Delaware Department of Education
Career & Technical Education

Fiscal and Accountability Policies and Procedures

Academic Support Team

Career & Technical Education and STEM Office

May, 2021

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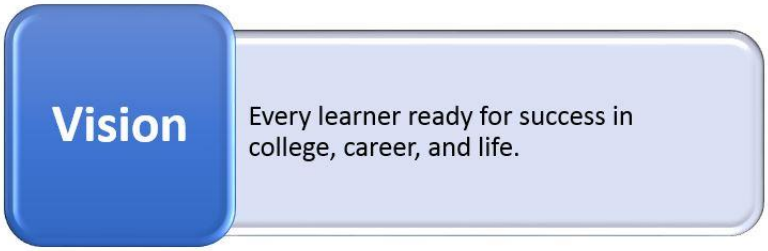
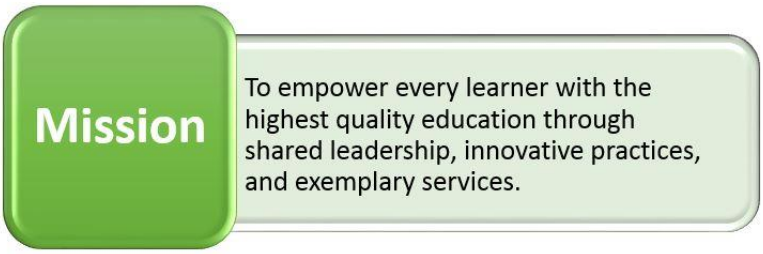
SECTION I - INTRODUCTION

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

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





Delaware Department of Education
Career & Technical Education Core Values

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

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

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

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

Career & Technical Education Theory of Action

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

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

SECTION I - INTRODUCTION

The Delaware Department of Education's Academic Support team has defined a model of career preparation that includes a state-led effort in Career and Technical Education (CTE) and the development of statewide CTE programs of study in demand-driven occupations. Each CTE program of study seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers and ensures that every child has the opportunity to continue their education and seek career success. Postsecondary CTE programs span short- and long-term credential programs, the registered apprenticeship system, and two-year degree programs to create a system of stackable credentials and connected degree programs. This work is guided by three key principles and the belief that CTE programs of study:

1. **Prepare students for career success and postsecondary education.**

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

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

   A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, and institutions of higher education. These partners play a vital role in aligning education and training programs to ensure that students and adults can move efficiently into employment. The DDOE partners with a variety of stakeholders, including business associations and institutions of higher education, to continuously improve Delaware's career preparation system and to guide the development and implementation of CTE programs of study that are responsive to the changing workforce needs. CTE programs of study establish a direct link between the public education system, registered apprenticeship, postsecondary education, and changes in regional employment demand and supply.

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

   Programs of study measure student achievement in academic and technical areas and promote employability skills. They produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and postsecondary levels that relates to a student's career aspirations. Further, CTE programs of study provide a context for students to apply knowledge and career ready practices through project and problem-based learning that is authentic and reflects real-world application. The DDOE, local education agencies, and postsecondary institutions collect and use these data to drive a process of continuous program improvement, including making decisions regarding the viability of existing programs. State and local outcome data serve as a means of benchmarking program of study performance, closing achievement gaps, and ensuring every student becomes college and career ready.

SECTION II – FISCAL POLICY

Career & Technical Education Federal and State Funds Overview

The Delaware Department of Education (DDOE) developed the following fiscal guidance in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and Delaware Administrative Code [14 DE Admin. Code 525] for Career and Technical Education (CTE) (see Appendix A). Local education agencies (LEAs) and postsecondary institutions are encouraged to use this guidance when planning for the use of both federal (Perkins V) and state (509) funds to support the development, implementation, and continuous improvement of CTE programs of study (POS).

Federal funds that support Career and Technical Education are allocated through the Strengthening Career and Technical Education for the 21st Century Act to an eligible agency, i.e. Delaware State Board of Education, which delegates the distribution of funds to the Delaware Department of Education. The state allotment determines the amount of funding each state will receive in a fiscal year. The majority of federal Perkins funds are used to support eligible recipients and institutions (local education agencies and postsecondary institutions) through the within-state allocation that is defined in the Delaware State Plan for Career and Technical Education (see Appendix A). The state plan stipulates how the DDOE will allocate Perkins funds between state and local activities and the amount of funding that will be provided to secondary and postsecondary recipients. The state plan also represents an agreement between the state and the federal government to assure the administration of CTE programs is consistent with state goals, policies and objectives, as well as the Perkins V law.

Perkins V funds must be used by eligible recipients and institutions to implement and improve CTE programs of study and to develop more fully the academic knowledge and technical and employability skills of youth and adults; funds should not be used to maintain existing programs. Fiscal guidelines for the required and non-permissive use of funds are provided in the Fiscal Guidelines section of this document.

Eligible recipients and institutions are encouraged to contact the DDOE CTE & STEM policy advisor (see Appendix B) to discuss the use of federal or state funds for CTE program of study development, implementation, and/or continuous improvement.

Strengthening Career and Technical Education for the 21st Century Act

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is designed to improve the academic, technical, and employability skills of career and technical education students. The federal law integrates secondary and postsecondary education systems through an aligned sequence of courses or programs of study (POS). The overarching purpose of the Perkins V Act is to:

1. Build on the efforts of states and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or in-demand occupations in current or emerging professions;
2. Promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education;

SECTION II – FISCAL POLICY

3. Increase state and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education;
4. Conduct and disseminate national research on best practices that improve career and technical education programs of study (POS), services, and activities;
5. Provide technical assistance that promotes leadership, initial preparation and professional development at the state and local levels; and improves the quality of CTE for teachers, faculty, administrators, and counselors;
6. Support partnerships among secondary schools, postsecondary institutions, baccalaureate degree-granting institutions, area CTE schools, local workforce investment boards, business and industry partners, and intermediaries;
7. Provide individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive; and
8. Increase the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities; individuals from economically disadvantaged families; out-of-workforce individuals; youth who are in, or have aged out of, the foster care system; and homeless individuals.

The Delaware State Board of Education (SBE) serves as the eligible agency for Perkin V and provides oversight for the Delaware State Plan for Career and Technical Education (see Appendix A), as well as annual reporting and improvement plans, if required. Perkins V funds are allocated to the DDOE through the SBE for the improvement and expansion of career and technical education and the improvement of student academic and technical performance. The DDOE then allocates a percentage of these funds to eligible recipients and institutions. For more information, please view the full text of the Strengthening Career and Technical Education for the 21st Century Act (see Appendix A).

State Board of Education

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

The SBE and DDOE:

1. Coordinate the development, submission and implementation of the state plan, and evaluation of programs, services and activities carried out in Title I of Perkins V. This also includes preparation for nontraditional fields;
2. Consult with the governor and other agencies, groups, and individuals. This includes teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, public chartering agencies, charter school leaders, employers, business representatives (including small businesses), labor organizations, eligible recipients and institutions, local program administrators, state and local officials, and Indian Tribes or Tribal organizations present in the state, parents, students, and community organizations;
3. Convene meetings as an eligible agency at least four times a year; and

4. Adopt procedures to coordinate with the state workforce development board and provides a listing of all school dropout, postsecondary, and adult programs assisted under Perkins.

State Plan and Annual Reporting

States seeking funding through the Perkins law must submit a four-year plan to the U.S. Secretary of Education (see Perkins Section 122). The Delaware State Plan for Career and Technical Education (see Appendix A) was developed in collaboration with includes teachers, faculty, specialized instructional support personnel, paraprofessionals, school leaders, public chartering agencies, charter school leaders, employers, business representatives (including small businesses), labor organizations, eligible recipients and institutions, local program administrators, state and local officials, parents, students, and community organizations.

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

Annually, the DDOE submits a Consolidated Annual Report (CAR) (see Appendix A), to the U.S. Secretary of Education outlining the state's progress in improving the state system of CTE and achieving the performance levels for the core indicators of progress. The CAR disaggregates activities carried out by the eligible agency and includes data for each indicator of performance, including students in special population categories described in the law, as well as gender, race, and ethnicity. Secondary and postsecondary data are stored in the DDOE CTE Portal (see Appendix A).

State Improvement Plan

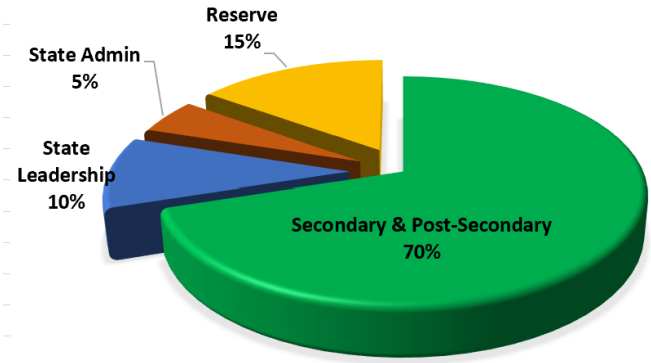
If the DDOE fails to meet at least 90% of a state determined level of performance for any indicator of performance for all CTE concentrators, it must develop and implement an improvement plan (see Perkins Section 123) in consultation with the appropriate stakeholders. Special consideration is also given to performance gaps between population subgroups. This plan must be developed and implemented during the first program year after the performance level was not met. Federal funds may be withheld if the DDOE fails to implement a required improvement plan; or 90% of a state level of performance is not met for the same performance indicator two years in a row.

State Allotment and Distribution of Funds

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

The *within-state allocation* refers to the method by which the state allocates Perkins funding between state and local activities (see Perkins Section 112). Perkins requires that at least 85% of available funds be allocated to support eligible recipients and institutions. Eligible recipients (see Perkins Section 3(21)) are defined as local education agencies, public charter schools, area career and technical schools, educational service agencies, or a consortium eligible to receive assistance under Section 131 of the Perkins law; or eligible institutions or a consortium of eligible institutions eligible to receive assistance under Section 132 of the Perkins law. Eligible institutions (see Perkins Section 3(20)) are defined as

public or nonprofit private institutions of higher education that offer career and technical education courses that lead to technical skill proficiency, industry-recognized credentials, certificates, or degrees; local educational agencies providing education at the postsecondary level; area career and technical education schools providing education at the postsecondary level; educational service agencies; or a consortium of two (2) or more of the entities described above.



The DDOE may reserve up to 15% of the amount distributed to eligible recipients and institutions under a competitive funding structure under Section 112 of the Perkins law. The DDOE will allocate reserve funds to eligible recipients at the secondary (10%) and postsecondary (5%) levels. These reserve funds are distributed annually through the DDOE CTE Innovation Grant at the secondary level. At the postsecondary level, these reserve funds are distributed through the postsecondary grant application and/or the DDOE CTE Innovation Grant (see Appendix A and Distribution of Secondary and Postsecondary Reserve Funds). The remaining 70% of local funds are passed through to secondary programs (80%) and postsecondary programs (20%) (see Distribution of Secondary and Postsecondary Pass-Through Funds).

Up to 10% of the remaining state funds are set aside for state leadership activities, and up to 5% is reserved for state administrative activities. Of the 10% reserved for state leadership, the DDOE allocates up to 2% to serve individuals in state institutions, such as state correctional institutions and institutions that serve individuals with disabilities and sets aside a minimum of $60,000 to prepare individuals for nontraditional occupations. The DDOE matches, on a dollar-for-dollar basis, the funds reserved for state administration from non-federal sources.

Secondary and Postsecondary Pass-Through and Reserve Fund Allocation

Perkins V requires that at least 85% of available funds be allocated to support eligible recipients and institutions. Of the 85% made available to eligible recipients and institutions, 70% of local funds are allocated to eligible recipients and institutions through secondary (80%) and postsecondary programs (20%). The DDOE reserves the remaining 15% under a competitive funding structure under Section 112 of the Perkins law.

Distribution of Secondary and Postsecondary Pass-Through Funds

Per Perkins Sections 131 and 132, 70% of funds available to support eligible recipients and institutions will be passed through to secondary programs (80%) and postsecondary programs (20%). These funds are made available through the Consolidated Grant Application (CGA) or the Postsecondary Grant Application (PGA), i.e. the local application for Perkins and the local planning tools that are administered through the DDOE eGrants management system within the EdAccess portal. Through the CGA and PGA processes, each eligible recipient will provide an overview of the local model for CTE and include

sufficient detail for the reviewer to understand the local system of CTE in alignment with the comprehensive needs assessment.

Secondary Distribution of Pass-Through Funds

Of the 80% allocated for local secondary funds, the formula for distribution of funds follows (see Perkins Section 131):

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

Each eligible recipient must qualify for a minimum grant of $15,000 to receive funding under this formula (see Perkins Section 131). If an eligible recipient at the secondary level does not qualify for the minimum grant amount, the eligible recipient may enter into a consortium. A consortium is defined as a cooperative agreement between area CTE schools or educational service agencies to operate programs that are of sufficient size, scope, and quality. Funds distributed to a consortium must be used for purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members. Local education agencies (LEA) that are located in a rural, sparsely populated area, or is public charter school operating CTE programs of study, or demonstrating that the LEA is unable to enter into a consortium, are not required to meet the minimum allocation (see Perkins Section 131 (c)(2).

Postsecondary Distribution of Pass-Through Funds

Of the 20% allocated for local postsecondary funds, the formula for distribution of funds follows (see Perkins Section 132):

- Minimum allocation of funds to eligible institutions ($100,000); and
- Enrollment incentive sum based upon enrollment of economically disadvantaged individuals.

Postsecondary funds are allocated to eligible institutions through a base allocation and a formula-based model to support those serving the highest number of economically disadvantaged individuals per the Delaware State Plan for Career and Technical Education (see Appendix A). The minimum base allocation for postsecondary eligible institutions is $100,000. In addition, the funding formula provides an incentive sum that directly reflects the number of postsecondary CTE concentrators who are designated as economically disadvantaged and enrolled in the eligible institution in the preceding fiscal year. As a result, postsecondary allocations to eligible institutions may increase or decrease from year to year due to student enrollment in eligible postsecondary programs.

Economically disadvantaged students are designated as the number of unique individuals who meet one of the following criteria:

1. Federal Pell Grant recipient;
2. Federal Supplemental Nutrition Assistance Program (SNAP) recipient;
3. Federal Temporary Assistance for Needy Families (TANF) recipient;
4. Federal Medicaid recipient; or
5. Delaware Promise Community resident.

SECTION II – FISCAL POLICY

A Delaware Promise Community is a geographic area, designed under federal WIOA Title I guidance using the United States Census Bureau data that has high concentrations of low-income families and high-poverty. Further, these communities have additional barriers, (e.g., inadequate transportation, inter-generational poverty, lack of affordable housing, and limited local employment opportunities). Delaware's Promise Communities include the following geographical areas and zip codes:

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

If an eligible recipient at the postsecondary level does not meet the minimum allocation or wishes to collaborate with other eligible institutions, a consortium can be formed (see Perkins Section 132). Funds distributed to the consortium must be used for the purposes and programs that are mutually beneficial to all members of the consortium and cannot be reallocated to individual members. Individual consortia members forfeit their $100,000 minimum allocation. Individual institutions that enter a consortium will waive their enrollment incentive sum for that of the consortia.

Distribution of Secondary and Postsecondary Reserve Funds

The DDOE will allocate reserve funds to eligible recipients at the secondary (10%) and postsecondary (5%) levels. These reserve funds are distributed annually through the DDOE CTE Innovation Grant (see Appendix A) at the secondary level. At the postsecondary level, these reserve funds are distributed through the DDOE CTE Innovation Grant and/or the Postsecondary Grant Application (PGA). Secondary and postsecondary recipients that meet one of the following criteria (as defined in Section 112) are eligible to receive funding under the DDOE CTE Innovation Grant: rural areas; areas with high percentages of CTE concentrators or participants; areas with high numbers of CTE concentrators or participants; and areas with disparities or gaps in performance (as described in Section 113(b)(3)) in order to foster innovation through the promising and proven CTE programs, practices, and strategies and promote CTE programs aligned with high skill, high wage, or in-demand occupations or industries.

The Innovation Grant award is supported through the Reserve Fund under the provisions of Perkins V (see Section 112). Grants are awarded to eligible recipients and institutions for the purpose of implementing and improving CTE programs of study. The upper limit and number of final grant awards are based on the competitive nature of the grant award application.

The DDOE CTE Innovation Grant is posted for public notice at the start of each academic year and must be submitted to the DDOE by the established deadline in mid-October. Due to the competitive nature of these grants, the deadline for applications will not be extended. Innovation Grant funds are awarded under a priority area that are aligned with the Perkins V local uses of funds (see Section 135). The priority areas are outlined in the Innovation Grant award notice released at the start of each academic year.

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Secondary Distribution of Reserve Funds

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

The amount available through each funding channel will vary annually based upon the priorities established by the DDOE in consultation with the Secondary CTE Cadre which includes LEA staff who supervise and evaluate Career and Technical Education. The Secondary CTE Cadre provides professional learning and technical assistance to LEAs and collaboratively develops public policy to implement, evaluate, and support the continuous improvement of CTE programs of study.

Postsecondary Distribution of Reserve Funds

Postsecondary reserve funds are allocated through three (3) methods: one-time budget additions; an outcome based funding model; and the DDOE CTE Innovation Grant. The amount available through each funding channel will vary annually based upon the priorities established by the DDOE in consultation with the Postsecondary CTE Cadre. The Postsecondary CTE Cadre includes staff from each eligible institution, the state higher education office, the state prison education office, and the Delaware Department of Labor. Members provide input and feedback to the DDOE related to postsecondary implementation of Perkins V, the postsecondary data model, and the development of public policy and special projects that reflect shared systems values.

Eligible postsecondary institutions receiving an allocation under Section 112 may also request a one-time budget addition be issued through the postsecondary grant application. These funds will be issued at the discretion of DDOE after prior consultation with the postsecondary institution. Such funding requests must be accompanied by a formal quote, scope of work, and be deemed an essential project that enables the institution(s) to transition and/or meet the basic requirements under Perkins V.

The DDOE may issue outcome based funding to eligible postsecondary institutions (as defined in Section 112) using data from the exchange process incorporated in the postsecondary grant application. Funding amounts will be determined based upon lag year cohort data. Individual students may be counted in multiple data sets as they enter, are retained or transfer programs, and are placed into the workforce. The DDOE will determine the funding outcomes and available funding amounts on an annual basis. Awarded funding amounts will be noted on the institution's Sub-grant Award Notice (SAN) form.

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

SECTION II – FISCAL POLICY

Additional Financial Support to Eligible Institutions

The DDOE awards non-competitive grants to eligible institutions using funds from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and state funds made available to support Adult Trade Extension and Apprenticeship Programs. Non-competitive grant funds are issued to eligible institutions who meet a specific grant condition and are awarded by the DDOE based on the identified needs of the eligible institution and the demonstrated needs of students or adults who are served.

Non-competitive funds are issued under a common Postsecondary Grant Application (PGA) using the eGrants system (see Appendix A) through the EdAccess portal. Postsecondary Grant Applications award recipients are selected based on a formal review process through the DDOE. A notice of grant award and corresponding Sub-grant Award Notice (SAN) form are sent to all eligible institutions who submit an approved grant application. There is no set timeline to administer and award non-competitive grants, although reasonable effort is made to disburse funds within the first 60 days of the fiscal year.

Corrections & Institutions Funds

Corrections & Institutions funds are supported through the provisions of the Strengthening Career and Technical Education for the 21st Century Act (see Sections 112 and 124) and awarded through the PGA. Funds are awarded to eligible recipients and institutions for the purpose of operating CTE programs that serve individuals in state correctional institutions and institutions that serve individuals with disabilities. Approximately $20,000 per year is awarded to eligible institutions.

Adult Trade Extension & Apprenticeship Funds

The Adult Education & Work Force Training Grant funds are awarded through the PGA under the provisions of the Senate Bill 225, Section 300, Adult Education & Work Force Training Grant (95-03-10) (see Appendix A). Eligible institutions are required to provide a program that is of such size, scope, and quality to bring about improvement in the quality of adult trade extension and apprenticeship programs. The final grant award is determined by the DDOE. The DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the agency, and plan for sustainability when making decisions about final allocations.

Strengthening Career and Technical Education for the 21st Century Act Fiscal Guidance

Perkins funds must be used to improve and expand CTE programs and/or services and to improve student technical and academic performance. Perkins funds cannot be used for daily operational costs, to maintain CTE programs, or to supplant state or local funding sources, but may be used to supplement new program initiatives. All allocations are approved through the DDOE Consolidated Grant Application (CGA) or Postsecondary Grant Application (PGA) process (see Appendix A). The following guidelines are intended to clarify requirements for the uses of funds and provide general guidance with regard to the intent and purpose of the Strengthening Career and Technical Education for the 21st Century Act.

Requirements for Uses of Perkins Funds

Perkins V requires that federal funds are allocated to improve CTE POS and promote continuous improvement against core indicators of performance. Perkins funds received by eligible recipients and institutions must be used to develop, coordinate, implement, and improve career and technical programs in alignment with the needs identified in the comprehensive needs assessment (see Section

134(c)). Perkins funds allocated to eligible recipients and institutions must be used in accordance with the Requirements for Uses of Funds (see Section 135(b)) to support CTE POS that are of sufficient size, scope, and quality that:

1. Provide *career exploration and career development* activities;
2. Provide *professional development* for teachers;
3. Provide within CTE the *skills necessary* to pursue high skill, high wage, or in-demand careers;
4. Support the *integration of academic skills* into CTE programs;
5. Plan and carry out elements that support the *implementation of CTE programs of study* and increase student achievement; and
6. *Evaluate activities* in alignment with the comprehensive needs assessment.

See Appendix C for a comprehensive description of the requirements for uses of funds.

Non-Permissive Use of Funds

Eligible recipients and institutions that receive Perkins funds acknowledge that there is non-permissive use of funds. Examples of non-permissive use of Perkins funds are provided in Appendix D.

General Guidelines

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

1. Supplant vs. Supplement: Grant recipients must monitor expenditures to assure that federal funds do not supplant the established requirements of the eligible recipient. Supplanting occurs when federal funds are used to support programs and activities previously expended through local or state funds (see Perkins Section 211(a)) to provide services that:
   - Are required of local recipients to make available under other federal, state or local laws; or
   - Pay for expenses that the recipient delivered previously with state or local funds.
2. Administrative Cap: Perkins funds used for administrative purposes may not exceed 5% of the total grant award (see Perkins Section 135(d)). Services provided using administration funds must support administration of the state plan and records are required to document the recipient's time and effort. Consideration should be given to the supplanting guidelines to determine if the service provided has been, or should be, provided by the eligible recipient.
3. Three-year Funding Limitation: Perkins funds may be used to support the development and implementation of a new CTE POS for up to three (3) consecutive years. Funding sources for sustaining and maintaining the POS must be identified prior to the allocation of Perkins funds for these purposes through the DDOE CGA or PGA.
4. Equipment for POS Startup or Enhancement: All Perkins allocations must be approved through the DDOE CGA or PGA. The eligible recipient must have written policies and procedures in place for approved equipment purchases to:
   - Maintain property (inventory) records;
   - Conduct physical inventories;
   - Implement control systems to prevent loss, damage, or theft;

- Maintain property; and
- Sell or dispose of property.

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

- Description of the equipment;
- Serial number or other identification number;
- Funding source;
- Acquisition date and cost;
- Location, use, and condition of equipment;
- Ultimate deposition data; and
- Date of last physical inventory.

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

6. Spending Caps: To encourage a balanced use of funds, the DDOE recommends spending caps for the following (see Appendix D). If the recommended spending cap must be exceeded, an explanation should be included in the budget description within the Consolidated or Postsecondary Grant Application.

- Career and Technical Student Organization (CTSO) support;
- POS equipment;
- CTE substitutes;
- Middle school POS support; and
- Travel for professional development.

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

Special Rules for Perkins V Funds

Perkins funds not expended within the academic year for which they are provided must be returned to the DDOE for redistribution to eligible recipients and institutions. The DDOE is required to redistribute such amounts during that same academic year or in combination with the new fiscal allocation during the next academic year. For purpose of redistribution of funds, the Perkins academic year is defined as September to September annually to align with the annual DDOE Consolidated Grant Application

process (see Appendix A). All Perkins funds must therefore be obligated by September 30 and liquidated by November 30 each fiscal year, giving the eligible recipient a 15-month administration which includes a 12- month encumbrance plus three-month liquidation period (see Perkins Section 133(b)).

The DDOE will contact eligible recipients and institutions that do not liquidate funds within the academic year. No less than 85% of the recuperated funds will be redistributed to eligible recipients and institutions and an updated Sub-Grant Award Notice (SAN) (see Appendix A) form provided. A Subgrantee Amendment Request form (see Appendix A) will be provided should the recuperated funds exceed 15% or $5,000 (whichever is greater) of the original budget.

State Career and Technical Education Funds (509) for Secondary Programs

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

Local education agencies meeting the provisions of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and Delaware Administrative Code [14 DE Admin. Code 525] (see Appendix A) receive state "509" funds as part of the school system's annual allocation. In addition to meeting the requirements within the Delaware State Plan for Career and Technical Education (see Appendix A), Delaware Administrative Code [14 DE Admin. Code 525] requires that all CTE programs:

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

Distribution of State Funds

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

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

SECTION II – FISCAL POLICY

3. Division III includes state appropriations for educational advancement.

Division I Funds

Delaware Code [14 Del.C. §1703(g)] defines an occupational-vocational unit (CTE) to mean 27,000 pupil minutes per week for comprehensive or charter school districts; however, units for students enrolled in technical school districts shall be counted on the basis of one (1) unit for each thirty (30) students enrolled. In addition, each eligible LEA may hire a CTE teacher for an additional fifteen (15) days for participation in program development and oversight of summer CTE cooperative programs. These CTE teachers are entitled to payment of the state share of salaries according to the guidelines found in Delaware Code [14 Del.C. §1703(j)]. AgriScience teachers may be employed for 12 months and paid in accordance with Delaware Code [14 Del.C. §1305]. These CTE teachers are entitled to payment of the state share of salaries according to the guidelines found in Delaware Code [14 Del.C. §1321(h)]. Student enrollment and unit computation reporting requirements and preparation guidelines are available through the DDOE September 30th Enrollment and Unit Allotment Regulations (see Appendix A).

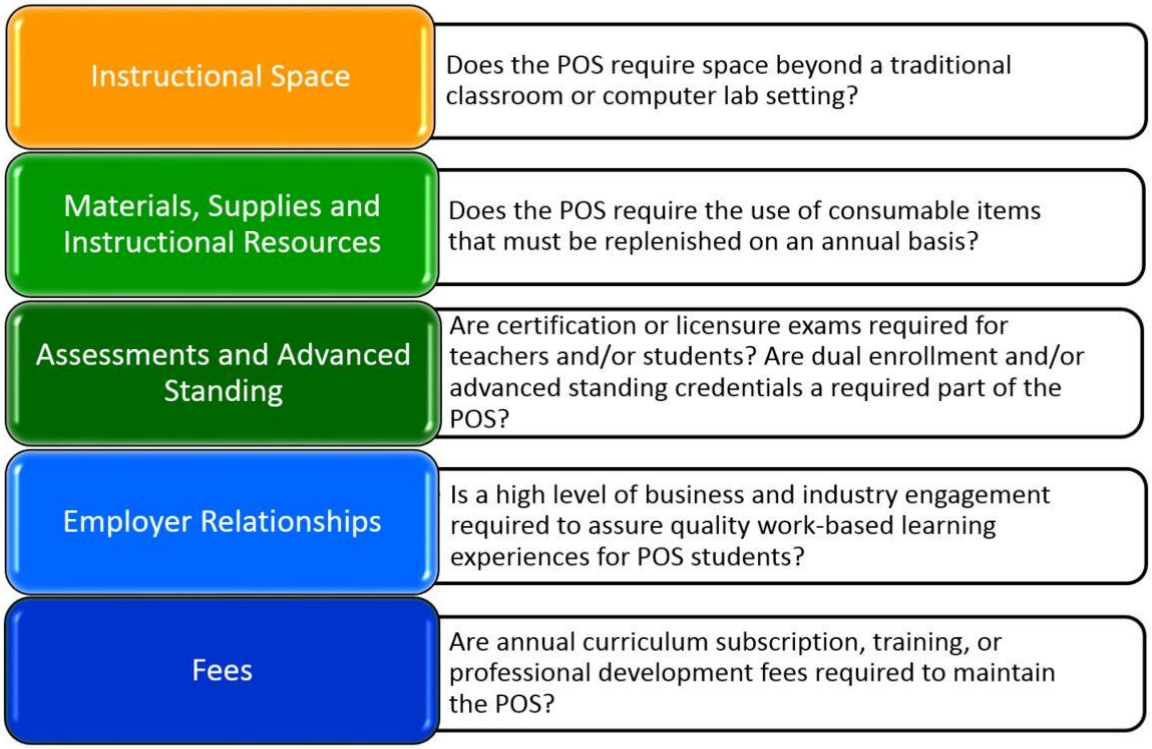
Division II Funds

The funds appropriated to each LEA for expenses included in CTE Division II (Division II – Voc AOC) are determined by providing a sum for each unit of students for the purchase of textbooks, furniture, other classroom equipment, as well as consumable materials and supplies needed to maintain the CTE POS. All purchases made using state funds must adhere to the guidelines found in the Delaware Budget and Accounting Policy Manual. The funds appropriated to each district for expenses included in Division II – Voc AOC are based upon each CTE unit as defined above and are allocated at either one (Level 1), two (Level 2), or three (Level 3) times the amount determined for each non-CTE unit.

In 2000, Senate Bill 385 (see Appendix A) stipulated that at least 90% of the Division II – Voc AOC funds, with the exception of Division II-Energy funds, must be allocated to the school that generates these funds and expended to support the state approved CTE POS at that school. Each LEA, with the exception of charter schools, must establish line item accounts for Division II – Voc AOC funds. These funds are in addition to the regularly generated units and all other financial resources normally allocated to each school through Delaware Code [14 Del.C. §1706]. LEAs may request a waiver of the 90% requirement subject to the approval of the Executive Director of the Delaware Advisory Council on Career and Technical Education, the Secretary of Education, and the Controller General. Waiver requests must be submitted to the Secretary of Education by November 16 of each year.

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

SECTION II – FISCAL POLICY



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

Division III Funds

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

SECTION II – FISCAL POLICY

CTE Unit Count Determination

Delaware Administrative Code [14 DE Admin. Code 701] allows for a maximum of 900 minutes of career and technical education time per week, per student, to be credited toward the CTE unit determination in comprehensive, charter, and technical school districts. However, CTE units are counted on the basis of one (1) unit for each thirty (30) students enrolled in technical school districts, therefore every student in a technical school district generates 900 minutes toward the CTE unit determination.

CTE Unit Count for Non-Traditional Schedules

A LEA with a nontraditional schedule (e.g., block scheduling) is credited units based on the yearly average of CTE instructional time, provided students receive the same amount of instruction they would have received under a traditional class schedule and a minimum of 300 minutes of instruction are provided per week [14 DE Admin. Code 701]. Students participating in cooperative education or work-based learning experiences as defined in Delaware Administrative Code [14 DE Admin. Code 525] will generate 60 minutes of instructional time for every 120 minutes of documented cooperative education work experience.

CTE Unit Count Deduction

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

Audit of State Funds

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

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) & State CTE Fiscal Processes

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

Quarterly Expenditure Report and Amendment Form

At the start of each quarter, the CTE & STEM workgroup will provide each eligible recipient with an updated expense report that provides the timeline for obligation and liquidation, documents federal budget versus expenditures, the percentage of unobligated funds, and potential amendments for

Perkins funds. Information for the quarterly expenditure report will be captured from Delaware's First State Financial Accounting System (see Appendix A).

First quarter (July – September) expense reports and second quarter (October – December) expense reports will be directed to the LEA's designated CTE director. Third quarter (January – March) expense reports and fourth quarter (April – June) expense reports will be directed to the LEA's designated CTE director and include a courtesy copy to the LEA's superintendent or head of school and business manager should the remaining balance exceed 50% of the total allocation. If needed, the Subgrantee Amendment Request form and instructions will also be provided (see Appendix A). Amendments are required for any programmatic change that exceeds 15% or $5,000 (whichever is greater) of an approved budget category.

Categorical and Programmatic Reports

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

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

Annual Fiscal Report

At the close of each federal fiscal year, the DDOE CTE & STEM workgroup will generate an annual federal and state financial report for each eligible recipient. The report will document all Perkins money including the: approved budget by account code; percent of funds expended by account code; approved budget by funding description; list of approved amendments; additional federal grant award(s); and monies remitted. The report will also document all state CTE funds distributed to each eligible recipient by school. The annual financial report should be used by the eligible recipient to improve how funds are applied to supplement and improve the local system of CTE, which includes but is not limited to evaluation of the budget versus expenditures, management of funds at the local level, and calculation of return on investment for federal and state funds.

SECTION III – ACCOUNTABILITY POLICY

Career & Technical Education Accountability and Evaluation Overview

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires states to develop and report on a series of core indicators that set expectations for all CTE students. Delaware reports data for Perkins Performance Indicators for students enrolled in state approved CTE programs of study. The Perkins law establishes and supports a state and local accountability system designed to assess the effectiveness of eligible agencies, recipients, and institutions in achieving progress in career and technical education. Each core indicator measures a specific aspect of a CTE program of study and can be used to evaluate student achievement and/or program of study performance, provide technical assistance, identify gaps in service, and calculate return on investment.

As the eligible agency, the Delaware State Board of Education solicits stakeholder input to establish state-determined performance targets for each core indicator per the Delaware State Plan for Career and Technical Education (see Appendix A). Eligible recipients and institutions have the option to accept the state-determined performance target(s) or negotiate to reach agreement on new local adjusted levels of performance that are more applicable. This process is negotiated during the Consolidated Grant Application (CGA) and Postsecondary Grant Application (PGA) for Perkins.

All performance targets must be agreed to by the eligible recipient or institution and the DDOE through the CGA or PGA. Performance related to the Perkins core indicators require continuous improvement and are expressed in a percentage or numerical form. If an eligible recipient fails to meet 90% of a performance target for one or more years, the eligible recipient shall develop and implement a local improvement plan to address the target. If the eligible recipient fails to meet 90% of a performance target for three consecutive years, then a portion of federal Perkins funds may be withheld or directed to address the performance shortfalls.

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

Classification of Career & Technical Education Programs of Study

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

SECTION III – ACCOUNTABILITY POLICY

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

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

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

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

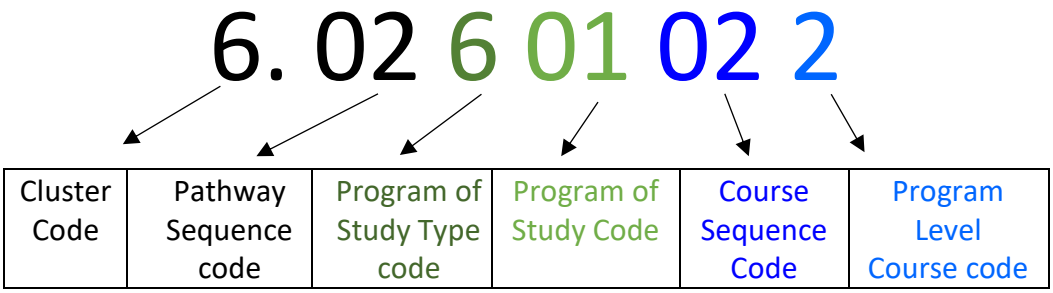
- **Career Pathway Name and Code:**
  Career clusters are linked education and training programs for a specific occupation or occupational cluster that help students to advance through higher levels of education and employment. Delaware CTE programs of study are structured within a career pathway to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

SECTION III – ACCOUNTABILITY POLICY

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

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

  Example below, see Appendix G for more information:



Perkins Core Indicators of Performance

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

SECTION III – ACCOUNTABILITY POLICY

A. Secondary Student Definitions:

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

Participant:

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

Concentrator:

A student who has completed at least two (2) courses in a state-approved CTE program of study.

Completer:

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

B. Secondary Perkins Core Indicator Definitions:

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

- **1S1 - Four Year Graduation Rate:**
  The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

  1S1 Numerator: Number/percent of CTE concentrators who graduated high school as part of the state's ESSA computation of four-year graduation rate.

  1S1 Denominator: Number/percent of CTE concentrators who exited secondary education as part of the state's ESSA computation of four-year graduation rate.

- **2S1 - Academic Proficiency in Reading Language Arts:**
  CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

  2S1 Numerator: Number/percent of CTE concentrators who are grade 11 full academic year (FAY) and were proficient on the ESSA standardized ELA assessment.

  2S1 Denominator: Number/percent of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized ELA assessment.

- **2S2 - Academic Proficiency in Mathematics:**
  CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

2S2 Numerator: Number/percent of CTE concentrators who are grade 11 FAY and were proficient on the ESSA standardized mathematics assessment.

2S2 Denominator: Number/percent of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized mathematics assessment.

- **2S3 - Academic Proficiency in Science:**
  CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

  2S3 Numerator: Number/percent of CTE concentrators who are grade 11 FAY and were proficient on the ESSA standardized science assessment.

  2S3 Denominator: Number/percent of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized science assessment.

- **3S1 - Post-Program Placement:**
  The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

  3S1 Numerator: Number/percent of CTE concentrators who, in the second quarter after exiting from secondary education were placed into postsecondary education, employment, military service, or a service program defined in the Act in the prior reporting year.

  3S1 Denominator: Number/percent of CTE concentrators exited secondary education as part of the state's ESSA computation of four-year graduation rate in the prior reporting year.

- **4S1 - Non-traditional Program Concentration:**
  The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

  4S1 Numerator: Number/percent of under-represented gender CTE concentrators in a single CTE program of study that leads to employment in a nontraditional field.

  4S1 Denominator: Number/percent of CTE concentrators in a single CTE program of study that leads to employment in a nontraditional field.

- **5S1 – Program Quality - Attained Recognized Postsecondary Credential:**
  Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential (see Appendix E).

5S1 Numerator: Number/percent of CTE concentrators who attained a recognized postsecondary credential as part of the ESSA school accountability model.

5S1 Denominator: Number/percent of CTE concentrators who exited secondary education as part of the state's ESSA computation of four-year graduation rate.

- **5S2 – Program Quality - Attained Postsecondary Credits:**
  Percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant CTE program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

  5S2 Numerator: Number/percent of CTE concentrators who attained postsecondary credits in an academic or technical subject area as part of the ESSA school accountability model.

  5S2 Denominator: Number/percent of CTE concentrators who exited secondary education as part of the state's ESSA computation of four-year graduation rate.

- **5S3 – Program Quality - Participated in Work-Based Learning:**
  Percentage of CTE concentrators graduating from high school having successfully participated in work-based learning.

  5S3 Numerator: Number/percent of CTE concentrators who successfully completed a work-based learning course as part of the ESSA school accountability model.

  5S3 Denominator: Number/percent of CTE concentrators who exited secondary education as part of the state's ESSA computation of four-year graduation rate.

- **5S4 – Program Quality - Middle Grades (To Be Determined):**
  Percentage of middle school youth successfully participating in middle grades CTE coursework and student advisement programs.

  5S4 Numerator and denominator definitions will be developed in a future state plan along with the state performance trajectory.

C. Postsecondary Student Definitions:

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

Postsecondary CTE Student

A postsecondary student satisfies an institution's enrollment requirements in any Perkins-eligible CTE program area.

Postsecondary CTE Participant:

A postsecondary student who completes one or more courses in any Perkins-eligible CTE program

area.

Postsecondary CTE Concentrator:
A postsecondary participant who: (1) completes at least 12 credits within a career and technical education program or program of study; (2) completes a short-term CTE credential program; (3) completes 144 clock hours of training in a long-term CTE credential program; or (4) completes the first related technical instruction sequence in a Registered Apprenticeship program. The CTE program, short- or long-term credential program, or Registered Apprenticeship program must be Perkins-eligible and terminate in an industry-recognized credential, a certificate, or a degree.

Postsecondary CTE Completer:
A postsecondary student who receives an industry-recognized credential, a certificate, or a degree during the reporting year. Concentration and completion occur simultaneously for short-term credential programs.

D. Postsecondary Perkins Core Indicator Definitions:

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

- **1P1 – Post-Program Placement:**
  The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

  1P1 Numerator: Number/percent of CTE concentrators who, in the second quarter after program completion, remained in postsecondary education, were placed in advanced education or training, employment, military service, or a service program defined in the Act in the prior reporting year.

  1P1 Denominator: Number/percent of CTE concentrators who exited postsecondary education during the prior reporting year.

- **2P1 – Credential, Certificate, or Degree**
  These measures focus on student attainment of an industry-recognized credential, certificate, or degree (see Appendix E). The student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to mean that the student would be counted if the student obtains the credential in 1 year following that student's completion of the program.

  2P1 Numerator: Number/percent of CTE concentrators who received a recognized postsecondary credential, a certificate, or a degree and exited the program in the prior reporting year.

2P1 Denominator: Number/percent of CTE concentrators who exited postsecondary education during the prior reporting year.

- **3P1 - Nontraditional Participation and Completion**
  These measures focus on gender equity in CTE programs of study and are designed to increase the participation and completion rates of underrepresented gender students in non-traditional CTE programs. Non-traditional CTE programs are those programs that prepare students for occupations where less than 25% of those employed in that field are of one gender, e.g. women in engineering and men in nursing.

  3P1 Numerator: Number/percent of under-represented gender CTE concentrators in a single CTE program of study that leads to employment in a nontraditional field.

  3P1 Denominator: Number/percent of CTE concentrators in a single CTE program of study that leads to employment in a nontraditional field.

Performance Targets

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

Eligible recipients and institutions have the option to accept the state negotiated performance levels or work with the DDOE to negotiate locally determined performance targets that reflect unique local circumstances for each core indicator. The local performance level for each core indicator is negotiated during the CGA process in the Perkins section of the eligible recipient's local plan (see Section 113).

Improvement Plans

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

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

SECTION III – ACCOUNTABILITY POLICY

- Tier I: Monitoring visits are facilitated by the eligible recipient and the DDOE CTE staff and support the continued improvement of CTE programs of study in conjunction with Perkins V and Delaware Administrative Code [14 DE Admin. Code 525] (for secondary programs only).
- Tier II: Support is provided for the development and implementation of a local improvement plan for any eligible recipient that fails to meet 90% of a performance target for one or more years. This plan will follow the requirements of a local improvement plan and more specific technical assistance may be provided through the DDOE CTE & STEM workgroup.
- Tier III: Funds may be withheld if the eligible recipient fails to meet the same performance indicator three (3) years in a row. The DDOE CTE staff will assist in the development of a new local improvement plan, direct improvement activities, and provide additional technical assistance as needed.

State Program Improvement

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

Local Program Improvement

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

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

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

SECTION III – ACCOUNTABILITY POLICY

Career & Technical Education Consolidated Grant Application Overview

Local applications for funding under Strengthening Career and Technical Education for the 21st Century Act (Perkins V) must incorporate and reflect the nine (9) required components of the local plan (Section 134(b)), the results of a comprehensive local needs assessment (Section 134(c)), and the six (6) requirements for the uses of funds (Section 135(b)). This expectation is addressed through the Consolidated Grant Application (CGA) for eligible secondary recipients and the Postsecondary Grant Application (PGA) for eligible postsecondary institutions, i.e. the local application for Perkins and the local planning tools that are administered through the DDOE eGrants management system through the EdAccess portal.

Through the CGA and PGA processes, each eligible recipient or institution will provide an overview of the local model for CTE and include sufficient detail for the reviewer to understand the local system of CTE in alignment with the comprehensive needs assessment. Sufficient detail must be provided for each budget expense and a detailed narrative should be provided for each response in the local plan. The local plan shall cover the same period of time as the period of time applicable to the Delaware State Plan for Career and Technical Education. Eligible recipients that did not meet at least 90% of the agreed upon performance targets for any of the core indicators for Perkins described in Section 113(b)(4) of the Perkins V Act are required to document their local improvement plan through the CGA or PGA. For more information, please see the Delaware State Plan for Career and Technical Education (see Appendix A).

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

Secondary and Postsecondary Local Application and Needs Assessment

A local education agency desiring financial assistance under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) will submit a local application and comprehensive local needs assessment (CLNA) to the DDOE for approval. The local application shall cover the same period of time that is applicable to the Delaware State Plan for Career and Technical Education.

A postsecondary institution desiring financial assistance under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) will submit a local application to the Delaware Department of Education for approval. The local application shall cover the same period of time that is applicable to the Delaware State Plan for Career and Technical Education. Postsecondary institutions that are eligible for funding under Perkins V and the Adult Trade Extension and Apprenticeship Block Grant and will use the same application for both funding opportunities. Requirements and guidance for completing the postsecondary local application are found in Appendix F.2.

Guidance for submitting the secondary and postsecondary local application through eGrants follow:

SECTION III – ACCOUNTABILITY POLICY

Section 1: eGrants Budget & Budget Overview

Perkins funds must be used by eligible recipients and institutions to implement and improve CTE programs of study as well as provide or improve service(s) to students and/or adults; funds should not be used to maintain existing programs or support individual students. Fiscal guidelines for Perkins (required and non-permissive use of funds) are provided in the Fiscal Guidelines section of this document. For a list of the Perkins required use of funds and corresponding funding descriptions, please see Appendix C.

Within the Perkins application, there are two budget pages entitled: Budget and Budget Overview. The Budget page allows the user to review and enter expenses by account code. The Budget Overview page reflects each budget line item and will automatically sort expenses by account code and funding description. The eligible recipient will build a program budget by inserting line item expenses. Each line item must include specific budget detail for the recipient to manage the grant. Instructions for completing the Budget and Budget Overview pages within the DDOE eGrants system are found in Appendix F.1.

Section 2: eGrants Core Indicators of Performance

Core indicators of performance for CTE secondary and postsecondary students are defined in the Delaware State Plan for Career and Technical Education. A local education agency or postsecondary institution receiving funds under Perkins V must establish annual targets (one-year targets) and performance goal (four-year targets) for each core indicator of performance. Each eligible recipient will negotiate with the DDOE adjusted levels of performance for each of the core indicators established through the State Plan. Local levels must be expressed in percentage or numerical form, require continuous improvement, and be identified in the local plan.

The actual performance levels for previous years are listed in the table in eGrants. The current target levels are provided. Annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act are updated annually and should reflect findings from the local needs assessment, in alignment with the local application.

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

The negotiation of performance levels reflects the upcoming academic year and will not impact the prior year or current year performance targets. Performance data from up to three (3) prior years are provided for the eligible recipient on the Core Indicators of Performance page in the eGrants system. Prior years' performance data include the actual performance level and the performance target for that academic year. The current year's performance target is also provided. Eligible recipients are required to show continuous improvement when establishing local targets to meet or exceed the state negotiated target for each core indicator, but not to exceed 95%. Proposed performance levels through

must take into consideration the following factors which are described in Section 113(b)(4) of the Perkins V Act:

1. Account for factors such as the addition or deletion of programs, the demographic characteristics of the participants (students and/or adults), and the services or instruction to be provided;
2. Promote continuous improvement on the indicators of performance set by the DDOE;
3. Present a logical target and process for goal setting; and
4. Represent performance levels agreed upon by both the eligible recipient and the DDOE through the CGA process.

If an eligible recipient or institution fails to meet a local performance target, the negotiated level may remain static for one academic year. Further, if an eligible recipient's local performance is 95% or above, the negotiated level may remain static indefinitely. All rationale applied to the calculation of a local performance level, should be included as part of the justification. Instructions for completing the Core Indicators of Performance page within the DDOE eGrants system are found in Appendix F.2.

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

Section 3: eGrants Local Application & Needs Assessment

Eligible recipients and institutions are required to describe the local system of CTE as well as opportunities to support students and teachers. Responses within the local application shall provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. Responses within the local application should reflect those quantitative and qualitative data captured in the comprehensive local needs assessment.

The local needs assessment includes a data dashboard reflective of programmatic, enrollment, Perkins core indicator data, and CTE teacher licensure and certification (as applicable) data pre-populated by the DDOE. Eligible recipients and institutions may update programmatic data, as needed, and modify survey questions for teachers, students, employers, and community members. All eligible recipients and institutions must include a copy of the CLNA in the eGrants related documents section every two years.

Both the comprehensive local needs assessment and local application are completed in consultation with a diverse stakeholder group consisting, at a minimum, educators, business and industry partners, parents. As such, the local application is organized across five (5) core priority areas, which include:

1. Quality Improvement: connects responses from the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities that exist to improve the local system of CTE;
2. Program Quality: focuses on the evolution of the local system of CTE, as well as supports for every student to access and be successful in a CTE program of study that lead to in-demand industry

sectors and occupations that provide a living wage through a multi-tiered system of supports (MTSS) for all learners;

3. Student Readiness and Equity: connects academic and technical skill preparation to postsecondary credential and degree opportunities, as well as the identification of disparities or gaps that exist across youth or adult performance and how the LEA or postsecondary institution will address such disparities or gaps through a multi-tiered system of supports (MTSS) for all learners;
4. Talent Development: focuses on the recruitment and support of diverse CTE faculty as well as the relationship between the Eligible Agency, Delaware Department of Education, LEAs, and other postsecondary institutions to provide support for educators; and
5. Systems Alignment: connects employer partners, community stakeholders, and local/state workforce partners to support career exploration and development, career and college advisement, and engagement within the local system of CTE to scale work-based learning opportunities, as well as the attainment of industry credentials and the completion of registered apprentice programs and two-year degree programs to accelerate workforce placement for youth and adults.

Required questions for the eligible secondary recipients and postsecondary institutions local application can be found in Appendices F.1.3 and F.2. Responses to each question should provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. When responding to questions that have multiple sub-questions, each response should be clear and address each stated topic. Instructions for completing the local application page within the DDOE eGrants system are found in Appendix F.1.4.

Resources for completion of the secondary needs assessment and local application are located in the CTE Director Cadre Schoology group. Please contact the DDOE CTE & STEM policy advisor (see Appendix B) for technical assistance.

Section 4: eGrants Related Documents

Related documents submitted through eGrants include: 1) a list of Perkins advisory committee members (required); 2) the secondary or postsecondary comprehensive local needs assessment (required); and 3) the LEA or postsecondary institution's improvement plan (if applicable).

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

- First and last name;
- Title and affiliation/employer;
- Contact information (address, phone, email); and

- Area of representation (business/industry, secondary education, postsecondary education, community).

Comprehensive Local Needs Assessment (CLNA) All eligible recipients must include a copy of the CLNA in the related documents section every two years. Responses within the local application should reflect those quantitative and qualitative data captured in the comprehensive local needs assessment. Resources for completion of the secondary needs assessment, as well as the local application are located in the CTE Director Cadre Schoology group. Please contact the DDOE CTE & STEM policy advisor (see Appendix B) for technical assistance.

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

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

Section 5: eGrants Assurances

When eligible recipients and institutions accept funds from the DDOE through the CGA or PGA process they must agree to certain obligations or assurances. These assurances require recipients to maintain and operate their local system of CTE in accordance with the Strengthening Career and Technical Education for the 21st Century Act and Delaware Administrative Code [14 Del.C. §525] for Career and Technical Education (CTE) (see Appendix A). Certain conditions for grant administration are also provided which include activities in the Fiscal Guidelines section of this document and the Uniform (UG) Guidance (2 CFR § 200). The duration of each assurance depends on the type of recipient, the specific assurance, and other conditions stipulated in the assurances.

Secondary Federal Program Monitoring and Local System of Accountability Overview

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

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

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

Monitoring of Secondary Eligible Recipients

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

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

Following the on-site visit, the DDOE CTE & STEM workgroup will collaborate with the eligible recipient staff to compile all data and complete the preliminary on-site monitoring report. A final monitoring report will be prepared that includes commendations, recommendations, and next steps. Commendations may include, but are not limited to, innovative practices and exemplary program models. Recommendations will include pervasive elements limiting the local system of CTE and may be addressed and included in the eligible recipient's CGA (see Appendix A), as appropriate. Next steps will

reflect issues that the eligible recipient must address to remain in compliance with Perkins. The timeline to address next steps will be agreed to by both the monitoring team and eligible recipient.

Data Management for Secondary Eligible Recipients

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

Needs Assessment Data

The comprehensive local needs assessment is completed externally and uploaded to the DDOE eGrants system. The comprehensive local needs assessment is defined as a self-evaluation conducted by LEAs and postsecondary institutions to improve student access, achievement, and equity in CTE programs, as well as the implementation of high-quality CTE programs of study and improvement of the local education and workforce system (to be completed once every two years). Each eligible recipient and institution's needs assessment includes a data dashboard reflective of programmatic, enrollment, Perkins core indicator data, and CTE teacher licensure and certification (as applicable) data pre-populated by the DDOE. The comprehensive local needs assessment informs the local application.

LEA Report

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

School Report

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

Program of Study Report

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

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

APPENDIX A – URL REFERENCE LIST

125th General Assembly
http://delcode.delaware.gov/sessionlaws/ga125/index.shtml

[14 DE Admin. Code 525] – Requirements for Career and Technical Education Programs
http://regulations.delaware.gov/AdminCode/title14/500/525.shtml#TopOfPage

[14 DE Admin. Code 701] – Finance and Personnel
https://regulations.delaware.gov/AdminCode/title14/700/701.shtml#TopOfPage

Bureau of Labor Statistics
http://www.bls.gov/soc/

Career Clusters Framework®
http://www.careertech.org/career-clusters/

Consolidated Grant Website
https://www.doe.k12.de.us/domain/480

CTE LMI Instructions & Guidance
https://education.delaware.gov/wp-content/uploads/2019/08/CTE_2017-DDOE-CTE-LMI-Instructions_Guidance-for-POS-Applications.pdf

CTE LMI Review
https://education.delaware.gov/wp-content/uploads/2019/08/CTE_2019-DDOE-CTE-LMI-Review-for-POS-Applications.docx

CTE Portal
https://cteportal.doe.k12.de.us/

CTE State Model Programs of Study
http://www.doe.k12.de.us/Page/2016

Delaware Advisory Council on Career & Technical Education
https://daccte.delaware.gov/

Delaware Budget and Accounting Policy Manual
https://budget.delaware.gov/accounting-manual/

Delaware Department of Education
http://www.doe.k12.de.us/domain/176

APPENDIX A – URL REFERENCE LIST

Delaware Department of Education Consolidated Grant Application
https://launchpad.classlink.com/ddoe

Delaware Department of Education CTE Innovation Grant
http://www.doe.k12.de.us/Page/431

Delaware Department of Education CTE Postsecondary Grant Application
https://launchpad.classlink.com/ddoe

Delaware Department of Education Policies and Procedures for CTE Programs of Study
https://education.delaware.gov/wp-content/uploads/2019/04/2017_08_de_cte_pos_policyandprocedures.pdf

Delaware State Board of Education
https://www.doe.k12.de.us/domain/170

Delaware State Plan for Career and Technical Education
https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/170/DE_full_four_year_state_plan_perkins_v_200325.pdf

Directory of Certified Businesses
http://directory.osd.gss.omb.delaware.gov/

eGrants System
https://launchpad.classlink.com/ddoe

First State Financials Accounting System
https://accounting.delaware.gov/state-employees/

House Bill 509
http://delcode.delaware.gov/sessionlaws/ga139/chp509.shtml

Senate Bill 225
https://legis.delaware.gov/BillDetail?LegislationId=48002

Senate Bill 385
http://www.delcode.delaware.gov/sessionlaws/ga140/index.shtml

September 30th Enrollment and Unit Allotment Regulations
https://regulations.delaware.gov/AdminCode/title14/700/701.shtml

Strengthening Career and Technical Education for the 21st Century Act
https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

APPENDIX A – URL REFERENCE LIST

Sub-grant Award Notice (SAN)
https://budget.delaware.gov/accounting-manual/

Subgrantee Amendment Request
https://www.doe.k12.de.us/domain/552

System for Award Management
https://www.sam.gov/SAM/

Title 14, Chapter 13 of Delaware Code
http://delcode.delaware.gov/title14/c013/index.shtml

Title 14, Chapter 5 of Delaware Code
https://delcode.delaware.gov/title14/c005/index.shtml

Title 14, Chapter 17 of Delaware Code
http://delcode.delaware.gov/title14/c017/index.shtml

United States Census Bureau
https://data.census.gov/cedsci/

APPENDIX B - CAREER & TECHNICAL EDUCATION CONTACT INFORMATION

Delaware Department of Education **Career and Technical Education & STEM Staff** **Phone: 302.735.4015** **Fax: 302.739.1780**
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Nicole Lawless, Secretary nicole.lawless@doe.k12.de.us
Sandra Mullett, Administrative Secretary sandra.mullett@doe.k12.de.us
Lisa Stoner-Torbert, Policy Advisor lisa.stoner-torbert@doe.k12.de.us
Carmen Strollo, Field Agent carmen.strollo@doe.k12.de.us
Jonathan Wickert, Ed.D., Education Associate Postsecondary Program Administrator jonathan.wickert@doe.k12.de.us
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APPENDIX C – REQUIRED USES OF FUNDS

Required Uses of Funds

Following is a list of the six (6) required use of Perkins V funds (see Section 135(c)). Required activities may also be accomplished through other federal, state, or local funding sources. Funding descriptions for use in the Consolidated or Postsecondary Grant Application are underlined below for each category.

1. **Career Guidance**: Provide ***career guidance and academic counseling*** including in the middle grades, before enrolling and while participating in a career and technical education program of study, in making informed plans and decisions about future education and career opportunities and programs of study. Permissible use of these funds may include:
   a. introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
   b. readily available career and labor market information;
   c. programs and activities related to the development of student graduation and career plans;
   d. career guidance and academic counselors that provide information on postsecondary education and career options;
   e. activities that advance knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including in non-traditional fields; or
   f. strong experience in, and comprehensive understanding of, all aspects of industry.
2. **Professional Learning**: Provide ***professional development*** for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals. Permissible use of these funds may include:
   a. professional development on supporting individualized academic and CTE instructional approaches, including the integration of academic and CTE standards and curriculum;
   b. professional development on ensuring labor market information is used to inform the programs of study, guidance, and advisement offered to students;
   c. opportunity to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate;
   d. support for school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such administrators or school leaders;
   e. support for the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE programs;
   f. opportunity to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices for teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals;
   g. training teachers, faculty, school leaders, administrators, specialized instructional support personnel (including career guidance and academic counselors), or paraprofessionals, as appropriate to provide appropriate accommodations for individuals with disabilities, and

students with disabilities who are provided accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

h. training teachers, faculty, specialized instructional support personnel (including career guidance and academic counselors), and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports and positive behavioral interventions and support; or

i. training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries.

3. **Special Populations**: Provide within CTE the ***skills necessary for special populations*** to pursue high skill, high wage, or in-demand industry sectors or occupations.

4. **POS Articulation**: Support ***integration of academic skills*** into CTE programs of study to support students at the secondary level and the post-secondary level.

5. **POS Support**: Plan and carry out elements that support the ***implementation of CTE programs of study*** and that result in increasing student achievement of the local levels of performance established under Section 113. Permissible use of these funds may include:

a. curriculum aligned with the requirements for a program of study;

b. partnerships with local stakeholders to support CTE programs of study including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop career centers, community-based and youth-serving organizations;

c. opportunities for CTE concentrators to participate in accelerated learning programs including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a CTE program of study;

d. appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

e. a continuum of work-based learning opportunities, including simulated work environments;

f. industry-recognized certification exams or other assessments leading toward a recognized postsecondary credential;

g. efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

h. coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);

i. expansion of opportunities for students to participate in distance CTE and blended-learning programs;

j. expansion of opportunities for students to participate in competency-based education programs;

k. improvement of career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling;

l. support for the integration of employability skills into CTE programs of study, including through family and consumer science programs;
m. support for programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics (STEM) fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;
n. provision of CTE, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;
o. support for career and technical student organizations (CTSOs), including student preparation for and participation in technical skills competitions aligned with CTE program standards and curriculum;
p. wide availability of all forms of instructional content, which may include use of open educational resources;
q. support for the integration of arts and design skills, when appropriate, into CTE programs of study;
r. partnership with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE;
s. support for reduction or elimination of out-of-pocket expenses for special populations participating in CTE, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, childcare, or mobility challenges for those special populations; or
t. other activities to improve CTE programs of study.

6. **POS Evaluation**: Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under Section 134(c) and the local report required under Section 113(b)(4)(B).

APPENDIX D – SPENDING CAPS/NON-PERMISSIVE USES OF FUND

Recommended Spending Caps and Non-Permissive Uses of Funds

Funds allocated under Perkins V must be used to support the development, implementation, and continuous improvement CTE Programs of Study (POS). Following are examples recommended spending caps and non-permissive uses of Perkins funds by category.

Recommended Spending Caps

To encourage a balanced use of funds, the DDOE recommends spending caps. If the recommended spending cap is to be exceeded, an explanation should be included in the budget description within the Consolidated or Postsecondary Grant Application.

Category	Recommended Spending Cap
Support for Career and Technical Student Organizations (CTSO)	All CTSO expenses must be directly related to the CTE POS and total **no more than 5%** of the total Perkins allocation.
Equipment	All equipment expenses must be directly related to the CTE POS and total **no more than 50%** of the total Perkins allocation (with the exception of new POS startup). Supplanting rules apply.
Substitutes	Substitute expenses that are directly related to CTE POS, CTE improvement and/or enhancement, or address the demonstrated needs of students and total **no more than 5%** of the total Perkins allocation.
Middle School	Related expenses for middle school CTE courses that demonstrate alignment with high school CTE POS and total **no more than 30%** of the total Perkins allocation.
Travel	Travel expenses for professional development that are directly related to CTE POS, CTE improvement and/or enhancement, or address the demonstrated needs of students and total **no more than 10%** of the total Perkins allocation.

APPENDIX D – SPENDING CAPS/NON-PERMISSIVE USES OF FUNDS

Non-Permissive Uses of Funds

Eligible recipients and institutions that receive Perkins funds acknowledge that there is non-permissive uses of funds. Examples of non-permissive uses of Perkins funds follow.

Category	Non-Permissive Uses of Funds
Capital Expenditures	• Capital assets (non-instructional equipment, building, land) and expenditures to make improvement to capital assets (modifications, accessories, or auxiliary apparatus); labs, except as part of a new POS; • Consumable items; • Contingency or "petty cash" funds; • Contributions and donations; • Dues or membership fees to professional organizations or societies; • Equipment for administrative or personal use; • Equipment and supplies for building maintenance; • Expenditures for students not enrolled in CTE POS (high school career exploration, career fair, etc.); • Facility construction; • Fines and penalties; or • Funding activities that would supplant (replace) requirements of LEA or postsecondary institution.
Career Guidance	• Renewal of annual career and academic resource subscriptions.
Education and Business Collaborations	• Facility rental or food for Program Advisory Committee meetings.
Education and Business Partnerships	• Transportation costs and wages for students.
Equipment	• Costs associated with equipment purchased solely for administrative or teacher use; or • Any purchase for CTE POS that is not state approved.
Expansion of Post-secondary Opportunities	• Individual student fees.
Learning Communities	• Facility rental or food.
Mentoring and Support Services	• Staff salary; or • Costs associated with remediation courses or courses that are not part of an approved CTE POS.

APPENDIX D – SPENDING CAPS/NON-PERMISSIVE USES OF FUNDS

New CTE POS	• Costs associated with remediation courses or courses that are not part of an approved CTE POS.
Other CTE Activities	• Furniture, files, and equipment unless an integral part of an equipment workstation or to provide reasonable accommodations to CTE POS students; • General storage files or cabinets not designed to store specific tools or equipment; • Interest or other financial costs; • Instructional aides, uniforms, tools or other items to be retained by students; • Leasing vehicles, car rentals, etc.; • Multiple copies of textbooks, except for new POS not previously provided by the school that support student achievement and are tied to current industry standard; • Promotional materials (t-shirts, pens, cups, key chains, etc.); • Standard classroom furniture or instructional materials not unique to the CTE POS; • Travel costs outside of the U.S.; • Tuition costs, university fees, distance learning fees (for students and teachers); or • Vehicles (automobiles, trucks, buses, airplanes, boats, golf carts, motorcycles, etc.).
Pooling Perkins Funds	• Individual student assessment costs.
Support for Career and Technical Student Organizations (CTSO)	• Lodging, food, conveying or furnishing transportation to conferences and other CTE events for CTSO students; • Purchase of supplies, uniforms, and other effects for personal ownership or usage (student or advisor); • Purchase of awards; or • Student dues and registration fees.
Support for Special Populations	• Staff salary.
Training in Non-traditional Fields	• Transportation costs for students.
Transition Within Post-secondary Opportunities	• Individual student fees.

APPENDIX E – INDUSTRY RECOGNIZED CREDENTIALS

The term "recognized postsecondary credential" comes from the Workforce Innovation and Opportunity Act (WIOA). Recognized postsecondary credentials are awarded in recognition of an individual's attainment of measurable technical or industry/occupational specific skills necessary to obtain employment or advance within an industry/occupation. These skills are generally based on standards developed or endorsed by employers or industry associations. This term is used interchangeably to evaluate youth and adult learner attainment of recognized postsecondary credentials as a part of the state accountability model under the Every Student Succeeds Act (ESSA) and the Delaware Perkins V State Plan as secondary and postsecondary core indicators of performance (Secondary 5S1: Program Quality; Postsecondary 2P1: Credential, Certificate, Degree).

The following definitions are used to further classify credentials:

Industry-Recognized Certifications: credentials awarded through a certification body based on an examination process and demonstration of knowledge, skills, and abilities to perform a specific job. The assessment can be written, oral, or performance based. Certification can be time-limited with renewal through a re-certification process (e.g., CompTIA A+, Certified Nursing Assistant (CNA), Autodesk Certified User, NAFTrack Certification, Praxis Early Childhood Education).

Licenses: credentials awarded by a licensing agency based on pre-determined criteria. The licensing agency may have a governing board to determine the specific criteria and process for licensure. The criteria may include some combination of degree attainment, certifications, certificates, assessment, apprenticeship, or work experience. Licenses may be time limited, renewed periodically, and/or require continuing education (e.g., Private Pesticide Applicators License, Licensed Practical Nurse (LPN), Dental Assisting National Board – Radiology).

Educational Certificates: credentials awarded by a training provider or an educational institution based on completion of all requirements for a program of study which may include coursework and assessment or other performance evaluation measures. The award of a certificate is typically made to an individual (e.g., similar to a two- or four-year degree).

Educational Degrees: credentials awarded through an accredited postsecondary institutions to recognize the completion of a pre-determined amount of coursework.

Journeyperson's Certificate for Registered Apprenticeship: a nationally recognized, industry–issued credential awarded to an individual based on the completion of cumulative on-the-job training with a sponsoring employer, as well as the completion of a related education and training model through a designed postsecondary institutions. The journeyperson certificate is typically associated with Registered Apprenticeship (e.g., NCCER Credential, DE State Apprenticeship Advanced Placement, Registered Delaware Electrical Apprentice - Delaware Board of Electrical Examiners).

Secondary Credentials

The Delaware Student Success Framework defines a recognized postsecondary credential as the percentage of graduates who were full academic year with a recognized postsecondary credential. Delaware's Perkins V state plan defines the attainment of a recognized postsecondary credential based on the percentage of CTE concentrators graduating from high school with a recognized postsecondary credential. For both accountability models, recognized postsecondary credentials are approved as part of a secondary CTE program of study.

APPENDIX E – INDUSTRY RECOGNIZED CREDENTIALS

The Delaware Department of Education uses the following criteria to classify recognized postsecondary credentials as a secondary program quality measure. Credentials must be achievable at the secondary level, offered through an approved proctored examination, and meet at least two (2) of the following criteria to be approved as a program quality measure:

1. Stackable: skills learned lead to opportunities for continuous or advanced training and education through:
   a. Postsecondary education in the form of advanced standing, accelerated time to completion, and/or credit for prior learning at an institution of higher education;
   b. Training programs by satisfying prerequisite requirements to obtain a related or advanced recognized credential and/or providing advanced standing, accelerated time to completion, and/or credit for prior learning within an industry recognized training or apprenticeship program; or
   c. Employment in an aligned occupation (e.g. endorsed by an employer or employer association as having value in the industry regionally or nationally, supports cross-industry migration, and/or meets prerequisites required to enter or advance within the specific industry);
2. Valued and demanded by employers: aligned to in-demand occupations in the state and portable within or across industries throughout the state or geographic region; and
3. Marketable: leads to employment, higher wages, career advancement, and/or increased job security.

Postsecondary Credentials

The Delaware Department of Education uses the following criteria to recognize credentials as high-quality program measures at the postsecondary level. As such, postsecondary industry credentials must be:

1. Offered through an approved proctored examination; and
2. Stackable and represent skills learned lead to opportunities for continuous or advanced training and education through:
   a. Connecting secondary-to-postsecondary and postsecondary-to-postsecondary education programs in the form of advanced standing, accelerated time to completion, and/or credit for prior learning at an institution of higher education;
   b. Training programs by satisfying prerequisite requirements to obtain a related or advanced recognized credential and/or providing advanced standing, accelerated time to completion, and/or credit for prior learning within an industry recognized training or Delaware Department of Labor approved apprenticeship program; or
   c. Employment in an aligned occupation (e.g., endorsed by an employer or employer association as having value in the industry regionally or nationally, supports cross-industry migration, and/or meets prerequisites required to enter or advance within the specific industry).

In addition, a recognized industry credential must meet at least one (1) additional criteria:

1. Valued and demanded by employers: aligned to in-demand occupations in the state and portable within or across industries throughout the state or geographic region; and/or
2. Marketable: leads to employment, higher wages, career advancement, and/or increased job security.

Postsecondary CTE programs that do not include the opportunity to earn at least one recognized credential may not be eligible for funding under Perkins V.

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Appendix F.1 – eGrants Budget and Budget Overview Instructions

Instructions:

1. Entering and removing line item expenses:
   - Go to the "Budget" page(s);
   - Click the "modify" link next to the appropriate account code;
   - Click the "add item" link below the indirect cost calculator;
   - Enter the appropriate budget details in the space provided (additional descriptions are below by budget section);
   - Click "save" to complete the line item or "save and return" to exit the page; and
   - Remove a line item by clicking "remove".

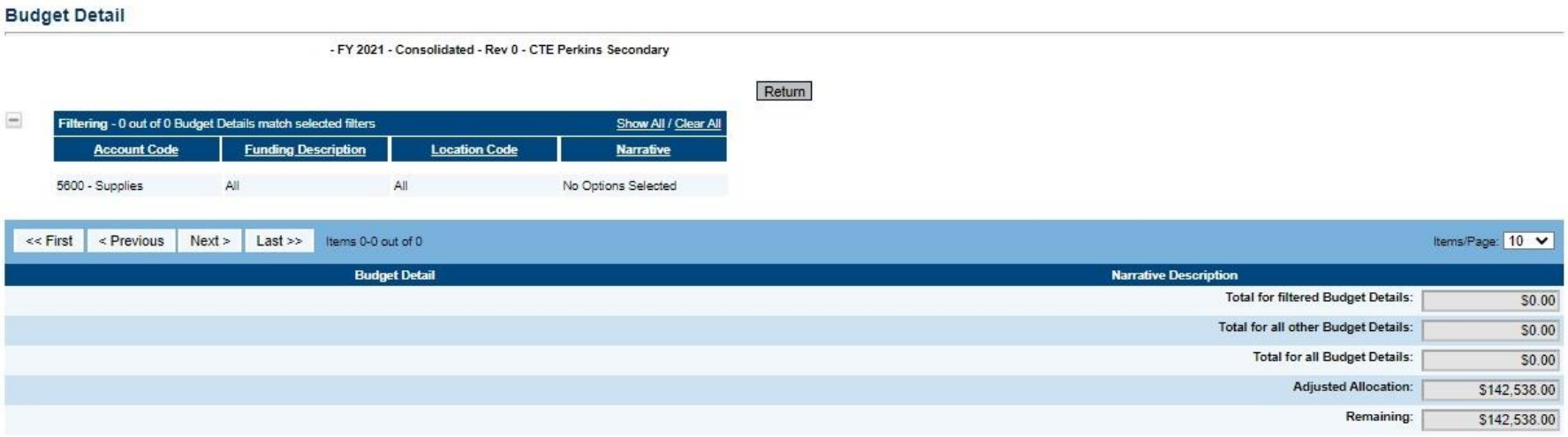
Budget

- FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Go To

Action	Account Code		Total
View	5100 - Salaries		$0.00
View	5120 - OECs		$0.00
View	5400 - Travel		$0.00
View	5500 - Contractual		$0.00
View	5500 - Audit Fees		$0.00
View	5560 - Indirect		$0.00
View	5600 - Supplies		$0.00
View	5700 - Capital Outlay		$0.00
		Total	$0.00
		Adjusted Allocation	$142,538.00
		Remaining	$142,538.00

Go To



Budget Section	Definition
Account Code	Corresponds to the DDOE categorical expense codes.
Funding Description	Corresponds to the required uses of funds uses of funds under Perkins and is used to document budget detail for specific program activities (see Appendix C).
Location Code	Used to identify the location (central office or school) where the expense will occur.
Quantity, Cost, & Line Item Total	Used to input the number of products or services being purchased, the cost per item, and the total cost of the line item expense.
Narrative Description	Should include all additional budget details, e.g., program of study title, the expense justification or outcome, and the item/service description.

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

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Budget Overview

FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Go To

Indirect Cost	
Total Contributing to Indirect Cost	$0.00
Indirect Cost Rate	6.19%
Maximum Allowed for Indirect Cost	$0.00

Filter by Location: All - $0.00

Show Unbudgeted Categories

Account Code / Funding Description	Total
Total	0.00
Adjusted Allocation	142,538.00
Remaining	142,538.00

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Appendix F.1.2 – eGrants Core Indicators of Performance Instructions

Instructions: Establishing Performance Targets and Goals

- Enter "percent" annual targets (one-year targets) and "percent" performance goal (four-year targets) for each core indicator of performance under the appropriate column and related "justification" under the appropriate column for each core indicator where a local performance level is proposed; and
- Once all proposed targets have been entered, click "save and go to."

Core Indicators of Performance

FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Go To

Core indicators of performance for CTE students are defined in the Delaware State Plan for Career and Technical Education. A local education agency receiving funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) must establish annual targets (one-year targets) and performance goal (four-year targets) for each core indicator of performance. Each eligible recipient will negotiate with the DDOE adjusted levels of performance for each of the core indicators established through the State Plan. Local levels must be expressed in percentage or numerical form, require continuous improvement, and be identified in the local plan.

The actual performance levels for 2017-2018 and 2018-2019 are listed in the table. The current target levels are provided in the 2019-2020 column. Annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, should reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually).

	2017-2018	2018-2019	2019-2020	2020-2021	2023-2024	
	Prior Performance (Actual)	Prior Performance (Actual)	Current Target	Proposed Annual Target	Proposed Final Target	Justification
1S1: Four Year Graduation Rate	99%	99.04%	90%	* %	* %	
2S1: Academic Proficiency in Reading Language Arts	68.85%	66.86%	50%	* %	%	
2S2: Academic Proficiency in Mathematics	36.82%	40.42%	29.00%	* %	* %	
2S3: Academic Proficiency in Science	46.84%	64.05%	54.00%	* %	* %	
3S1: Post-Program Placement	72.91%	74.33%	67%	* %	* %	
4S1: Non-traditional Program Concentration	40.8%	40.38%	33.00%	* %	* %	
5S1: Program Quality - Attained Recognized Postsecondary Credential	0.00%	7.4%	0.18%	* %	* %	
5S2: Program Quality - Attained Postsecondary Credits	4.78%	24.1%	0.18%	* %	* %	
5S3: Program Quality - Participated in Work-Based Learning	1.91%	8.54%	0.18%	* %	* %	
5S4: Program Quality - Middle Grades				* %	* %	

The approval process will be negotiated during the CGA and PGA administration and review. Once accepted by both the eligible recipient and the DDOE, the eligible recipient will submit the CGA application and complete the Perkins specific assurances.

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Appendix F.1.3 – Secondary Local Application Guidance

Responses to each question in the secondary local application should provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. When responding to questions that have multiple sub-questions, each response should be clear and address each stated topic.

Questions in the Secondary Local Application:

Priority 1: Quality Improvement

Responses to questions one (1) and two (2) below should define the overarching vision for the local system of CTE and those strengths and opportunities that exist to achieve the stated vision. The vision statement should be clear and measurable. Those identified strengths and opportunities should directly connect to quantitative and qualitative data captured in the local needs assessment.

1. Describe the overarching vision for the local system of CTE.
2. Describe strengths and opportunities that exist for each core priority area: 5
   a. Program Quality
   b. Student equity and readiness
   c. Talent Development
   d. Systems Alignment

Responses to questions three (3) and four (4) below should provide a goal statement for each core priority area and detail for related work activity. The goal statements should be clear, measurable, and align to the vision statement described in question one (1). The metric(s) of success and key actions should present a high-level overview of what data will be reviewed and what actions will be taken to ensure attainment of the goal. Those human and fiscal resources should define the person(s) responsible for supporting the goal and if state and/or federal funding will be used to support the attainment of the goal. The performance routine should define how these goals will be managed at the local level, including what actions the LEA or postsecondary institution will take to address disparities or gaps in student performance as well as what actions will be taken if no meaningful progress has been achieved to meet the goal or to eliminate those disparities or gaps.

3. Describe the overarching goals, measure of success, and key actions over the next three (3) to five (5) years for each core priority area?
   a. Program Quality
   b. Student equity and readiness
   c. Talent Development
   d. Systems Alignment
4. Describe performance routines that exist at the local level to monitor progress of the above goals?

Priority 2: Program Quality

Responses to question five (5) should connect those local system activities to the improvement of CTE program of study and system improvement. Responses should also align to the goal statement described in question 3a. All information should directly connect to quantitative and qualitative data captured in the local needs assessment.

5. Describe the local system of CTE and process to improve the quality of CTE programs of study.

a. Describe the local system of CTE, how CTE programs are identified for implementation and elimination, and the process for continuous improvement of CTE programs of study using labor market information;
b. Describe how CTE programs of study will be improved to increase opportunities for student work-based learning experiences and attainment of industry-recognized credentials as well as the alignment of CTE programs of study to postsecondary credential and degree programs; and
c. Describe how information about CTE programs of study is shared with members of the community (i.e. communication to current and perspective students, parents, community stakeholders, and employers)

Responses to question six (6) should connect student matriculation patterns in high-quality CTE programs of study to a multi-tiered system of supports (MTSS) for all learners. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student entrance, non-traditional concentration, graduation, and placement.

6. Use the following outline to describe how all students are supported to enter and matriculate through a CTE program of study.
   a. Describe the strengths and opportunities that exist to support students to enter a CTE program of study and graduate high school on a path to earn a credential or degree and/or placement in the workforce; and
   b. Define the multi-tiered system of supports that is in place for all learners to progress through CTE programs of study and into higher levels of education and entrance into the workforce.

Priority 3: Student Readiness and Equity

Responses to question seven (7) below should align students' academic readiness to high-quality CTE programs of study within a multi-tiered system of supports (MTSS) for all learners. Responses should also align to the goal statement described in question 3b. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student proficiency on English Language Arts, mathematics, and science state assessments.

7. Use the following outline to describe the instructional model as it relates to student academic readiness:
   a. Describe the strengths and opportunities that exist to support student academic readiness and proficiency on state assessments in English Language Arts, mathematics, and science; and
   b. Define the multi-tiered system of supports that is in place for all leaners to demonstrate readiness in academic subject areas prior to high school graduation.

Responses to question eight (8) should align students' technical readiness to high-quality CTE programs of study within a multi-tiered system of supports (MTSS) for all learners. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student proficiency in the attainment of industry-recognized credentials and early postsecondary credit as well as completion of work-based learning programs.

8. Use the following outline to describe the instructional model as it relates to student technical readiness:
   a. Describe the strengths and opportunities that exist to support student technical readiness and proficiency in the attainment of industry-recognized credentials and early postsecondary coursework as well as completion of work-based learning programs; and

b. Define the multi-tiered system of supports that is in place for all leaners to demonstrate readiness in technical subject areas prior to high school graduation.

Priority 4: Talent Development

Responses to question nine (9) below should align educator recruitment methods to those supports for initial teacher licensure and success in the classroom. Responses should also align to the goal statement described in question 3c. All information should directly connect to quantitative and qualitative data captured in the local needs assessment.

9. Use the following outline to discuss the process and methods used to recruit and support qualified and diverse CTE teacher candidates:
   a. Describe the process and methods used to recruit qualified and diverse CTE teacher candidates;
   b. Discuss the types of supports that are provided for CTE educators to seek initial teacher licensure (e.g. traditional, Alternative Routes to Teacher Certification, and Skilled and Technical Sciences) or meet other professional standards;
   c. Describe how new CTE teachers (e.g. teachers with less than three years of experience) are supported to be effective in the classroom and the types of professional learning opportunities that are provided for new CTE educators; and
   d. Describe how experienced CTE educators and related faculty (e.g. teachers with more than three years of experience) are supported to acquire advanced certificates, degrees, or other types of professional learning that deepens their subject matter expertise and/or professional practice.

Priority 5: Systems Alignment

Responses to question ten (10) below should describe how employers and community members are engaged in the local system of CTE and how these required stakeholders were involved in the determination of local performance targets, completion of the local needs assessment, and development of responses to the local application. Responses should also align to the goal statement described in question 3d.

10. Use the following outline to describe how employers and community partners are engaged and provide support to the local system of CTE:
    a. Discuss the process used to gather information and feedback from those required stakeholders for completion of the local needs assessment and local application as well as to determine performance targets to improve the local system of CTE;
    b. Describe the process used with required stakeholders for providing career information and employment opportunities to students through career awareness, exploration, and other work-based learning experiences; and
    c. Describe the school counseling and career advisement process and how required stakeholders are engaged to support students as well as to support the alignment of middle and high school CTE programs.

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Appendix F.1.4 – eGrants Secondary Local Application Instructions

Instructions:

Entering responses:

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

Local Application

Appoquinimink School District (952900) Public District - FY 2021 - Consolidated - Rev 0 - CTE Perkins Secondary

Go To

Local Application

A local education agency (LEA) or postsecondary institution desiring financial assistance under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) will submit a local application for approval from the Delaware Department of Education. The local application shall cover the same period of time that is applicable to the Delaware State Plan for Career and Technical Education (CTE), e.g. school year 2020-21 through 2023-24. The local application shall include the following:
• Financial request- completed within eGrants, for the distribution of financial resources made available under the Act, to reflect findings from the local needs assessment and be issued in alignment with the local application (to be completed annually);
• Performance targets-completed within eGrants, for the calculation of annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, to reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually);
• Local needs assessment-completed externally and attached to the local application within eGrants, defined as a self-evaluation conducted by LEAs and postsecondary institutions to improve student access, achievement, and equity in CTE programs, as well as the implementation of high-quality CTE programs of study and improvement of the local education and workforce system (to be completed once every two years);
• Local application-completed within eGrants, defined as an operational plan developed by LEAs and postsecondary institutions to implement high-quality CTE programs of study, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed, e.g. assurances, advisory committee members, improvement plans, etc.).

Responses within the local application shall provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. Responses within the local application should reflect those quantitative and qualitative data captured in the local needs assessment. Both the local needs assessment and application shall be completed in consultation with a diverse stakeholder group consisting, at a minimum, of those representatives defined under the Act. As such, the local needs assessment and the local application is organized across five (5) core priority areas, which are:
1. Quality Improvement: connects responses from the local needs assessment, local application, and local and state monitoring routines to those identified strengths and opportunities that exist to improve the local system of CTE;
2. Program Quality: focuses on the evolution of the local system of CTE, as well as supports for all students to access and be successful in a CTE program of study that lead to in-demand industry sectors and occupations that provide a living wage through a multi-tiered system of supports (MTSS) for all learners;
3. Student Readiness and Equity: connects academic and technical skill preparation to early postsecondary credit opportunities, as well as the identification of disparities or gaps that exist across youth or adult performance and how the LEA or postsecondary institution will address such disparities or gaps through a multi-tiered system of supports (MTSS) for all learners;
4. Talent Development: focuses on the recruitment and initial licensure of diverse CTE educators and related faculty, the professional learning supports for secondary and postsecondary CTE educators, as well as the relationship between the Eligible Agency, Delaware Department of Education, LEAs, and postsecondary institutions to provide support for educators; and
5. Systems Alignment: connects employer partners, community stakeholders, and local/state workforce partners to support career exploration and development, career and college advisement, and engagement within the local system of CTE to scale work-based learning opportunities for youth and adults.

Priority 1: Quality Improvement

Instructions: Responses to questions one (1) and two (2) should define the overarching vision for the local system of CTE and those strengths and opportunities that exist to achieve the stated vision. The vision statement should be clear and measurable. Those identified strengths and opportunities should directly connect to quantitative and qualitative data captured in the local needs assessment.

*** 1. What is the overarching vision for the local system of CTE?**

2. Use the following outline to provide a brief summary of the strengths and opportunities that exist for each core priority area:

Core Priority Area	Key Strengths	Key Opportunities
a. Program Quality	*	*

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Priority 1: Quality Improvement

Instructions: Responses to questions one (1) and two (2) should define the overarching vision for the local system of CTE and those strengths and opportunities that exist to achieve the stated vision. The vision statement should be clear and measurable. Those identified strengths and opportunities should directly connect to quantitative and qualitative data captured in the local needs assessment.

*** 1. What is the overarching vision for the local system of CTE?**

2. Use the following outline to provide a brief summary of the strengths and opportunities that exist for each core priority area:

Core Priority Area	Key Strengths	Key Opportunities
a. Program Quality	*	*
b. Student Readiness and Equity	*	*
c. Talent Development	*	*
d. Systems Alignment	*	*

Instructions: Responses to questions three (3) and four (4) should provide a goal statement for each core priority area and detail for related work activity. The goal statements should be clear, measurable, and align to the vision statement described in question one (1). The metric(s) of success and key actions should present a high-level overview of what data will be reviewed and what actions will be taken to ensure attainment of the goal. Those human and fiscal resources should define the person(s) responsible for supporting the goal and if state and/or federal funding will be used to support the attainment of the goal. The performance routine should define how these goals will be managed at the local level, including what actions the LEA or postsecondary institution will take to address disparities or gaps in student performance as well as what actions will be taken if no meaningful progress has been achieved to meet the goal or to eliminate those disparities or gaps.

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Appendix F.2 – Postsecondary Local Application Guidance

Responses within the postsecondary local application must provide an overview of the local delivery model for CTE programs and include sufficient detail for the reviewer to understand the local system of CTE. Responses within the local application should reflect those quantitative and qualitative data captured in the local needs assessment.
The postsecondary local application includes the following:

- Financial request— completed within eGrants, for the distribution of federal financial resources made available under the Act, to reflect findings from the local needs assessment and be issued in alignment with the local application (to be completed annually);
- Performance targets—completed within eGrants, for the calculation of annual targets (one-year targets) and performance goals (four-year targets) for each indicator of performance under the Act, to reflect findings from the local needs assessment and be developed in alignment with the local application (to be updated annually);
- Local needs assessment—completed externally and attached to the local application within eGrants, defined as a self-evaluation conducted by LEAs and postsecondary institutions to improve student access, achievement, and equity in CTE programs, as well as the implementation of high-quality CTE programs of study and improvement of the local education and workforce system (to be completed once every two years);
- Local application—completed within eGrants, defined as an operational plan developed by LEAs and postsecondary institutions to implement high-quality CTE programs of study, improve student outcomes, and expand innovative practices (to be completed once every four years and updated as needed, e.g. assurances, advisory committee members, improvement plans, etc.).

Questions in the Postsecondary Local Application:
Priority 1: Quality Improvement
Instructions: Responses to questions one (1) and two (2) should define the overarching vision for the local system of CTE and those strengths and opportunities that exist to achieve the stated vision. The vision statement should be clear and measurable. Those identified strengths and opportunities should directly connect to quantitative and qualitative data captured in the local needs assessment.

1. What is the overarching vision for the local system of CTE?
   Narrative response to describe postsecondary institutions vision statement
   Suggested Limit: 750 characters

2. Use the following outline to provide a brief summary of the strengths and opportunities that exist for each core priority area:

Core Priority Area	Key Strengths	Key Opportunities
a. Program Quality	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters
b. Student Readiness and Equity	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters
c. Talent Development	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters
d. Systems Alignment	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Instructions: Responses to questions three (3) and four (4) should provide a goal statement for each core priority area and detail for related work activity. The goal statements should be clear, measurable, and align to the vision statement described in question one (1). The metric(s) of success and key actions should present a high-level overview of what data will be reviewed and what actions will be taken to ensure attainment of the goal. Those human and fiscal resources should define the person(s) responsible for supporting the goal and if state and/or federal funding will be used to support the attainment of the goal. The performance routine should define how these goals will be managed at the local level, including what actions the LEA or postsecondary institution will take to address disparities or gaps in student performance as well as what actions will be taken if no meaningful progress has been achieved to meet the goal or to eliminate those disparities or gaps.

3. What are the overarching goals, measure of success, and key actions over the next three (3) to five (5) years?

Core Priority Area	Goal Statement	Metric(s) of Success	Key Actions	Human and Fiscal Resources
a. Program Quality	Suggested Limit: 750 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters
b. Student Readiness and Equity	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters
c. Talent Development	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters
d. Systems Alignment	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters	Suggested Limit: 1000 characters

4. What performance routines exist at the local level to monitor progress of the above goals?
   Narrative response to describe postsecondary institutions performance routine to meet the above goals
   Suggested Limit: 1500 characters

Priority 2: Program Quality

Instructions: Responses to question five (5) should connect those local system activities to the improvement of CTE program of study and system improvement. Responses should also align to the goal statement described in question 3a. All information should directly connect to quantitative and qualitative data captured in the local needs assessment.

5. Use the following outline to describe the local system of CTE and process to improve the quality of CTE programs of study.
   a. Describe the local system of CTE, how CTE programs are identified for implementation and elimination, and the process for continuous improvement of CTE programs of study using labor market information;

      Narrative response based on local program routines and labor market analysis

   b. Describe how CTE programs of study will be improved to increase opportunities for student work-based learning experiences, attainment of industry-recognized credentials and degrees, as well as the alignment of

CTE programs of study to the K12 system/area high schools to help recruit youth and connect to higher levels of postsecondary education including stackable credentials and connected degree programs; and

Narrative response based on review of program data—potential data could include:

- *% of programs that include designed WBL experiences,*
- *% of programs that offer stackable industry credentials,*
- *% of programs that link credentials to registered apprenticeship or degrees,*
- *% of programs that are connected degree programs, and*
- *% of programs that link to secondary (k12) system*

c. Describe how information about CTE programs of study is shared with members of the community (i.e. communication to current and prospective students, parents, community stakeholders, and employers).

Narrative response based on local communication routines and marketing strategy
Suggested Limit: 7500 characters

Instructions: Responses to question six (6) should connect student matriculation patterns in high-quality CTE programs of study to a multi-tiered system of supports (MTSS) for all learners. Responses should also align to the goal statement described in question 3a. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student entrance, non-traditional concentration, graduation, and placement.

6. Use the following outline to describe how all students are supported to enter and matriculate through a CTE program of study.
   a. Describe the strengths and opportunities that exist to support students to enter a CTE program of study and progress to credential or degree attainment and placement into higher levels of education and/or the workforce; and

      Narrative response based on review of program enrollment and placement data—potential data could include:
      - *Demographic information of adults enrolled in credential programs,*
      - *% of adults exiting credential programs retained/placed into higher levels of education or the workforce;*
      - *Demographic information of adults enrolled in registered apprenticeship programs,*
      - *% of adults in registered apprenticeship programs retained or placed into higher levels of education;*
      - *Demographic information of adults enrolled in degree programs, and*
      - *% of adults in degree programs retained/placed into higher levels of education or the workforce*

   b. Define the multi-tiered system of supports that is in place for all learners to progress through CTE programs of study and into higher levels of education and entrance into the workforce.

      Narrative response based on local student support services, advisement, and placement services
      Suggested Limit: 7500 characters

Priority 3: Student Readiness and Equity

APPENDIX F – eGRANTS SECONDARY AND POSTSECONDARY LOCAL APPLICATIONS

Instructions: Responses to question seven (7) should align students' academic readiness to high-quality CTE programs of study within a multi-tiered system of supports (MTSS) for all learners. Responses should also align to the goal statement described in question 3b. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student proficiency in entering credit bearing English Language Arts and mathematics courses as well as the integration of CTE programs and Adult Basic Education.

7. Use the following outline to describe the instructional model as it relates to student academic readiness:
   a. Describe the strengths and opportunities that exist to support student academic readiness and placement into credit bearing courses in English Language Arts and mathematics as well as the integration of Adult Basic Education and CTE programs; and

      Narrative response based on review of student readiness and academic placement data—potential data could include:
      - *Demographic information of adults enrolled in remedial coursework or basic education skill development programs, and*
      - *% of adults who need academic supports that complete credential or degree programs*

   b. Define the multi-tiered system of supports that is in place for all leaners to demonstrate readiness in academic subject areas prior to admission and in the first semester of enrollment.

      Narrative response based on local student academic support services and advisement
      Suggested limit: 7500 characters

Instructions: Responses to question eight (8) should align students' technical readiness to high-quality CTE programs of study within a multi-tiered system of supports (MTSS) for all learners. Responses should also align to the goal statement described in question 3b. All information should directly connect to quantitative and qualitative data captured in the local needs assessment, specifically rates of student proficiency in the attainment of industry-recognized credentials and postsecondary credit as well as completion of work-based learning programs.

8. Use the following outline to describe the instructional model as it relates to student technical readiness:
   a. Describe the strengths and opportunities that exist to support student technical readiness and proficiency in the attainment of industry-recognized credentials and postsecondary degrees as well as completion of work-based learning programs; and

      Narrative response based on review of student readiness and academic placement data—potential data could include:
      - *Demographic information of adults participating in work-based learning programs as well as earning industry credentials or degrees*

   b. Define the multi-tiered system of supports that is in place for all leaners to demonstrate readiness in technical subject areas prior to placement into higher levels of education and the workforce.

      Narrative response based on local student technical support services and advisement
      Suggested Limit: 7500 characters

Priority 4: Talent Development

Instructions: Responses to question nine (9) should align educator recruitment methods to those supports for CTE faculty success. Responses should also align to the goal statement described in question 3c. All information should directly connect to quantitative and qualitative data captured in the local needs assessment.

9. Use the following outline to discuss the process and methods used to recruit and support qualified and diverse CTE faculty:
   a. Describe the process and methods used to recruit qualified and diverse CTE faculty;

   b. Discuss the types of supports that are provided for CTE faculty to meet professional standards needed to maintain employment and keep current in their field;

   c. Describe how new CTE faculty (e.g. faculty with less than three years of experience) are supported to be effective in the classroom and the types of professional learning opportunities that are provided; and

   d. Describe how experienced CTE faculty (e.g. faculty with more than three years of experience) are supported to acquire advanced certificates, degrees, or other types of professional learning that deepens their subject matter expertise and/or professional practice.

   Narrative response to the above sections based on recruitment methods and support for faculty
   Suggested Limit: 7500 characters

Priority 5: Systems Alignment

Instructions: Responses to question ten (10) should describe how employers and community members are engaged in the local system of CTE and how these required stakeholders were involved in the determination of local performance targets, completion of the local needs assessment, and development of responses to the local application. Responses should also align to the goal statement described in question 3d.

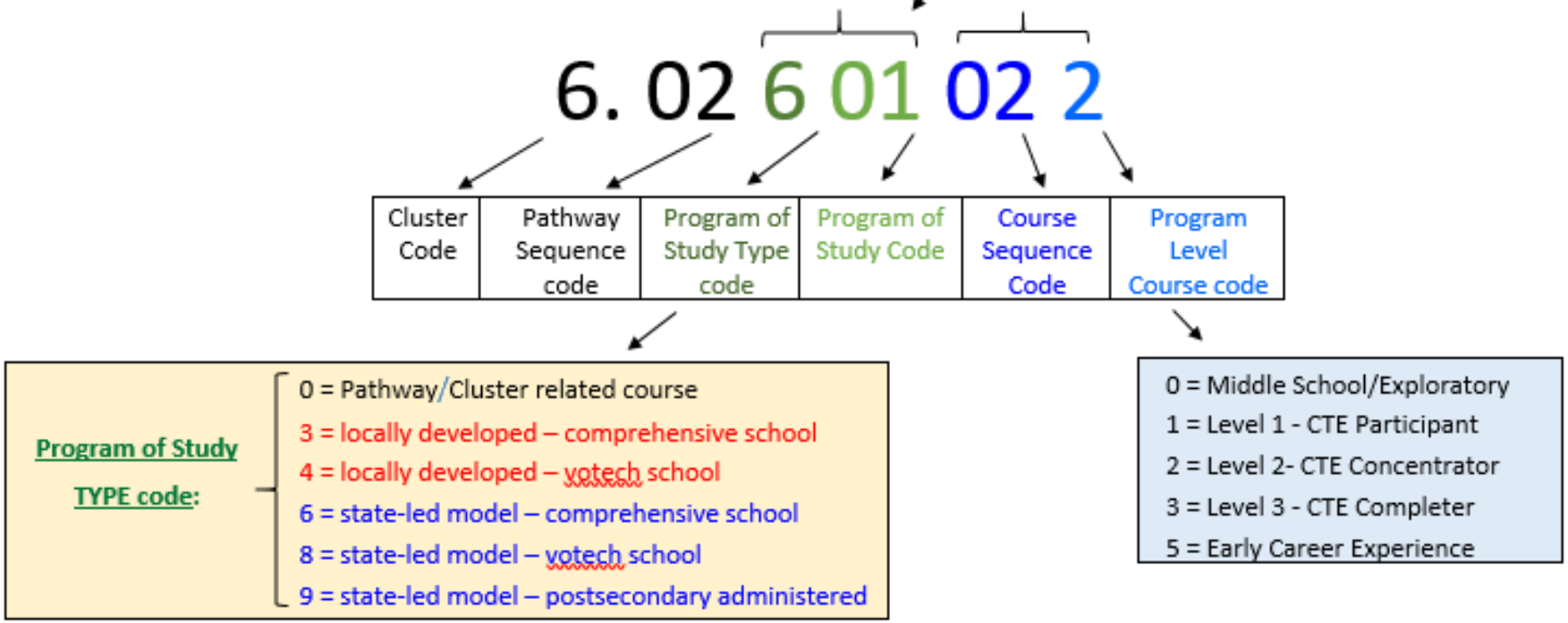
10. Use the following outline to describe how employers and community partners are engaged and provide support to the local system of CTE:
    a. Discuss the process used to gather information and feedback from those required stakeholders for completion of the local needs assessment and local application as well as to determine performance targets to improve the local system of CTE;

    b. Describe the process used with required stakeholders for providing career information and employment opportunities to students through career awareness, exploration, and other work-based learning experiences; and

    c. Describe the career advisement process to support full-time and part-time student attainment of credentials and degrees, including the integration adult basic education.

    Narrative response to the above sections based on stakeholder engagement and student advisement
    Suggested Limit: 7500 characters

APPENDIX G – COURSE CODE STRUCTURE

CTE Course Code Structure

Cluster	Pathway Code	Program of Study Code	Program of Study Title	Course Code	Course Title
11.01	Network Systems	11.01802	Cisco Networking Academy	11.01802011	IT Essentials (ITE)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.01802021	NDG Linux Essentials (NDG)[1]
11.01	Network Systems	11.01802	Cisco Networking Academy	11.01802052	Introduction to Networks (IN)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.01802062	Routing and Switching Essentials (RSE)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.01802072	Scaling Networks (SN)
11.01	Network Systems	11.01802	Cisco Networking Academy	11.01802083	Connecting Networks (CN)
6.02	Business Finance	6.02601	Academy of Finance (AOF)	6.02601011	Fundamentals of Finance (FOF)
6.02	Business Finance	6.02601	Academy of Finance (AOF)	6.02601022	Principles of Accounting (POA)
6.02	Business Finance	6.02601	Academy of Finance (AOF)	6.02601033	Financial Services (FS)