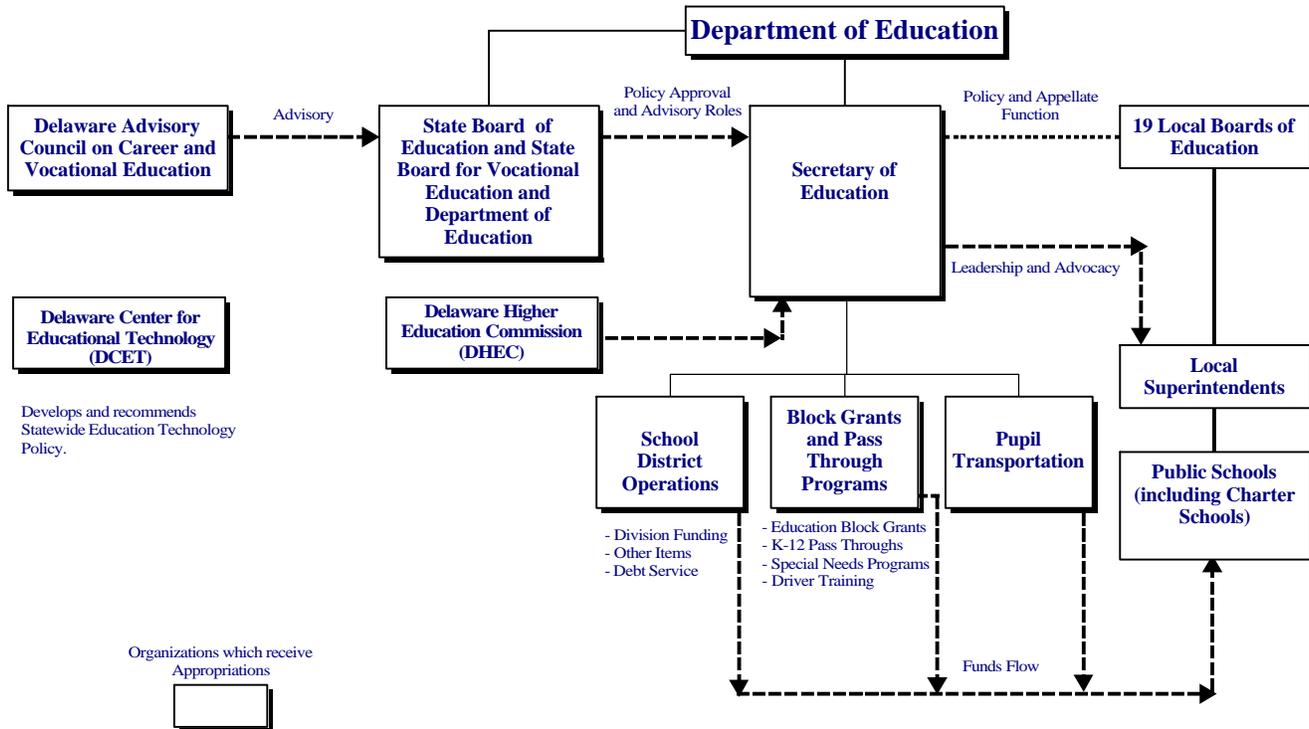


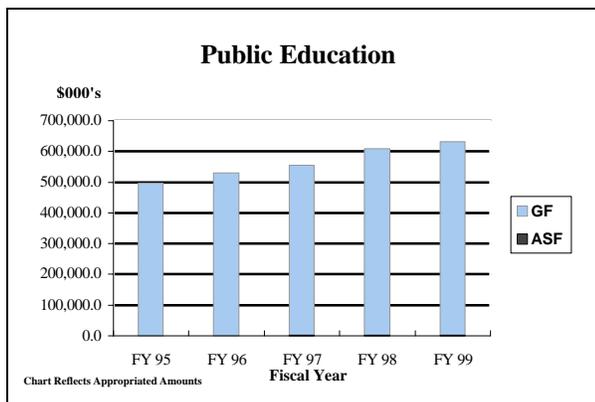
EDUCATION

95-00-00



MISSION

To promote the highest quality education for every Delaware student by providing visionary leadership and superior service.



BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	* 593,248.6	609,620.3	632,252.5
ASF	1,307.6	1,668.0	1,822.8
TOTAL	594,556.2	611,288.3	634,075.3

* FY 1997 Actual includes expenditures by school districts that are not reflected in APU Summaries that follow.

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	10,083.8	10,245.5	10,563.5
ASF	5.9	5.9	5.9
NSF	51.3	57.6	57.3
TOTAL	10,141.0	10,309.0	10,626.7

FY 1999 BUDGET HIGHLIGHTS

OPERATING BUDGET:

State Board of Education / Department of Education

- ◆ Recommend base adjustment to transfer \$144.8 to the new State Board of Education appropriation. Recommend base adjustment to transfer (\$18.6) personnel costs, (\$13.7) contractual services within this IPU and transfer (\$112.5) from 95-03-10 Professional Accountability and Instructional Advancement fund to fund the new appropriation.
- ◆ Recommend enhancement of \$75.0 to the Delaware State Testing Program. This will allow for validity and reliability studies necessary as a result of Delaware's new accountability plan.

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- ◆ Recommend funding in the Budget Office's Technology Fund for costs associated with the development of a statewide Pupil Accounting and Instructional Management Systems.
- ◆ Recommend one-time funding of \$300.0 in the Budget Office's Contingency for the Delaware State Testing Program. This will allow for the development of assessments that gauge curriculum effectiveness and measure student progress towards the state's content standards at grades not tested by the Delaware State Testing Program.

Division Funding

- ◆ Recommend base adjustment to transfer \$608.0 from Special Needs Programs (95-03-20), Exceptional Student Unit - Vocational. The transfer consolidates unit funding in one IPU.
- ◆ Recommend structural change to transfer \$24,797.7 from Academic Excellence Block Grant (95-03-10). The transfer converts the Academic Excellence Block Grant into unit funding, generating approximately 482 Division I, II, and III units, as part of unit simplification.
- ◆ Recommend enhancement of \$6,079.3 to Division Funding. This will add approximately 120 new Division I, II, and III units, as part of unit simplification.
- ◆ Recommend inflation/volume adjustment of \$250.0 for Division III-Equalization, as a placeholder for potential adjustments to the formula, pending the recommendations by the Equalization Committee.

Other Items

- ◆ Recommend \$6,532.1 in the General Contingency, to reflect funding for 125 Division I and III units, and 143 Division II units, for school year 1998-99. This funding represents a per unit value of approximately \$52.2.
- ◆ Recommend structural change to transfer \$172.1 to Other Items from 95-03-10, Academic Excellence Block Grant as part of unit simplification. The transfer allows for the special schools to be held harmless by ensuring they receive the same resources they would have received from the Academic Excellence Block Grant.
- ◆ Recommend enhancement of \$1,447.0 to allow for a Guaranteed Unit Count. This will ensure that for the 1998-1999 school year districts will receive at

least the same number of units as they receive in the 1997-1998 school year. Greater certainty over future resource availability will allow district to begin hiring teachers much earlier in the year. Further, a guaranteed unit count will ensure that districts will be held harmless for any units they may lose as a result of unit simplification. The enhancement creates a contingency of approximately 30 units.

Education Block Grants

- ◆ Recommend structural change transferring \$718.1 to the Professional Accountability and Instructional Advancement Fund, University of Delaware (\$557.1) and Delaware State University (\$161.0) for the Summer School for Teachers Program. The transfer reflects that the Summer School program is a critical element of professional development for teachers within the state.
- ◆ Recommend structural change to transfer (\$24,969.8) from the Academic Excellence Block Grant to Division Funding (95-02-01), \$24,797.7 and Other Items (95-02-02), \$172.1. The transfer converts the Academic Excellence Block Grant into unit funding, generating approximately 482 Division I, II, and III units, as part of unit simplification and holds harmless the special schools by ensuring they do not lose resources that they would have received from the Academic Excellence Block Grant.
- ◆ Recommend enhancement of \$150.0 for the Adult Education and Work Force Training Block Grant, Interagency Council on Adult Literacy, for a Parent/Child Literacy Program.
- ◆ Recommend enhancement \$145.6 for the Professional Accountability and Instructional Advancement Fund, Delaware Performance Appraisal System for revisions to the teacher and administrator evaluation systems and for staff training.

K-12 Pass Throughs

- ◆ Recommend enhancement of \$221.4 for Jobs for Delaware Graduates, to allow for increased support for the program.
- ◆ Recommend enhancement of \$77.5 for the Parent Early Education Center to allow the program to serve approximately 100 new families.

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Special Needs Programs

- ◆ Recommend enhancement of \$3,000.0 for Extra Time. This level of funding will provide the equivalent of approximately 1.9 extra teaching days for every student, which when combined with the current appropriation, totals about 6.65 days of funded additional instructional time. This new funding is targeted to low achieving students in grades 7-12, with a focus on core content areas and will allow approximately 12.5 days of additional instruction for these students.
- ◆ Recommend \$1,528.8 to the Early Childhood Assistance Program, to provide resources for approximately 289 additional four-year-old children in poverty, or 17 classrooms of 17 children.
- ◆ Recommend enhancement of \$550.0 for the Student Discipline Program (Part III). This will allow the addition of up to ten new Family Crisis Therapists or School Resource Officers in at-risk schools.
- ◆ Recommend inflation/volume increase of \$500.0 to Unique Alternatives due to an increased volume of students requiring services and increased per child costs.

Pupil Transportation

- ◆ Recommend inflation/formula adjustments of \$958.6.
- ◆ Recommend inflation/volume adjustment of \$625.6 for 15 new bus routes.
- ◆ Recommend volume adjustment of \$64.0 to provide Air Conditioning for eight special needs buses.

DACCVE

- ◆ Recommend one-time funding of \$7.2 in the Budget Office's Contingency for computer equipment.

Delaware Higher Education Commission

- ◆ Recommend base adjustment of \$250.0 for the Scholarship Incentive Program, a scholarship program based on financial need and academic achievement.
- ◆ Recommend base adjustment of \$41.0 for the Diamond State Scholarship, a scholarship program based on academic achievement.

CAPITAL BUDGET:

- ◆ Recommend \$35,978.9 for public education projects which includes \$10,000.0 supplement for the Minor Capital Improvements program, state match of \$6,285.1 for two new middle schools in the Caesar Rodney School District, \$13,151.4 for a new middle/high school in the Delmar School District, \$3,000.0 for a new adult education facility at Sussex Technical High School and, \$2,000.0 for a referendum contingency.
- ◆ Recommend \$13,000.0 within the Infrastructure Investment Plan to provide for the state match for the statewide Pupil Accounting System and Instructional Management System. These two initiatives will complement the state's efforts in accountability and curriculum standards.

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**STATE BOARD OF EDUCATION AND
STATE BOARD FOR VOCATIONAL
EDUCATION AND DEPARTMENT OF
EDUCATION
95-01-00**

MISSION

To promote the highest quality education for every Delaware student by providing visionary leadership and superior service.

KEY OBJECTIVES

- In cooperation with districts and schools, continuously and significantly increase the percentage of students meeting Delaware standards, and improve our national ranking.
 - plan, organize, and implement a system to align curriculum with Delaware standards and selected national assessment measures.
 - implement data driven planning and review processes that promote innovative and effective strategies to address equity issues, provide professional and staff development, and improve instruction.
 - develop and implement bold improvements in teacher/administrator recruitment, pre-service training, professional development, and compensation so as to create excellence in every classroom.
 - integrate resources, including but not limited to, assistive and instructional technology and social service systems to support and improve student achievement.
- Implement an integrated information technology system that allows appropriate, widespread, and user friendly access to useful data, tools, and best practice.
- Improve district and school satisfaction regarding the quality of DOE leadership, service, and communication.

- conduct internal and external data gathering from districts and schools to determine high priority needs and quality of service, and align Department resources accordingly; report findings and recommendations to Secretary of Education and to the State Board of Education.
- build a system of continuous feedback from districts, schools, and other DOE clients to align DOE resources to district/school needs.
- develop a DOE Profile to be distributed to schools, public, etc; profile should be validated by an external group.
- improve data collection, analysis, and dissemination to assist districts and to inform leadership for better policy decisions.
- Pursue removal of financial and structural barriers to reform.
- Provide, in cooperation with other agencies, comprehensive services and developmentally appropriate educational programs for young children and their families.

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	7,532.4	18,531.2	19,152.1
ASF	390.7	577.0	577.0
TOTAL	7,923.1	19,108.2	19,729.1

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	91.8	92.3	94.3
ASF	5.9	5.9	5.9
NSF	49.3	53.6	57.3
TOTAL	147.0	151.8	157.5

EDUCATION

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STATE BOARD AND SECRETARY OF EDUCATION AND DEPARTMENT OF EDUCATION 95-01-01

ACTIVITIES

While the department is considered a single budget unit, it will function as five branches.

- **Secretary of Education and State Board**

This unit provides for the general administration and supervision of the public schools and of the general educational interests of the State through the following:

- Determination of the educational policies of the State.
- Consults, advises and cooperates with local boards of education and their employees.
- Conducts investigations relating to the educational needs of the State and the means of improving the educational conditions.
- General supervision of design of educational facilities.
- Adoption of rules and regulations for the maintenance, administration, and supervision throughout the state of a general and efficient system of free public schools.
- Administration of the State Charter School Program.

- **Administrative Services**

This unit provides state-level management, regulation and assistance to local school districts in the areas of finance, school facilities, pupil transportation, and data acquisition and reporting. The unit also provides the state administration for non-public schools and other agencies for pupil transportation.

This unit will provide service in a key area in the standards-based reform movement - the acquisition and presentation of data concerning students, teachers, administrators and programs and the publication of school profiles. The unit will continue to operate a statewide computer system for administrative purposes and to operate several programs of data collection and analysis for federal program purposes.

- **Curriculum Standards and Implementation**

This unit provides leadership, service and regulation in the instructional and curriculum areas in accordance with Department, State Board of Education and federal rules, laws and regulations. The unit has responsibility for the review and approval of state and federal instructional programs operating in the public schools and in other agencies using funds allocated by the Department. Services are provided to improve teaching and learning through inservice programs, program monitoring, and staff development. This branch provides leadership in implementing the curriculum content standards that form the basis of education reform in Delaware.

- **Assessment and Accountability**

This unit is primarily charged with the design, development, and the implementation and maintenance of the Delaware State Testing Program (DSTP). The unit is in charge of teacher certification and professional standards activities. Finally, this branch takes the lead on the design of an accountability system for education.

- **Improvement and Assistance**

This unit provides leadership, service, and regulation in the areas of vocational education, exceptional children, early childhood programs, federal programs, such as Title I, Title II, and race and sex equity, child nutrition programs and food services for children, and state programs involving school climate and discipline, wellness and physical education.

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PERFORMANCE MEASURES

	FY 1995 Actual	FY 1996 Actual	FY 1997 Actual
*Average Score, Writing Assessment, Grade 3	2.1	2.2	2.3
*Average Score, Writing Assessment, Grade 5	2.2	2.1	2.
*Average Score, Writing Assessment, Grade 8	2.5	2.6	2.7
*Average Score, Writing Assessment, Grade 10	2.7	2.7	2.8
**SAT - math mean	480	480	81
**SAT - verbal mean	488	492	487
**SAT - combined mean	968	972	968
Delaware SAT score as a % of national average	95.57	96.43	95.84
% Delaware students taking SATs - public and non-public	68	66	70
SAT Delaware participation rate as a % of national average - public and non-public	165.85	160.98	166.67
AP - % scores above qualifying level - public	59	--	--
Delaware mean AP score as % national average - public	97.60	--	--
% qualifying as % of national average - public	96.72	--	--
PSAT - Delaware qualifying score - Merit Program	206	220	--
PSAT - national rank of Delaware's Merit Program-qualifying score	2nd	3rd	--
High school dropout rate	4.6	4.5	4.5
Average daily attendance as a % of average daily membership	93.30	93.50	93.3
# potential charter school applicants provided technical assistance	--	11	15
# choice applications logged on statewide Choice Data Network as of 9/96	--	6,157	6,683
# active DE Certificates	40,000	40,000	40,000
# evaluations of certification completed	5,083	8,254	4,439
% examinees passing the Pre-Professional Skills Test (PPST) during FY - reading	85.57	85.20	90.28
% examinees passing the PPST during FY - writing	82.32	81.40	83.98
% examinees passing the PPST during FY - math	75.32	73.50	78.70

*The maximum score for the Writing Assessment is 4.0.

**Reported on Recentered SAT Score Scale.

SCHOOL DISTRICT OPERATIONS
95-02-00

KEY OBJECTIVES

- This internal program unit contains the operating lines for school district operations including Division I, II, and III, the General Contingency for unit growth, Delmar Tuition, and Debt Service.

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 Gov. REC.
GF	3,095.8	473,718.4	512,948.8
ASF	--	--	--
TOTAL	3,095.8	473,718.4	512,948.8

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 Gov. REC.
GF	9,977.0	10,135.2	10,451.2
ASF	--	--	--
NSF	--	--	--
TOTAL	9,977.0	10,135.2	10,451.2

DIVISION FUNDING
95-02-01

ACTIVITIES

This unit contains the funding lines for school district operations including Division I (salary and employment costs), Division II (energy and all other costs) and Division III (equalization).

OTHER ITEMS
95-02-02

ACTIVITIES

This unit contains funding for Delmar Tuition (which provides funding for the imbalance in the cost of students from Delaware sent to Maryland schools and Maryland students sent to Delmar, Delaware for school); the General Contingency, which provides for annual unit growth; and, other miscellaneous items.

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DEBT SERVICE
95-02-03

ACTIVITIES

This unit contains funding for payment of state debt service on the Minor Capital Improvement Program and the School Building Maintenance Program.

BLOCK GRANTS AND PASS THROUGH PROGRAMS
95-03-00

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	8,161.5	66,598.5	47,402.8
ASF	410.4	1,091.0	1,245.8
TOTAL	8,571.9	67,689.5	48,648.6

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	1.0	2.5	2.5
ASF	--	--	--
NSF	--	2.0	--
TOTAL	1.0	4.5	2.5

EDUCATION BLOCK GRANTS
95-03-10

ACTIVITIES

Adult Education and Work Force Training Block Grant

This block grant is used to fund the following eleven programs: Adult Incarcerated, Adult Trade Extension, Apprentice Program, James H. Groves High School, Adult Basic Education, New Castle County Learning Center, Delaware Skills Center, Alternative Secondary Education Program, Interagency Council on Adult Literacy, Cities in Schools Program, and a Marine Mechanics Apprentice Program.

Professional Accountability and Instruction Block Grant

This block grant contains funding for several Department of Education allocations for Professional Development including, but not limited to professional and curriculum development, teacher to teacher cadre, tuition reimbursement, professional mentoring, alternative routes to certification, national certification and the Delaware Principals Academy.

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K-12 PASS THROUGHS ***95-03-15***

ACTIVITIES

This unit provides funding for 18 programs that are operated by various agencies, with funding passed through Department of Education.

- **Delaware Nature Society** offers summer courses to gifted middle school students in areas such as Freshwater Aquatic Biology, Estuarine Ecology, a Native American Program and Environmental Heritage.
- **Beach House** offers environmental education programs for moderately handicapped and gifted and talented students. The program offers both day field trips and overnight accommodations. Learning disabled children make up roughly 32 percent of the population served. Gifted and talented students account for 33 percent and the remaining 35 percent are made up of students with a variety of other handicapping conditions.
- **READ ALOUD Delaware** is a private, non-profit corporation devoted to the elimination of illiteracy in Delaware. The program attempts to provide the opportunity for each preschool child in Delaware to be read to on a regular and sustained basis. The program provides a Mother Goose book to all newborn children in Delaware. Workshops are also offered to parents.
- **Green Circle (STRIVE) Program** currently operates in eight districts offering programs which teach students and teachers self-respect and respect for each other. Students are also taught to be responsible for their own behavior.
- **Summer School - Gifted and Talented** held at the University of Delaware exposes approximately 128 student participants to intense study in either the cognitive or visual performing arts for one week. This residential program invites rising high school juniors.
- **Center for Economic Education** operated by the University of Delaware, provides pre-service training in Economics to potential teachers. It also provides elementary and secondary programs in Economics to approximately 400 teachers.
- **Educational Resources Program** encompasses two primary areas. The first provides career counseling and job information programs for students. Resource persons from industry are used extensively

in this program. The other primary function is the Business/Industry/ Education Alliance. The over 150 members of this group include all the local school districts and most of Delaware's largest employers. Included in the activities are student career awareness programs, orientation tours of business and industry, student and teacher internships and the opportunity to discuss areas of mutual concern.

- **Delaware Institute for Arts in Education** offers a two-week summer workshop on the arts for teachers. It also offers assistance in planning curriculum in the arts and provides follow-up work in these areas.
- **Advanced Studies** for academically gifted rising high school seniors provides a team teaching approach using University of Delaware faculty members and public secondary teachers. Students earn college credit in two freshman level courses.
- **Youth Organizations** provides funding for the activities of a number of youth organizations such as Vocational Industrial Clubs of America, Future Farmers of America and Student Councils. The funds provide training, competitions and travel to national conventions for members of these organizations.
- **Parent Early Education Center** provides services to parents raising their first child. Contact is made in the period of the last trimester of pregnancy through four months of age. The program provides home visits and group meetings until the child reaches three years of age.
- **Pregnant Students** provides the education component to pregnant students in the Delaware Adolescent Program, Inc. (DAPI).
- **Delaware Teacher Center** is designed to respond to teacher inservice training requests. All courses are designed by and for teachers.
- **Project Assist** is an innovative program aimed at reading, writing and spelling for children who do not learn through traditional methods.
- **Smithsonian Project** provides specific professional development to elementary and middle school teachers in the area of science, for integration into the curriculum for students. The funding allocation also covers the expenses covered with purchasing and/or refurbishing science kits, which provide teachers with specific activities to lead and enables students to learn, through hands-on classroom experience. This project represents a partnership with private sector companies, who are supporting it with contributions as well.

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- **National Geographic.** This program was previously contained within the Professional Accountability and Instructional Advancement Fund.
- **Special Music Program** provides funding for a musical instrument rental program for needy students at Martin Luther King Jr. Elementary School in Colonial School District.
- **Jobs for Delaware Graduates** provides specialized services to at-risk youth at most Delaware high schools. The four year program is designed to keep students in school and provide a broad range of skills to improve employability on graduation.

SPECIAL NEEDS PROGRAM

95-03-20

ACTIVITIES

This unit contains programs related to special needs students.

- **Program for Children with Disabilities** provides educational services to developmentally delayed three to five year old children. The appropriation is allocated by the Inter-agency Resource Management Committee (IRMC) which consists of representatives from several state agencies. The IRMC assesses proposals for service delivery annually and monitors ongoing efforts in this area.
- **Related Services for the Handicapped** provides one unit for each 30 units of handicapped students, excluding those units for autistic, severely mentally handicapped, deaf/blind, orthopedically handicapped and hearing impaired. This unit provides such services as speech therapy, occupational therapy, physical therapy or special counseling services.
- **Unique Alternatives** provides for the placement of special needs children in private settings when there is no suitable program to serve them in the Delaware public schools, and also provides alternative education format within districts.
- **Adolescent Day Program** is a hospital-based, day program for adolescents located at the Medical Center of Delaware in Christiana. It serves students with chronic and degenerative conditions in an educational and therapeutic environment. The educational component of this program is operated by the Colonial School District

- **Children Services Cost Recovery Project** is a program aimed at the recovery of Medicaid funds for reimbursable services that are currently being provided.
- **Sterck Summer Program** was appropriated \$40.0 in Fiscal Year 1997 to continue a summer program for Sterck School students.
- **Tech-Prep 2 + 2** was moved in Fiscal Year 1992 from the budget for Delaware Technical and Community College to this IPU.
- **Student Discipline Programs** were initiated in Fiscal Year 1994 to pilot alternative school sites for severely disruptive pupils. The appropriation supports these programs statewide to provide grants for school-based intervention programs for moderately disruptive pupils, as well as for community-based and school-based prevention programs.
- **Early Childhood Assistance** was initiated in Fiscal Year 1995 and provides early childhood educational services to eligible four year old children living in poverty. During Fiscal Year 1998, a total of 554 children will be served.
- **Extra Time for Students** provides additional instructional time outside of the regular school day or year for students underachieving in the four core content areas (Mathematics, Science, Social Studies and English/Language Arts).

PERFORMANCE MEASURES

	FY 1995 Actual	FY 1996 Actual	FY 1997 Actual
# HB 85 student conduct incidence reports	1,506	1,866	1,867
# student perpetrators reported under HB 85 requirements	1,574	1,924	1,972
# children served in the 3-5 Program for Children with Disabilities	808	850	832
# children served through the Early Childhood Initiative	153	309	401
# classrooms established through the early childhood initiative	9	17	23

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DRIVER TRAINING
95-03-30

ACTIVITIES

This unit provides funding for driver education teachers in nonpublic schools, for summer students, and for operation and maintenance of driver education cars in both public and nonpublic schools.

PUPIL TRANSPORTATION
95-04-00

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	6,532.3	47,885.0	49,532.9
ASF	--	--	--
TOTAL	6,532.3	47,885.0	49,532.9

TRANSPORTATION
95-04-01

ACTIVITIES

This unit provides transportation to and from school for Delaware public school children and provides reimbursement to nonpublic pupils for transportation.

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DELAWARE ADVISORY COUNCIL ON CAREER AND VOCATIONAL EDUCATION (DACCVE) 95-06-00

MISSION

The Delaware Advisory Council on Career and Vocational Education is composed of individuals who represent the private and public sectors of Delaware. The Council conducts evaluations, reviews programs, services and plans and makes policy recommendations to the Governor, General Assembly, Department of Education and the State Board of Education on matters pertaining to vocational-technical education in the State. The goal of the Council is to advise these policymakers on initiatives that should be pursued to strengthen and enhance the vocational-technical education delivery system and to assist the State in providing quality programs and expanded opportunities for all citizens.

KEY OBJECTIVES

- Evaluate vocational-technical education programs, services, activities and school-to-work initiatives throughout the State.
- Advise policymakers on the development of the State Plan for Vocational-Technical Education and any amendments to the State Plan.
- Recommend policies that the State should pursue to strengthen vocational-technical education and school-to-work initiatives.
- Analyze and report on the distribution of all funds for vocational-technical education and on the availability of vocational education activities and services within the State.
- Provide technical assistance to local school districts, agencies and other organizations to enhance and improve the vocational-technical education delivery system.
- Analyze the extent to which vocational education and employment and training programs in the State represent a consistent, integrated, and coordinated

approach to meeting the economic needs of the State, and recommend strategies to improve the effectiveness of the coordination.

- Disseminate relevant career information to teachers, counselors, students and the general public.

BACKGROUND AND ACCOMPLISHMENTS

The Delaware Advisory Council on Career and Vocational Education is a state agency established by Delaware Code, Title 14, Chapter 86.

The Council is appointed by the Governor. The membership consists of individuals from the private sector (business, industry, labor and trade organizations) and educators representing secondary, post-secondary, career guidance and counseling, special populations and special education.

The Council monitors and evaluates vocational-technical education programs and services in local school districts, agencies and other organizations to ensure that these programs and services meet established state and federal standards.

ACCOMPLISHMENTS

- Conducted in-service activities for middle and high school teachers, administrators and counselors relating to the development and implementation of Career Pathways in all schools.
- Provided input and policy recommendations to the State Task Force on High School Graduation Requirements and the State Board of Education.
- Provided a forum and support services to comprehensive high schools to promote the elimination of the general track and the implementation of integrated, sequential programs of study in vocational-technical education.
- Provided support to improve the services and activities of Vocational Student Organizations.
- Conducted a comprehensive statewide assessment of the vocational-technical education delivery system and published biennial evaluation reports.
- Assisted in the development of the State Plan for Vocational Education and its ensuing amendments,

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thereby recommending policy to the State Board of Education.

- Provided professional assistance and Council input to the School-To-Work initiative.
- Worked with the Job Training Coordinating Council (JTCC) and Private Industry Council (PIC) toward implementation of the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act in an effort to increase cooperation, coordination and communication.
- Conducted a comprehensive review of the Job Training Partnership Act (JTPA) delivery system and reported on its effectiveness and the extent of coordination with vocational education in the State.
- Provided resources to develop a comprehensive career planning, CAREER COMPASS tabloid that is disseminated to approximately 70,000 Delawareans each year.
- Provided resources to develop and expand Tech Prep programs on a statewide basis.
- Revised and implemented a special awards program to recognize individuals and organizations that make outstanding contributions to the field of vocational-technical education.
- Provided resources to develop and expand technology education programs on a statewide basis.
- Assisted in the development and implementation of the Statewide Graduate Follow-Up System to track Delaware high school graduates.
- Provided professional development to technology education teachers in the area of resources/systems control.
- Sponsored a report that tracks the progress of the state's vocational-technical high schools during a five-year period.

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	211.2	293.5	295.1
ASF	--	--	--
TOTAL	211.2	293.5	295.1

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	3.5	3.5	3.5
ASF	--	--	--
NSF	1.5	--	--
TOTAL	5.0	3.5	3.5

ADVISORY COUNCIL

95-06-01

ACTIVITIES

- Conducted on-site evaluations in selected secondary and postsecondary schools of career and vocational-technical education programs and other school-to-work and Tech Prep initiatives.
- Develop and disseminate periodic evaluation reports that include recommendations to strengthen the vocational-technical education delivery system.
- Meet and communicate with the State Board of Education or its designee to provide input on the development of the State Plan for Vocational-Technical Education.
- Recommend specific policy for vocational-technical education to be included in the K-12 State Policy Handbook.
- Monitor the goals and objectives of the State Plan for Vocational-Technical Education.
- Collaborate with the Delaware Private Industry Council and the Delaware Workforce Development Council to pursue strategies that will lead to a statewide comprehensive workforce development system.
- Conduct special studies and audits as requested by the Governor, the General Assembly and the State Board of Education.
- Design, sponsor and implement professional development activities including curriculum workshops, staff development seminars and issues forums.

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- Develop and disseminate career-related publications, newsletters and reports.
- Conduct and sponsor public information and recognition projects that promote successful vocational-technical programs and activities.
- Provide technical assistance to local education agencies to replace the general education track in Delaware's traditional comprehensive high schools with sequential vocational-technical programs that will better prepare students for the workforce.
- Plan and organize a minimum of six DACCVE (and/or DACCVE Committee meetings) to review and analyze pertinent issues and identify initiatives that the Council will pursue to strengthen the vocational-technical education delivery system and to conduct other official DACCVE business.
- Provide technical and financial assistance to gather relevant data on students graduating from Delaware public high schools through the Graduate Follow-up Consortium.

DELAWARE CENTER FOR EDUCATIONAL TECHNOLOGY

95-07-00

MISSION

The Delaware Center for Educational Technology (DCET) is committed to help empower children, through the use of information and technology, to achieve higher standards in education.

DCET's goal is to create a technologically literate 21st Century workforce that will help attract and retain high technology companies in Delaware.

KEY OBJECTIVES

DCET has four key objectives:

- Ensure voice, data and video connectivity to every public school classroom.
- Coordinate the evaluation and implementation of educational technology applications.
- Provide for support of the infrastructure.
- Develop public and private educational technology initiatives and partnerships.

BACKGROUND AND ACCOMPLISHMENTS

In the spring of 1995, the Delaware Legislature accepted the recommendation of Governor Thomas R. Carper to establish the DCET. The Center is intended to create a modern educational technology infrastructure in Delaware's public schools for the purpose of enabling students, through the use of educational technology, to meet the academic standards set by the State Board of Education and to develop the skills needed to succeed in a world-class work force.

DCET is governed by a ten-member board consisting of three members who have expertise in the field of computer information, three public school superintendents, two public school teachers, the Secretary or her designee and the Executive Director of the Office of Information Services. The State Librarian, the State Budget Director, Controller General, Secretary of Finance or their designees and one representative

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designated by each of the Presidents of the three Delaware public institutions of higher education, are ex-officio, non-voting members of the Board.

Engineering efforts for Phase 1 (54 schools) began March 1, 1996. By November 15, 1996 each of these schools was operational with voice, data, coax, fiber cable to every classroom and ethernet hubs activating at least one data line in every classroom. Additionally over 250 teachers and librarians and 45 administrators were trained in word processing, spreadsheets, network operations, graphics and technology tools for a variety of curriculum.

At the completion of Phase I, Phase I Extended was implemented. Sixteen schools were wired and became operational during the spring of 1997.

Phase 2 of the wiring project was implemented during the summer of 1997. By November 1, 1997, 51 schools became operational with voice, data, coax, fiber cable to every classroom and ethernet hubs activating at least one data line in every classroom.

At the completion of Phase, Phase 2 Extended was implemented. Thirteen schools were wired and became operational during the fall of 1997.

Engineering efforts for Phase 3 have begun. Phase 3 implementation will take place during the summer of 1998 and the remaining 38 schools will be completed by November 1, 1998. At the completion of Phase 3, all K-12 classrooms in the State of Delaware will be wired with a combination of voice, data, coax and fiber with at least one data line operational in every classroom.

Having completed the wiring phase of educated technology, DCET is scheduled for sunset review during FY 1999.

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	440.7	607.5	610.6
ASF	--	--	--
TOTAL	440.7	607.5	610.6

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	5.5	6.0	6.0
ASF	--	--	--
NSF	0.5	2.0	--
TOTAL	6.0	8.0	6.0

DELAWARE CENTER FOR EDUCATIONAL TECHNOLOGY (DCET)

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ACTIVITIES

DCET activities are generally categorized into the following three stages.

	PHASE 1	PHASE 2	PHASE 3
STAGES	All high schools (29), district offices (14) & some elementary schools (11) Phase 1 Extended schools (16)	All middle schools (29) and some elementary schools (32) Phase 2 Extended schools (13)	Remaining elementary schools (38)
Wiring	Complete	FY 1997	FY 1998
Hubs	Complete	FY 1997	FY 1998
Servers	FY 1999	FY 1999	FY 1999

Note: The shaded portion of the above table reflects areas funded by the Twenty-First Century Fund. Unshaded areas represent operational needs.

Key activities include:

- Provide voice, data and video connectivity to every classroom in another 38 schools. This includes provisioning of hubs and servers.
- Administer Bell Atlantic-Delaware grant that supports implementation of technology into classroom activities related to content standards.
- Facilitate successful procurement of five to ten major grants.
- Establish key partnerships with businesses, and gain commitments for \$2 to \$4 million dollars in annual matching funds.

PERFORMANCE MEASURES

There are several examples of success measures in technology-rich schools. These include: rising or sharply improved scores on state tests; improved student attendance; increased student comprehension, motivation and attitude; strong student, parent and teacher support; improved student retention; and improved placement in jobs. While these performance measures can be tracked at a state level, Delaware is too early in the process to use such measures on a statewide basis with any validity. DCET will assist in the development of a baseline analysis for future years, beginning with specific schools in which basic technology infrastructure has been installed. Basic

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infrastructure indicators that can be measured include the percentage of classrooms equipped with modern multimedia computers; the percentage of public schools connected to the Internet; and the percentage of classrooms effectively integrating technology with curriculum. Other performance-based indicators will be developed as the infrastructure component is completed.

**DELAWARE HIGHER EDUCATION
COMMISSION**
95-08-00

BUDGET

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	2,369.5	1,986.2	2,310.2
ASF	--	--	--
TOTAL	2,369.5	1,986.2	2,310.2

POSITIONS

	FY 1997 ACTUAL	FY 1998 BUDGET	FY 1999 GOV. REC.
GF	5.0	6.0	6.0
ASF	--	--	--
NSF	--	--	--
TOTAL	5.0	6.0	6.0

DELAWARE HIGHER EDUCATION COMMISSION
95-08-01

MISSION

The Delaware Higher Education Commission (DHEC) seeks to increase awareness of and access to higher education for Delaware students, respond to public demand for guidance and problem resolution, effectively administer state student aid programs and meet information needs related to higher education.

KEY OBJECTIVES

- Serve as a front-line resource about college financing and admission.
- Increase awareness of the benefits of higher education and support early academic and financial preparation.
- Maintain Delaware higher education data and access to national data.
- Administer state and federal student financial aid and contract programs consistent with higher education policy.

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BACKGROUND AND ACCOMPLISHMENTS

The Postsecondary Education Commission was created in 1975 to coordinate state efforts in higher education. In 1979 the Commission was assigned administration of a need-based grant program, and other student financial aid programs were assigned in subsequent years. In 1991, the Commission's name was changed to the Delaware Higher Education Commission.

In 1986 the Delaware Higher Education Loan program was added to the Commission's responsibilities. In 1996, the Commission transferred the loan guarantee designation to the Pennsylvania Higher Education Assistance Agency (PHEAA). PHEAA maintains a customer and school service staff of three located within the commission's office, at no cost to the state.

In 1997, DHEC became a part of the newly created Department of Education (DOE). DHEC will work with DOE in a number of areas, including assisting students in the transition from high school to higher education. Also in 1997, a tuition savings program was created. The program is administered by the Pension Board, with assistance by the Commission in planning for marketing and promotion.

The Higher Education Fact Book, containing information frequently requested about colleges in Delaware, is published each year. The Commission works with other state agencies, community organizations and private industry to develop information and student financial aid projects. Establishment of private scholarships continues to be encouraged by offering professional assistance and administrative services at a nominal fee.

The objective of promoting access to higher education has been furthered at minimal cost through partnerships with business. The *Scholarship Compendium*, a valued tool for high school seniors and their guidance counselors, was published through a partnership with MBNA and Delaware Technical and Community College. Additional funding was obtained from Christiana Mall and used for the *Compendium*, to enhance the DHEC web site, and to produce a "Checklist for College Planning" for high school juniors and seniors.

Promoting and rewarding students' academic performance is a high priority. The first year (1996-97) of the Scholarship Incentive Program (ScIP) allowed eligible students attending colleges in Delaware a merit supplement for grades above the minimum requirement.

For the 1997-98 academic year, merit-based supplements were extended to eligible students attending non-Delaware colleges. Because of this supplement to the base award amount, these need-based grant recipients increased their award amount an average of 34 percent.

ACTIVITIES

- Serve as an independent front-line resource about all aspects of college financing and admissions. Serve intermediary role in resolving problems with schools and lenders.
- Provide appropriate financial aid to students. Administer 15 state financial aid programs, affecting 13,000 Delaware students.
- Maintain Delaware higher education data and access to national data.