REQUEST FOR APPLICATION
Grant applications are being requested for:
CTE Innovation Grant

I.   **Overview**
The Delaware Department of Education (DDOE) seeks to award funds through the Reserve Fund under the provisions of the Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V), [Section 112 & 131] for the purpose of implementing and improving Career and Technical Education (CTE) programs of study. This request for application ("RFA") is issued pursuant to 29 *Del. C.* §§ 6981 and 6982.

The specifications for this RFA are based on Perkins V [Section 112] for Career and Technical Education activities described in [Section 131]. For the list of eligible recipients Local Education Agencies (LEAs) see Attachment B – only recipients covered by Section 112 & 131 of the Act and meet one of the following criteria are eligible to receive funding:
- Rural areas;
- Areas with high percentages of CTE concentrators or participants;
- Areas with high numbers of CTE concentrators or participants;
- Areas with disparities or gaps in performance under the Act; and
- Areas with no CTE enrollment prior to full implementation of an approved CTE program of study.

All grants are competitive and final approval of awards will be determined by the DDOE. Technical assistance will be available prior to the submission date. DDOE reserves the right to take into consideration geographic distribution, demonstrated readiness of the recipient, and plan(s) for sustainability.

The purpose of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs of study, by:
- Building on the efforts of states and localities to develop challenging academic and technical standards;
- Assisting students in meeting standards, including preparation for high-skill, high-wage or high-demand occupations in current or emerging professions;
- Promoting equitable, humanizing, and culturally responsive leadership, initial preparation, and professional development;
- Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction;
- Supporting partnerships among secondary schools, post-secondary institutions, and business and industry**;**
- Linking secondary schools and two-year post-secondary institutions, four-year institutions of higher education, through non-duplicative sequences of courses in a career field, the use of articulation agreements, dual enrollment, and career pathways;
- Building student competence in math, science, reading, writing, communications, and career courses (pLocal Education Agencies (LEAs)e note that no remedial courses are accepted);
- Increasing state and local flexibility in providing equitable services and activities designed to develop, implement, and improve Career and Technical Education, including career pathways**;**

- Conducting and disseminating national research and information on best practices that improve Career and Technical Education programs, services and activities; and
- Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training opportunities, the knowledge and skills needed to keep the U.S. competitive.

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

The Delaware Office of Career and Technical Education believes each learner should engage in an equitable and high-quality education, enriching experiences, and meaningful relationships to achieve their individual career and life goals. Applicants are encouraged to review Attachment D before submitting applications.

Announcement Date	July 1, 2025
Application Due	October 24, 2025 at 4PM
Date Questions Due	September 15, 2025
Date Answers Provided By	September 29, 2025
Date Initial Grant Award Notification	November 2025
Date Program Start/End Date	November 30, 2025 – September 30, 2026

II.   **Grant Program Detail**

Innovation Grant priorities are aligned with Section 112 & 131 of the Act and the Delaware State Plan for CTE and are connected to OCR work and the DDOE LEA monitoring routine. Priority areas include:

Priority 1: Support the implementation or revision of Delaware CTE Program of Study (POS).
Support the implementation or CTE Programs of Study (POS).
Eligible recipients may apply for grant funds to support:
- Revision of state approved CTE **Local Model** Programs of Study.
  Applications MUST:
  - employ the state model revision process 2023_CTE_POS_Policy.pdf (delaware.gov);
  - apply the secondary to postsecondary connections gap analysis tool (refer to Attachment F);
  - include culturally responsive practices in the program of study objectives (refer to culturally responsive practice conceptual framing in Attachment D);
  - include a minimum of one postsecondary opportunity for students; and
    - include a plan to implement/expand participation in the Work-Based Learning practicum (*17.00601015 or 17.00802015*) course, which should include anticipated enrollment targets.

  Preference will be given to revision plans that:
  - include collaboration with other Local Education Agencies (LEAs) to conduct the review process; and/or
  - include Culturally Competent Score Card training and evaluation (Attachment E)
    - Year One: Local Model Programs of Study review planning. The upper limit for each grant award is $*20,000*.
    - Must include the Program of Study Application in your application packet
    - Year Two (only available starting in October 2025): Local Model Programs of Study review implementation. The upper limit for each grant award is $*20,000*.

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- Participation in the DOE led review process of an approved Delaware CTE **State Model** Program of Study. The upper limit for each grant award is $20,000.
  - Applications <u>MUST</u> specify the State Model program of study under revision in SY25-26 and the names of participating teachers.
  - Applications can include support for teacher participation in the DOE led state model program of study review process.
  - Applications can include support for teacher professional learning related to the respective state model program of study under revision in SY25 -26.

- Implementation of a new **State Model** Program of Study. The upper limit of each grant award is $*20,000*.
  - Applications <u>MUST</u> include support for teacher participation in DOE led state model program of study professional development.
  - Applications can include the purchase of supplies and materials needed for implementation.
  - Applications can include curriculum resources needed for implementation.
  - Applications can include participation in Culturally Competent Score Card training and evaluation (Attachment E).

Priority 2: Support for Student *Equality* and Achievement in College and Career Coursework. Eligible recipients may apply for grant funds to support the implementation and expansion of projects and initiatives that support student equity and achievement (refer to conceptual framing for equity and Educational Equity in Attachment D) for all youth related to college and career-readiness coursework.

- **Culturally Competent Workforce Development** – eligible recipients may apply for funds to participate in DDOE approved Culturally Competent Workforce trainings to create *unbiased* learning environments, student academic success and ultimately, readiness for students to pursue high-wage, high-skill, and high-demand careers. The upper limit for each grant award is $*15,000*. This subgrant is encouraged to be coupled with another Innovation Grant application.
- ***Equality* for Student Leaders (Supporting their equity and culturally responsive professional learning)** – eligible recipients may apply for funds to provide equity and culturally responsive professional learning series for student leaders. The department recommends using the National Opinion Research Center (NORC) at the University of Chicago equity and Culturally Responsive Teaching & Leading (CRTL) frameworks. Implementation to begin January 2026. The upper limit for each grant award is $*15,000*. <u>This subgrant is encouraged to be coupled</u> with another Innovation Grant application.; or
- **Consolidated Local Needs Assessment (CLNA) Support**– eligible recipients may apply for funds to obtain assistance with how to interpret and utilize data to inform the CLNA

- **Priority 3: Prepare students for career success and support CTE instructors, administrators, and counselors.**
  - Eligible recipients may apply for grant funds to expand college and career-readiness coursework for youth and to support educators within the career pathway system.
  - Applications can include a combination of the activities below but cannot exceed $*30,000* per application submitted.
  - Preference will be given to applications that have a sustainability plan beyond the grant and build the capacity of the recipient to offer the services described below:

- Expand work-based learning immersion for CTE students and/or build capacity to administer industry recognized certifications/licensures for CTE students and/or create or expand dual enrollment opportunities for CTE students as part of an approved CTE program of study. <u>This subgrant is encouraged to be coupled with a Priority One application to support program reviews.</u> The upper limit for each grant award is $*15,000*;
- Partner with the Institutions of Higher Education and/or the Adult Education Division of the three vocational technical school districts – New Castle County Vocational Technical School District, Polytech High School, or Sussex Tech High School, to develop a shared time model that expands CTE programming, Registered Apprenticeship, and/or includes academic coursework/credit to support graduation requirements. <u>This subgrant is encouraged to be coupled with a Priority One application to support program reviews.</u> The upper limit for each grant award is $*15,000*;
- Provide academic and career counseling services to CTE students to improve transition among the learning levels (middle school to high school or high school to postsecondary) and positively impact program completion rates, graduation rates, or the alignment of CTE programs to the state labor market. The upper limit for each grant award is $*15,000*; or
- Support professional learning activities that relate to a state approved (State or Local) CTE program of study and align with Delaware's Professional Development Standards [14 Del.C. §1598]. Professional development activities for separate participants/schools may be consolidated under a single application and recipients may submit more than one application under this area. The upper limit for each grant award is $*15,000*.

III. Required Information
a. Minimum Requirements
Applications must address the minimum requirements and include the requested information. Failure to respond to any request for information within this request for application may result in rejection of the application at the sole discretion of the State.

1. Applicants shall provide responses to the Request for Application (RFA).
2. Must include the Program of Study Application in your application packet.
3. Electronically sign (eGrants) the required Assurances.

To be considered, all applications must respond to the items outlined in this RFA. DDOE reserves the right to reject any non-responsive or non-conforming applications. Each application must be uploaded to the eGrants on or before **4:00 PM** on **October 24, 2025.**

Applications submitted in response to this RFA should be prepared and submitted in accordance with the following guidelines per application: incomplete submissions will **not** be eligible for funding.

A. Activity description, Need for the Activity and Alignment to Local Education Agency Goals
1. Address the following:
   - Identify and describe the activity that will be implemented;
   - Explain the need for the activity; and
   - How the activity supports a sustainable culture to support student equity and achievement for all youth related to college and career-readiness coursework
   - How does the activity or activities align with the equity-centered conceptual framings in Attachment D: educational equity, inclusion, racial equity, equity, and culturally responsive practice.

B. Plan of Operation, Timeline and Key Personnel

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

C. Objectives and Goals
1. Objectives and Goals need to be specific, measurable, attainable, relevant, timely, inclusive, and equitable.
2. Objectives and Goals should clearly link to the activity description and evaluation section.
3. It is recommended that Objectives and Goals link to Local Education Agencies (LEAs) Comprehensive Local Needs Assessment (CLNA) and Perkins Local Application.

D. Budget and Budget Details
1. The Budget Detail section in eGrants allows applicants to use dropdown menus for Funding Description and Location Code, whereas the Quantity and Cost items allow amounts to be entered.
2. The Budget Detail section also allows applicants to enter a Narrative Description in the provided textbox for applicants to include additional details about the budgeted item to justify the allowability of the item.
3. The following information is <u>required</u> for each account code: item, funding description, location code, quantity, cost, and narrative description.
4. Similar budget items within the supplies and materials account code may be grouped.
5. If the professional development requires travel of more than 50 miles from home and an overnight stay, then the mileage and meal expenditures are allowable. Funding for stipends may be included as appropriate.
   a) Mileage will be reimbursed at the state rate of $0.50/mile.
   b) Meals **not** provided for at the professional development event will be reimbursed as follows: Breakfast: $13.00; Lunch $15.00 and Dinner $26.00.
   c) Stipends paid to teachers for work performed outside of the regular school day may not exceed $100/day if being paid with funds from the grant, if local rates

are higher, the recipient may make up the difference using local funds.

6. All expenditures must meet the expectations establish in <u>Attachment C</u> of the RFA for permissive use of funds.
7. It is recommended that funds be matched through other sources of funding to demonstrate commitment to continuous improvement.

Requirements for Use of Funds:
All funds made available to eligible recipients shall be used to support Career and Technical Education programs under the identified priority area. Project costs should be documented on the eGrants Budget page. Instructions to complete the eGrants Innovation Application are included as <u>Attachment A</u>. Budget details should include the following information for each account code: item, funding description, location code, quantity, cost, and narrative description.

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

- Consultant services limited to $500 per day, plus travel expenses. Consultant travel expenses cannot exceed state per diem rates. Further, per diem rates also apply to anyone participating in professional development activities who claim expenses from this grant. <u>State per diem rates</u> are:
  - Mileage: $0.50/mile
  - Breakfast: $16.00
  - Lunch: $19.00
  - Dinner: $28.00
- Stipends to local education agency staff may not exceed $100/day (stipends are only allowable for work performed outside the regular work day);
- Materials and supplies to support curriculum development and professional development;
- Purchasing of equipment for instruction that supports the Delaware state-model CTE Programs of Study; and
- Administrative costs not to exceed 5% of the total grant, including indirect costs.

Non-Permissive Uses of Funds:
Funds may not be used for—

- Salaries with the exception of stipends;
- Tuition;
- Substitute teacher fees unless directly tied to the required professional development, see related budget appendices per program;
- Meal costs at conferences where meals are provided;
- Consulting services for Programs of Study;
- Activities below the seventh grade;
- Program maintenance;
- Furniture to equip labs or classrooms;
- Purchase of career information delivery system site licenses;
- National, state, or local membership dues or fees;

- Promotional items (e.g. shirts, key chains, bags, mugs);

- Construction of temporary or permanent structures;
- Purchase of equipment for administrative purposes;
- Administrative and indirect costs that exceed 5% of the grant amount; and
- Any additional restriction of funds listed in the individual priority area or related budget appendices.

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

Equipment:
Equipment purchases included in this application when not being used to carry out the provisions of this grant, may be used for other instruction purposes if—
a. The acquisition of the equipment was reasonable and necessary for the purpose of conducting a properly designed project or activity;
b. Such other use is—
   - Incidental to the use of the equipment;
   - Does not interfere with the use of that equipment; and
   - Does not add to the cost of using that equipment.

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

Budget
Budgets must be less than or equal to the upper limit of the grant, outlined under each priority area. Applications may be funded at a level below the requested amount. Applications that contain budgets that exceed the upper limits outlined in the priority section, will not be funded.

The Budget Detail section allows applicants to use dropdown menus for Funding Description and Location Code, whereas the Quantity and Cost items allow amounts to be entered. The Budget Detail section also consists of a Narrative Description textbox for applicants to provide additional detail(s) about the budgeted item or to justify the allowability of the item. The following chart indicates details required in the Narrative Description box for each account code:

Account Code	Required Detail in the Narrative Description Box
Salaries	Title of position and % of FTE.
OECs	Title of position and % of FTE.
Contractual Services	List type of service, vendor name (only if known), indicate expense justification or outcome. *Example:* Occupational therapy services. Vendor is to be determined. *Example:* Physical therapy counseling services provided by Delaware Guidance.
Travel	List the position of staff traveling, conference name, and purpose if not clear by the conference name. Indicate total number of staff traveling and expense justification or outcome. *Example:* Teacher will be attending (specific) professional development conference.
Supplies and Materials	List description, purpose, and indicate expense justification or outcome. *Example:* Classroom instructional supplies to equip classroom, such as
Capital Outlay	List item(s), description, purpose, and indicate expense justification or outcome.
Indirect Costs	No additional details are required.
Audit Fees	No additional details are required.

The following information is **required** for each account code: item, funding description, location code, quantity, cost, and narrative description.

Note from Standard Grant Application To minimize budget entries, pLocal Education Agencies (LEAs)e group items within the supplies and materials account code accordingly. PLocal Education Agencies (LEAs)e note that grouping items within the supplies and materials account code should not exceed $5,000 per entry, the quantity should reflect the purchased items, and a detailed description should be provided in the Narrative Description text box.**

E. **Evaluation**
    The evaluation plan should include connections to the **Perkins Core Indicator(s) of Performance, ESSA State Accountability Metrics, or Career and College Readiness Practices** that will be positively impact the LEA through the activity.
    1. What does the LEA hope to accomplish through the activity related to the Perkins Core Indicator(s) of Performance, ESSA State Accountability Metrics, or Career and College Readiness Practices?
    2. Indicate the current performance level for the indicator(s) mentioned above.
    3. What is the targeted goal for the identified indicator(s) to occur as a result of the activity?

4. What additional data will be reviewed to indicate that the activity has had the intended effects?
5. How does the activity or activities align with the equity conceptual framings in Attachment D: *equality* , educational *equality*, inclusion, racial *equality*, and culturally responsive practice?
6. How will the activity be made sustainable?

b. **General Evaluation Requirements**
   A. **RFA Evaluation Process**
   *Applications that earn <u>Level 1: Meets Few or No Criteria </u>scores in **any** category, will **not** be funded**.*

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

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

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

   2. **Application Selection Criteria**
      The Application Evaluation Team shall assign up to the maximum number of points for each Evaluation Item to each of the proposing agency's applications. All assignments of points shall be at the sole discretion of the Application Evaluation Team.

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

The Team reserves the right to:
- Select for contract or for negotiations an application other than that with lowest costs.
- Reject any and all applications or portions of applications received in response to this RFA or to make no award or issue a new RFA.
- Waive or modify any information, irregularity, or inconsistency in applications received.
- Request modification to applications from any or all agencies during the contract review and negotiation.
- Negotiate any aspect of the application with any agency and negotiate with more than one agency at the same time.
- Select more than one agency pursuant to 29 *Del. C*. §6986.

Criteria Weight

All applications shall be evaluated using the same criteria and evaluation process. The following criteria shall be used by the Evaluation Team to assess applications:

Criteria	Weight		
Activity description, need for the activity and alignment to Perkins core indicator targets and school system goals	**Exemplary**	**Acceptable**	**Not Acceptable**
Plan of Operation, Timeline and Key Personnel			
Objectives and Goals			
Evaluation: Perkins Core Indicators			
Budget and Budget Details			

To receive funding, the applicant must meet the criteria for acceptable in all categories to receive funding. The evaluation rubric is attached in Attachment G. Agencies are encouraged to review the evaluation criteria and to provide a response that addresses each of the scored items. Evaluators will not be able to make assumptions about an agency's capabilities so the responding agency should be detailed in their application responses. Be sure to review the equity conceptual framings in Attachment D: educational equity, inclusion, racial equity, equity, and culturally responsive practice.

3. **Application Clarification**
   The Evaluation Team may contact any agency in order to clarify uncertainties or eliminate confusion concerning the contents of an application. Applications may not be modified as a result of any such clarification request.

IV.   Miscellaneous Information
    a. Funding out clause

        In the event funding fails to be appropriated as necessary to enter into or continue the grant, in whole or part, the agreement shall be terminated as to any obligation of the State requiring the expenditure of money for which no specific appropriation is available at the end of the last fiscal year for which no appropriation is available or upon the exhaustion of funds.

    b. Appeals Process

        In the event an applicant is not satisfied with the outcome of the RFA process, they may appeal within 15 days, in writing to the DOE Director of Finance:

                Jennifer Carlson, Director of Finance
                401 Federal Street, Suite 2
                Dover, DE 19901

STATE OF DELAWARE
DEPARTMENT OF EDUCATION

Attachment A

1. To access the grant application, a user must have access to EdAccess and the Identity Management System (IMS) located at: https://launchpad.classlink.com/ddoe.


If your district has their own implementation of ClassLink use your local ClassLink page to access eGrants. The following 12 districts listed below have their own SSO and will access eGrants through the ClassLink URL listed. The remaining districts use DOE's ClassLink page.

Caesar Rodney	https://launchpad.classlink.com/crsd
Capital	https://launchpad.classlink.com/capitalsd
Cape Henlopen	https://launchpad.classlink.com/chsd
Seaford	https://launchpad.classlink.com/seafordsd
Brandywine	https://launchpad.classlink.com/brandywine
Red Clay	https://launchpad.classlink.com/redclay
Indian River	https://launchpad.classlink.com/irsd
New Castle County Vocational-Technical	https://launchpad.classlink.com/nccvt
POLYTECH	https://launchpad.classlink.com/polytech
Delaware Military Academy	https://launchpad.classlink.com/dma
Odyssey Charter School	https://launchpad.classlink.com/ocsk12
MOT Charter School	https://launchpad.classlink.com/mot
Department of Education	https://launchpad.classlink.com/ddoe

Assistance with requesting EdAccess application component can be provided through the local education agency's (LEA's) Information Security Officer (ISO).

2. Once the user has access to EdAccess, if the eGrants icon is not displayed, click on ⊞ to Open App Library.
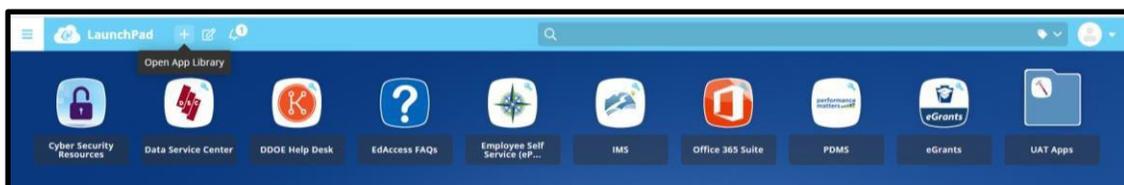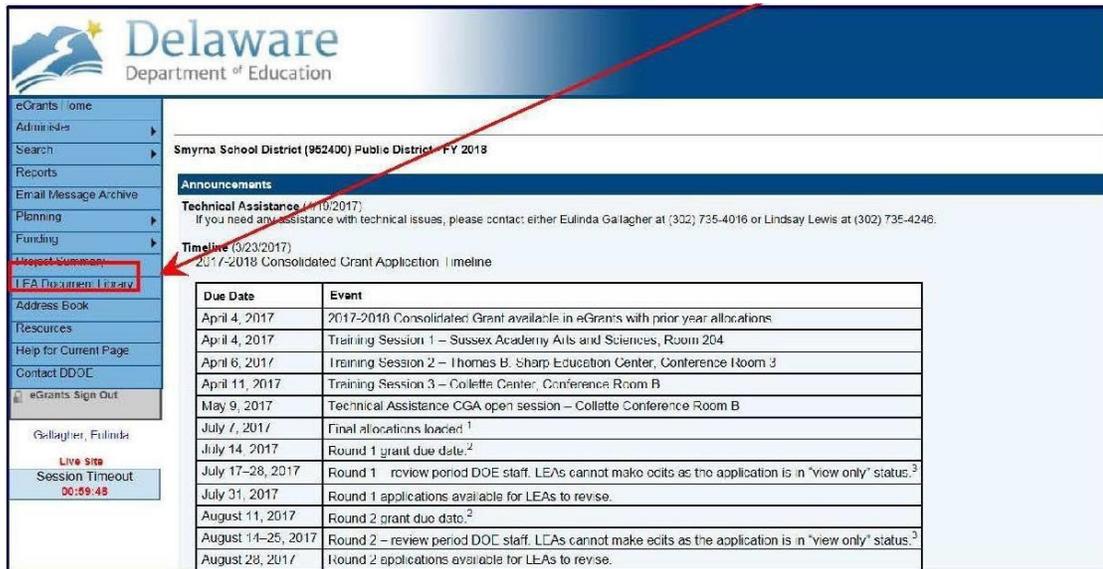
Select EDUCATION from the application list on the left, then find the eGrants app and click ADD.
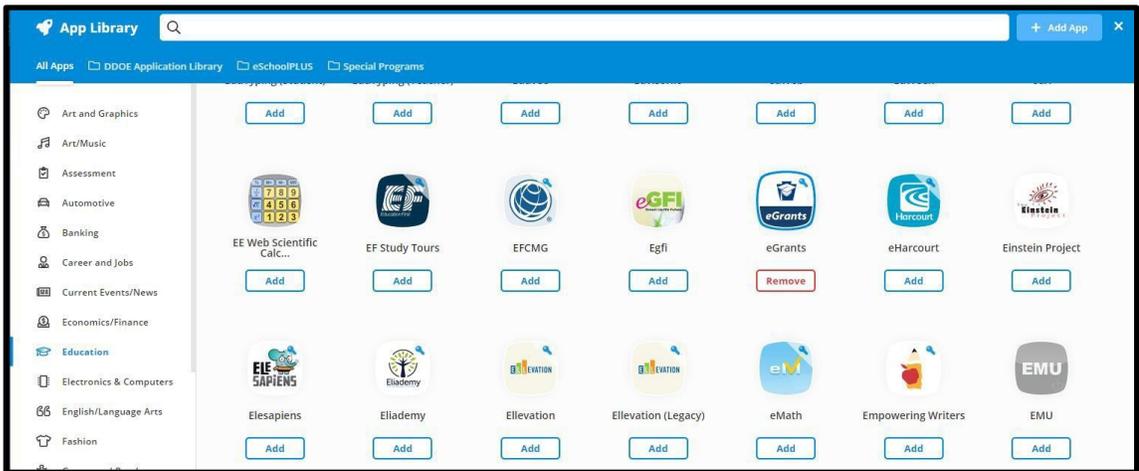
3. LEA staff must be assigned a grant management role in order to complete data entry functions or to submit the application through workflow.

   If required roles have not been assigned, contact the LEA's eGrants Access User Administrator. To determine the eGrants roles assigned to an LEA, click on the Address Book located in the left navigation menu.

4. To access the grant application, click on the Funding link.

The Funding Applications page is displayed by LEA (not individual buildings within an LEA) and lists all applications available to the LEA, both Entitlement and Competitive. Select which grant you intend to complete.

5. The Sections page is the home screen for the application and is comprised of "Sections" and "Pages".

6. Starting the application – once on the Sections page, change the Application status to Draft Started by clicking on the LEA Draft Started link. This starts the application process for the LEA, which may include multiple submittals for different grant priorities for each LEA. If the status is not changed, users will not be able to type or enter information.

7. Since some grants have multiple priorities that require separate applications, to submit individual application under the Local Education Agencies (LEAs) name, users should ensure that the required sections and pages for each application are completed. Incomplete submissions will NOT be eligible for funding. Applications must complete all pages within each application submitted.

8. To establish each application within an LEA, navigate to the Grant Title section and click on the drop down box and select Add Grant Application.
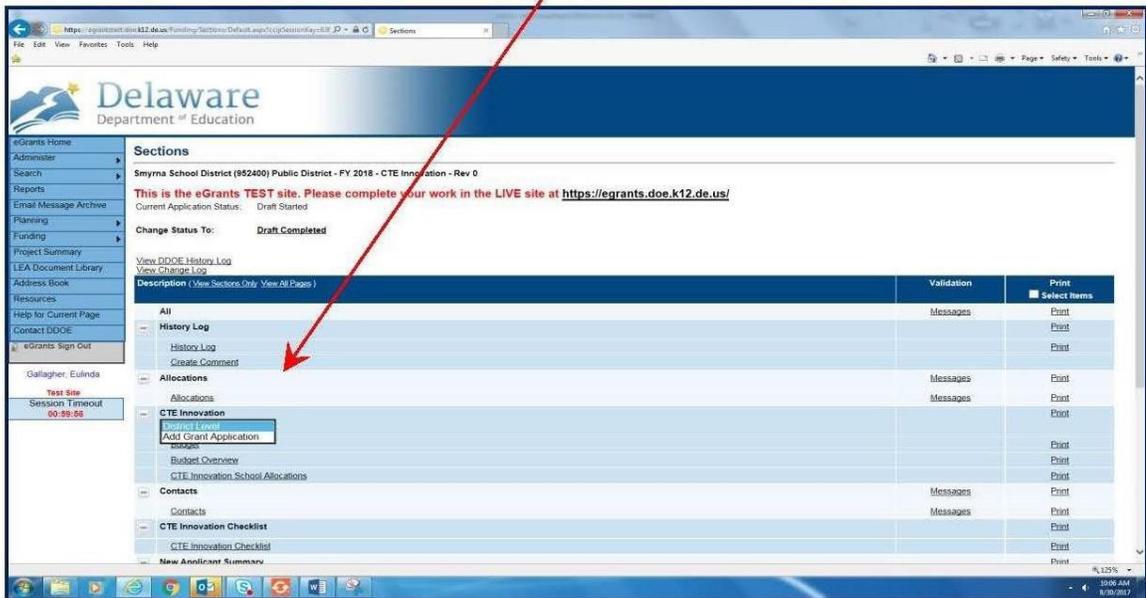
- Title the application using the following format:
  - LEA Name_Grant Title
  - Example: *Smyrna_Innovation Grant*
- For each application, complete the following pages/sections: Contacts, Budget, Program Details, and Related Documents.

9. How to complete the Budget pages - verify that the correct application has been selected and click on the Budget link. To add budget items, click on the modify link next to the account codes/type of expense.

- A Budget Detail page will be displayed that consists of a summary of items budgeted by account code. To add budgeted items, click on the Add Item link.

- On the Budget Detail page 2, click on the Add Item link.

Each budgeted item must include a response for a Funding Description, Location Code, Quantity, Cost, and Narrative Description. Drop down choices are available for the Funding Description and Location Code. Amounts should be entered for Quantity and Cost. The Narrative Description is a text box for applicants to provide additional details about the budgeted items or to justify the allowability of the item. The following chart indicated details required in the Narrative Description textbox for each account code:

Account Code	Required Detail in the Narrative Description Box
Salaries	Title of position and percent of full-time equivalent (FTE).
OECs	Title of position and percent of FTE.
Contractual Services	List type of service, vendor name (only if known), and indicate expense justification or outcome. Examples: ▪ Occupational therapy services. Vendor is to be determined. ▪ Physical therapy counseling services provided by Delaware Guidance.

Travel	List the position of staff traveling, conference name, and purpose if not clear by the conference name. Indicate total number of staff traveling and expense justification or outcome. *Example:* ▪ Teacher will be attending (specific) professional development conference.
Supplies and Materials	List description, purpose, and indicate expense justification or outcome. *Example:* ▪ Classroom instructional supplies to equip classroom, such as microscopes, sein nets, and aquariums for student experiments.
Capital Outlay	List item(s), description, purpose, and indicate expense justification or outcome.
Indirect Costs	No additional details are required.
Audit Fees	No additional details are required.

- Remember to click on the Save button before adding a new item.
- To minimize budget entries, group items within the supplies and materials code accordingly.

  Grouping items within the supplies and materials account code should not exceed $5,000 per quantity, as this would indicate a capital outlay item. The quantity should reflect the purchased items, and a detailed description should be provided in the **Narrative Description** textbox.

10. How to complete the **Program Details** page – below is a description of expectations for the questions listed on this page.
    - *Item 1: What is the name of the project/activity to be funded?*
      - o Title the applications using the following format:
      - o LEA Name_Grant Title
    - Example: *Smyrna_Innovation Grant*
    - *Item 2: What is the priority area number?*
      - o Ignore this section or just select a number.
    - *Item 3: What is the application rank?*
      - o Select rank #1 for all applications.
    - *Item 4: Provide a description of the project/activity the funding will support.*
      - o Ensure the description is clear and concise and addresses all the topics outlined in the RFA.
    - *Item 5: Plan of Operation with Key Personnel, Activity, and Timeline*
      - o Complete the table addressing how and when the LEA will implement activities and the key personnel involved.
      - o How will the PAC be involved in the implementation and continuous improvement of the program?
    - *Item 6: List the objectives and goals of the project.*
      - o Ensure objectives are clear and concise and address all topics outlines in the RFA.
    - *Item 7: How will the program/activity be evaluated for success? Address specific data points and include benchmarks, if applicable, and targeted goals.*
      - o Perkins Core Indicators of Performance to be addressed: current levels and targeted goals.

- o   Other performance indicators, as necessary.
- o   How will the PAC be involved in the implementation and continuous improvement of the program/activity?
- o   Plans for sustainability of the program/activity.
- *Item 8: Applications must include all exceptions to the specifications, terms, or conditions contained in the RFA. If no exceptions will be requested, indicate "NA" for not applicable in the paragraph and page number column.*
- *Remember to click on the Save button before leaving this page.*

11. How to complete the **Related Documents** page
- For applicable situations as detailed in the RFA, letters of support and/or detailed plans can be uploaded by clicking on the Upload New link in the Document/Link column.

12. How to complete the **Contacts** section
- CTE Director – Select from the drop down box, the staff member who should be contacted for questions related to any of the applications listed under the LEA. The drop down box will only contact names of staff assigned the CTE Director role.

13. Review the **Assurances** section
All applicants are responsible for reviewing and understanding all of the assurances listed. Once the Chief Financial Officer and Chief School Officer approves the application, the LEA has committed to meeting and abiding by all the assurances if awarded funding.

14. How to submit the application through workflow
- Once the Grant page and Contacts are sections are completed for each application, go to the Sections page and click on the Validation Messages.
- o   Messaged labeled as, Error, must be resolved before the application can be submitted to DDOE.
- o   Message labeled, Warning, can be treated as FYIs and should only be addressed if the issue is applicable to the application.
- The workflow approval process is to be completed by the LEA's Grant Administrator, Chief Fiscal Officer, and Chief School Officer when all application pages with the LEA are completed.
- o   Once all Error Validation Messages are resolved, the staff member whit the Grant Administrator (Director) role approves the application, which consists of all applications, by going to the Sections page and clicking on the Draft Completed link.

o The Chief Fiscal Officer then approves the application by clicking on the LEA Fiscal Officer Approved link.

o The final approval to submit the application to DDOW is the Chief School Officer. Click on the LEA Chief School Officer Approved link.

CTE Grant Eligibility: 2022 CTE Participants (Gr 9-12) by LEA

School year	County	Districtcode	LEA Name	Number of CTE Participants	Student Enrollment	Percent CTE	#1 Rural	#2 CTE% > 50%	#3 CTE# > 1000	#4 Perkins Indicators not met > 3	Any 1
2023	Kent	10	Caesar Rodney	1213	2360	51.4%		X	X		X
2023	Kent	13	Capital	1538	1998	77.0%		X	X	X	X
2023	Kent	15	Lake Forest	805	863	93.3%		X			X
2023	Kent	18	Milford	1224	1305	93.8%		X	X		X
2023	Kent	24	Smyrna	1528	1756	87.0%		X	X	X	X
2023	Kent	39	POLYTECH	1175	1175	100.0%		X	X	X	X
2023	Kent	71	Positive Outcomes	84	84	100.0%		X			X
2023	Kent	9604	ECHS at Del State	11	352	3.1%					
2023	Kent	9607	First State Military	21	423	5.0%				X	X
2023	NCCo	29	Appoquinimink	3876	3739	103.7%		X	X		X
2023	NCCo	31	Brandywine	1983	3123	63.5%		X	X	X	X
2023	NCCo	32	Wilm and DE Military Academy)	3064	5222	58.7%		X	X	X	X
2023	NCCo	33	Christina	3053	3369	90.6%		X		X	X
2023	NCCo	34	Colonial	1761	2246	78.4%		X	X		X
2023	NCCo	38	NCC Votech	3813	4632	82.3%		X	X		X
2023	NCCo	86	Odyssey Charter	234	345	67.8%		X			X
2023	NCCo	88	MOT	648	675	96.0%		X		X	X
2023	NCCo	89	Newark Charter	504	789	63.9%		X			X
2023	NCCo	9611	Great Oaks Charter School	30	208	14.4%					
2023	NCCo	9612	Freire Charter School	30	374	8.0%				X	X
2023	Sussex	16	Laurel	630	729	86.4%	X	X			X
2023	Sussex	17	Cape Henlopen	1526	1931	79.0%	X	X	X		X
2023	Sussex	23	Seaford	764	906	84.3%	X	X		X	X
2023	Sussex	35	Woodbridge	532	713	74.6%	X	X		X	X
2023	Sussex	36	Indian River	2829	3170	89.2%	X	X	X	X	X
2023	Sussex	37	Delmar	552	652	84.7%	X	X			X
2023	Sussex	40	Sussex Tech	1268	1268	100.0%	X	X	X		X
2023	Sussex	77	Sussex Academy	128	467	27.4%	X			X	X
			ALL Local Education Agencies (LEAs)	34824	44874	77.6%					

* The federal Perkins Act [Section 112 & 131] grant requirements limit eligible recipients to those Local Education Agencies (LEAs) that meet <u>any one</u> of the following three requirements:

Criteria #1: Sussex County is the only county in Delaware that is designated as "Rural" by the U.S OMB since it is outside a "metro area".

Criteria #2: Local Education Agencies (LEAs) with CTE student participant rate (see "Percent CTE" column) greater than fifty percent.

Criteria #3: Local Education Agencies (LEAs) with CTE student participants in excess of 1000 students (see "Number of CTE Participants" column)

Delaware Department of Education

Workforce Support Team
Career & Technical Education and STEM Office

Perkins: How Funds Can be Used
(Appendix C & D of the CTE Fiscal and Accountability Policy)

ATTACHMENT 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. **POS Skills**: Provide within CTE the *skills necessary* 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).

ATTACHMENT C – SPENDING CAPS / ALLOWABLE AND NON-PERMISSIVE USES OF FUNDS

Funds allocated under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) must be used to support the development, coordination, implementation, and continuous improvement of Career and Technical Education (CTE) Programs of Study (POS) based on the needs of the eligible recipient or institution. The goals and needs of Perkins eligible institutions are identified in the comprehensive local needs assessment (CLNA) (see Section 134(c)) and local application (see Section 134(b)). Federal Perkins V funds must be used to supplement, and not supplant, state or local funds and be allocated in accordance with the required uses of funds (see Appendix C) and to support CTE POS that are of sufficient size, scope, and quality (see Section 135(b)).

Recommended Spending Caps
To encourage a balanced use of funds, the Delaware Department of Education recommends the following 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 program of study (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.

Allowable and Non-Permissive Uses of Funds
Examples of allowable, allowable with considerations, and non-permissive uses of Perkins V funds follow. This list is not exhaustive, but is meant to serve as a supplement to the Perkins V required uses of funds (see Appendix C) and as additional guidance for the use of funds in alignment with the CLNA and local application. PLocal Education Agencies (LEAs)e contact the DDOE CTE & STEM policy advisor (see Appendix B) to discuss the use of federal or state funds for CTE POS development, implementation, and continuous improvement.

Strengthening Career and Technical Education for the 21st Century (Perkins V) Allowable and Non-Permissive Uses of Funds Guidance		
✅ **Allowable**	⚠️ **Allowable, with Considerations**	❌ **Non-Permissive**

Allowable?	Budget Item	Additional Guidance
✅	**ACADEMIC SKILLS** **See required uses of funds,** [Appendix C](#)**.**	May be used to: • Support the integration of academic skills into Career and Technical Education (CTE) programs of study (POS).
✅	**ADMINISTRATION**	May be used for: • Indirect and direct administrative costs when, taken together, do not exceed 5% of the total grant (e.g., establishing equitable access and supports for every student; development of the CLNA and local application; supervision of local application activities; ensuring compliance with Perkins V; and providing professional development to close gaps in students participation and performance).
✅	**AUDIT SERVICES**	May be used for: • A portion of the audit fees directly attributed to auditing the Perkins grant, charged against administrative costs, not to exceed 5% of the total grant.
⚠️	**CAREER GUIDANCE** **See required uses of funds,** [Appendix C](#)**.**	✅ May be used to: • Provide career guidance and academic counseling including in the middle grades, before enrolling and while participating in a CTE POS, in making informed plans and decisions about future education and career opportunities and programs of study; and • Provide career exploration and career development activities through an organized, systematic framework; and

		• Provide students with strong experience in, and comprehensive understanding of, all aspects of an industry. ❌ May not be used for: • Renewal of annual career and academic resource subscriptions.
⚠️	**CAREER & TECHNICAL STUDENT ORGANIZATIONS (CTSO)**	✅ May be used to: • Support CTSO advisor costs (e.g., advisor travel, registration, instructional materials and supplies); and • Support state approved CTSO efforts to increase the participation of students, especially those in nontraditional fields and students who are members of special populations. ❌ May not be used for: • Food for banquets, awards, or goodwill gestures; • Lodging, food, or transportation to conferences and other CTSO events for CTSO students; • Non-instructional activities such as athletic, social, or recreational events; • Promotional materials (e.g., t-shirts, pens, cups, key chains); • Student dues and registration fees; or • Supplies or uniforms for personal ownership or usage.

ATTACHMENT C – SPENDING CAPS / ALLOWABLE AND NON-PERMISSIVE USES OF

⚠️	**CAPITAL EXPENDITURES**	✅ Capital expenses (outlay, over $1,000) must have: • Property records, including acquisition date, cost, source, % of federal funds used to purchase the item, location, use and condition of the equipment and ultimate disposition; • Adequate safeguards to prevent loss, damage, or theft; and • Adequate maintenance procedures. ❌ May not be used for: • Capital assets (non-instructional equipment, building, land) and expenditures to make improvement to capital assets (modifications, accessories, or auxiliary apparatus); or labs, except as part of a new POS; • Consumable items; • Contingency or "petty cash" funds; • Equipment for administrative or individual use; • Equipment and supplies for building maintenance; • Facility construction; • Fines and penalties; or • Funding activities that would supplant (replace) requirements of the eligible recipient or institution.
✅	**EXTENDED LEARNING OPPORTUNITIES**	May be used for: • Off-site educational enrichment opportunities and work-based learning (WBL) open to all students participating in the CTE POS.
✅	**EVALUATION** **See required uses of funds,** [Appendix C](#)**.**	May be used to: • Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the CLNA and local application.
❌	**FACILITY RENTAL & FOOD**	May not be used for: • Award ceremonies; • Banquets; or • Program advisory committee meetings.

	FURNITURE AND STORAGE	May be used for: • Industry specific furniture or workstations; or • Reasonable accommodations for CTE POS students. May not be used for: • Furniture, files, or equipment not meeting the criteria above; • General storage files or cabinets not designed to store specific tools or equipment; or • Standard classroom furniture or instructional materials not unique to the CTE POS.
	MAINTENANCE AND REPAIR	May be used for: • Maintenance, repair, or upkeep of equipment to ensure efficient operating conditions. Costs must not add to the permanent value of the property nor appreciably prolong its intended life. May not be used for: • Improvements that add to the permanent value of the buildings or equipment, or appreciably prolong their intended life. Such improvements should be treated as capital expenditures.

ATTACHMENT C – SPENDING CAPS / ALLOWABLE AND NON-PERMISSIVE USES OF

⚠️	**MATERIALS AND SUPPLIES**	✅ May be used for: • Non-consumable material and supplies representative of CTE POS industry standards; and • Consumable materials and supplies for new CTE POS start-up. ❌ May not be used for: • Consumable, routine and general office and program supplies; • Instructional aides, uniforms, tools or other items to be retained by students; or • Multiple copies of textbooks, except for new CTE POS not previously provided by the school tied to current industry standards.
⚠️	**MEMBERSHIP, SUBSCRIPTIONS, AND PROFESSIONAL ACTIVITIES**	✅ May be used for: • Affiliate membership fees providing access for all students. • CTE-related organization subscriptions to business, professional, and technical periodicals. ❌ May not be used for: • Contributions and donations; • Individual dues or membership fees to professional organizations or societies; • Individual student such as dues, registration fees, license or certification fees; or • Memberships in civic or community organizations.

ATTACHMENT C – SPENDING CAPS / ALLOWABLE AND NON-PERMISSIVE USES OF

⚠️	**INDUSTRY CERTIFICATIONS AND LICENSES FOR STUDENTS**	✅ May be used for: • Industry-recognized certifications and licenses for students in a CTE POS under the following conditions: 　1) the certification or license is recognized through a state-approved CTE POS; 　2) equitable and non-discriminatory criteria are established to ensure access for every student; and 　3) the certification or license is preceded by a technical assessment, which the student has passed, and the technical assessment fee and the certification or license fee are not separate fees. ❌ May not be used for: • Individual student assessments.
⚠️	**POSTSECONDARY COSTS**	✅ May be used for: • Dual enrollment costs where a postsecondary institutions offer flat-rate pricing for all students. ❌ May not be used for: • Tuition costs, university fees, or distance learning fees for individual students.
⚠️	**PROFESSIONAL LEARNING** **See required uses of funds,** [Appendix C](#)**.**	✅ May be used to: • Provide professional development for CTE teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals (e.g., to close gaps in students participation and performance; pedagogical practices; accommodations and effective teaching strategies for students with disabilities).

		❌ May not be used for: • Certification or examination fees of individual staff; or • Costs of a course or training in which outcomes only benefit individual staff.
✅	**PROFESSIONAL SERVICES**	May be used for: • Professional and consultant services directly related to the development, implementation, evaluation, or continuous improvement of CTE POS.
⚠️	**POS IMPLEMENATION AND SUPPORT** **See required uses of funds, Appendix C.**	✅ May be used to: • Plan and carry out elements that support the implementation of state-approved CTE POS and that result in increasing student achievement of the local levels of performance established under Perkins Section 113. ❌ May not be used for: • Any purchase for a CTE POS that is not state-approved.
⚠️	**POSTSECONDARY COSTS**	✅ May be used for: • Dual enrollment costs where a postsecondary institutions offers a flat-rate cost for all students. ❌ May not be used for: • Tuition costs, university fees, or distance learning fees for individual students.
✅	**SPECIAL POPULATIONS**	May be used to: • Provide nontraditional career exploration and awareness courses or activities; • Provide students with transition-related services; • Provide programs and activities to increase access for underrepresented students in STEM;

		- Provide professional development for teachers, principals, school leaders, administrations, and career and guidance counselors, or paraprofessionals in such topics as strategies to close gaps in students participation and performance, pedagogical practices, accommodations and effective teaching strategies for students with disabilities; - Provide CTE for adults or out-of-school youth to complete secondary school education or upgrade technical skills; and - Reduce or eliminate out-out-pocket expenses such as transportation, child care, and other fees for special populations.
✅	**STIPENDS**	May be used for: Stipends for staff employed by the eligible recipient or institution to perform tasks outside of work hours and normal duties that support a CTE POS and where follow-up activities and deliverables are required.
⚠️	**TRANSPORTATION OF STUDENTS**	✅ May be used to: - Transport students enrolled in CTE POS to extended learning opportunities. ❌ May not be used to: - Directly pay for transportation of an individual student enrolled in a CTE POS to an internship site, college, or CTSO event; or - Provide transportation of students to CTSO events.
⚠️	**TRAVEL COSTS**	✅ May be used for: - CTE staff travel to related conferences, professional development, and extended learning opportunities. ❌ May not be used for: - Individual travel costs outside of the United States.

ATTACHMENT C – SPENDING CAPS / ALLOWABLE AND NON-PERMISSIVE USES OF

	VEHICLE LOCAL EDUCATION AGENCIES (LEAS)E OR PURCHASE	May be used to:
		• Purchase, Local Education Agencies (LEAs)e, or Local Education Agencies (LEAs)e-to-purchase a vehicle to provide all CTE students with extended learning opportunities and WBL opportunities through all CTE POS.
		May not be used to:
		• Purchase, Local Education Agencies (LEAs)e, or Local Education Agencies (LEAs)e-to-purchase a vehicle to provide transportation to CTSO events or non-CTE education
		activities.

ATTACHMENT D – CUTURALLY COMPETENT CONCEPTUAL FRAMING

PLocal Education Agencies (LEAs)e note that reviewers will use these equity conceptual framings as a foundational framework to inform their scoring. All grant applications should ensure that these conceptual framings are reflected throughout their project activities and are activated through actionable, measurable, and strategic ways.

Equality in education and workforce systems means ensuring fair treatment, access, opportunity, and advancement for all individuals, while striving to identify and eliminate barriers that have prevented the full participation of historically underserved and marginalized groups. Achieving equity requires proactive attention to systemic disparities, including the allocation of resources and differentiated supports based on the unique needs of each learner.

Source: "Advancing equity requires a comprehensive approach to dismantling systemic barriers and building inclusive pathways that affirm and support every learner's success."
— U.S. Department of Education, Equity Action Plan, 2022
Source: Executive Order 13985

***Equality* in Career & Technical Education** ensures that every learner—regardless of race, gender, income, disability, language, or geographic location—has access to and is supported through high-quality career pathways. This includes equitable recruitment, retention, instruction, and credential attainment across all programs of study, and addresses both individual learner needs and institutional barriers. An equity-centered CTE system engages educators, learners, families, and communities to create inclusive environments that foster a sense of belonging, agency, and opportunity.

"Perkins V places a strong focus on equity through the Comprehensive Local Needs Assessment (CLNA), requiring disaggregated data analysis and targeted improvement plans to address equity gaps."
— Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Section 134

Educational *Equality* involves ensuring that personal or social identifiers—such as race, ethnicity, gender, income, language, ability, or ZIP code—are not predictors of student outcomes. It requires an intentional examination of every stage of the education continuum (P–20) to identify structural disproportions, implement culturally responsive and comprehensive practices, and provide differentiated resources and supports to ensure all students can succeed and thrive.

Informed by Gloria Ladson-Billings' work on educational debt and Geneva Gay's culturally responsive pedagogy
Source: Sources: Ladson-Billings (2006); Gay (2010)

Racial *Equality* is achieved when race no longer predicts educational, economic, or life outcomes. It includes both the elimination of systemic racial disparities and the establishment of policies and practices that affirm the value of all racial groups. Racial equality requires both procedural and outcome-based justice and emphasizes data transparency, accountability, and ongoing community engagement.

"Achieving racial [equality] requires looking beyond surface-level disparities and addressing the root causes of exclusion and inequity."
— Center for Assessment and Policy Development; OpenSource Leadership Strategies
Source: Race Equity and Inclusion Action Guide, Annie E. Casey Foundation

Inclusion means intentionally and authentically engaging historically excluded individuals and communities in processes, decision-making, policy development, and leadership opportunities in ways that shift power, build trust, and reflect diverse perspectives. Inclusion in education and workforce systems must be actionable, measurable, and tied to structures that ensure every voice is heard and valued.
"Inclusion is not simply being present—it is about being empowered to lead, shape, and benefit from institutional systems."
— OpenSource Leadership Strategies: Power to Change

Culturally responsive practice in education and training honors and integrates learners' identities, languages, lived experiences, and cultural assets into every aspect of instruction, leadership, and school culture. These practices require educators and leaders to understand their own cultural identities, maintain high expectations for all students, and design inclusive, rigorous, and affirming learning environments. Culturally responsive systems are co-created with learners, families, and communities and rooted in mutual respect, academic excellence, and socio-emotional wellness.
Informed by Gloria Ladson-Billings' culturally relevant pedagogy and Geneva Gay's work on culturally responsive teaching
Sources: Ladson-Billings (1995, 2006); Gay (2010); U.S. Department of Education, Culturally Responsive Education Resources

Culturally Competent CTE Programming

Representation

Diversity of Theorist or Leaders in the Industry

	Female	Male	Non-Binary	Unknown	Total
Middle Eastern					
Asian/Pacific Islander					
Black/African					
Latinx (Latino/Latina)					
Native American					
White					
Racially Ambiguous					
Multiracial					
People with Disabilities					
LGBTQIA+					
TOTAL DEPICTED					

Diversity of Authors

	Female	Male	Non-Binary	Unknown	Total
Middle Eastern					
Asian/Pacific Islander					
Black/African					
Latinx (Latino/Latina)					
Native American					
White					
Racially Ambiguous					
Multiracial					
People with Disabilities					
LGBTQIA+					
TOTAL DEPICTED					

Culturally Competent CTE Programming
Representation

	Statements	Very Confident (+2)	Confident (+1)	Unclear (-1)	Not Confident (2)	Total
Diversity in Examples, Authors, & Leaders	The curriculum features visually diverse populations, and not all represented look alike.					
	There are references to different ethnic and cultural traditions, languages (non-English and multilingual speakers), religions, names and clothing, abilities, and gender expressions.					
	Diverse ethnicities and nationalities are portrayed - not all Asian families or leaders are Chinese, not all Latinx families or leaders are Mexican, etc.					
	Diverse family structures (i.e. Single parents/guardians, adopted or foster children, same-sex parents/guardians, other relatives living with the family, etc.) are represented.					
	People of color are not consistently associated with negative behaviors or outcomes.					
	People with disabilities are not consistently associated with needing help, being less than others, nor exhibit limitations for personal/professional achievements					
	People of color are not assumed to have low family wealth, low educational attainment, and/or low income.					
	People with disabilities aren't presented as the problem in a topic, as bad, wrong, or abnormal, or as the butt of a joke.					
	Those identifying as transgender are not depicted as abnormal, evil, or a problem to be solved.					
	People are portrayed with a variety of roles and gender expressions, not just the ones that align with traditional expectations of their sex. (i.e. Women in welding (trades), men in nursing, males in early childhood education, women in leadership, etc.)					
	Social situations and problems are not seen as individual problems but are situated within a societal context.					

Accurate P	People of diverse cultural backgrounds are not represented stereotypically, or presented as foreign or exotic.					
	People with disabilities are represented with a full range of experiences and emotions, and not as inspirational because of their disability or used to emphasize the goodness of the people without disabilities.					
	Those identifying as transgender are represented with a full range of experiences and emotions, not exclusively for their gender identity or the oppression they face.					
	Problems faced by people of color or women are not resolved through the benevolent intervention of a white person or male.					
	Diverse people are rooted in their own cultures and are not ambiguous.					
Totals						
Total Representation Score						

Culturally Competent CTE Programming
Social Justice Orientation Score

	Statements	Very Confident (+2)	Confident (+1)	Unclear (-1)	Not Confident (2)	Total
Decolonization/Power and Privilege	Curriculum centers non-dominant populations and their strengths and assets, so that students of diverse races, class, gender, ability, and sexual orientation can relate and participate fully.					
	The curriculum communicates an asset-based perspective by representing people of diverse races, classes, genders, abilities and sexual orientations through their strengths, talents, and knowledge rather than their perceived flaws or deficiencies.					
	The curriculum does not promote negativity or hostility toward people of marginalized backgrounds through verbal or nonverbal insults, slights or snubs.					
	Curriculum and instructional activities promote or provoke critical questions about the societal status quo. They present alternative points of view as equally worth considering					
Centering Multiple Perspectives	The curriculum presents different points of view or experiences from marginalized people/communities.					
	The curriculum recognizes the validity and integrity of knowledge systems based in different points of view on the same event or experience, especially points of view from marginalized people/communities.					
Connect Learning to Real Life & Action	The curriculum provides avenues for students to connect learning to environmental, political, or social concerns that affect them, their lives, and contribute to change.					
	The curriculum empowers students to take actions that combat inequity or promote equity within the school or local community.					
Totals						
Total Social Justice Score						

Culturally Competent CTE Programming

Teachers Materials Score

Statements	Very Confident (+2)	Confident (+1)	Unclear (-1)	Not Confident (-2)	Total
The authors of the teachers' materials are people of diverse identities (race/ethnicity, gender, other identities if possible).					
Guidance is provided on being aware of one's biases and the gaps between one's own culture and identities and students' cultures and identities.					
Guidance is provided to teachers on understanding the connection between gender identity and cultural competence, and encouraging students to engage with diverse gender expressions and abilities in curriculum.					
Diverse student identities are seen as assets and strengths that can advance individual and group learning, rather than seen as challenges or difficulties to be overcome.					
Guidance is provided on building real-life connections between academic content and the local community, culture, environment and access to resources.					
Guidance is provided on giving students opportunities to contribute their prior knowledge and experience within a topic, not just respond to the text and information presented in class.					
Guidance is provided on how to engage students in culturally sensitive experiential learning activities.					
Guidance is provided on opportunities to engage students' families to enhance lessons.					
Guidance includes, for specific lessons, a range of possible student responses that could all be valid, given the range of student experiences and perspectives.					
Guidance is provided on customizing and supplementing the curriculum to reflect the cultures, traditions, backgrounds and interests of the student population.					
Totals					
Total Teacher Materials Score					

Interpreting Your Scores

Representation Scores

Culturally Destructive -26 to -11	The curriculum likely reinforces stereotypes and portrays people of color in inferior and destructive ways. There is little to no diversity in illustrations, and the curriculum provides zero opportunities for teachers to engage cultural responsiveness. There is little to no diversity among curriculum contributors, authors (resources) and illustrators.

Culturally Insufficient -10 to 0	The curriculum likely has culturally and racially ambiguous humans. Few leaders, authors, examples, and stories are portrayed in a culturally and historically accurate way. There is likely little to no diversity among curriculum contributors, authors (resources) and illustrators.

Emerging Awareness 1-11	The curriculum likely represents some groups in diverse and dynamic ways but not all. Some leaders, authors, examples, and stories are portrayed in culturally and historically accurate ways, while others are still depicted as stereotypes. There is likely little diversity among curriculum contributors.

Culturally Aware 12 to 19	The curriculum likely captures a decent representation of diverse leaders, authors, and examples, who are generally portrayed in accurate and dynamic ways. There is likely some diversity among the curriculum contributors, authors (resources) and illustrators.

Culturally Responsive 20 to 26	The curriculum likely captures a wide representation of dynamic leaders, authors, and examples that are reflected in accurate and appropriate cultural and historical contexts. This curriculum was likely co-authored and illustrated by a diverse group of contributors.

Social Justice Scores

Culturally Destructive -16 to -7	The curriculum likely centers White or Eurocentric ideas and culture throughout the majority of the text. Microaggressions, biases, and deficit perspectives are prevalent. The curriculum is likely disconnected from students' lives and provides zero to very few opportunities for teachers to practice cultural responsiveness.

Culturally Insufficient -6 to 0	The curriculum predominantly centers White or Eurocentric ideas and culture in most of its components. For the most part students are not encouraged to think critically, or take action to combat inequity. The curriculum provides weak connections to students' lived experiences. There is hardly any opportunity for teachers to engage cultural responsiveness.

Emerging Awareness 1 to 7	The curriculum occasionally centers multiple perspectives. Some critical questions are posed to students. Non-dominant knowledge systems are acknowledged and mentioned a few times throughout the curriculum. There are a few opportunities for teachers to practice cultural responsiveness.

Culturally Aware 8 to 12	The curriculum likely centers people of color, marginalized populations, and multiple perspectives. The curriculum provides multiple opportunities for students to think critically. There are several opportunities for teachers to connect students' learning to real life issues and action

Culturally Responsive 13 to 16	The curriculum is likely humanizing, liberatory, and equity oriented. Instances of centering multiple perspectives are abundant throughout the curriculum. There are clear prompts, activities, and content that connect students' learning to real life issues and actions. There are many opportunities for teachers to engage cultural responsiveness.

Teacher's Materials Scores

Culturally Destructive -18 to -7	There is no guidance on engaging diverse learners or culturally responsive teaching in the teacher's materials. Teachers are not encouraged to reflect on their worldviews or their practice. There is no guidance about connecting the curriculum to students' lives. There is no opportunity for cultural responsiveness.

Culturally Insufficient -6 to 0	There is a little guidance on engaging diverse learners or culturally responsive teaching in the teacher's materials, but it is mostly on a superficial or symbolic level. It is seen as additive, rather than central to the curriculum and teaching.

Emerging Awareness 1 to 7	The curriculum occasionally centers multiple perspectives. Some critical questions are posed to students. Non-dominant knowledge systems are acknowledged and mentioned a few times throughout the curriculum. There are a few opportunities for teachers to practice cultural responsiveness.

Culturally Aware 8 to 12	There is a little guidance on engaging diverse learners in meaningful culturally responsive ways. The teacher's materials provide guidance on at Local Education Agencies (LEAs)t one of the following: supplementing curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and student's lives.

Culturally Responsive 13 to 18	There is a lot of guidance on engaging cultural responsiveness. Teachers are presented with activities to reflect on their worldviews and how they see and teach students. There is some guidance on several of the following: supplementing curriculum, engaging students in culturally sensitive experiential learning, and making real life connections between the curriculum and students' lives.

Delaware Department of Education
Postsecondary Connections in High Quality Secondary Career and Technical Education (CTE) Programs of Study
Gap Analysis Tool

The Delaware Department of Education (DDOE) is committed to ensuring that every student is prepared for postsecondary education and a career. High quality CTE programs include strong and explicit connections to a wide range of student experiences and postsecondary pathways, and establish a direct link between the secondary, postsecondary, and Registered Apprenticeship systems while reflecting changes in regional employment demand and supply. The gap analysis tool is intended to support CTE specialists engaged in a review of a CTE Program of Study. It serves as an information gathering and analysis tool, indicating where new or more robust postsecondary connections can be created in alignment with DDOE policy. The "At a Glance" summary table at the end of the document is intended to be removed and disseminated to communicate with broader stakeholder audiences.

Instructions & User's Guide:

STEP 1	Review Postsecondary Connections Framing Document, definitions of postsecondary connections, and Gap Analysis Tool instructions on next page.
STEP 2	Complete the Program of Study Overview section using Program of Study application content found on the CTE Program of Study webpage.
STEP 3	Complete the Aligned Programs, Courses, and Certifications by Postsecondary Institution table. Users may find information on higher education institution websites or by contacting program liaisons at each institution to inquire where information is not available online and/or to validate the publicly available information. This table will provide a basis for understanding the current state of postsecondary connections for the POS.
STEP 4	Complete the Assessing the Current State & Recommending Improvements table. Users should: - Summarize the current state of the connection - Rate the status of the connection using the color coded "Gap Analysis Ratings" - Use additional the resources listed here and complete additional web research to identify possible new opportunities, and describe those opportunities - List at Local Education Agencies (LEAs)t one recommended action to take to explore or enact improvements for EACH connection type
STEP 5	Complete the "At a Glance" Summary table by copying and pasting the recommended actions and rating.

Definitions of Postsecondary Connections
- ***Articulation Agreements***: Agreements between secondary and postsecondary institutions, and the registered apprenticeship system. These agreements recognize academic and technical skills acquired at the secondary level, accelerating postsecondary completion while decreasing cost.
- ***Industry-Recognized Credentials:*** Provide opportunities to earn Industry-Recognized credentials recognized on the state-approved credential list. Credentials should be attainable through a secondary level state approved CTE program of study.
- ***Work-Based Learning Opportunities***: Offer work-based learning (WBL) immersion opportunities embedded in students' high school experiences that provide students with authentic work experiences where they apply and develop employability and technical skills. These experiences support student success across the postsecondary and registered apprenticeship systems, introducing them to expectations for entry-level career opportunities.
- ***Advanced Placement Courses***: Advanced Placement (AP) courses serve to de-silo "college-ready" and "career-ready" coursework and experiences by aligning AP and CTE courses/programs of study.
- ***Dual enrollment courses***: Students receive high school credit towards graduation and postsecondary credit (simultaneously registered at both institutions). Dual enrollment opportunities should also include workforce programs offered by adult vocational-technical institutions.
- ***Expand Provider base beyond LEA to CBO or other validated programs***: Expand based of providers offering Program of Study requirements by allowing Community-Based Organizations and other validated or out-of-school programs, when recognized by the state approved program, to partner with Local Education Agencies (LEAs) to deliver coursework that satisfies requirements of the state approved program and/or provides 4th credit option experiences.

GAP ANALYSIS RATING SCALE	
Connection _not in place_; no existing efforts to build, pilot, and/or implement	🟥
Connection _not in place,_ but efforts are underway to build, pilot, and/or implement	🟧
Connection _exists_, but additional work is needed to strengthen and expand opportunities	🟨
Connection _exists_ and currently meets, or is on track to soon meet, the description of robust implementation	🟩

Additional resources:
- [Career and Technical Education at the Delaware Department of Education](#)
- Resource Compendium: Postsecondary Connections in High Quality Secondary Career and Technical Education (CTE) Pathways
- Orrin White (Orrin.White@doe.k12.de.us), Education Associate for Postsecondary Programs, Work-Based Learning, and the Information Technology Career Cluster, Career & Technical Education and STEM Initiatives, Delaware Department of Education
- Example of Completed Gap Analysis Tool (Cisco Networking Academy Program of Study)

STEP 2: Program of Study Overview

This table is intended to provide a recap of the Program of Study application for existing state-approved programs. Applications can be found on the CTE Program of Study webpage.

Program of Study Name	
Description	
Course Titles & Sequence	
Review Conducted By and Date:	

STEP 3: Identifying Aligned Programs, Courses, and Certifications by Postsecondary Institution

IHE	Point of Contact	Aligned Program(s) - Which IHEs and Adult Education Division programs are most closely connected to the CTE POS and present an opportunity to enact an articulation agreement? - Are there *other* highly aligned programs where articulation agreements already exist?	Articulation Agreements - What articulation agreements already exist for the POS? - Do existing agreements meet current quality standards?	Dual Enrollment[1] What opportunities are there to offer courses as dual enrollment, either to meet general education or program-specific requirements?	AP Courses[2] - Are AP courses related to the POS accepted for credit? - What other AP courses meet general education or program-specific requirements?	WBL Opportunities & Youth/Registered Apprenticeships[3][4] - Do YA/RA opportunities exist? - Do other WBL opportunities exist? - Do existing WBL or Apprenticeships lead to advanced standing?	Credentials[5] - Are POS credentials accepted for credit or standing? - Are other similar credentials accepted?
Delaware Technical Community College		●	●	●	●	●	●
Wilmington University		●	●	●	●	●	●
Delaware State University		●	●	●	●	●	●
University of Delaware		●	●	●	●	●	●

STEP 4: Assessing Current State & Recommending Improvements

For each connection type (row): summarize the current state of the connection, rate the status of the connection using the color coded "Gap Analysis Ratings" found on page 2, identify and describe possible new opportunities, and list at Local Education Agencies (LEAs)t one recommended action to explore or enact improvements. Descriptions of existing programs, examples found in DE and other states, and additional information can be found in the Resource Compendium.

CONNECTION	DELAWARE CURRENT STATE		RECOMMENDED IMPROVEMENTS	
	Rating *[fill in color]*	Existing Connections Describe the current state of the connection for your location and Program of Study.	New Opportunities: Information Gathering For each type of connection, include information you gather about ways to improve the current state (e.g., specific programs that could be expanded within DE, data gaps, possible innovations, or other research that may inform the recommended action steps)	Recommended Actions Based on the definition of robust implementation, and your examination of available resources, what recommended actions are needed to improve the connection?
Articulation Agreements				
Dual Enrollment courses				
Advanced Placement courses				

Work-based Learning Opportunities, including Youth/ Registered Apprenticeship			
Industry-Recognized Credentials			
Expand Provider Base beyond LEA to CBO or other Validated Programs			

STEP 5: *AT A GLANCE***: Summary Ratings and Recommended Actions**

Connection 1: ARTICULATION AGREEMENTS		Connection 2: DUAL ENROLLMENT COURSES	
Overall Rating	☐	**Overall Rating**	☐
Recommended Actions		**Recommended Actions**	
Connection 3: ADVANCED PLACEMENT COURSES		Connection 4: WORK-BASED LEARNING OPPORTUNITIES	
Overall Rating	☐	**Overall Rating**	☐
Recommended Actions		**Recommended Actions**	
Connection 5: INDUSTRY-RECOGNIZED CREDENTIALS		Connection 6: EXPAND PROVIDER BASE	
Overall Rating	☐	**Overall Rating**	☐
Recommended Actions		**Recommended Actions**	

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[1] List of dual enrollment courses offered by IHE: DTTC- https://www.dtcc.edu/dual-enrollment/courses; UD early college credit and online dual enrollment programs: https://www.pcs.udel.edu/high-school-dual-enrollment/; List of CTE dual enrollment courses recognized by the DDOE, by associated program of study[May 2021]

https://drive.google.com/file/d/1Mc9wAe_qdvf1-f3fBZJOhgIN8bKSCViN/view?usp=sharing.

[2] To determine what other AP courses translate to in credits earned, see: DTTC AP Credit Transfer info: https://www.dtcc.edu/academics/earning-college-credit-high-school/credit-ap-and-ib-exams; Wilm U credit transfer tool: https://www.wilmu.edu/transfer/collegetransfer.aspx; UD credit list: http://www1.udel.edu/registrar/transfer/APCredit-AcYear2021-22.pdf

[3] Add link to the CTE portal or wherever Bart will keep the list of YA

[4] Look at Adult Education Division websites and contact Adult Education Division programming staff to determine which offers various types of Registered Apprenticeship Programs (See New Castle County Vocational Technical District; Polytech School District; Sussex Vocational Technical School District)

[5] WilmU Recognized Credential List: https://www.wilmu.edu/coel/Industry_Recognized_Credentials.aspx

STATE OF DELAWARE DEPARTMENT OF EDUCATION

Grant Title: **CTE Grant**

Evaluation Rubric

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

Plan Criteria	Level 3 **Proficient**	Level 2 **Acceptable**	Level 1 **Not Acceptable**
A. Activity description, need for the activity and alignment to school system/ institution goals	The proposed activity is clearly and thoroughly described, the need is clearly evident and it aligns with the school system/college goals.	There is a limited description of the proposed activity, and there is evidence of need.	The proposed activity is not clearly identified and there is no evidence of need.
B. Plan of Operation, Timeline and Key Personnel	A detailed timeline including all specific steps in the implementation process is included. All dates are appropriate, specific, and reasonable. Key persons responsible are listed.	A timeline that includes some specific steps in the implementation process and appropriate dates are included. Specific dates are not provided for all steps in the timeline. Most key persons responsible are listed.	The timeline is limited and includes few steps for implementation and/or specific dates. Key persons responsible are not listed.
C. Objectives and Goals	The Objectives and Goals are measurable, inclusive, equitable, and relevant to the activity describe in the, description, need for activity and alignment section. Three or more Objectives and Goals are outlined.	Objectives and Goals lack detail. Some objectives and goals are measurable, inclusive, equitable, or directly relate to the activity proposed. Less than three Objectives or Goals are provided.	Objectives and Goals are not measurable, inclusive, equitable, and do not directly relate to the activity proposed. Less than two Objectives or Goals are provided.
D. Evaluation	The application clearly addresses how the program/activity will be evaluated for success. Evaluation addresses specific data points: Perkins Core Indicators, ESSA, or CCP metrics and includes benchmarks *(if applicable)* and targeted goals.	The application somewhat addresses how the program/activity will be evaluated for success. Evaluation addresses some data points: Perkins Core Indicators, ESSA, or CCP metrics and includes benchmarks *(if applicable)* and targeted goals.	The application does not include an evaluation plan, or the plan to evaluate is weak, or does not include specific measurable data points. No mention of data points: Perkins Core Indicators, ESSA, or CCP metrics.
E. Budget and Budget Details	Budget items are permissible, and unit costs are realistic. Budget details include itemize expenses in detail. Budget calculations are correct. Budget does not exceed limits as stated on the application.	Budget items are permissible and unit costs are realistic. Budget details identify expenses and provides explanation of the items. Budget contains more than two errors. Budget does not exceed limits as stated on the application.	Budget items are not permissible or unit costs are not realistic. Budget details do not provide detailed explanation of expenditures. Budget contains errors and/or is completed incorrectly. Budget exceeds limits as stated on the application.