

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

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

**STATE PLAN COVER PAGE**

**State Name:** Delaware

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

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

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

- ☐ 5-Year Full Plan – FY 2009 – FY 2014  
☒ 1-Year Plan Revision – FY 2015 – FY 2016

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

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

April 1, 2015

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

Mr. Smith:

The Delaware Department of Education wishes to submit a one-year plan revision of the Perkins IV State plan for Career & Technical Education for the 2015-2016 program year. The submitted state plan has been amended to reflect a state-led effort in Career & Technical Education and revised policies and procedures for program development and approval. In addition to the public hearings held on January 28, 2015 and February 25, 2015 the proposed State Plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public hearings was published in two newspapers of general circulation. Comments were collected through both formats and are reflected in the revised plan.

Additionally, the one-year plan revision was reviewed by a Sub-Committee of the Delaware SBE and presented for approval to the full SBE on March 19, 2015. If you have any questions about the plan please contact Luke Rhine, via email [luke.rhine@doe.k12.de.us](mailto:luke.rhine@doe.k12.de.us) or by telephone 302.735.4015.

Sincerely,

A handwritten signature in black ink, appearing to read "Luke Rhine". The signature is fluid and cursive, with the first name "Luke" and last name "Rhine" clearly distinguishable.

Luke Rhine  
Director, CTE and STEM Office

## **PART A: STATE PLAN NARRATIVE**

## **Introduction**

Delaware's State Board of Education (SBE) is submitting the revised one-year 2015-2016 State Plan for the Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270. The State Plan covers Fiscal Years 2015 through 2016 (July 1, 2015 through June 30, 2016). This plan is an agreement between the State of Delaware and the federal government to assure the administration of career and technical education programs is consistent with both the State's goals, policies and objectives, and with the federal laws and regulations.

This plan communicates the scope of Delaware's commitment to the continuous improvement of career and technical education programs and to the equitable access to quality career and technical education programs to all students, including special populations.

Delaware's goals towards building an effective career and technical education system are:

1. **Career & College Readiness:**  
Comprehensive pathways (7-14+) for delivering academic and Career & Technical Education (CTE) that prepare all students for career advancement and continuing education.
2. **Shared Accountability:**  
Programmatic support and evaluation from kindergarten through career.
3. **Professional Learning:**  
Robust partnerships with business and industry as well as higher education to support teachers and school system leaders.

The Delaware Department of Education has established procedures and procedures as well as criteria and priorities that are used in approving state and local programs of career and technical education in all areas of the state where a need exists for such programs. 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. The Teaching and Learning Branch as part of the Department's annual compliance monitoring system conducts program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives.

Delaware encourages and supports programs for career and technical education through 19 school districts, charter schools, the community college and university system, apprenticeship programs, and various other eligible recipients. Programs for students are provided to foster challenging academic standards, promote the development of activities that integrate academic and career and technical instruction, and increase flexibility in providing services and activities designed to develop, implement, and continuously improve career and technical education.

Delaware's career and technical education programs provide students with opportunities to develop occupational interests and acquire skills throughout their secondary and postsecondary educational experiences that will lead to gainful employment and continuing education. Innovative programs that strive to improve student success, access, and achievement in all content areas through rigorous academics and real-world application of knowledge and skills embedded within the course content are encouraged. Innovative programs are identified by their approaches and effectiveness in meeting the

needs of all students, including students with special needs, by developing career interests and aptitudes and connecting student educational experiences with clearly identified pathways to meet their educational and career goals throughout their secondary experience and beyond.

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

### **1.1 Public Hearings**

Public meetings were held January 28, 2015 and February 25, 2015 at the John G. Townsend Building Cabinet Room. The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements.

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

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

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

The Delaware State Plan was developed in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; and the State Tech Prep coordinator; entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The Governor of the State was consulted with respect to development of the State plan. The State Plan was vetted by a Sub-committee of the State Board of Education (SBE) and presented to the SBE on March 19, 2015 for approval.

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

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

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

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

## **II. PROGRAM ADMINISTRATION**

### **2.1 Term of the Plan**

The Delaware State Board of Education (SBE) hereby submits this revised one-year plan for the period July 1, 2015 through June 30, 2016 for operation of programs under the Act. [Sec. 122(a)(1)]

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

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

Delaware offers approximately 350 career and technical courses and programs that span from seventh grade through Associates Degrees, apprenticeship, and industry certification. Perkins funds are used to support programs for students' in grades 7-14 in 19 school districts, charter schools, community college system, apprenticeship, correctional institutions, and other eligible recipients. These local educational agencies provide career and technical education programs in the following sixteen career clusters areas:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, AV Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance
- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, and Service
- Manufacturing
- Marketing
- Science, Technology, Engineering and Mathematics
- Transportation, Distribution and Logistics

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

At the secondary level, the DDOE has revised the process for CTE program development, implementation, and continuous improvement. This work was developed in partnership with both internal and external partners, vetted, and validated through public comment. Common program expectations have been defined for transition at both the state and local levels and state-model programs of study identified for LEA adoption. All programs include an alignment to the Common Core State Standards, the Common Career Technical Core, state and national standards, ways in which students demonstrate technical skill attainment, articulation/dual enrollment with related postsecondary credential and degree programs, and the identification of work-based learning experiences. As reported in the annual CAR report each LEA has completed and posted on their website at least one program of study.

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

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

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

- i. Incorporate secondary education and postsecondary education elements;
- ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. Include the opportunity for secondary education students to participate in dual enrollment, concurrent enrollment, course articulation, tech prep programs or other ways to acquire postsecondary education credits; and

iv. Lead to an industry recognized credential or certificate that holds value at the professional or postsecondary levels, or in an associate or baccalaureate degree.

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

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

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

Delaware CTE Pathways are required to have current (or planned through the grant application) articulation agreements between secondary and postsecondary education institutions at both two- and four-year degree institutions. The DDOE and Tech Prep Delaware will work with eligible recipients to cooperatively enter into articulation agreements between secondary education and postsecondary education institutions including Delaware apprentice related-training programs.

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

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

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

CTE programs are required to have an active advisory councils with membership drawn from the related area business and industry that the program is designed to serve. The expertise of area business and industry leaders shall be utilized in reviewing related CTE program curriculum and programs of study to ensure relevancy in student career preparation and use of appropriate technology. In addition, professional development activities related to the access of technology will be provided at the state level.



- (f) **Criteria Used to Approve Eligible Recipients for Funds Under the Act**  
Secondary LEAs will submit applications for Perkins funding through the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>) that clearly demonstrate how they will use assistance from the grant to promote continuous program improvement, academic achievement of CTE students, and increased levels of technical skill attainment and testing thereof, as well as to the development or implementation of appropriate CTE programs of study for current or emerging high skill, high wage, or high demand occupations. Applications for funding will be evaluated by the Career & Technical Education & STEM Initiatives workgroup as a part of the consolidated application program managers committee.

Post-secondary LEAs will submit applications as permitted under Section 133 of the Act, using a Request for Proposal process that incorporates the minimum post-secondary allocation for individual recipients as required under Section 132.

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

LEAs at the secondary level will demonstrate through the *Delaware Education Success Planning and Evaluation System* process (<http://www.doe.k12.de.us/domain/212>), how their CTE courses are an essential component of a CTE career pathway of pre-planned and sequential courses required for graduation aligned to Title 14, Section 525 of the Delaware Administrative Code as well as Title 14, Section 505 of the Delaware Administrative Code which the Delaware State Board of Education has adopted to ensure that all students complete at least a three-credit career pathway as a graduation requirement. In addition, program curriculum must align with Delaware and/or national standards and stress teaching content in a contextual manner with applications of academic concepts included in the CTE content, to enable CTE students, including special populations, to gain a greater understanding of these academic concepts and to see the alignment of the academic courses that are required for graduation.

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

Programs at the secondary level will be an integral part of a program of study that provides students, including special populations, effective academic and technical preparation for entry into high-skill, high-wage, or high-demand occupations and/or related opportunities in post-secondary education. Instruction will reflect use of approved academic and CTE standards. LEAs will have easily accessible publications listing currently approved CTE pathways available in hard copy and on the district and/or school website that clearly outline the opportunities for entry into high-skill, high-wage, or high-demand occupations and/or related post-secondary education with the related occupations for post-secondary completers. The DDOE has also implemented statewide Student Success Plans for all secondary students. These Student Success Plans engage students, their parents, counselors and other individuals in the process of developing an individual learning plan for each secondary student which will

continue beyond high school. To assist schools with the implementation of these Student Success Plans, the State of Delaware has purchased career software, at no cost to the LEAs. The software allows the plan to be completed online while providing career exploration tools. It allows students to research occupations in which they may be interested, including average starting salaries, type of work, career ladders, and preparation necessary to be successful in securing such a position upon graduation. In addition the software allows the student to select a course of study to assist in reaching their post-secondary goal.

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

Through the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>), LEAs will cite how funds will be used to improve existing CTE pathway courses or to develop new CTE pathway courses.

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

Post-secondary programs of study will lead directly to one or more of the following:

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

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

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

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

Tech Prep Delaware will participate in statewide technical assistance workshops where best practices can be communicated to other eligible recipients. In addition, Tech Prep Delaware will publish, distribute (to eligible recipients), and post on their website a newsletter which will include profiles of highly successful recipients as an example for others.

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

The DDOE and Tech Prep Delaware will work with their consortia, high school coordinators, and post-secondary partners to sustain and expand a system of articulated links between academic and career and technical education at the secondary and post-secondary level that increase student academic and career and technical achievement.

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

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

Delaware standardized test scores will be used to report the results of integration efforts for secondary students as stated in the State's Elementary and Secondary Education Act plan. The graduate follow-up core indicators will be used to report the integration and overall program quality for secondary student success. The graduate placement and retention core indicators will be used to report the success of integration efforts as reflective of the quality of post-secondary programs.

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

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

Professional Learning is a cohesive ongoing series of rigorous, data-driven, targeted, research-based, collaborative, supported, sustained, and systemic opportunities that result in improved student learning. All professional learning activities are aligned with Title14, Section 1598 of the Delaware Administrative Code (Appendix C) and the Delaware Standards for Professional Learning.

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

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

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

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

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

The DDOE is committed to providing professional learning opportunities and the alignment of instruction to national and state content standards. Ongoing and high quality professional learning experiences are provided to teachers. Technical assistance is provided to LEA leaders based on their identified needs and CTE performance metrics.

**(d) Encouraging Applied Learning**

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

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

The DDOE strives to create an effective learning environment that takes into account the cultures, strengths and limitations, as well as other factors affecting the student, family, and community surrounding a school. The DDOE ensures access for CTE

programs through competitive funding structures and focused technical assistance for all LEAs.

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

The DOE promotes the integration of professional learning to successfully implement CTE programs and ensures that the continuation of this work is a natural part of the process. The LEA will utilize the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>) to coordinate this opportunity.

## **2.4 Recruitment and Retention Efforts**

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

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

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

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

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

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

The DDOE and its only statewide community college system, the Delaware Technical Community College (DTCC) recognize the importance of transitioning students enrolled in sub-baccalaureate career and technical education programs into baccalaureate degree programs. DTCC works closely with the two publicly-supported universities and the one

private university to forge a program of transferability of individual course credit within and among their respective institutions through their "Transfer of Credit Matrix". DTCC's "Connected Degree" initiative continues to establish full program-to-program articulation agreements with both publicly-supported and private colleges and universities.

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

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

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

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

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

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

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

Delaware CTE programs of study are industry based and align with nationally recognized standards to provide an understanding of, and experience in, all aspects of an industry. Delaware CTE programs define what students need to know and to be able to do while supporting student development in solving problems, gathering and using resources, and working collaboratively to assure success in a highly challenging academic and competitive global work environment. In addition, related, work-based learning experiences are supported upon the completion of state-approved pathways.

**(c) Challenging academic proficiencies**

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

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

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

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

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



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

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

The DDOE has increased data quality and monitoring of post-graduation placements for secondary and post-secondary students. Graduate follow-up surveys will facilitate data-driven decision-making for improved pathway program management.

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

The Delaware Department of Education requires LEAs to apply for federal funding through a consolidated planning and application process. This process has been extended to include the monitoring of coordinated performance of LEAs under the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>). The DDOE is part of the state's effort to align federal education and training programs as part of the Workforce Innovation and Opportunity Act. As such, the DDOE will meet with partnering state agencies to align federal education programs and performance metrics to ensure a continuum of service and evaluation.

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

The DDOE will strengthen successful partnerships to increase the alignment between labor force supply systems and workforce employment demands. These partnerships include the Delaware Department of Labor, the Delaware Office of Labor Market Information, and the Delaware Workforce Investment Board. The DDOE will continue to build strong connections between education and workforce programs that include career and technical education programs at the secondary and postsecondary levels to increase the retention of students and workers moving from secondary education to post-secondary education, including registered apprenticeship programs, and in the continuous relationship between work and learning.

**2.12 Other Department Requirements**

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

The purpose of the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>) is to create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students.

The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation,



Evaluation, and Monitoring. Local applications for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act, will be available through the DDOE web site.

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

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

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

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

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

- i. Delaware Skills Center
- ii. Delaware Technical & Community College (3 campus locations)
- iii. Polytech School District
- iv. Sussex Technical School District
- v. New Castle County Vocation-Technical School District

### III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

#### 3.1 Equal Access

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

Equal access and services to special populations are monitored as part of the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>) to ensure that students in special populations are provided with appropriate service and access to career and technical education (CTE) programs. Reviews will increase the focus on outreach and recruitment activities, as well as program placement options to ensure equal access to CTE information for special populations.

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

The Special Populations review group promotes the following activities:

- Delaware's Employment First Initiative requiring that state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities.
- Interagency collaboration for support and transition services to special populations. This group collaborates with Delaware's Community of Practice on Secondary Transition for students with disabilities, which is supported initially by a grant from the federal Office of Special Education and Rehabilitation Services (OSERS), Department of Labor Division of Vocational Rehabilitation, and Division on Developmental Disabilities Services.
- Coordination and collaboration of CTE instructors, special education, and ELL staff in secondary school programs.
- Professional development opportunities in statewide conferences and forums on effective practices.

- Data analysis is used to identify effective programs that serve special populations in the most integrated settings possible. Programs requiring assistance to provide access and demonstrate success will also be identified.

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

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

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

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

LEAs at the secondary level will assure the Delaware Department of Education that students from special populations have Student Success Plans designed to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high-skill/high-wage occupations. Student Success Plans (SSPs) became a graduation requirement in the 2007-2008 school year for all students from 8<sup>th</sup> through 12<sup>th</sup> grades. The SSP is a five-year individualized plan developed by every student to identify post-school goals and to meet those goals through a variety of experiences during each student's high school years. It includes a series of career and learning styles assessments for each student, meetings with school advisors, development of a high school course of study, including career pathways and CTE coursework, and the identification of needed supports and other activities to reach those goals. The intent of the SSP is to encourage students to enroll in rigorous high school coursework that will lead to meet or exceed levels of performance and prepare them to enroll in postsecondary education/training programs and/or obtain high-skill/high-wage occupations.

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

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

alternative learning environments are not denied access to CTE. The State has developed strategies to address this concern.

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

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

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

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

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

**3.5 Applicants will Ensure Equitable Access to, and Participation in, its Federally-Assisted Program for Students, Teachers, and other Program Beneficiaries with Special Needs as Contained in section 427(b) of the General Education Provisions Act as Amended.**

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

- Individuals with disabilities who do not have Individual Educational Plans (IEPs) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including making such programs accessible through supplementary services;
- The rights of students with disabilities will be protected based on the requirements of IDEA and Section 504 of the Rehabilitation Act of 1973 as amended;
- Career and technical education for students with disabilities will be provided in the least restrictive environment (Section 1412(5), IDEA);

- Representatives for career and technical education, when appropriate, will participate in the Individual Educational Plan process (Section 1414(d), IDEA); and
- Programs will be provided to prepare special populations for further learning and high skill, high wage, and high demand occupations.

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

## **IV. ACCOUNTABILITY AND EVALUATION**

### **4.1 Statutory Requirements**

- (a.) Through a process of public hearings, the DDOE will obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.
- (b.) A three-year average of actual performance indicators will be used to establish a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance. Temporary modifications to the target performance measures will be permitted for specific recipients if they can justify the need for such modifications.
- (c.) Part C of this guide provides definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.
- (d.) CTE Core performance indicators and additional indicators of performance will, to the greatest extent possible, be aligned to other performance indicators, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. For example, the graduation rates will be calculated in the same way that is calculated for Delaware under the ESEA procedures.
- (e.) Refer to Part C for Performance Levels
- (f.) LEAs that do not accept the State adjusted levels of performance under section 113(b)(3) of the Act would be required to submit a justification from the Chief School

Officer of the LEA for proposing a reduced target. They would also be required to develop a plan for meeting the state adjusted performance targets.

- (g.) The LEA that requests in writing revisions to its local adjusted levels of performance due to unforeseen circumstances would have to document the effect of such circumstances on specific indicators. The LEA would also have to estimate the percentage by which the local adjusted levels would need to be reduced, and the number of years that this impact is expected to last. In some cases, a temporary modification to the target performance measures will be permitted for specific indicators if an LEA can justify the need for such modification.
- (h.) Delaware collects LEA data through a statewide pupil accounting system called *eSchoolPLUS*. This system is used for entering CTE course information and course scheduling for students at the school level. All demographic and academic information on a student is also entered in *eSchoolPLUS*. The data is stored in a state database called DELSIS. Using a single database and SIF (Schools Interoperability Framework) technology DDOE is able to generate unique student identifiers and provide LEAs with real-time, complete and accurate data. LEAs are provided with data reporting and editing capability through Cognos Impromptu web reports. They are required to edit and verify Perkins data prior to a fixed submission date. Through this process, CTE participant and concentrator status is verified. Key demographic data (such as disability status) that are used to populate the Perkins CAR report are also verifiable.
- (i.) All required reporting data fields for Perkins data are entered at the school level and quality controlled at the point of entry. This data is then used to populate the required *EDEN data fields*.
- (j.) LEAs will submit applications for Perkins funding through the *Delaware Education and Evaluation System* (<http://www.doe.k12.de.us/domain/212>) using current disaggregated data to establish a minimum level of performance for each of the Perkins indicators. They would need to demonstrate how they will use assistance from the grant to promote continuous improvement in academic achievement, technical skill attainment and testing thereof, and/or to implement appropriate CTE pathways for current or emerging high skill, high wage, or high demand occupations. LEAs not meeting specific academic or skill attainment targets will be required to develop improvement plans, engage in technical assistance opportunities through the Delaware Department of Education, and/or be required to expend the equivalent of 20% of their total Perkins allocation, from any allowable and/or appropriate funding source, for time-bound initiatives that specifically addresses unmet targets.
- (k.) Under the *Delaware Education Success Planning and Evaluation System* (<http://www.doe.k12.de.us/domain/212>), all LEAs with CTE programs would be evaluated annually. The evaluation along with data submitted for the annual Perkins Consolidated report will be used to evaluate the effectiveness of career and technical education programs and better integrate student services with other Federal programs to ensure non-duplication.

## **4.2 Other Department Requirements**

### **(a.) Proposed Perkins Performance Levels**

See Part C of the Delaware State Plan for definitions.

### **(b.) Technical Skill Attainment**

The DDOE Career & Technical Education and STEM Initiatives workgroup through the revised policy and procedures for CTE program approval, development, and continuous improvement has clearly defined the expectations for state and locally developed programs of study. Of which, the identification of technical skill attainment measures is required for program approval. Technical Skill Attainment is defined as an industry recognized certificate or credential earned through an approved CTE program of study which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program. All new CTE programs developed at either the state or local level will identify such measures through the program approval process. All established programs will identify these measures through state monitoring and the local school district continuous improvement process. The DDOE will work with local school districts and charter schools to develop a list of approved technical skill attainment measures that add value for CTE students and programs and are available and appropriate to the specific CTE program of study. In general, the following technical skill attainment measures will be applied to Delaware CTE programs of study and made available through the plan period:

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

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

The DDOE will increase the number of CTE programs of study in which technical skill attainment measures are identified and reported. This includes the revised policy and procedure for CTE program approval and the development of state-model programs of study. This also includes the transition of Perkins compliance measures at the secondary level to emphasize technical skill attainment.

## **V. TECH PREP PROGRAMS**

Tech Prep Delaware (TPDE) was established in 1986 by the Delaware General Assembly after a House Resolution provided the funds to research secondary to postsecondary cooperative vocational programs at the national and state levels. These actions provided the framework to

establish the Tech Prep Delaware Statewide Consortium. This program operated for four years using State funds exclusively.

The 1990 Perkins Act supported Tech Prep program activities and created a source of federal funds to expand the program to all Delaware public high schools and institutions of higher education. This dual funding stream (federal and state funds) continued until 2010, when Congress eliminated Title II Tech Prep Education funding set forth in the Perkins Act of 2006.

Since its inception, TPDE's primary mission is to provide a seamless curricular transition for students from secondary to postsecondary education to the labor market. This mission is accomplished by providing advanced credit articulation agreements between secondary Career and Technical Education (CTE) programs and postsecondary partners. Per the Epilogue language included in the annual State Operating Budget, the Delaware Tech Prep Consortium is formed to provide for overall CTE program development and management, coordination and technical assistance. To that end, TPDE will continue to provide statewide leadership in the development and maintenance of partnerships between secondary and postsecondary programs to provide advanced credit opportunities for Delaware students. These opportunities include "2+2 programs", "2+4 programs", and "bridges to apprenticeship" programs to provide a Tech Prep Education Program that will lead to a two year associates degree, a one-year diploma, a four year degree, advanced apprenticeship standing or industry certification. Since 1986 TPDE has expanded program partnerships to over 700 articulations. The scope of TPDE partnerships includes both in-state and out-of-state postsecondary institutions and the State of Delaware Department of Labor Apprenticeship Program. TPDE will also provide support to the Delaware Department of Education in the implementation and expansion of Programs of Study.

The Consortium Board of Directors includes representation from the county-wide vocational technical school districts, comprehensive local school districts, the community college system, the Delaware Department of Education, the Delaware Advisory Council on Career and Technical Education, state and private institutions of higher education and business and industry. Polytech School District is the financial agent for the Consortium. The Consortium will adopt rules and regulations consistent with state regulations and any federal legislation that may apply. Although TPDE is no longer funded with federal funds, Delaware continues to support the TPDE program through state funding.

## **VI. FINANCIAL REQUIREMENTS**

### **6.1 Statutory Requirements**

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

Delaware's accounting framework is structured based on Generally Accepted Accounting Principles (GAAP) using appropriations and funds to track and manage anticipated revenues



and expenditures. GAAP standards are used to establish measurement and classification criteria for meaningful financial reporting. Each year, Delaware prepares the Comprehensive Annual Financial Report (CAFR) as its official record of financial activities for the State, based on national GAAP standards and guidelines.

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

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

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

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

[http://auditor.delaware.gov/Audits/financial\\_compliance.shtml](http://auditor.delaware.gov/Audits/financial_compliance.shtml).

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

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

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

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

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

Under the provisions of Section 132(a) of the Act awarding grants to eligible recipients for the purpose of operating postsecondary and adult programs based upon an amount that bears the same relationship to the amount of funds available under this section as the number of Pell Grant recipients enrolled in programs meeting the requirements of Section 132 offered by such institutions in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in the current year does not result in a distribution of funds to eligible institutions within the State that have the highest numbers of economically disadvantaged individuals. This formula would, in fact, exclude eligible institutions that serve the State as providers of apprenticeship programs and institutions that provide CTE programs of adult education through the James H. Groves Adult High School program. The James H. Groves Adult program serves almost exclusively economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact these individuals are eligible for such assistance, the delivery system (including local educational agencies) for this adult program does not qualify as a provider of Pell assistance.

Therefore, institutions eligible to receive funds for postsecondary and adult programs in the State include:

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

Furthermore, funds are to be used to provide CTE programs that:

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

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

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

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

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

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

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

## 6.5 Other Department Requirements


### (a.) Detailed Project Budget

See Part B of Delaware State Plan for project budget.

## VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

### 7.1 EDGAR Certifications

1. The plan is being submitted by the eligible State agency, the Delaware State Board of Education. The authority is given under Title 14 Section 104 of the Delaware Code. The Delaware State Board of Education as the eligible agency will supervise the administration of the plan. [34 CFR 76.104(a)(1)]
2. The Delaware State Board of Education has authority under state law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
5. The State Officer- the Director of K12 Initiatives and Educator Engagement has the authority under State law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 87.104(a)(5)]
6. The State Officer- the Director of K12 Initiatives and Educator Engagement has the authority to submit the plan.
7. The Delaware State Board of Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(6)]
8. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

Signature of Authorized Certifying Official: 	Title:  President, Delaware State Board of Education
Submitting Organization:  Delaware State Board of Education	Date Submitted  April 1, 2015

## 7.2 Other Assurances

1. The plan will be submitted to the Delaware State Clearinghouse Committee for the State Intergovernmental Review Process. [Executive Order 12372; 34CFR 79]
2. A copy of a completed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters and drug-free workplace requirements is attached.
3. A completed and signed Assurance for Non-Constructions Programs Form is attached.
4. DDOE assures that we comply with the requirements of the Act and the provisions of the State plan, including the provision of the financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. DDOE assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. DDOE assures that the minimum allocation as required in section 131(c)(1) will be waived in any case which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the act. [Section 131(c)(2)]
7. DDOE assures that the amount of funds expended from non-Federal sources for costs DDOE incurs for the administration of programs under this Act will not be less than the amount provided by DEDOE from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323 (a)]
8. DDOE assures that DDOE and the eligible recipients use the funds under this Act for in-service and career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec.317 (a)]
9. DDOE assures that, except where prohibited by State or local law, that an eligible recipient may, upon written request, use funds, made available under this Act to provide for the meaningful participation, in career and technical education programs and activities

receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec 317(b)(1)]

10. DDOE assures that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

## **PART A: STATE PLAN APPENDICIES**

- Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A)
- Title 14, Section 505 of the Delaware Administrative Code (Appendix B)
- Title14, Section 1598 of the Delaware Administrative Code (Appendix C)
- Title 14, Section 502 of the Delaware Administrative Code (Appendix D)
- Title 14, Section 1559 of the Delaware Administrative Code (Appendix E)
- DDOE Organizational Chart (Appendix F)
- Reserve Fund for Competitive Grants to LEAs (Appendix G)

## **PART B: BUDGET FORMS**

**PERKINS IV BUDGET TABLE - PROGRAM YEAR 9**  
(For Federal Funds to Become Available Beginning on July 1, 2015)

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

A. Total Title I Allocation to the State	\$4,725,500.00
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$0
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 ( <i>Line A + Line B</i> )	\$4,725,500.00
D. Local Formula Distribution (not less than 85%)	\$4,016,675.00
1. Reserve ( <i>not more than 10% of Line D, as applicable</i> )	\$401,667.50
a. Secondary Program	\$401,667.50
b. Postsecondary Programs	\$0
E. Available for Formula allocations (Line D minus Line D.1)	\$3,615,007.50
a. Secondary Programs	\$3,072,756.38
b. Postsecondary Programs	\$542,251.12
F. State Leadership (not more than 10%)	\$458,825.00
a. Nontraditional Training and Employment	\$60,000.00
b. Corrections or Institutions	\$20,000.00
G. State Administration (not more than 5%)	\$250,000.00
H. State Match (from non-federal funds)	\$250,000.00

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

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



D. Tech-Prep Funds Earmarked for Consortia	\$0
a. Percent for Consortia ( <i>Line D divided by Line C</i> )	[95%]
b. Number of Consortia	\$0
E. Tech-Prep Administration	\$0

## **PART C: ACCOUNTABILITY FORMS**

## **I. PERKINS ACCOUNTABILITY DEFINITIONS**

### **1.1.Secondary Accountability Definitions**

#### **Participant:**

A student who is enrolled in one or more courses in any CTE program.

#### **Concentrator:**

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

#### **Completer:**

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

### **1.2.Post-Secondary/Adult Accountability Definitions**

#### **Participants:**

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

#### **Concentrator:**

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

#### **Completer:**

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

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

### 2.1 Secondary Performance Levels

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
1S1 Academic Achievement – ELA 113(b)(2)(A)(i)	<p><u>Numerator:</u> Number of current year 12th grade CTE concentrators who scored at performance level 3 or more on their 10th grade DCAS reading assessment.</p> <p><u>Denominator:</u> Number of current year 12th grade CTE concentrators who took the 10th grade DCAS reading assessment.</p>	State and Local Administrative Records	A: 76.44%	L: 70.00%	
1S2 Academic Achievement – Math 113(b)(2)(A)(i)	<p><u>Numerator:</u> Number of current year 12th grade CTE concentrators who scored at performance level 3 or more on their 10th grade DCAS mathematics assessment.</p> <p><u>Denominator:</u> Number of current year 12th grade CTE concentrators who took the 10th grade DCAS mathematics assessment.</p>	State and Local Administrative Records	A: 78.45%	L: 70.20%	
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p><u>Numerator:</u> Number of 12th grade CTE concentrators who successfully completed an approved CTE Pathway during the reporting year.</p> <p><u>Denominator:</u> Number of 12th grade CTE concentrators who at the beginning of the school year were eligible to complete an approved CTE Pathway.</p>	State and Local Administrative Records	A: 95.77%	L: 97.00%	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p><u>Numerator:</u> Number of current year <u>12th grade CTE concentrators</u> who successfully completed an approved CTE Pathway and graduated by the end of the reporting year.</p> <p><u>Denominator:</u> Number of current year <u>12th grade CTE concentrators</u> who at the beginning of the school year were eligible to complete an approved CTE Pathway.</p>	State and Local Administrative Records	A: 95.77%	L: 94.00%	
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p><u>Numerator:</u> Number of current year <u>12th grade CTE concentrators</u> who were included as graduated by the end of the reporting year in the State's ESEA computation of graduation rate (diploma and certificate holders).</p> <p><u>Denominator:</u> Number of CTE concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	A: 99.59%	L: 96.00%	
5S1 Secondary Placement 113(b)(2)(A)(v)	<p><u>Numerator:</u> Number of <u>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.</u></p> <p><u>Denominator:</u> Number of <u>CTE concentrators who graduated in the previous reporting year.</u></p>	State and Local Administrative Records	A: 56.15%	L: 61.00%	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p><b><u>Numerator:</u></b> Number of <u>under-represented gender CTE participants</u> who were enrolled in any course in a CTE pathway that leads to <u>employment in nontraditional fields*</u> during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE participants</u> who were enrolled in any course in a CTE pathway that leads to <u>employment in nontraditional fields</u> during the reporting year.</p>	State and Local Administrative Records	A: 34.96%	L: 36.00%	
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p><b><u>Numerator:</u></b> Number of <u>under-represented gender CTE concentrators</u> who completed a CTE pathway that leads to employment in <u>nontraditional fields*</u> during the reporting year.</p> <p><b><u>Denominator:</u></b> Number of <u>CTE concentrators</u> who completed a CTE pathway that leads to employment in <u>nontraditional fields*</u> during the reporting year.</p>	State and Local Administrative Records	A: 27.46%	L: 28.00%	

## 2.2 Post-Secondary/Adult Performance Levels

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
<b>1P1</b> <b>Technical Skill</b> <b>Attainment</b> <b>113(b)(2)(B)(i)</b>	<u><b>Numerator:</b></u> Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.  <u><b>Denominator:</b></u> Number of CTE concentrators who took technical skill assessments during the reporting year.	State and Local Administrative Records	<b>A: 93.00%</b>	<b>L: 91.00%</b>	
<b>2P1</b> <b>Credential,</b> <b>Certificate, or Degree</b> <b>113(b)(2)(B)(ii)</b>	<u><b>Numerator:</b></u> Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.  <u><b>Denominator:</b></u> Number of CTE concentrators who left postsecondary education during the reporting year.	State and Local Administrative Records	<b>A: 81.63%</b>	<b>L: 80.00%</b>	
<b>3P1</b> <b>Student Retention or</b> <b>Transfer</b> <b>113(b)(2)(B)(iii)</b>	<u><b>Numerator:</b></u> Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.  <u><b>Denominator:</b></u> Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	State and Local Administrative Records	<b>A: 64.74%</b>	<b>L: 72.00%</b>	

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline PY 2013-14	Year 8 PY 2014-15	Year 9 PY 2015-16
<b>4P1</b> <b>Student Placement</b> <b>113(b)(2)(B)(iv)</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	State and Local Administrative Records	<b>A: 84.66%</b>	<b>L: 85.00%</b>	
<b>5P1</b> <b>Nontraditional Participation</b> <b>113(b)(2)(B)(v)</b>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from <u>underrepresented gender groups</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	<b>A: 19.29%</b>	<b>L: 20.00%</b>	
<b>5P2</b> <b>Nontraditional Completion</b> <b>113(b)(2)(B)(v)</b>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from <u>underrepresented gender groups</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	<b>A: 19.89%</b>	<b>L: 18.00%</b>	



## Appendix A

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# TITLE 14 EDUCATION

## DELAWARE ADMINISTRATIVE CODE

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### 500 Curriculum and Instruction

#### 525 Requirements for Career and Technical Education Programs

##### 1.0 Career and Technical Education Programs

All Career and Technical Education Programs (CTE) shall meet the provisions of Delaware's State Plan for Career and Technical Education and meet the provisions of the content standards approved by the Department of Education.

**6 DE Reg. 955 (2/1/03)**

**12 DE Reg. 936 (01/01/09)**

**15 DE Reg. 1147 (02/01/12)**

##### 2.0 All Local School Districts and Charter Schools that Offer State Approved Career and Technical Education Programs Shall:

- 2.1 Meet the requirements within the state plan for the Carl D. Perkins Career and Technical Education Act of 2006.
- 2.2 Have the approval of the Department of Education before implementing new CTE courses and or pathways.
  - 2.2.1 The determination for the minimum number of credits for a pathway shall be based on the content standards as approved under 14 **DE Admin. Code** 501.
- 2.3 Adequately fund, support and sustain the instructional program.
- 2.4 Ensure all teachers are certified in the Career and Technical Education Program areas in which they teach.
- 2.5 Ensure that all teachers meet the Delaware Department of Education (DE DOE) Skilled and Technical Science Standards for the specific career area in which they teach.
  - 2.5.1 Such standards may include, but are not limited to, holding a state professional license in the area to be taught; holding an industry recognized certification of technical competence or journeyman status in the specific career area; or additional work experience.
- 2.6 Where appropriate and applicable, ensure that all teachers meet certification requirements for administering the end of Pathway Assessment in the specific career area in which they teach.
- 2.7 Make provisions for meeting the unique needs of all students.
- 2.8 Establish and maintain an active CTE advisory committee which includes labor and management personnel to assist in the development and operation of the program.
- 2.9 Use Department of Labor market projections to determine the need for new and continuing Career and Technical Education Programs.
- 2.10 Assess occupational needs and the availability of placement and employment opportunities for program completers with input from the local CTE advisory committee.
- 2.11 Use the information derived from the Student Success Plan (SSP) portfolio to determine student occupational interests, needs and educational program.
- 2.12 Organize and financially support Career and Technical Student Organizations as integral components of Career and Technical Education Programs in public schools that complement and enrich instruction. The following career and technical student organizations are affiliated in Delaware:
  - 2.12.1 Business Professionals of America (BPA)
  - 2.12.2 Technology Student Association (TSA)
  - 2.12.3 DECA, an association of marketing students
  - 2.12.4 Family, Career and Community Leaders of America (FCCLA)
  - 2.12.5 The National FFA Organization
  - 2.12.6 Skills USA
  - 2.12.7 The Delaware Career Association (DCA)
  - 2.12.8 Health Occupations Students of America (HOSA)
- 2.13 Integrate related academic content into individual career and technical education courses, and guide students through a course selection process that supports the necessary academic preparation required by the student's career path and educational goals as documented in the student's SSP.

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- 2.14 For an approved skilled and technical sciences education pathway, beginning with the 2011-12 school year, courses shall be scheduled for a minimum of two full consecutive periods each day or the equivalent block-scheduled period of no less than 90 minutes each day the course is scheduled, according to the following schedule:
- 2.14.1 Nine (9) Credit Pathway – a minimum of six (6) of the pathway course credits shall meet the minimum of two full consecutive periods each day or the equivalent block-scheduled period of no less than 90 minutes each day the course is scheduled.
  - 2.14.2 Six (6) Credit Pathway – a minimum of four (4) of the pathway course credits shall meet the minimum of two full consecutive periods each day or the equivalent block-scheduled period of no less than 90 minutes each day the course is scheduled; or
  - 2.14.3 Four (4) Credit Pathway – a minimum of two (2) of the pathway course credits shall meet the minimum of two full consecutive periods each day or the equivalent block-scheduled period of no less than 90 minutes each day the course is scheduled; or
  - 2.14.4 Three (3) Credit Pathway – a minimum of two (2) of the pathway course credits shall meet the minimum of two full consecutive periods each day or the equivalent block-scheduled period of no less than 90 minutes each day the course is scheduled.
- 2.15 Establish no rules practices or regulations that interfere with, prohibit or otherwise prevent students from having the opportunity to learn about, enroll in and complete a Career and Technical Education Program in a career and technical school district.
- 2.16 Use equipment and facilities comparable to that used by local business and industry for which the Career and Technical Education Program is preparing students.
- 2.17 Schedule Department of Education and Delaware Advisory Council on Career and Technical Education Program review and monitoring visits upon request.
- 2.18 Report CTE program data as required by the Delaware Department of Education.
- 1 DE Reg. 1196 (2/1/98)
  - 6 DE Reg. 955 (2/1/03)
  - 8 DE Reg. 1603 (5/1/05)
  - 9 DE Reg. 1070 (01/01/06)
  - 12 DE Reg. 439 (10/01/08)
  - 12 DE Reg. 936 (01/01/09)
  - 15 DE Reg. 188 (08/01/11)
  - 15 DE Reg. 1147 (02/01/12)

**3.0 Cooperative Education Programs**

- 3.1 Cooperative Education Programs provide senior Career and Technical Education Program students with coordinated on the job training not ordinarily available in the classroom. During the student's senior year, or under unique circumstances as approved by the Department of Education, employers may provide this on the job training in occupations directly related to the Career and Technical Education Program in which the student is enrolled. For the purpose of granting credit during the school year two hours of Cooperative Education Work Experience shall equal one hour of instructional time. In a summer Cooperative Education Work Experience Program one half unit of credit shall be granted and shall be counted toward the units of credit necessary for graduation.
- 3.2 In order to qualify for Career and Technical Education funding units the Career and Technical Education Program Teacher or Career Guidance Counselor shall be provided with a full class period, each day, for every fifteen (15) students enrolled in the Cooperative Education Work Experience Program in order to make at least quarterly visits to the student's place of employment to ensure coordination between the classroom and the on the job experience.
- 3.3 In order to qualify for career and technical education funding units the school shall have on file, for each student; a training agreement that includes training objectives and is signed by a parent, guardian or Relative Caregiver, the employer, the student and a representative of the district or charter school. A State Work Permit for Minors in accordance with State Department of Labor regulations shall also be on file.
- 3.4 Students whose education is guided by an Individualized Education Program (IEP), or a Section 504 or ADA accommodation plan, may participate in Cooperative Education programs without senior year status if

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approved by the IEP or multidisciplinary team responsible for the plan in consultation with the Career and Technical Education Teacher Coordinator.

**3.5** In order to qualify for career and technical education funding units the students shall:

- 3.5.1** Possess minimum occupational competencies specified by the Career and Technical Education Teacher Coordinator before being placed in cooperative employment;
- 3.5.2** Be in their senior year or otherwise approved pursuant to 3.4;
- 3.5.3** Be in a Cooperative Education Work Experience Program that relates directly to the student's current or completed Career and Technical Education pathway;
- 3.5.4** Meet the requirements of 3.1 through 3.4; and
- 3.5.5** Be supervised through on site visits by an assigned Career and Technical Education Program Teacher Coordinator or Career Guidance Counselor.

**2 DE Reg. 111 (07/01/98)**

**6 DE Reg. 955 (02/01/03)**

**9 DE Reg. 1070 (01/01/06)**

**12 DE Reg. 439 (10/01/08)**

**12 DE Reg. 936 (01/01/09)**

**4.0 Diversified Occupations Programs**

- 4.1** Diversified Occupations Programs provide students with coordinated on the job training not ordinarily available in the classroom. During the student's junior or senior year or under unique circumstances as approved by the Department of Education, employers provide this on the job training. For the purpose of granting credit during the school year, two hours of work experience in a Diversified Occupations Work Experience Program shall equal one hour of instructional time. In a summer Diversified Occupations Work Experience Program one half unit of credit shall be granted and that credit shall be counted toward the units of credit necessary for graduation.
- 4.2** In order to qualify for career and technical education funding units a Career Technical Education Program Teacher or Career Guidance Counselor shall be provided with a full class period, each day, for every fifteen (15) students enrolled in the Diversified Occupations Work Experience Program in order to make at least quarterly on site visits to the student's place of employment to ensure coordination between the classroom and the on the job experience.
- 4.3** In order to qualify for career and technical education funding units the school shall have on file, for each student; a training agreement that includes training objectives and is signed by a parent, guardian or Relative Caregiver, the employer, the student and a representative of the district or charter school. A State Work Permit for Minors in accordance with State Department of Labor regulations shall also be on file.
- 4.4** Students whose education is guided by an Individualized Education Program (IEP), or a Section 504 or ADA accommodation plan, may participate in Diversified Occupations programs without junior or senior year status if approved by the IEP or multidisciplinary team responsible for the plan in consultation with the Career and Technical Education Teacher Coordinator.
- 4.5** In order to qualify for career and technical education funding units the students shall possess minimum readiness competencies as specified by the Career Technical Education Program Teacher Coordinator before being placed in a Diversified Occupations Work Experience Program employment situation, meet the requirements of 4.1 through 4.4 and be actively enrolled in a Diversified Occupations Work Experience Program that meets for at least one class period per week.

**2 DE Reg. 111 (07/01/98)**

**6 DE Reg. 955 (02/01/03)**

**9 DE Reg. 1070 (01/01/06)**

**12 DE Reg. 439 (10/01/08)**

**12 DE Reg. 936 (01/01/09)**

**15 DE Reg. 1147 (02/01/12)**

## Appendix B



# TITLE 14 EDUCATION DELAWARE ADMINISTRATIVE CODE

## Curriculum and Instruction

### 505 High School Graduation Requirements and Diplomas

#### 1.0 Definitions:

**"Advisement"** means a documented process that engages students in ongoing discussion and planning with school staff to identify their personal talents and interests and plan their career goals accordingly.

**"Career Pathway"** means the three (3) credits of pre planned and sequential courses required for graduation designed to develop knowledge and skills in a particular career or academic area. The Career Pathway shall be included in the Student Success Plan.

**"Core Course Credit"** means a credit in an English Language Arts, Mathematics, Science or Social Studies course.

**"Credit"** means the acquisition of skills and knowledge at a satisfactory level as determined by the district and charter school boards through 135 hours (a Carnegie Unit) of actual classroom instruction, which may include various methods of delivery or through locally approved options contained in Section 8.0.

**"Department"** means the Delaware Department of Education.

**"English Language Arts"** means those four components of reading, writing, language, and speaking and listening that are included in the State Content Standards for high school English Language Arts as required in 14 DE Admin. Code 501.

**"Health Education"** means those components that are included in the State Content Standards for high school health education as required in 14 DE Admin. Code 501.

**"High School"** means grades 9 through 12.

**"Mathematics"** means those conceptual categories of number and quantity, algebra, functions, geometry, statistics and probability combined with problem solving, modeling, reasoning, communicating, and making connections that are included in the State Content Standards for high school mathematics as required in 14 DE Admin. Code 501 either through integrated courses or in courses titles such as Algebra I, Algebra II, Geometry, Trigonometry, Pre-Calculus, Calculus, Discrete Mathematics, Statistics, and Probability.

**"Novice-high proficiency level"** means the novice-high level of proficiency of certain skills and knowledge as defined by the American Council for the Teaching of Foreign Languages (ACTFL).

**"Physical Education"** means those components that are included in the State Content Standards for high school physical education as required in 14 DE Admin. Code 501.

**"Program of Study"** means an academic and career plan based on post-secondary goals and comprised of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace.

**"Science"** means those components of the nature of science which include science and engineering practices, matter and its interactions, motion and stability, energy and its effects, waves and their applications, Earth's place in the universe, Earth's systems, Earth and human activity, life structure and processes, ecosystems, heredity, diversity and continuity of living thing, engineering design, and the links among engineering, technology, science, and society that are included in the State Content Standards for high school science as required in 14 DE Admin. Code 501 either through integrated courses or in course titles such as Earth Science, Biology, Chemistry and Physics.

**"Social Studies"** means those components of civics, economics, geography, and history that are included in the State Content Standards for high school social studies as required in 14 DE Admin. Code 501 either through integrated courses or in course titles such as United States History, World History, Geography, Economics, and Civics.

**"Student Success Plan (SSP)"** means a plan encompassing a minimum of five years including one year beyond high school, which sets post-secondary goals for a student based on academic and career interests. The student's plan includes a program of study based on the academic courses, electives, and extracurricular opportunities needed in preparation for immediate entry into the work force and post-secondary education. The plan also includes the support services necessary for the student to graduate from high school.

**"Support Services"** means those educational interventions such as tutoring; extra time before school, in school, or after school; summer school, an extra year(s) of high school or any other strategy to provide student educational assistance.

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**"Student in DSCYF custody"** means a student, who is or was in the custody of the Department of Services for Children, Youth & Their Families ("DSCYF"), pursuant to Chapter 25 of Title 13 of the Delaware Code, for any length of time, during his or her enrollment in high school.

**"World Languages"** means any language other than English that is used by peoples around the world for communicating information and ideas and transmitting its culture(s), including American Sign Language (ASL), Latin and Ancient Greek.

**10 DE Reg. 1802 (06/01/07)**

**12 DE Reg. 934 (01/01/09)**

**14 DE Reg. 555 (12/01/10)**

**18 DE Reg. 127 (08/01/14)**

#### **2.0 Credit Requirements for the Graduation Class of 2011 (Freshman Class of 2007-2008) through the Graduation Class of 2014 (Freshman Class of 2010-2011)**

- 2.1 For the graduating class of 2011, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty two (22) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics; three (3) credits in Science, three (3) credits in Social Studies, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.
  - 2.1.1 Students shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.
  - 2.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.
  - 2.1.3 During the senior year students shall maintain a credit load each semester that earns them at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.
    - 2.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.

**10 DE Reg. 1802 (06/01/07)**

**15 DE Reg. 62 (07/01/11)**

#### **3.0 Credit Requirements Beginning with the Graduation Class of 2015 (Freshman Class of 2011-2012)**

- 3.1 For the graduating class of 2015, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 ½) credits in elective courses.
  - 3.1.1 The student shall complete mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses.
  - 3.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements.
  - 3.1.3 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year.
    - 3.1.3.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.
- 3.2 World Language:
  - 3.2.1 Students may fulfill the two (2) credit World language requirement by either:
    - 3.2.1.1 Earning a minimum of two (2) World Language credits in the same language or,
    - 3.2.1.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive communication, reading and writing, that uses the levels of proficiency as identified by the

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American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

- 3.2.2 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school between and including October 1<sup>st</sup> of the 11<sup>th</sup> grade year and September 30<sup>th</sup> of the 12<sup>th</sup> grade year with one (1) World Language credit from a previous school shall be required to earn the second credit in that language unless the language is not offered at the enrolling school. In such case, the student shall earn one (1) credit in an additional language for a total of two (2) credits or pursue available options in 8.0 to earn the second credit of the original language.
- 3.2.3 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school between and including October 1<sup>st</sup> of the 11<sup>th</sup> grade year and September 30<sup>th</sup> of the 12<sup>th</sup> grade year with no World Language credits, shall be required to earn at least one (1) World Language credit prior to graduation. Provided further, the minimum twenty-four (24) total credits outlined in this section shall still be met, or any other credit requirements pursuant to 7.1.
- 3.2.4 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school on or after October 1<sup>st</sup> of the 12<sup>th</sup> grade year, the World Language requirement shall be waived. Provided further, the minimum twenty-four (24) total credits outlined in this section shall still be met, or any other credit requirements pursuant to 7.1.
- 3.2.5 Any student transferring between Delaware public schools with one (1) World Language credit from a previous school shall be required to earn the second credit in that language unless the language is not offered at the enrolling school. In such case, the student shall pursue available options in 8.0 to earn the second credit of the original language students or earn one (1) credit in an additional language for a total of two (2) credits.

**10 DE Reg. 1802 (06/01/07)**

**12 DE Reg. 934 (01/01/09)**

**15 DE Reg. 62 (07/01/11)**

**18 DE Reg. 127 (08/01/14)**

**4.0 Credit Requirements Beginning with the Graduation Class of 2016 (Freshman Class of 2012-2013)**

- 4.1 Beginning with the graduating class of 2016, a public school student shall be granted a State of Delaware Diploma when such student has successfully completed a minimum of twenty four (24) credits in order to graduate including: four (4) credits in English Language Arts, four (4) credits in Mathematics, three (3) credits in Science, three (3) credits in Social Studies, two (2) credits in a World Language, one (1) credit in physical education, one half (1/2) credit in health education, three (3) credits in a Career Pathway, and three and one half (3 1/2) credits in elective courses.
  - 4.1.1 The student shall earn credit upon completion of mathematics course work that includes no less than the equivalent of the traditional requirements of Geometry, Algebra I and Algebra II courses. The student shall complete an Algebra II or Integrated Mathematics III course as one of the Mathematics credits.
  - 4.1.2 Scientific investigations related to the State Science Standards shall be included in all three science course requirements. The student shall complete a Biology course as one of the Science credits.
  - 4.1.3 The student shall complete a U. S. History course as one of the Social Studies credits.
  - 4.1.4 During the senior year the student shall maintain a credit load each semester that earns the student at least a majority of credits that could be taken that semester. A credit in Mathematics shall be earned during the senior year. Further provided, a student participating in a dual enrollment course or dual credit course, as defined in 14 DE Admin. Code 506 Policies for Dual Enrollment and Awarding Dual Credit, shall be considered to be meeting the majority of credits, as long as a credit in Mathematics is earned during the senior year.
    - 4.1.4.1 Senior year credits shall include regular high school course offerings, the options available in 8.0, or a combination of both.
- 4.2 World Language:
  - 4.2.1 Students may fulfill the two (2) credit World language requirement by either:
    - 4.2.1.1 Earning a minimum of two (2) World Language credits in the same language or,
    - 4.2.1.2 Demonstrating Novice-high or higher proficiency level on a nationally recognized assessment of language proficiency, except English, in the skill areas of oral or signed expressive and receptive



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communication, reading and writing, that uses the levels of proficiency as identified by the American Council for the Teaching of Foreign Language, or as approved for use by the Delaware Department of Education.

- 4.2.2 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school between and including October 1<sup>st</sup> of the 11<sup>th</sup> grade year and September 30<sup>th</sup> of the 12<sup>th</sup> grade year with one (1) World Language credit from a previous school shall be required to earn the second credit in that language unless the language is not offered at the enrolling school. In such case, the student shall earn one (1) credit in an additional language for a total of two (2) credits or pursue available options in 8.0 to earn the second credit of the original language.
- 4.2.3 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school between and including October 1<sup>st</sup> of the 11<sup>th</sup> grade year and September 30<sup>th</sup> of the 12<sup>th</sup> grade year with no World Language credits, shall be required to earn at least one (1) World Language credit prior to graduation. Provided further, the minimum twenty-four (24) total credits outlined in this section shall still be met, or any other credit requirements pursuant to 7.1.
- 4.2.4 Any student enrolling in a Delaware public high school from an out-of-state school or nonpublic Delaware high school on or after October 1<sup>st</sup> of the 12<sup>th</sup> grade year, the World Language requirement shall be waived. Provided further, the minimum twenty-four (24) total credits outlined in this section shall still be met, or any other credit requirements pursuant to 7.1.
- 4.2.5 Any student transferring between Delaware public schools with one (1) World Language credit from a previous school shall be required to earn the second credit in that language unless the language is not offered at the enrolling school. In such case, the student shall pursue available options in 8.0 to earn the second credit of the original language or earn one (1) credit in an additional language for a total of two (2) credits.

**15 DE Reg. 62 (07/01/11)**

**18 DE Reg. 127 (08/01/14)**

#### **5.0 Student Success Planning (Personalizing the School Experience Through Advisement)**

- 5.1 Every eighth through twelfth grade student shall have a Student Success Plan (SSP) developed by the student, the student's advisor, and the student's parent(s), guardian(s) or relative caregiver. For a student with an Individualized Education Program (IEP) the Student Success Plan (SSP) shall also incorporate the other aspects of the transition plan required by **14 DE Admin. Code 925**.
- 5.2 Each local school district and charter school shall establish an advisement process for developing Student Success Plans which includes the student, the student's advisor, and the student's parent(s), guardian(s) or relative caregiver. The advisement process shall include:
  - 5.2.1 Setting learning goals for the student based on academic and career interests and identifying required skills needed, as well as the student's program of study aligned to the student's secondary and post-secondary goals;
  - 5.2.2 Actively monitoring student progress in the Student Success Plan through conferences held with the student and student's advisor to discuss educational progress and career planning toward life goals on an ongoing basis and, at a minimum, at least once in each marking period;
  - 5.2.3 Annual review and update of the Student Success Plan by the student, the student's advisor, the student's parent(s) guardian(s) or relative caregiver and others as appropriate to assure alignment of educational progress and career planning toward life goals by the end of each school year;
  - 5.2.4 Providing support services if a student is in danger of failing a course or is not on track toward completing the entry requirements for his or her post-secondary goals as stated in the SSP; and
  - 5.2.5 Following the guidelines for Career and Technical Education (CTE) programs of study outlined in the State Plan for Career and Technical Education;
  - 5.2.6 Reviewing each student's transcript at the end of the first and second year, and beginning in the 2014-15 school year, at the end of the first, second and third year of high school to determine if the student is on track to graduate based on the following criteria:
    - 5.2.6.1 At the end of the first year of high school the student has earned at least four (4) core course credits and two (2) other course credits for a total of six (6) course credits;

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- 5.2.6.2 At the end of the second year of high school the student has earned at least eight (8) core course credits and four (4) other course credits for a total of twelve (12) course credits; and
- 5.2.6.3 At the end of the third year of high school the student has earned at least eleven (11) core course credits and seven (7) other course credits for a total of eighteen (18) course credits.
- 5.2.6.4 For a student with an Individualized Education Program (IEP), on track to graduate shall be consistent with 5.2.6.1, 5.2.6.2 and 5.2.6.3 unless otherwise determined by the student's IEP Team.

**10 DE Reg. 1802 (06/01/07)**

**12 DE Reg. 934 (01/01/09)**

**15 DE Reg. 62 (07/01/11)**

**18 DE Reg. 127 (08/01/14)**

**6.0 Career Pathway**

Local school districts and charter school boards shall establish policies concerning the purpose, content, development, and approval of Career Pathways.

**10 DE Reg. 1802 (06/01/07)**

**7.0 Additional Credit Requirements**

District and charter school boards may establish additional credit requirements for graduation above the minimum number of credits required by the Department.

**10 DE Reg. 1802 (06/01/07)**

**8.0 Options for Awarding Credit Toward High School Graduation**

- 8.1 District and charter school boards are authorized to award credit toward high school graduation for the following activities, on the condition that the activities incorporate any applicable state content standards. Before awarding credit for any of the following activities, the districts and charter school boards shall have adopted a policy approving the activity for credit and establishing any specific conditions for the award of credit for the activity. Such policy shall be applicable to each school within the district or each charter high school.

- 8.1.1 Courses taken at or through an accredited community college, two or four year college.
- 8.1.2 Voluntary community service as defined in 14 Del.C. §§8901A and 8902A.
- 8.1.3 Supervised work experience in the school and the community which meets the educational objectives or special career interest of the individual student.
- 8.1.4 Independent study.
- 8.1.5 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video.
- 8.1.6 High school courses taken while in the middle school in conjunction with an articulated agreement between the district middle school and the district high school(s). Such credit shall also transfer to a high school in another district or to a charter school.
- 8.1.7 Course credit transferred from another high school.
- 8.1.8 Course credit earned through summer or evening school classes, as a member of the military service or as part of the James H. Groves Adult High School.
- 8.1.9 Tutoring programs taught by a teacher certified in the subject being taught.
- 8.1.10 Course credit awarded by agencies or instrumentalities of the state other than public schools which provide educational services to students. A description of the program provided to the student, grades given, and the number of clock hours of instruction or a demonstration of competency must be provided to the school district or charter school prior to receipt of credit.

**18 DE Reg. 127 (08/01/14)**

**9.0 High School Diplomas and the Certificate of Performance**

- 9.1 A State sanctioned diploma shall be granted to students who meet the state and local district or charter school requirements for graduation pursuant to 14 Del.C. §152.

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- 9.2 A State sanctioned Certificate of Performance shall be granted to students who meet the requirements of 14 Del.C. §152.
- 9.3 Diplomas from one school year shall not be issued after September 15 of the next school year.
- 9.4 Duplicate diplomas or certificates of performance will not be issued, but legitimate requests for validation of the diploma or the certificate of performance will be satisfied through a letter of certification. Requests for diploma information from graduates of Delaware high schools should be directed to the high school the student was attending at the time of graduation. If the school does not have the records then the student should contact the Department in Dover for a notarized letter of certification that contains the name of the applicant, the name of the school, the date of graduation, and the diploma registry number (if available).
- 9.5 State High School Diploma for World War II Veterans Pursuant to 14 Del.C. §159
  - 9.5.1 "World War II Veteran" means any veteran who performed wartime service between December 7, 1941 and December 31, 1946. If the veteran was in the service on December 31, 1946, continuous service before July 16, 1947 is considered World War II.
  - 9.5.2 The Department shall provide a high school diploma to any World War II veteran who:
    - 9.5.2.1 Left a Delaware high school prior to graduation in order to serve in the armed forces of the United States.
    - 9.5.2.2 Did not receive a high school diploma, or received a G.E.D., as a consequence of such service and,
    - 9.5.2.3 Was discharged from the armed forces under honorable circumstances.
  - 9.5.3 The diploma may also be awarded posthumously if the deceased veteran meets the qualifications in 9.5.2.1 through 9.5.2.3.
  - 9.5.4 Applications for this high school diploma shall be made on forms designated by the Department and the Delaware Commission of Veterans Affairs and shall have a copy of the candidate's honorable discharge papers attached to the application.

**4 DE Reg. 995 (12/01/00)**

**5 DE Reg. 625 (09/01/01)**

**7 DE Reg. 1344 (04/01/04)**

**10 DE Reg. 547 (09/01/06)**

**12 DE Reg. 934 (01/01/09)**

**15 DE Reg. 62 (07/01/11)**

**18 DE Reg. 127 (08/01/14)**

**10.0 Exceptions for Students in DSCYF Custody**

- 10.1 A student in DSCYF custody who transfers into a district or charter school shall be permitted to graduate based on the successful completion of the Department's graduation requirements as defined in this regulation in lieu of the district's or charter school's specific requirements permitted by 7.1.
- 10.2 When a student in DSCYF custody transfers into a district or charter school, the district or charter school shall use policies developed pursuant to Section 8.1 to review the student's prior transcript and award values for credit earned through:
  - 10.2.1 Distance learning courses. These courses may be delivered by the teacher to the learner in real time, online or by video;
  - 10.2.2 Courses completed in mental health or rehabilitative facilities;
  - 10.2.3 Courses completed in other districts or charter schools that use a different standard of awarding credits; or
  - 10.2.4 Any other means as approved by the Chief School Officer of the district or charter school in accordance with policy and the law.

**18 DE Reg. 127 (08/01/14)**

## Appendix C

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### 1500 Professional Standards Board (Licensure, Certification and Professional Development)

#### 1598 Delaware Professional Development Standards

##### 1.0 Content

- 1.1 Learning Forward, formerly known as the National Staff Development Council, adopted updated Standards for Professional Learning that connect professional learning and student learning. The standards acknowledge that all educators have a responsibility to learn in order to improve student performance.
- 1.2 In accordance with 14 Del.C. §1205(b), the *Standards For Professional Learning* (Learning Forward, 2011) are hereby incorporated by reference and adopted as Delaware's Professional Development Standards. Learning Forward's Standards shall serve as the foundation for professional development for all Delaware educators, and as indicators that guide the learning, facilitation, implementation, and evaluation of professional learning. The standards make explicit that the purpose of professional development is for educators to develop the knowledge, skills, practices, and dispositions they need to help students perform at higher levels.
- 1.3 A summary of the Standards is set forth within. In-depth descriptions, contextual explanations, examples and more specific criteria and guidance are provided in the complete set of standards as published in *Standards For Professional Learning* (Learning Forward, 2011).

**15 DE Reg. 1599 (05/01/12)**

##### 2.0 Prerequisites for Professional Learning

- 2.1 The following prerequisites are fundamental, necessary for effective learning, and reside where professional learning intersects with professional ethics:
- 2.2 An Educator's commitment to all students is the foundation of effective professional learning.
- 2.3 Each educator involved in professional learning comes to the experience ready to learn.
- 2.4 Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.
- 2.5 Like all learners, educators learn in different ways and at different rates.

**15 DE Reg. 1599 (05/01/12)**

##### 3.0 Learning Communities

- 3.1 Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- 3.2 Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals.
- 3.3 Learning communities convene regularly and frequently during the workday to engage in collaborative professional learning to strengthen their practice and increase student results.
- 3.4 Learning community members are accountable to one another to achieve the shared goals of the school and school system and work in transparent, authentic settings that support their improvement.

**15 DE Reg. 1599 (05/01/12)**

##### 4.0 Leadership

- 4.1 Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- 4.2 Leaders throughout the pre-K-12 education community recognize effective professional learning as a key strategy for supporting significant school and school system improvements to increase results for all students.
- 4.3 Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for professional learning, provide support systems, and distribute leadership and responsibility for professional learning effectiveness and results.

**15 DE Reg. 1599 (05/01/12)**

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**5.0 Resources**

- 5.1 Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- 5.2 Effective professional learning requires human, fiscal, material, technology, and time resources to achieve student learning goals.
- 5.3 How resources are allocated for professional learning can overcome inequities and achieve results for educators and students. The availability and allocation of resources for professional learning affect its quality and results.
- 5.4 Understanding the resources associated with professional learning and actively and accurately tracking them facilitates better decisions about and increased quality and results of professional learning.

**15 DE Reg. 1599 (05/01/12)****6.0 Data**

- 6.1 Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- 6.2 Data from multiple sources enrich decisions about professional learning that leads to increased results for every student. Multiple sources include both quantitative and qualitative data, such as common formative and summative assessments, performance assessments, observations, work samples, performance metrics, portfolios, and self-reports.
- 6.3 The use of multiple sources of data offers a balanced and more comprehensive analysis of student, educator, and system performance than any single type or source of data can.
- 6.4 Thorough analysis and ongoing use are essential for data to inform decisions about professional learning, as is support in the effective analysis and use of data.

**15 DE Reg. 1599 (05/01/12)****7.0 Learning Designs**

- 7.1 Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- 7.2 Integrating theories, research, and models of human learning into the planning and design of professional learning contributes to its effectiveness.
- 7.3 Several factors influence decisions about learning designs, including the goals of the learning, characteristics of the learners, their comfort with the learning process and one another, their familiarity with the content, the magnitude of the expected change, educators' work environment, and resources available to support learning.
- 7.4 The design of professional learning affects its quality and effectiveness.

**15 DE Reg. 1599 (05/01/12)****8.0 Implementation**

- 8.1 Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- 8.2 The primary goals for professional learning are changes in educator practice and increases in student learning. The process occurs over time and requires support for implementation to embed the new learning into practices.
- 8.3 Effective professional learning is achieved by applying findings from change process research to support long-term change in practice by extending learning over time.
- 8.4 Effective professional learning integrates a variety of supports for individuals, teams, and schools.
- 8.5 Constructive feedback and reflection should be integrated in implementation to support continuous improvement in practice that allows educators to move along a continuum from novice to expert through application of their professional learning.

**15 DE Reg. 1599 (05/01/12)**

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**9.0 Outcomes**

- 9.1 Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- 9.2 For all students to learn, educators and professional learning must be held to high standards.
- 9.3 Professional learning that increases results for all students addresses the learning outcomes and performance expectations education systems designate for students and educators.
- 9.4 When the content of professional learning integrates student curriculum and educator performance standards, the link between educator learning and student learning becomes explicit, increasing the likelihood that professional learning contributes to increased student learning.
- 9.5 When systems increase the stakes for students by demanding high, equitable outcomes, the stakes for professional learning increase as well.

**15 DE Reg. 77 (07/01/11)**

**15 DE Reg. 1599 (05/01/12)**

## Appendix D



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### Curriculum and Instruction

#### 502 Alignment of Local School District Curricula to the State Content Standards

##### 1.0 Purpose

The purpose of this regulation is to provide a process through which all Delaware school districts demonstrate the alignment of their local curricula with the State Content Standards in the content areas specified in the 14 DE Admin. Code 501.

17 DE Reg. 916 (03/01/14)

##### 2.0 Definitions

**"Adoption"** means to accept a set of standards as the basis for curriculum and assessment alignment across the state according to a timeline established and disseminated by the Department of Education.

**"Department"** means the Delaware Department of Education.

**"Evidence"** means certification by the district that its curriculum is aligned to the state content standards, which is supported by documentation maintained by the district.

**"Grade Level Expectations"** means the documents created and officially released by the Delaware Department of Education which detail student learning objectives in each content area for kindergarten through grade twelve.

**"Recommended Statewide Uniform Curricula"** means one or more of the following documents: Academic Content Standards, Clarifications, and Grade Level Expectations posted to the Delaware Department of Education website. The Department may update the document(s) based on changes to the State Content Standards in 14 DE Admin. Code 501.

17 DE Reg. 916 (03/01/14)

##### 3.0 Alignment Requirement

All school districts shall provide evidence to the Department that their school district curricula are aligned with the State Content Standards. State Content Standards exist in English Language Arts, Mathematics, Social Studies, Science, World Languages, Visual and Performing Arts, Health, Physical Education, Agriscience, Business Finance and Marketing Education, Technology Education, Skilled and Technical Sciences, and Family and Consumer Sciences. Content standards adopted by the Department in the future shall also be included under this section

12 DE Reg. 216 (08/01/08)

17 DE Reg. 916 (03/01/14)

##### 4.0 Documentation of Curriculum Alignment

4.1 Alignment of school district curricula to the State Content Standards shall be certified annually by the district through an assurance in the consolidated grant application.

4.2 Documentation of alignment of school district curricula shall include: unit plans, lesson plans, and assessments and may be subject to Department review. Included in the documentation shall be a description of the method and level of involvement in the alignment process by building administrators, teachers and specialists.

4.3 Documentation for Agriscience, Business Finance and Marketing Education, Technology Education, Skilled and Technical Sciences, and Family and Consumer Sciences shall follow requirements in 14 DE Admin. Code 525 for Career and Technical Education.

17 DE Reg. 916 (03/01/14)

##### 5.0 Documentation for Specific Student Populations

As part of its documentation, the district shall explain modifications or enhancements to curricula for specific subgroups such as students with disabilities, gifted students, English learners or any other special population of students and certify alignment to the State Content Standards.

17 DE Reg. 916 (03/01/14)

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**6.0 Subsequent Review of Alignment**

Each district shall be required to certify curriculum alignment if there are major changes to a content area in the approved curricula. The district shall only be required to submit documentation of curriculum alignment in the affected content area upon request by the Department. Further, districts may be required to submit documentation of aligned curriculum in the assessed content area or areas which form the basis for any school rating.

**10 DE Reg. 344 (8/1/06)**

**10 DE Reg. 1583 (4/01/07)**

**13 DE Reg. 257 (8/01/09)**

**17 DE Reg. 916 (03/01/14)**

## Appendix E



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## TITLE 14 EDUCATION DELAWARE ADMINISTRATIVE CODE

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### 1500 Professional Standards Board (Licensure, Certification and Professional Development)

#### 1559 Skilled and Technical Sciences Teacher

##### 1.0 Content

- 1.1 This regulation shall apply to the issuance of a Standard Certificate, pursuant to 14 Del.C. §1220(a) for Skilled and Technical Sciences Teacher in a Specific Career Area. This certification is required for grades 9 to 12, and for grades 6 to 8 in a Middle Level school. Certificates issued are in the specific career area and qualified educators may become certified for more than one specific career area, however no general Skilled and Technical Sciences certification exists.
- 1.2 Except as otherwise provided, the requirements set forth in 14 DE Admin. Code 1505 Standard Certificate, including any subsequent amendment or revision thereto, are incorporated herein by reference.

##### 2.0 Definitions

- 2.1 The definitions set forth in 14 DE Admin. Code 1505 Standard Certificate, including any subsequent amendment or revision thereto, are incorporated herein by reference.
- 2.2 The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

**"Career and Technical Education"** is also known as Vocational Education, Vocational Technical Education or Career Technical Education.

**"HVAC"** means Heating, Ventilation, and Air-Conditioning.

**"Nine (9) Career-Related Credits"** means nine (9) college credits or an equivalent number of hours in professional development, technical training or certification, with one (1) credit equating to fifteen (15) hours taken either as part of a degree program or in addition to it, from a regionally accredited college or university, or a professional development provider approved by the employing school district or charter school. These credits may also be earned through a certified or licensed technical training provider or through specified technical training or verification of the equivalent knowledge and training by technical certification as specified in the Department's current Skilled and Technical Sciences Standards in the Specific Career Area Program Certification Requirements (See 14 DE Admin Code 525 Requirements for Career and Technical Education Programs).

**"Six (6) Career and Technical Education Pedagogy Credits"** means six (6) college credits taken either as part of a degree program or in addition to it, from a regionally accredited college or university from the following content areas:

- Methods of Teaching Career and Technical Education I, or Career and Technical Education Materials and Approaches I; and
- Career and Technical Student Organizations, or Career and Technical Education Materials and Approaches II.

**"Specific Career Area"** means a specific career area approved by the Department as a Career Technical Education Program and included in the Department's Skilled and Technical Sciences Standards. Examples include but are not limited to the following: Automotive/Automotive Mechanical Technology/Technician; Autobody/Collision and Repair Technology/Technician; Carpentry/Carpenter; Child Care Provider/Assistant; Cosmetology/Cosmetologist, General; Dental Laboratory Technology/Technician; Electrician; HVAC-R Maintenance Technology; Licensed Practical/Vocational Nurse Training; Mason/Masonry; Medical/Clinical Assistant; Nurse/Nursing Assistant and Patient Care Assistant; Plumbing Technology/Plumber; Sheet Metal Technology/Sheetworking; and Welding Technology/Welder.

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**"Specific Career Area Program Certification Requirements"** means educator requirements necessary to achieve Department approval of the Career Technical Education program. (See 14 DE Admin. Code 525 Requirements for Career and Technical Education Programs).

**"Skilled and Technical Sciences (STS)"** is also known as Trade and Industrial Education, Career and Technical Education, Career Technical Education or Career-Technical Education.

**"Teacher of Trade and Industries"** means a Skilled and Technical Sciences Teacher.

**"Two Years of College or Technical Training"** means a minimum of a high school diploma or its recognized equivalent and the satisfactory completion of any one of the following options in the specific career area of certification (1) an Associate's degree with a major in the specific career area; (2) two years of college majoring in the specific career area with at least 50% of the major courses required for a bachelor's degree satisfactorily completed; (3) a state issued certificate indicating completion of apprenticeship hours and apprentice related training (e.g. journey papers) in the specific career area; (4) completion of four years of sequential Delaware Trade Extension courses in the specific career area; (5) completion of four years of National Center for Construction Education and Research's *Contron* documented training in the specific career area; (6) a 70% or above score on both the written and performance elements of a Delaware Apprentice-related Education Provider's National Center for Construction Education and Research's *Contron*-derived full Apprentice Equivalency test-out covering all Apprentice-related Education years in the specific career area; (7) passage of a State of Delaware Licensing Test in the specific career area, offered through the Division of Professional Regulation; (8) 576 hours of military training in the specific career area; (9) 576 hours post-secondary trade school training in the specific career area; (10) a 70% or above score on both the written and performance teacher tests for the National Occupational Competency Testing Institute in the specific career area; (11) an industry recognized certification of technical competence or journey person status in the specific career area, or (12) DOE approved equivalents of any one of the above including but not limited to equivalents from any combination of the above options.

**"Vocational Trade and Industry Area"** means Skilled and Technical Sciences Area.

**"Work Experience"** means full time employment or work training experience in the specific Skilled and Technical Sciences career area of certification. An educator may substitute an Associate's degree in the specific Skilled and Technical Sciences career area of certification for a maximum of one (1) year of work experience or a Bachelor's degree in the specific Skilled and Technical Sciences career area of certification for a maximum of two (2) years of work experience. The educator may only substitute one degree for a maximum of two years work experience credit and may not use two Associates degrees to equal two years of work experience.

### **3.0 Standard Certificate**

- 3.1 In accordance with 14 Del.C. §1220(a) the Department shall issue a Standard Certificate as a Skilled and Technical Sciences Teacher of a specific career area to an educator who has met the following:
  - 3.1.1 Holds a valid Delaware Initial, Continuing, or Advanced License; or a Limited Standard or Standard Certificate issued by the Department prior to August 31, 2003; and
  - 3.1.2 Has met the requirements as set forth in 14 DE Admin. Code 1505 Standard Certificate, with the exception of the requirement of a Bachelors degree in 3.1.5, including any subsequent amendment or revision thereto; and
  - 3.1.3 Has satisfied the additional requirements in this regulation including holding a Bachelors degree or the completion of education and training equivalent to a Bachelors degree as specified in this regulation.

### **4.0 Educational Requirements**

- An educator shall also have met the following:

  - 4.1 Satisfactorily completed nine (9) Career-Related Credits related to their area of certification and six (6) Career and Technical Education Pedagogy credits; and

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**4.2 Bachelor's Degree:**

Holds a Bachelor's degree from a regionally accredited college or university in any content area; or

**4.3 Equivalent of a Bachelors Degree:**

Acquired the knowledge and training equivalent to a Bachelor's Degree by meeting one of the following:

**4.3.1 Associate's Degree and additional education:**

Holds an Associate's degree in any content area and has met the following criteria:

4.3.1.1 Satisfactorily completed nine (9) college credits in non-duplicated courses taken either as part of a degree program or in addition to it from a regionally accredited college or university in the following content areas:

4.3.1.1.1 Career and Technical Education Pedagogy (6 credits); and

4.3.1.1.2 Special Education (3 credits); and

4.3.1.2 Satisfactorily completed twelve (12) college credits or their equivalent in professional development or technical training in non-duplicated courses taken either as part of a degree program or in addition to it from a regionally accredited college or university or from a technical training or professional development provider in any combination of the following content areas:

4.3.1.2.1 Career and Technical Education Pedagogy

4.3.1.2.2 Education Pedagogy

4.3.1.2.3 Educational Psychology

4.3.1.2.4 Special Education

4.3.1.2.5 Science

4.3.1.2.6 Mathematics

4.3.1.2.7 English

4.3.1.2.8 Computer Literacy

4.3.1.2.9 Social Studies; or

4.3.1.2.10 Education in the specific career area of certification including specifications listed in the Department's specific career area program certification requirements; or;

**4.3.2 Two Years of College or Technical Training and additional education:**

Satisfactorily completed Two Years of College or Technical Training and has met the following criteria:

4.3.2.1 Satisfactorily completed the requirements in 4.3.1.1 and 4.3.1.2; and

4.3.2.2 Satisfactorily completed fifteen (15) college credits in non-duplicated courses taken either as part of a degree program or in addition to it from a regionally accredited college or university, with at least one (1) course in each of the following content areas:

4.3.2.2.1 Science (3 credits)

4.3.2.2.2 Mathematics (3 credits)

4.3.2.2.3 English (3 credits)

4.3.2.2.4 Psychology (3 credits)

4.3.2.2.5 Computer Literacy (3 credits).

**5.0 Experience Requirements**

An educator shall also have met the following:

5.1 Acquired a minimum of six (6) years of work experience, two (2) of which must be within the last five (5) years, in the Skilled and Technical Sciences Specific Career Area of Certification; or

5.2 Acquired a minimum of six (6) years of work experience in the Skilled and Technical Sciences specific career area of certification within any time period and maintained current experience by full-time

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teaching in or direct supervision of the specific career area of certification for a minimum, of two (2) years within the last five (5) years.

**6.0 Professional and Occupational License Requirements**

An educator shall also have met the following:

- 6.1 In skilled or technical sciences occupations where a state license or registration is required by law, all applicants for Skilled and Technical Sciences certification, with the exception of the areas listed in 6.2, shall present a valid and current Delaware license or registration upon application for a Standard Certificate; and
- 6.2 Applicants for Skilled and Technical Sciences certification in the career areas of Electrician, Plumber or HVAC shall present a valid and current Delaware license as part of completing certification requirements, pursuant to 14 Del.C. §1210(f); and
- 6.3 The state license or registration shall be renewed as required by law.

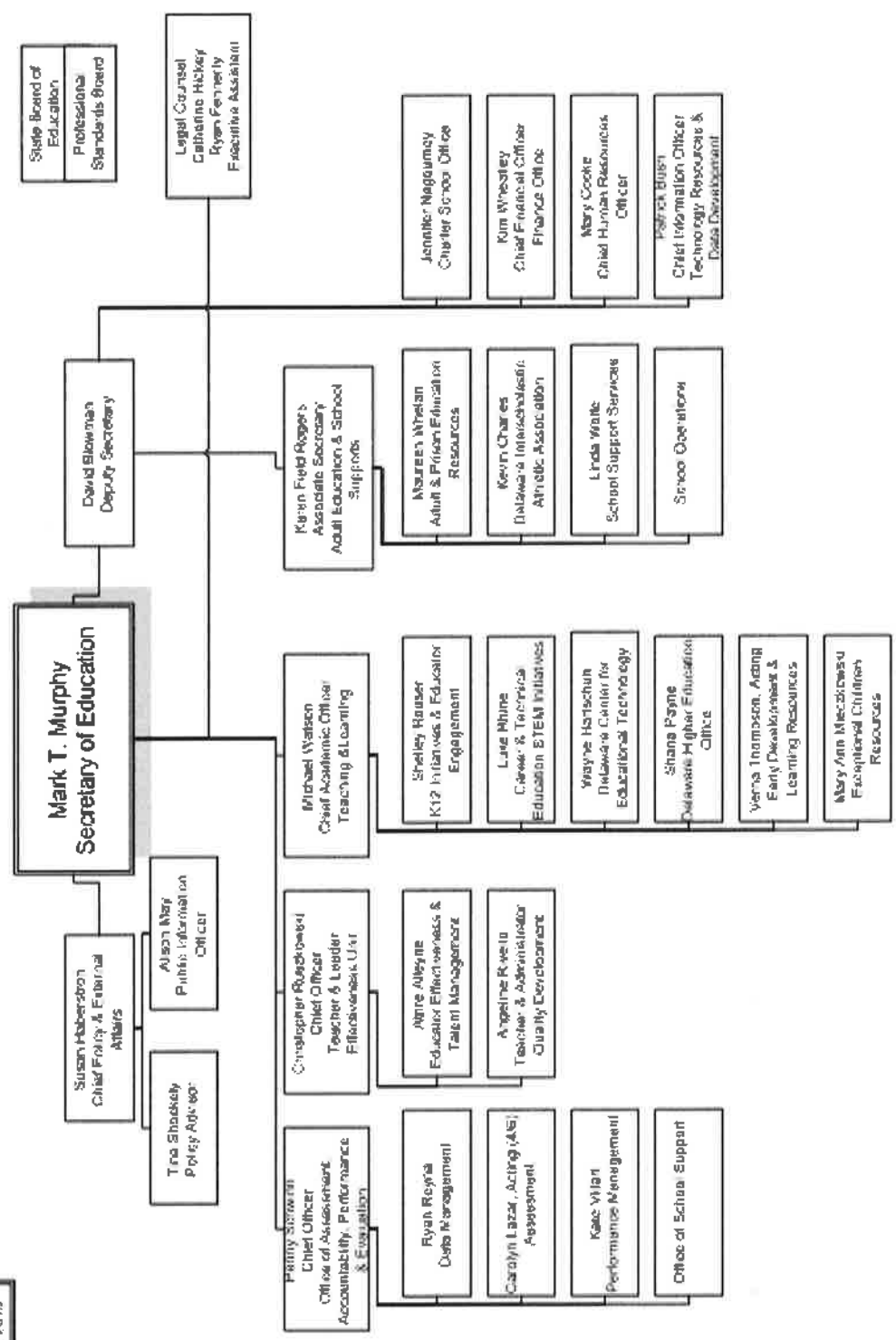
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## Appendix F



0002 Table of  
Organization  
Effective  
March 9, 2015

# DELAWARE DEPARTMENT OF EDUCATION



## Appendix G

# **Delaware Department of Education**

Teaching and Learning Branch  
Career & Technical Education and STEM Office

## **Innovation Grant**

### **Request for Proposals FY 2015**



**Deadline:**  
March 13, 2015

**DDOE point of contact:**

Bart Gill, AgriScience Education Associate  
CTE and STEM Office  
[bart.gill@doe.k12.de.us](mailto:bart.gill@doe.k12.de.us)

**Address applications to:**

Luke Rhine, Director  
CTE and STEM Office  
Delaware Department of Education  
401 Federal Street, Suite 256  
Dover, DE 19901

**REQUEST FOR PROPOSALS (RFP) for  
CTE INNOVATION GRANT  
ISSUED BY DELAWARE DEPARTMENT OF EDUCATION**

**I. Overview**

The State of Delaware Department of Education (DDOE) seeks to award funds through the Reserve Fund under the provisions of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P. L. 109-270 [Section 112 & 135] to eligible recipients for the purpose of implementing and improving Career and Technical Education (CTE) programs of study. This request for proposals ("RFP") is issued pursuant to 29 Del. C. §§ 6981 and 6982.

The proposed schedule of events subject to the RFP is outlined below:

Public Notice	Date: <b>February 6, 2015</b>
Deadline for Questions	Date: <b>February 27, 2015</b>
Deadline for Receipt of Proposals	Date: <b>March 13, 2015</b>
Estimated Notification of Award	Date: <b>March 27, 2015</b>

**Agency:**

The Delaware Department of Education (DDOE), Career & Technical Education (CTE) and STEM Workgroup.

**Basis for Funding:**

The specifications for this RFP are based on the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P. L. 109-270 [Section 112] for Career and Technical Education activities described in [Section 135]. For the list of eligible agencies please see Attachment A— only agencies covered by [Section 112 & 131] of the Act and meet one of the following criteria will be eligible to receive funding:

1. Rural areas;
2. Areas with a high number of career and technical students; or
3. Areas with a high percentage of career and technical students.

There is no limit to the number of applications that an eligible agency may submit. However, if the agency chooses to submit more than one application, the agency must rank each grant application in order of funding priority using the form provided in Attachment B. All grants are competitive and final approval of awards will be determined by the DDOE. DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the agency and plan(s) for sustainability, as well as the agency's rank for each grant application when making decisions about final grant awards.

**Deadline for Submission:**

Proposals must be received by the Delaware Department of Education by **5:00 PM** on or before **March 13, 2015**. Due to the competitive nature of these grants the deadline for applications will not be extended.

**Available Funding:**

Approximately \$500,000— the upper limit for each grant award is listed under each priority area. The number of grant awards will be based upon the competitive process of this RFP and the number of applications received.

**Budget Period:**

October 1, 2014 to September 30, 2015, unless otherwise noted on the Notice of Grant Award. No extensions will be given.

### **Application for Funds:**

Priorities are aligned with Section 135 and the Delaware State Plan for CTE, which includes the following:

**1. Support the implementation of new Delaware state-model CTE Programs of Study (POS). (p. 4)**

Eligible agencies may apply for grant funds to support the implementation of the new Delaware state-model CTE programs of study listed below. The standard grant application for priority one (1) begins on page 8.

- Culinary & Hospitality Management, ProStart– the upper limit for each grant award is \$15,000 (see p. 5).
- Computer Science– the upper limit for each grant award is \$15,000 (see p. 5).
- Engineering, Project Lead The Way– the upper limit for each grant award is \$35,000 to implement a three-credit program and up to \$65,000 to implement a six-credit program (see p. 6)
- Biomedical Sciences, Project Lead The Way– the upper limit for each grant award is \$45,000 (see p. 7)

**2. Enhancement grants for CTE pathways and Delaware state-model CTE Programs of Study (POS). (p. 9)**

Eligible agencies may apply for grant funds to support the transition of an existing pathway to a Delaware state-model CTE program of study listed below. Only eligible agencies listed under each section may apply within this priority area. The standard grant application for priority two (2) begins on page 12.

- Culinary & Hospitality Management, ProStart– the upper limit for each grant award is \$10,000 (see p. 10)
- Engineering, Project Lead The Way– the upper limit for each grant award is \$20,000 or \$40,000 (see p. 11)
- Biomedical Sciences, Project Lead The Way– the upper limit for each grant award is \$20,000 (see p. 11)

**3. Prepare students for further education and career success. (p. 14)**

Eligible agencies may select from the following list of activities and may apply for more than one activity under separate grant applications. The upper limit for each grant award may not exceed \$10,000 per application. Instructional technology may not be purchased under this application unless directly tied to the activity. Should instructional technology be essential to carry-out the activity a fifty percent (50%) non-federal match of funds is required. Preference will be given to applications that have a sustainability plan beyond the grant and/or build the capacity of the agency to offer the services described below over a period of time. The standard grant application for priority three (3) begins on page 15.

- Provide CTE students with academic support services that positively impact program completion rates, graduation rates, or alignment of CTE programs to the Common Core State Standards; or
- Provide CTE students with career guidance and/or academic counseling services that improve transition of CTE students among the learning levels (middle school to high school or high school to continuing education or a career); or
- Build local capacity to administer and/or provide opportunities for CTE students to complete industry recognized certifications/licensure as part of an approved CTE program of study; or
- Build local capacity to offer and/or create opportunities for CTE students to participate in dual enrollment courses as part of an approved CTE program of study.

**4. Provide comprehensive professional development for CTE instructors, faculty, administrators, and counselors. (p. 16)**

Eligible agencies may apply for funds to support professional development activities that relate to a specific CTE program of study and align with Delaware's Professional Development Standards, [14 Del.C. §1598].

Professional development activities for separate participants may be consolidated under a single application and agencies may submit more than one application under this priority. The upper limit for each grant award may not exceed \$10,000 per application. If writing for a grant under another priority area the related professional development must be included in that application. The standard grant application for priority four (4) begins on page 17.

## II. Scope of Work

### **Purpose:**

The purpose of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 is to develop more fully the academic, career, and technical skills of secondary and post-secondary students who elect to enroll in Career and Technical Education programs, by:

- Building on the efforts of states and localities to develop challenging academic and technical standards;
- Assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- Promoting leadership, initial preparation, and professional development;
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction;
- Supporting partnerships among secondary schools, post-secondary institutions, baccalaureate degree granting institutions, and business and industry;
- Linking secondary schools and two-year post-secondary institutions, and if possible, four-year institutions of higher education, through non-duplicative sequences of courses in a career field, the use of articulation agreements, dual enrollment, and career pathways;
- Building student competence in math, science, reading, writing, communications, and career courses (please note that no remedial courses are accepted);
- Increasing state and local flexibility in providing services and activities designed to develop, implement, and improve Career and Technical Education, including career pathways;
- Conducting and disseminating national research and information on best practices that improve Career and Technical Education programs, services and activities; and
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training opportunities, the knowledge and skills needed to keep the U.S. competitive.

Career and Technical Education pathways seamlessly align academic and technical courses to meet the prerequisite expectations of business and industry and ensure that every student has the opportunity to continue their education and seek career success.

### **Project Scope, Overview and Application per Priority Area, and General Requirements:**

#### **A. Scope**

The eligible recipient is required to provide a Career and Technical Education program that is of such size, scope, and quality to bring about improvement in the quality of Career and Technical Education programs.

#### **B. Overview and Application per Priority Area**

##### **\*Priority One (1): Support the implementation of new Delaware state-model CTE Programs of Study (POS).**

Eligible agencies may apply for grant funds to support the implementation of the new Delaware state-model CTE programs of study listed below. Each program of study has a specific application.

### **Directions:**

Below is a brief description of each program of study that is eligible for funding under priority one (1), the upper limit for each grant award, and the minimum requirements to implement the program. Additional detail for all CTE state-model programs of study can be found on the DDOE website at:

[HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016). The standard grant application for priority one (1) begins on page eight (8) after the program descriptions. Applications must be specific to the program of study, address the minimum requirements for each program, and include the information requested in sections A-D of the standard grant application. The application must be accompanied by the required documents listed in Section III, Paragraph A, Minimum Requirements (p.19) and reflect the expectations outlined in Section III, Paragraph B, Proposals (p.20).

- **Culinary & Hospitality Management, ProStart:**

The Career and Technical Education (CTE) program of study (POS) in Culinary & Hospitality Management, ProStart prepares students for further education and careers in hospitality and restaurant management as well as culinary arts. To review and complete the related Delaware Program of Study Proposal for Culinary & Hospitality Management, ProStart please visit the following link:

[HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$15,000 per application.

The applicant must meet the minimum requirements listed below. In order to implement the Culinary & Hospitality Management, ProStart program of study the applicant must:

- Identify an instructional space that meets the needs of the program. A one-time purchase of five (5) additional computers will be permitted through this grant– to be addressed in section A of the grant application;
- Submit the Culinary & Hospitality Management, ProStart program of study proposal to the DDOE for state approval on or before April 30, 2015 – to be addressed in section B of the grant application;
- Support the program instructor to attend the required professional development, see Appendix 1 for more detail– to be addressed in section B of the grant application;
- Form a program advisory committee to support the implementation and evaluation of the program of study– to be addressed in section C of the grant application;
- Submit a budget and budget narrative using the sample budget provided in Appendix 1– to be addressed in section D of the grant application; and
- Respond to sections A-D of the grant application, which includes responses to each numbered subset.

- **Computer Science:**

The Career and Technical Education (CTE) Program of Study (POS) in Computer Science prepares students for further education and careers in information technology and computer science. To review and complete the related Delaware Program of Study Proposal for Computer Science please visit the following link: [HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$15,000 per application. Please note that funds to support the Computer Science program of study will also be available through the CTE Innovation Grant in FY 2016 under priority one (1).

The applicant must meet the minimum requirements listed below. In order to implement the Computer Science program of study the applicant must:

- Identify an instructional space to host the program that is equipped with at least twenty-five (25) desktop stations or laptop computers that can run the software noted in the sample budget, see Appendix 2. Please note that if an applicant does not have the required educational technology they are eligible to work with the ParTech office and should review the related Appendix for more information. A one-time purchase of ten (10) additional computers will be permitted through this grant– to be addressed in section A of the grant application;
  - Submit the Computer Science program of study proposal to the DDOE for state approval on or before April 30, 2015 – to be addressed in section B of the grant application;
  - Support the program instructor to attend the required professional development, see Appendix 2 for more detail – to be addressed in section B of the grant application;
  - Form a program advisory committee to support the implementation and evaluation of the program of study– to be addressed in section C of the grant application;
  - Submit a budget and budget narrative using the sample budget provided in Appendix 2– to be addressed in section D of the grant application; and
  - Respond to sections A-D of the grant application, which includes responses to each numbered subset.
- **Engineering, Project Lead The Way:**  
The Career and Technical Education (CTE) Program of Study (POS) in Engineering, Project Lead The Way prepares students for further education and careers in engineering and engineering technology. To review and complete the related Delaware Program of Study Proposal for Engineering, Project Lead The Way please visit the following link: [HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$35,000 to implement a three-credit program and \$65,000 to implement a six-credit program. Funds will be allocated over the span of three (3) fiscal years in increments of \$20,000– \$10,000– and \$5,000 for three-credit programs and \$35,000– \$20,000– and \$10,000 for six-credit programs. Please note that funds to support new Engineering, Project Lead The Way programs of study will also be available through the CTE Innovation Grant in FY 2016 under priority one (1). Funds to support the continued implementation of Project Lead The Way programs will be made available through the CTE Innovation Grant in FY 2016 under priority two (2). If awarded funds under this priority area in FY 2015, the applicant must submit an application under priority two (2) in the next fiscal year to receive on-going funding.

The applicant must meet the minimum requirements listed below. In order to implement the Engineering, Project Lead The Way program of study the applicant must:

- Identify an instructional space to host the program that is equipped with at least twenty-five (25) desktop stations or laptops that can run the software noted in the sample budget, see Appendix 3a or Appendix 3b. Please note that if an applicant does not have the required educational technology they are eligible to work with the ParTech office and should review the related Appendix for more information. A one-time purchase of ten (10) additional computers will be permitted through this grant– to be addressed in section A of the grant application;
- Submit the Engineering, Project Lead The Way program of study proposal to the DDOE for state approval on or before April 30, 2015 – to be addressed in section B of the grant application;
- Support the program instructor to attend the required professional development, see Appendix 3a or Appendix 3b for more detail – to be addressed in section B of the grant application;



- Submit future grant applications under priority two (2) of this RFP—enhancements grants— in order to be eligible for the continuation of funds— to be addressed in section C of the grant application;
  - Form a program advisory committee to support the implementation and evaluation of the program of study— to be addressed in section C of the grant application;
  - Submit a budget and budget narrative using the sample budget provided in Appendix 3a or Appendix 3b— to be addressed in section D of the grant application; and
  - Respond to sections A-D of the grant application, which includes responses to each numbered subset.
- **Biomedical Sciences, Project Lead The Way:**  
The Career and Technical Education (CTE) Program of Study (POS) in Biomedical Sciences, Project Lead The Way prepares students for further education and careers in health science, biology, science, and biomedical fields. To review and complete the related Delaware Program of Study Proposal for Biomedical Sciences, Project Lead The Way please visit the following link: <HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016>.

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$45,000. Funds will be allocated over the span of three (3) fiscal years in increments of \$30,000— \$10,000— and \$5,000. Please note that funds to support new Biomedical Sciences, Project Lead The Way programs of study will also be available through the CTE Innovation Grant in FY 2016 under priority one (1). Funds to support the continued implementation of Project Lead The Way programs will be made available through the CTE Innovation Grant in FY 2016 under priority two (2). If awarded funds under this priority area in FY 2015, the applicant must submit an application under priority two (2) in the next fiscal year to receive on-going funding.

The applicant must meet the minimum requirements listed below. In order to implement the Biomedical Sciences, Project Lead The Way program of study the applicant must:

- Identify an instructional space to host the program that is equipped with at least twenty-five (25) desktop stations or laptops that can run the software noted in the sample budget, see Appendix 4. Please note that if an applicant does not have the required educational technology they are eligible to work with the ParTech office and should review the related Appendix for more information. A one-time purchase of ten (10) additional computers will be permitted through this grant— to be addressed in section A of the grant application;
- Submit the Biomedical Sciences, Project Lead The Way program of study proposal to the DDOE for state approval on or before April 30, 2015 – to be addressed in section B of the grant application;
- Support the program instructor to attend the required professional development, see Appendix 4 for more detail – to be addressed in section B of the grant application;
- Submit future grant applications under priority two (2) of this RFP—enhancements grants— in order to be eligible for the continuation of funds— to be addressed in section C of the grant application;
- Form a program advisory committee to support the implementation and evaluation of the program of study— to be addressed in section C of the grant application;
- Submit a budget and budget narrative using the sample budget provided in Appendix 4— to be addressed in section D of the grant application; and
- Respond to sections A-D of the grant application, which includes responses to each numbered subset.

**\*Standard Grant Application, Priority One (1):**

Applications must be specific to the program of study, address the minimum requirements for each program, and include the information requested in sections A-D of the standard grant application which can be found below. The application must be accompanied by the required documents listed in Section III, Paragraph A, Minimum Requirements (p.19) and reflect the expectations outlined in Section III, Paragraph B, Proposals (p.20).

**A. Activity description, Need for the Activity and Alignment to Local Education Agency Goals**

1. Address the following:
  - a) Identify an instructional space that meets the minimum requirements;
  - b) How students will be recruited to enroll in the program;
  - c) How students will matriculate through the program to become CTE completers; and
  - d) How the program fits within the culture of the school and local education agency (LEA).
2. Submit a letter of support, with the grant application, from the principal of the school indicating that the school will adopt the state-model program of study in its entirety. The letter should be specific to each program.
3. Submit a letter of support, with the grant application, from the LEA central office indicating commitment to sustaining the program of study in terms of technology, materials of instruction, replacement of consumables materials, upgrades to equipment, and on-going teacher professional development. The letter should be specific to each program.

**B. Plan of Operation, Timeline, and Key Personnel**

Create a chart that addresses how the local education agency will implement the activities listed below. Include the timeline and key personnel associated with each activity. For key personnel include the program instructor(s) (if known), the program contact for the school system, principal of the school where the program will be implemented, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities. Include in the plan of operation a timeline to submit a final grant report.

1. Convene the program advisory committee (PAC);
2. Purchase the materials of instruction to support the implementation of the program, see related Appendices (1-4) for each program to review the sample budget;
3. Ensure that the instructor(s) attend the required professional development provided by DDOE in the summer of 2015, see related Appendices (1-4) for each program to review the professional development schedule;
4. Submit the related CTE state-model program of study proposal to the DDOE for state approval on or before April 30, 2015. Please note that if the proposal is not approvable, funds under this RFP will not be released to the local education agency. All state-model program of study proposals can be found on the DDOE website at: [HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://dedoe.schoolwires.net/page/2016); and
5. Include in the plan of operation a timeline to submit a final grant report.

**C. Evaluation**

Indicate the Perkins Core Indicator(s) of Performance and other performance indicators the LEA has identified that will be positively impacted through the implementation of the program of study.

1. What does the LEA hope to accomplish through the implementation of the program related to the Perkins Core Indicator(s) of Performance?
2. Indicate the current performance level for the indicator(s) listed above.
3. What is the targeted goal for the identified indicator(s) once the program has been fully implemented?

4. What other measurable improvements are expected to occur once the program has been fully implemented?
5. What additional data will be reviewed to indicate that the program has had the intended effects?
6. Describe the extent to which the PAC will be involved in the implementation and continuous improvement of the program.
7. Describe plans to sustain the program. If noted in the program description above and applicable to the goals of the LEA, this should include applying for additional funds for the continued implementation of the program under priority two (2) and/or applying for on-going staff professional development under priority four (4) of this RFP in future fiscal years.

#### **D. Budget and Budget Narrative**

1. Submit the DDOE federal grant budget form, see Appendix 5. Sample budgets for each program of study are included in Appendices (1-4);
2. Provide an itemized budget narrative for all program expenditures. Sample budgets for each program of study are included in Appendices (1-4);
3. Include in the budget and budget narrative, plans for instructor professional development. If the professional development requires travel of more than 50 miles from home and an overnight stay, then the following expenditures are allowable.
  - a) Mileage will be reimbursed at the state rate of \$0.40/mile.
  - b) Meals not provided for at the professional development event will be reimbursed as follows:  
Breakfast: \$10.00; Lunch \$16.00 and Dinner \$20.00.
  - c) Stipends paid to teachers for work performed outside of the regular school day may not exceed \$100/day if being paid with funds from the grant. Substitute fees may not exceed \$100/day if being paid with funds from the grant. If local rates are higher, the receipt may make up the difference using local funds.
4. All expenditures must meet the expectations establish in Paragraph C of this section, General Requirements, see (p. 18) of the RFP for permissive use of funds.

#### **\*Priority Two (2): Enhancement grants for established CTE pathways and Delaware state-model CTE Programs of Study (POS).**

Eligible agencies may apply for grant funds to support the transition of an existing CTE pathway to a Delaware state-model CTE program of study listed below. Only eligible agencies listed under each section may apply within this priority area. Each program of study has a specific application.

#### **Directions:**

Below is a brief description of each program of study that is eligible for funding under priority two (2), the upper limit for each grant award, and the minimum requirements to implement the program. Additional detail for all CTE state-model programs of study can be found on the DDOE website at:

[HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://dedoe.schoolwires.net/page/2016). The standard application for priority two (2) begins on page 12 after the program descriptions. Applications must be specific to the program of study, address the minimum requirements for each program, and include the information requested in sections A-D of the standard grant application. The application must be accompanied by the required documents listed in Section III, Paragraph A, Minimum Requirements (p. 19) and reflect the expectations outlined in Section III, Paragraph B, Proposals (p.20).

- **Enhancement Grant– Culinary & Hospitality Management, ProStart:**

This priority area is reserved for local education agencies that have an existing pathway that uses the ProStart curriculum. This is a one-time grant award to incentivize the transition of an existing pathway to a Delaware state-model CTE program of study. Only those local education agencies that are listed below are eligible to apply under this section:

Local Education Agency	School Site	Maximum Available FY 2015 Funds
Appoquinimink School District	Appoquinimink High School	\$10,000
Appoquinimink School District	Middletown High School	\$10,000
Brandywine School District	Brandywine High School	\$10,000
Brandywine School District	Mt. Pleasant High School	\$10,000
Caesar Rodney School District	Caesar Rodney High School	\$10,000
Cape Henlopen School District	Cape Henlopen High School	\$10,000
Capital School District	Dover High School	\$10,000
Christina School District	Glasgow High School	\$10,000
Colonial School District	William Penn High School	\$10,000
Lake Forest School District	Lake Forest High School	\$10,000
Red Clay Consolidated School District	McKean High School	\$10,000
Seaford School District	Seaford High School	\$10,000

The Career and Technical Education (CTE) program of study (POS) in Culinary & Hospitality Management, ProStart prepares students for further education and careers in hospitality and restaurant management as well as culinary arts. To review and complete the related Delaware Program of Study Proposal for Culinary & Hospitality Management, ProStart please visit the following link:

[HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$10,000 per application.

The applicant must meet the minimum requirements listed below. In order to implement the Culinary & Hospitality Management, ProStart program of study the applicant must:

- Identify an instructional space that provides for the future needs of the program. A one-time purchase of five (5) additional computers will be permitted through this grant– to be addressed in section A of the grant application;
- Submit the Culinary & Hospitality Management, ProStart program of study proposal to the DDOE for state approval on or before April 30, 2015 – to be addressed in section B of the grant application;
- Support the program instructor to attend the required professional development, see [Appendix 1](#) for more detail– to be addressed in section B of the grant application;
- Engage the established program advisory committee to support the transition to the Delaware state-model program of study– to be addressed in section C of the grant application;
- Submit a budget and budget narrative using the sample budget provided in [Appendix 1](#)– to be addressed in section D of the grant application; and
- Respond to sections A-D of the grant application, which includes responses to each numbered subset.

- **Enhancement Grant– Engineering, Project Lead The Way:**

This priority area is reserved for local education agencies that have an existing pathway that uses the Project Lead The Way Engineering curriculum. This is a one-time grant award to incentivize the transition of an existing pathway to a Delaware state-model CTE program of study. Only those local education agencies that are listed below are eligible to apply under this section:

Local Education Agency	School Site	Maximum Available FY 2015 Funds
Indian River School District	Indian River High School	\$20,000
New Castle County Vocational Tech School District	Paul M. Hodgson Voc. Tech. High School	\$40,000
Smyrna School District	Smyrna High School	\$20,000

The Career and Technical Education (CTE) Program of Study (POS) in Engineering, Project Lead The Way prepares students for further education and careers in engineering and engineering technology. To review and complete the related Delaware Program of Study Proposal for Engineering, Project Lead The Way please visit the following link: [HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$20,000 to implement a three-credit program and \$40,000 to implement a six-credit program.

The applicant must meet the minimum requirements listed below. In order to implement the Engineering, Project Lead The Way program of study the applicant must:

- Identify an instructional space to host the program that is equipped with at least twenty-five (25) desktop stations or laptops that can run the software noted in the sample budget, see Appendix 3. Please note that if an applicant does not have the required educational technology they are eligible to work with the ParTech office and should review the related Appendix for more information. A one-time purchase of ten (10) additional computers will be permitted through this grant– to be addressed in section A of the grant application;
  - Submit the Engineering, Project Lead The Way program of study proposal to the DDOE for state approval on or before April 30, 2015 – to be addressed in section B of the grant application;
  - Support the program instructor to attend the required professional development, see [Appendix 3a](#) or [Appendix 3b](#) for more detail – to be addressed in section B of the grant application;
  - Engage the established program advisory committee to support the transition to the Delaware state-model program of study– to be addressed in section C of the grant application;
  - Submit a budget and budget narrative using the sample budget provided in [Appendix 3a](#) or [Appendix 3b](#)– to be addressed in section D of the grant application; and
  - Respond to sections A-D of the grant application, which includes responses to each numbered subset.
- **Enhancement Grant– Biomedical Sciences, Project Lead The Way:**
- This priority area is reserved for local education agencies that have an existing pathway that uses the Project Lead The Way Biomedical Science curriculum. This is a one-time grant award to incentivize the transition of an existing CTE pathway to a Delaware state-model CTE program of study. Only those local education agencies that are listed below are eligible to apply under this section:

Local Education Agency	School Site	Maximum Available FY 2015 Funds
Red Clay Consolidated School District	Conrad Schools of Science	\$20,000

The Career and Technical Education (CTE) Program of Study (POS) in Biomedical Sciences, Project Lead The Way prepares students for further education and careers in health science, biology, science, and biomedical fields. To review and complete the related Delaware Program of Study Proposal for Biomedical Sciences, Project Lead The Way please visit the following link: [HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).

The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. The upper limit for each grant award is \$20,000 per application.

The applicant must meet the minimum requirements listed below. In order to implement the Biomedical Sciences, Project Lead The Way program of study the applicant must:

- Identify an instructional space to host the program that is equipped with at least twenty-five (25) desktop stations or laptops that can run the software noted in the sample budget, see [Appendix 4](#). Please note that if an applicant does not have the required educational technology they are eligible to work with the ParTech office and should review the related Appendix for more information. A one-time purchase of ten (10) additional computers will be permitted through this grant– to be addressed in section A of the grant application;
- Submit the Biomedical Sciences, Project Lead The Way program of study proposal to the DDOE for state approval on or before April 30, 2015 and that if the proposal is not approvable, funds under this RFP will not be released– to be addressed in section B of the grant application;
- Support the program instructor to attend the required professional development, see [Appendix 4](#) for more detail – to be addressed in section B of the grant application;
- Engage the established program advisory committee to support the transition to the Delaware state-model program of study– to be addressed in section C of the grant application;
- Submit a budget and budget narrative using the sample budget provided in [Appendix 4](#)– to be addressed in section D of the grant application; and
- Respond to sections A-D of the grant application, which includes responses to each numbered subset.

**\*Standard Grant Application, Priority Two (2):**

Applications must be specific to the program of study, address the minimum requirements for each program, and include the information requested in sections A-D of the standard grant application which can be found below. The application must be accompanied by the required documents listed in Section III, Paragraph A, Minimum Requirements (p. 19) and reflect the expectations outlined in Section III, Paragraph B, Proposals (p.20).

**A. Activity description, Need for the Activity and Alignment to Local Education Agency Goals**

1. Address the following:
  - a) How the instructional space will support the future needs of the state-model program;
  - b) How the local education agency will transition to the state-model program;
  - c) How the LEA plans to engage the program advisory committee to support the transition;
  - d) How students enroll and matriculate through the program to be CTE completers;

- e) If applying for a PLTW program— what professional development have staff previously attended and their areas of certification;
  - f) If applying for a PLTW program— has the school registered with PLTW; have teachers and students registered on the PLTW learning management system; have students completed end-of-course assessments; and
  - g) How the program fits within the culture of the school and LEA.
2. Submit a letter of support, with the grant application, from the principal of the school indicating that the school will adopt the state-model program of study in its entirety. The letter should be specific to each program.
  3. Submit a letter of support, with the grant application, from the LEA central office indicating commitment to sustaining the program of study in terms of technology, materials of instruction, replacement of consumables materials, upgrades to equipment, and on-going teacher professional development. The letter should be specific to each program.

#### **B. Plan of Operation, Timeline, and Key Personnel**

Create a chart that addresses how the local education agency will implement the activities listed below. Include the timeline and key personnel associated with each activity. For key personnel include the program instructor(s) (if known), the program contact for the school system, principal of the school where the program will be implemented, and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities. Include in the plan of operation a timeline to submit a final grant report.

1. Convene the program advisory committee (PAC);
2. Inventory existing equipment and purchase the materials of instruction to support the implementation of the program, see related Appendices (1-4) for each program to review the sample budget;
3. Ensure that the instructor(s) attend the required professional development provided by DDOE in the summer of 2015, see related Appendices (1-4) for each program to review the professional development schedule;
4. Submit the related CTE state-model program of study proposal to the DDOE for state approval on or before April 30, 2015. Please note that if the proposal is not approvable, funds under this RFP will not be released to the local education agency. All state-model program of study proposals can be found on the DDOE website at: [HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016); and
5. Include in the plan of operation a timeline to submit a final grant report.

#### **C. Evaluation**

Indicate the Perkins Core Indicator(s) of Performance and other performance indicators the LEA has identified that will be positively impacted through the implementation of the program of study.

1. What does the LEA hope to accomplish through the implementation of the program related to the Perkins Core Indicator(s) of Performance?
2. Indicate the current performance level for the indicator(s) listed above.
3. What is the targeted goal for the identified indicator(s) once the program has been fully implemented?
4. What other measurable improvements are expected to occur once the program has been fully implemented?
5. What additional data will be reviewed to indicate that the program has had the intended effects?
6. Describe the extent to which the PAC will be involved in the continuous improvement of the program.
7. Describe plans to sustain the program.

#### **D. Budget and Budget Narrative**

1. Submit the DDOE federal grant budget form, see Appendix 5. Sample budgets for each program of study are included in Appendices (1-4);
2. Provide an itemized budget narrative for all program expenditures. Sample budgets for each program of study are included in Appendices (1-4);
3. Include in the budget and budget narrative, plans for instructor professional development. If the professional development requires travel of more than 50 miles from home and an overnight stay, then the following expenditures are allowable.
  - a) Mileage will be reimbursed at the state rate of \$0.40/mile.
  - b) Meals **not** provided for at the professional development event will be reimbursed as follows:  
Breakfast: \$10.00; Lunch \$16.00 and Dinner \$20.00.
  - c) Stipends paid to teachers for work performed outside of the regular school day may not exceed \$100/day if being paid with funds from the grant. Substitute fees may not exceed \$100/day if being paid with funds from the grant. If local rates are higher, the recipient may make up the difference using local funds.
4. All expenditures must meet the expectations establish in Paragraph C of this section, General Requirements, see (p. 18) of the RFP for permissive use of funds.

#### **\*Priority Three (3): Prepare students for further education and career success.**

Eligible agencies may select from the following list of activities and may apply for more than one activity under separate grant applications. The upper limit for each grant award may not exceed \$10,000 per application. Instructional technology may not be purchased under this application unless directly tied to the activity. Should instructional technology be essential to carry-out the activity a fifty percent (50%) non-federal match of funds is required. Preference will be given to applications that have a sustainability plan beyond the grant and/or build the capacity of the agency to offer the services described below over a period of time.

- Provide CTE students with academic support services that positively impact program completion rates, graduation rates, or alignment of CTE programs to the Common Core State Standards; or
- Provide CTE students with career guidance and/or academic counseling services that improve transition of CTE students among the learning levels (middle school to high school or high school to continuing education or a career); or
- Build local capacity to administer and/or provide opportunities for CTE students to complete industry recognized certifications/licensures as part of an approved CTE program of study; or
- Build local capacity to offer and/or create opportunities for CTE students to participate in dual enrollment courses as part of an approved CTE program of study.

There is no minimum or maximum number of grant awards to be funded under this priority. The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. Please note that funds to support this priority area will be available through the CTE Innovation Grant in FY 2016.

The applicant must meet the minimum requirements listed below and have a sustainability plan beyond the grant and/or build the capacity of the agency to offer the services described in this priority area over a period of time. The applicant must:

- Demonstrate a clear need to support the activity. Applicants acknowledges that successful work under this priority area will be shared with the Delaware CTE community through peer collaboration and technical



assistance to support other local education agencies engage in the same or similar processes– to be addressed in section A of the grant application;

- Submit semi-annual and annual grant reports to the DDOE. Applicants acknowledge that if significant progress has not been made to accomplish the goals of the application, funds under this RFP may not be released and/or unspent funds will be returned to the DOE– to be addressed in section B of the grant application;
- Demonstrate how the activity can be sustained and/or how the capacity of the agency to offer the services described in this priority area will increase over a period of time– to be addressed in section C of the grant application;
- Submit a budget and budget narrative– to be addressed in section D of the grant application; and
- Respond to sections A-D listed below, which includes responses to each numbered subset.

**\*Standard Grant Application, Priority Three (3):**

Applications must address the minimum requirements and include the information requested in sections A-D of the standard grant application which can be found below. The application must be accompanied by the required documents listed in Section III, Paragraph A, Minimum Requirements (p.19) and reflect the expectations outlined in Section III, Paragraph B, Proposals (p.20).

**A. Activity description, Need for the Activity and Alignment to Local Education Agency Goals**

1. Address the following:
  - a) Identify and describe the activity from the above list that will be implemented;
  - b) Explain the need for the activity; and
  - c) How the activity supports the culture of the school and LEA.
2. If the activity exists at the school level, submit a letter of support, with the grant application, from the principal of the school indicating support for the activity.
3. If the activity exists at the school system level, submit a letter of support, with the grant application, from the LEA central office indicating commitment to the activity.

**B. Plan of Operation, Timeline, and Key Personnel**

Create a chart that addresses how the LEA will implement the activity. Include the timeline and key personnel associated with the activity. For key personnel include the program contact for the school system, principal of the school where the activity will be implemented (if applicable), and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities. Include in the plan of operation a timeline to submit semi-annual and annual grant reports.

**C. Evaluation**

Indicate the Perkins Core Indicator(s) of Performance and other performance indicators the LEA has identified that will be positively impacted through the activity.

1. What does the LEA hope to accomplish through the activity related to the Perkins Core Indicator(s) of Performance?
2. Indicate the current performance level for the indicator(s) listed above.
3. What is the targeted goal for the identified indicator(s) to occur as a result of the activity?
4. What other measurable improvements are expected to occur as a result of the activity?
5. What additional data will be reviewed to indicate that the activity has had the intended effects?
6. How will the activity be made sustainable or build the capacity of the agency to offer the services described within the priority area over a period of time?

7. Describe the extent to which the PAC will be involved in the activity.

#### **D. Budget and Budget Narrative**

1. Submit the DDOE federal grant budget form, see Appendix 5;
2. Provide an itemized budget narrative for all program expenditures;
3. If professional development is required, include in the budget and budget narrative, plans to offer professional development. If the professional development requires travel of more than 50 miles from home and an overnight stay, then the following expenditures are allowable.
  - a) Mileage will be reimbursed at the state rate of \$0.40/mile.
  - b) Meals not provided for at the professional development event will be reimbursed as follows:  
Breakfast: \$10.00; Lunch \$16.00 and Dinner \$20.00.
  - c) Stipends paid to teachers for work performed outside of the regular school day may not exceed \$100/day if being paid with funds from the grant, if local rates are higher, the recipient may make up the difference using local funds.
4. All expenditures must meet the expectations establish in Paragraph C of this section, General Requirements, see (p. 18) of the RFP for permissive use of funds.

#### **\*Priority Four (4): Provide comprehensive professional development for CTE instructors, faculty, administrators, and counselors.**

Eligible agencies may apply for funds to support professional development activities that relate to a specific CTE program of study and align with Delaware's Professional Development Standards, [14 Del.C. §1598].

Professional development activities for separate participants may be consolidated under a single application and agencies may submit more than one application under this priority. The upper limit for each grant award may not exceed \$10,000 per application. If writing for a grant under another priority area the professional development must be included in that application. It is not permissible to write for a separate professional development grant under priority four (4) if the agency is also applying to implement a CTE program of study or offer professional development that is related to a separate application.

There is no minimum or maximum number of grant awards to be funded under this priority. The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available. Please note that funds to support this priority area will be available through the CTE Innovation Grant in FY 2016.

The applicant must meet the minimum requirements listed below. The applicant must:

- Demonstrate a clear need to support the activity. Applicants acknowledges that successful work under this priority area will be shared with the Delaware CTE community through peer collaboration and technical assistance to support other local education agencies engage in the same or similar processes– to be addressed in section A of the grant application;
- Submit semi-annual and annual grant reports to the DDOE. Applicants acknowledge that if significant progress has not been made to accomplish the goals of the application, funds under this RFP may not be released and/or unspent funds will be returned to the DOE– to be addressed in section B of the grant application;
- Demonstrate how the activity will be evaluated– to be addressed in section C of the grant application;
- Submit a budget and budget narrative– to be addressed in section D of the grant application; and
- Respond to sections A-D listed below, which includes responses to each numbered subset.

**\*Standard Grant Application, Priority Four (4):**

Applications must address the minimum requirements and include the information requested in sections A-D of the standard grant application which can be found below. The application must be accompanied by the required documents listed in Section III, Paragraph A, Minimum Requirements (p.19) and reflect the expectations outlined in Section III, Paragraph B, Proposals (p.20).

**A. Activity description, Need for the Activity and Alignment to Local Education Agency Goals**

1. Address the following:
  - a) Identify and describe the professional development and how it will be implemented;
  - b) Explain the need for the professional development;
  - c) How the professional development supports the culture of the school and LEA; and
  - d) Describe how the professional development aligns to Delaware's Professional Development Standards, [14 Del.C. §1598].
2. If the activity exists at the school level, submit a letter of support, with the grant application, from the principal of the school indicating support for the activity.
3. If the activity exists at the school system level, submit a letter of support, with the grant application, from the LEA central office indicating commitment to the activity.

**B. Plan of Operation, Timeline, and Key Personnel**

Create a chart that addresses how the LEA will implement the professional development. Include the timeline and key personnel associated with the activity. For key personnel include the program contact for the school system, principal of the school where the activity will be implemented (if applicable), and any other personnel who will be involved. Indicate names, titles, affiliations, roles, and responsibilities. Include in the plan of operation a timeline to submit semi-annual and annual grant reports.

**C. Evaluation**

Indicate the Perkins Core Indicator(s) of Performance and other performance indicators the LEA has identified that will be positively impacted through the professional development.

1. What does the LEA hope to accomplish through the professional development related to the Perkins Core Indicator(s) of Performance?
2. Indicate the current performance level for the indicator(s) listed above.
3. What is the targeted goal for the identified indicator(s) to occur as a result of the professional development?
4. What other measurable improvements are expected to occur as a result of the professional development?
5. What additional data will be reviewed to indicate that the professional development has had the intended effects?
6. Describe the extent to which the PAC will be involved in the professional development.

**D. Budget and Budget Narrative**

1. Submit the DDOE federal grant budget form, see [Appendix 5](#);
2. Provide an itemized budget narrative for all expenditures;
3. If the professional development requires travel of more than 50 miles from home and an overnight stay, then the following expenditures are allowable.
  - a) Mileage will be reimbursed at the state rate of \$0.40/mile.

- b) Meals **not** provided for at the professional development event will be reimbursed as follows:  
Breakfast: \$10.00; Lunch \$16.00 and Dinner \$20.00.
  - c) Stipends paid to teachers for work performed outside of the regular school day may not exceed \$100/day if being paid with funds from the grant, if local rates are higher, the recipient may make up the difference using local funds.
4. All expenditures must meet the expectations establish in Paragraph C of this section, General Requirements, see (p. 18) of the RFP for permissive use of funds.

### **C. General Requirements**

#### **Requirements for Use of Funds:**

All funds made available to eligible recipients shall be used to support Career and Technical Education programs under the identified priority area. See the individual priority areas and related budget appendices for allowable expenditures—

Project costs should be documented on a Delaware Department of Education Federal Grant Budget Form. Instructions on how to use the form are included in the “Instructions” tab. A budget narrative should be developed to provide detail on the expenses associated with each project. Provide an itemized budget narrative with the necessary details to evaluate the expense.

#### **Permissive Use of Funds:**

Applies after all of the previous requirements for uses of funds have been met through this grant and/or through another funding source. After satisfying the requirements of uses, funds made available to an eligible recipient under this title may be used for—

- Consultant services limited to \$500 per day, plus travel expenses. Consultant travel expenses cannot exceed state per diem rates. Further, per diem rates also apply to anyone participating in professional development activities who claim expenses from this grant. State per diem rates are:
  - Mileage: \$0.40/mile
  - Breakfast: \$10
  - Lunch: \$16
  - Dinner: \$20
- Stipends to local education agency staff may not exceed \$100/day (stipends are only allowable for work performed outside the regular work day);
- Materials and supplies to support curriculum development and professional development;
- Purchasing of equipment for instruction that supports the Delaware state-model CTE Programs of Study; and
- Administrative costs not to exceed 5% of the total grant, including indirect costs (see below for additional detail).

#### **Non-Permissive Use of Funds:**

Funds may not be used for—

- Salaries with the exception of stipends;
- Tuition;
- Substitute teacher fees unless directly tied to the required professional development, see related budget appendices per program;
- Meal costs at conferences where meals are provided;

- Consulting services for CTE Programs of Study listed in Priority One (1) and/or Priority Two (2);
- Activities below the seventh grade;
- Program maintenance;
- Furniture to equip labs or classrooms;
- Purchase of career information delivery system site licenses;
- National, state, or local membership dues or fees;
- Promotional items (e.g. shirts, key chains, bags, mugs);
- Construction of temporary or permanent structures;
- Purchase of equipment for administrative purposes;
- Administrative and indirect costs that exceed 5% of the grant amount; and
- Any additional restriction of funds listed in the individual priority area or related budget appendices.

**Administrative Costs:**

Each eligible recipient receiving funds under this part shall not use more than five percent (5%) of the funds for administrative costs associated with the administration of activities assisted under any section. Administrative costs may include supervision, but do not include curriculum development activities, personnel development, or research activities. The five percent (5%) administrative ceiling includes both direct and indirect costs.

**Equipment:**

Equipment purchases included in this proposal when not being used to carry out the provisions of this grant, may be used for other instruction purposes if—

- a. The acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity;
- b. Such other use is—
  - Incidental to the use of the equipment;
  - Does not interfere with the use of that equipment; and
  - Does not add to the cost of using that equipment.

**Supplement not Supplant:**

Funds may not be used to supplant available state or local salary sources but may be used to supplement new program initiatives.

**III. Required Information**

The following information shall be provided in each proposal in the order listed below. Failure to respond to any request for information within this proposal may result in rejection of the proposal at the sole discretion of the State.

**A. Minimum Requirements**

1. For applicants applying for two or more grants, the Local Education Agency Grant Application Ranking Form (included per proposal, Attachment B);
2. Department of Education Sub-Grant Application which includes the requested budget amount (one per proposal, Attachment C);

3. Applicants shall provide responses to the Request for Proposal (RFP) Section II, Scope of Work, Project Scope, Overview and Application per Priority Area, and General Requirements as well as sections A-D of the specific priority area grant application;
4. For applicants applying under Priority One (1) or Priority Two (2), the LEA will need to complete the related Delaware Program of Study Proposal and submit the application for state approval on or before April 30, 2015, which is available at the following link: <HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016>;
5. Sign and date a copy of the required Assurances (one per proposal, Attachment D);
6. Delaware Department of Education Federal Grant Budget Form and related budget narrative (one per proposal, Appendix 5); and
7. Complete all appropriate attachments and forms as identified within the RFP which includes the Exceptions Form (Attachment E) and the Confidentiality and Proprietary Information Form (Attachment F) if applicable.

#### **B. Proposals**

To be considered, all proposals must be submitted in writing and respond to the items outlined in this RFP. The State reserves the right to reject any non-responsive or non-conforming proposals. Each proposal must be submitted with **three (3)** paper copies and **one (1)** electronic copy on CD or DVD media disk, or USB memory drive. Please provide a separate federal budget form for the rest of the RFP proposal responses.

Proposals submitted in response to this RFP should be prepared and submitted in accordance with the following guidelines per application:

- Cover page which includes application number, priority area, and local education agency contact information;
- Application narrative limited to five (5) pages maximum;
- Typewritten;
- Line spacing of 1.5;
- Twelve-point font, using an easy-to-read font such as Calibri, Arial, Times New Roman, etc;
- Charts and graphs may be single spaced and use no smaller than 10-point type;
- One-inch (1") side, top, and bottom margins;
- Footer on each page with page number and the vendor name;
- Do not attach additional pages or information not requested in the application;
- Stapled (do not use binders or folders when submitting application).

All properly sealed and marked proposals are to be sent to DDOE and received no later than **5:00 PM on March 13, 2015**. The Proposals may be delivered by Express Delivery (e.g., FedEx, UPS, etc.), US Mail, or by hand to:

Luke Rhine, Director  
Career & Technical Education and STEM Workgroup  
Delaware Department of Education  
401 Federal Street, Suite #256  
Dover, DE 19901-3639

**Vendors are directed to clearly print "BID ENCLOSED" and "RFP CTE Innovation Grant" on the outside of the bid submission package.**

Any proposal submitted by US Mail shall be sent by either certified or registered mail. Proposals must be received at the above address no later than **5:00 PM** on or before **March 13, 2015**. Any proposal received after this date shall not be considered and shall be returned unopened. The proposing vendor bears the risk of delays in delivery. The contents of any proposal shall not be disclosed as to be made available to competing entities during the negotiation process.

Upon receipt of vendor proposals, each vendor shall be presumed to be thoroughly familiar with all specifications and requirements of this RFP. The failure or omission to examine any form, instrument or document shall in no way relieve vendors from any obligation in respect to this RFP.

#### **IV. RFP Administrative Information**

##### **A. RFP Issuance**

###### **1. Obtaining Copies of the RFP**

This RFP is available in electronic form through the DDOE website.

###### **2. Assistance to Vendors with a Disability**

Vendors with a disability may receive accommodation regarding the means of communicating this RFP or participating in the procurement process. For more information, contact the Designated Contact no later than ten days prior to the deadline for receipt of proposals.

###### **3. RFP Designated Contact**

All requests, questions, or other communications about this RFP shall be made in writing to DDOE. Address all communications to the person listed below; communications made to other DDOE personnel or attempting to ask questions by phone or in person will not be allowed or recognized as valid and may disqualify the vendor. Vendors should rely only on written statements issued by the RFP designated contact.

Bart Gill, AgriScience Education Associate  
CTE and STEM Office  
[bart.gill@doe.k12.de.us](mailto:bart.gill@doe.k12.de.us)

To ensure that written requests are received and answered in a timely manner, electronic mail (e-mail) correspondence is acceptable, but other forms of delivery, such as postal and courier services can also be used.

###### **4. Consultants and Legal Counsel**

DDOE may retain consultants or legal counsel to assist in the review and evaluation of this RFP and the vendors' responses. Bidders shall not contact the State's consultant or legal counsel on any matter related to the RFP.

###### **5. Contact with State Employees**

Direct contact with State of Delaware employees other than the DDOE Designated Contact regarding this RFP is expressly prohibited without prior consent. Vendors directly contacting DDOE employees risk elimination of their proposal from further consideration. Exceptions exist only for organizations currently doing business in the State who require contact in the normal course of doing that business.

**6. Organizations Ineligible to Bid**

Any individual, business, organization, corporation, consortium, partnership, joint venture, or any other entity including subcontractors currently debarred or suspended is ineligible to bid. Any entity ineligible to conduct business in the State of Delaware for any reason is ineligible to respond to the RFP. Only firms made eligible in section 132 of the Delaware State Plan for Career and Technical Education are eligible to bid.

**7. Exclusions**

The Proposal Evaluation Team reserves the right to refuse to consider any proposal from a vendor who:

- a. Has been convicted for commission of a criminal offense as an incident to obtaining or attempting to obtain a public or private contract or subcontract, or in the performance of the contract or subcontract;
- b. Has been convicted under State or Federal statutes of embezzlement, theft, forgery, bribery, falsification or destruction of records, receiving stolen property, or other offense indicating a lack of business integrity or business honesty that currently and seriously affects responsibility as a State contractor;
- c. Has been convicted or has had a civil judgment entered for a violation under State or Federal antitrust statutes;
- d. Has violated contract provisions such as;
  - 1) Knowing failure without good cause to perform in accordance with the specifications or within the time limit provided in the contract; or
  - 2) Failure to perform or unsatisfactory performance in accordance with terms of one or more contracts;
- e. Has violated ethical standards set out in law or regulation; and
- f. Any other cause listed in regulations of the State of Delaware determined to be serious and compelling as to affect responsibility as a State contractor, including suspension or debarment by another governmental entity for a cause listed in the regulations.

**B. RFP Submissions**

**1. Acknowledgement of Understanding of Terms**

By submitting a bid, each vendor shall be deemed to acknowledge that it has carefully read all sections of this RFP, including all forms, schedules and exhibits hereto, and has fully informed itself as to all existing conditions and limitations.

**2. Proposal Modifications**

Any changes, amendments or modifications to a proposal must be made in writing, submitted in the same manner as the original response and conspicuously labeled as a change, amendment or modification to a previously submitted proposal. Changes, amendments or modifications to proposals shall not be accepted or considered after the hour and date specified as the deadline for submission of proposals.



**3. Proposal Costs and Expenses**

The DDOE will not pay any costs incurred by any Vendor associated with any aspect of responding to this solicitation, including proposal preparation, printing or delivery, attendance at vendor's conference, system demonstrations or negotiation process.

**4. Late Proposals**

Proposals received after the specified date and time will not be accepted or considered. To guard against premature opening, sealed proposals shall be submitted, plainly marked with the proposal title, vendor name, and time and date of the proposal opening. Evaluation of the proposals is expected to begin shortly after the proposal due date. To document compliance with the deadline, the proposal will be date and time stamped upon receipt.

**5. Proposal Opening**

The DDOE will receive proposals until the date and time shown in this RFP. Proposals will be opened only in the presence of the DDOE personnel. Any unopened proposals will be returned to the submitting Vendor.

There will be no public opening of proposals but a public log will be kept of the names of all vendor organizations that submitted proposals. The contents of any proposal shall not be disclosed to competing vendors prior to contract award.

**6. Non-Conforming Proposals**

Non-conforming proposals will not be considered. Non-conforming proposals are defined as those that do not meet the requirements of this RFP. The determination of whether an RFP requirement is substantive or a mere formality shall reside solely within the DDOE.

**7. Concise Proposals**

The DDOE discourages overly lengthy and costly proposals. It is the desire that proposals be prepared in a straightforward and concise manner. Unnecessarily elaborate brochures or other promotional materials beyond those sufficient to present a complete and effective proposal are not desired. The DDOE's interest is in the quality and responsiveness of the proposal.

**8. Realistic Proposals**

It is the expectation of the DDOE that vendors can fully satisfy the obligations of the proposal in the manner and timeframe defined within the proposal. Proposals must be realistic and must represent the best estimate of time, materials and other costs including the impact of inflation and any economic or other factors that are reasonably predictable.

The DDOE shall bear no responsibility or increase obligation for a vendor's failure to accurately estimate the costs or resources required to meet the obligations defined in the proposal.

**9. Confidentiality of Documents**

All documents submitted as part of the vendor's proposal will be deemed confidential during the evaluation process. Vendor proposals will not be available for review by anyone other than the DDOE/Proposal Evaluation Team or its designated agents. There shall be no disclosure of any vendor's information to a competing vendor prior to award of the contract.

The DDOE is a public agency as defined by state law, and as such, it is subject to the Delaware Freedom of Information Act, 29 Del. C. Ch. 100. Under the law, all the DDOE's records are public records (unless otherwise declared by law to be confidential) and are subject to inspection and copying by any person. Vendor(s) are advised that once a proposal is received by the DDOE and a decision on contract award is made, its contents will become public record and nothing contained in the proposal will be deemed to be confidential except proprietary information.

Vendor(s) shall not include any information in their proposal that is proprietary in nature or that they would not want to be released to the public. Proposals must contain sufficient information to be evaluated and a contract written without reference to any proprietary information. If a vendor feels that they cannot submit their proposal without including proprietary information, they must adhere to the following procedure or their proposal may be deemed unresponsive and will not be recommended for selection. Vendor(s) must submit such information in a separate, sealed envelope labeled "Proprietary Information" with the RFP number. The envelope must contain a letter from the Vendor's legal counsel describing the documents in the envelope, representing in good faith that the information in each document is not "public record" as defined by 29 Del. C. § 10002(d), and briefly stating the reasons that each document meets the said definitions.

Upon receipt of a proposal accompanied by such a separate, sealed envelope, the DDOE will open the envelope to determine whether the procedure described above has been followed.

#### **10. Sub-Contracting**

The vendor selected shall be solely responsible for contractual performance and management of all subcontract relationships. This contract allows subcontracting assignments; however, vendors assume all responsibility for work quality, delivery, installation, maintenance, and any supporting services required by a subcontractor.

Use of subcontractors must be clearly explained in the proposal, and subcontractors must be identified by name. Any sub-contractors must be approved by DDOE.

#### **11. Discrepancies and Omissions**

Vendor is fully responsible for the completeness and accuracy of their proposal, and for examining this RFP and all addenda. Failure to do so will be at the sole risk of vendor. Should vendor find discrepancies, omissions, unclear or ambiguous intent or meaning, or should any questions arise concerning this RFP, vendor shall notify the DDOE's Designated Contact, in writing, of such findings at least ten (10) days before the proposal opening. This will allow issuance of any necessary addenda. It will also help prevent the opening of a defective proposal and exposure of vendor's proposal upon which award could not be made. All unresolved issues should be addressed in the proposal.

Protests based on any omission or error, or on the content of the solicitation, will be disallowed if these faults have not been brought to the attention of the Designated Contact, in writing, at least ten (10) calendar days prior to the time set for opening of the proposals.

##### **a. RFP Question and Answer Process**

The DDOE will allow written requests for clarification of the RFP. All questions should be submitted to **Bart Gill** by February 27, 2015 using the contact information provided on the cover page.

**12. State's Right to Reject Proposals**

The DDOE reserves the right to accept or reject any or all proposals or any part of any proposal, to waive defects, technicalities or any specifications (whether they be in the DDOE's specifications or vendor's response), to sit and act as sole judge of the merit and qualifications of each product offered, or to solicit new proposals on the same project or on a modified project which may include portions of the originally proposed project as the DDOE may deem necessary in the best interest of the DDOE.

**13. State's Right to Cancel Solicitation**

The DDOE reserves the right to cancel this solicitation at any time during the procurement process, for any reason or for no reason. The DDOE makes no commitments expressed or implied, that this process will result in a business transaction with any vendor.

This RFP does not constitute an offer by the DDOE. Vendor's participation in this process may result in the DDOE selecting your organization to engage in further discussions and negotiations toward execution of a contract. The commencement of such negotiations does not, however, signify a commitment by the DDOE to execute a contract nor to continue negotiations. The DDOE may terminate negotiations at any time and for any reason, or for no reason.

**14. Notification of Withdrawal of Proposal**

Vendor may modify or withdraw its proposal by written request, provided that both proposal and request is received by the DDOE prior to the proposal due date. Proposals may be re-submitted in accordance with the proposal due date in order to be considered further.

Proposals become the property of the DDOE at the proposal submission deadline. All proposals received are considered firm offers at that time.

**15. Exceptions to the RFP**

Any exceptions to the RFP, or the DDOE's terms and conditions, must be recorded on Attachment 3. Acceptance of exceptions is within the sole discretion of the evaluation committee.

**16. Award of Contract**

The final award of a contract is subject to approval by the DDOE. The DDOE has the sole right to select the successful vendor(s) for award, to reject any proposal as unsatisfactory or non-responsive, to award a contract to other than the lowest priced proposal, to award multiple contracts, or not to award a contract, as a result of this RFP.

Notice in writing to a vendor of the acceptance of its proposal by the DDOE and the subsequent full execution of a written contract will constitute a contract, and no vendor will acquire any legal or equitable rights or privileges until the occurrence of both such events.

**a. RFP Award Notifications**

After reviews of the evaluation committee report and its recommendation, and once the contract terms and conditions have been finalized, the DDOE will award the contract.

The contract shall be awarded to the vendor whose proposal is most advantageous, taking into consideration the evaluation factors set forth in the RFP.

It should be explicitly noted that the DDOE is not obligated to award the contract to the vendor who submits the lowest bid or the vendor who receives the highest total point score, rather the contract will be awarded to the vendor whose proposal is the most advantageous to the DDOE. The award is subject to the appropriate DDOE approvals.

After a final selection is made, the winning vendor will be invited to negotiate a contract with the DDOE; remaining vendors will be notified in writing of their selection status.

### **C. RFP Evaluation Process**

An evaluation team composed of representatives of the DDOE will evaluate proposals on a variety of quantitative criteria. Neither the lowest price nor highest scoring proposal will necessarily be selected.

The DDOE reserves full discretion to determine the competence and responsibility, professionally and/or financially, of vendors. Vendors are to provide in a timely manner any and all information that the DDOE may deem necessary to make a decision.

#### **1. Proposal Evaluation Team**

The Proposal Evaluation Team shall be comprised of representatives of the DDOE. The Team shall determine which vendors meet the minimum requirements pursuant to selection criteria of the RFP and procedures established in 29 Del. C. §§ 6981 and 6982. The Team may negotiate with one or more vendors during the same period and may, at its discretion, terminate negotiations with any or all vendors. The Team shall make a recommendation regarding the award to the Delaware Secretary of Education, who shall have final authority, subject to the provisions of this RFP and 29 Del. C. § 6982, to award a contract to the successful vendor in the best interests of the DDOE.

#### **2. Proposal Selection Criteria**

The Proposal Evaluation Team shall assign up to the maximum number of points for each Evaluation Item to each of the proposing vendor's proposals. All assignments of points shall be at the sole discretion of the Proposal Evaluation Team.

The proposals shall contain the essential information on which the award decision shall be made. The information required to be submitted in response to this RFP has been determined by the DDOE to be essential for use by the Team in the bid evaluation and award process. Therefore, all instructions contained in this RFP shall be met in order to qualify as a responsive and responsible contractor and participate in the Proposal Evaluation Team's consideration for award. Proposals which do not meet or comply with the instructions of this RFP may be considered non-conforming and deemed non-responsive and subject to disqualification at the sole discretion of the Team.

The Team reserves the right to:

- Take into consideration geographic distribution, demonstrated readiness of the agency and plan(s) for sustainability, as well as the agency's rank for each grant application when making decisions about final grant awards;
- Select for contract or for negotiations a proposal other than that with lowest costs;

- Reject any and all proposals or portions of proposals received in response to this RFP or to make no award or issue a new RFP;
- Waive or modify any information, irregularity, or inconsistency in proposals received;
- Request modification to proposals from any or all vendors during the contract review and negotiation;
- Negotiate any aspect of the proposal with any vendor and negotiate with more than one vendor at the same time; and
- Select more than one vendor pursuant to 29 Del. C. §6986.

#### **Criteria Weight**

All proposals shall be evaluated using the same criteria and scoring process. The following criteria shall be used by the Evaluation Team to evaluate proposals:

<b>Criteria</b>	<b>Weight</b>
Activity Description, Need for the Activity and Alignment to Local Education Agency Goals	<b>35%</b>
Plan of Operation, Timeline, and Key Personnel	<b>20%</b>
Evaluation	<b>20%</b>
Budget and Budget Narrative	<b>25%</b>
<b>Total</b>	<b>100%</b>

The evaluation rubric is attached as Attachment G. Vendors are encouraged to review the evaluation criteria and to provide a response that addresses each of the scored items. Evaluators will not be able to make assumptions about a vendor's capabilities so the responding vendor should be detailed in their proposal responses.

### **3. Proposal Clarification**

The Evaluation Team may contact any vendor in order to clarify uncertainties or eliminate confusion concerning the contents of a proposal. Proposals may not be modified as a result of any such clarification request.

## **D. Contract Terms and Conditions**

### **1. General Information**

- a. The term of the contract between the successful bidder and DDOE shall be noted in the notice of grant award with **zero (0)** possible extensions for a period of **zero (0) years** and **zero (0) months** for each extension.
- b. The selected vendor will be required to enter into a written agreement with the DDOE. The DDOE reserves the right to incorporate standard State contractual provisions into any contract negotiated as a result of a proposal submitted in response to this RFP. Any proposed modifications to the terms and conditions of the standard contract are subject to review and approval by the DDOE. Vendors will be required to sign the contract for all services, and may be required to sign additional agreements.
- c. The selected vendor or vendors will be expected to enter negotiations with the DDOE, which will result in a formal contract between parties. Procurement will be in accordance with subsequent contracted

agreement. This RFP and the selected vendor's response to this RFP will be incorporated as part of any formal contract.

- d. The successful vendor shall promptly execute a contract incorporating the terms of this RFP within **twenty (20)** days after award of the contract. No vendor is to begin any service prior to receipt of a DDOE purchase order signed by two authorized representatives of the agency requesting service, properly processed through the DDOE Accounting Office and the Department of Finance. The purchase order shall serve as the authorization to proceed in accordance with the bid specifications and the special instructions, once it is received by the successful vendor.
- e. If the vendor to whom the award is made fails to enter into the agreement as herein provided, the award will be annulled, and an award may be made to another vendor. Such vendor shall fulfill every stipulation embraced herein as if they were the party to whom the first award was made.

## **2. Collusion or Fraud**

Any evidence of agreement or collusion among vendor(s) and prospective vendor(s) acting to illegally restrain freedom from competition by agreement to offer a fixed price, or otherwise, will render the offers of such vendor(s) void.

By responding, the vendor shall be deemed to have represented and warranted that its proposal is not made in connection with any competing vendor submitting a separate response to this RFP, and is in all respects fair and without collusion or fraud; that the vendor did not participate in the RFP development process and had no knowledge of the specific contents of the RFP prior to its issuance; and that no employee or official of the DDOE participated directly or indirectly in the vendor's proposal preparation.

Advance knowledge of information which gives any particular vendor advantages over any other interested vendor(s), in advance of the opening of proposals, whether in response to advertising or an employee or representative thereof, will potentially void that particular proposal.

## **3. Lobbying and Gratuities**

Lobbying or providing gratuities shall be strictly prohibited. Vendors found to be lobbying, providing gratuities to, or in any way attempting to influence a DDOE employee or agent of the DDOE concerning this RFP or the award of a contract resulting from this RFP shall have their proposal immediately rejected and shall be barred from further participation in this RFP.

The selected vendor will warrant that no person or selling agency has been employed or retained to solicit or secure a contract resulting from this RFP upon agreement or understanding for a commission, or a percentage, brokerage or contingent fee. For breach or violation of this warranty, the DDOE shall have the right to annul any contract resulting from this RFP without liability or at its discretion deduct from the contract price or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

All contact with DDOE employees, contractors or agents of the DDOE concerning this RFP shall be conducted in strict accordance with the manner, forum and conditions set forth in this RFP.

## **4. Solicitation of State Employees**

Until contract award, vendors shall not, directly or indirectly, solicit any employee of the DDOE to leave the DDOE's employ in order to accept employment with the vendor, its affiliates, actual or prospective

contractors, or any person acting in concert with vendor, without prior written approval of the DDOE's contracting officer. Solicitation of DDOE employees by a vendor may result in rejection of the vendor's proposal.

This paragraph does not prevent the employment by a vendor of a DDOE employee who has initiated contact with the vendor. However, DDOE employees may be legally prohibited from accepting employment with the contractor or subcontractor under certain circumstances. Vendors may not knowingly employ a person who cannot legally accept employment under state or federal law. If a vendor discovers that they have done so, they must terminate that employment immediately.

## **5. General Contract Terms**

### **a. Independent Contractors**

The parties to the contract shall be independent contractors to one another, and nothing herein shall be deemed to cause this agreement to create an agency, partnership, joint venture or employment relationship between parties. Each party shall be responsible for compliance with all applicable workers compensation, unemployment, disability insurance, social security withholding and all other similar matters. Neither party shall be liable for any debts, accounts, obligations or other liability whatsoever of the other party or any other obligation of the other party to pay on the behalf of its employees or to withhold from any compensation paid to such employees any social benefits, workers compensation insurance premiums or any income or other similar taxes.

It may be at the DDOE's discretion as to the location of work for the contractual support personnel during the project period. The DDOE may provide working space and sufficient supplies and material to augment the Contractor's services.

### **b. Licenses and Permits**

In performance of the contract, the vendor will be required to comply with all applicable federal, state and local laws, ordinances, codes, and regulations. The cost of permits and other relevant costs required in the performance of the contract shall be borne by the successful vendor. The vendor shall be properly licensed and authorized to transact business in the State of Delaware as provided in 30 *Del. C. § 2502*.

Prior to receiving an award, the successful vendor shall either furnish the DDOE with proof of State of Delaware Business Licensure or initiate the process of application where required. An application may be requested in writing to: Division of Revenue, Carvel State Building, P.O. Box 8750, 820 N. French Street, Wilmington, DE 19899 or by telephone to one of the following numbers: (302) 577-8200—Public Service, (302) 577-8205—Licensing Department.

Information regarding the award of the contract will be given to the Division of Revenue. Failure to comply with the State of Delaware licensing requirements may subject vendor to applicable fines and/or interest penalties.

**c. Notice**

Any notice to the DDOE required under the contract shall be sent by registered mail to:

Delaware Department of Education  
401 Federal Street, Suite #256  
Dover, DE 19901-3639

**d. Indemnification**

**1. General Indemnification**

By submitting a proposal, the proposing vendor agrees that in the event it is awarded a contract, it will indemnify and otherwise hold harmless the DDOE, its agents and employees from any and all liability, suits, actions, or claims, together with all costs, expenses for attorney's fees, arising out of the vendor's, its agents and employees' performance work or services in connection with the contract, regardless of whether such suits, actions, claims or liabilities are based upon acts or failures to act attributable, whole or part, to the State, its employees or agents.

**2. Proprietary Rights Indemnification**

Vendor shall warrant that all elements of its solution, including all equipment, software, documentation, services and deliverables, do not and will not infringe upon or violate any patent, copyright, trade secret or other proprietary rights of any third party. In the event of any claim, suit or action by any third party against the DDOE, the DDOE shall promptly notify the vendor in writing and vendor shall defend such claim, suit or action at vendor's expense, and vendor shall indemnify the DDOE against any loss, cost, damage, expense or liability arising out of such claim, suit or action (including, without limitation, litigation costs, lost employee time, and counsel fees) whether or not such claim, suit or action is successful.

If any equipment, software, services (including methods) products or other intellectual property used or furnished by the vendor (collectively "Products") is or in vendor's reasonable judgment is likely to be, held to constitute an infringing product, vendor shall at its expense and option either:

- a. Procure the right for the DDOE to continue using the Product(s);
- b. Replace the product with a non-infringing equivalent that satisfies all the requirements of the contract; or
- c. Modify the Product(s) to make it or them non-infringing, provided that the modification does not materially alter the functionality or efficacy of the product or cause the Product(s) or any part of the work to fail to conform to the requirements of the Contract, or only alters the Product(s) to a degree that the DDOE agrees to and accepts in writing.

**e. Insurance**

1. Vendor recognizes that it is operating as an independent contractor and that it is liable for any and all losses, penalties, damages, expenses, attorney's fees, judgments, and/or settlements incurred by reason of injury to or death of any and all persons, or injury to any and all property, of any nature, arising out of the vendor's negligent performance under this contract, and particularly without limiting the foregoing, caused by, resulting from, or arising out of any act of omission on the part of the vendor in their negligent performance under this contract.



2. The vendor shall maintain such insurance as will protect against claims under Worker's Compensation Act and from any other claims for damages for personal injury, including death, which may arise from operations under this contract. The vendor is an independent contractor and is not an employee of the DDOE.
3. During the term of this contract, the vendor shall, at its own expense, also carry insurance minimum limits as follows:

a.	Commercial General Liability	\$1,000,000 per occurrence / \$3,000,000 aggregate
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And at least one of the following, as outlined below:

b.	Medical or Professional Liability	\$1,000,000 per occurrence / \$3,000,000 aggregate
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If the contractual service requires the transportation of departmental clients or staff, the vendor shall, in addition to the above coverage's, secure at its own expense the following coverage;

a.	Automotive Liability (Bodily Injury)	\$100,000/\$300,000
b.	Automotive Property Damage (to others)	\$ 25,000

4. The DDOE shall not be named as an additional insured.
5. Should any of the above described policies be cancelled before expiration date thereof, notice will be delivered in accordance with the policy provisions.

**f. Performance Requirements**

The selected Vendor will warrant that it possesses, or has arranged through subcontractors, all capital and other equipment, labor, materials, and licenses necessary to carry out and complete the work hereunder in compliance with any and all Federal and State laws, and County and local ordinances, regulations and codes.

**g. Termination of Contract**

The contract resulting from this RFP may be terminated as follows by the Delaware Department of Education.

1. **Termination for Cause:** If, for any reasons, or through any cause, the Vendor fails to fulfill in timely and proper manner its obligations under this Contract, or if the Vendor violates any of the covenants, agreements, or stipulations of this Contract, the State shall thereupon have the right to terminate this contract by giving written notice to the Vendor of such termination and specifying the effective date thereof, at least twenty (20) days before the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, maps, models, photographs, and reports or other material prepared by the Vendor under this Contract shall, at the option of the State, become its property, and the Vendor shall be entitled to receive just and equitable compensation for any satisfactory work completed on such documents and other materials which is usable to the State.

On receipt of the contract cancellation notice from the State, the Vendor shall have no less than five (5) days to provide a written response and may identify a method(s) to resolve the violation(s). A vendor response shall not effect or prevent the contract cancellation unless the State provides a written acceptance of the vendor response. If the State does accept the Vendor's method and/or action plan to correct the identified deficiencies, the State will define the time by which the Vendor must fulfill its corrective obligations. Final retraction of the State's termination for cause will only occur after the Vendor successfully rectifies the original violation(s). At its discretion the State may reject in writing the Vendor's proposed action plan and proceed with the original contract cancellation timeline.

2. **Termination for Convenience:** The State may terminate this Contract at any time by giving written notice of such termination and specifying the effective date thereof, at least twenty (20) days before the effective date of such termination. In that event, all finished or unfinished documents, data, studies, surveys, drawings, models, photographs, reports, supplies, and other materials shall, at the option of the State, become its property and the Vendor shall be entitled to receive compensation for any satisfactory work completed on such documents and other materials, and which is usable to the State.
3. **Termination for Non-Appropriations:** In the event the General Assembly fails to appropriate the specific funds necessary to enter into or continue the contractual agreement, in whole or part, the agreement shall be terminated as to any obligation of the State requiring the expenditure of money for which no specific appropriation is available at the end of the last fiscal year for which no appropriation is available or upon the exhaustion of funds. This is not a termination for convenience and will not be converted to such.

**h. Non-discrimination**

In performing the services subject to this RFP the vendor, as set forth in Title 19 Delaware Code Chapter 7 section 711, will agree that it will not discriminate against any employee or applicant with respect to compensation, terms, conditions or privileges of employment because of such individual's race, marital status, genetic information, color, age, religion, sex, sexual orientation, gender identity, or national origin. The successful vendor shall comply with all federal and state laws, regulations and policies pertaining to the prevention of discriminatory employment practice. Failure to perform under this provision constitutes a material breach of contract.

**i. Covenant against Contingent Fees**

The successful vendor will warrant that no person or selling agency has been employed or retained to solicit or secure this contract upon an agreement of understanding for a commission or percentage, brokerage or contingent fee excepting bona-fide employees, bona-fide established commercial or selling agencies maintained by the Vendor for the purpose of securing business. For breach or violation of this warranty the DDOE shall have the right to annul the contract without liability or at its discretion to deduct from the contract price or otherwise recover the full amount of such commission, percentage, brokerage or contingent fee.

**j. Vendor Responsibility**

The State will enter into a contract with the successful Vendor(s). The successful Vendor(s) shall be responsible for all products and services as required by this ITB whether or not the Vendor or its subcontractor provided final fulfillment of the order. Subcontractors, if any, shall be clearly identified in

the Vendor's proposal by completing Attachment 6, and are subject the approval and acceptance of the Delaware Department of Education.

**k. Personnel, Equipment and Services**

1. The Vendor represents that it has, or will secure at its own expense, all personnel required to perform the services required under this contract.
2. All of the equipment and services required hereunder shall be provided by or performed by the Vendor or under its direct supervision, and all personnel, including subcontractors, engaged in the work shall be fully qualified and shall be authorized under State and local law to perform such services.
3. None of the equipment and/or services covered by this contract shall be subcontracted without the prior written approval of the State. Only those subcontractors identified in Attachment 6 are considered approved upon award. Changes to those subcontractor(s) listed in Attachment 6 must be approved in writing by the State.

**l. Fair Background Check Practices**

Pursuant to 29 Del. C. §6909B and effective November 4, 2014 the State does not consider the criminal record, criminal history, credit history or credit score of an applicant for state employment during the initial application process unless otherwise required by state and/or federal law. Vendors doing business with the State are encouraged to adopt fair background check practices. Vendors can refer to 19 Del. C. §711(g) for applicable established provisions.

**m. Contract Documents**

The RFP, the purchase order, the executed contract and any supplemental documents between the DDOE and the successful vendor shall constitute the contract between the DDOE and the vendor. In the event there is any discrepancy between any of these contract documents, the following order of documents governs so that the former prevails over the latter: contract, DDOE's RFP, Vendor's response to the RFP and purchase order. No other documents shall be considered. These documents will constitute the entire agreement between the DDOE and the vendor.

**n. Applicable Law**

The laws of the State of Delaware shall apply, except where Federal Law has precedence. The successful vendor consents to jurisdiction and venue in the State of Delaware.

In submitting a proposal, Vendors certify that they comply with all federal, state and local laws applicable to its activities and obligations including:

1. the laws of the State of Delaware;
2. the applicable portion of the Federal Civil Rights Act of 1964;
3. the Equal Employment Opportunity Act and the regulations issued there under by the federal government;
4. a condition that the proposal submitted was independently arrived at, without collusion, under penalty of perjury; and
5. that programs, services, and activities provided to the general public under resulting contract conform with the Americans with Disabilities Act of 1990, and the regulations issued there under by the federal government.

If any vendor fails to comply with (1) through (5) of this paragraph, the DDOE reserves the right to disregard the proposal, terminate the contract, or consider the vendor in default.

The selected vendor shall keep itself fully informed of and shall observe and comply with all applicable existing Federal and State laws, and County and local ordinances, regulations and codes, and those laws, ordinances, regulations, and codes adopted during its performance of the work.

**o. Severability**

If any term or provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same shall not affect the other terms or provisions hereof or the whole of this Agreement, but such term or provision shall be deemed modified to the extent necessary in the court's opinion to render such term or provision enforceable, and the rights and obligations of the parties shall be construed and enforced accordingly, preserving to the fullest permissible extent the intent and agreements of the parties herein set forth.

**p. Scope of Agreement**

If the scope of any provision of the contract is determined to be too broad in any respect whatsoever to permit enforcement to its full extent, then such provision shall be enforced to the maximum extent permitted by law, and the parties hereto consent and agree that such scope may be judicially modified accordingly and that the whole of such provisions of the contract shall not thereby fail, but the scope of such provisions shall be curtailed only to the extent necessary to conform to the law.

**q. Audit Access to Records**

The Vendor shall maintain books, records, documents, and other evidence pertaining to this Contract to the extent and in such detail as shall adequately reflect performance hereunder. The Vendor agrees to preserve and make available to the State, upon request, such records for a period of **five (5)** years from the date services were rendered by the Vendor. Records involving matters in litigation shall be retained for **one (1)** year following the termination of such litigation. The Vendor agrees to make such records available for inspection, audit, or reproduction to any official State representative in the performance of their duties under the Contract. Upon notice given to the Vendor, representatives of the State or other duly authorized State or Federal agency may inspect, monitor, and/or evaluate the cost and billing records or other material relative to this Contract. The cost of any Contract audit disallowances resulting from the examination of the Vendor's financial records will be borne by the Vendor. Reimbursement to the State for disallowances shall be drawn from the Vendor's own resources and not charged to Contract cost or cost pools indirectly charging Contract costs.

**r. Other General Conditions**

- 1. Status Reporting** – The selected vendor will be required to lead and/or participate in status meetings and submit status reports covering such items as progress of work being performed, milestones attained, resources expended, problems encountered and corrective action taken, until final system acceptance.
- 2. Regulations** – All equipment, software and services must meet all applicable local, State and Federal regulations in effect on the date of the contract.
- 3. Changes** – No alterations in any terms, conditions, delivery, price, quality, or specifications of items ordered will be effective without the written consent of the DDOE.

4. **Purchase Orders** – Agencies that are part of the First State Financial (FSF) system are required to identify the contract number RFP CTE Innovation Grant on all Purchase Orders (P.O.) and shall complete the same when entering P.O. information in the state's financial reporting system.
5. **Additional Terms and Conditions** – The DDOE reserves the right to add terms and conditions during the contract negotiations.

#### **E. RFP Miscellaneous Information**

##### **1. No Press Releases or Public Disclosure**

The DDOE reserves the right to pre-approve any news or broadcast advertising releases concerning this solicitation, the resulting contract, the work performed, or any reference to the DDOE with regard to any project or contract performance. Any such news or advertising releases pertaining to this solicitation or resulting contract shall require the prior express written permission of the DDOE.

The State will not prohibit or otherwise prevent the awarded vendor(s) from direct marketing to the State of Delaware agencies, departments, municipalities, and/or any other political subdivisions, however, the Vendor shall not use the State's seal or imply preference for the solution or goods provided.

##### **2. Definitions of Requirements**

To prevent any confusion about identifying requirements in this RFP, the following definition is offered: The words *shall*, *will* and/or *must* are used to designate a mandatory requirement. Vendors must respond to all mandatory requirements presented in the RFP. Failure to respond to a mandatory requirement may cause the disqualification of your proposal.

##### **3. Production Environment Requirements**

The DDOE requires that all hardware, system software products, and application software products included in proposals be currently in use in a production environment by a least three other customers, have been in use for at least six months, and have been generally available from the manufacturers for a period of six months. Unreleased or beta test hardware, system software, or application software will not be acceptable.

#### **F. Attachments & Appendices**

The following attachments and appendices shall be considered part of the solicitation:

- Attachment A – Basis for Funding, List of Eligible Agencies
- Attachment B – LEA Grant Application Ranking Form
- Attachment C – Sub-Grant Application Form
- Attachment D – Assurances
- Attachment E – Exceptions
- Attachment F – Confidentiality and Proprietary Information
- Attachment G – Evaluation Rubric
- Attachment H – Frequently Asked Questions (FAQ)
  
- Appendix 1 – Culinary & Hospitality Management, ProStart Sample Budget
- Appendix 2 – Computer Science Sample Budget
- Appendix 3a – Engineering, Project Lead The Way Sample Budget (3 credit program)

- Appendix 3b – Engineering, Project Lead The Way Sample Budget (6 credit program)
- Appendix 4 – Biomedical Sciences, Project Lead The Way Sample Budget
- Appendix 5 – DDOE Federal Grant Budget Form

\*Please note that related professional development expenses are outlined in each program specific appendix.

#### **IMPORTANT – PLEASE NOTE**

Attachments C and D must be included in each proposal, attachments B, E, and F are optional and should be included as necessary.

#### **REQUIRED REPORTING**

One of the primary goals in administering this contract is to keep accurate records regarding its actual value/usage. This information is essential in order to update the contents of the contract and to establish proper bonding levels if they are required. The integrity of future contracts revolves around our ability to convey accurate and realistic information to all interested parties.

## Grant Title: CTE Innovation Grant

## Basis for Funding, List of Eligible Agencies

Only agencies covered under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 P. L. 109-270 [Section 112 & 131] and meet one of the following criteria are eligible to receive funding through this RFP:

1. Rural areas – LEAs in Sussex County are designated as “rural” according to U.S. OMB;
2. High number of CTE students – LEAs where CTE student participants exceeds 1,000 students; or
3. High percentage of CTE students – LEAs where CTE percent participation rate is higher than state average.

School Year	County	LEA Name	Number of CTE Participants	Student Enrollment	Percent CTE	Grant Eligibility Criteria*			
						#1 Rural	#2 CTE# > 1000	#3 CTE% > 69.9%	Any One
2014	Kent	Caesar Rodney	1340	2074	64.6%		X		X
2014	Kent	Capital	1219	1840	66.3%		X		X
2014	Kent	Lake Forest	657	874	75.2%			X	X
2014	Kent	Milford	766	1046	73.2%			X	X
2014	Kent	Polytech	1182	1186	99.7%		X	X	X
2014	Kent	Positive Outcomes Charter	83	84	98.8%			X	X
2014	Kent	Smyrna	1064	1410	75.5%		X	X	X
2014	NCCo	Appoquinimink	1872	2873	65.2%		X		X
2014	NCCo	Brandywine	1435	2985	48.1%		X		X
2014	NCCo	Christina	3165	3853	82.1%		X	X	X
2014	NCCo	Colonial	1577	2218	71.1%		X	X	X
2014	NCCo	NCCounty Votech	3145	4503	69.8%		X		X
2014	NCCo	Newark Charter	126	157	80.3%			X	X
2014	NCCo	Red Clay (including Charter Sch of Wilm and DE Military Acad)	3130	5563	56.3%		X		X
2014	Sussex	Cape Henlopen	936	1350	69.3%	X			X
2014	Sussex	Delmar	441	612	72.1%	X		X	X
2014	Sussex	Indian River	1739	2241	77.6%	X	X	X	X
2014	Sussex	Laurel	280	469	59.7%	X			X
2014	Sussex	Seaford	582	694	83.9%	X			X
2014	Sussex	Sussex Academy Charter	5	50	10.0%	X			X
2014	Sussex	Sussex Tech	1397	1457	95.9%	X	X	X	X
2014	Sussex	Woodbridge	501	565	88.7%	X		X	X
ALL LEAs			26642	38104	69.9%				

Grant Title: **CTE Innovation Grant**

## LEA Grant Application Ranking Form

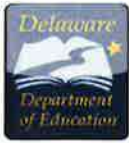
If applying for more than one grant, please rank each grant application in order of importance of funding by using this form and submitting it with all grant applications.

In the event that total grant requests exceed available funds, DDOE will use this form to determine which applications to fund.

Institution/Agency Name: \_\_\_\_\_

Priority Number and brief description	Amount requested
1.	
2.	
3.	
4.	
5.	





STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

Attachment C

State of Delaware  
Department of Education  
Sub-Grant Application

Grant Title: CTE Innovation Grant

**LEA/Agency/Organization Information**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address 1: \_\_\_\_\_  
Street Address P.O. Box

Address 2: \_\_\_\_\_  
City State Zip Code

Amount of Funding Requested: \_\_\_\_\_ Total Cost of Project: \_\_\_\_\_

Coordinator's Name: \_\_\_\_\_ Email: \_\_\_\_\_ Telephone: \_\_\_\_\_

Proposed Sub-Grant Project Title: \_\_\_\_\_

For FSF users, indicate department number under which funds should be loaded: \_\_\_\_\_

**Description of Project:**

**Objectives and Goals of the Project (How will this sub-grant strengthen organization, make improvement, or achieve success?):**

**Specific Activities (Include information about service delivery and timeline):**

Signature of Chief School Officer/Agency Head: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Business Manager: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

Attachment D

Grant Title: CTE Innovation Grant

**ASSURANCES**

The recipient shall agree to the following assurances.

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with the Delaware Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of DDOE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Delaware Department of Education (DDOE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, DDOE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to DDOE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the DDOE before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the DDOE for any budgetary realignment of 15% or \$5,000 of total object, program, or category of expenditure, whichever is greater. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended.
11. Grantee shall repay any funds that have been determined through the federal or state audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government. The repayment may be made by an offset to funds that are otherwise due the grantee.
12. Federal vocational funds made available will be used to supplement, and to the extent practicable increase the amount of state and local funds for Career and Technical Education but in no case supplant (replace) such state or local funds.
13. Sufficient information will be provided to the State to enable the State to comply with the provisions of the Perkins Act, including evaluation/review of grant implementation and data collection. Cooperation will be provided to enable the State to continue to collect data for the four core Perkins indicators. The complete annual data report for the previous school year has already been submitted to the Career and Technical Education and STEM Workgroup, Delaware Department of Education.
14. A local career and technical advisory committee including business and industry personnel is organized and utilized to assist in overall planning, coordinating, and evaluating all Career and Technical Education programs. (A listing of committee members is attached utilizing the Advisory Committee form provided.) Agendas, attendance, and minutes from these meetings will be kept on file for a period of 5 years and made available for Department of Education review upon request.
15. Abilities, interests and needs of students, and recommendations from advisory councils, State and community labor needs surveys were considered in order to provide appropriate and supplementary programs and services for special populations.
16. Career and Technical Education services will be coordinated with relevant programs conducted under the Workforce Investment Act, including cooperative arrangements established with private industry councils and the State Workforce Investment Board, in order to avoid duplication and to expand the range of and accessibility to Career and Technical Education services.
17. An up-to-date inventory listing all grant-related equipment purchases, that can be reported separately and in a timely fashion, will be maintained in accordance with the State recordkeeping requirements for at least 5 years and made available for review at the request of State auditors, Federal auditors, and or the Delaware Department of Education. This listing will include the current equipment location and/or any and all proper disposal documentation as required by State procedures.
18. Funds will not be used for construction costs as prohibited by U.S. DOE's Education Department General Administrative Regulations.
19. Grantee shall assure that semi-annual, annual, and/or final grant reports are submitted within the approved project timeline associated with the grant award.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

---

Signature of the President/School Chief

---

Date

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

Attachment E

Grant Title: CTE Innovation Grant

EXCEPTION FORM

Proposals must include all exceptions to the specifications, terms or conditions contained in this RFP. If the vendor is submitting the proposal without exceptions, please state so below.

- ☐ By checking this box, the Vendor acknowledges that they take no exceptions to the specifications, terms or conditions found in this RFP.

Paragraph # and page #	Exceptions to Specifications, terms or conditions	Proposed Alternative

Note: use additional pages as necessary.

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

Attachment F

Grant Title: **CTE Innovation Grant**

CONFIDENTIAL INFORMATION FORM

- ☐ By checking this box, the Vendor acknowledges that they are not providing any information they declare to be confidential or proprietary for the purpose of production under 29 Del. C. ch. 100, Delaware Freedom of Information Act.

Confidentiality and Proprietary Information

**Note: use additional pages as necessary.**

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

Attachment G

Grant Title: CTE Innovation Grant

Evaluation Rubric

Using the following rubric, reviewers will assign numerical scores and prepare comments. The review team will meet to determine consensus.

<b>Plan Criteria</b>	<b>Level 3 Meets All Criteria</b>	<b>Level 2 Meets Some Criteria</b>	<b>Level 1 Meets Few or No Criteria</b>
<b>A. Activity description, need for the activity and alignment to school system/institution goals</b>	The proposed activity is clearly and thoroughly described, the need is clearly evident and it aligns with the school system/college goals. Letters of support is attached (if required in the application).	There is a limited description of the proposed activity, and the need is not well supported. No letter of support was included (if required in the application).	The proposed activity is not clearly identified and there is no evidence of need. No letter of support was included (if required in the application).
<b>35 Points</b>	<b>35-24</b>	<b>23-13</b>	<b>12-0</b>
<b>B. Plan of Operation, Timeline, and Key Personnel</b>	A detailed timeline including all specific steps in the implementation process is included. All dates are appropriate and reasonable. Key persons responsible are listed.	A timeline that includes some specific steps in the implementation process and appropriate dates are included. Most key persons responsible are listed.	The timeline is limited and includes few steps for implementation and/or specific dates. Key persons responsible are not listed.
<b>20 Points</b>	<b>20-15</b>	<b>14-7</b>	<b>6-0</b>
<b>C. Evaluation</b>	The application clearly addresses how the program/activity will be evaluated for success. It addresses specific data points, such as Perkins Core Indicators and includes benchmark (if applicable) and targeted goals.	The application somewhat addresses how the program/activity will be evaluated for success. It addresses some data points, such as Perkins Core Indicators and includes benchmark (if applicable) and targeted goals.	The application does not include an evaluation plan, or the plan to evaluate is weak, or does not include specific measurable data points.
<b>20 Points</b>	<b>20-15</b>	<b>14-7</b>	<b>6-0</b>
<b>D. Budget and Budget Narrative</b>	Budget is clear, reasonable and cost effective. Budget narrative itemizes expenses in detail. Budget calculations are correct. Budget does not exceed limits as stated on the application.	Budget is reasonable and cost effective. Budget narrative identifies expenses and provides general explanation. Budget contains a few errors. Budget does not exceed limits as stated on the application.	Budget is not clear, reasonable and/or cost effective. Budget narrative does not provide detailed explanation of expenditures. Budget contains errors and/or is completed incorrectly. Budget exceeds limits as stated on the application.
<b>25 Points</b>	<b>25-19</b>	<b>18-9</b>	<b>8-0</b>

STATE OF DELAWARE  
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**Attachment H**

**Grant Title: CTE Innovation Grant**

**Frequently Asked Questions (FAQ)**

**Program Overview Questions:**

**1. What is the timeline for the RFP?**

The RFP was posted on February 6, 2015; questions submitted prior to February 27, 2015 will be compiled and posted on the DOE website on March 3, 2015 – questions will not be addressed beyond February 27, 2015 due to the competitive nature of the RFP; all applications are due March 13, 2015, no extensions will be given; and the DOE anticipates releasing notice of grant awards on March 27, 2015.

**2. How is the amount of available funding determined?**

The amount of funding is determined by the Delaware State Plan for CTE.

**3. What is the budget period?**

Funds will be made available when the notice of grant award is released to the LEA and will conclude on September 30, 2015 unless otherwise stated in the notice of grant award.

**4. Can an LEA submit more than one grant application?**

Yes, there is no limit to the number of applications that an eligible agency may submit. However, if the agency chooses to submit more than one application, the agency must rank each grant application in order of funding priority using the form provided in Attachment B.

**5. How many grants will be awarded?**

There is no minimum or maximum number of grant awards. The number of grant awards will depend upon the competitive process, the number of applications received, and the amount of funds available.

**6. Are there restrictions for use of funds in the RFP?**

Yes, all expenditures must meet the expectations establish in Section II, Paragraph C, General Requirements which can be found on page eighteen (18) of the RFP. In this section, please see permissive use of funds and non-permissive use of funds.

**7. Are there restrictions to administrative costs in the RFP?**

Yes, administrative and indirect costs may not exceed more than five percent (5%) of the total grant award.

**8. Will all funds be awarded in fiscal year (FY) 15?**

Unless otherwise noted, all funds in a priority area will be awarded in FY15. Funds to implement PLTW programs will be allocated over the span of three (3) fiscal years. If an LEA is awarded funds to implement PLTW the LEA must submit an application under priority two (2) for the next two (2) fiscal years to receive on-going funding.

**9. Is there a maximum number of applications that will be funded per LEA?**

No, the number of awards is based on the strength of the application and the amount of available funding.

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General Application Questions:

**10. What is a standard grant application?**

Each priority area has a standard grant application which includes sections: A – Activity Description, Need for the Activity and Alignment to LEA Goals; B – Plan of Operation, Timeline, and Key Personnel; C – Evaluation; and D –

Budget and Budget Narrative. The LEA should use the standard grant application in each priority area to build a proposal. All applications submitted under a priority area should address sections A – D.

**11. How should the LEA demonstrate that they have met the minimum requirements for a program of study?**

Minimum requirements should be noted in the respective Section (A – D) of the standard grant application.

**12. What additional documents should be submitted with the LEA proposal?**

All additional documents that are required to accompany the LEA proposal are listed in Section III, Paragraph A, Minimum Requirements (p. 19) of the RFP.

**13. Are there guidelines that applications should follow?**

Yes, all application guidelines are listed in Section III, Paragraph B, Proposals (p. 20) of the RFP. The specific requirements for all applications are listed in this section.

**14. How should proposals and accompanying documents be submitted?**

Submission instructions are included in Section III, Paragraph B, Proposals (p. 20) of the RFP. If the LEA would like confirmation that a proposal was received, please contact the RFP Point of Contact.

**15. How will applications be evaluated?**

All applications will be evaluated according to Section IV, Paragraph C, RFP Evaluation Process (p.26). The rubric for evaluation is included as Attachment G.

**16. Are there sample grant proposals or exemplars for specific programs of study that can be used to build an application?**

No, however the standard grant application in each priority area provides an outline for a LEA to develop a proposal. Additionally, the LEA should reference the guidelines that are listed in Section III, Paragraph B, Proposals (p. 20) of the RFP to develop a proposal.

**17. What is the Exceptions Form (Attachment E) used for? Does this relate to the “Assurances page”?**

The Exception Form should be used if an LEA is requesting a change to the stated language of the RFP as it applies to an individual proposal. The Assurances (Attachment D) and Exception Form (Attachment E) are independent of one another. The Exception Form will not be used in all proposals and should only be completed as needed. The Assurances is required for all proposals.

**18. Are LEAs considered the “vendor” as identified in Attachments E and F or is this truly a vendor such as a private sector partner?**

In Attachment E and F, the LEA is considered the vendor. Both the Exception Form (Attachment E) and the Confidentiality Form (Attachment F) are optional and should only be completed if the LEA deems it appropriate. For a list of all required Attachments, please refer to page 36 of the RFP.

**19. If an LEA is not awarded a grant or a grant award is partially funded, can the LEA include the unfunded areas within the annual consolidated grant submission under Perkins funding?**

Yes, grant proposals that are not awarded or are partially funded could be applied to the annual consolidated grant submission under Perkins. Please note that all federal requirements for use of funds will still apply and funding is contingent upon approval of the consolidated application.



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**20. In reviewing the evaluation rubric, section C. Evaluation – does the DOE have examples that can be applied to specific pathways?**

No, however existing academic or technical data at the LEA could be applied to the evaluation. For example, things like student/community interest, average CTE enrollment and completion, AP pass rate at 3 or higher, and other technical or academic measures could be applied to establish a baseline and identify target objectives for a new program. The evaluation should identify and include values that the school and/or LEA has included in the cycle of continuous improvement.

**21. Where can permissive use of funds be found?**

Permissive use of funds are outlined in each priority area under Paragraph D, Budget and Budget Narrative. Please see the following:

Priority One (1): p. 9

Priority Two (2): p. 14

Priority Three (3): p. 16

Priority Four (3): pp. 17-18

**22. Who is responsible for completing the semi-annual grant reports?**

The CTE contact that is identified as the program coordinator on Attachment C, Sub-grant Application Form will complete the semi-annual reports.

**23. If awarded, can an LEA amend the use of the funds?**

Yes, amendments will be completed as part of the semi-annual grant report.

**Priority Area Questions:**

**24. Is there a description of activities to be funded in this RFP?**

Yes, page three (3) of the RFP identifies four (4) Priority Areas which are further addressed in Section II of the RFP. Additional detail and direction are included in each priority area.

**25. Under Priority One (1), which LEAs are eligible for funding?**

All LEAs that meet the basis for funding as defined in Attachment A are eligible for funding under Priority One (1).

**26. Are there additional programs of study available for funding under Priority One (1)?**

No, only those programs listed in the RFP under Priority One (1) are available for funding in FY 15. Additional programs of study will be released and funded in future fiscal years under this priority area.

**27. Under Priority Two (2), which LEAs are eligible for funding?**

Only those LEAs listed for each program of study are eligible for funding under Priority Two (2).

**28. Are there additional programs of study available for funding under Priority Two (2)?**

No, only those programs listed in the RFP under Priority Two (2) are available for funding in FY 15. Enhancement grants for state-model programs of study and funding for the continued implementation of CTE programs will be available in future fiscal years.

**29. Under Priority Three (3), which LEAs are eligible for funding?**

All LEAs that meet the basis for funding as defined in Attachment A are eligible for funding under Priority Three (3).

**30. Under Priority Three (3), can instructional technology be purchased?**

Instructional technology may be purchased if it is essential to carry-out activities within the LEA proposal. Additionally a fifty percent (50%) non-federal match of funds is required.

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31. Under Priority Four (4), which LEAs are eligible for funding?  
All LEAs that meet the basis for funding as defined in Attachment A are eligible for funding under Priority Four (4).
32. Under Priority Four (4), can professional development for multiple teachers be consolidated in a single grant application?  
Yes, professional development activities for teachers can be consolidated in a single application provided the total cost of all professional development does not exceed the \$10,000 upper limit for each application. Should the professional development activities exceed \$10,000 another application will need to be developed and submitted.
33. Under Priority Four (4), can an LEA apply for funding to offer professional development related to another grant application?  
No, if the LEA is writing for a grant under another priority area all related professional development must be included in that application. It is not permissible to write for a separate professional development grant under priority four (4) if the agency is also applying to implement a CTE program of study or offer professional development that is related to a separate application.
34. What is a program of study proposal?  
The program of study proposal is the application an LEA submits to adopt a state-model CTE program. Each proposal outlines information specific to the program as well as the instructions that the LEA should follow when submitting the application. All state-model CTE programs of study proposals can be found at:  
[HTTP://DEDOE.SCHOOLWIRES.NET/PAGE/2016](http://DEDOE.SCHOOLWIRES.NET/PAGE/2016).
35. Is the LEA required to implement the program of study as written?  
Yes, should an LEA wish to adopt a state-model CTE program of study, the LEA is required to implement the program without modification.
36. When is the program of study proposal required to be submitted?  
The program of study proposal is required to be submitted on or before April 30, 2015. The LEA should identify in the application when the proposal will be submitted under Section B – Plan of Operation. Failure to submit an approvable proposal may result in funds from this RFP being withheld.
37. What examples can the DOE provide for expenses related to dual enrollment or technical skill attainment under Priority Three (3)?  
With respect to dual enrollment and technical skill attainment, the priority area is designed to help the LEA to cover costs associated with building capacity to administer these services. Some examples could include but are not limited to: 1. Establish teacher credentials to offer dual enrollment or administer technical skill measures, 2. Develop planning grants to engage post-secondary partners or vendors to administer dual enrollment or technical skill measures as part of a CTE program of study, 3. Establish the school site as a testing facility with a specific vendor or post-secondary partner, or 4. Negotiate pricing structures with vendors to reduce the ongoing cost of technical skill attainment measures. The priority area is not designed to pay for the cost of dual enrollment or certification exams.
38. In Priority Three (3), what is meant by “build local capacity”?  
In general, the outcome of the activity should extend beyond the grant cycle. The activity should focus on sustainability and the ability of the LEA to be efficient in delivering service in future fiscal years.
39. What professional development is required per program?  
Professional development is required for each course within a program of study. For more information please see the related program budgets.

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**40. In Priority One (1) and Priority (2), what are the specifications of a Program Advisory Committee?**

LEAs are encouraged to reference the Draft Career and Technical Education Policies and Procedures, which can be found online at: <http://dedoe.schoolwires.net/Page/435>.

**41. In Priority One (1) and Priority (2), what are the specifications of an instructional space?**

LEAs are encouraged to reference the Draft Career and Technical Education Policies and Procedures, which can be found online at: <http://dedoe.schoolwires.net/Page/435>.

**42. Is there a limit to the amount of funds that can be applied to substitutes or for work performed outside of the regular school day?**

Yes, the limit is program specific and relates directly to the professional development required for the program of study. For more information please see the related program budgets.