

State of Delaware

Statewide Management Report
Consortium Discipline Alternative
Programs

2024-2025



As required by 14 **DE Admin. Code** 611, the Delaware Department of Education must annually evaluate the effectiveness of the Consortium Discipline Alternative Programs.

April 24, 2026

Table of Contents

EXECUTIVE SUMMARY3

BACKGROUND AND OVERVIEW5

PROGRAM OVERVIEW8

FUNDING STRUCTURE.....9

STUDENT DEMOGRAPHIC DATA..... 10

PARENT ENGAGEMENT 19

IMPACT OF SUPPLEMENTAL FUNDING20

DDOE FINDINGS 24

APPENDIX A: LEGISLATION27

APPENDIX B: DEFINITIONS29

APPENDIX C: STUDENT AND PARENT/GUARDIAN TESTIMONIALS 31

EXECUTIVE SUMMARY

Annually, in accordance with 14 **DE Admin. Code** 611, the Delaware Department of Education (DDOE) evaluates the effectiveness of the state-funded Consortium Discipline Alternative Programs (CDAP), which provide structured, supportive educational environments for students who are expelled, subject to expulsion, or otherwise disengaged from school. This evaluation includes analysis of student demographic data, types of interventions employed, prior versus subsequent behavioral and academic patterns, parent and agency involvement, and recidivism. In addition, the Fiscal Year (FY) 2026 Operating Budget Act requires the identification of program needs and best practices.

This Statewide Management Report evaluates four CDAP sites during the 2024–2025 school year (July 1, 2024, through June 30, 2025) using data submitted by the programs. Overall, findings indicate strong outcomes in behavioral stabilization, improved attendance, and successful re-engagement in education. At the same time, the evaluation highlights ongoing systemic challenges related to staffing, transportation, aging facilities, and access to specialized behavioral and mental health supports.

Collectively, these findings underscore the importance of CDAP, while also highlighting the need for continued investment, improved data systems, and stronger alignment across the continuum of supports. Key summary data are provided below:

- Approximately 600 students are served annually across four CDAP sites, with 610 students served in 2024–2025. Seventy-one percent of students served by CDAP were identified as African American, 67% were male, 21% had an Individualized Education Program (IEP), and 74% of students met low-income criteria.
- CDAP services are delivered through four programs across three county-based consortia, ensuring geographic access to alternative placement for students who are expelled, subject to expulsion, or who otherwise seriously violate the local education agencies (LEAs) student code of conduct.
- Annual program funding totals approximately \$9.65 million through a combination of state and local funding. For FY 2026, the One-Time Supplement Bill includes an additional \$2,000,000 to support CDAP programs statewide, representing the first increase in state funding since FY 2008.
- Referrals were driven by serious behavioral incidents, with 39% attributed to DDOE-reportable offenses, 39% to school violations, and 22% to state law reportable offenses (school crimes). DDOE-reportable and state law offenses represent the most serious categories, accounting for 61% of referrals.

- Sixty-six percent of students who exited CDAP programs earned high school course credits, and 28% earned a high school diploma or GED, while additional students transitioned to employment or other postsecondary pathways.
- Student outcomes demonstrate strong program impact, with 99% of students showing behavioral improvement and 84% demonstrating improved attendance.
- Recidivism rates remain low, with approximately 6% of students having a prior CDAP placement, indicating most students do not require repeated intervention.
- CDAP programs provide comprehensive, wraparound supports, including academic, behavioral, and mental health services, and made over 1,750 referrals to external agencies and more than 11,000 contacts with families.
- The DDOE has partnered with the Regional Educational Laboratory (REL) to strengthen CDAP reporting, accountability, and program effectiveness. This work is ongoing through December 2026 and will result in a set of recommendations to inform future program and policy decisions; findings in this report reflect existing data collection and reporting practices.
- Key challenges identified include staffing shortages, transportation barriers, aging facilities, and limited access to specialized behavioral and mental health services.

CDAP operates alongside School-Based Intervention Services (SBIS), forming a continuum of supports from early intervention to intensive placement and reintegration. LEAs are responsible for ensuring that SBIS resources are fully utilized and that objective, data-driven processes are used to identify students who require more intensive intervention through CDAP placement. Strengthening alignment between these systems is essential to improving student outcomes and reducing reliance on exclusionary discipline practices.

BACKGROUND AND OVERVIEW

In July 1994, the Delaware General Assembly passed House Bill 247, establishing a comprehensive statewide program to improve student discipline in public schools (See *Appendix A – Legislation*). One component of the legislation is the provision of alternative education and related services for students with severe discipline problems. It requires the General Assembly to provide the DDOE with an appropriation to establish programs for secondary students who are expelled by a local school district, subject to expulsion, or who otherwise seriously violate the student code of conduct. The legislation also establishes that school districts are required to apply for funding from the DDOE to implement the programs and supplement at least 30% of the total cost. In addition, a consortium of school district representatives must govern the programs in each county and annually submit an evaluation report on program effectiveness to the DDOE. Further, the DDOE is required to promulgate rules and regulations for these programs, which are delineated in 14 **DE Admin. Code** 611, 614, and 616.

Several requirements related to program implementation, eligibility, and evaluation are established in 14 **DE Admin. Code** 611 (Regulation 611). First, the regulation outlines the eligibility criteria for placement at a CDAP site. As mentioned above, students who are expelled, who have been suspended for conduct that could result in expulsion, or who otherwise seriously violate their district's student code of conduct are eligible for placement at a CDAP site. Students with chronic and repetitive classroom or school environment disruptions are also eligible if the student has participated in all available school-based services and continues to routinely and seriously disrupt the classroom and impede the learning of other students. On the other hand, students involved in the following serious criminal offenses are excluded from placement at a CDAP site: Assault in the first degree; Possession of a Weapon in a Safe School and Recreation Zone; Arson; Rape; Drug Dealing; and any behavior equivalent to or greater than these offenses.

Next, the regulation specifies that the program will primarily serve students in grades 6 through 12 and must be separate from the regular school setting and include educators who are licensed and certified in the content areas of English language arts, math, science, and social studies. It also requires the CDAP site's educational program be aligned with the regular school program to allow for a successful re-entry and include opportunities for academic acceleration. It requires school districts to provide a written decision to the DDOE when the school board expels a student but does not place a student at a CDAP site. Additionally, each school district is required to establish an alternative placement team to review each case and recommend the appropriate placement for the student. It requires involvement of special education staff in placement considerations for students with disabilities. The regulation also allows for charter schools to refer students to a CDAP site, subject to the limitations of 14 *Del. C. 504A(8)*. Lastly, it requires the DDOE to evaluate program effectiveness annually.

The second regulation impacting the state-funded alternative programs is 14 **DE Admin. Code** 614 (Regulation 614). This regulation provides the uniform definitions for student conduct which may result in alternative placement or expulsion. However, school districts and charter schools have the authority to decide which violations of the student code of conduct will result in alternative placement or expulsion. In addition to definitions, uniform procedures for alternative placement and expulsion are established in the regulations under 14 **DE Admin. Code** 616 (Regulation 616). The procedures for alternative placement address student referrals; alternative placement team meetings; assignment to an alternative program, including a CDAP site; student monitoring while in placement; and return to the regular school program. Regulation 616 also includes definitions for alternative placement, CDAP, and other related terms (*See Appendix B – Definitions*).

Training, Coaching, and Technical Assistance: Regional Educational Laboratory Partnership

To strengthen the effectiveness and evaluation of Consortium Discipline Alternative Programs, the DDOE has partnered with the REL to provide targeted training, coaching, and technical assistance. This partnership is focused on improving both the quality of program implementation and the consistency of statewide reporting.

Through this collaboration, REL supports the DDOE and CDAP programs in three key areas:

- **Best Practices and Research Alignment:** REL provides guidance grounded in national research and evidence-based practices related to alternative education, student engagement, behavioral interventions, and re-entry supports for students with disciplinary histories.
- **Data Collection and Reporting Improvements:** REL offers recommendations to strengthen program-specific data collection and reporting requirements, with the goal of improving the reliability, comparability, and usefulness of annual CDAP evaluation data.
- **Program Improvement and Logic Model Development:** REL facilitates structured engagement with DDOE and CDAP leaders to identify and implement evidence-based strategies for program improvement. This includes the development of a statewide logic model to clearly define program inputs, services, and expected outcomes, particularly in addressing the varied academic and behavioral needs of students served through CDAP.

This work represents a critical step toward strengthening accountability, improving program consistency across sites, and ensuring that CDAP programs are aligned with evidence-based approaches to supporting high-need student populations. The

partnership with REL is ongoing through December 2026 and will result in a set of recommendations to inform future program and policy decisions. While this work will identify opportunities for improvement, implementation of recommendations will depend on available resources, capacity, and, in some cases, broader policy and funding considerations.

Alignment with School-Based Intervention Services

CDAPs are one component of a broader statewide strategy to address student behavior and support positive school climates. While CDAP serves students who are expelled, at risk of expulsion, or who have committed serious violations of the student code of conduct, many students demonstrate persistent disruptive behavior that does not meet the threshold for alternative placement.

To address these needs, DDOE has supported the implementation of School-Based Intervention Services (SBIS)¹, including recent investments to expand access. SBIS provides targeted, school-based supports for students requiring Tier 1, Tier 2, and Tier 3 interventions. These services include behavioral interventions, mentoring, counseling, and academic supports designed to stabilize behavior and prevent escalation to more restrictive placements.

SBIS also plays an important role in supporting students transitioning out of CDAP programs or Department of Services for Children, Youth, and Their Families facilities. As students return to their comprehensive schools, ongoing access to structured supports is critical to maintaining behavioral progress, improving attendance, and sustaining academic gains. Without this continuity, students are at increased risk of regression and potential re-referral.

Together, CDAP and SBIS function as complementary components within a multi-tiered system of support, addressing student needs across varying levels of intensity. Strengthening coordination between these efforts is essential to improving student outcomes and reducing reliance on exclusionary discipline practices.

¹ For FY 2026, the One-Time Supplement Bill includes \$1,000,000 for School-Based Intervention Services (SBIS), representing the first year in over 17 years that SBIS received dedicated state funding.

PROGRAM OVERVIEW

Table 1 provides basic program information for each of the four CDAP sites - YEARRRN Academy, Parkway Academy North, Parkway Academy Central, and S.C.O.P.E. – during school year 2024-2025.

Table 1. Summary CDAP Data

Category	YEARRRN Academy	Clarvida – Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
County Served	New Castle	New Castle	Kent	Sussex
Population & Grade Level Served	High school students	Middle school & high school students	Middle school & high school students	Middle school & high school students
Capacity	147 students	205 students	180 students	110 students <ul style="list-style-type: none"> • Bridgeville (North site) - 60 students • Roxana (South site) - 50 students
Program Format	Students are assigned to the in-person or virtual format; Fridays are virtual for all students	Students are assigned to the in-person or virtual format; Fridays are virtual for all students	Students are assigned to the in-person or virtual format; Fridays are virtual for all students	Students are in-person Monday-Friday from 9 am to 2 pm
Average Length of Stay	180 days	45 days	90 days	90 days
Staffing	Full time and part time positions, which include teachers, behavior interventionists, constable, counselors, and	Full time and part time positions, which include principal, teachers, behavior interventionists, School	Full time and part time positions, which include principal, teachers, behavior interventionists, School	All full-time positions, which include teachers, paraprofessionals, LCSW, school counselors, transition facilitators, constables,

Category	YEARRRN Academy	Clarvida – Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
	academic coaches.	Resource Officer, counselors and nurse.	Resource Officer, student advisor, student support specialist, counselors, nurse, and bus drivers.	school nurses, assistant principal, and principal.
Licensing & Certification	Few staff are licensed or certified	Few staff are licensed or certified	Few staff are licensed or certified	All staff are licensed or certified
Location	Wilmington	Wilmington	Dover	2 sites: Bridgeville (North site) and Roxana (South site)
Transportation	Districts provide	Districts provide	Program provides	Districts provide
School Districts Served	Appoquinimink, Brandywine, Christina, Colonial, New Castle County Vo-Tech, & Red Clay Consolidated	Appoquinimink, Brandywine, Christina, Colonial, New Castle County Vo-Tech, & Red Clay Consolidated	Caesar Rodney, Capital, Lake Forest, Milford, & Smyrna	Bridgeville (North site) - Laurel, Milford, Seaford, Sussex Tech, & Woodbridge Roxana (South site) – Cape Henlopen, Delmar, Indian River, & Sussex Tech

FUNDING STRUCTURE

Table 2 shows the funding structure for each of the four CDAP sites for FY 2025 compared to FY 2026. Since funding was first appropriated in 1993, these programs have been supported through a combination of state and district dollars. For FY 2026, the One-Time Supplement Bill includes an additional \$2,000,000 to support CDAP programs statewide, representing the first increase in state funding since FY 2008. The

epilogue language in the FY 2026 Operating Budget Act provides general guidance on the use of these funds. Districts, collectively, are responsible for funding at least 30% of the total program costs. Transportation costs are not included below for the New Castle County sites; participant districts separately pay those costs. S.C.O.P.E. is administered by the Woodbridge School District, so districts contribute a higher percentage towards salaries and other employee costs compared to the other programs.

Table 2. CDAP Funding

CDAP Site	FY 25 Operating Budget	FY 25 District Funding	FY 26 Operating Budget	FY 26 One-Time Supplemental Funds	FY 26 District Funding
YEARRRN Academy	\$1,325,000	\$567,858	\$1,325,000	\$500,000	\$567,858
Clarvida - Parkway Academy North	\$1,594,666	\$683,428	\$1,594,666	\$500,000	\$683,428
Clarvida - Parkway Academy Central	\$1,242,867	\$906,000	\$1,242,867	\$500,000	\$906,000
S.C.O.P.E.	\$1,162,667	\$2,167,996	\$1,162,667	\$500,000	\$2,167,996
Total Funding	\$5,325,200	\$4,325,282	\$5,325,200	\$2,000,000	\$4,325,282

STUDENT DEMOGRAPHIC DATA²

The CDAP student population reflects a concentration of students with significant academic, behavioral, and socio-economic risk factors, reinforcing the role of CDAP as a targeted intervention for students with the highest levels of need. Enrollment has remained stable across the past four school years, with approximately 600 students served annually.

Table 3 shows the count of students served by the state-funded alternative programs for the past four school years. The increase to 610 students in 2024–2025 represents the highest enrollment in the past four years, indicating sustained demand for alternative placement services.

² The data in this report is redacted according to the DDOE's Data Privacy Policy. For more information, please see the DDOE website: <https://education.delaware.gov/community/data/data-privacy/>

Table 3. Students Served by CDAP

Student Count by School Year	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.	Total
2021-2022 ³	145	221	102	136	604
2022-2023	156	115	131	191	593
2023-2024	160	141	141	158	600
2024-2025	150	158	149	153	610

Chart 1 displays the distribution of students by race and ethnicity across CDAP sites. The data reflect a disproportionately high representation of African American students, consistent with broader discipline trends.

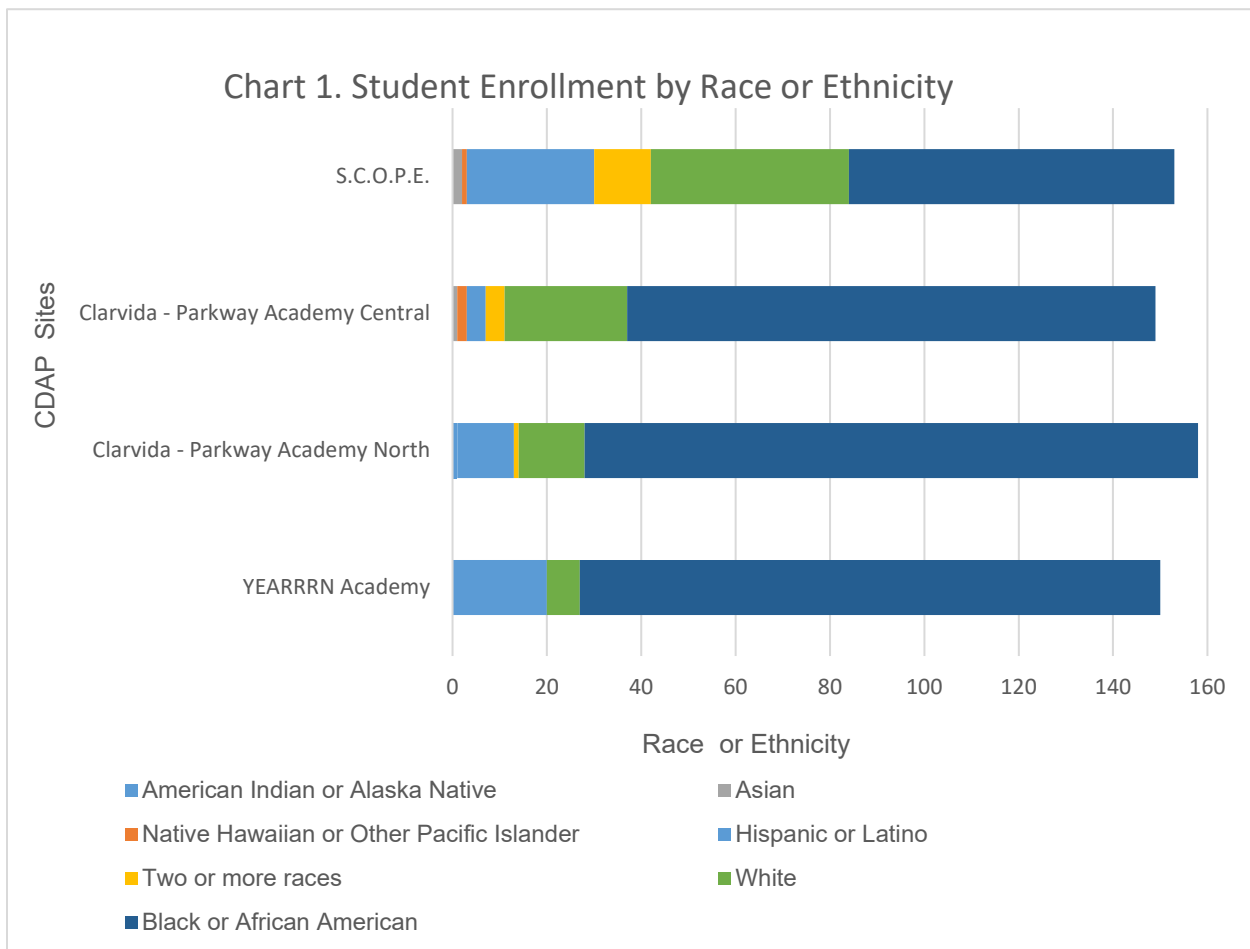


Chart 2 displays student enrollment by gender for the 2024–2025 school year. Across all programs, the majority of students served are male, reflecting national trends in disciplinary placement.

³ The program was Kingswood Academy during this school year.

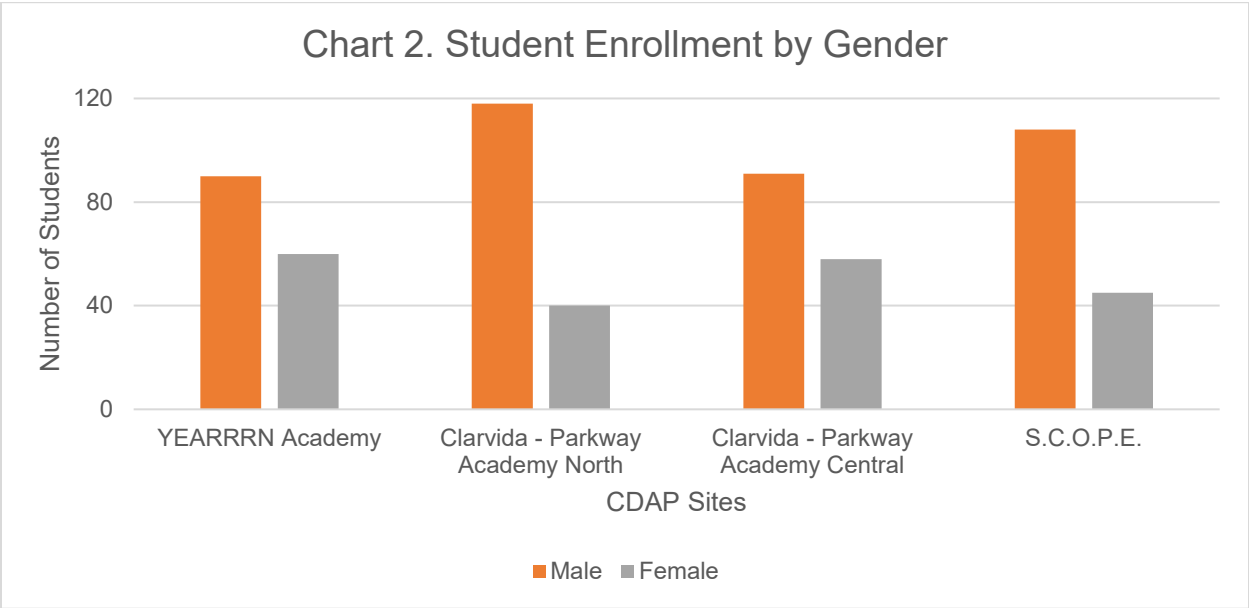


Chart 3 displays student enrollment by grade level and highlights the concentration of students in grades 9 and 10, underscoring the importance of early high school intervention.

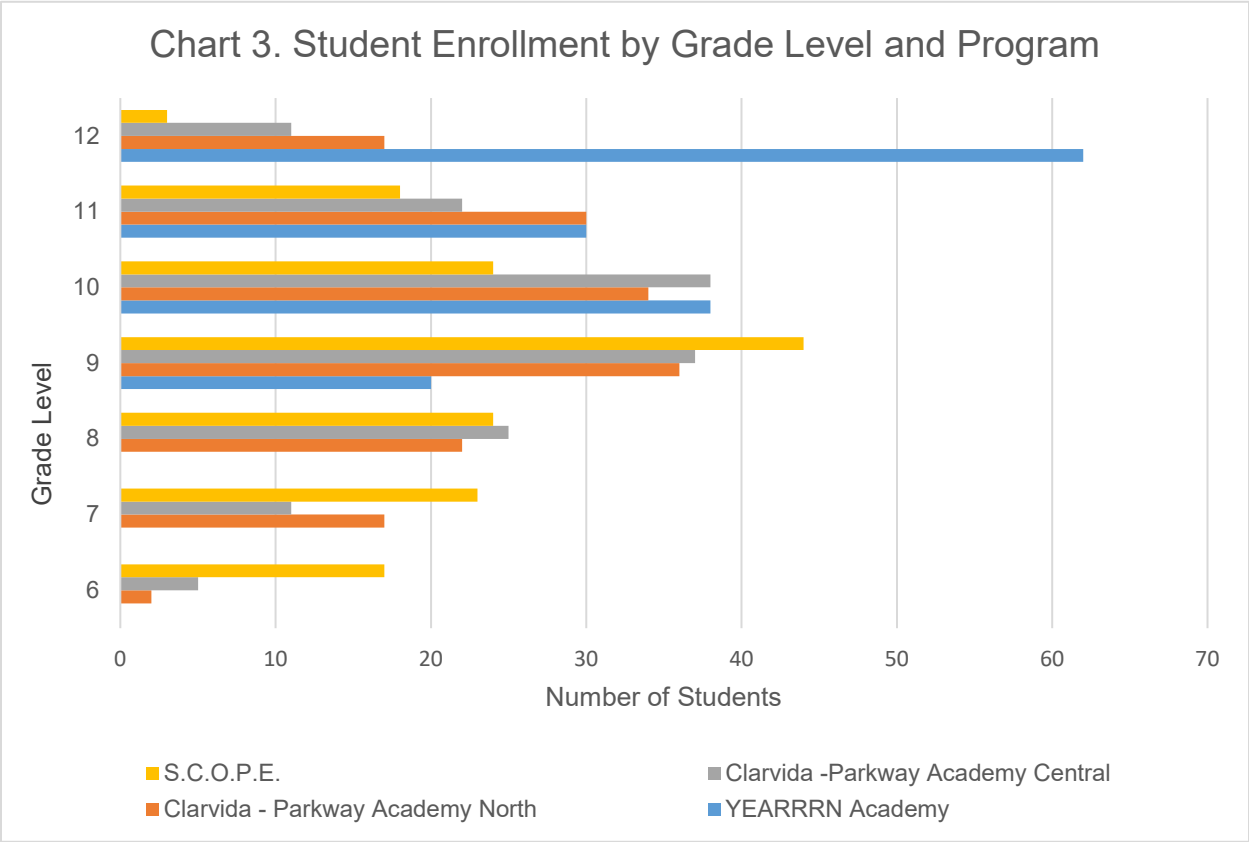


Table 4 shows the student enrollment data for the 2024-2025 school year by disability status. Students with disabilities represent a notable portion of the CDAP population, indicating the need for integrated academic and behavioral supports, as well as coordination with special education services.

Table 4. Student Enrollment by Disability Status

CDAP Site	Students with Disabilities (IDEA)	Students with 504 Plans
YEARRRN Academy	36	5
Clarvida - Parkway Academy North	59	-
Clarvida -Parkway Academy Central	7	6
S.C.O.P.E.	28	9

Table 5 shows student enrollment data for the 2024–2025 school year by special population. Approximately 74% of students served met low-income criteria, further highlighting the concentration of high-need student populations served through CDAP programs. Twelve CDAP students were identified as multilingual learners, all at S.C.O.P.E.

Table 5. Student Enrollment by Special Population

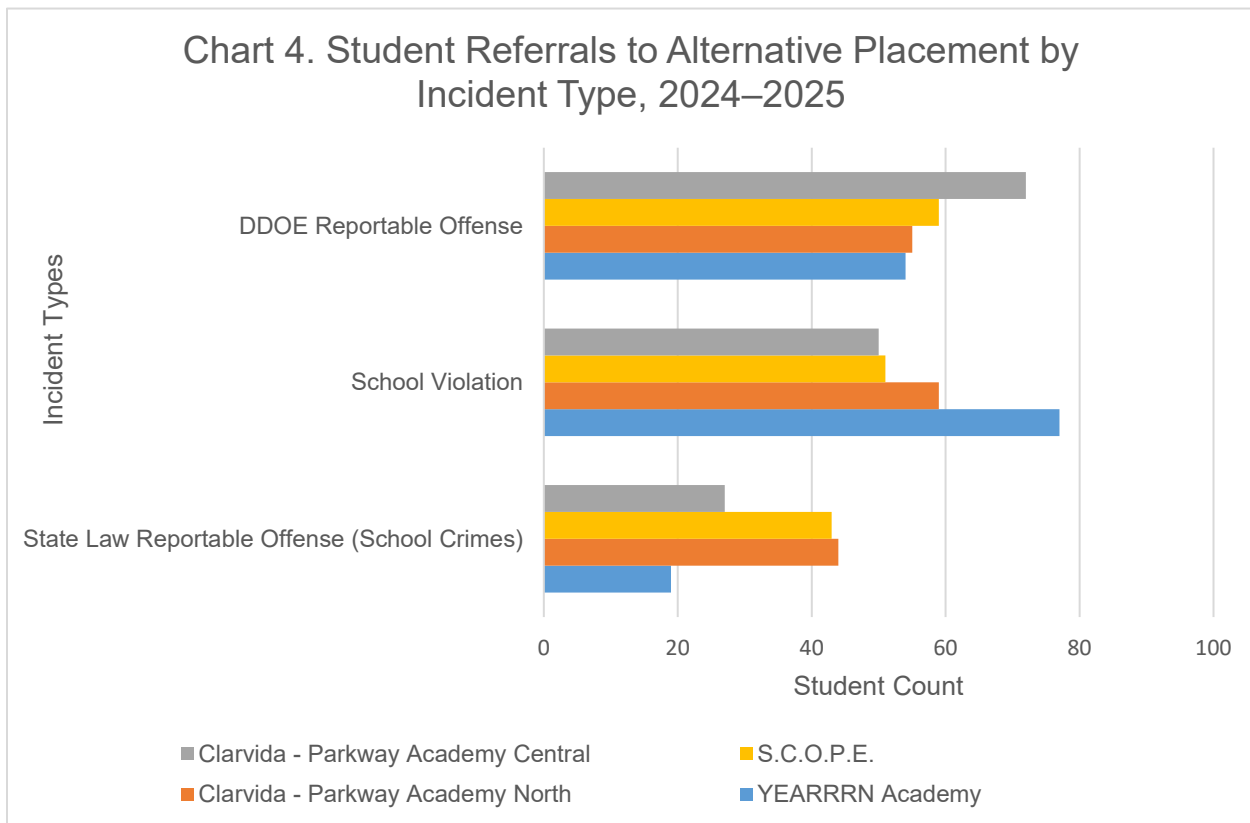
CDAP Site	Multilingual Learner	Low Income
YEARRRN Academy	0	149
Clarvida - Parkway Academy North	0	116
Clarvida - Parkway Academy Central	0	95
S.C.O.P.E.	12	94

Table 6 shows the count of students by program format for the 2024-2025 school year. Most CDAP programs primarily serve students in person, while YEARRRN Academy utilizes a predominantly virtual model.

Table 6. Student Enrollment by Program Format

CDAP Site	In Person	Virtual	Total
YEARRRN Academy	25	125	150
Clarvida - Parkway Academy North	141	17	158
Clarvida - Parkway Academy Central	113	36	149
S.C.O.P.E.	153	0	153

Chart 4 displays the distribution of student referrals by incident type across CDAP programs. School violations and DDOE-reportable offenses account for the majority of referrals, with variation across programs. School violations represent the largest category for YEARRRN Academy, while DDOE-reportable and state law offenses are more prevalent in the other programs. The offenses included in these categories are defined in 14 **DE Admin. Code** 614.



STUDENT OUTCOME DATA⁴

Students entering CDAP programs typically have documented histories of behavioral incidents, attendance challenges, and academic disruption. The following data reflect outcomes following participation in CDAP programs.

Table 7 shows the number of students who exited state-funded alternative programs over the past four school years. Students exit for a variety of reasons, including successful completion of the program, completion of the expulsion period, graduation, transfer to another agency, or relocation. The number of student exits has increased over time, reflecting both program utilization and student transitions out of placement.

Selected testimonials from students and parents/guardians reflecting program impact are included in Appendix C.

Table 7. CDAP Exits

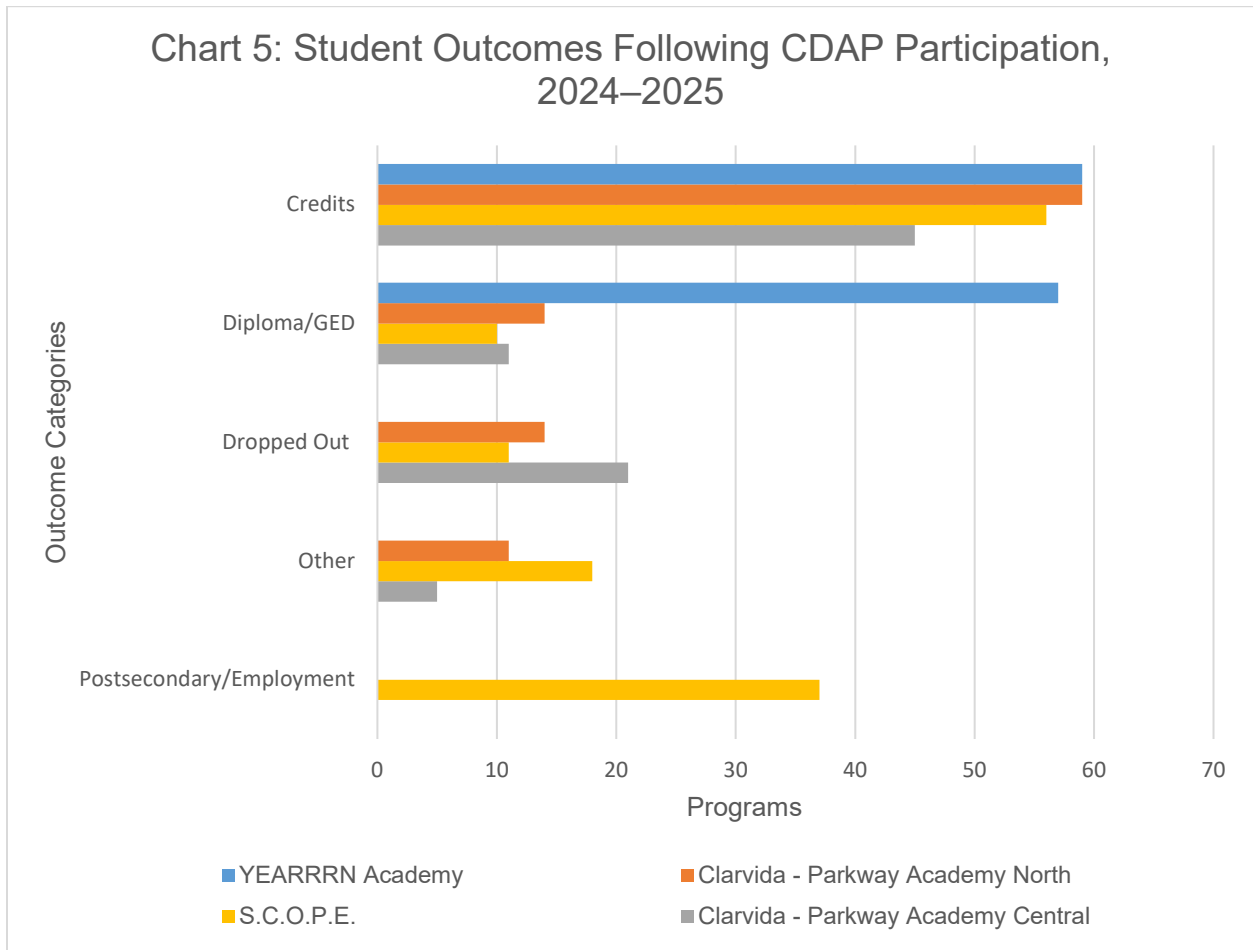
Student Count by School Year	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.	Total
2021-2022 ⁵	61	17	55	91	224
2022-2023	60	40	58	134	292
2023-2024	60	76	71	111	318
2024-2025	59	98	82	107	331

Chart 5 summarizes reported student outcomes for students who exited CDAP programs. Across programs, commonly reported outcomes include earned high school course credits and high school diploma attainment, along with smaller numbers of students who obtained employment, enrolled in postsecondary education or job training, or exited without completion. Because students may have more than one reported outcome, the totals shown may exceed the number of students who exited the programs.

⁴ The data in this report is redacted according to the DDOE's Data Privacy Policy. For more information, please see the DDOE website: <https://education.delaware.gov/community/data/data-privacy/>

⁵ The program was Kingswood Academy during this school year.

Chart 5: Student Outcomes Following CDAP Participation, 2024–2025



PROGRAM SUPPORTS AND SERVICES

CDAP programs provide a comprehensive, multi-tiered system of supports designed to address students’ academic, behavioral, and mental health needs. All students enrolled across the four programs receive services in each of these three domains, with specific interventions varying by program and tailored to individual student needs.

Academic supports include assessments, tiered interventions, one-to-one tutoring, credit recovery, state testing, skill-building, and transition planning. Behavioral supports emphasize safety, accountability, and social-emotional development and include bullying prevention, behavior contracts, mentorship, team-building, and truancy interventions. Mental health supports are delivered through internal services and community partnerships and include individual and group counseling, screenings, treatment planning, medication management, psychiatric services, substance use counseling, and crisis response.

In addition to internal supports, CDAP programs coordinate extensive external services to address student and family needs.

Table 8 shows the number of referrals to external agencies during the 2024-2025 school year. CDAP programs made a substantial number of referrals to external agencies during the 2024–2025 school year, connecting students and families to community programs, state agencies, law enforcement, medical providers, and behavioral health services. The volume of referrals underscores the role of CDAP programs as a central hub for coordinating wraparound supports.

Table 8. Referrals to External Agencies

Referral Count	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Outside Referrals	1,350	158	28	220

STUDENT OUTCOMES: BEHAVIOR AND ATTENDANCE

These comprehensive supports are reflected in student behavioral and attendance outcomes.

Table 9 shows the count of students who demonstrated decline, no change, or improvement in behavior during the 2024–2025 school year. The vast majority of students demonstrated improvement in behavior. Very few students showed no change, and minimal instances of decline were reported, indicating strong overall behavioral stabilization across programs. Variation across programs may reflect differences in student need and program structure, including YEARRRN Academy’s predominantly virtual model, which may influence how behavior is observed and reported compared to in-person settings.

Table 9. Student Behavior Trends

Student Count	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Showed a Decline	0	0	0	-
Showed No Change	0	0	0	-
Showed Improvement	150	158	149	147
Total Student Count	150	158	149	153

Table 10 shows the count of students who showed decline, no change or an improvement in their attendance during the 2024-2025 school. Most students demonstrated improved attendance; however, variation exists across programs, with some students showing no change or decline. These differences may reflect variations in student need, program structure, and external factors impacting attendance. YEARRRN Academy’s predominantly virtual model may also influence attendance patterns, as students have increased flexibility in accessing instruction compared to in-person programs.

Table 10. Student Attendance Trends

	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Student Count				
Showed a Decline	0	-	28	33
Showed No Change	5	-	10	9
Showed Improvement	145	148	111	111
Total Student Count	150	158	149	153

RECIDIVISM

Table 11 shows the percentage of students who were previously placed at a CDAP site and enrolled in the program during the 2024–2025 school year. Recidivism rates remain relatively low across programs, with approximately 6% of students having a prior CDAP placement. While rates vary by site, the data suggest that most students do not require repeated placement following intervention.

Table 11. Rates of Recidivism

	YEARRRN Academy	Clarvida - Parkway Academy North	Clarvida - Parkway Academy Central	S.C.O.P.E.
Student Count				
Percentage of Students	-	12%	0%	10%

PARENT ENGAGEMENT

CDAP programs maintain ongoing engagement with families as a core component of student support. During the 2024–2025 school year, programs conducted over 11,000 contacts with families, including phone calls, meetings, home visits, and electronic communication.

Phone contact represented the primary method of communication, supplemented by regular meetings and targeted home visits. The frequency and consistency of engagement reflect a sustained, relationship-based approach, which is critical to supporting student success, improving communication, and reinforcing positive outcomes.

IMPACT OF SUPPLEMENTAL FUNDING

Clarvida (Parkway Academy North and Central)

Need Addressed

Clarvida serves middle and high school students with significant behavioral and social-emotional needs that impact safety, attendance, engagement, and instructional time. Many students have experienced trauma and require structured, predictable environments with consistent expectations and relationship-based supports. In recent years, programs have observed increased intensity and frequency of student behaviors, including escalation, elopement, and peer conflict, along with a growing need for coordinated mental health and wraparound services.

Use of Supplemental Funding

Supplemental funding was strategically used to strengthen program capacity, increase student engagement, and improve access to instruction through four primary areas.

First, funds expanded Project-Based Learning (PBL) and career pathway opportunities by developing hands-on learning environments such as a barbershop, print shop, school garden, and school store. These high-interest learning experiences connect academic content to real-world applications, increase student engagement, and support credit attainment while reducing frustration through structured, purposeful work. PBL is available to all students.

Second, investments were made to enhance campus safety and security, including upgraded surveillance systems, metal detectors, communication equipment, keyless entry, and safety training. These improvements support prevention, reduce disruptions, and maintain consistent expectations that allow students to remain engaged in instruction. All staff have received safety training.

Third, funds supported upgrades to instructional technology and curriculum, including Chromebooks, Smart Boards, and content-specific resources. These investments increased access to grade-level instruction, improved differentiation, and strengthened progress monitoring. All students have access to the new technology.

Finally, funding supported staff retention and professional development, including coaching in restorative practices, trauma-informed care, and instructional strategies. These efforts strengthened staff capacity to respond consistently to student needs and maintain stable learning environments.

Resulting Change

As a result of these investments, Clarvida expanded instructional access and strengthened conditions necessary for student success. Project-Based Learning evolved into a more structured, schoolwide model, providing all students with meaningful opportunities to engage in learning and earn credits.

Improvements in safety infrastructure and staff capacity contributed to more consistent classroom environments, reduced disruptions, and increased time in instruction. Enhanced

technology and curriculum resources supported differentiated instruction and improved student participation.

Early indicators suggest increased student engagement, improved attendance, and stronger connections to learning. These efforts also support the program's goal of reducing behavioral referrals and increasing credit attainment.

Sustainability and Evaluation

Much of the supplemental funding supported one-time infrastructure and start-up investments, which provide long-term benefit. Ongoing costs primarily include staffing, materials, and continued professional development.

Clarvida plans to sustain these efforts by integrating key instructional roles into existing budgets, embedding professional learning into ongoing structures, and maintaining equipment through warranties and internal support systems.

Because funding was implemented during the 2025–2026 school year, full outcome data is not yet available. The 2026–2027 school year will serve as a critical evaluation period. Clarvida will monitor academic progress, student engagement, attendance, behavioral outcomes, and participation in therapeutic supports to assess the full impact of these investments.

S.C.O.P.E. (Sussex County Opportunity Program in Education)

Need Addressed

S.C.O.P.E. serves at-risk students in grades 6–12 across Sussex County and has consistently demonstrated that earlier intervention leads to stronger long-term outcomes. In recent years, the program identified increasing needs related to both early academic intervention and substance use among students.

Use of Supplemental Funding

Supplemental funding was used to implement two strategic program expansions.

First, S.C.O.P.E. launched a pilot elementary classroom serving students in grades 3–5. This expansion allows the program to intervene earlier by addressing both academic gaps and social-emotional development before patterns of disengagement become entrenched. The pilot is expected to serve approximately 40 additional students annually. Students receive integrated academic instruction alongside counseling and long-term transition support.

Second, funding supported the addition of a full-time Drug and Alcohol Counselor to address a significant increase in substance-related referrals. This position is designed to serve up to 60 students per marking period. Students receive structured screening, individual and group counseling, and access to external services. This role also strengthened connections with families and community providers by linking students and families to additional support services.

Resulting Change

Early results indicate improved academic performance, stronger emotional regulation, and increased student engagement. Staff capacity has increased, and families are more connected to support systems.

These investments allowed S.C.O.P.E. to expand its impact beyond immediate intervention by addressing root causes of behavior and extending services to younger students. This approach reflects a shift toward prevention and long-term student success.

Sustainability

Sustaining these efforts will require continued funding, particularly for staffing and program expansion. Facility limitations remain a significant barrier, as existing sites were not designed for school use and restrict program growth.

S.C.O.P.E. has identified long-term goals to consolidate facilities into a centralized location, which would improve program delivery and expand capacity. Continued investment will allow the program to build on early success and extend services to additional students.

YEARRRN Academy

Need Addressed

YEARRRN Academy serves students with significant academic delays, inconsistent attendance, and histories of disengagement. Increasing enrollment and more complex behavioral needs highlighted gaps in staffing, instructional resources, and student engagement opportunities. Transportation barriers further limited attendance and access to programming.

Use of Supplemental Funding

Supplemental funding was used to strengthen core program components across four areas.

Investments in instructional technology ensured reliable access to coursework and credit recovery. Professional development supported staff in implementing trauma-informed and behavior-focused practices. Funding for student engagement expanded enrichment opportunities, including field trips and career exploration. Transportation funding improved access to school, family engagement, and postsecondary experiences.

Resulting Change

These investments improved access to instruction, strengthened classroom environments, and increased student engagement. Students demonstrated improved participation in coursework, stronger relationships with staff, and increased involvement in enrichment opportunities.

Transportation improvements reduced barriers to attendance and expanded opportunities for career exploration and family engagement. Overall, the program is seeing early signs of improved engagement and readiness for transition back to comprehensive schools.

Sustainability

While one-time investments in technology and transportation provide lasting benefits, ongoing supports such as enrichment programming and student incentives require continued funding.

YEARRRN will work to reallocate existing resources where possible; however, sustained investment is necessary to maintain program quality, support student engagement, and ensure continued positive outcomes.

Cross-Program Impact of Supplemental Funding

The FY 2026 one-time supplemental funding provided a critical opportunity for CDAP programs to address long-standing needs and strengthen program implementation statewide. While each program allocated funds based on local priorities, several consistent themes emerged across sites.

Programs expanded opportunities for student engagement and instructional access through project-based learning, enrichment activities, and improved access to technology. Investments in behavioral and mental health supports strengthened the ability to address increasingly complex student needs through counseling, substance use interventions, and community partnerships.

Funding also supported staff capacity and program stability through professional development and retention strategies, while investments in infrastructure, safety, and transportation improved overall learning conditions and access to programming.

Although programs report early improvements in engagement, attendance, and instructional access, the timing of funding limited the ability to fully implement all components and collect comprehensive outcome data within the same reporting period. The 2026–2027 school year will serve as a critical evaluation period to assess impact across key indicators, including academic progress, attendance, behavioral outcomes, and utilization of support services.

Collectively, these investments represent a significant step toward strengthening CDAP program quality, expanding capacity, and improving long-term student outcomes.

DDOE FINDINGS

Informed by school year 2024–2025 data and program reporting, DDOE has identified the following priorities for program improvement and areas of best practice implementation.

1. Recruiting and Retaining Certified Staff

CDAP sites continue to face significant challenges in recruiting and retaining certified teachers and specialized staff, particularly those with experience in alternative education settings. Contributing factors include less competitive compensation compared to traditional school settings, the intensity of student needs, and limited access to targeted professional development.

Strengthening the educator workforce within CDAP programs is critical to ensuring high-quality instruction, consistent behavioral supports, and effective program implementation. Opportunities exist to expand incentives, enhance professional learning aligned to alternative education, and improve pathways for staff retention.

2. Maintaining Safe and Supportive Learning Environments

CDAP programs serve students with complex behavioral, social-emotional, and, in some cases, safety-related needs. Programs report ongoing challenges related to gang involvement, substance use, and behavioral escalation, all of which require specialized interventions and coordinated supports.

While programs have implemented strategies such as School Resource Officers, counseling services, and mentoring supports, additional resources are needed to expand prevention and intervention efforts. Strengthening access to mental health services, substance use treatment, and targeted behavioral interventions remains essential to maintaining safe and supportive learning environments.

3. Expanding Access to Innovative and Engaging Instructional Models

Traditional instructional approaches are often insufficient to meet the needs of students served through CDAP. Programs report success with alternative approaches such as project-based learning, experiential instruction, and career-connected learning opportunities that increase student engagement and relevance.

Expanding access to these instructional models, including hands-on learning environments, flexible pacing, and real-world skill development, can improve student motivation, increase time on task, and support credit attainment. Continued investment in innovative instructional strategies is recommended to better meet the diverse learning needs of this population.

4. Addressing Transportation Barriers

Transportation continues to present a significant barrier to consistent student attendance and program access, particularly in New Castle County, where districts are responsible for transportation costs. Limited availability of reliable and affordable

transportation options impacts students' ability to attend regularly, participate in enrichment opportunities, and engage in transition-related activities such as job training or postsecondary exploration.

Addressing transportation challenges is critical to improving attendance, increasing access to programming, and supporting overall student success.

5. Improving Facilities and Learning Environments

CDAP sites include a mix of aging facilities and buildings that were not originally designed to support school programming. Programs report ongoing challenges related to limited classroom space, infrastructure needs, and deferred maintenance, which can impact both safety and the overall learning environment.

Investment in facility improvements and modernization is necessary to ensure that students and staff have access to safe, functional, and appropriately designed learning spaces that support effective instruction and program delivery.

6. Strengthening Continuity of Supports Across the Intervention Continuum

While CDAP programs demonstrate strong outcomes in stabilizing behavior and re-engaging students, there is a need for greater alignment between alternative placement programs and school-based intervention supports. Students who do not meet eligibility criteria for CDAP, as well as those transitioning back to their home schools, require consistent access to Tier 2 and Tier 3 supports to address ongoing behavioral and academic needs.

The expansion of School-Based Intervention Services, as outlined in 14 **DE Admin. Code** 609, provides an opportunity to strengthen this continuum by offering earlier intervention for students with emerging behavioral needs and sustained support for students exiting CDAP. Improved coordination between CDAP and SBIS, including referral pathways, shared data, and transition planning, would enhance continuity of support, reduce the likelihood of recidivism, and improve long-term student outcomes.

7. Strengthening Data Quality, Reporting, and Program Effectiveness Through REL Partnership

The DDOE has identified the need to improve the consistency, quality, and usability of data collected across CDAP sites to support more rigorous evaluation and continuous improvement. Variability in data collection practices and reporting limits the ability to compare outcomes, assess program effectiveness, and identify best practices across programs.

To address these challenges, the DDOE has partnered with the Regional Educational Laboratory to provide training, coaching, and technical assistance focused on strengthening reporting and accountability for CDAP. Through this partnership, REL is supporting the Department and program leaders by (1) providing guidance on evidence-based practices, (2) recommending improvements to

program-specific data collection and reporting requirements, and (3) facilitating engagement with CDAP leaders to identify strategies for program improvement.

A key component of this work includes the development of a statewide logic model to clearly define program inputs, services, and expected outcomes, particularly in addressing the varied academic, behavioral, and social-emotional needs of students with prior disciplinary offenses. This effort will support more consistent implementation across sites and improve the Department's ability to measure outcomes over time.

Continued collaboration with the REL will strengthen the Department's capacity to align CDAP programs with evidence-based practices, enhance data-driven decision-making, and improve accountability at both the program and statewide levels.

APPENDIX A: LEGISLATION

§ 1604. Treatment of severe discipline problems component.

The Department of Education shall establish a program component which will provide alternative educational and related services for the more severe discipline problems in the public schools. This component will serve primarily secondary school students, including but not limited to: youngsters who have been expelled from regular schools, students who may be subject to expulsion, and others who have serious violations of the local school district discipline code. The Department of Education shall provide rules and regulations for the conduct of programs authorized under this section subject to the following limitations:

- (1) School districts shall make application to the Department of Education for funding to implement programs authorized under this section. Preference shall be given to applications from consortia of school districts. To the extent feasible, programs offered under this component should serve eligible pupils within a county, however, multiple sites may be operated by a single consortia of school districts within a county.
- (2) Any application submitted under this section shall specify the types and level of services to be provided and an estimate of the number of youngsters to be served. The application shall also include a budget of proposed expenditures during a fiscal year. That budget shall indicate, at a minimum, the funds being requested from appropriations authorized under this section and funds to be obtained from all other sources.
- (3) All applications submitted to the Department of Education under this section shall indicate an agreement to fund at least 30 percent of the total cost of services provided from sources of funding other than those authorized under this section.
- (4) All projects funded under this section shall submit an annual evaluation report on the effectiveness of the program to the Department of Education. Such report shall incorporate the data and information specified by the Department.
- (5) School districts shall be permitted to use funds collected in accordance with the provisions of Chapter 6 of this title to make tuition payments for youngsters assigned to programs authorized under this section.
- (6) Nothing in this section shall prohibit a consortia of school districts from contracting for educational or related services with public or private agencies when operating programs authorized under this section.
- (7) The provisions of § 4130 of this title shall not apply to youngsters enrolled in programs authorized under this section.
- (8) A student 16 years of age or less who is expelled or suspended pending expulsion by a local school district or charter school shall be presumed appropriate for placement in a Consortium Discipline Alternative Program site, provided the student is not

otherwise ineligible by statute or regulation for placement in such a program. The burden of establishing that a student is not appropriate for placement in a Consortium Discipline Alternative Program shall be on the local school district or charter school. Any student not shown by preponderance of evidence to be inappropriate for placement in a Consortium Discipline Alternative Program shall be placed in such a program.

APPENDIX B: DEFINITIONS

- **Alternative Placement**

Means the removal of a student from the student's school on a temporary basis and assignment to an alternative program for a duration not to exceed the total number of student days in a school year from the date of approval by the District or Charter School Level Coordinator.

- **Alternative Placement Team**

Means a team composed of the principal or assistant principal, the student's parent, and the school counselor or school social worker.

- **Alternative Placement Team Meeting**

Means a meeting held by the district/charter school Alternative Placement Team to determine the appropriate educational setting for a student whose behavior is within the defined conduct under 14 **DE Admin. Code** 614 and who has been recommended for assignment to an alternative program. The district or charter school level coordinator shall preside over the meeting and determine whether to assign the student to an alternative placement.

- **Alternative Program**

Means a school discipline improvement program that provides appropriate educational services and that has been created for students whose behavior is within the defined conduct under 14 **DE Admin. Code** 614. Alternative programs include any programs managed by a district/charter school, including supportive instruction as defined in 14 **DE Admin. Code** 930, or the Consortium Discipline Alternative Program.

- **Appropriate Educational Services**

Means instruction and assessment provided by the district/charter school and includes access to instructional materials, graded homework and communication with educators so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting a level of proficiency in that curriculum.

- **Consortium Discipline Alternative Program**

Means a school discipline improvement program which serves an organized consortium of school districts, charter schools, or both as provided for in 14 **Del.C.** Ch. 16.

- **Regular School Program**

Means student enrollment in a public school, not including specially assigned non-special education or student behavioral intervention programs within or outside the enrolled school, in which the student's classroom or course placement is based primarily on age, grade level and cognitive abilities as assigned by the school administration or an IEP team and the student's participation in daily course instruction and activities within the assigned classroom or course.

- **Student Code of Conduct**

Means the district/charter school approved document which specifies the rights and responsibilities of students, defines conduct that disrupts, threatens, or disrupts and threatens a positive and safe school environment, standardizes procedures for consequences and disciplinary action, and defines due process and grievance procedures.

APPENDIX C: STUDENT AND PARENT/GUARDIAN TESTIMONIALS

The following testimonials from students and families reflect the impact of CDAP programs on student behavior, engagement, and long-term outcomes. While individual experiences vary, common themes include improved self-regulation, increased academic engagement, stronger relationships with staff, and successful transitions back to traditional school settings.

Clarvida (Parkway Academy North and Central)

Student Testimonial

“I had the best experience at [Clarvida - Parkway Academy]. At first I was nervous about going but it was really great for me. I learned so much and I love the staff. I learned how to take a break when I get angry and ask for help when I something upsets me. I was so excited to go back to my school but I know I am a better student because of [Clarvida - Parkway Academy].”

Parent/Guardian Testimonial

“My grandson would not be in school without the staff at [Clarvida - Parkway Academy]. He loves the school and the staff. He tells me he wants to do well because of the things they taught him. He takes the long way home sometimes just to walk by the school so he can see the Principal. He hasn’t gotten into trouble since he went back.”

S.C.O.P.E. (Sussex County Opportunity Program in Education)

Student Testimonial #1

“[S.C.O.P.E.] has helped me come a very long way, my behavior, my attitude and my attendance has been really good. I’ve learned a lot for these past 7 months, I have learned strength, accountability, and I’ve learned to adapt to change. I really am proud of myself that I was able to make it back to [SCHOOL], although it’s been a lot of all the tears me and my family and friends went through I can finally say I’m back and proud. My goals are to stay focused, accept everything that comes in my life, and to follow my goals. I have big plans coming soon, I am so grateful for [S.C.O.P.E.] and [SCHOOL] gave me another opportunity to reflect on my actions.”

Student Testimonial #2

“[S.C.O.P.E.] helped me get my work done quicker and with better results. When I was here my behavior was really good and I have started to be myself more than I was. I never missed a day of school since coming to [S.C.O.P.E.]. I feel like I made progress

here and want to thank the teachers again. My goal is to get my high school diploma, get good grades and be successful in life. How [S.C.O.P.E.] helped me the most was by helping me be myself and getting stuff done and don't wait until the last minute to finish work. Also, that I shouldn't give up on things if I make a mistake."

YEARRRN Academy

Parent/Guardian Testimonial

"We wanted to thank you and your staff for the incredible impact your school program has had on our grandson. I wish he had started at [YEARRRN Academy] long ago. We have seen growth in his education but most of all we have seen growth in his confidence and the love and respect he now has for himself. Learning to love himself and the joy of learning has been a big step for him. [YEARRRN Academy] is such a safe, inspiring and nurturing environment. Yes, my grandson did some things that he was not proud of and nor were we. Sometimes people forget that the kids they consider that need to be locked up and throw away the key, need a second chance. That's what [YEARRRN Academy] did for him and our family. He now thinks before he acts out and we can go out to places like restaurants, even church. Some may say that the problems he has is a "we" problem meaning the family. No, for us it was a problem for all that were involved with him. He would tell people off, just for looking at him. Taking him and the other students out to restaurants and trips mean a lot to them and the family. Thank you for your sincere love, your purpose, your passion and commitment. Thank you for choosing your staff. You always would tell me that your staff was "special". That is so true. Whenever we came to the school we felt the love from you and your staff. We knew that everyone there was there for the kids. We thank [YEARRRN Academy]."

Student Testimonial

"I was not a good student at regular school. I was disrespectful, I was considered a do drop in student. I came when I wanted to. When I came in teachers wished I had stayed home. I was a fighter. I would fight you if you looked at me. I would cuss the teachers out and was mean to everybody. I was sent to [YEARRRN Academy]. I told my mom I was not going to go and no one could make me. When we went to the school for our intake, I felt special.

They greeted us at the door with a big smile. When I went to [STAFF'S] office, I felt right at home. She had a living room set up. She was so respectful to me and my mom. When we finished the intake I felt like I was forgiven and given a fresh start. She asked if she was allowed to give me a hug and I said yes. It was something about her spirit that made me feel that I was going to be ok.

I came to school everyday and did work on the weekend. I was able to graduate with my class. I will never forget [STAFF] and all the staff at [YEARRRN Academy]. They deserve a medal. They helped to mold me into the young lady I am today."