

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

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

**I. COVER PAGE**

- A. State Name: Delaware
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
Delaware State Board of Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Luke Rhine
  2. Official Position Title: Director, Career & Technical Education and STEM Initiatives
  3. Agency: Delaware Department of Education
  4. Telephone: (302) 857.4015 5. Email: luke.rhine@doe.k12.de.us
- D. Individual serving as the State Director for Career and Technical Education:
- ☒ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- ☒ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- ☐ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*
- F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:<sup>1</sup>
- ☒ State Plan (FY 2020-23)
- ☐ State Plan Revisions (Please indicate year of *submission*: \_\_\_\_\_)

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<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

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

- ☒ Yes  
☐ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:<sup>2</sup>

- ☒ Yes (*If yes, please indicate year of submission: (FY 2020-23)*)  
☐ No

I. Governor's Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>3</sup>

**Date Governor was sent State Plan for signature:**


Send Date: March 22, 2019

Tentative Return Date: May 17, 2019

- ☒ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.  
☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

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

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

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>  Luke Rhine	Telephone:  (302) 857.4015
<b>Signature of Authorized Representative</b>  <b>Director, Career &amp; Technical Education &amp; STEM Initiatives</b>	Date:  May 2, 2019

<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

## II. NARRATIVE DESCRIPTIONS

### A. Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.
2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)
3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

### B. Program Administration and Implementation

#### 1. **State's Vision for Education and Workforce Development**

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

Delaware's career pathways system spans the administration of the Strengthening Career & Technical Education for the 21<sup>st</sup> Century Act (Perkins V), the Workforce Innovation and Opportunity Act (WIOA), and the Every Student Succeeds Act (ESSA). As such, Delaware's career pathway system represents the alignment of education and training programs to in-demand occupations and occupational clusters to help youth and adult learners to advance through higher levels of education and employment. The identification of occupational characteristics, like middle- and high-skill occupations, high-demand occupations, and high-wage occupations, is coordinated between related state agencies to identify critical workforce needs and guide the administration of CTE as part of a statewide career pathways system.\*

Career Pathway programs begin in the public education system through the development and implementation of CTE programs of study and continue through adult education, postsecondary education, and other occupational training programs. CTE programs of study provide a structured approach for delivering academic

and technical education through an aligned sequence of courses that build on each other through secondary and postsecondary instruction. Students who complete a CTE program of study attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional or postsecondary level and leads to a Registered Apprenticeship program or to an Associate and Baccalaureate degree program.\*\*

Each CTE program of study is required to include opportunities for secondary and postsecondary students to participate in career counseling and defined work-based learning experiences. In addition, CTE programs of study help to align supports and services for learners who are at-risk of high school graduation, youth and adults who have been incarcerated, and youth and adults who have other barriers to continuing education and employment. This includes braided resources across Perkins V, WIOA, and ESSA for individuals with disabilities, individuals from low-income communities, and other at-risk populations defined under WIOA.\* These activities help every learner achieve their education and career goals, as well as enter or advance in a career. This work is guided by three key principles and the belief that CTE programs of study:

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

The terms “career ready” and “college ready” are synonymous. In order to earn a livable wage in today’s economy, Delawareans must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, apprenticeship, formal job training, or military service. CTE programs of study align academic and technical knowledge at the secondary and postsecondary levels by creating multiple entry and exit points for students to pursue a career and continue their education. Students who complete a CTE program of study have the opportunity to develop professional skills, earn an industry recognized credential, and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.\*

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

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

Programs of study measure student achievement in academic and technical areas and promote employability skills. These opportunities produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and postsecondary levels that relates to a student’s career aspirations. Further, CTE programs of study provide a context for students to apply

knowledge and career ready practices through project and problem-based learning that is authentic and reflects real-world application. An aligned accountability model is used to collect and review data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs and the development of supports and infrastructure for students with barriers to employment and continuing education. State and local outcome data connect across Perkins V, WIOA, and ESSA. These data serve as a means of benchmarking state and local performance, closing achievement gaps, and ensuring every learner is on a path to continuing education and gainful employment.

\*indicates feedback from the SBE CTE Subcommittee that has been incorporated into the draft Transition Plan.

\*\*indicates feedback received through Public Comment that has been incorporated into the draft Transition Plan.

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

### **Text Box 1: Statutory Requirements for State Plan Consultation**

**(c) PLAN DEVELOPMENT.—**

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

**(A)** develop the State plan in consultation with—

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

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

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

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

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

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

- c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)
- d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for purposes under section 124 of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

**Text Box 2: Required Uses of State Leadership Funds**

(a) GENERAL AUTHORITY.—

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

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

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

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

Delaware has implemented a model of career preparation that includes the development of both state- and locally- developed Career and Technical Education (CTE) programs of study for in demand-driven occupations and occupational groupings. All CTE programs of study are required to align academic and technical instruction, span the secondary and postsecondary education systems, and meet the prerequisite expectations of employers to ensure that youth and adult learners have the opportunity to continue their education and seek gainful employment.

At the secondary level, CTE programs of study are planned and approved according to Delaware Administrative Code [14 DE Admin. Code 525](#), section 1.0 and 2.0, and must align with the career pathway requirement under Delaware Administrative Code [14 DE Admin. Code 505](#). Local education agencies (LEAs) seeking approval for a CTE program of study will submit an application using the process outlined in the [Career & Technical Education Policies and Procedures](#).

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

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

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce



development and education needs and the criteria to assess the extent to which the local application under section 132 will—

- i. promote continuous improvement in academic achievement and technical skill attainment;
- ii. expand access to career and technical education for special populations; and
- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

A LEA may choose to develop a local CTE program of study for an occupation or occupational cluster where there is not already an existing state-model program or where alternative skill training models are required. The process to develop a local CTE program of study is a collaborative practice that mirrors the state-model CTE program of study application process and is based on the review of labor market information and in-demand occupations, resulting in the submission of a [Delaware CTE Program of Study Application](#) for approval through the DDOE.\* The program application requires the LEA to include knowledge and skill statements or learning competencies for each course within the program, relevant academic and technical skills for each course, and the inclusion of employability skills. This includes the DDOE role in CTE program of study approval, on-going viability of the CTE program, academic and technical skill competencies and related standards alignment, and the alignment of program instruction, evaluation, and teacher certification criteria.\* The process to develop, implement, and improve local CTE programs of study is detailed [here](#).

Program evaluation is conducted through a continuous improvement cycle at the state and local levels. This includes the design and administration of an evaluation plan to collect and review relevant data and student outcomes. Data are disaggregated and analyzed at the school district or charter, high school, and program level and across student subgroups such as gender, race/ethnicity, and special population status to inform programmatic decisions. Eligible recipients are monitored on a five-year cycle to ensure continuous program improvement and student access to high-quality CTE programs of study.

Postsecondary CTE programs are developed based on the prerequisite expectations of business and industry and align technical and academic skills and knowledge. Further, postsecondary CTE programs provide students with opportunities to engage employers, participate in work-based learning experiences, and apply academic and technical knowledge. Postsecondary CTE programs are required to follow applicable State Registered Apprenticeship training requirements under [19 DE Admin. Code 1100](#) of the Delaware Administrative Code. Community college programs are approved by the Board of Trustees at the [Delaware Technical Community College](#).

\*indicates feedback from the SBE CTE Subcommittee that has been incorporated into the draft Transition Plan.

- c. Describe how the eligible agency will—
  - i. make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of

secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Information on state and local CTE programs of study is made available through secondary recipients and postsecondary institution websites, course catalogs, school counseling and advisement materials, credential and degree publications, and other community facing engagement tools and mediums.\* Additional outreach is established at the secondary and postsecondary levels to engage employers to form CTE advisory councils which engage students, parents, and other interested parties to develop or improve programs under the Act. Information is also made available through various websites and online resources supported by the DDOE and other community partners. This includes online directories, marketing materials, and public facing data tools. All documentation is made accessible to teachers, guidance counselors, advisory committee members, parents, students, and other interested parties in either online or in print format.

Targeted labor market information is also provided for community stakeholders through websites and relevant publications. This includes in-demand occupations and high-growth industries that are identified using a shared data model across the Departments of Education and Labor, as well as the Delaware Workforce Development Board. The labor market data model is based on occupational characteristics reported through the Bureau of Labor Statistics and include the required level of education, on-the-job training, residency requirements, and years of experience for all reported occupations. These characteristics are vetted against an agreed upon taxonomy to classify low-, middle-, and high-skill occupations. Occupations and the related level of skill are then aggregated using the career clusters framework and standard occupation codes.\*

\*indicates feedback from the SBE CTE Subcommittee that has been incorporated into the draft Transition Plan.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
- iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
- v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

- vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)
- d. Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Local education agencies (LEAs) are required to offer early college credit through the CTE program of study. This information is approved as part of the [Career & Technical Education Policies and Procedures](#). This can include articulated college credit, dual enrollment, concurrent enrollment, pre-apprenticeship or early college high school programs. Opportunities for articulated college credit and dual enrollment are included across all state-model CTE programs of study and all approved local-CTE programs of study. Locally developed CTE programs of study may include an early college model as appropriate to the LEA and the partnering postsecondary institution, and may be specific to an occupation or occupational cluster.

- e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)
- f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V.
- g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 3 for the requirements of the comprehensive local needs assessment under section 134(c) of Perkins V.
- h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Career & Technical Education (CTE) programs of study must meet the criteria of sufficient size, scope, and quality to be effective and seek funding under the Act. Size is defined as providing sufficient opportunity for youth and adult learners to matriculate through concentrator and completer status at the secondary and postsecondary levels. Scope is defined as including rigorous academic and technical standards, as well as employability skills, and by providing youth and adult learners with opportunities to earn industry-recognized credentials, participate in work-based learning experiences, and connect secondary to postsecondary coursework. Quality is defined as providing sufficient opportunity to meet or exceed performance targets under the Act, provide support for special populations enrolled in the CTE program of study, and procedures that continuously improve all aspects of programs under the Act.

### 3. Meeting the Needs of Special Populations

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

Equal access and services to special populations defined under the Act are monitored annually as part of the local application process through the [eGrants platform](#) and through on-going performance routines.\* The local application process ensures that students in special populations are provided with appropriate services and access to CTE programs. On-going performance monitoring routines are conducted every three to five years based on a risk analysis and self-assessment with LEAs and postsecondary institutions. The performance routine includes discussion of student equity and student access to CTE programs and services under the Act. This includes a review of student access to and matriculation through CTE programs as well as student outcomes by indicator type associated with student gender, race/ethnicity, and special population status.\* Findings associated with the performance routine are documented for the LEA or postsecondary institution to address. Additional support is then made available through a tiered engagement model with the LEA or postsecondary institution.

Additionally, coordination across state agencies, community stakeholders, and eligible recipients and institutions to support special populations is coordinated under the Act. This includes coordination of various workgroups across the DDOE, including the CTE & STEM workgroup, the Higher Education workgroup, the Exceptional Children workgroup, and the Curriculum, Instruction, and Professional Learning workgroup to:

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

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

- Align in-school youth programs under WIOA to college and career preparation programs, school counseling programs, and CTE programs of study at the secondary level;
- Align out-of-school youth programs under WIOA to community based supports, transition supports and services, and CTE programs of study at the postsecondary level;
- Coordinate supports for youth with disabilities across federal and state programs to support pre-

employment transition services and placement supports into postsecondary education and employment; and

- Coordinate employer engagement and outreach to align work-based learning programs, develop complementary on-boarding services, and discuss labor market research to target in-demand occupations and occupational groupings.

\*indicates feedback from the SBE CTE Subcommittee that has been incorporated into the draft Transition Plan.

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

All Delaware students are required to complete a career pathway as part of the high school graduation requirements. A career pathway is defined as three credits, beyond those courses otherwise required for high school graduation, in a specific area of focus (see [14 DE Admin. Code 505](#)). Opportunities to offer a high-quality CTE program of study are available to any high school and LEA interested in offering programs and services under the Act through state-model or locally developed CTE programs of study. Any student may choose to complete a CTE program of study at the secondary level to complete this requirement. Any student may also choose to attend a high school or LEA that offers a CTE program of study that is of interest to the student that is not within the student's traditional geographic school district. All programs operate in accordance with IDEA, the Civil Rights Act, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation. Delaware prohibits discrimination against students, including students enrolled in career and technical education programs.\*

\*indicates feedback from the SBE CTE Subcommittee that has been incorporated into the draft Transition Plan.

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

Secondary recipients and postsecondary institutions are required to coordinate program development and implementation with employer advisory committees. These committees serve as the foundation to establish state and local levels of performance by indicator and coordinate supports for youth from special populations. Engagement between employer groups and eligible recipients under the Act is monitored through the local application process and as part of the DDOE performance routine.\*

All Delaware students are required to complete a Student Success Plan prior to graduation. The Student Success Plan encompass a minimum of six years (8<sup>th</sup> through 12<sup>th</sup> grade and one-year beyond high school) to provide all students with the opportunity to set education and career goals based on their academic and career interests (see [14 DE Admin. Code 507](#)). During the establishment and annual review of the Student

Success Plan, students engage their parents/guardians, school counselors, teachers, mentors, and other individuals in the process of developing an individual learning plan. The individualized learning plan includes student supports, accommodations, and other resources garnered on behalf of the student. To assist in the implementation of the Student Success Plan, the State of Delaware has purchased career software, available at no cost to LEAs. The software allows the plan to be completed online while providing career exploration tools to youth. Individual student accommodations are coordinated across Perkins V, WIOA, and ESSA federal programs.

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

\*indicates feedback from the SBE CTE Subcommittee that has been incorporated into the draft Transition Plan.

\*\*indicates feedback received through Public Comment that has been incorporated into the draft Transition Plan.

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

### **Text Box 3: Statutory Requirements for Comprehensive Local Needs Assessment**

**(c) COMPREHENSIVE NEEDS ASSESSMENT.—**

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

(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and

(B) not less than once every 2 years, update such comprehensive local needs assessment.

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

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

#### **4. Preparing Teachers and Faculty**

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

#### **C. Fiscal Responsibility**

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

Secondary LEAs submit applications for Perkins funding through the Delaware [eGrants platform](#) to demonstrate how they will use funds under the Act to promote continuous program improvement, academic achievement of CTE students, and increased levels of technical skill proficiency and the attainment of industry recognized credentials that are of value to employers and at the postsecondary level. Postsecondary eligible recipients submit applications through a Request for Application (RFA) process that incorporates all requirements under the Act, such as the promotion of academic achievement, technical skill attainment, and industry recognized credentials and degree attainment measures.

The use of labor market information is included as part of the local application and on-going needs assessments used for program implementation and evaluation. Labor market information is also used when developing or implementing CTE programs of study for current and emerging occupations that are middle- and high-skill, are high wage, and are high demand occupations. Operational definitions of these terms are included in the [Career & Technical Education Policies and Procedures](#). Further, the DDOE partners with the Department of Labor to establish the [EDEPS website](#), which provides labor market projections aligned to the state's instructional model for CTE programs of study. These data help LEAs and postsecondary staff and students to better understand Delaware's labor market and more specific aspects of the industry including preferred educational levels and skills.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—



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

Funds under the Act will be issued per the following distribution model:

- 5% of the total grant amount will be retained by DDOE for administrative purposes.
- 10% of the total grant amount will be retained at DDOE for leadership activities.
- Of the remaining 85%:
  - DDOE will retain no more than 10% for Reserve funds to be issued competitively to eligible recipients. As such, LEAs will use these funds to develop new CTE programs of study, enhance CTE programs of study, or to support innovative practices.
  - The remaining 75% of these funds will be divided between eligible recipients at the secondary level (85%) and postsecondary institutions (15%).

The distribution of funds to eligible recipients at the secondary level (85%) and to postsecondary institutions (15%) was determined through prior public comment and the prioritization of expanding high-quality secondary CTE opportunities for youth as well as the percentage of CTE participants at the secondary and postsecondary levels. Any LEA or postsecondary institution receiving an allocation that is not sufficient to conduct a program under the Act is encouraged to form a consortium. Each consortia represents a new, separate LEA or postsecondary institution. The individual members of the consortium will contribute their separate allocations, which will then be pooled and reallocated based on the agreed upon criteria of the consortium. Funds allocated to a consortium shall be used for purposes and programs that are mutually beneficial to all members of the consortium and are authorized use of funds under the Act.

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

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section

131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

In total, \$4,013,700 will be made available in FY19 to secondary eligible recipients under the Act. Of that, \$3,549,688 will be made available through Section 131 of the Act and \$464,012 will be made available through the Reserve Fund or Section 112(c) of the Act. Secondary eligible recipients or LEAs will submit applications for funding under the Act through the [eGrants platform](#) to demonstrate how they will use grant funds to develop high-quality CTE programs of study, continuously improve CTE programs of study, improve academic achievement and technical skill development of CTE students, as well as to the development or implementation of student supports to facilitate transition into continuing education and high skill, high wage, and high demand occupations. Applications for funding are evaluated by the Career & Technical Education & STEM Initiatives workgroup as a part of the consolidated application program managers committee. In FY19, it is anticipated that twenty-nine (29) eligible recipients will be supported under the Act per the anticipated funding schedule (note that \$20,000 is held for charter school enrollment adjustments):

Local Education Agency Name:	Anticipated FY19 Perkins Amount:
Caesar Rodney School District	\$ 206,009
Capital School District	\$ 247,450
Lake Forest School District	\$ 140,450
Laurel School District	\$ 79,002
Cape Henlopen School District	\$ 128,643
Milford School District	\$ 138,222
Seaford School District	\$ 122,503
Smyrna School District	\$ 118,793
Appoquinimink School District	\$ 159,322
Brandywine School District	\$ 273,582
Red Clay School District	\$ 456,653
Christina School District	\$ 479,648
Colonial School District	\$ 302,692
Woodbridge School District	\$ 99,107
Indian River School District	\$ 269,385
Delmar School District	\$ 27,044
New Castle County Vocational-Technical School District	\$ 99,358
POLYTECH School District	\$ 22,068
Sussex Technical School District	\$ 21,247
Positive Outcomes Charter School	\$ 3,354
Campus Community Charter School	\$ 12,431
Sussex Academy Charter School	\$ 9,899
Delaware Military Academy	\$ 6,223
Odyssey Charter School	\$ 26,879

MOT Charter School	\$ 13,574
Newark Charter School	\$ 28,618
Early College High School at Delaware State University Charter School	\$ 10,354
First State Military Charter School	\$ 8,797
Great Oaks Charter School	\$ 18,381

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

In total, \$626,416 will be made available in FY19 to postsecondary eligible institutions under the Act. These funds are issued to provide all Delawareans with access to high-quality CTE programs of study and to streamline support services as part of Delaware's one-stop environment under the Workforce Innovation and Opportunity Act. Postsecondary eligible institutions will submit applications as permitted under the Act, using a Request for Application (RFA) process, as permitted under Section 133(A) of the Act, noting general authority and minimal amount, which incorporates the minimum postsecondary allocation for individual institutions. This RFA is issued pursuant to [29 Del. C. §§ 6981 and 6982](#) and includes all specifications under the Act. In FY19, it is anticipated that four (4) eligible institutions will be supported under the Act per the anticipated funding schedule:

Postsecondary Institution Name:	Anticipated FY19 Perkins Amount:
Delaware Technical Community College	\$ 384,416
New Castle County Vocational Technical School District (Adult Education Division)	\$ 80,000
POLYTECH School District (Adult Education Division)	\$ 80,000
Sussex Technical School District (Adult Education Division)	\$ 80,000

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

The eligible agency will oversee the financial distribution under the Act, working with the DDOE CTE and STEM workgroup to adjust for shifts in school district boundaries and for LEAs without geographic boundaries. This includes an estimation and redistribution of U.S. census population and poverty counts of the residential/geographical districts based on direct certification of youth and school enrollment patterns through school choice in traditional geographic, vocational, and charter school districts. Revised amounts will follow students based on school choice patterns and the school district of enrollment. An LEA's allocation under the

Act may increase or decrease from year to year due to reduced student enrollment, reduced census poverty, or both.

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

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

Not applicable.

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

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

Under the provisions of the Act awarding grants to eligible institutions for the purpose of operating postsecondary and adult CTE programs based solely on the formula in Section 132(a)(2) does not result in a distribution of funds to eligible institutions within Delaware that have the highest numbers of economically disadvantaged individuals. The proposed formula under the Act, excludes eligible institutions that serve Delaware through apprenticeship programs and institutions that provide CTE programs through adult education as part of the James H. Groves Adult High School. In that, the James H. Groves Adult High School program serves almost exclusively economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact these individuals are eligible for such assistance, the delivery system for these adult programs does not qualify as a provider of Pell assistance. Therefore, Delaware is proposing that eligible institutions under the Act include:

1. An institution of higher education.
2. An area CTE school serving adults that offers or will offer a program that meets the requirements identified under the description of use of funds for postsecondary and adult programs.

As stated in the Delaware State Plan for Career & Technical Education under the Carl D. Perkins Career & Technical Education Act of 2006, postsecondary eligible institutions will submit applications, as permitted under the Act, using a Request for Application (RFA) process that incorporates the minimum postsecondary allocation for individual institutions. This RFA will be issued pursuant to [29 Del. C. §§ 6981 and 6982](#) and includes all specifications under the Act.

Only postsecondary applications that are: 1. of such size, scope, and quality as to be effective; 2. integrate academic and CTE in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and 3. provide equitable participation in such programs for the special populations consistent with the assurance and requirements of the Act, will be considered for funding. All funds available from this allotment will be provided to eligible institutions on a competitive basis. In the event that funds available for distribution from this allotment are not requested in a given fiscal year, the remaining amounts from the allotment shall be redistributed to eligible institutions with approved plans. These approved plans will be renegotiated to properly redistribute funds. Each eligible institution receiving funds under the Act shall use no more than five percent of such funds for administrative costs. Funds may not be used to supplant available State or local sources but may be used to supplement new program initiatives.

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

The eligible agency will exercise the Reserve Fund option under the Act. All Reserve Funds will be allocated on a competitive basis to support secondary eligible recipients. Eligible recipients will submit applications, using a Request for Application (RFA) process to be issued pursuant to [29 Del. C. §§ 6981 and 6982](#) which includes all specifications under the Act. The criteria for awarding Reserve Funds includes:

1. Up to 10 % of the allocation under Section 131 of the Act will be held in reserve for competitive grants to secondary eligible recipients.
  2. To be eligible to apply for funds through the reserve for competitive grants, LEAs must meet one of the following criteria:
    - Rural areas;
    - Areas with high percentages of CTE concentrators or participants;
    - Areas with high numbers of CTE concentrators or participants; and
    - Areas with disparities or gaps in performance under the Act.
  3. The actual amount of Reserve Funds to be issued in a fiscal year will vary. If the total amount is not used in the anticipated fiscal year, the remaining amount will be returned to the eligible agency to be issued competitively in future Reserve Fund allocations.
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9. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If

the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Delaware will establish a new baseline for the purpose of annual determination of maintenance of effort under the Act. In FY19, it is estimated that in the aggregate, \$69,113,305 will be spent to support Career & Technical Education activities in the State of Delaware. Delaware will exercise the 5% baseline reduction as permitted under Section 211(b)(1)(D) of the Act, noting the new level of fiscal effort in FY20 will equal an anticipated amount of \$65,657,640.

**D. Accountability for Results**

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

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

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

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

#### **Text Box 4: Statutory Definition of CTE Concentrator**

The term ‘CTE concentrator’ means—

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

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

(Section 3(12) of Perkins V)

3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—
  - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance. (See Text Box 5 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
  - b. an explanation for the State determined levels of performance; and
  - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).

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

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

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

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

**Text Box 5: Statutory Requirements for Consultation on  
State Determined Performance Levels**

**(B) PUBLIC COMMENT.—**

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

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



### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

☒ The eligible agency assures that:

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

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<sup>4</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

**B. EDGAR Certifications**

- ☒ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
  2. It has authority under State law to perform the functions of the State under the Perkins program(s).
  3. It legally may carry out each provision of the plan.
  4. All provisions of the plan are consistent with State law.
  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
  7. The entity has adopted or otherwise formally approved the plan.
  8. The plan is the basis for State operation and administration of the Perkins program.

**C. Other Forms**

- ☒ The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [https://apply07.grants.gov/apply/forms/sample/SFLLL\\_1\\_2-V1.2.pdf](https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf)
  3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
  4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

## IV. BUDGET

### A. Instructions

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

2. In completing the budget form, provide--

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

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

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

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

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

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000, whichever is lesser.*

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

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

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

**B. Budget Form**

**State Name:** Delaware

**Fiscal Year (FY):** 2019

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$5,458,959
2	<b>State Administration</b>	5%	\$272,947
3	<b>State Leadership</b>	10%	\$545,896
4	• Individuals in State Institutions	~%	\$20,000
4a	– Correctional Institutions	<b>Not required</b>	\$10,000
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$5,000
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$5,000
5	• Non-traditional Training and Employment	<b>Not applicable</b>	\$60,000
6	• Special Populations Recruitment	~%	\$546
7	<b>Local Formula Distribution</b>	85%	\$4,640,116
8	• Reserve	10%	\$464,012
9	– Secondary Recipients	10%	\$464,012
10	– Postsecondary Recipients	~%	\$0
11	• Allocation to Eligible Recipients	90%	\$4,176,104
12	– Secondary Recipients	85%	\$3,549,688
13	– Postsecondary Recipients	15%	\$626,416
14	<b>State Match (<i>from non-federal funds</i>)</b>	<b>Not applicable</b>	\$272,947

## **V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)**

### **A. Instructions**

1. On the form in Item V.B below, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V. See Table 7 below. In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—  
  
Column 2: Baseline level  
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 6 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
  - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
  - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

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

**Text Box 6: Statutory Requirements for State Determined  
Performance Levels (SDPLs)**

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

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

**Table 7: Section 113(b) Core Indicators of Performance**

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level</b>		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement



Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level (continued)</b>		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. <sup>5</sup>	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (optional): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

<sup>5</sup> This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Postsecondary Level</b>		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Postsecondary Retention and Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. <sup>6</sup>	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. <sup>7</sup>	3P1	Non-traditional Program Concentration

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<sup>6</sup> This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

<sup>7</sup> This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.

**B: State Determined Performance Levels (SDPL) Form**

**State Name:** \_\_\_\_\_

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Secondary Indicators</b>					
1S1: Four-Year Graduation Rate					
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Post-Program Placement					
4S1: Non-traditional Program Concentration					
5S1: Program Quality – Attained Recognized Postsecondary Credential					
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work-Based Learning					
5S4: Program Quality – Other <sup>8</sup>					
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Postsecondary Indicators</b>					
1P1: Postsecondary Retention and Post-Program Placement					

<sup>8</sup> The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

2P1: Earned Recognized Postsecondary Credential					
3P1: Non-traditional Program Concentration					

*Provide any additional information regarding SDPLs, as necessary:*