defined fiscal routines to aid in the management of federal and state funds and creation of expenditure reports to help the eligible recipient evaluate expenses and document the federal and state investment in the local system of CTE. This section includes detail regarding the quarterly expenditure report, amendment form, categorical and programmatic reports through the eGrants management system, and the annual federal and state financial report generated by the DDOE CTE & STEM workgroup.

Quarterly Expenditure Report and Amendment Form

At the start of each quarter, the CTE & STEM workgroup will provide each eligible recipient with an updated expense report that provides the timeline for obligation and liquidation, documents federal budget versus expenditures, and identifies potential amendments for Perkins funds allocated in the fiscal year. If needed, the [Subgrantee Amendment Request](#) form and instructions will also be provided (see [Appendix A](#)). Amendments are required for any programmatic change that exceeds 15% or \$5,000 (whichever is greater) of an approved budget category.

Categorical and Programmatic Reports

Through the CGA approval process and administration, financial reports for Perkins can be produced using the eGrants system and First State Financials (FSF). eGrants is DDOE’s online Grants Management System and is used in the administration of federal funds. FSF is the State of Delaware’s integrated, automated accounting system.

A categorical report represents the eligible recipients budgeted expenses by account code. A programmatic report can be generated using the eGrants funding descriptions and represents budgeted expenses for the required and permissive use of funds under Perkins. Categorical and programmatic reports should be used by the eligible recipient to improve the local system of CTE, identify future expenditures, and calculate the return on investment of federal Perkins funds.

Annual Fiscal Report

At the close of each federal fiscal year, the DDOE CTE & STEM workgroup will generate an annual federal and state financial report for each eligible recipient. The report will document all Perkins money in the following format: the approved budget by account code; the percent of funds expended by account code; the approved budget by funding description; a list of approved amendments; additional federal grant award(s); and a list of monies remitted. The report will also document all state career and technical education funds distributed to each eligible recipient by school.

The annual financial report should be used by the eligible recipient to improve how funds are applied to supplement and improve the local system of CTE, which includes but is not limited to evaluation of the

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budget versus expenditures, management of funds at the local level, and calculation of return on investment for federal and state funds.

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Career & Technical Education Accountability and Evaluation Overview

Perkins requires states to develop and report on a series of core indicators that set expectations for all CTE students. Delaware reports data for Perkins Performance Indicators for students enrolled in state approved CTE programs of study. The Perkins law establishes and supports a state and local accountability system designed to assess the effectiveness of eligible agencies, recipients, and institutions in achieving progress in career and technical education. Each core indicator measures a specific aspect of a CTE program of study and can be used to evaluate student achievement and/or program of study performance, provide technical assistance, identify gaps in service, and calculate return on investment.

The DDOE is required to negotiate and establish an adjusted level of performance for each Perkins core indicator on an annual basis. The final agreed-upon performance level or FAUPL is established during the negotiation process. Eligible recipients and institutions have the option to accept the DDOE performance target(s) or negotiate to reach agreement on new local adjusted levels of performance that are more applicable. This process is known as the local agreed-upon performance level or LAUPL and is negotiated during the Consolidated Grant Application (CGA) for Perkins. All performance targets must be agreed to by the eligible recipient and the DDOE through the CGA. Performance related to the Perkins core indicators require continuous improvement and are expressed in a percentage or numerical form.

If an eligible recipient fails to meet 90% of a performance target for one or more years, the eligible recipient shall develop and implement a local improvement plan to address the target. If the eligible recipient fails to meet 90% of a performance target for three consecutive years, then a portion of federal Perkins funds may be withheld or directed to address the performance shortfalls.

The DDOE's CTE & STEM workgroup will provide technical assistance to eligible recipients and institutions as needed through a multi-tiered system of accountability and monitoring. Eligible recipients and institutions are encouraged to contact the DDOE CTE & STEM policy advisor (see [Appendix B](#)) for technical assistance should the eligible recipient wish to discuss the Perkins core indicators, the LAUPL process, or the multi-tiered system of accountability and monitoring.

Classification of Career & Technical Education Programs of Study

The CTE Course Classification system is used to provide a taxonomic scheme to track, assess, and report data for CTE programs of study and career development activities. In Delaware, CTE programs of study are classified under the [Career Clusters Framework](#)® (see [Appendix A](#)), which represent an occupational coding structure that classifies related career areas called career clusters and more specific occupational groupings called career pathways. These expectations help to align occupation specific education and training programs or career pathways and assists states and LEAs to work with partnering institutions of higher education to develop programs of study or aligned educational programs that bridge secondary and post-secondary instruction. For the list of all career clusters and their related career pathways, please visit the [Career Clusters Framework](#)® (see [Appendix A](#)).

Using the *Career Clusters Framework*® as a method of CTE course classification allows the DDOE to align CTE programs of study with relevant labor market information (LMI) at the career cluster, the career

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pathway, and the occupational level as designated by related Standard Occupation Codes (SOCs). LMI data at the career cluster and career pathway levels identify labor demand and supply, occupational growth, wage projections, and regional employment statistics for long-term (typically 10-year) employment projections for a specific group of occupations. LMI data at the SOC level help to identify baseline trends for employment, specialty and/or software skills, educational preferences, related experience, and industry certifications needed for hire. Such data help educators make timely changes to program offerings to match changes in regional employment demand and supply. For more information on the analysis of LMI, please see the [CTE LMI Instructions & Guidance](#) document and the [CTE LMI Review](#) document (see [Appendix A](#)). Additionally, the DDOE has created a crosswalk of career clusters and career pathways to corresponding SOCs. For additional information on SOCs visit the [Bureau of Labor Statistics](#) (see [Appendix A](#)).

The [CareerClusters Framework®](#) (see [Appendix A](#)) provides a hierarchy to classify CTE programs of study and benchmark student outcome data to close achievement gaps. The framework codes career clusters and career pathways at the national level to help states benchmark student achievement. Delaware has applied this methodology to link program of study and course level detail through an automated data collection process for public accountability and reporting. At the state and local level, CTE data are aggregated and delineated by career cluster and career pathway to provide a benchmark for student achievement. At the secondary and post-secondary level, CTE data are aggregated for local accountability. Data delineation at the school level provides for the evaluation and continuous improvement of CTE programs of study.

The chronology of career cluster, career pathway, program of study, and course level detail is defined using a course code that is assigned to each CTE program of study and corresponding course when the CTE program of study is approved. Additionally, the CTE program of study and course code is used for federal and state financial reporting, teacher certification or licensure, and program accountability. The following definitions and chart (see [Appendix E](#)) represent the CTE course classification code structure for Delaware CTE programs of study.

- **Career Cluster Name and Code:**

Career clusters are broad occupational groupings that define a set of common knowledge and skills required to be successful in a career area. Delaware CTE programs of study are structured within one of the sixteen (16) career clusters. To review the corresponding name and code for each *career cluster*, please visit [CareerClusters Framework®](#) (see [Appendix A](#)).

- **Career Pathway Name and Code:**

Career clusters are linked education and training programs for a specific occupation or occupational cluster that help students to advance through higher levels of education and employment. Delaware CTE programs of study are structured within a career pathway to connect education programs with a specific set of occupations. To review the corresponding name and code for each *career pathway*, please visit [CareerClusters Framework®](#) (see [Appendix A](#)).

- **Program of Study Title and Code:**

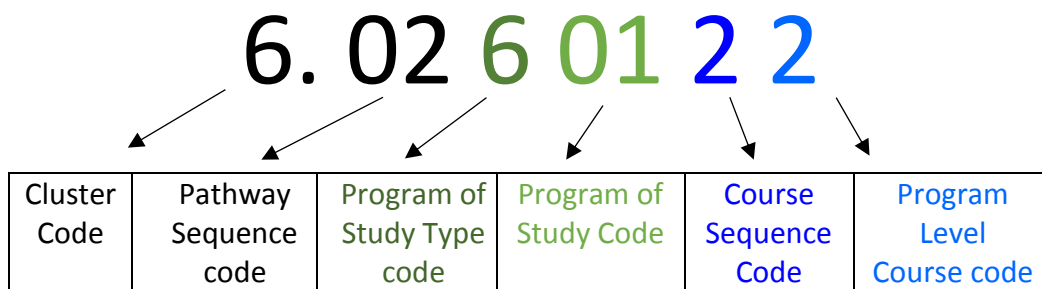
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Programs of study represent a structured approach for delivering academic and Career & Technical Education (CTE) through an aligned sequence of courses that bridge secondary and post-secondary instruction. Delaware CTE programs of study are developed at the state or local level and include the following designations within the CTE course classification code: program of study type and program of study code. The program of study type is assigned based on the instructional level and how the program was developed and/or is administered. The program of study code is unique to each CTE program of study and is assigned by DDOE in chronological order of program approval (see [Appendix E](#)).

- **Course Level Titles and Codes:**

At the course level, Delaware CTE programs of study include the following designations within the CTE course classification code: course sequence code and program-level code. The Course sequence code is assigned based on the sequence of courses within the CTE program of study. For three-credit programs of study, the designation of one to three is applied. For six-credit programs of study, the designation of one to six is applied. The order in which courses are administered within a CTE program of study is defined with the [CTE Program of Study Application](#) (see [Appendix A](#)). The program level code is assigned to better identify CTE participants, concentrators, and completers. In a program of study, courses in which students could be considered a CTE concentrator are designated with a two (2) and courses in which students could be considered a CTE completer are designated with a three (3). Additionally, middle school courses are designated with a zero (0) and Early Career Experience courses are designated with a five (5).

Example below, see [Appendix E](#) for more information:



Perkins Core Indicators of Performance

[Section 113](#) of the Perkins law establishes and supports state and local accountability systems that assess the effectiveness of DDOE and eligible recipients and institutions in achieving statewide progress and continuous improvement of goals related to career and technical education. Each Perkins core indicator is developed with input from eligible recipients and institutions and the larger community. In accordance with the Delaware State Plan for CTE, each indicator is designed to define student participation in and completion of a CTE program of study. Definitions are used to establish values for each Perkins core indicator that can be applied to the evaluation of CTE activities and identification of support and/or technical assistance.

A. Secondary Student Definitions:

These definitions are used to classify student participation in and completion of a CTE program of study.

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Participant:

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

Concentrator:

A student who has successfully completed 50% of the credits required to complete a state-approved CTE program of study.

Completer:

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

B. Secondary Perkins Core Indicator Definitions:

The following definitions are used to operationalize the CTE accountability system at the secondary level. Additionally, definitions and LEA performance related to the Perkins core indicators shall be used to develop a local improvement plan for Perkins and serve as a basis for negotiation of LAUPL performance targets.

- **1S1 and 1S2 – Academic Achievement in English Language Arts (ELA) & Mathematics:**

Academic achievement is defined by the state in accordance with the *Every Student Succeeds Act (ESSA)*. At the high school level, the SAT assessment is used to measure ELA and mathematics proficiency.

1S1 Numerator: Number of current year 12th grade CTE concentrators who were proficient on their 11th grade ESSA standardized ELA assessment.

1S2 Numerator: Number of current year 12th grade CTE concentrators who were proficient on their 11th grade ESSA standardized math assessment.

Denominator: Number of current year 12th grade CTE concentrators who took the 11th grade ESSA standardized ELA or math assessment.

- **2S1 – Technical Skill Attainment:**

Technical skill attainment (TSA) is a measure of technical knowledge and skill proficiency developed during the CTE program of study that leads to an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program. Advanced coursework, dual enrollment, and an industry certification or state licensure are considered measures of TSA. Measures for TSA shall be defined in the application for a state-approved CTE program of study and reflective of the skills required for career success within an occupation or occupational cluster.

2S1 Numerator: Number of CTE concentrators who demonstrated related technical skill attainment in a state-approved CTE program of study and left secondary education during the reporting year.

2S1 Denominator: Number of CTE concentrators who left secondary education during the reporting year.

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- **3S1 – Secondary School Completion:**

Career and Technical Education (CTE) programs of study represent a sequence of aligned courses that pair academic and technical education to prepare students for continuing education and career success. This measure calculates the percent of students that complete a CTE program of study.

3S1 Numerator: Number of CTE concentrators who successfully completed a state-approved CTE program of study and left secondary education by the end of the reporting year.

3S1 Denominator: Number of CTE concentrators who left secondary education during the reporting year.

- **4S1 – CTE Student Graduation Rate:**

The student graduation rate is defined by the state in accordance with ESSA. In Delaware, the student graduation rate includes those students who earn a high school diploma or a certificate. For each student cohort, these data are reported one year following the close of that academic year as referenced in the numerator and denominator.

4S1 Numerator: Number of current year 12th grade CTE concentrators who were included as graduated by the end of the reporting year in the state's ESSA computation of graduation rate (diploma and certificate holders).

4S1 Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year.

- **5S1 – Secondary Placement:**

Secondary placement includes student placement in post-secondary education or advanced training, military service, or employment at an objective benchmark or six (months post-graduation. For each student cohort, these data are reported one year following the close of that academic year as referenced in the numerator and denominator.

5S1 Numerator: Number of CTE concentrators who graduated in the previous reporting year and were placed in post-secondary education, employment, or the military in the last quarter (Oct - Dec) of the year they graduated.

5S2 Denominator: Number of CTE concentrators who graduated in the previous reporting year.

- **6S1 & 6S2 – Non-Traditional Participation and Completion:**

These measures focus on gender equity in CTE programs of study and are designed to increase the participation and completion rates of underrepresented gender students in non-traditional CTE programs. Non-traditional CTE programs are those programs that prepare students for occupations where less than 25% of those employed in that field are of one gender, e.g. women in engineering and men in nursing.

6S1 Numerator: Number of under-represented gender CTE participants in a CTE program of

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study that leads to employment in nontraditional fields during the reporting year.

6S1 Denominator: Number of CTE participants in a CTE program of study that leads to employment in nontraditional fields during the reporting year.

6S2 Numerator: Number of under-represented gender CTE completers in a CTE program of study that leads to employment in nontraditional fields and left secondary education during the reporting year.

6S2 Denominator: Number of CTE completers in a CTE program of study that leads to employment in nontraditional fields and left secondary education during the reporting year.

C. Post-secondary Student Definitions:

These definitions are used to classify student participation in and completion of a CTE program of study at the post-secondary level.

Participant:

A post-secondary student who is enrolled in one or more credits in any CTE program area.

Concentrator:

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

Completer:

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

D. Post-secondary Perkins Core Indicator Definitions:

These definitions are used to operationalize the CTE accountability system at the post-secondary level. Additionally, definitions and post-secondary institution performance related to the Perkins core indicators shall serve as a basis for negotiation of LAUPL performance targets.

• **1P1 – Technical Skill Attainment:**

Technical skill attainment includes the attainment of challenging career and technical proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards where available and appropriate.

1P1 Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

1P1 Denominator: Number of CTE concentrators who took technical skill assessments during the reporting year.

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- **2P1 – Credential, Certificate, or Degree**

These measures focus on student attainment of an industry-recognized credential, certificate, or degree.

2P1 Numerator: Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.

2P1 Denominator: Number of CTE concentrators who left post-secondary education during the reporting year.

- **3P1 - Student Retention or Transfer**

This measure focuses on student retention in post-secondary education or transfer to a baccalaureate degree program.

3P1 Numerator: Number of CTE concentrators who remained enrolled in their original post-secondary institution or transferred to two- or four-year post-secondary institution during the reporting year and who were enrolled in post-secondary education in the fall of the previous reporting year.

3P1 Denominator: Number of CTE concentrators who were enrolled in post-secondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.

- **4P1 - Student Placement**

Post-secondary placement includes student placement in advanced training, military service, or employment at an objective benchmark or six months post-graduation. For each student cohort, these data are reported one year following the close of that academic year as referenced in the numerator and denominator.

4P1 Numerator: Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the second quarter following the program year in which they left post-secondary education.

4P1 Denominator: Number of CTE concentrators who left post-secondary education during the reporting year.

- **5P1 & 5P2 - Nontraditional Participation and Completion**

These measures focus on gender equity in CTE programs of study and are designed to increase the participation and completion rates of underrepresented gender students in non-traditional CTE programs. Non-traditional CTE programs are those programs that prepare students for occupations where less than 25% of those employed in that field are of one gender, e.g. women in engineering and men in nursing.

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5P1 Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P1 Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

5P2 Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

5P2 Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

Performance Targets

[Section 113](#) of the Perkins law establishes state and local performance measures that assess statewide progress and continuous improvement of goals related to career and technical education. These levels of performance are expressed as a percent and require continual improvement in the performance of CTE students. Annually, the U.S. Department of Education (USDOE) and the DDOE reach agreement on the adjusted levels of performance for each of the secondary and post-secondary [core indicators of performance](#). These are considered the final agreed upon performance levels or FAUPL and are specific for each core indicator.

Eligible recipients and institutions have the option to accept the state negotiated performance levels (FAUPL) or work with the DDOE to negotiate locally agreed upon performance levels (LAUPL) that reflect unique local circumstances for each core indicator. The LAUPL is negotiated during the CGA process in the Perkins section of the eligible recipient's local plan (see [Perkins Section 134](#)).

Improvement Plans

Eligible agencies and recipients that fail to meet at least 90% of an agreed upon performance level for any of the core indicators of performance are required to develop and implement a local improvement plan (see [Perkins Section 123](#)). This plan must be developed and implemented during the first program year after failing to meet the adjusted level of performance for any of the core indicators of performance.

If an eligible recipient fails to meet 90% of a performance target for one or more years, the eligible recipient shall develop and implement an improvement plan to address the target. If the eligible recipient fails to meet 90% of a performance target for three consecutive years, then a portion of that recipient's federal Perkins funds may be withheld or directed to address the target. The DDOE's CTE & STEM workgroup will provide technical assistance to eligible recipients and institutions as needed through a multi-tiered system of accountability and monitoring:

- Tier I: Monitoring visits are facilitated by the eligible recipient and the DDOE CTE staff and support the continued improvement of CTE programs of study in conjunction with [Perkins](#) and Delaware Administrative Code [\[14 DE Admin. Code 525\]](#).

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- Tier II: Support is provided for the development and implementation of a local improvement plan for any eligible recipient that fails to meet 90% of a performance target for one or more years. This plan will follow the requirements of a local improvement plan and more specific technical assistance may be provided through the DDOE CTE & STEM workgroup.
- Tier III: Funds may be withheld if the eligible recipient fails to meet the same performance indicator three (3) years in a row. The DDOE CTE staff will assist in the development of a new local improvement plan, direct improvement activities, and provide additional technical assistance as needed.

State Program Improvement

If the state fails to meet at least 90% of an agreed upon performance level for an indicator of performance, it must develop and implement an improvement plan (see [Perkins Section 123](#)). Special consideration is given to performance gaps between population subgroups. This plan must be developed and implemented during the first program year after the performance level was not met. States must submit quarterly progress updates to the USDOE and the Office of Career, Technical, and Adult Education (OCTAE). Funds may be withheld if the DDOE fails to implement a required improvement plan; improvement is not made within one year of implementing the improvement plan; or 90% of a performance level is not met for the same performance indicator for three consecutive years.

Local Program Improvement

Requirements related to a local improvement plan mirror language related to state program improvement. Eligible recipients and institutions that fail to meet at least 90% of an agreed upon performance level for any core indicator of performance must submit a local improvement plan through the [CGA](#) (see [Appendix A](#)) process. This plan must be developed and implemented during the first program year after the performance level was not met. A local improvement plan must:

1. Identify the Perkins core indicators of performance that were not addresses at the 90% threshold, the eligible recipient's current performance, and the anticipated performance or goal that will result from implementing the improvement plan;
2. Document the timeline for implementation, which includes key dates, activities, and person(s) responsible for implementation of the improvement plan;
3. Identify the funding source and/or resource allocation that is required to implement the improvement plan; and
4. Define the strategy that the eligible recipient will apply to improve the gap in performance, the identified root cause, and the demonstrated need(s) of the recipient.

An improvement plan is not required for eligible recipients and institutions that have met all negotiated performance targets. Technical assistance and/or support to help address any Perkins indicator that was not met at the 90% threshold is available by contacting the DDOE CTE & STEM Policy Advisor (see [Appendix B](#)).

SECTION III – ACCOUNTABILITY POLICY

Career & Technical Education Consolidated Grant Application Overview

Local applications for funding under the Perkins Act of 2006 must incorporate and reflect the 12 required components of the local plan ([Section 134](#)) and the nine required uses of funds ([Section 135](#)). This expectation has been addressed through the Consolidated Grant Application (CGA), i.e. the local application for Perkins and the local planning tools that are administered through the DDOE eGrants management system. Through the CGA process, each eligible recipient will provide an overview of the local model for CTE and include sufficient detail for the reviewer to understand the local system of CTE. Sufficient detail must be provided for each budget expense and a detailed narrative should be provided for each response in the local plan. The local plan shall cover the same period of time as the period of time applicable to the Delaware State Plan for Career and Technical Education. Eligible recipients that did not meet at least 90% of the agreed upon performance targets for any of the core indicators for Perkins described in [Section 113\(b\)\(4\)](#) of the Perkins Act are required to document their local improvement plan through the CGA. For more information, please see the [Delaware State Plan for Career and Technical Education](#) (see [Appendix A](#)).

A CGA will be submitted through the eGrants online system. For more information on the CGA process and the eGrants system for Delaware, please visit the [Consolidated Grants](#) page on the DDOE web site (see [Appendix A](#)). Leaders at the LEA level are encouraged to contact the DDOE's CTE & STEM policy advisor (see [Appendix B](#)) for technical assistance should they wish to discuss the CGA process, the eGrants system, or guidance in developing a local application for Perkins.

Section 1: eGrants Budget & Budget Overview

Perkins funds must be used by eligible recipients to implement and improve CTE programs of study as well as provide or improve service(s) to students and/or adults; funds should not be used to maintain existing programs or support individual students. Fiscal guidelines for Perkins (required, permissive, and non-permissive use of funds) are provided in the [Fiscal Guidelines](#) section of this document. Eligible recipients must satisfy the required activities under Perkins before applying expenses to permissive activities; however, required activities may be met using other federal, state, or local funding sources. For a list of the Perkins required use of funds and corresponding funding descriptions, please see [Appendix B](#).

Within the Perkins application, there are two budget pages that are titled Budget and Budget Overview. The Budget page allows the user to review and enter expenses by account code. The Budget Overview page reflects each budget line item and will automatically sort expenses by account code and funding description. The eligible recipient will build a program budget by inserting line item expenses. Each line item must include specific budget detail for the recipient to manage the grant. Instructions for completing the Budget and Budget Overview pages within the DDOE eGrants system are below.

Instructions:

1. Entering and removing line item expenses:
 - Go to the "Budget" page(s);
 - Click the "modify" link next to the appropriate account code;
 - Click the "add item" link below the indirect cost calculator;

SECTION III – ACCOUNTABILITY POLICY

- Enter the appropriate budget details in the space provided (additional descriptions are below by budget section);
- Click “save” to complete the line item or “save and return” to exit the page; and
- Remove a line item by clicking “remove”.

Budget

Brandywine School District [953100] Public District - FY 2016 - Consolidated - Rev D - CTE Perkins Secondary

This is the eGrants TEST site. Please complete your work in the LIVE site at <http://delawaregms.cloudapp.net/>

Go To

Indirect Cost

Total Contributing to Indirect Cost

Indirect Cost Rate

Maximum Allowed for Indirect Cost

	Account Code	Total
Modify	Salaries	\$0.00
Modify	OEOs	\$0.00
Modify	Travel	\$13,500.00
Modify	Contractual	\$0.00
Modify	Audit Fees	\$700.00
Modify	Indirect	\$500.00
Modify	Supplies	\$15,300.00
Modify	Capital Outlay	\$20,000.00
	Total	\$50,000.00
	Adjusted Allocation	\$50,000.00
	Remaining	\$0.00

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Indirect Cost

Total Contributing to Indirect Cost

Indirect Cost Rate

Maximum Allowed for Indirect Cost

5700 - Capital Outlay - \$20,000.00

Add Item

	Account Code	Funding Description	Location Code	Quantity	Cost	Line Item Total
Remove	5700 - Capital Outlay	POST - POS Technology	Concord High School	2	\$10,000.00	\$20,000.00

Narrative Description

It is a thing for a program to help with something

Words: 11 Characters: 52

Total for 5700 - Capital Outlay	\$20,000.00
Total for all other Account Codes	\$30,000.00
Total for all Account Codes	\$50,000.00
Adjusted Allocation	\$50,000.00
Remaining	\$0.00

Budget Section	Definition
Account Code	Corresponds to the DDOE categorical expense codes.
Funding Description	Corresponds to the required uses of funds and permissive uses of funds under Perkins and is used to document budget detail for specific program activities (see Appendix C).
Location Code	Used to identify the location (central office or school) where the expense will occur.

SECTION III – ACCOUNTABILITY POLICY

Quantity, Cost, & Line Item Total	Used to input the number of products or services being purchased, the cost per item, and the total cost of the line item expense.
Narrative Description	Should include all additional budget details, e.g. program of study title, the expense justification or outcome, and the item/service description.

2. Reviewing budgets details by account code, funding description, and location:

- Go to the “Budget Overview” page;
- Click “show unbudgeted categories” or “hide unbudgeted categories” to display budget detail by funding description. This should be used by the eligible recipient to evaluate programmatic expenses. The account codes are provided for each display to further delineate expenses; and
- Click “filter by location” and select the appropriate school to display budget details by location code. The default “all” location includes all schools and the central office. The account codes are provided for each display to further delineate expenses.

Budget Overview

Brandywine School District (953100) Public District - FY 2016 - Consolidated - Rev 0 - CTE Perkins Secondary

This is the eGrants TEST site. Please complete your work in the LIVE site at <http://delawaregms.cloudapp.net/>

Save And Go To

Indirect Cost

Total Contributing to Indirect Cost\$29,500.00

Indirect Cost Rate6.64%

Maximum Allowed for Indirect Cost\$1,958.80

Filter by LocationAll

Hide Unbudgeted Categories

Funding Description	POS Administration	POS Support	POS Articulation	Work-Based Learning	POS Technology	Professional Learning	POS Evaluation	POS Enhancement	Special Populations	Permissive Funding	Total
Account Code											
Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
OECs	0.00	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00
Travel	0.00	0.00	0.00	0.00		13,500.00	0.00		0.00	0.00	13,500.00
Contractual	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Audit Fees	700.00										700.00
Indirect	500.00										500.00
Supplies	0.00	2,500.00	0.00	9,000.00	0.00	0.00	0.00	800.00	3,000.00	0.00	15,300.00
Capital Outlay	0.00	0.00	0.00	0.00	20,000.00	0.00	0.00	0.00	0.00	0.00	20,000.00
Total	1,200.00	2,500.00	0.00	9,000.00	20,000.00	13,500.00	0.00	800.00	3,000.00	0.00	50,000.00
Adjusted Allocation											50,000.00
Remaining											0.00

Section 2: eGrants Core Indicators of Performance

Core indicators of performance are described in [Section 113\(b\)\(4\)](#) of the Perkins Act and the [Delaware State Plan for Career and Technical Education](#) (see [Appendix A](#)). Each eligible recipient will have the opportunity to accept the proposed state performance levels or propose performance levels that are unique to the eligible recipient. This process of negotiation is known as the locally agreed upon performance level (LAUPL). LAUPL targets for all eligible recipients will be reviewed and agreed to before the start of the program year through the CGA process.

The negotiation of performance levels reflects the upcoming academic year and will not impact the prior year or current year performance targets. Prior year and current year performance data are provided for the eligible recipient on the Core Indicators of Performance page in the eGrants system. Prior year performance data include the actual performance level and the performance target for that academic year. Current year performance data include the current year performance target. Eligible recipients are required to show continuous improvement when establishing local targets to meet or exceed the

SECTION III – ACCOUNTABILITY POLICY

state negotiated target for each core indicator. Proposed performance levels through the LAUPL must take into consideration the following factors which are described in [Section 113\(b\)\(3\)](#) of the Perkins Act:

1. Account for factors including the characteristics of the participants (students and/or adults) and the services or instruction to be provided;
2. Promote continuous improvement on the indicators of performance set by the DDOE;
3. Present a logical target and process for goal setting; and
4. Be agreed to by both the eligible recipient and the DDOE through the CGA process.

Local performance targets must account for past performance and promote incremental growth. A typical calculation to establish a local performance target can be the average of the prior three years actual performance level plus a percent deemed appropriate by the eligible recipient. If an eligible recipient fails to meet a local performance target, the negotiated level may remain static for one academic year. All rationale applied to the calculation of a local performance level, should be included as part of the justification. Instructions for completing the Core Indicators of Performance page within the DDOE eGrants system are below.

For those charter schools that have an approved alternative performance framework or those charter schools that have new CTE programs of study which do not yet have past performance data, the state targets should be accepted in the CGA. Charter school leaders are encouraged to contact the DDOE's CTE & STEM policy advisor (see [Appendix B](#)) for technical assistance should the LEA wish to discuss the LAUPL process.

Instructions:

Agreeing to state targets, negotiating local targets, and the approval process:

- To accept the proposed state target, click the “check box” under the appropriate column for each core indicator accepted at the proposed state target rate;
- To negotiate a local performance target, enter the “percent” target rate under the appropriate column and related “justification” under the appropriate column for each core indicator where a local performance level is proposed;
- Once all proposed targets have been entered, click “save and go to.”

Core Indicators of Performance								
Brandywine School District (953100) Public District - FY 2016 - Consolidated - Rev 0 - CTE Perkins Secondary								
This is the eGrants TEST site. Please complete your work in the LIVE site at http://delawaregms.cloudapp.net/								
Save And Go To								
Core indicators of performance for CTE students are defined in the Delaware State Plan for Career and Technical Education. A local education agency receiving funds under the Carl D. Perkins Act of 2006 must establish performance goals, or Local Agreed Upon Performance Levels (LAUPL), per Section 113. Each eligible recipient must agree to accept the state adjusted levels of performance or negotiate with the DDOE adjusted levels of performance for each of the core indicators established through the State Plan. Local levels must be expressed in percentage or numerical form, require continuous improvement, and be identified in the local plan submitted under Section 134.								
The performance levels for 2014-2015 are listed in the table for both the prior target levels and the level of actual performance. The current target levels are provided in the 2015-2016 column. The proposed state target levels are provided in the 2016-2017 column. Either confirm the proposed state target for 2016-2017 or recommend a new target with a justification.								
	2014-2015		2015-2016	2016-2017	LEA: Check if Rate is Accepted	Target is not accepted, indicate Negotiated Rate (LAUPL)	Justification	Final Target
	Prior Performance (Actual)	Prior Target	Current Target	Proposed State Target				Final Target
1S1: Academic Attainment - Reading Language Arts								
State Negotiated Performance Level (FAUPL)	99.95%	98.98%	97.97%	96.96%	<input checked="" type="checkbox"/>			95.95%
1S2: Academic Attainment - Mathematics								
State Negotiated Performance Level (FAUPL)	94.94%	93.93%	92.92%	91.91%	<input type="checkbox"/>	80%	this is the three year average plus 2%	90.90%
2S1: Technical Skill Attainment								
State Negotiated Performance Level (FAUPL)	89.89%	88.88%	87.87%	86.86%	<input checked="" type="checkbox"/>			85.85%

SECTION III – ACCOUNTABILITY POLICY

The approval process will be negotiated during the CGA administration and review. Once accepted by both the eligible recipient and the DDOE, the eligible recipient will submit the CGA application and complete the Perkins specific assurances. Once the application is approved, the “final target” will be populated in the appropriate column.

Section 3: eGrants Local Plan

Eligible recipients are required to describe the local system of CTE as well as opportunities to support students and teachers. The following questions are included in the local application for Perkins. Responses to each question should provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. When responding to questions that have multiple sub-questions, each response should be clear and address each stated topic. Instructions for completing the Local Plan page within the DDOE eGrants system are below.

Questions in the Local Application:

1. Describe how the CTE activities will meet State and local adjusted levels of performance that are established under Section 113.
2. Describe how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out.
3. Describe how the eligible recipient will:
 - a. Offer at least one CTE program(s) of study, Section 122(c)(1)(A);
 - b. Improve the academic and technical skills of CTE students through the integration of the Common Core State Standards, the Next Generation Science Standards, and relevant CTE programs;
 - c. Provide students with a strong experience in, and understanding of, all aspects of an industry; and
 - d. Ensure that students who participate in CTE programs are taught challenging academic standards and enroll in rigorous academic courses.
4. Describe how comprehensive professional learning experiences (aligned to Section 122 of the Perkins Act, Delaware Administrative Code 1598, and the Delaware State Plan for CTE) will be provided for CTE educators.
5. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
6. Describe how the eligible recipient will:
 - a. Review CTE programs and overcome barriers that result in decreased rates of access or success for special populations as defined in Section 3(29);
 - b. Provide programs that enable special populations to meet the local adjusted levels of performance;
 - c. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency; and
 - d. Ensure that individuals who are members of special populations will not be discriminated against on the basis of their status.
7. Describe strategies that will be used to promote preparation for underrepresented genders in nontraditional occupational fields.

SECTION III – ACCOUNTABILITY POLICY

8. Describe how career guidance and academic counseling will be provided to CTE students, which includes linkages to future education and training opportunities as well as placement in the workforce.
9. Describe efforts to improve:
 - a. The recruitment and retention of CTE teachers, faculty, and school counselors, including underrepresented individuals or groups in the teaching profession; and
 - b. Support the transition of industry professionals to teach CTE programs.

Instructions:

Entering responses:

- Enter text directly into the provided space or copy and paste responses to each stated question; and
- Click “save and go to” to record all responses in the eGrants application.

Local Plan

Brandywine School District (953100) Public District - FY 2016 - Consolidated - Rev 0 - CTE Perkins Secondary

This is the eGrants TEST site. Please complete your work in the LIVE site at <http://delawaregrants.cloudapp.net/>

Save And Go To

A local education agency application for funding under the Carl D. Perkins Act of 2006 must incorporate and reflect the required components of the local plan per Section 134. The local plan shall cover the same period of time as the period of time applicable to the Delaware State Plan for Career and Technical Education. Each response should provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE.

1. Describe how the CTE activities will meet State and local adjusted levels of performance that are established under Section 113.

The Delaware Department of Education has established policies and procedures as well as criteria and priorities that are used in approving state and local programs of study in career and technical education as part of a defined career pathway system. The Career & Technical Education and STEM Initiatives workgroup of the Delaware Department of Education's Teaching and Learning Branch provides technical assistance and services to local educational agencies, community colleges, correctional institutions, and other eligible recipients under the Act. As part of the Department's annual compliance monitoring system, the Teaching and Learning Branch conducts program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

Words: 106 Characters: 774

2. Describe how the CTE programs required under Section 135(b) REQUIRED USE OF FUNDS will be carried out.

The Delaware Department of Education has established policies and procedures as well as criteria and priorities that are used in approving state and local programs of study in career and technical education as part of a defined career pathway system. The Career & Technical Education and STEM Initiatives workgroup of the Delaware Department of Education's Teaching and Learning Branch provides technical assistance and services to local educational agencies, community colleges, correctional institutions, and other eligible recipients under the Act. As part of the Department's annual compliance monitoring system, the Teaching and Learning Branch conducts program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

Section 4: eGrants Related Documents

All eligible recipients must include a list of Perkins Advisory Committee members in the related documents section. Representatives on the advisory committee should include, but are not limited to: CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representatives, post-secondary partners (two- and four-year), parents, and students. The group should be reflective of the community and account for broad stakeholder engagement. A template to document this information is provided through the [CGA website](#) (see [Appendix A](#)). The file should be uploaded to the DDOE eGrants system and include the following information for each person serving on the advisory committee:

- First and last name;
- Title and affiliation/employer;
- Contact information (address, phone, email); and
- Area of representation (business/industry, secondary education, post-secondary education, community).

SECTION III – ACCOUNTABILITY POLICY

An improvement plan is required for eligible recipients that did not meet 90% of an agreed upon performance target for one (1) or more years per Section 113(b)(4) of the Perkins Act and the Delaware State Plan for Career and Technical Education. If the eligible recipient fails to meet 90% of a performance target for three (3) years in a row, then a portion of federal Perkins funds may be withheld or directed to address the target. A template to document this information is provided through the [CGA website](#) (see [Appendix A](#)). The file should be uploaded to the DDOE eGrants system and include the following information for each core indicator not met at the 90% threshold:

1. Identify the Perkins core indicator of performance that was not addressed at the 90% threshold, the eligible recipient's current performance, and the anticipated performance or goal that will result from implementing the improvement plan;
2. Document the timeline for implementation, which includes key dates, activities, and person(s) responsible for implementation of the improvement plan;
3. Identify the funding source and/or resource allocation that is required to implement the improvement plan; and
4. Define the strategy that the eligible recipient will apply to improve the gap in performance, the identified root cause, and the demonstrated need(s) of the recipient.

Section 5: eGrants Plan Relationships

The plan relationships page allows the eligible recipient to review activities from the Implementation Plan (planning document) that are related to career preparation and are identified as being paid with CTE Perkins funds. Items listed on this page will need to be reflected in the CTE Perkins Budget page. Please note that Implementation Plans are only required for LEAs with an ESSA classification of "Intense" or "Moderate." LEAs with a classification of "Minimal" and charters are exempt from completing the Implementation Plan and thus no cross reference material will be present for these LEAs in the Plan Relationships page.

Section 6: eGrants Assurances

When eligible recipients accept funds from the DDOE through the CGA process they must agree to certain obligations or assurances. These assurances require recipients to maintain and operate their local system of CTE in accordance with the Carl D. Perkins Career and Technical Education Act of 2006 and Delaware Administrative Code [\[14 Del.C. §525\]](#) for Career and Technical Education (CTE) (see [Appendix A](#)). Certain conditions for grant administration are also provided which include activities in the [Fiscal Guidelines](#) section of this document and the Uniform (UG) Guidance (2 CFR § 200). The duration of each assurance depends on the type of recipient, the specific assurance, and other conditions stipulated in the assurances.

Federal Program Monitoring and Local System of Accountability Overview

Perkins requires that eligible recipients be monitored to support the improvement of CTE programs of study. Eligible recipients should also establish accountability routines to assure continuous improvement for CTE programs at the local level. The DDOE and eligible recipient monitoring process focuses on six priorities:

SECTION III – ACCOUNTABILITY POLICY

1. Career pathways at the LEA level include Delaware CTE programs of study and program quality is ensured by an active program advisory committee;
2. CTE programs of study add value for students (technical skill attainment) and ensure students are able to transition into post-secondary education and a career;
3. All students have access to Delaware CTE programs of study as well as career and support services that facilitate a successful transition between the learning years (middle to high school and to post-secondary education);
4. Collaboration occurs amongst school faculty (school counselors, academic teachers, CTE teachers, and school administrators) to support a career and college ready culture and there are established professional learning experiences;
5. CTE program of study improvement is informed by student achievement, accurate data collection, and comprehensive data analysis (LEA, school, and program of study); and
6. Effective grant and fiscal management.

Eligible recipients and other entities receiving federal grants must also follow Uniform Grant (UG) Guidance ([2 CFR § 200](#)) rules for managing grant funds. The Uniform Guidance includes cost principles and general spending rules that apply to all federal grants.

Monitoring of Eligible Recipients

The DDOE CTE & STEM workgroup will conduct monitoring visits on a five-year rotation schedule or more frequently as needed. Each subsequent visit will assess the progress made from the previous monitoring visit and address both quantitative and qualitative program measures. The monitoring form, sample interview questions, and draft agenda are provided to eligible recipients to help facilitate the monitoring process and support the continuous improvement of CTE programs of study in conjunction with Perkins (see [Perkins Section 134](#)) and Delaware Administrative Code [\[14 DE Admin. Code 525\]](#). The DDOE will populate the initial monitoring form for each eligible recipient and the recipient will be asked to enter the required data, responses, and comments. The completed monitoring form will be submitted to the CTE & STEM Policy Advisor (see [Appendix B](#)) prior to the on-site monitoring visit.

Each section of the monitoring form contains an overarching statement with supporting strategies, references to data points, sources of acceptable evidence, and responses/comments to better understand the local system of CTE. Acceptable evidence should be compiled for the on-site monitoring visit as needed.

Eligible recipient staff are responsible for scheduling interviews during the on-site monitoring visit. Interview questions will be narrowed based on eligible recipient responses/comments from the monitoring form. If the eligible recipient would like to ask additional questions or highlight specific questions, the eligible recipient should provide the monitoring team with this information in advance of the on-site monitoring visit. Commendations, recommendations, and next steps will be collaboratively developed during the on-site visit.

Following the on-site visit, the DDOE CTE & STEM workgroup will collaborate with the eligible recipient staff to compile all data and complete the preliminary on-site monitoring report. A final monitoring report will be prepared that includes commendations, recommendations, and next steps.

SECTION III – ACCOUNTABILITY POLICY

Commendations may include, but are not limited to, innovative practices and exemplary program models. Recommendations will include pervasive elements limiting the local system of CTE and may be addressed and included in the eligible recipient's [CGA](#) (see [Appendix A](#)), as appropriate. Next steps will reflect issues that the eligible recipient must address to remain in compliance with Perkins. The timeline to address next steps will be agreed to by both the monitoring team and eligible recipient.

Data Management for Eligible Recipients

The DDOE will provide technical assistance to eligible recipients to improve the local system of CTE and create additional opportunities for students. LEA, school, and the program of study data reports are provided and include current and longitudinal student level performance data for CTE programs over a span of three (3) years. Reports are available through the Delaware EdInsight Dashboard, an online system that enables data-driven decision making. The EdInsight Dashboard can be accessed through the DDOE [Identity Management System](#) (see [Appendix A](#)). Eligible recipients are encouraged to contact the DDOE CTE & STEM Policy Advisor (see [Appendix B](#)) for technical assistance and to request access to view the CTE data reports.

LEA Report

The LEA data report will provide trend data (3 years) and current information on the overall performance of students enrolled in CTE courses in the aggregate, cluster, and school level. This report will provide an inventory of LEA, cluster, and school performance for each Perkins indicator and a snapshot of other available student data. Further, the LEA report will include a demographic breakdown of students enrolled in CTE at the LEA, cluster, and school levels.

School Report

The school data report will provide trend data (3 years) and current information on the overall performance of students enrolled in CTE courses at the school and program of study levels. This report will provide an inventory of school and program of study performance for each Perkins indicator and a snapshot of other available student data. Further, the school report will include a demographic breakdown of students enrolled in CTE at the program of study and course levels.

Program of Study Report

The program of study report will provide trend data (3 years) and current information on the overall performance of students enrolled in CTE courses. This report will provide an inventory for each program of study and a snapshot of other available student data. Performance levels for each program of study will be benchmarked against all CTE programs in the school and LEA as well as all related programs of study and overall student performance at the cluster and state level. Further, the school report will include a demographic breakdown of students enrolled in the program of study and at the course levels.

These annual data reports should be used in the development of performance management routines to assure quality and progress toward established CTE goals and continuous program improvement. These routines should align structures and processes through a set of reinforcing activities that might include: the identification of clear outcomes, alignment of resources, collection and use of data, and clear accountability measures.

APPENDIX A

URL REFERENCE LIST

125th General Assembly

<http://delcode.delaware.gov/sessionlaws/ga125/index.shtml>

[14 DE Admin. Code 525] – Requirements for Career and Technical Education Programs

<http://regulations.delaware.gov/AdminCode/title14/500/525.shtml#TopOfPage>

Bureau of Labor Statistics

<http://www.bls.gov/soc/>

Career Clusters Framework®

<http://www.careertech.org/career-clusters/>

Carl D. Perkins Career and Technical Education Act of 2006

https://s3.amazonaws.com/PCRN/uploads/perkins_iv.pdf

Consolidated Grant Application (CGA)

<http://www.doe.k12.de.us/Page/2140>

CTE LMI Instructions & Guidance

<http://www.doe.k12.de.us/Page/435>

CTE LMI Review

<http://www.doe.k12.de.us/Page/435>

CTE State Model Programs of Study

<http://www.doe.k12.de.us/Page/2016>

Delaware Department of Education

<http://www.doe.k12.de.us/domain/176>

Delaware Department of Education CTE Innovation Grant

<http://www.doe.k12.de.us/Page/431>

Delaware State Plan for Career and Technical Education

<http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/211/Final - DE State Plan for CTE Delaware RevisedOneYearPlan15-16.pdf>

Directory of Certified Businesses

<http://directory.osd.gss.omb.delaware.gov/>

EdInsight Dashboard

www.doe.k12.de.us/login

APPENDIX A

House Bill 509

<http://delcode.delaware.gov/sessionlaws/ga139/chp509.shtml>

Policies and Procedures for Programs of Study

<http://www.doe.k12.de.us/Page/435>

Senate Bill 225

[http://legis.delaware.gov/LIS/lis147.nsf/vwLegislation/SB+255/\\$file/legis.pdf?open](http://legis.delaware.gov/LIS/lis147.nsf/vwLegislation/SB+255/$file/legis.pdf?open)

Senate Bill 385

<http://www.delcode.delaware.gov/sessionlaws/ga140/index.shtml>

September 30th Enrollment and Unit Allotment Regulations and Guidelines

[http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/384/2015_2016 September 30th Enrollment and Unit Allotment Regulations and Guidelines w TOC.pdf](http://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/384/2015_2016%20September%2030th%20Enrollment%20and%20Unit%20Allotment%20Regulations%20and%20Guidelines%20w%20TOC.pdf)

Subgrantee Amendment Request

<http://www.doe.k12.de.us/domain/314>

System for Award Management

<https://www.sam.gov/>

Title 14, Chapter 13 of Delaware Code

<http://delcode.delaware.gov/title14/c013/index.shtml>

Title 14, Chapter 17 of Delaware Code

<http://delcode.delaware.gov/title14/c017/index.shtml>

APPENDIX B

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APPENDIX C

Required Uses of Funds

Eligible recipients and institutions must first satisfy the Perkins required activities before applying expenses for permissive activities (see [Perkins Section 135c](#)); however, required activities may also be accomplished through other federal, state, or local funding sources. Below is a list of the nine (9) required use of funds, the corresponding funding description for the Consolidated Grant Application (CGA), and an explanation of the required use of funds.

Category		Funding Description	Required Use of Funds
1	Academic and Technical Skills	POS Support	State-approved CTE POS must demonstrate a coherent and focused sequence of courses reflective of both academic (Common Core State Standards , National Generation Science Standards) and industry aligned standards that lead directly to post-secondary education and careers.
2	Secondary and Post-Secondary Connection	POS Articulation	Delaware high schools and institutions of higher learning receiving Perkins funding must implement and offer at minimum one CTE POS. Dual enrollment or articulated secondary – post-secondary CTE POS shall operate under the authority of a memorandum of understanding or other such written agreement. Each approved CTE POS must identify articulation between the secondary and post-secondary CTE course sequence and the opportunities provided for students to earn advanced credit/standing.
3	Student Experience and Understanding of Industry	Work-Based Learning	Approved CTE POS must provide students with instruction beyond the classroom and include work-based learning experiences that identify how a specific career fits into the larger system of an industry. A work-based learning component is required for each CTE POS.
4	Technology in CTE	POS Technology	Program instructional practice must, to the extent practicable, use and model program-related technology for the application of skills appropriate to the CTE POS. Technology-based equipment, software, and instructional material must explicitly contribute to student academic attainment and technical skill attainment. Technology-based equipment, software, and instructional material purchases are limited to approved CTE POS.
5	Professional Development	Professional Learning	Teachers of both state and locally developed CTE POS must participate in professional learning at the course and program level. In addition, professional

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			learning opportunities should be made available for faculty, administrators, and career and academic counselors supporting CTE POS. All professional learning activities must align to the state professional learning standards, see Delaware Administrative Code [14 DE Admin. Code 1598] .
6	Evaluations of Perkins-Funded CTE POS	POS Evaluation	<p>Secondary CTE POS evaluation must be conducted on a semi-annual or annual basis and focus on defined metrics with established targets through a five-year program improvement cycle, except as it may relate to Local Improvement Plans associated with failure to meet performance, in which case, a Perkins Improvement Plan is required.</p> <p>Post-secondary CTE program evaluations must be part of the institution's internal evaluation and accreditation processes, except as it may relate to Local Improvement Plans associated with failure to meet performance, in which case, a Perkins Improvement Plan is required.</p>
7	CTE POS Quality	POS Enhancement	The use of relevant equipment and related instructional materials must provide a direct and explicit connection between the purchase of such items and increasing student academic knowledge and technical skill attainment in the CTE POS. The secondary program will use the five-year program improvement cycle to identify areas for CTE POS improvement. Post-secondary CTE program evaluations must be part of the institution's internal evaluation and accreditation processes.
8	Special Populations	Special Populations	CTE student performance must be disaggregated to identify and design activities that support special population student achievement and Perkins performance measures. Support for special population students enrolled in CTE POS should be of the same rigor and quality to promote self-sufficiency and entry into post-secondary education and careers.

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9	Size, Scope, and Quality	To be Addressed in Local Plan and Assurances	<p>State-approved CTE POS meet the criteria of sufficient size, scope, and quality to be effective. This information is included as an assurance through the DDOE CGA process.</p> <p><u>Size:</u></p> <ul style="list-style-type: none"> • Include state-approved POS; • Provide opportunities for students to become POS completers; and • Identify and report a substantial number of CTE concentrators and POS completers each year. <p><u>Scope:</u></p> <ul style="list-style-type: none"> • Include rigorous, coherent CTE content aligned with challenging academic standards; • Provide opportunities for students to earn an industry-recognized credential, certificate, or license which holds value at the professional or post-secondary level; • Identify opportunities for students to participate in work-based learning activities; and • Connect secondary and post-secondary coursework. <p><u>Quality:</u></p> <ul style="list-style-type: none"> • Achieve performance targets established for Perkins core indicators; • Support special population students enrolled in CTE POS; • Incorporate industry-recognized standards; and • Demonstrate continuous program improvement.
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APPENDIX D

Permissive and Non-Permissive Uses of Funds

A complete list of all permissive uses of funds can be found in [Perkins Section 135c](#). Below are examples of both permissive and non-permissive uses of Perkins funds. All funds allocated under Perkins should be used to support the development, implementation, and continuous improvement CTE Programs of Study (POS). Funding thresholds that reference the total percent of permissive Perkins funds that can be applied to a related expense are included. Expenses beyond the recommended threshold or cap will be discussed during the DDOE CGA process and the recipient will need to demonstrate how size, scope, and quality of the local plan will be maintained.

Category	Permissive Use of Funds	Non-permissive Use of Funds
Education and Business Collaborations	Involvement of the Program Advisory Committee (CTE and academic teachers, CTE/curriculum district coordinators, school counselors, business and industry representatives, labor representative, post-secondary partners, parents, and students) to design, implement, and support CTE POS.	Facility rental or food for Program Advisory Committee meetings.
Career Guidance	Career guidance and academic counseling for students participating in CTE POS.	Renewal of annual career and academic resource subscriptions.
Education and Business Partnerships	Provide work-based learning (WBL) experiences for CTE POS students and summer externships for CTE teachers.	Transportation costs and wages for students.
Support for Special Populations	Provide equipment, instructional devices, assistive technology, or testing materials to meet the needs of any CTE POS student.	Staff salary.
Support for Career and Technical Student Organizations (CTSO)	<p>CTSO advisor travel to conferences and leadership activities directly related to the CTE POS.</p> <p>Co-curricular CTSSO instructional materials and equipment.</p> <p>Uniforms to be used by students in CTSSOs (must remain the property of the CTE program).</p> <p>All CTSSO expenses must be directly related to the CTE POS and total no more than 5% of the total Perkins allocation.</p>	<p>Lodging, food, conveying or furnishing transportation to conferences and other CTE events for CTSSO students.</p> <p>Purchase of supplies, uniforms, and other effects for personal ownership or usage (student or advisor).</p> <p>Purchase of awards.</p> <p>Student dues and registration fees.</p>

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Mentoring and Support Services	Mentoring and outreach in non-traditional fields for CTE POS.	Staff salary. Costs associated with remediation courses or courses that are not part of an approved CTE POS.
Equipment	<i>Equipment is defined as “an article of nonexpendable, tangible personal property having a useful life of more than one year” to improve student performance.</i> Industry-standard equipment that will be used by students enrolled in CTE POS. Equipment directly related to CTE POS instruction. All equipment expenses must be directly related to the CTE POS and total no more than 50% of the total Perkins allocation (with the exception of new POS startup). Supplanting rules apply.	Costs associated with equipment purchased solely for administrative or teacher use. Any purchase for CTE POS that is not state approved.
Expansion of Post-secondary Opportunities	The cost associated with the establishment of post-secondary agreements which offer students the opportunity to earn advanced credit.	Individual student fees.
Transition Within Post-secondary Opportunities	Initiatives that facilitate the articulation of sub-baccalaureate and baccalaureate degree programs.	Individual student fees.
New CTE POS	The cost associated with improving CTE POS or developing new CTE POS (or courses within a POS) that meet the POS expectations outlined in the Policies and Procedures for CTE Programs of Study document.	Costs associated with remediation courses or courses that are not part of an approved CTE POS.
Learning Communities	Developing and supporting small, personalized career-themed learning communities and distance learning. See Delaware Administrative Code [14 DE Admin. Code 1598] .	Facility rental or food.
Training in Non-traditional Fields	CTE staff training and activities in non-traditional fields to include non-	Transportation costs for students.

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	traditional participation and completion (see Perkins 113b).	
Pooling Perkins Funds	Eligible recipients and institutions may pool funds for innovative initiatives to improve the initial preparation and professional development of CTE teachers, administrators, and counselors; establish support systems for accountability data collection or reporting data; develop and implement CTE POS; or provide opportunities for students to earn a credential that hold value at the professional or post-secondary levels.	Individual student assessment costs.
Other CTE Activities	<p>Additional CTE activities as related to CTE POS that are consistent with Perkins.</p> <p>Related expenses for middle school CTE courses that demonstrate alignment with high school CTE POS and total no more than 20% of the total Perkins allocation.</p> <p>Travel expenses for professional development that are directly related to CTE POS, CTE improvement and/or enhancement, or address the demonstrated needs of students and total no more than 10% of the total Perkins allocation.</p> <p>Substitute expenses that are directly related to CTE POS, CTE improvement and/or enhancement, or address the demonstrated needs of students and total no more than 5% of the total Perkins allocation.</p>	<p>Capital expenditures:</p> <ul style="list-style-type: none"> • Capital assets (non-instructional equipment, building, land) and expenditures to make improvements to capital assets (modifications, accessories, or auxiliary apparatus); labs, except as part of a new POS • Consumable supplies; • Contingency or “petty cash” funds; • Contributions and donations; • Dues or membership fees to professional organizations or societies; • Equipment for administrative or personal use; • Equipment and supplies for building maintenance; • Expenditures for students not enrolled in CTE POS (high school career exploration, career fair, etc.); • Facility construction; • Fines and penalties; • Funding activities that would supplant (replace) requirements of LEA or post-secondary institution; • Furniture, files, and equipment unless an integral part of an

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		<p>equipment workstation or to provide reasonable accommodations to CTE POS students;</p> <ul style="list-style-type: none">• General storage files or cabinets not designed to store specific tools or equipment;• Interest and other financial costs;• Instructional aides, uniforms, tools or other items to be retained by students;• Leasing vehicles, car rentals, etc.;• Multiple copies of textbooks, except for new POS not previously provided by the school that support student achievement are tied to current industry standards;• Promotional materials (t-shirts, pens, cups, key chains, etc.);• Standard classroom furniture or instructional materials not unique to the CTE POS;• Travel outside of the US;• Tuition costs, university fees, distance learning fees (for students and teachers); and• Vehicles (automobiles, trucks, buses, airplanes, boats, golf carts, motorcycles, etc.).
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APPENDIX E

CTE Course Code Structure (Effective School year 2016-17)

Cluster	Pathway Code	Program of Study Code	Program of Study Title	Course Code	Course Title
11.01	Network Systems	11.01802	Cisco Networking Academy	11.0180211	IT Essentials (ITE)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.0180221	NDG Linux Essentials (NDG) ¹
11.01	Network Systems	11.01802	Cisco Networking Academy	11.0180252	Introduction to Networks (IN)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.0180262	Routing and Switching Essentials (RSE)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.0180272	Scaling Networks (SN)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.0180283	Connecting Networks (CN)
6.02	Business Finance	6.02601	Academy of Finance (AOF)	6.0260111	Fundamentals of Finance (FOF)
6.02	Business Finance	6.02601	Academy of Finance (AOF)	6.0260122	Principles of Accounting (POA)
6.02	Business Finance	6.02601	Academy of Finance (AOF)	6.0260133	Financial Services (FS)

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Cluster Code	Pathway Sequence code	Program of Study Type code	Program of Study Code	Course Sequence Code	Program Level Course code
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Program of Study

TYPE code:

- 0 = Pathway/Cluster related course
- 3 = locally developed – comprehensive school
- 4 = locally developed – votech school
- 6 = state-led model – comprehensive school
- 8 = state-led model – votech school
- 9 = state-led model – post-secondary administered

- 0 = Middle School/Exploratory
- 1 = Level 1 - CTE Participant
- 2 = Level 2- CTE Concentrator
- 3 = Level 3 - CTE Completer
- 5 = Early Career Experience