

Rep. Gerald L. Brady, Chair
Rep. Andria L. Bennett
Rep. Stephanie T. Bolden
Rep. Timothy D. Dukes
Rep. Jeffrey N. Spiegelman



Sen. Nicole Poore, Vice-Chair
Sen. Bryant L. Richardson
Sen. Brian G. Pettyjohn
Sen. David P. Sokola
Sen. Bryan J. Townsend

STATE OF DELAWARE

JOINT SUNSET COMMITTEE

2017 JOINT SUNSET COMMITTEE PERFORMANCE REVIEW QUESTIONNAIRE

Purpose of Questionnaire

The Sunset Law in Delaware, Chapter 102 of Title 29, enacted in 1979, provides for the periodic legislative review of the State's boards, commissions, councils, and other agencies. This enables the Joint Sunset Committee ("JSC"), a ten member bipartisan committee responsible for guiding the sunset review process, to determine if the public interest is best served by the continuation, modification, or repeal of an agency's governing statute.

To facilitate the sunset review of the Delaware State Board of Education ("Board"), the JSC requests your cooperation in completing the attached questionnaire. It is intended to provide the JSC with a pool of basic information about the Board so that a comprehensive agency report may be developed prior to the Board's public hearing. Therefore, answers to questions should be as specific and complete as possible.

The questionnaire is designed to ensure that the resources of both the JSC staff and the Board staff will be used wisely, and the purposes of the sunset review will be achieved in the most efficient manner possible.

The completed questionnaire and requested supplemental information must be returned no later than **October 17, 2016**. Any additional information may be submitted at any time thereafter. Please e-mail a copy of the completed questionnaire and send one hard copy via mail or hand delivery to:

Holly Vaughn Wagner
Legislative Attorney
Legislative Hall
411 Legislative Avenue
Dover, DE 19901
State Location Code: D580D
E-mail: Holly.Wagner@state.de.us

Please note that the JSC is in the process of hiring a Joint Sunset Committee Analyst. Once we have notified you that the new Analyst has been hired, the Analyst will be your contact person moving forward in the sunset review. Until then, please contact Ms. Vaughn Wagner with any questions.

JOINT SUNSET COMMITTEE MEMBERS

House of Representatives

Representative Gerald L. Brady, Chair (D)

Representative Andria L. Bennett (D)

Representative Stephanie T. Bolden (D)

Representative Timothy D. Dukes (R)

Representative Jeffrey N. Spiegelman (R)

Senate

Senator Nicole Poore, Vice Chair (D)

Senator David P. Sokola (D)

Senator Bryan Townsend (D)

Senator Bryant L. Richardson (R)

Senator Brian Pettyjohn (R)

JOINT SUNSET COMMITTEE STAFF

To Be Announced

Joint Sunset Committee Analyst

Division of Research

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Instructions

1. Specific documents are requested throughout this questionnaire. For your convenience, a checklist of supplemental documents follows this page. Please attach as many of the documents to the questionnaire by the **October 17, 2016** deadline. However, if some requested documents cannot be produced before the deadline, please notify Holly Vaughn Wagner via email at Holly.Wagner@state.de.us.
2. **Unless otherwise noted, “agency” means the board, commission, council, or other entity under review by the Joint Sunset Committee.**
3. Every question must be answered. If the question does not apply to a particular agency, the question should be answered as "not applicable." If the information requested is "not available," the question should be so answered. **Please do not use the abbreviation "N.A."**
4. If additional pages are required please make sure they are labeled according to the document.
5. **The completed questionnaire should be submitted in PDF and Microsoft Word format.** Information supplied in the questionnaire is included within the Draft Report compiled by the Analyst. Examples of these reports are available online via the Delaware State Legislature’s website.
5. Please contact Holly Vaughn Wagner via email Holly.Wagner@state.de.us if you have any questions or comments about the questionnaire or the review process.

Supplemental Documents

The following documents will help facilitate the review process. Unless otherwise indicated, the agency should **include the most recent documents that are available**. Please place a check mark by double clicking on the box next to those documents that have been included with the completed questionnaire.

- Organizational Charts – Appendix A
- Articles & By-Laws – Appendix B
- Meeting Minutes (for both open and closed meetings held during the past three calendar years to date. Please continue to send throughout the review process) – Appendix C
- Public Hearing Minutes (for the past three calendar years. Please continue to send throughout the review process) – Appendix D
- List of Rules and Regulations with the date adopted – Appendix E
- Annual Reports (Strategic Plan Updates) – Appendix F
- Policy Briefs and Publications – Embedded with links in the Questionnaire
- Memorandums of Understanding (that directly affect the functions of the agency) – Appendix G
- Newsletters – (Monthly Reports) – Included in Questionnaire – additional examples available upon request
- Guidelines – (Included in Appendix B – Procedures Manual and By-Laws)
- Board Member Roster – Embedded in Questionnaire
- Sample of Licensure or other Credentialing Exams
- Complaint Reports – Included within Questionnaire
- Personnel Manuals, Employee Handbooks or other Procedural Manuals – Included previously in Appendix B
- Audits conducted by other agencies or outside contractors – Included within Questionnaire as live links

Section I: General Information

A. Please provide the following contact information for the person who completed this questionnaire:

1. Name: Donna Johnson
2. Title: Executive Director, Delaware State Board of Education
3. Phone: 302-735-4010
4. Location: State Board of Education Office, 401 Federal St., Suite 2, Dover, DE 19901
5. E-mail address: donna.johnson@sbe.k12.de.us

B. Please provide the following contact information for the person who will serve as primary liaison to the Joint Sunset Committee during the performance review of the agency:

1. Name: Donna Johnson
2. Title: Executive Director, Delaware State Board of Education
3. Phone: 302-735-4010
4. Location: State Board of Education Office, 401 Federal St., Suite 2, Dover, DE 19901
5. E-mail address: donna.johnson@sbe.k12.de.us

C. Please provide the following contact information for the person who serves as the Chief Administrative Officer of the agency:

1. Name: Teri Quinn Gray
2. Title: President, Delaware State Board of Education
3. Phone: 302-735-4010 (Board Office)
4. Location: State Board of Education Office, 401 Federal St., Suite 2, Dover, DE 19901
5. E-mail address: teri.gray@sbe.k12.de.us

D. Please indicate the person who should receive all correspondence from the Joint Sunset Committee by checking the appropriate box:

- Person A
 Person B
 Person C
 Other. Please provide contact information in the space provided below.
 Dani Moore, Administrative Assistant (dani.moore@sbe.k12.de.us)
 Valerie Dunkle, DAG (Valerie.dunkle@state.de.us)

**Section II: Laws and Policies Guiding
the Delaware State Board of Education**

A. Please describe the agency’s historical background. In what year and by what legislative bill was the agency established?

History of the Delaware State Board of Education

Organized education in Delaware extends back to the year 1796 which marked the introduction of a school fund in Delaware financed through marriage and tavern license receipts while legislation enacted called the School Law of 1829, which required that levy courts and courts of appeal from each county establish school districts. Voters then elected a clerk and two commissioners who served as the school committee which determined the location of school buildings, the staff, and any necessary resources to supply the school. The school funds were then divided among the districts; within each district a clerk maintained records of district

activities. In 1830 and 1863, the legislature passed legislation requiring that the school committee monitor assessment lists and rental fees to ensure adequate funding through taxation.

The Delaware State Board of Education can trace its roots to 1875 in which the governor appointed a state superintendent and officially established the State Board of Education comprised of the state superintendent, the secretary of state, the Delaware College president, and the state auditor. The State Board of Education's duties included selecting textbooks, determining how to report statistical and information analysis, visiting schools, and making decisions concerning school operations. In 1883, the board was granted the power to conduct yearly examinations of current and prospective teachers. Additionally, the legislature abolished the state superintendent's and assistant state superintendent's office and required that a superintendent be appointed by the governor. The State Board of Education was then comprised of three superintendents, the secretary of state, and the president of Delaware College.

In 1898 the State Board of Education was restructured yet again. The general supervision and control of free and public schools in Delaware was vested with the State Board of Education. The Board was comprised of the Governor, Secretary of State, President of Delaware College, the State Auditor (acting as Secretary to the Board), and the senior member of each county school commission. The 1898 act created a county school commission consisting of a clerk appointed by the governor and two commissioners representing each county. The Board was responsible for selecting and providing textbooks, creating standardized reporting formats, and preparing examinations for all teachers. These examinations included questions on reading, writing, arithmetic, geography, history, grammar, physiology, and hygiene. The county school commissions were the local administrative arms of the State Board of Education and were concerned with specific matters such as instructional methodologies, discipline, teacher and administrator performance, property maintenance, personnel interviews, and the auditing of reports. The clerk of each school committee was required to provide notice of meetings of his/her school district. The governor appointed a superintendent of schools for each county.

[In 1911](#), the legislature abolished the existing Board and reconstituted the State Board of Education with a new Board consisting of seven members, to be appointed by the Governor, serving seven year terms but holding almost the same duties as those held by the prior entity named the State Board of Education. This Board was charged with the general supervision of public schools and the objective of making sure schools were run efficiently and maintained high standards. The Board reported to the Governor and made recommendations to the Governor and General Assembly with respect to legislation that would promote the cause of Education in the state. It specified that the Board's regular meeting place shall be in Dover but could meet time to time in other locations as duties may be needed. It designated the State Auditor as the Secretary and non-voting member of the State Board, it also designated the State Auditor's offices as the available meeting space for the Board as well as provided them use of the State House and Administration building as needed for meeting locations. A commissioner of education was appointed in 1913 who served as secretary of the Board replacing the auditor. In 1917, a five-member commission was created to study educational conditions and requirements, to examine school laws and revise if necessary, and to develop and improve upon an effective system of public instruction.

Through an act referred to as the [1921 School Code](#), the State Board of Education was reorganized with membership limited to appointees selected by the governor as required by [legislation passed by the 98th Session of the Delaware General Assembly and signed by Governor William D. Denney](#). It was stated then that "the general administration and supervision of the free public schools and of the educational interests of the States shall be vested in a State Board of Education, composed of four members, who shall be appointed by the Governor from the citizens of the State for a term of five years..." There was a requirement of political party balance and residency requirement of being in the state at least 5 years prior to appointment. It was established that the offices of the State Board would be in Dover and shall be provided by the State. The annual meeting was required to be held in July, to elect the President and Vice

President of the State Board. Other meetings were outlined to be held as needed throughout the year. Board members were paid a small stipend of \$25 per meeting each month as well as travel expenses. The State Treasurer served as Treasurer of the Board and handled all revenue and disbursements regarding education funding on behalf of the Board. Much of the language in current code regarding residency, political party balance, office location, annual meeting date, and character and fitness for office remain in Delaware Code today. On July 1, 1921, Dr.

Thomas R. Brown, Minos E. Culver, Ellwood Souder, and Eugene H. Shallcross were sworn in as the State Board of Education. This marked a return to similar governance structure and State Board Authority over public education from 34 years prior. Dr. Thomas R. Brown was elected by the Board as president of the new State Board of Education. At this time, the Board oversaw 420 schools in 14 special districts and more than 350 rural areas throughout the state. This new School Code charged the State Board with appointing the State Superintendent of Public Instruction. The Board appointed Dr. Harry V. Holloway, superintendent of Kent County, as state superintendent for one year with two assistant state superintendents: Dr. John Shilling, in charge of high schools, and Wilbur H. Jump, in charge of elementary schools.

Additionally, in 1921, Governor Denney signed a new code that abolished county school boards and superintendents reverting to the 1875 scheme of a State Board and state superintendent. This school law which created much of our modern system of public schools was the result of several years of debate. In 1919, during the term of Governor John G. Townsend, Jr, a new school code had been adopted, which began to pave the way for this change from individual county governance to one of more state and local governance distinctions. After several amendments, multiple studies, two years, and several special legislative sessions later this code was again amended into the The School Code of 1921. The 1921 code charged the State Board with improving rural schools, enriching the curriculum in high schools, compelling attendance, and fixing a new salary scale for teachers. Transportation regulations were passed, setting walking distances at two and three miles for elementary and secondary students. At this

time, federal aid began. In 1918, the Smith-Hughes Act financed vocational education with matching grants offered in 1921 for programs that increased literacy, aided immigrants, elevated rural schools, promoted physical training, and improved teacher preparation.

The State Superintendent, appointed on a yearly basis by the Board, was responsible for advising administrators and school employees, creating educational policies, requiring and receiving reports from school districts, and investigating ways to improve school systems. The state superintendent and the Board were to establish rules and regulations governing the following:

- Hygiene, sanitation, and construction of school buildings.
- Health and welfare of school children.
- Standardization of all public schools and their grading.
- Issuance of certificates and diplomas.
- Determining minimum courses of study for all public schools.
- Choice of textbooks.
- Qualification and certification of teachers.
- Fixing a schedule of salaries for school district employees.
- Attendance of teachers at Delaware College summer school.
- Providing a list of approved high schools.
- Establishing standards necessary to attain status of Special School District.
- Transfer of pupils between school districts.
- Hours of operation, sick pay, and holiday schedules.
- Monitoring student absenteeism.
- Enforcement of school attendance.
- Taking a biennial school census.
- Providing blank forms for statistical and other reports.

- Administering physical and mental exams when necessary.
- Apportionment of monies from all sources.
- Establishing teacher standards.
- Providing a course of study for high school age minority students in conjunction with Delaware State College.

During this period, school districts required voters to elect a local board of school trustees consisting of three members to monitor the district's budget, private schools, and separate schools for at-risk students. Each Board member served for a term of three years.

In 1931, [in Chapter 160, Volume 32, Laws of Delaware](#), State Board membership was increased to six members and additional details were outlined to ensure that members' terms would not end simultaneously. Terms were established for three year periods of time and no more than 3 board members could represent any one political party. It specified that no member of the Board could in anyway be under its authority or subject to its authority. It also established that the makeup of the Board must always include one resident from the City of Wilmington, one resident from New Castle County outside of Wilmington, one resident of Kent County, and one resident of Sussex County.

The year 1968 saw the restructuring of the state's school districts in the form of topography, student population, racial equality, community, transportation, and facilities. The Board was directed to establish separate schools for special needs students, kindergarten, and vocational-technical education. In 1969, the Board assumed control of the Educational Television RG 8007 (ETV).

In 1973 through [SB17 w/ SA 1](#), Board membership increased from six to seven; of the seven Board members, four were required to have local board experience. Additionally, their gubernatorial appointments now had to be confirmed by the Senate. The President of the Board was revised to serve at the pleasure of the governor without a term duration (and still does). This bill also outlined the eligibility and requirements to serve on the State Board, specified the

requirement of staggering the expiration of the terms to generate better consistency within the Board. Lastly, it specified that the Board must meet during the month of July at its offices to elect its Vice President and that other meetings could take place at times and places as the duties and business of the board require.

In 1993 through [HB 17](#), the requirements for Board membership changed with the number of Board members with local board experience decreasing it from four out of the seven members to two of the seven members.

In 1997, the education governance structure of Delaware was changed significantly with the transition of the Department of Public Instruction into a cabinet agency called the Department of Education. In this legislation, [HS 1 for HB 81 w/ HA 2, 4, & 5](#), referred to as the Department of Education Act of 1997, the responsibilities of the selection of the State Superintendent changed from that of the State Board to that of the Governor and this role was now a member of the Governor's cabinet and the Department of Public Instruction was renamed the Department of Education which was now a cabinet agency. With this action, the State Education chief now reported to the Governor and as such the roles and responsibilities of the State Board were dramatically changed. Throughout sections of Title 14 the words State Board were substituted with Secretary of Education and/or Department of Education. Additionally, the State Board was redefined in Title 14 §104 and §105 to clarify membership, eligibility, and responsibilities, as well as required actions. These changes also included revisions to the meeting requirements of the Board and now specified the role the Department of Education had in supplying the Board with meeting space in Dover for its meetings as well as reasonable staffing to conduct their business and work as directed by the Board and the requirement that the Department must provide reports and data necessary for the Board to perform its duties. Many of the responsibilities outlined in the School Code of 1921 were now revised to being shared decision making responsibility between the new Secretary of Education and the State Board of Education. Many responsibilities previously held solely by the Board now had a joint responsibility in which changes to state

standards, graduation requirements, and many other policy areas required approval by the Secretary and then additionally also needed assent of the State Board of Education. This provided a checks and balance to such rules and regulations, it also minimized the political influence since the State Board was required to be politically balanced and did not serve at the pleasure of the governor, but had been appointed for a six year term which was confirmed by the State Senate. This was the most sweeping change to the Board's structure and responsibilities since the Act in 1921.

In 2001, [Senate Bill 168with SA 2](#) added charter school authorization action to the State Board of Education's responsibilities. Additionally through [HB 246 with HA 1](#), the responsibility of approving all regulations of the Higher Education Commission was added to the Board's duties. And subsequently in 2010 through [HB 482](#), when the Higher Education Commission was dissolved and renamed as the Office of Higher Education to reside within the Department of Education, the requirement for approval of all regulations for Higher Education was designated to the Secretary of Education unless enacting legislation specified that it required the assent of the State Board.

In 2009, through [Senate Bill 140](#), the membership of the Board changed to include an at-large member in addition to two residents from New Castle County outside the City of Wilmington, one resident from Kent County, and one resident from Sussex County. This differed from previous Code which required Board membership to include three New Castle County members outside of the City of Wilmington, one resident from Kent County, and one resident from Sussex County. Thus required membership of New Castle County members was set at three with one specified from the city of Wilmington, and additional flexibility with one member being at large allowing for greater geographic distribution and balance as needed.

In 2011, [House 26, with HA 3](#) required that the Board audio record and post all regular monthly Board meetings recordings was added to Delaware Code. This began in September of 2011 and the Board has recorded and posted all regular monthly meetings since that date, all of

which still can be found on their website, they have not removed any of them to date.

Additionally the website traffic and number of hits to the recording has resulted in the Board improving how it lists the sections of the meeting and providing the full board recording as smaller recording sections to correspond directly with the sections of the agenda. This enabled individuals to click more directly into the agenda item which they wanted to listen. The Board felt this was a strong addition to its reporting and transparency. They shortly followed this change with more online reporting enhancement, although they were not required by code, the Board has seen that the online presentation of all meeting materials is directly correlated with increased traffic on their website pages.

In 2013, after an audit by the US Department of Education of the state's Perkins grant and state plan, it was determined that neither the department nor the Delaware Advisory Council for Career Technical Education (DACCTE) had the required governance structure or policy making authority to be the state's eligible agency for Perkins. It was determined that that entity should be the State Board of Education. Through [Senate Bill 103](#) the Board was made the eligible agency and sole agency responsible for the supervision and administration of career technical education for purposes of the federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and any subsequent reauthorization thereof and subject to its requirements and implementing regulations.

B. Please list all legislative bills and other acts that have made substantive amendments to the agency's enabling legislation. Please indicate the bill number and date of enactment for each.

Embedded within the detailed history outlined above with live links that connect to the changed section of code governing the State Board

C. Please list any currently proposed state or federal legislation that, if passed, will directly impact the functions or operations of the agency. Please indicate any bills that the agency is supporting.

There are no bills currently filed in the Delaware General Assembly, we regularly discuss those bills that do impact the responsibilities of the Board and also publish and discuss a review of the actions of the Board with respect to legislation during our Board meetings, including an overview of the entire legislative session with regard to education during the July Board meeting.

With respect to Federal legislation that we are most interested in currently, the reauthorization of the Perkins Act, is the pending federal legislation that would most directly impact the responsibilities of the Board. As the State's Eligible Agency for Perkins funding, we are working with our federal delegation to make sure that the reauthorization would continue to fund vocational education at a fair and equitable level for Delaware students. Additionally, we are continuing to monitor finalized regulations from the US Department of Education with respect to the Every Student Succeeds Act as well as recent regulations pertaining to Higher Education Institutions and educator preparation programming in the states.

D. Does the agency promulgate rules or regulations in accordance with the Administrative Procedures Act? Please provide a complete list of the rules and regulations and include the date adopted.

The Role of the State Board of Education is not to promulgate rules or regulations, but instead their responsibility is to provide final approval or assent to regulations promulgated by the Department of Education, Delaware Interscholastic Athletic Association, and the Professional Standards Board. The list of all regulatory action taken within the last three years is included in Appendix E. In total there are 104 regulations under the Board's authority for final approval or assent. These are all located in 14 Delaware Administrative Code: <http://regulations.delaware.gov/AdminCode/title14/>

E. Has the Deputy Attorney General assigned to the agency reviewed the current rules and regulations for compliance with the governing statute?

Yes

F. Is the agency considering any changes to its current rules and regulations? If "Yes," please address the following questions:

1. What is the status and nature of the planned changes?

There are amendments to regulations in Delaware Administrative Code made regularly by the DOE, PSB, and DIAA. These regulation changes are reviewed and considered by the Board in accordance with their statutory responsibilities and in accordance with the Administrative Procedures Act monthly. There is not a pre-prepared list of which regulations are coming forth from those other entities in the next several months. We do review regulations in accordance with the five year cycle, in addition to changes needed due to legislative changes, as well as policy changes as a result of research and evidence based findings, stakeholder engagement, and feedback.

Additionally, there are updates needed to the SBE Procedures manual, these are typically drafted by the DAG assigned to the Board in collaboration with the Board's Executive Director. The revisions would be made to address outdated language, clarifications to the

appeals section to further explain and outline the process for an appeal before the Board, needed updates due to technology, and staff responsibilities.

2. Have the proposed changes been reviewed and approved by the agency’s Deputy Attorney General?

The DAG will be drafting those changes to the Procedures Guide and the DAG routinely reviews all regulatory changes that are proposed and sent forward to the Registrar of Regulation for publication and again they are reviewed by the DAG before they are brought forward for final order by the Board.

3. Have the proposed changes and the public hearing date been published in the Register of Regulations?

When there are changes made to regulations they are promulgated for publication by the appropriate agency or Board, published within the Register for at least a full month for comment and discussion, and are then brought back before the SBE another time for final action.

G. Please identify, list, and briefly describe any federal laws and regulations that guide or otherwise directly affect the functions, responsibilities, and operations of the agency.

There are many federal laws that govern public education and directly impact the State Board of Education’s roles and responsibilities. The most notable are those listed below: Elementary and Secondary Education Act as reauthorized in the Every Student Succeeds Act, Perkins Act, IDEA and special education laws, Higher Education Act, Title I, II, III, IV Acts.

H. Please provide the date and number of any Delaware Attorney General’s Opinions that affect the functioning of the agency.

Copies of these are included in Appendix O

Opinion Number	Date
96-IB27	08/01/1996
97-IB14	07/29/1997
00-IB12	06/28/2000
02-IB17	08/06/2002
02-IB19	08/19/2002
04-IB04	02/05/2004
05-IB08	04/04/2005
06-IB11	05/31/2006
08-IB01	01/28/2008
09-IB02	05/05/2009
10-IB04	04/14/2010
10-IB10	09-08-2010
13-IB01	03/26/2013

14-IB05	08/27/2014
15-IB03	06/12/2015
15-IB01	06/12/2015
15-IB11	12/11/2015
15-IB12	12/17/2015
16-IB05	03/11/2016
16-IB13	06/08/2016
16-IB17	07/28/2016

I. Please identify, list, and briefly describe any executive orders, interagency agreements, management directives, administrative circulars, or like documents that directly impact the functioning of the agency.

Executive Orders: There have been several executive orders which impact the State Board due to the requirement of a representative to serve on a task force or commission. There are also several executive orders which impact the responsibilities of the Board and action of the Board in the very nature of the recommendations and resulting need for policy change which may come before the Board.

EO 62 Creating The Delaware Every Student Succeeds Act Advisory Committee To Guide Executive Branch Leaders In The Development Of The Delaware State Essa Plan 08/30/16

EO 61 Establishing a Delaware Pathways Steering Committee 08/11/16

EO 57 Establishment Of The Delaware Open Data Council To Promote A More Open, Accountable And Effective Government 01/27/16

EO 46 Establishes the City of Wilmington Education Advisory Group, which will be comprised of at least 15 members appointed by the Governor in consultation with elected representatives from the city. 09/25/14

EO 45 Creating the youth re-entry education task force to examine educational opportunities offered to juveniles involved in the juvenile justice system and returning to the community. 05/09/14

EO 42 Creating The Delaware Background Check Task Force To Conduct A Comprehensive Examination Of Delaware's Criminal Background Check And Child Protection Registry Check Requirements Relating To Individuals Working With Children And Youth 01/13/14

EO 36 Review and Reform of State Agency Regulations 06/14/12

EO 31 Improving Access To Public Records Through Uniform Procedures For Freedom Of Information Act Requests 10/20/11

EO 15 Fostering Science, Technology, Engineering And Mathematics ("STEM") Education In Our Schools And Creating A STEM Council To Lead Those Efforts 02/18/10

By Nature of Delaware Code requirements – the State Board of Education and the Delaware Department of Education have agreements with respect to allocation of staffing, office space and meeting space.

§104 (c) The Department, through the Secretary, shall provide reasonable staff support to assist the State Board in performing its duties pursuant to this title and shall, upon request through the Secretary, provide the State Board with reports and data necessary to enable the State Board to perform its duties pursuant to this title.

(g) The Board shall meet in Dover in meeting space provided by the Department.

The State Board President serves as co-chair of the P-20 Council, established in 14 Delaware Code: **§ 107 P-20 Council.**

(a) There shall be formed a P-20 Council to coordinate educational efforts of publicly-funded programs from early care through higher education and to foster partnerships among groups concerned with public education. The P-20 Council shall make recommendations designed to ensure a more integrated, seamless education system that enables children to enter school ready to learn, receive challenging instruction throughout their school careers, graduate from high school ready for college and careers, and continue their education through postsecondary study in a way that makes them productive and successful citizens.

(b) The P-20 Council shall be co-chaired by the Secretary of Education and the President of the State Board of Education. The Council members shall include the presidents (or their designees) of the public institutions of higher education in Delaware, along with the presidents of the institutions of higher education offering degree programs in education (or their designees). Additional members shall include the Chair of the Delaware Early Care and Education Council, the Chairs of the House and Senate Education Committees, a representative of the Governor's Office, the Chair of the Business Roundtable Education Committee, the Executive director of the Delaware State Chamber of Commerce, the Secretary of the Department of Labor, the Secretary of the Department of Services for Children, Youth and their Families, the Secretary of the Department of Health and Social Services, the Secretary of the Department of Technology and Information, the Chief of the Delaware Chief School Officers Association, the President of the Delaware State Education Association, the President of the Delaware Parent-Teacher Association and the President of the Charter School Network, or their designees.

(c) The Co-Chairs may also establish such subcommittees as needed and determine the subcommittee memberships.

The State Board has served as the only administrative staff to this committee for over 8 years, posting all meeting notices, preparing all meeting minutes, and hosting the materials on their website under a special P-20 Meetings section since fall 2012.

The State Board led work of the P-20 Council in previous years to develop an Early Warning Dropout System, increase College Access through the College Access Challenge Grant. Once launching those initiatives the programs have since moved into implementation phases and are continued to be sustained and continued by local districts and the Department of Education.

After legislation was passed in 2011 expanding the P-20 Council and its responsibilities to inter-agency data governance regarding education data, the Executive Director of the State Board has served as the P-20 Council's Data Governance Coordinator, helping to facilitate the data sharing agreements between IHE's and the Department of Education as well as other agencies and the DOE for early childhood data. Once the data agreements were developed and implemented they enabled data sharing that has greatly enhanced information about college readiness, college going and persistence/success rates. This information combined with K-12 data has directly resulted in ongoing work to reduce the college remediation rates at our Delaware IHE's, it has also been a helpful tool in facilitating the development of Educator Preparation Scorecards. On the Early Childhood Education front, the P-20 Council supported the Early Learning Grant application as well as the Longitudinal Data System Grant. The Council continues to work on addressing the necessary supports and policies to improve student learning between the many transition points in the P-20 continuum.

J. Please identify, list, and briefly describe any recent state or federal judicial decisions that directly affect the functioning of the agency.

Recent court cases involve the closure of Delaware charter schools (Moyer and Reach Academy) and the Neighborhood schools act. Those cases are attached in Appendix H

K. Please briefly describe how the Freedom of Information Act impacts the conduct of the agency as it relates to the following:

1. How does the agency respond to FOIA requests? We comply with all requirements of FOIA requests. The Department of Education handles all FOIA complaints and we coordinate with their FOIA coordinator to comply and fulfill any and all requests.

2. When and where are the meeting agendas posted?

All Agendas are posted online on our website, on the public meeting calendar for the state of Delaware, and in paper form they are posted at our meeting location/office location on the bulletin board adjacent to the 2nd floor Cabinet room in the Townsend Building in Dover.

3. Are meeting minutes regularly transcribed? When can the public obtain copies of meeting minutes?

Minutes are posted on our website within five days of being approved by the Board. Additionally, we post the audio recording of our meetings on our website within 7 business days of the meeting on our website. <http://www.destateboarded.k12.de.us>

- 4. Has the agency conducted executive sessions or other closed meetings within the past three calendar years? If yes, please indicate the date of each closed meeting and the nature of the meeting. Are minutes of closed meetings available to the public?**

Executive Sessions held by the Board are posted on the agenda in accordance with Delaware law. These sessions are included in the minutes provided in Appendix D. We typically go into executive session to discuss student disciplinary appeals, personnel issues, or pending litigation. Minutes are taken for executive session and maintained in accordance with law. No action is taken in executive session and minutes are taken in regular session when action occurs based on discussion from the executive session.

- 5. Has the agency ever received any complaints that it was violating FIOA? If so, please list and the result of the hearing or the review.**

The Agency received two complaints regarding FOIA: 16-IB05 and 16-IB17

In the first complaint there was a finding of no violation of FOIA

In the second complaint, the DAG found that the Board did not adequately supply a venue large enough for overflow attendees to participate in the open meeting, however they did not find that the Board's actions at the February 2016 meeting did not need to be invalidated and asked that the Board consider the adequacy of the meeting space in future meetings. As a result of this ruling, the Board has an overflow room with full viewing access to the Board meeting secured now should it need to be used. We will use a similar system as is used by the Joint Finance Committee to address and accommodate overflow attendees.

These were included in the list of FOIA opinions referenced previously in section H above. They are also included in Appendix I.

- L. Has a Deputy Attorney General reviewed the provisions of the Public Integrity Act with agency members to ensure that they are complying with the provisions in the law?**

Yes

- M. If JSC previously reviewed the agency, please list all final recommendations JSC adopted concerning the agency's operations and statute. Please explain all areas of compliance and non-compliance with the final recommendations.**

The State Board has not previously been reviewed by the JSC

Section III: Mission, Goals and Objectives

- A. What is the mission—or purpose—of the agency? Does the agency's enabling legislation accurately reflect the mission?**

State Board of Education’s Published Mission, Vision, and Guiding Principles. These statements directly align with the enabling legislation and accurately reflect the Board’s Mission.

Vision Statement

All Delaware students are prepared to lead full and productive lives and be successful in the 21st century global society.

Mission Statement

In collaboration with community and stakeholders, the Delaware State Board of Education serves as the primary voice for Delaware citizens on education policy to create a world class education system for every student.

Guiding Principles

1. Further our thriving democratic society with opportunities for an excellent and equitable education for all students.
2. Enrich education policymaking with the inclusion of diverse perspectives that represent the breadth and depth of Delaware's citizens.
3. Utilize research-based viewpoints to inform decisions in the best interest of all students.
4. Advocate for the development of the whole child through learning, teaching, and community engagement.

B. Please identify and explain the agency’s goals and objectives, in order of priority.

The State Board of Education has a published Strategic Plan as well as published Key Priorities and Focus Areas for 2016-17. This was developed instead of a new strategic plan due to the transition the state is currently in with respect to education and new systems in development as a result of ESSA, in addition to the shifts in potential transition of leadership on the Board and within the Department of Education.

Board’s Strategic Plan as first published in the fall of 2011, before the Board moved to its online meeting software, however the first version of this current plan is included in the Appendix.

Board Strategic Plan Fall 2012

<https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=190001&AID=4601&MID=281>

Board Strategic Plan Update – Fall 2013:

<https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=190001&AID=6220&MID=311>

Board’s Updates to Strategic Plan in Fall 2014

<https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=190001&AID=6856&MID=331>

Board's Update to Strategic Plan in fall 2015

<https://simbli.eboardsolutions.com/meetings/attachment.aspx?s=190001&aid=7183&mid=335>

Board's most recent update to Strategic Plan from September 2016

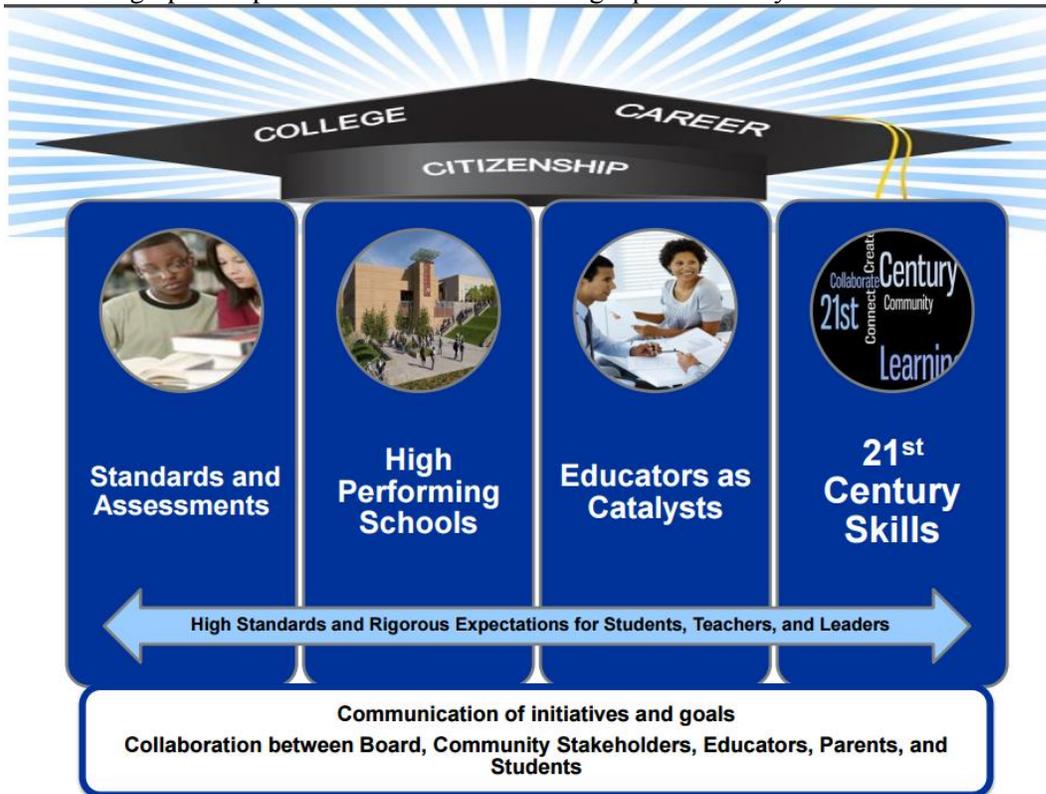
<https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=190001&AID=16746&MID=846>

The State Board's recent strategic plan has been updated each fall to incorporate updated accomplishments as well as enable the Board to review the key focus areas within the plan. I have attached in Appendix Q the different iterations of the strategic plan as well as the most recent Key Priorities and Focus Areas.

Key Priorities and Focus Areas for 2016-17:

<https://simbli.eboardsolutions.com/Meetings/Attachment.aspx?S=190001&AID=17243&MID=865>

Below are graphic depictions of the Board's strategic plan and Key Priorities and Focus Areas:



Delaware State Board of Education – Key Priorities and Focus Areas for 2016-2017



Standards and Assessments

- Drive implementation of **rigorous and consistent content standards** aligned to College and Career Readiness with clearly communicated expectations for learning
- **Assessments** aligned to standards, which **measure student learning, growth, depth of knowledge, and readiness**



Accountability and School Supports

- Clear and visible **stakeholder engagement** in the development of our state's ESSA plan
- State and School Accountability systems **measuring performance and growth across multiple metrics**
- **Supports for systemic and sustainable models to build high performing schools** throughout our state
- **High quality educational programs** and opportunities **available to all students**
- **School Profiles and performance dashboards** which transparently highlight successes and best practices



Educators as Catalysts

- **Prepare educators for success** as they enter our classrooms by implementing **performance expectations** across multiple measures **for all educator preparation programs**
- Provide our most high need students **equitable access to excellent education** and ensure that they are not disproportionately served by ineffective or inexperienced educators
- **Align Licensure, Certification, and Professional Learning** with standards in the profession
- **Invest in the growth and development of instructional leaders, great teachers, and specialists** within our schools



Readiness for Success

- Increase access to **high quality Early Learning** for all students, focus on elevating the **professional learning and licensure structures** for **early learning educators**, and **enhance funding structures** to align with the necessities of increased early learning programs
- **Promote literacy competencies** achieved by all students which leads to increased college, career, and civic readiness
- Career Readiness aligned **industry and business competencies** including technology literacy, financial literacy, analytical reasoning, multicultural competence, and effective communications



Delaware's Education System is built upon standards

A core foundation of principles integrating Content, Performance, and Educator standards across all priority and focus areas

C. Please describe the internal performance evaluation system that the agency uses to measure the attainment of its goals and objectives.

The Board reviews its progress against its strategic plan annually and also tracks its actions against the key areas in the strategic plan using an issue item report generated by the online meeting management software used by the Board. It creates an annual report card that shows how many times the Board had items on its agenda aligned to the four key areas in its strategic plan. The Board also routinely brings in the National Association of State Boards of Education to work with the Board on effective Board Governance and policy effectiveness. This generally occurs during Board retreats or special professional development sessions for Board training held by NASBE.

D. Has the State Auditor or any other external organization recently audited or evaluated the agency or any of its programs? Please identify some of the major conclusions and recommendations.

Most recently, the State Auditor's Office conducted an inspection of the Delaware Department of Education Travel Expenses. The State Board of Education travel expenses were

included in this audit since the funding for the SBE is within the Education section of the Budget. This inspection did not find any evidence to support any allegations of mishandled funds or inappropriate travel.

<http://auditor.delaware.gov/Reports/FY2016/Inspection%20Draft%20Report%20-%20DOE%20Travel.pdf>

Additionally in 2010/2011, the National Association of Charter School Authorizers (NACSA) did an audit of the state's authorizing practices and made several recommendations for improvements. That audit was one of the catalysts that drove the change in authorizing policy that included the development of the Charter Performance Framework, revisions to the application and renewal process, as well as the annual performance review reports. It was interesting to note that the presenter from NACSA, noted that he felt that the State Board had already pre-identified 90% of the issues regarding charter authorizing practices at its recent retreat session and commended them for their proactive approach to these issues. This review and findings by NACSA was presented to the Board and the Department at the March State Board's work session. Minutes: <http://www.doe.k12.de.us/Page/1657>

Also as noted previously, as part of its membership, the State Board regularly has the National Association of State Boards of Education (NASBE) attend a retreat or work session and review their recommendations related to effective State Board Governance Practices and do some refresher training with the Board on effective governance. In most recent years, with several members of the State Board and State Board staff serving on the NASBE Board they were able to deliver this information directly and utilize our NASBE in state visits for more specific content issues and policy research.

E. Please discuss how the agency coordinates its services with other state entities sharing similar objectives.

The State Board works most directly with the Department of Education and the Professional Standards Board on a day to day basis. The State Board's staff is charged with maintaining day to day contact with those entities as needed to address items before the board, policy matters related to board action, and those areas outlined in the State Board's strategic plan and key priorities.

Through the P-20 Council, as referenced earlier, the State Board coordinates with several other agencies and groups. We also have regular contact with many other stakeholders as well. We serve on the Delaware School Boards Association Board of Directors and have two members of the State Board that regularly attend those meetings. We also reach out regularly to DSEA, the Governor's Office, Congressional delegation, Superintendents, School Administrators, and Charter School Leaders and Boards to discuss policy issues.

We host informational workshops for stakeholders throughout the year. We reach out to all of those groups listed above as well as PTA, other parent groups, GACEC, and publicly promote the sessions to legislators and all school board members as well as the general public. We have increased the number and frequency of these professional development sessions due to grants that we were awarded to help further the gap that we saw in communication and sharing of research and information related to education topics. The Board recognizes that as the citizen's Board and citizen's voice in education policy, they needed to make sure that they could share information and details of state education issues and policy shifts with as many entities and groups as possible. Since 2013, the State Board of Education has hosted 15 workshops and professional development sessions with over 1000 participants.

When the legislature is in session, the State Board works directly with members of the legislature as needed regarding legislation that is needed and that which is filed. We routinely provide information to legislators about education issues, provide testimony, or comment on bills when it is related to a state board policy issue, when it impacts their responsibilities and action, or when it is aligned with the SBE's strategic plan and key priorities.

F. List and briefly explain the agency's most significant accomplishments.

As referenced in our history, the State Board of Education has had many accomplishments with respect to transitioning our school governance structure to one of a local school board governance model with a state oversight for statewide policy and governance structures shared between the Secretary of Education and the State Board of Education. In the course of its history the State Board has been the unifying entity to help accomplish these gains.

The State Board of Education strongly believes that its professional development workshops and the increase in them as well as the unification of bringing all stakeholders together for them was a major accomplishment. Prior to this action there were separate information meetings held sporadically for local boards and separate ones for charters, but not until recent years did the groups come together and hear from each other share ideas freely with one another as well as many other stakeholder groups in attendance. These workshops have increased the discussion related to education issues, it has helped to elevate not only the challenges we face ahead, but also it has helped us to find common ground to build many of the successes we have realized recently as well.

In more recent history, some large accomplishments over the past several years include improvements to our graduation requirements, transition to new content standards, development of a multiple measures performance framework for charter schools that enabled a more holistic review of their performance once they are authorized and operating. The state Board approved the development of the shift away from AYP and toward a multiple measures system for all school accountability after successfully implementing the charter framework.

In the State Board's strategic plan as well as in the standing agenda for monthly meetings the Board inserted a section titled Educators as Catalysts – we have used this platform to advocate and take action on policies improving educator quality, trying to make sure that every student has access to a quality educator regardless of their zip code. We have adopted assessments for prospective educators to demonstrate content readiness as well as performance readiness to enter the classroom and begin teaching our students. We regularly feature educators or programs supporting and further developing educators to highlight the catalyzing force they have in our school system. This had brought attention and further highlighted many of these initiatives and individuals that do not regularly get the headlines and front page stories.

One of the statutory responsibilities of the state board is to hear requests for school district boundary changes. The Board has heard several of these in its history. From moving from county to district schools, moving single neighborhoods due to new construction or even just partial land parcels into one district or another, to the most recent issues regarding redistricting as it related to Wilmington Schools and the Red Clay and Christina School District boundaries (WEIC), the State Board has always done it due diligence to thoroughly review the issue and always ask the overarching question of what impact these changes would have on students and improvements to student learning. While they have not been easy decisions, the State Board is proud of the accomplishments they have had in these challenges with respect to following their mission, vision, and guiding principles.

One of their consistent but strongest attributes is that the members of the State Board of Education have always been dedicated to their mission and utilize this opportunity to truly be the voice for citizens in education policy and most importantly, they have a firm belief and grounding

principle to always ask the impact any and all programs will have on students and student learning. They truly are most proud of being a student centered decision maker.

G. List and briefly explain 3-4 challenges the agency is currently facing.

- Transition planning in both policy and governance
 - The Board could potentially face significant transition in the coming year, with the transition in the Administration, the President of the Board may be replaced, at the pleasure of the Governor, there is one vacant seat currently on the Board and another seat which is up for re-appointment. This is more transition at one point in time than the Board has faced in ten years. They are preparing for it and poised to succeed through the challenge, but it is a challenge they will be facing.
 - With respect to policy – there are many changes in state education policy that may come about due to the Every Student Succeeds Act. This work is underway but will continue into the next school year and we will need an informed and dedicated group of policy leaders to help oversee these changes go as smoothly, as fairly, and as equitably as possible, never losing sight if the most important goal which is a positive impact on student learning and development.
 - Additionally, the Department of Education may be undergoing significant turnover and transition with the next administration, due to the close working nature of the Board with the Department this could also impact the Board.

- Funding challenges for state programs and education – with budgets getting tighter and tighter on the state side, but the demands of preparing our students to be successful and ready for college and career, the policy challenges will continue to mount as we look to determine what programs may need to be revised or how we can continue to support the programs that are most impactful.
 - Teacher Preparation and Teacher pipeline is an area of concern throughout the nation – as a state we have an obligation to make sure the most prepared and ready teachers are in classrooms for our students. That also means we need to look at how we are attracting and retaining those teachers in our schools but also into our educator preparation programs. This involves new and innovative approaches to educator preparation as well as teacher compensation and the career ladder of growth opportunities.
 - We find these challenges even in our own budget and the capacity of the office. There are more and more demands and responsibilities but not additional funding or capacity to address them. Luckily we have applied for outside grants in recent years, but we have no guarantee that they will continue to be available in future years and will be looking for ways to continue the great outreach and programs that we been able to fund through those additional funds.

- WEIC – this is an issue that the State Board has addressed with respect to the request to change boundary lines, but we are not yet complete with that work and this is an area that we will continue to monitor and work with the WEIC leadership to help finalize a solution that will be in the best interest of students and ultimately improve student learning.

- Literacy and early learning – this is an area in our State Board Literacy Campaign that is an area for opportunity in the state. We have the ability through multiple and coordinated approaches to address the challenge of grade level reading by 3rd grade, but it truly will take coordination from all entities involved.

H. List and briefly explain several opportunities for improvements, listing them in order of priority.

Opportunities for improvement within the Board are areas that we have already been addressing regarding revisions to the Procedures Guide.

However, we also believe there are opportunities to explore through this process with the JSC.

We would like to address opportunities in the Board's membership to bring the voice of the previous Teacher of the Year to the Board as a non-voting member. This is done in several other states and adds the voice of a current educator to the Board's discussions and added insight that they may not always receive at the Board Table.

We would like to further explore the use of technology to further provide opportunities for members of the public from any part of the state to listen to or watch the State Board meetings. We are very cognizant of potential costs with some of these options and want to explore ways to increase transparency of government without increasing costs.

We also would like to further explore opportunities for increasing capacity and opportunities for outreach and partnership and collaboration with stakeholders.

Section IV: Public Information

A. What information or educational resources are made available to the public relating to the agency's activities? Possibilities include newsletters, guidelines, rules and regulations, policy briefs or other similar documents. Please indicate the frequency of distribution for each and the target groups.

The State Board of Education distributes a newsletter each month following its Regular Monthly Board meeting. In that newsletter, sent via email, is a summary of all actions taken at the Board meeting, summary of the presentations and information shared with the Board, any important announcements about upcoming events, links to the audio recording of the Board meeting and links to the information posted on the State Board of Education's meeting agenda. All presentations, associated documents, and reports are posted within that online agenda. This is distributed to all Superintendents, Charter School Leaders, District and Charter Board Presidents, Legislators, members of the DOE leadership, contact leads at in-state interest groups such as DSEA, DASA, DCSN, PTA, GACEC, and others.

Here is an example, which was sent following our September meeting, of the newsletter following each monthly meeting that goes out: Others are available upon request.

The State Board of Education held its monthly Board meeting on Thursday, September 15, 2016 at 1:00 p.m. The meeting highlights are below.

All materials and presentations from our meeting can be accessed on our online meeting platform every month and directly from our website (www.destateboarded.k12.de.us). We post a report with news articles and links to articles aligned by the core components of the SBE strategic plan in the Executive Director's report that you may find useful and informative, as well.

Here is a direct link to the agenda complete with links and attached documents related to presentations and other items before the Board:

<https://eboard.eboardsolutions.com/Meetings/ViewMeetingOrder.aspx?S=190001&MID=822>

The audio recording from the meeting is now posted on the State Board website. An index of the recording with live links by section is copied below.

The Board received a presentation from the Delaware Charter Schools Network and school leaders from both Charter Schools and District on an overview of charter/district collaboration and school innovation practices. Presenters included: Kendall Massett and Arleen Vargas from DCSN, Chuck Taylor from Providence Creek Academy, Courtney Fox from First State Montessori Academy, Eric Anderson from Charter School of Wilmington, Margie Lopez-Waite from Las Americas Aspira Academy, Kristen Dassell and Jeff Menzer, from Colonial School District.

The Board also received a presentation from the Department updating them on the implementation of the many different Required Non-Academic Trainings for School Employees.

The Department provided its monthly ESSA update. The Board will continue to receive these updates as the work is underway for the ESSA plan development. It was also noted that ESSA information and resources is located on the State Board website and through articles on the Executive Director's report.

Please note that the Department is hosting Community Conversations to gather feedback on issues related to components of the state's ESSA Plan as well as accepting responses to surveys designed on several topic areas under development for the plan.

Community Conversations:

6 to 8 p.m., [Tuesday, September 20](#) at the CHEER Center, 20520 Sandhill Road, Georgetown [Registration](#) : [Discussion Topics](#)

10 a.m. to noon, [Saturday, September 24](#) at Christina Cultural Arts Center, 705 North Market Street, Wilmington [Registration](#) : [Discussion Topics](#)

6 to 8 p.m., [Tuesday, September 27](#) at Bunker Hill Elementary School - 1070 Bunker Hill Road, Middletown [Registration](#) : [Discussion Topics](#)

5:30 to 7:30 p.m., [Thursday, September 29](#) at the Collette Education Resource Center, 35 Commerce Way, Dover [Registration](#) : [Discussion Topics](#)

ESSA Surveys

- 1) Support for All Students - [Take survey](#)
- 2) Supporting Excellent Educators - [Take survey](#)
- 3) School Support and Improvement - [Take survey](#)
- 4) Measures of School Success and Public Reporting - [Take survey](#)

The Charter School update was presented by the Department. Denise Stouffer presented the revised Charter Organizational and Financial Framework. The Board was also informed of the renewal timeline for charter school renewal this year. There are two schools eligible to apply for renewal of their charter, Academy of Dover and Prestige Academy. The Board also received an update on the development of revisions to the Alternate Academic Framework for special population charters, this work is still underway and will continue to be brought before the Board as work continues.

Department of Education Regulations presented this month only involved Regulation 1105 Standards for School Buses Placed in Production on or after January 1, 2017. This regulation does not require action by the State Board and is a Secretary only regulation. This information is posted on the DOE website and is out for public comment during the month of September.

The Board approved the publication of Professional Standards Board Regulation 1561 Bilingual Teacher and Regulation 1565 World Language Teacher. Regulation 1562, English to Speakers of Other Languages (ESOL) Teacher was discussed and will be presented for action next month.

September 15, 2016 - Delaware State Board of Education Audio Recordings

<p>State Board of Education Meeting Audio - Part 1 by State Board of Education on 9/16/2016Length: 11:28 Opening, Call to Order, Roll Call, Approval of Agenda, Approval of Minutes, Formal Public Comment</p>	<p>State Board of Education Meeting Audio - Part 3 by State Board of Education on 9/16/2016Length: 55:08 Educators as Catalysts Showcase of Innovation - Presentation from Charter Schools Network</p>
<p>State Board of Education Meeting Audio - Part 2 by State Board of Education on 9/16/2016Length: 26:44 Committee Reports from State Board Members; Update from Executive Director, Update on Literacy Campaign Efforts, Selection of Voting Delegate for NASBE Annual Conference, Secretary's Report</p>	<p>State Board of Education Meeting Audio - Part 4 by State Board of Education on 9/16/2016Length: 2:08:49 ESSA Update, Update on School and Community Partnerships - Implementation of Required Non-Academic Training, DOE Regulations for Information Only, Charter Schools, Professional Standards Board, Information Items, Adjournment</p>

PLEASE NOTE THAT THE OCTOBER BOARD MEETING DATE IS OCTOBER 13, 2016.

Donna Johnson
Executive Director
State Board of Education
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302-735-4010
www.destateboarded.k12.de.us

Additionally, the State Board publishes policy resources on its website. Often times these are connected to key components of the Board's strategic plan and key priorities, but other times they are posted in conjunction with a Board workshop and professional Development session. With the release of the Literacy Campaign in 2014, the Board released policy briefs regarding three of the four areas of focus within the campaign overview. Those are available on our webpage and linked here:

Literacy Campaign 2014

- [Education Program Research/Policy Brief for Literacy Campaign](#)
- [Licensure and Certification Research/Policy Brief for Literacy Campaign](#)
- [Birth - PreK Initiatives](#)
- [Communication and Community Involvement](#)

The State Board has also published as described above, several briefs related to specific issue areas, those are included within the links on the home page: www.destateboarded.k12.de.us

Several examples are also linked below:

[SBE Research Briefs, Information, Workshops, and Special Events](#)

ESSA Stakeholder Engagement Workshop, August 9, 2016, 5:00 - 8:00pm

[Delaware Department of Education ESSA Website](#)

- [ESSA Requirements and Opportunities - DDOE Overview and Stakeholder Engagement Timeline](#)

SBE - Every Student Succeeds Act - Overview of the new law

- [Accountability Side by Side Comparison - NCLB vs ESSA](#)
- [ESSA: What's in it? What does it mean for Equity? Focus: Public Reporting](#)
- [Ensuring Every Student Matters: What is N-size and Why is It in Important?](#)

ESSA Overview Workshop, May 2, 2016, 5:00 - 8:00pm

- [Presentation from Alliance for Excellent Education May 2nd Workshop](#)
- [Data and reporting updates for State Assessments](#)

Collaboration and Development of policies related to Superintendent Evaluation

April 14, 2016 - [Follow up Workshop and further model development](#)

November 3, 2015, Dover, 5pm - 8pm

[Materials from this workshop are posted here](#) as well as next steps in the work to develop this tool within the Educator Evaluation framework.

Data Privacy and Data Security - A national and Statewide overview of policies - August 3, 2015 - [Tons of resources, materials, links, as well as the full presentation from workshop](#)

Workshop on Standards, Curriculum, and Assessments, October 5, 2015 - resources and materials are linked [here](#)

Presentation reviewed recent assessment data and discussed resources available for schools, districts, and community members to utilize these results to continue the focus on improving educational opportunities for all Delaware students. There was a panel of school leaders highlighting work ongoing throughout the state. These presentations focused on local decisions and some specific policy levers to consider regarding some of the next steps that district and charter boards should consider or revisit with regard to policy, focus, and action. A panel highlighted some recent implementation efforts, curriculum alignment shifts by schools and districts, as well as professional learning for educators, school support services, and community engagement practices.

**[SBE Workshop - Assessment Transition and Development of new Statewide School Accountability System](#) - January 6th, 2015 - 5:00 - 8:00pm
[Workshop Presentation Materials](#)**

[SBE Workshop - Next Generation Science Standards - Overview of Implementation plans throughout the state, December 1, 2014, 5:00 - 8:00pm](#)

**[Webinar offered by State Board of Education Monday, August 4, 2014, 5:00 - 6:30pm](#)
[Link to Recording](#) - [Link to Slide Deck](#)**

[A National Overview of Educator Evaluation Systems and current research around the use of multiple measures in student achievement.](#)

This webinar included an overview of the national landscape as well as recent studies on the use of multiple measures to evaluate student achievement and progress which have been used in educator evaluation systems across the nation. Specifically, the webinar provided a summary of the educator evaluation systems of 6 states, including Delaware. The next webinar will highlight two research firms that have been evaluating and building a model for states and districts to use in both building as well as evaluating their educator accountability systems. Lastly in the early fall we will host another in person workshop featuring a panel discussion and presentation from three states featured in the webinar on August 4th.

[SBE Workshop on Educator Evaluation Systems aligned to College and Career Readiness Standards, June 24, 2014, Dover](#)

(Click on Title above for link to materials from workshop)

Guest Speakers: Chalotte Danielson, A Framework for Teaching; Amy Hammerle, TNTP; Sarah Coon Teaching Excellence Framework, and Lamont Browne, EastSide Charter School

[SBE WORKSHOP - CCSS Implementation and SMARTER Balanced Assessment](#) - February 6, 2014, MLK building at DSU, Dover, DE

(Click on Title above for link to materials from workshop)

Topic: Update on Common Core Implementation and Presentation/Discussion on Shifts in Assessment - Special Guests include: Executive Director of Smarter Balanced Assessment Consortium, Joe Willhoft and Secretary of Education Mark Murphy

[SBE Workshop - Exploring the Policy Roles of Deeper Learning and Summer Learning](#) - 12/5/13

[SBE Workshop - Policy and Leadership Levers to support effective implementation of the Common Core State Standards](#) - 4/30/13

College and Career Ready Standards and Assessment Resources

All Delaware students deserve an education that prepares them to lead full and productive lives in the 21st century. Their success in a competitive world depends on it. Delaware has been a national leader in raising the academic standards for our schools and students. Using high standards and rigorous expectations for students, teachers, and leaders this helps all Delaware students achieve a level of college, career, and civic readiness upon graduation. We can work together to help all students be more prepared for college and careers, so they are ready for the real world.

In the 2014-15 school year Delaware public schools began administering a new state test for English and math subjects in grades 3 to 8, called Smarter Balanced assessments. The new tests are based upon the very same standards that our students' classroom lessons are based upon and more closely align with the type of teaching and learning they do each day.

We have provided a page with several [resources](#) that you can use to learn more information about those new tests and the standards they are based upon. We also will have some informational videos and printable resources that you may review and hopefully share with others.

Several Delaware groups (DOE, DSEA, PTA, and Rodel) joined together to create this great website with many of these tools and resources. Additional information and resources are added regularly to make this your first stop on the web to gather additional information to help you better understand these new standards and tests.



Check out the [VIDEO](#) below which will walk you through and explain the Smarter Balanced Test Score Reports



One page overview documents available for download:

[What are Smarter Balanced Assessments and Examples of Score reports](#)

Higher Standards, Better Assessments

Preparing Delaware Students for Their Futures

Delaware is committed to providing a quality K-12 education for all students, regardless of where they live or which school they attend. Over the last 5 years, our educators have been working hard to teach students based on new college and career-ready standards, in English and Math. These standards provide clear expectations for what every student should know and be able to do at each grade level. During the 2014-15 school year Delaware began using new tests aligned to our higher standards that will measure the real-world skills our students need to be successful in their futures.



SMARTER BALANCED IS A BETTER TEST

Smarter Balanced Assessments are different from Delaware's previous tests in several ways:

1. **The tests challenge students** to think critically and apply their knowledge and skills to real-world problems.
2. **The test questions go beyond multiple-choice** and allow students to explain their answers, interact with texts, and demonstrate their understanding of math concepts and solve detailed problems.
3. **The test provides all students, regardless of disability or primary language**, with the supports they need to demonstrate what they know and can do.

WHAT TO EXPECT

✓ Students will take Smarter English and Math tests **one time at the end of the school year** in grades 3-8 and 11.

✓ Students who **reach an achievement level of 3 or 4** on the test **are considered on track** to graduate high school college- and career-ready.

✓ These tests are only one measure of students' academic success. **No student will be held back a grade or unable to graduate** based on the results.

✓ 11th grade students may use their scores to **earn placement into college level courses** after graduation.

WHAT THE RESULTS MEAN

Scores **represent a new baseline** and **provide more honest information** about what our students know and can do – and where they need the most help – so we can better support all Delaware students.

Patience and persistence will be required as we transition to higher expectations but this year's results indicate that Delaware students and educators are rising to the challenge.



Visit www.deexcels.org to learn more about the tests, standards, and additional resources

Background of State Standards and Examples of Assessment Questions

REAL LEARNING FOR REAL LIFE

WHAT ARE COMMON CORE STANDARDS?

Common Core standards are **learning goals for grades K-12** in math and English.

43 states and the District of Columbia have adopted Common Core. Children will learn what they need to know at the appropriate grade levels.

CURRICULUM

A curriculum is made up of teaching and learning materials that teachers use to help construct their day-to-day lesson plans. There is no set curriculum for Common Core. With the Common Core, **teachers will still create lesson plans and tailor instruction to meet the needs of individual students in their classrooms.**

ASSESSMENT=TEST

The assessment is the test aligned to Common Core that measures a student's college and career readiness. In our state, we use Smarter Balanced assessments. Smarter Balanced is better than the old assessment/test because it measures deeper learning skills, such as critical thinking and problem solving. Children will have the opportunity to apply their knowledge to real-world problems with this test.

WHAT'S THE BIG DEAL?

We live in a global economy. Our Common Core standards in English and Math were developed using the most effective learning standards from high-performing states and nations.

By 2020, 61% of Delaware jobs will require a postsecondary credential. However, only 36% of adults currently have such a credential, resulting in a 25% skills gap. Higher standards are essential to closing this gap.

Visit www.delexcels.org to learn more about the tests, standards, and additional resources

Smarter Balanced Assessment Myth vs. Fact

The State Board members use as many research and evidenced based material available to inform their decisions as possible. We routinely use information from the following national groups as well as receive information from the following in-state groups:

National Groups or Publications

NASBE

Education Week

Education Commission of the States (ECS)

NACSA

National Governor's Association

Achieve

Council for Chief State School Officers (CCSSO)

Hunt Institute

Alliance for Excellent Education
 National Council on Teacher Quality
 National Education Association

In-State resources and groups

Delaware Department of Education
 University of Delaware – IPA, Research Division, and PPE
 Delaware State Education Association
 Delaware School Boards Association
 Delaware Charter Schools Network
 Delaware Association of School Administrators
 Rodel Foundation
 WEIC

B. Please fill in the following charts with the most current information:

Interest Groups (Groups affected by agency actions or represent others served by or affected by agency actions)		
Group or Association Name/Contact Person	Address	Phone Number Fax Number Internet Address
Delaware Association of Colleges for Teachers of Education		http://dacte.org/
Delaware Association of Career and Technical Education		https://www.acteonline.org/delaware/
Delaware Association of School Administrators		http://www.edasa.org/
Delaware Charter Schools Network		http://www.decharternetwork.org/
Delaware Department of Education		http://www.doe.k12.de.us/
Delaware Interscholastic Athletic Association		http://www.doe.k12.de.us/diaa
Delaware School Boards Association		http://edsba.org/

Delaware State Education Association		http://www.dsea.org/
Jobs for Delaware Graduates		http://jobsdegrads.org/
Parent Information Center of Delaware		http://www.picofdel.org/
Professional Standards Board		http://www.doe.k12.de.us/domain/172
Governor's Advisory Council for Exceptional Citizens		http://www.gacec.delaware.gov/
Delaware PTA		http://delawarepta.org/
Delaware State Parent Advisory Council		http://www.doe.k12.de.us/Page/1568
Delaware Chief School Officers Association	Matt Burrows, Appoquinimink School District Odessa, DE	(302) 376-4128

National Organizations or other Government Entities (that serve as an information clearinghouse or regularly interact with the agency)		
Group or Association Name/Contact Person	Address	Phone Number Fax Number Internet Address
American Association of Colleges for Teacher Education		http://aacte.org/
National Association of State Boards of Education		http://www.nasbe.org/
National Governors' Association		http://www.nga.org/cms/home.html
Southern Regional Educational Board		http://www.sreb.org/

American Association of Career and Technical Education		https://www.acteonline.org/
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High Schools That Work		http://www.sreb.org/high-schools-work
National Education Association		http://www.nea.org/
Education Commission of the States		http://www.ecs.org/
National State Boards of Education		http://www.nsba.org/
Council of Chief State School Officers		http://www.ccsso.org/

Industry or Trade Publications		
Group or Association Name/Contact Person	Address	Phone Number Fax Number Internet Address
American Educator		http://www.aft.org/our-news/periodicals/american-educator
Education Week		http://www.edweek.org/ew/index.html
NASBE Journal: The Standard		http://www.nasbe.org/our-resources/publications/the-state-education-standard/
Education Commission of the States – policy briefs, Ed Beat, and Ed Note		http://ecs.org
Southern Regional Education Board – research and policy briefs		http://www.Sreb.org

Section V: Composition and Operations of the Delaware State Board of Education

A. How many members currently serve on the agency or board?

§ 104 State Board of Education; composition; term; powers and duties; qualifications; vacancies; staggered appointments; office location; compensation.

(a) The State Board of Education shall be composed of 7 members who shall be citizens of the State and shall be appointed by the Governor and confirmed by the Senate. The Governor shall name the President of the Board who shall serve at the Governor's pleasure. Each of the remaining members of the Board shall be appointed to serve for 6 years and until that member's successor qualifies.

Currently our Board has one vacant position. A member moved out of state after the general assembly session ended and with the upcoming change in administration, we are waiting on the next Governor to bring that appointment before the Senate for confirmation.

B. What is the legally designated term of office for agency or board members?

All Board members except for the President serve 6 year terms, however the Governor may appoint members for confirmation by the Senate for terms shorter than 6 years where that is necessary to ensure that Board members' terms expire on a rotating annual basis.

The President of the Board is appointed by the Governor and confirmed by the Senate, but serves at the pleasure of the Governor without a stated length of term.

C. If there are vacancies, please indicate the length of time each vacancy has existed and the reasons why. Has the Governor's Office, or appointing authority, been advised of the vacancies?

We have one vacancy, the Governor's office received that Board member's resignation in September. The Board member has now moved out of state leaving us with one position vacant on the Board. The October Board meeting was the first month that the position was vacant.

D. Please attach a member roster to the completed questionnaire. Any membership changes should be reported to the JSC staff throughout the sunset review. Indicate the following for each member:

- Name and address
- Professional or public member

- **Position held (i.e., Chair, President, etc.)**
- **Profession or occupation**
- **Original appointment date and years of service remaining**

SBE MEMBERS

- Dr. Teri Quinn Gray, President teri.gray@sbe.k12.de.us
- Nina Lou Bunting, Vice President ninalou.bunting@sbe.k12.de.us
- Gregory B. Coverdale, Jr. gregory.coverdale@sbe.k12.de.us
- G. Patrick Heffernan pat.heffernan@sbe.k12.de.us
- Barbara B. Rutt barbara.rutt@sbe.k12.de.us
- Dr. Terry M. Whittaker terry.whittaker@sbe.k12.de.us
- Vacant Seat

DR. TERI QUINN GRAY, PRESIDENT - APPOINTED 2009 SERVES AT THE PLEASURE OF GOVERNOR

1006 Tulip Tree Lane, Newark
New Product Commercialization Manager, DuPont

Dr. Gray was appointed President of Delaware State Board of Education by Governor Jack Markell, in 2009, and co-chair of the Delaware STEM Council in 2012.

Dr. Gray is New Product Commercialization Manager & Six Sigma Consultant with DuPont Crop Protection where she leads cross-functional teams that span Asia, Europe, Latin and North Americas. She currently serves on the Board of Directors for the U.S. Education Delivery Institute, serves on the Board of Trustees for the University of Delaware, and on the Committee of Distinguished Advisors to the Department of Chemistry & Biochemistry at the University of Maryland, College Park. Teri is chair of the American Chemical Society Diversity & Inclusion Advisory Board and consultant with the ACS Women Chemist Committee.

Prior to joining the State Board she served as a leader within the Delaware State Parent Teacher Association (PTA) and local school chapters (2005-2009). She has served on the state PTA's Vision 2015 Executive Leadership Academy and participated in the 2008 National PTA Emerging Minority Leaders Conference.

Dr. Gray was honored as the 2014 recipient of the Delaware's 25th Annual Strong, Smart, and Bold Award by Girls Inc. of Delaware.

She's a native of Jackson, Mississippi where she graduated magna cum laude from Jackson State University with a bachelor's of Science degree in chemistry; earned a PhD in analytical chemistry from the University of Maryland, College Park and worked as

National Research Council Postdoctoral Fellow at the National Institute of Standards & Technology prior to joining DuPont in 1997.

Teri and her husband, Bernard, have one son and live in Newark, DE.

NINA LOU BUNTING - APPOINTED 2015 TERM EXPIRES JUNE 2021

Retired School Teacher
29079 Hudson Road, Dagsboro

On June 24, 2015, Mrs. Bunting joined the State Board of Education after having served 13 years on the Indian River School Board. In addition to her recent school board experience she also brings 39 years of experience as an educator. As a teacher she was honored to be Delaware's Teacher of the Year in 1979 and holds dear her educational philosophy and desire to improve the educational opportunities for each and every child. In addition to serving on the IRSD Board she also has prior experience serving on the Governor's Advisory Council of Exceptional Citizens, the Delaware School Boards Association Board of Directors, and numerous legislative task forces.

She is a life-long Delawarean, graduate of University of Delaware, and proud parent of children who also graduated from our Delaware public education system and University of Delaware. She is excited to bring her experience as an educator, board member, advocate for exceptional children, parent, and grandparent to the State Board of Education.

GREGORY B. COVERDALE JR - APPOINTED 2010, TERM EXPIRED JUNE 2016

Certified Financial Planner, Merrill Lynch
187 Christina Landing Drive, Wilmington

Gregory B. Coverdale, Jr. is a Certified Financial Planner™. He serves on the finance committee for the National Association of State Boards of Education, and in 2010 Delaware Governor Jack Markell appointed him to the Delaware State Board of Education. He has been a trustee on such nonprofit boards as the Delaware Nature Society, the Delaware Center for Contemporary Arts, and the Brandywine YMCA. He earned his B.S. in business administration from Delaware State University in 1999. He also graduated from William Penn High School in 1994. He has two children, Benjamin and Anna.

G. PATRICK HEFFERNAN - APPOINTED 2008, REAPPOINTED 2015, TERM EXPIRES JANUARY 2021

Information Technology Manager, Xerox
113 Blue Rock Road, Wilmington

Pat was appointed to the State Board of Education by Governor Ruth Ann Minner in June 2008. After graduating from Concord High School, Pat received a degree in Chemistry from the University of Delaware. He is employed as a manager in the Information Technology field and has worked at IBM, Siemens, EDS and a private consulting firm. He lives with his wife Debra and his three children in the Brandywine School District.

Pat was co-president of the Brandywine Special Needs PTA. He served on the Governor's Advisory Council for Exceptional Citizens (GACEC). A key function of the GACEC is to provide input and comment on bills and regulations affecting the education of students with disabilities. Pat was chairman of the GACEC Policy and Law Committee 2007-2008. He also worked with other community members and Brandywine district staff to develop the Brandywine School District five year strategic plan. He coached an Odyssey of the Mind team from Harlan Elementary and has been active in father/child programs at the YMCA.

BARBARA B. RUTT - APPOINTED 2005, REAPPOINTED 2012 TERM EXPIRES MAY 2018

Retired, previously was a lawyer in private practice
724 North Shore Drive, Milford

Barbara Rutt was appointed to the State Board of Education in 2005 by Governor Ruth Ann Minner.

Barbara received a Bachelor of Arts in English from Washington & Jefferson College in 1978. She was later appointed to serve a term on the board of trustees of her alma mater. She also holds a J.D. from the Dickinson School of Law, awarded in 1981. Before moving to Delaware in 1988, she practiced law in western Pennsylvania, first as a consultant with Touche, Ross & Company and later in private practice. She has been an adjunct faculty member at Wesley College in Dover, Delaware.

Barbara Rutt served two terms on the Milford School District Board of Education, from 1991 to 2001, holding the offices of president and vice-president. She represented the Milford Board on the Legislative Committee of the Delaware School Boards Association. As a participant in the Delaware Leadership Academy, she worked with a committee to strengthen board/superintendent relations. Mrs. Rutt has also been a member of the Delaware Department of Education Licensure and Certification Committee, reporting to the Delaware Professional Standards Board.

Barbara has served as the Chairperson of the Board of Bayhealth Medical Center and represents Avenue United Methodist Church as a lay delegate to the Peninsula-Delaware Annual Conference. Barbara is the State Board delegate to the Delaware School Boards Association and has been appointed to the Regional Advisory Board of the Mid-Atlantic Comprehensive Center at the George Washington University Center for Equity and Excellence in Education.

Barbara and her husband, David N. Rutt, live in Milford and have one son, Andrew.

TERRY M. WHITTAKER - APPOINTED 2007, REAPPOINTED 2014, TERM EXPIRES APRIL 2020

Assistant Provost, University of Delaware Department of Education
102 Lahinch Ct, Middletown

Dr. Terry M. Whittaker currently serves as the Assistant Provost for Student Diversity and Success at the University of Delaware. In this role, he leads, manages, and evaluates university-wide student diversity and academic success initiatives. Dr. Whittaker was appointed to the position of Assistant Provost for Student Diversity and Success in 2003.

A University of Delaware administrator for 24 years, Dr. Whittaker served in the Lerner College of Business and Economics for 11 years. During his tenure from 1992 to 2003, Dr. Whittaker served as the Assistant Dean for Student Special Services, Assistant Dean for Student Professional Development, and Assistant Dean for Undergraduate Affairs and Student Support Services. From 1983 to 1992, Dr. Whittaker served as the Director of the Resources to Insure Successful Engineering Program, and Director of Undergraduate Advisement and Student Services in the College of Engineering.

Dr. Whittaker serves on numerous civic boards and committees, including the Metropolitan Wilmington Urban League Founding Board of Directors (2000-present), United Way of Delaware Board of Directors (2003-present), Christiana Care Health System – Trustee Member (2002-present), MBNA Education Foundation (1997-2006), Forum to Advance Minorities in Engineering Board of Directors (1992-present), and the Aberdeen Civic Association Board of Directors (2001-present).

Dr. Whittaker is a member of numerous professional organizations, including the National Academic Advising Association, National Association of Academic Affairs Administrators, National Association of Student Personnel Administrators, and National Association of Diversity Officers in Higher Education. He has received many honors, including the University of Delaware Faculty Senate Excellence in Undergraduate Advising Award, Leon and Margaret Slocomb Professional Excellence Award, Brandywine Professional Association Outstanding Achiever in Education Award, INROADS/Philadelphia Educator of the Year Award, Aberdeen Civic Association Outstanding Community Service Award, and the Ivan Williams Award. Dr. Whittaker is a University of Delaware Diamond Donor and a member of the University's Pillard Society.

Dr. Whittaker holds a Bachelor of Arts in Sociology from the University of Wisconsin – Madison, a Masters of Arts in Educational Psychology from the University of Minnesota – Minneapolis, and a Doctor of Education in Administration and Policy from the University of Delaware.

He resides in Middletown, Delaware.

JORGE MELENDEZ - APPOINTED 2007, REAPPOINTED 2011, TERM EXPIRES MARCH 2017. MR. MELENDEZ RESIGNED IN SEPTEMBER 2016.

Career Agent for Transamerica Agency Network
Resided in Seaford, DE

Mr. Melendez moved to New York City in 1967. He graduated from Theodore Roosevelt High School with honors. He subsequently attended Fordham University for three years

but left to provide financial help for his mother. He and his mother moved to Seaford in 1990. Mr. Melendez continues to reside in Seaford with his wife, Carol. Their daughter graduated from Indian River High School and the University of Maryland with a master's degree in education. She is currently a Teacher Leader in the Montgomery County, Maryland School District.

Mr. Melendez joined Baltimore Trust Co. in 1992 as a bilingual teller. He trained in the loan department and went to the Bethany Branch to gain branch operations experience. In 1997, he was appointed Assistant Vice President and Branch Manager of the Rehoboth Beach Branch. In 1999 he was promoted to the Main office in Selbyville as the Assistant Vice President, Branch Manager and Security Officer for the bank. Mr. Melendez retired from PNC (Mercantile via merger in 2007) at the end of 2013. He is currently a career agent for Transamerica Agency Network.

Mr. Melendez was a community member of the Indian River School District Consolidated Application Committee as well as a community member for the district in the Executive Leadership Program through the Darden Business School at the University of Virginia. Mr. Melendez was previously a member of the Sussex County Rotary Club and served as its Treasurer. Currently he is a member of the Greater Seaford and Milford Chambers of Commerce.

E. What special qualifications are there for membership on the agency?

§104 d) The members of the Board shall be appointed solely because of their character and fitness subject to the following qualifications: at least 2 members of the Board shall have had prior experience on a local board of education; no more than 4 members of the Board shall belong to the same political party; no person shall be eligible to appointment who has not been for at least 5 years immediately preceding appointment a resident of this State; and no person shall be appointed to the Board who is in any way subject to its authority.

Any member of the Board shall be eligible for reappointment unless otherwise disqualified by this title. In constituting the Board, the President shall be appointed from the State at large, but the appointments of the remaining 6 members shall be made so that there shall be on the Board at least 1 resident of the City of Wilmington, 2 residents from New Castle County outside the City of Wilmington, 1 from Kent County, 1 from Sussex County, and 1 member at large.

F. How can a member be removed? Who has the authority to remove a member? Has a member ever been removed? If so, why?

There is no language in the statute regarding removal of a member of the State Board. Members have resigned prior to their term ending and have been replaced with a new member that served out the remaining portion of their term.

G. How are agency members compensated?

§104 (h) The members of the Board shall receive \$100 for each day's attendance at the meetings of the Board not to exceed 24 days' attendance in any 1 calendar year; and they shall be reimbursed for their actual travel and other necessary expenses incurred in attending meetings and transacting the business of the Board.

H. Are agency members offered any special training opportunities? Is training required or voluntary?

All members are provided training with respect to the State Board's procedures, policy manual, and responsibilities. They also receive information regarding FOIA and conflicts of interest from the DAG representing the Board. As a member of NASBE, we are able to send two new Board members free of charge each year to new board member training with board members from state boards across the country. We routinely look for opportunities for members to learn more and receive additional training regarding areas of policy before the Board. We utilize our memberships in NASBE, NACSA, and ECS to achieve some of this professional development with respect to content matters.

I. Please explain how agency members avoid conflicts of interest.

Board members take an oath of office and have oversight from the public integrity commission. Additionally, they are able to regularly receive guidance and counsel from the DAG assigned to the Board with respect to actions they take as a Board member.

Section VI: Agency Staff

A. What is the size of the staff assisting the agency? How many are merit employees and how many are appointed?

The SBE is assigned one staff person, which is funded through their annual budget allocation. That person is their Executive Director. Additionally, the Department of Education assigns one staff person for administrative support to the Board.

B. How many temporary or contractual workers were employed by or working for the agency during the previous two and current fiscal years?

The Board has hired summer interns each of the past three summers. We participated in the Educators as Catalysts summer intern program through the DOE, hired a summer fellow from UD, educators from Delaware schools, and have had an Ed Pioneer fellow work with the SBE

office. Additionally, we contributed to or fully funded contracts with organizations or companies to complete several studies and projects involving research and program analysis. Lastly, we contracted with an independent contractor to assist the SBE with press releases and publications, due to limitations of time and capacity of the existing allocated staffing in the SBE office. See attached contracts in Appendix J.

C. Is the effectiveness of the agency hindered by a lack of staff assistance? Please explain. What steps, if any, have been taken to address any staffing issues?

As stated before, the staff of the SBE work until the necessary work is completed, this is often well outside of a normal 40 hour work week. The SBE President and Vice President have discussed with DOE the possibility of increasing or enhancing the SBE staff since 2010, but to date the only change made was to revise the one staff position from a policy analyst to an executive director and the Board has since used budgeted funds and/or grant funds to hire interns, fellows, and contracted services.

D. How is staff recruited and hired? Is there an orientation session for new hires?

The last time a staff person was hired was in July 2011. At that time the position was posted in the newspaper and on the state of Delaware employment site. The new employee orientation was with the Board President, legal counsel, administrative assistant, as well as the DOE new state employee training.

E. What training opportunities are available to staff?

Participation in the same training opportunities as available for Board members is available for staff. The Executive Director participates in the NASBE affiliate for State Board executives, NCSBEE (National Council of state Board of Education Executives) as well as participates in professional learning opportunities as available on pertinent issues before the Board.

F. Please highlight staff responsibilities to the agency and indicate who performs each. What percent of staff time is devoted to each of the responsibilities?

Staff Member Name	Responsibilities	Percentage of Time Devoted to Each Responsibility
Dani Moore, DOE Staff Person, assigned to State Board of Education as Administrative Support	<p>The following activities are done to support the State Board Executive Director</p> <ul style="list-style-type: none"> • Scheduling of meetings. • Handle correspondence and any correspondence drafted for the State Board. • Handle budget sheets for State Board budget. • Assist in meeting details for P-20 Council and its subcommittees. This includes but is not limited to meeting notices, notes and materials. • Assist in details for State Board Retreat. • Assist in details for State Board's biannual meeting with local board members. • Post agenda on the State Board's web page and State of Delaware calendar web page. 	100%, but individual items are not tracked for time needed. Staff to the Board works until all responsibilities outlined here are completed.

	<ul style="list-style-type: none"> • Maintain State Board web page. This includes keeping meeting schedule up to date, SBE bios, etc. • Handle travel arrangements, personal reimbursements, <p>Provide administrative support for the State Board of Education meetings.</p> <p>Attend all meetings, regular and special, and retreats of the State Board of Education.</p> <p>Various activities must be performed on a monthly basis, prior to the State Board meeting. The same must also be done for each special meeting. These include:</p> <ul style="list-style-type: none"> • Receive State Board of Education items from branches/units, etc. • Format agenda in draft form for review by State Board Executive Director, State Board President, Vice President and Secretary of Education at agenda meeting. • Post on eBoard site with back up materials. • Send agenda email. • Post all meeting notices as required according to law. This includes posting on the State Calendar website. • Make arrangements for presentations as well as refreshments for meeting guests. • Set up meeting room for each meeting. <p>Following activities are done after each monthly State Board meeting (and special meeting).</p> <ul style="list-style-type: none"> • Provide business office with SBE attendance for payroll purposes. • Type and distribute minutes of all State Board meetings. • Place previous month's meeting minutes on the web page. • Post previous month's meeting minutes on DOE State calendar <p>Type minutes to be reviewed by Executive Direction prior to sending to State Board.</p> <p>Provide administrative support for the State Board of Education President and its members.</p> <p>Activities to support the State Board of Education members include:</p> <ul style="list-style-type: none"> • Type correspondence for State Board President and other members of the State Board of Education. • Handle payment for meetings, travel arrangements and personal reimbursements for State Board members. • Provides assistance for special projects of State Board members. • Attend P-20 meetings and take notes. <p>Provide administrative support for the Secretary of Education and support leadership of Department.</p> <p>Activities to support the Secretary of Education and leadership of the Department include:</p> <ul style="list-style-type: none"> • All work activities associated with the P-20 Council and attend P-20 meetings. • Handle incoming phone calls, take messages and relay information to appropriate person. <p>Provide administrative support for the Deputy Attorney General assigned to the State Board of Education.</p> <p>Responsibilities associated with provide support for the Deputy Attorney General/legal counsel for the State Board include:</p> <ul style="list-style-type: none"> • Handles correspondence for the receipt of appeals that appear before the State Board of Education. • Contacts hearing officers of availability. 	
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	<ul style="list-style-type: none"> • Posting record for State Board members and mailing out position statements, record, etc. to parties involved. • Typing of letters to send out certified mail enclosing State Board's Decision and Order. • Contacts hearing officers about time sheets to submit for payment or by payment voucher. 	
<p>Donna Johnson, Executive Director</p> <p>This is the only State Board of Education staff supported by SBE budget and hired by SBE</p>	<p>Job Description as posted in 2011:</p> <p>The Executive Director provides visionary leadership and management of State Board of Education programs and initiatives in collaboration with key educational stakeholder groups; serves as the primary liaison to the Department of Education, Governor's Office, legislature, local education agencies and professional/advocacy units. The Executive Director is selected, evaluated, directed and serves at the pleasure of the SBE, but is housed in the Department of Education.</p> <p>Major Responsibilities:</p> <ul style="list-style-type: none"> ◆ Functions as the State Board of Education liaison to the Department of Education, Governor's Office, Professional Standards Board, State Legislature, LEAs, National organizations and other educational stakeholder groups. ◆ Drive visibility and advocacy of State Board programs and initiatives at local, state and national arenas. ◆ Develop and initiate SBE policy and legislative agenda, draft bills around SBE core initiatives and advocate for their passage into law. Serve as chief lobbyist for SBE on education legislation at the state and federal level ◆ Serve as the SBE representative on the Education Consortium and Charter School Accountability meetings ◆ Coordinate all efforts required by US DOE with regard to eligible agency provisions of the Federal Perkins Act ◆ Coordinate with School Boards and Charter School Boards workshops and professional development for strengthening Board knowledge and awareness of key education issues ◆ Advise and manage the State Board of Education in regards to educational policy development, analysis and review, including the annual evaluation of progress. ◆ Coordinate, plan, and implement State Board of Education agendas for meetings, work sessions and retreats. 	<p>100%, but individual items are not tracked for time needed. Staff to the Board works until all responsibilities and expectations outlined here are completed.</p>

	<ul style="list-style-type: none"> ◆ Represent the State Board on committees, state agencies, media and other units as appropriate and when designated by State Board Leadership. ◆ Consult and collaborate with State Board attorney and/or counsel as appropriate on State Board issues and matters. ◆ Assist Board Members in preparation and training for boardmanship, meetings, speaking assignments, etc. ◆ Assist in the preparation of senate confirmation hearings for new Board members, conduct new Board member training after confirmation ◆ Coordinate all technology support for online meeting tools and technology use by Board members and staff ◆ Manage all social media accounts on behalf of the SBE ◆ Apprise State Board of current and emerging educational research, national issues and trends. ◆ Serve as the information officer for the Board and provides communications link to other educational stakeholder groups. ◆ Conduct and oversee research and special projects for the State Board. ◆ Coordinate, plan, implement and provide follow-up for meetings of the P-20 Council and other committees convened by the State Board. ◆ Supervise and direct SBE administrative support. ◆ Supervise and coordinate SBE intern program ◆ Other duties as assigned. ◆ Some travel required. <p>Responsibilities as outlined in recent Performance Review by the SBE 2015:</p> <p><u>Goal 1:</u></p> <ul style="list-style-type: none"> - Collaborate and Communicate with DOE administration to further education initiatives and provide access to additional information needed to inform SBE on issues - Develop strong working relationships with key staff at DOE that work on key SBE Initiatives, including developing relationships with all core members of DOE leadership - Work on DOE Projects that further Delaware Education Plan Initiatives and SBE strategic plan initiatives which may be apart from DOE’s Education plan - Coordinate the voice of the Board into pertinent Delaware and national Education initiatives, including Literacy Initiatives, Educator Evaluation, Educator Preparation, College and Career ready standards, Next Generation Assessments, and State Accountability system development 	
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- Develop and strengthen relationships between SBE and Legislators, other elected officials, local and national stakeholders, and school/district leaders.
- Assist in the development of Agenda for the P-20 Council and coordinate Data Governance Committees
- Assist in development of comprehensive strategic plan and research agenda for P-20 Council that can enhance Delaware's education plan

Outcomes:

1) Develop a strong working relationship with leadership team members at DOE and the Governor's Office. Work directly with new Secretary of Education and all Associate Secretaries and Directors at DOE, new DASA association leadership, new DSBA leadership, district/school leaders, and the Governor's Education Policy Advisor to create partnerships that would further education initiatives within the Delaware Education Plan and the SBE Strategic Plan.

2) Work with others from DOE and stakeholder groups on ESEA flexibility amendment and responses to questions from US DOE and become a member of Academic Framework Work Group, Charter School Accountability Committee, DESS, Curriculum Cadre, Charter Performance Framework, CTE State Board Subcommittee, DCET workshops and webinars, PSB presentations, STEM Council, Multiple legislative task forces and initiatives such as SREO, CAECC, Financial Literacy task force, and Education Funding Improvement Commission and routinely collaborate with DOE and Governor's Office staff on regulatory and legislative policy initiatives.

4) Routinely provide feedback on proposed legislation to house and senate education committee members and specifically the chairs. Provide testimony and comment when necessary on behalf of the Board, advocate the board's position on key pieces of legislation as well as provide comment on the budget to the JFC.

3) Work closely with the Charter School office concerning renewals, formal reviews, modifications and new applications. Attend Charter School Accountability Committee meetings as well as charter public hearings and at times serving as the hearing officer of those proceedings.

4) Develop, in conjunction with the Secretary/Chief Academic Officer and Board President, the agenda for the P-20 Council meetings. Coordinate all presentations and subcommittees of the P-20 Council. Act as Data Governance Manager for the P-

	<p>20 Council, which is a liaison role between the Data Subcommittees and Data Stewards and the P-20 Council. Coordinate all communication between the P-20 Council chairs and the Council members.</p> <p>5) Provide feedback on draft legislation, present SBE legislative agenda to DOE, Governor’s Office, Chairs of House and Senate Education Committees, and legislative education advisors to congressional delegation – worked very closely with congressional delegation during passage of ESSA</p> <p>6) Strengthen relationships with policy leaders to become engaged in the development of legislation rather than just reacting to completed legislation.</p> <p>7) Speak at hearings and with legislators directly on legislation on behalf of the SBE and represent the SBE on the Education Consortium.</p> <p>8) Advocate on legislative issues on behalf of SBE with elected officials federal, state, and local.</p> <p>9) Strengthen relationship with our Congressional officials and their staff.</p> <p>10) Further expand stakeholder relationships with the SBE through interactions with Superintendents, Rodel, DSBA, PTA, DSEA, DASA, DCSN, ECS, NGA, Achieve, NASBE, NCSBEE, and other stakeholder groups.</p> <p>Goal 2: Further develop connections with the State Board of Education and the responsibilities of the executive director position as redesigned.</p> <p>Outcomes:</p> <p>1) Communicate regularly with each Board member, conduct weekly debrief sessions with Board President to communicate in a timely manner status of initiatives, events, and topics of relevance to the SBE and the SBE strategic plan.</p> <p>2) Develop a Monthly report for the Board members highlighting state and national references to policy and educational research aligned with items in the SBE strategic plan and legislative agenda. Publish this report as a resource for the public.</p> <p>3) Generate a draft budget for the SBE Budget Committee to review and present to full Board for approval, monitor the budget throughout the year, provide updates of the SBE budget and fund expenditures to Board members</p>	
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	<p>4) Work directly with Administrative Secretary to complete all necessary operations of the SBE</p> <p>5) Develop Agenda for each Board meeting in collaboration with the State Board and Secretary of Education, collaborate with key members of DOE staff and outside stakeholders, including schools, and outside organizations to organize presentations before the State Board.</p> <p>6) Participate on various committees as needed to represent the SBE – such as: AFWG, CTE Subcommittee, CAECC, EWG, Ed Consortium, DPAS Advisory Council, Director's Council, DESS, Data Privacy Task Force, Curriculum Cadre, Charter School Accountability Committee, EFIC, Financial Literacy and various initiative committees developed throughout the year to assist with implementation of education plan initiatives.</p> <p>7) Coordinate and participate in visits to schools and districts with Board members</p> <p>8) Maintain the Board’s communication outreach to local boards and community groups including use of the Twitter account</p> <p>9) Revise and update the SBE strategic plan, present to SBE at each retreat as well as track agenda items aligned to goals, and deliver annual presentation at public SBE meeting</p> <p>10) Supervise and mentor interns to the Board</p> <p><u>Goal 3:</u> Develop Professional Development for Board Members around retreats and Board initiatives. Fully plan and organize two retreats for Board members per year and provide professional development as needed during Board work sessions.</p> <p>Develop Professional Development Outreach initiatives to build knowledge base of other state and local policy leaders</p> <p><u>Outcomes:</u> Finalize the development and implementation of the SBE Strategic Plan</p> <p>Plan and implement two retreats with professional development on key issues the SBE’s strategic plan initiatives, further develop communication tools to aid the Board in using the strategic plan to guide their efforts, annual review of the strategic plan, and important research supporting education topics.</p>	
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	<p>Arrange for key Content experts, both state experts, as well as national experts, to present material to the SBE during Board retreats and work sessions</p> <p>Present policy summaries to the Board on research topics and action items</p> <p>Coordinate and develop SBE Professional development workshops on key issues aligned to SBE strategic plan</p> <p><u>Goal 4:</u> Directly Liaison with the Charter Authorization process. Develop regulations, processes, and train stakeholders in the new requirements within Delaware’s Charter law</p> <p>Advocate and work to move the academic framework to use state-wide in the state accountability system</p> <p><u>Outcomes:</u> Work with the Charter Office every week to further the implementation and development of the methodology documents to support the Performance Framework</p> <p>Work directly with Charter Office Staff/Public Impact on Academic framework data for all schools in the state.</p> <p>Finalize development of an Alternate Framework for Schools serving primarily special populations</p> <p>Co-present the items to the Board, charter community, and other stakeholders</p> <p>Help draft regulatory change that would incorporate the changes to the Charter law</p> <p>Present and discuss the Academic Framework with stakeholders statewide</p> <p>Aid in development of ESEA Waiver to incorporate the shift to use of multiple measures within the Academic Framework as the major focus in the state Accountability system</p> <p>Begin the research necessary to build transitions from DCAS to Smarter Balanced in terms of growth calculations and changes to the Academic Framework</p> <p>Develop a strong working relationship with Charter School Director and collaborate with their office on these issues as much as possible.</p>	
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Meet regularly with the executive director of the Charter Schools network to keep the lines of communication and dialog flowing throughout this process as well as the charter authorization process.

Goal 5:

Improve the efficiencies of the SBE to a paper-free meetings format and assist SBE in Phase II of their electronic communication initiative

Outcomes:

- Posting of documents, agendas, and minutes in new eBoard meetings platform – all aligned with the SBE strategic plan
- Assist DOE members in making the new paper-free and technology tools more efficient in their use to support Board initiatives
- Assist in updates to eBoard meeting portal website and redesign the SBE website to have its own existence beyond the DOE umbrella
- Communicate on behalf of the board with social media and engage the community in the work of the board, driving them to the resources provided on our website.
- Continue to improve upon the implementation of the SBE technology and paper-free meeting initiative, including the collaboration with DTI to develop a specific SBE web address and coordinate its linkage with eBoard.

Goal 6:

Develop a process & procedures (including written resources) for on-boarding new State Board members and assist with the transition for all new members to the State Board

Outcomes:

- Assist in preparation for confirmation hearings
- Educate new Board members in the Board procedures, goals, missions, vision, and strategic plan
- Provide continued support to all Board members on these initiatives

Goal 7:

Develop strong connections with our National Affiliates and professional organizations: NASBE, NGA, NACSA, Achieve, ECS, etc in order to further the SBE Mission and Vision in the Strategic Plan

Additionally, participation in these opportunities enhances my professional knowledge in areas in which I will support the SBE and work with the P-20 Council and DOE

Outcomes:

- Participate in NASBE Board of Director events
- Began serving as President of the NCSBEE organization in July 2013 – October 2016
- Attend ECS Conferences to further the SBE strategic plan work

	<ul style="list-style-type: none"> • Work with NGA, CCSSO, and others to further additional initiatives of SBE, P-20, and the Department <p><u>Goal 8:</u> Develop a literacy campaign to be acted upon and advocated for by the SBE</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • Develop Literacy Campaign • Present Literacy Campaign at SBE meeting and to relevant stakeholder groups • Develop actionable policy briefs associated with each of the aspects • Work with NGA, ECS, DOE, OEL, Early Childhood Council, and others to further these initiatives <p><u>Goal 9:</u> Build upon the development of relationships with the new core DOE leadership, Strengthen SBE Relations with Legislators, including House and Senate Education Committee Chairs and members, Elected Officials, local and national stakeholders, and district/school leaders.</p> <p>Continue to coordinate the voice of the Board into pertinent Delaware and national Education initiatives, such as Career Technical Education, Educator Evaluation, College & Career readiness and State Accountability initiatives.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • Assist the Board in transition of new Board members, new Secretary and DOE leadership, as well as new Governor and potential new legislators. • Guide the SBE through the process of review by the Joint Sunset Committee to review and address operational efficiencies and governance structures • Amend and further develop the SBE strategic plan, policy agenda and development of SBE evaluation tool. • Revise and implement the SBE legislative and Policy agenda to be aligned with our strategic plan and share with other policy leaders to develop common areas of focus for collective support • Provide additional website updates and integrate social media feeds as the State and DTI make adjustments to the uniform look and feel for all state agency sites <p><u>Goal 10:</u> Update policy areas to shift from use of DSSF to development and submission of a revised DSSF in accordance with ESSA requirements, provide research and advocacy in the development of a metrics for use in both the DSSF as well as an alternate DSSF, further develop the details and implementation initiatives associated with the Literacy Campaign, work with the charter office and stakeholders to implement revisions to performance framework as well as any</p>	
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	<p>new application and review processes, help develop and implement the compensation reform initiative, and new CTE changes to state plan as needed</p> <p>Increase the opportunities for SBE outreach and professional development series with stakeholder groups through multiple media. Continue to provide SBE PD that supports technology initiatives as well as necessary content and policy items.</p> <p><u>Outcomes:</u></p> <ul style="list-style-type: none"> • Plan and host workshops for local policy leaders related to key education policy initiatives aligned with our strategic plan • Finalize and help implement changes to state accountability system to align with ESSA • Help coordinate and facilitate the development of the policy actions resulting from the Compensation Reform, Data Privacy, Educator Evaluation, Education Funding Reform, and Financial Literacy task forces. Including working with the Governor’s Office, DOE, and other stakeholders to develop and pass legislation/regulation in these areas • Finalize and bring to fruition changes to charter law that will improve charter school authorization practice • Enhance Board members ability to use additional components of paper-free meeting practices • Coordinate new Board member transition and re-appointment process with new schedule for Boards and Commissions appointments 	
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Section VII: Licensing Process

A. Please list each of the licenses, certificates, or approval notices that the agency issues and include the following information:

- **Indicate how many are currently licensed, and whether an individual or institution receives the license.**
- **Standard date of and requirements for renewal.**
- **Criteria for determining qualifications for licensure.**
- **Period for which a license is valid.**

The State Board of Education approves regulations related to educator Licensure and Certification and approves the assessments used in the licensure process, however, the Board does not convey licenses or certifications, nor does it administer the assessments. This section is not applicable to the State Board

B. Please provide the following data for each license, certificate, or approval notice issued by the agency during the last three (3) calendar years (include additional charts, if necessary):

Name of License #1 issued by the agency: Not Applicable

	# of License Applications Received	# of License Applications Approved	# of Licenses Issued	# of Licenses Rejected	# of Licenses Revoked
Calendar Year 2014					
Calendar Year 2015					
Calendar Year 2016					

Name of License #2 issued by the agency:

	# of License Applications Received	# of License Applications Approved	# of Licenses Issued	# of Licenses Rejected	# of Licenses Revoked
Calendar Year 2014					
Calendar Year 2015					
Calendar Year 2016					

C. If an examination is needed to obtain a license, please address the following questions:
Not Applicable

- 1. Is the examination written, oral, or both?**
- 2. Is a standardized national examination used?**
- 3. Who develops and scores the exam?**
- 4. Are all aspects of the examination validated?**
- 5. Who administers the exam, where is it administered, and how often is the exam given?**

6. During each of the previous three calendar years, how many persons sat for an exam, and of those, how many successfully passed?

D. Please provide a list of all states and jurisdictions that have licensing reciprocity or endorsement agreements with Delaware. Does the agency require a signed agreement or endorsement from another state or jurisdiction before a Delaware license is issued?

Section VIII: Complaint and Disciplinary Process

A. Please describe in detail the complaint process utilized to resolve disputes between the agency and the public, including how complaints are filed, who investigates complaints, and how long investigations proceed.

The State Board does not hear or receive official complaints. We do hear appeals to actions of the local or charter board or the DIAA Board. The Board has heard 19 appeals over the past three years and just recently had one more filed which will be heard in the designated timeline and be completed before the end of the calendar year. We pay for the hearing officer and any associated fees dealing with such appeals from our state budget allocation. Those hearings are held in accordance with the Appeal process, but these are not “complaints.” This process is fully outlined in the State Board’s Procedures Manual and posted on the home page of our website:

www.destateboarded.k12.de.us

SBE [Appeals Form](#)

- **[Hearing Procedures and Rules](#)** (Appendix B from the Procedures Manual)

The Board office as well as Board members do often receive complaints from individuals regarding school operations, department procedures, or district actions. The process for handling these complaints is to gather information from the caller or email and provide the person with the appropriate entity to address their complaint as well as information that will assist them in their request. We also then notify the school, district, or department area of the complaint received and ask them to reach out to the individual directly to attempt to address the issue.

B. What are some of the most common complaints received by the agency? Please identify where the complaints originate (i.e., public, media, Attorney General’s Office, consumer groups, etc.).

Not Applicable

C. Provide the following complaint data for calendar years 2014, 2015, 2016 (to date): Not Applicable

	Calendar Year 2014	Calendar Year 2015	Calendar Year 2016 (to date)
Total Number of Complaints Received by the Agency			
Total Number of Complaints Investigated			
Total Number of Complaints found to be Valid			
Total Number of Complaints Forwarded to the Attorney General			
Total Number of Complaints Resulting in Disciplinary Action			

1. Have all complaints filed with the Attorney General’s Office been resolved?

Not Applicable

2. What specific disciplinary actions were taken by the agency as a result of complaint investigations (license revocation, license suspension, formal reprimand, penalty, etc.)?

Not Applicable

D. Please describe in detail the process utilized for determining appropriate disciplinary actions that may be taken against individuals licensed or employed by the agency. Include the appeals process, if applicable.

Not Applicable

Section IX: Fiscal Information

A. Please provide the agency’s actual revenue for FY15 and FY16. Show the agency’s budgeted revenue for FY17. Also indicate the source of funds (general fund, special funds, federal funds, etc.).

Fiscal Year	Source(s)of Funds	Amount \$\$
FY17 (budgeted)*	General Fund	
\$223, 100.00	Outside funds: NASBE Grant (15,000) – arriving in November	TOTAL \$238, 100.00
FY16 (actual)	General Fund	
\$223, 100.00	Outside Grant Funds: NASBE Grant (\$15,000)	TOTAL \$238, 100.00
FY15 (actual)	General Fund	

\$223, 100.00	Outside Grant Funds: NASBE Grant: \$18,000 (2 separate grants)	TOTAL \$231, 100.00
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B. If the agency receives federal funds, including grants, please indicate the following:

- Total amount of federal funds
- Type of federal fund
- State/Federal Match Ratio
- State Share of Dollars
- Federal Share of Dollars

C. Please provide information on any fines or fees collected by the agency:

Description of Fine or Fee	Current Fine or Fee \$\$	Number of Persons or Entities Paying Fine or Fee	Fine or Fee Revenue \$\$	Where is the Fine or Fee Revenue Deposited (i.e., general fund, special fund)
Not Applicable				

D. Has the agency conducted a financial analysis to determine if the current fees are sufficient to cover the cost of the administrative activity related to each? Do the current fees or fines need to be updated or revised? Please explain, indicating whether the fees or charges can be changed directly by the agency or if legislative approval is required.

Not applicable – we do not collect fines or fees

E. Please provide the agency’s actual expenditures for FY15 and FY16. Show the agency’s budgeted expenditures for FY17. Also indicate the source of expenditures (general fund, special fund, federal fund, etc.).

Fiscal Year	Source(s)	Amount \$\$
FY17 (budgeted)	General Fund	

\$223,100.00		
		TOTAL
FY16 (actual) \$223,100.00	General Fund	
		TOTAL \$199,181.91
FY15 (actual) \$223,100.00	General Fund	
		TOTAL \$200,122.82

F. Provide a detailed breakdown of FY16 budgeted expenses. (Note can send Budget details as Separate Document due to formatting and recording differences – outlined below is the FSF outlined areas and related expenditures. Note PHRST payments for salaries, stipends, and OECs are not included in these amounts but is broken out separately in the Budget form and included below the FSF categories)

Line Item Appropriation 05191	Source(s)	Amount of Expenditures
Assoc. Dues and Conference Fees		38,564.00
Books and Publication		\$431.38
Computer Services		2,750.00
Computer Supplies		27.73
Fleet Rental		140.70
Food		2,919.13
Food Service		239.61
Lodging/ out of State		1,379.10
Meals out of State		77.30
Meals w/in state		18.90
Mileage/private Car/Out of State		146.80
Office Supplies		2,105.03
Other Professional Service		\$13,550.00
Other Rental		302.52
Other Travel/Out of State		269.00
Other Travel w/in State		40.50
Temporary Employment Service		5,675.00
Training		208.50
From PHRST (set asides)		
Salary (1 Education Associate)		90,472.72
OEC		27,523.72
HI		6,428.88
SBE Member Stipends		16,800.00
Member Stipend OEC		1,565.76

		TOTAL \$214,343.38

G. Within the last three fiscal years, have there been any external factors that have positively or negatively impacted the agency’s revenue or expenditures?

Yes, over the past three years the Board has had the opportunity to apply for and received grants from NASBE to increase the number of professional development workshops, stakeholder outreach, and research enacted by the Board. Without these funds, we would not have been able to do this work. In the past three years, we have received \$48,000 in grant funds and as a grant recipient, we have also had professional development made available to grant team members which was paid for by the granting institution, NASBE. This is above and beyond the funds provided in the grant, which provides even more resources and access to professional development for SBE members, staff, and grant team members.

Section X: Justification and Need for Existence

A. What conditions, situations, or problems existed prior to the creation of the agency that directly led to its creation? Please provide specific examples.

The state initially established the state board as a governance structure over its diverse public education system. That need has not changed. If anything it is actually needed even more now. The role of the State board as the citizens’ voice in education policy is sounds quite simplistic, however the State Board of Education serves as a Board of policy makers, Advocates for Education, Advocates for students, Liaisons to other stakeholders, and a consensus builder.

The State Board brings a balanced non-politicized approach to the table to serve as an unbiased body focused on the long term vision and needs of public education building opportunities and policies that will further enable students to have access to a world class education system and be prepared to lead full and product lives in their future, which will be a society quite different in demands of its workforce than we live in now.

The State Board is the balancing voice in decisions and actions with respect to education. They continually advocate for the development of the whole child through policies related to learning, teaching, and never forget to emphasize community engagement. They also are the independent lens reviewing research and evidenced based practices before finalizing policy decisions. They do not simply hear from one side of an issue and continually look to build consensus so that we can as a state work together to improve education not work in silos or in opposition.

B. To what extent has each of these conditions, situations, or problems been alleviated by the existence and functioning of the agency? Please provide specific examples.

Given that this entity existed in 1875 and after different variations, they game back to a strong Board of Education design in 1921 and when the Department of Education was created in 1997, they recognized the need to maintain and at that time create the balance in decision making by having both a Cabinet Secretary and a citizens’ board with shared decision making responsibilities, the need for the existence of a State Board of Education is not new nor is it alleviating a specific problem, but instead was a manner of governance utilized in our system, as well as utilized by 48 other states.

The responsibilities of the state board with respect to governance and policy in education will exist for the foreseeable future, this is not a short term need. As one can see from the number of action items completed each year by the Board and in depth policy discussions before the state board at meetings, combined with the outreach and stakeholder engagement that the Board has undertaken to address these issues and share information with the state, the work of the State Board of Education is not diminishing but it is making a difference in both access to information, level of discussion, and general awareness of key issues before us.

C. Is it likely that the conditions, situations, or problems will recur or worsen in the absence of the agency?

Yes, if the agency did not exist there would not be an identified agency for many of the responsibilities of the Board in code and there is not another entity that would be eligible to step in and take on those responsibilities. There would not be an independent voice providing assent to the many policies decisions outlined in code now. Often times the language in law says approval of the Secretary with the assent of the state board of education, or in the case of the professional standards board and DIAA it is final approval of or assent to their decisions by the State Board of Education. This was established to have a balancing voice, the voice of a board made up of citizens of Delaware, balanced geographically, without a political allegiance. The issues related to education are not going away, we have even more students in our public schools now than ever before, we have more educators in our schools, and we have more challenges in preparing our students to be successful for their futures. We need the voice of the State Board of Education in addition to all of the voices standing up for the best interests of our students more now than ever before.

D. Are there any recent conditions, situations, or problems that further justify the need for the agency's existence?

The ongoing work of the State Board of Education is not a short term issue but is a long standing issue that is integral to the fabric of our state and our history. Most recently, we saw the fact that the State Board of Education was deemed by the US Department of Education as the only eligible agency in the state to be named under the federal Perkins Act.

We also have seen recently the role the State Board plays in the district and charter boards and DIAA appeals process; there is not another entity that can do that work. And most recently, with respect to school district boundaries, there is not another entity that is permitted to change school district boundaries or school board election district boundaries. Additionally, throughout Delaware statute there are requirements for assent of the State Board of Education as the final approving body for regulations, licensure/certification regulations, charter approvals, and some federal applications to US Dept. of Education. Over the past 8 years, while much has changed on the education landscape, the State Board of Education has been the one constant in the area of governance and policy making, Secretaries of Education have changed, Governors change, staff at the DOE have changed, district superintendents have changed; but this State Board of Education has stayed relatively constant, with a few positions changing in recent years, but for the most part this has been the one constant that has held the course of all of these transitions. This is due in large part to their staggered terms and provides a much needed and welcome sense of consistency as well as knowledgebase from which to build upon throughout these transitions. That level of consistency is necessary as we make sure that we understand how we got here, where we came from, understand the discussions and

compromises that were made along the way but also stand firmly committed to doing what is in the best interest of students and improving opportunities for learning in Delaware. The State Board of Education is that constant for our state and we look forward to this review as an opportunity for others to further understand it as well as help it improve and be a better, stronger, more efficient State Board of Education.

Thank you for taking the time to complete the Joint Sunset Committee Performance Review Questionnaire. Each person who has assisted with its completion should sign their name below.

Donna R. Johnson
Signature: Name and Title

10/17/16
Date

Dani L. Moore
Signature: Name and Title

10/17/16
Date

Teri Dawn Gray
Signature: Name and Title

10/17/16
Date

Robert M. [Signature]
Signature of the Deputy Attorney General assigned to the agency

10-17-16
Date