

# Annual Report To Our Community



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**Celebrating Education:**  
Stories of Teaching,  
Learning, and  
Leading

# Mission, Vision, & Beliefs



## Mission

The mission of Delaware County Intermediate Unit, a regional service agency, is to provide leadership in the development and delivery of quality, cost-effective programs and services to school communities.



## Vision

DCIU empowers partnerships that drive, create, inspire, and understand excellence in education. DCIU:

- **Drives** strategic forward movement
- **Creates** dynamic innovative solutions
- **Inspires** limitless possibilities
- **Understands** challenges and aspirations



## Beliefs

We believe in our commitment to provide diverse and flexible educational programs and services within a safe environment by fostering the development of learning communities of integrity and excellence.

We believe in promoting forward thinking, creativity, partnerships, and in encouraging positive change.

We believe in maintaining an entrepreneurial spirit while developing meaningful goals and actions that indicate the success of our mission.





# Strategic Goals



## Strategic Goals

### Financial Stewardship

DCIU delivers exceptional bottom-line values to its districts to address the financial pressures they face. Our budgeting and financial practices are based on program and service needs, accounting integrity, and transparency within and outside of DCIU.

### Student-Centered Learning

DCIU provides student-centered learning for students of all ages. Our organization models seamless, student-centered educational experiences from birth through adulthood in its niche areas of education, including career and technical, early childhood, ESL, and special education. We offer innovative, research-based professional development, including continuous professional education and university-based coursework.

### Market-Based Business Model

DCIU is attuned to the current and future needs of districts and other customers. It operates using an enterprise, market-driven business model to achieve purposeful social and educational outcomes. Through the creation of an Innovation Fund, DCIU creatively functions as an educational engine for Delaware County. We provide excellence in service at competitive pricing.

### Excellence in Service

Everything we do is dedicated to exceeding expectations and building long-lasting, collaborative, and trusting relationships.



# A Letter to Our Community

From the Board President and Executive Director



***"Education is for improving the lives of others and for leaving our community and world better than you found it." - Marian Wright Edelman***

Dear Friends,

At the Delaware County Intermediate Unit (DCIU), we strive not only to see the needs of our community but also to respond to those needs to help make their lives a little better. We do so by providing leadership in the development and delivery of cost-effective educational programs and services that enrich and enhance teaching and learning, as stated in our mission. Our vision - to empower partnerships that inspire excellence in education - compels us to drive strategic forward movement in our programs and services to better meet the needs of our schools and community; create dynamic, innovative solutions for our stakeholders, students, and staff; inspire limitless possibilities and innovative new ideas and solutions; and understand and respond to the challenges and aspirations of our stakeholders, schools, students, and families in the most cost-effective way, all for the benefit of the students, families, and schools, and communities we are honored to serve.

Through our vision, we aim to create an organizational blueprint that aligns all stakeholders in a shared direction, and we urge them to invest in the organization's future with an understanding of their purpose and the quality of their daily work.



Within the pages of this annual report, you will see many stories of teaching, learning, leading, accomplishments, innovation, and success highlighting our hard-working staff and students who strive so diligently to make our vision a reality. Each year, we develop goals and action plans so that we can measure our progress toward that vision. We remain committed to working together with our partners to accomplish our strategic goals of financial stewardship, student-centered learning, operating using a market-based business model, and excellence in service as we focus on living our vision.

For example, our Information Technology Department (IT) opened an IT Repair Shop to help school districts with Chromebook cleaning and repairs. Due to the COVID-19 pandemic and the resulting school closures, districts were able to provide their students with Chromebooks and other technology to use while attending school virtually. That one-to-one practice continues with school being in person again. Once schools collect the technology at the end of the school year, our Repair Shop provides a valuable service by sanitizing and repairing Chromebooks. DCIU saw a need and responded. Opened on June 1, 2022, the Repair Shop now employs fourteen people, including Delaware County Technical Schools (DCTS) student interns and full-time staff.

As another example, the Teaching and Learning Department, and its Delco Student Forum, brought together over 300 people in the spring for a student-led symposium entitled ***Delco Under Construction: The Work Starts With Us***. This event was the culmination of yearlong planning and work by 45 high school students from each of the county's 15 public school districts. The purpose of the symposium was to discuss important student-selected issues that are impacting students' lives, community, and the world, and how through conversation, common ground, and understanding, we can all make a difference. It was a highly impactful event and another example of how, in the wake of political discourse around educational equity, critical race theory, and other hot-button topics, DCIU saw a need and, true to its vision, empowered students to exercise their voice.

Finally, these and the other accomplishments contained within come about only through the hard work of our students, staff, and administration, as well as through the guidance and vision of our DCIU Board of Directors and the support of our partners. We know that in order to achieve our vision, we must garner a wholehearted buy-in from everyone responsible for executing it. This means everyone working together to bring that vision to fruition.

We are truly grateful to the DCIU Board, administration, staff, students, and partners for embracing our mission, supporting our efforts, working hard to carry out our vision and strategic goals, and demonstrating their buy-in daily. We want to express our heartfelt thank you to all for a successful (yet challenging) 2021-22; we look forward to an even more impactful 2022-23 school year.

**Tracy Karwoski**  
Board President



**Maria Edelberg, Ed.D.**  
Executive Director



# Teaching



DCTS Building Trades

## **Moving Toward Simulations in Industry Areas at DCTS**

Through CARES/COVID-19 and Equipment Grant funding, DCTS purchased equipment to provide students additional opportunities to replicate experiences in their technical field. The Health Sciences program created new simulation lab areas, which included simulator equipment that could replicate various medical conditions like high fevers, high blood pressure, and severe burns that students needed to respond to and treat correctly. The Welding and Collision programs used welding simulators to create experiences similar to what a worker needed to fix in these fields. Using simulators in the various technical programs allowed students to develop and practice their skills in a safe environment that can be changed to create many new learning opportunities.

## **Parent/Child Workshops through Related Services**

Related Services staff are participating in parent/child workshops called "1, 2, 3 Play with Me" at the Lansdowne Public Library through the Family Place Library Network. This initiative focuses on the importance of early childhood development and seeks to support families during this critical time. The workshops are informal, registered events where a small group of caregivers and their children get to play, socialize, and speak with local resource professionals. The focus is on giving access to resources, modeling behaviors, and teaching parents strategies to best serve their child's needs to keep them healthy, happy, and ready for school. The Assistant Speech-Language Supervisor participated in a workshop on June 6 to share information about the DCIU, provide resources and handouts related to speech and language development, and explain the referral process for students in need of an evaluation.



## Return of Social Experiences at Head Start

The DCIU Head Start Program continued to serve children from birth through five, providing quality educational experiences and helping them grow their first social experience since the COVID-19 pandemic. Some of the children had never been around children their age before. The program cared for and educated the children while helping their families access local resources to better themselves and gain a head start in the next steps in their path to being successful as a family unit. While many days during the heart of the pandemic may have felt heavy for many reasons, the staff kept the program moving forward. Each day, they arrived to develop new ideas, create spaces of care and fun, inspire the children and their families, and understand in the process that many things may be different now while living and learning through the pandemic, but staff, students and families adapted and kept moving forward.

## Resuming Special Student Activities in Emotional Support Programs

Several student activities that had been either suspended or held virtually due to COVID-19 restrictions resumed in-person this year in the Emotional Support program. In addition to the honor roll/student recognition assemblies, students also saw the return of Fall Fun Day, Thanksgiving Feast, Holiday Shop, monthly spirit activities to promote the school community, Field Day, Lunar New Year, and School-wide Bingo. These events and activities provide a channel for reinforcing the lessons learned in the classroom as well as good behavior and are thus an important part of the Emotional Support program.

## Children and Families Learn to Garden with the Family Center

The Family Center hosted special daytime events for families while schools were closed for breaks and in-service days in the spring. Master Gardener, Ms. Mary, provided gardening lessons to the families and guided the families in planting activities. At the April event, held over Spring Break, there were 55 people in attendance, including many Head Start families, expanding the collaboration between both programs.



Head Start

"Education begins the moment we see children as innately wise and capable beings. Only then can we play along in their world."  
-Vince Gowmon

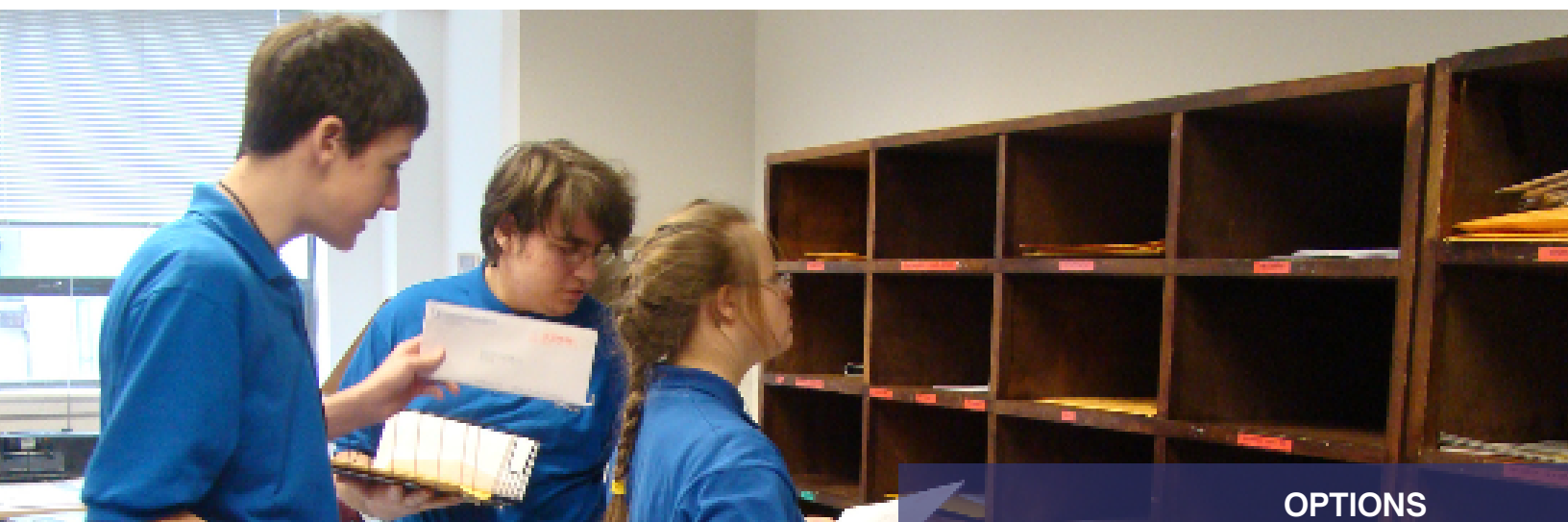
## Resources and Skills Support for OPTIONS Students

The Apartment Program successfully embraced 48 students across two apartment settings. The students were exposed to guest speakers and attended webinars to learn how to manage emotional stress and contact resources for mental health support. Individual mock interviews were scheduled via Zoom so students could practice techniques and gain insight into employer needs.

The Employability Program placed over 65 students across ten settings to gain practical work experience in actual community settings. Students attended work sessions up to three days a week throughout the school year, gaining knowledge from co-workers, managers, and employees in business settings. As their skills progressed, grant funding was available to place them in temporary paid positions, so their work ethic was rewarded. Students discovered how to process onboarding paperwork as they applied for positions, interviewed, and obtained mandated paperwork.

The travel training program worked with over 100 students teaching them to navigate using pedestrian safety. The students researched SEPTA schedules to identify the routes and modes of transportation used to travel to designated areas and learned how to obtain access to Customized Community Transportation (CCT) and independently ride SEPTA trains or buses with their reduced fare cards. Emphasis was placed on recognizing the masking and safety protocols for compliance mandates.

Finally, nearly 100 adults were served by the liaison, coordinator, and job coaches through the Office of Vocational Rehabilitation (OVR) and Office of Intellectual and Developmental Disabilities (OIDDD) grants. As a provider of OVR and OIDD, annual Individual Support Plan (ISP) meetings were held to develop goals for these individuals. From job developing and shadowing to interviewing and coaching, clients obtained new employment positions. Staff assisted them in gaining or retaining meaningful positions, so they could continue to be successful community members.





## Classroom Monitor Training through Teaching and Learning

In January 2022, DCIU received approval from PDE to conduct Classroom Monitor Training to support the passing of Act 91 in 2021. This act authorizes school entities to request the department to issue a classroom monitor permit, which allows an individual to deliver assignments that are preplanned by a professional employee or a temporary professional employee. Classroom monitors must complete training on classroom management provided by an intermediate unit and approved by PDE. A goal of this course is to help schools struggling with substitute teacher shortages.

## Job-embedded Coaching Support from Teaching and Learning

Teaching and Learning provided coaching support to educators at Head Start and PreK Counts classrooms and DCTS throughout spring 2022. Support for Head Start and PreK Counts classrooms focused on behavior coaching. The Teaching and Learning staff were proud to work collaboratively with our Head Start and PreK Counts programs to provide support to instructors, classroom staff, and students to increase positive behaviors and improve the classroom climate. At DCTS, Teaching and Learning coaches provided support in instructional strategies, classroom management, and embedding academic content within career and technical education lessons. Continued work with DCIU internal programs has been an incredibly rewarding experience for the Teaching and Learning team. Beyond DCIU programs, Teaching & Learning provided coaching support to school administrators in leadership and school climate and to teachers in the implementation of curriculum units developed by Teaching & Learning.



Family Center

**"Behind every good school there is at least one good leader with vision and a passionate desire to make things better."**

**-Brooks Publishing**

# Learning



Marple Education Center Color Day

## **Family-friendly Goals Lead to Positive Changes in Early Intervention**

DCIU is working towards writing more family-friendly, functional goals. Early Intervention staff attended training on functional goal writing in February, followed by Speech Therapists, Occupational Therapists (OT), and Physical Therapists (PT) in March. In March, the OT/PT Lead Therapist presented on Functional Goal Writing to Early Intervention Occupational and Physical Therapists. The presentation was interactive and well-received by colleagues. Positive changes in practice have occurred as a result.

## **Early Intervention Staff Trained in Sequential Oral Sensory Feeding Approach**

DCIU has received an increase in students with needs related to feeding. In response, an Early Intervention OT trained Speech Language Pathologists (SLPs) and OTs in the Sequential Oral Sensory (SOS) feeding approach, which integrates motor, oral, behavioral/learning, medical sensory, and nutritional factors and approaches to comprehensively evaluate and manage children with feeding/growth concerns. The SOS feeding therapy approach is based on and grounded in the "normal" development steps, stages, and skills of feeding found in typically developing children.

## **Equity Coalition Organized by Teaching and Learning**

Throughout the 2021-2022 school year, the Equity Coalition, comprised of representatives from each of the 15 districts, who are responsible for equity in their district, held collaborative sessions with Curriculum Directors and Human Resource Directors to engage in professional learning and dialogue about important equity topics in each group's specialized area, such as recruitment and retention of a diverse teacher workforce.



## **Focus on Culturally and Linguistically Responsive Service in Speech and Language**

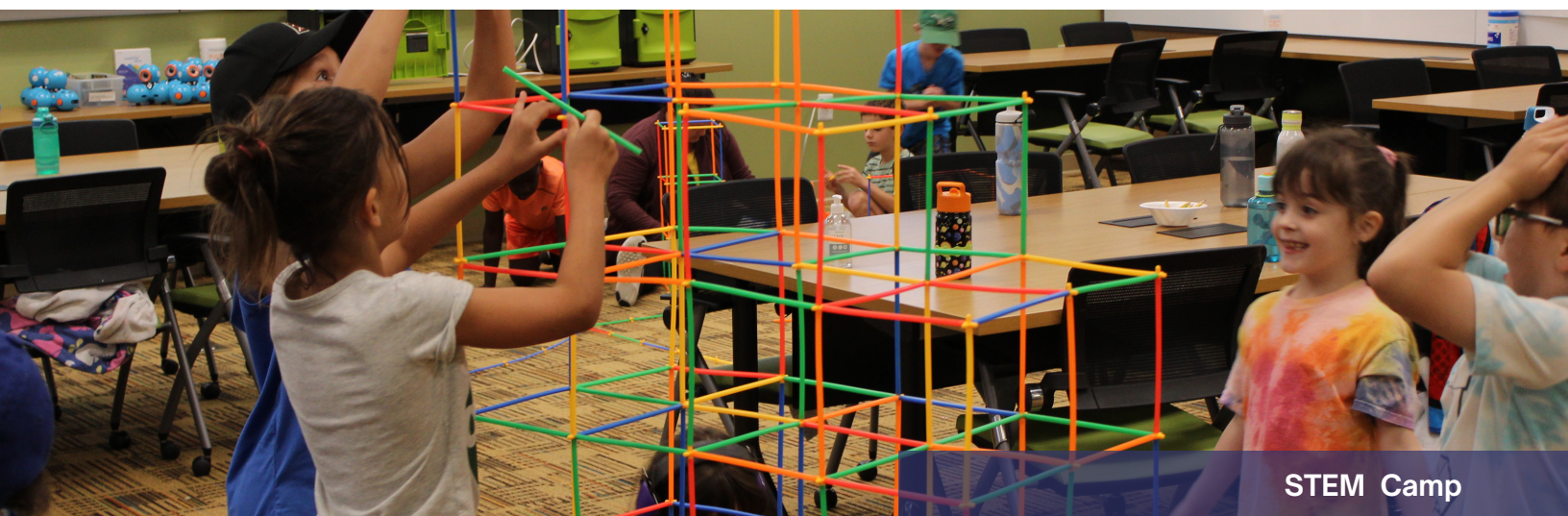
The Speech-Language Department continues its commitment to culturally and linguistically responsive assessment and instructional practices. Since the beginning of the school year, staff have participated in numerous trainings, engaged in open and collaborative discussions, discussed journal articles, increased the use of interpreters, expanded their use of multicultural materials and activities, and confronted their own biases. In addition, they have focused on four key elements when conducting evaluations for students from diverse backgrounds. As early childhood educators, they can best support linguistic and culturally diverse students and families by acknowledging and responding in a respectful manner to the importance of a child's home language and culture.

## **Accept Identify Move (AIM) Implemented in Emotional Support Program**

The Emotional Support program initiated the implementation of Accept Identify Move - AIM, which raised the bar for what best practice can be for children struggling with social discomfort, challenging behaviors, and the daily struggles with the life they must navigate. It introduces and blends together the concepts of Mindfulness, Acceptance, and Commitment Therapy, and Applied Behavior Analysis. Together, the approach seeks to improve the lives of children with or without disabilities who struggle with social and emotional challenges. Staff participated in over 25 hours of training on how to implement AIM with the students. The TCA staff worked directly with the creator of the AIM curriculum throughout the school year to implement the curriculum.

## **Complex Learner Institute Hosted by Teaching and Learning**

This was the first year the DCIU Teaching and Learning division planned and implemented the Complex Learner Institute, and over 50 teachers attended! There have also been requests following the Institute to hold the event within districts. This Institute's goal was to help teachers to learn and demonstrate different evidence-based strategies that increased the acquisition of communication, behavior, and instructional skills for students with complex learning needs.



**STEM Camp**

## Social Responsibility Conference

The Teaching and Learning and Student Services divisions partnered to collaboratively host a conference focused on Social Responsibility and the important roles educators must have to ensure safe and inclusive environments for ALL students. Seventy people attended this full-day conference with two national keynote speakers and multiple breakout sessions in the morning and afternoon on topics of inclusion, equity, diversity, and awareness in our practices.

## Teaching and Learning Welcomed Guest Presenter Page Keely

In June 2022, DCIU partnered with another intermediate unit to build the capacity of school leaders who will be preparing educators to implement the new science standards. Page Keely, award-winning national science expert, provided a 2-day training on the instructional shifts and disciplinary practices embedded in the 3-dimensional standards framework. To support school efforts, the STEM program introduced the STARS framework, a professional learning community that will support the needs assessment, material review, course/unit design, and capacity building.

## Strengthening Reading Interventions and Safety in Emotional Support Programs

Emotional Support program staff worked with the Teaching and Learning department to strengthen the program's reading interventions. Staff learned how to improve the teaching of reading across all curriculum areas and how to perform Socratic seminars. Staff were also trained in the Devereux Safe and Positive approaches. Several other staff members were trained as Safety-Care trainers to effectively prevent, minimize, and manage behavioral challenges with dignity and safety.





# Leading



El Hearing and Language

## **Staff Model on AAC Devices from Speech Language Pathologists**

During Better Hearing and Speech Month in May, Low Incidence Speech Language Pathologists ran a contest to recognize the month. They handed out raffle tickets all month when they observed staff independently modeling on students' AAC (Augmentative and Alternative Communication) devices or encouraging AAC use with students. They held a drawing and presented gift cards at the end of the month. In addition, an Early Intervention SLP presented to families on typical speech-language development and parent strategies.

## **OPTIONS Program Changes for Greater Efficiency**

The OPTIONS/Job Transition program made several changes this year for cost savings and efficiency, demonstrating ongoing fiscal responsibility. Changes include condensing students into two apartments instead of three, condensing enhanced and employability staff from three to one, and condensing the employment liaison coordinators to two instead of three. The flexibility of staff during the changes was greatly appreciated.

## **New IT Services for DCIU, Schools, and Community**

### **Cybersecurity**

In this time of increasing need for stronger cyber security, DCIU has implemented advanced cybersecurity services in the county to help schools better protect their critical systems and sensitive information from digital attacks. The services include cybersecurity audit and consulting, consortium-based pricing for advanced next-generation security solutions, and managed security services that include monitoring and remediation. The service offers around-the-clock (24x7 support) information security monitoring and management.

## **IT Repair Shop**

Thanks to a DCIU Board-approved Innovation Grant, DCIU's new IT Repair Shop began operating in June 2022. The Repair Shop's purpose is to provide IT repair services for the IU and schools' technology. The Repair Shop employs 14 FTEs (nine interns and five full-time staff) and has received about \$1.1 million in contracts. The team started off with a bang by working on the technology of two school districts and is working on garnering contracts with a few other districts and charter schools. The work entails removing the covers, wiping the technology down with sanitizing wipes, and disinfecting the technology using a UV light. They are also updating the operating systems and checking chargers, and untangling charger cords. The team is completed over \$400,000 worth of work by the end of August 2022.

## **Server and Disaster Recovery Hosting**

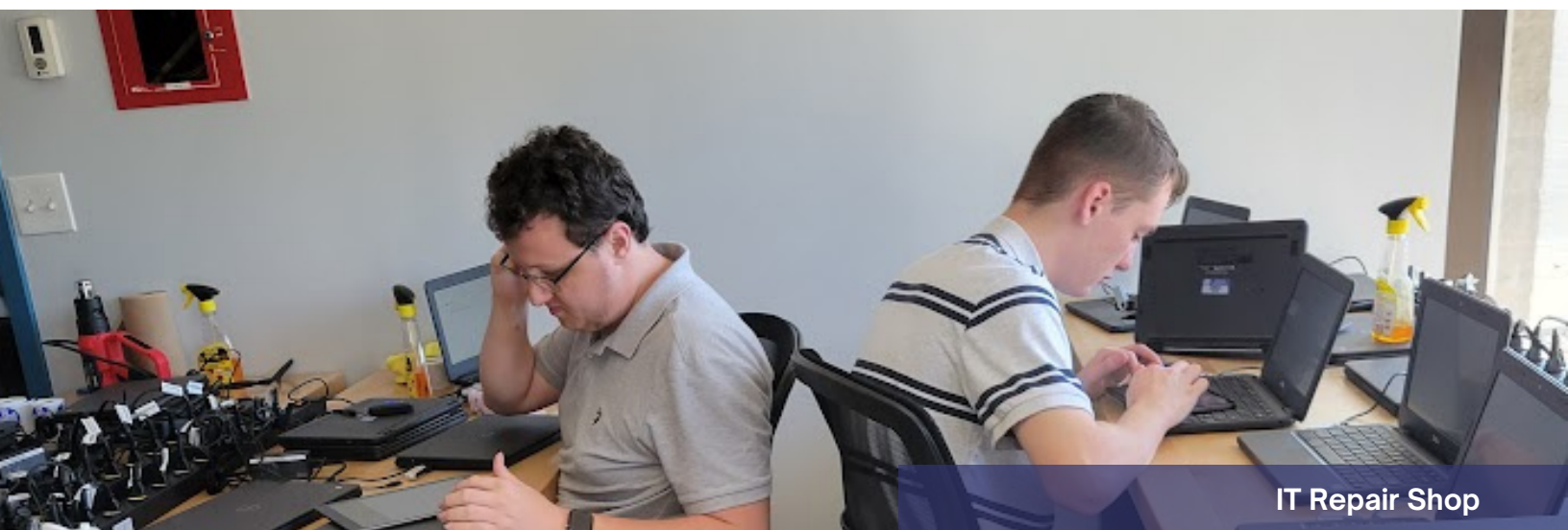
DCIU's IT Department developed cost-effective server and disaster recovery by hosting solutions for several entities in the county. The services, which are offered at a competitive cost, include VMWare-based server hosting services and VMware-based disaster recovery services with annual testing exercises.

## **New Online Application Launched for DCTS**

DCTS launched a new online application process this year. Over 1,300 students applied through the online process this year. A huge "thank you" goes to all the District Liaison Counselors from the participating high schools who helped their students through this new process.

## **DCTS Holds Virtual Open House**

DCTS continued offering prospective students and parents the opportunity to participate in virtual open houses to learn about the various technical programs available. Over 800 individuals participated in the open houses or viewed them after they were posted on the DCTS website.





## **Improved Safety and Security Implemented by Facilities**

The Facilities Department began implementing a card access system that will standardize building/door access across the organization. The upgrades will improve building security and accessibility for staff, students, and visitors.

## **Mindfulness Approaches Incorporated into the School Day at TCA**

To help reduce stress and anxiety, increase focus and self-regulation, and improve academic performance, TCA staff implemented mindfulness activities during the 21-22 school year. Each morning students were welcomed into their classrooms with soothing music, sounds of nature, or mindful and relaxing images on the smart board. In addition, the Crozer staff at TCA also implemented the Acceptance and Commitment Therapy (ACT) curriculum for group therapy. ACT is a unique, empirically-based psychological intervention that uses acceptance and mindfulness strategies and commitment and behavior change strategies.

## **Improved Systems and Structures within Student Services**

Student Services staff spent time creating systems and structures to support programming and increase efficiencies. The systems include a new attendance policy to support students and districts. Staff were surveyed to see what is working and created an action list to create a professional development plan for 2022-23. New systems also include a new IEP checklist, improved safety protocols, and supporting teachers in core curriculum. Finally, a newly improved intake process ensures that the team is fully aware of incoming students' needs and can plan accordingly.

## **Family Center and ELECT Increase Enrollment and Participation**

The Family Center Parents as Teachers program maintained full enrollment for the entire program year, and a waitlist had to be established. In addition, the ELECT program met its goal of serving an increased number of students; the program was funded to serve 92 students and ended up serving 94. Twenty-three ELECT students graduated this year, and 42 students were given holiday gifts from generous donors through the annual Adopt-a-Teen campaign.



## Early Head Start/Head Start Focus on Staff Wellness

The Early Head Start/Head Start team focused on staff wellness and aiding parents with handling increased stressors at home this year. One example is that the team worked with Head Start Policy Council to bring uniform shirts to families' homes to aid in "one less thing to worry about" when sending their children to learn. In addition, taking time for stress relief activities for staff was a recognized need, so professional development sessions were held to address this need. Group activities that were designed to help rejuvenate staff and find unique, healthy ways to stay fit and have fun took place during professional development. Taking care of one's self is crucial to managing on-the-job stress; this was emphasized throughout the year.

## Assistive Technology Outreach/Service Expansion from Teaching and Learning

The Assistive Technology (AT) services in Teaching and Learning brought on two new Training and Consultation Specialists this year, and the three-person team was able to support 123 referrals this school year - 43 in early education and 80 in school age. The team also refreshed the AT Lending Library, discarding obsolete devices and replenishing the library with more than a dozen state-of-the-art replacements. To increase awareness of the accessibility options housed in the AT Lending Library, the team took active steps. They created video clips highlighting devices and disseminated them through social media, including TikTok and Instagram, garnering thousands of hits and hundreds of followers. Additionally, they revamped the AT Lending Library digital platform, making it more attractive, informative, and user friendly.

## Legislative Relations

DCIU hosted several state legislators and public officials for various meetings and events and continued to keep stakeholders informed about education-related legislation through the coordination of the Delaware County School Boards Legislative Council, monthly legislative reports, special briefs, and events, such as the Legislative Breakfast.



Marple Education Center

"Leadership and learning are indispensable to each other."

- John F. Kennedy



## Regional Leadership in Equity

Teaching and Learning expanded its equity footprint this year, bringing new equity services and events to educators in Delaware County and beyond to establish DCIU as a leader in educational equity. This included hosting an event that featured Bernice King in collaboration with the West Chester School District and the Delaware Department of Education, providing "Equity 101" training in multiple districts, starting a school counselors professional learning community, and hosting the Student Symposium, which garnered attendance from all 15 school districts in Delaware County and several districts in the surrounding counties.

## Program Review Services Expand in Teaching and Learning

The Teaching and Learning team conducted seven program reviews during the 2021-22 school year, up from two program reviews in 2020-21. Program reviews were conducted in the areas of equity, multi-tiered systems of support, social-emotional learning, literacy and math, and engagement. The team also did smaller-scope reviews for districts on topics including school registration processes, secondary transition for IEP students, and school climate. Program reviews engage clients' stakeholders in focus groups, surveys, and site visits to collect and analyze data to be provided to districts in a final report with comprehensive recommendations to support strategic planning and growth.

## School Improvement Support to Schools

The Teaching and Learning team supported four schools with Comprehensive School Improvement (CSI) services and seven schools with Additional Targeted School Improvement (A-TSI). Teaching and Learning's support helped to meaningfully engage stakeholders in the design, implementation, and monitoring of continuous improvement and foster a culture of evidence-based policies and practices.



# Student Achievements



Student Symposium

## Emotional Support Students Graduate, Some Return to Districts

Four students in the Emotional Support program at the Aston Education Center received high school diplomas from their districts. Additionally, seven students are scheduled to return to their district programs with less restrictive placements for the 2022-23 school year, beginning with Extended School Year (ESY).

## Delco Student Forum Students Host First Student Symposium

The Delaware County Student Forum held its first annual symposium on May 18, 2022. The event was titled *Delco Under Construction: The Work Starts with Us*. Over 200 attendees enjoyed hearing from student panels and attended professional development sessions on social justice topics that were planned and presented by students. Students were supported by mentors, community partners, and the Teaching and Learning team members to plan and execute this amazing event. This culminating event was the product of work from 45 high school student representatives from all 15 school districts who met monthly to work in their self-selected areas of Activism, Race and Culture, LGBTQ+, Mental Health, and Climate Change. The student representatives, Equity Coalition, and school points of contact received STARS awards from the DCIU Board of Directors for the Student Symposium.

## DCTS Students Successful at Competitions

### HOSA Pennsylvania State Competition Winners

HOSA-Future Health Professionals is a global student-led organization whose mission is to promote career opportunities in the health industry and to enhance the delivery of quality health care to all people. This year, 408 students from DCTS participated in the local HOSA



sponsored activities and competitions. DCTS had 90 students compete at states. A total of 26 students won competitions at the Pennsylvania Leadership Conference. These 26 students and their advisors competed in the national competition in Nashville in June.

### **SkillsUSA District 2 Regional Competition Winners**

At the end of January, Delaware County Technical Schools hosted the regional SkillsUSA competition, with over 300 students from Bucks, Montgomery, Philadelphia, and Delaware Counties participating in the various events. SkillsUSA is a partnership of students, teachers, and industry representatives working together to ensure America has a skilled workforce. SkillsUSA provides educational programs, events, and competitions that support career and technical education in the nation's classrooms. DCTS had 41 regional competition winners. In total, DCTS had 24 first-place winners, 11 second-place winners, and 6 third-place winners.

Next year, DCTS will again be the host school for this regional competition. The DCTS students and staff did an outstanding job at hosting over 45 different competitions and over 300 students from Bucks, Montgomery, Philadelphia, and Delaware Counties this past year.

### **Making a Difference Awards**

DCIU, in partnership with the Delaware County Right to Education Task Force, hosted the annual Making a Difference Awards. Students and adults who have made significant contributions to the acceptance of individuals with disabilities were celebrated. Fifty-five students and 24 adults from Delaware County school districts were recognized at this virtual event. Nearly 200 people attended to witness these wonderful people receive their awards.



**DCTS Senior Awards**

"A true leader has the confidence to stand alone, the courage to make tough decisions, and the compassion to listen to the needs of others. He does not set out to be a leader, but becomes one by the equality of his actions and the integrity of his intent. "

-Douglas McArthur

## Student Competitions

### Delaware County Scripps Spelling Bee

DCIU held its sixth annual Delaware County Scripps Spelling Bee in February 2022. Fifty-two students from Delaware County elementary and middle schools competed for the honor of representing Delaware County at the Scripps National Spelling Bee near Washington, D.C. Pranav Anandh from Garnet Valley Middle School won this top spot and ultimately placed 23rd in the national competition, making him the highest ranked speller in Pennsylvania.

### Reading Olympics

More than 1,400 students on 119 teams from 14 districts and 12 nonpublic schools participated in Reading Olympics this year. This was our largest competition ever! The goal of Reading Olympics is to increase the quality and quantity of books students read for enjoyment. The Reading Olympics are primarily a celebration of reading rather than a contest. The teams generate much excitement about the reading event, and the experience is rewarding for everyone involved.

### Delaware County Science and Engineering Fair

Ninety-nine students in grades 6-12 from Delaware County participated in the 63rd Annual Delaware County Science and Engineering Fair. Each student participates in a sophisticated research project that focuses on science, technology, engineering, and mathematics topics in various categories. The Delaware County Science and Engineering Fair embraces a philosophy that students learn science by doing science.

### STEM Design Challenge

One hundred sixty-three students in grades 4-8 participated in the DCIU K'NEX STEM Design Challenge. The team from Paxon Hollow Middle School in Marple Newtown School District went on to earn 1st place in the statewide K'NEX STEM Design Challenge.





## **24 Challenge**

One hundred students participated in the 24 Challenge on May 24th (grades 4-5) and May 25th (grades 6-8). The 24 Challenge is a tournament-style competition organized around the 24 Game. Millions of students in more than 20 countries have participated since 1988. The 24 Challenge helps students be engaged and excited about math while honing their computation skills.

## **Governor's STEM Competition**

Seventeen students in grades 9-12 participated in the Governor's STEM Competition. The team from Haverford High School was recognized as 1st Runner-up in Division 2 at the statewide Governor's STEM Competition. Each year, the Governor's Office and the Pennsylvania Department of Education present a theme for the competition focused on exposing students to STEM-related jobs, skills, and concepts.

## **PA Media and Design Competition**

Forty-two students in grades 6-12 participated in the PA Media and Design Competition. This is an annual event that highlights students' application skills, creativity, and knowledge. Students can unleash their creativity, learn how to convey information more dynamically, and enhance the learning process.

## **Delco Hi-Q**

Delco Hi-Q is the nation's oldest continuous high school academic competition. Twenty-one high schools participate in Delco Hi-Q. Each school team has ten members, and each school hosts one contest during the regular season. Three teams compete at each regular season match, and there are three rounds in each match. The top three scoring teams compete for the championship; the team from Haverford High School emerged as the 2022 season winner. FMFCU is the primary sponsor of Delco-Hi-Q, while DCIU has been providing program management and production support for more than 20 years.



**Delco Student Forum**

## Youth Career Conference

Approximately 100 students from ten school districts participated in the 3rd annual Youth Career Conference. This conference was geared toward transition-aged students to help them with post-secondary planning and preparation work for experiences outside of school. Students participated in presentations from the Office of Vocational Rehabilitation (OVR), Voice and Vision, George Washington University's Transition Discoveries Team, the Parent and Education Advocacy Leadership Team, and a Q&A session with local employers.

## STEM Summer Camp

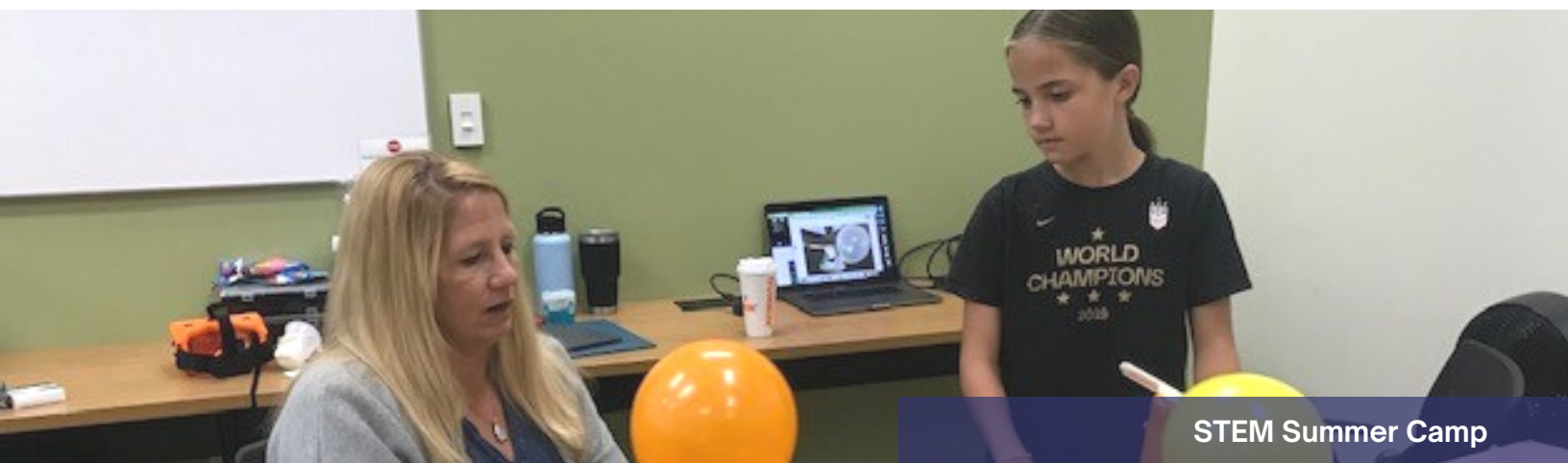
In summer 2022, the STEM Teaching & Learning Specialists offered DCIU's first ever STEM Summer Camp for elementary students. This two-week camp focused on fun and engaging STEM opportunities, including coding robots, engineering bubble wands and parachutes, augmented and virtual reality, and outdoor science.

## English Language Development (ELD) Camp

To accelerate language and content learning for English learners, the DCIU Title III Consortium provided the EL Summer Camp 2022. Eighty-seven rising 1st through 12th-grade students from seven districts registered to attend the 2-week camp. Students engaged in reading, writing, speaking, and listening activities focused on STEM-related topics through hands-on, interactive learning.

## TCA Students Serve the Community

Students worked on several service projects around the TCA campus. They worked in the garden, built furniture that was donated to a local nonprofit, and cleaned the TCA grounds. Culinary students helped prepare meals for board meetings and put together lunches for DCIU staff meetings. And, one Upper Darby graduating student was awarded a \$300 scholarship from the DCIU Education Association.



STEM Summer Camp

"Around here, we don't look backwards for very long... We keep moving forward, opening up new doors and doing new things because we're curious... and curiosity keeps leading us down new paths."

- Walt Disney



# Staff & Program Achievements



## **DCTS Increased Enrollment**

The Delaware County Technical Schools (DCTS) increased enrollment this year by over 100 students. With 1,186 students enrolled in programs, DCTS is the fifth-largest career and technical education program in Pennsylvania based on enrollment.

## **DCIU/DCTS Award-Winning Staff**

Congratulations to the following staff for their achievements and awards this year (these are just a few!):

- Nearly 50 DCIU staff members were recognized as STARS for their excellent work, kindness, commitment, and support to others.
- Teresa Magrann received the Franklin Mint Federal Credit Union Foundation Excellence in Teaching Award; Lauren Glova was the runner-up.
- Cathy Kildea was a recipient of the Delaware County Making a Difference Award.
- At the Employee Recognition Dinner in May, about 25 retirees were honored, along with 71 employees with milestone (20, 25, 30, 35, 40, 45) years of service .

## **New Safety-Care Trainers**

Karl Quirk, Krista Bussone, Matt White, Dave Bardwell, Tonya Hargrove, Sarah Ceccola, and Deanna Keyes all became Safety-Care trainers. This will allow them to train additional staff in Safety-Care, which provides the skills and competencies necessary to effectively prevent, minimize, and manage behavioral challenges with dignity and safety.

# Grants



Business Office Staff at the Education Foundation Golf Outing

## DCTS Grants

### The Carl D. Perkins Grant

The Carl D. Perkins Grant had a total allocation of \$1,254,179 for the 2021-2022 school year. The Perkins Grant is awarded to schools to develop career and technical skills along with the necessary math and literacy skills needed for students to successfully complete rigorous technical programs. The Perkins funding allowed us to provide additional math, literacy, special education, and counseling services for students in the various special population categories defined in the Perkins regulations.

### Supplemental Equipment Grant

DCTS received funding for equipment purchases through the Supplemental Equipment Grant in an amount of \$96,000. This equipment grant provided DCTS the opportunity to purchase equipment to prepare students for taking the NOCTI exam (industry testing) and achieving certification requirements. DCTS purchased equipment through this grant for the Engineering and Welding programs.

### Continuity of Education for Career and Technical Centers Grant II

The Continuity of Education for Career and Technical Centers Grant II was received by DCTS in the amount of \$433,443. The funding was used to offer additional technical program resources to allow for small group learning experiences and contracted staffing to assist students with skill development in their technical programs. The focus of this funding was to address needs of students impacted by COVID-19 related issues.



### **American Rescue Plan (ARP) Grant**

DCTS submitted our Annual Rescue Plan (ARP) Grant application for approval in the amount of \$942,739. One of the major components of the grant expenditures was to complete a program review of DCTS in the area of equity and climate. This review was conducted by the DCIU Teaching and Learning department throughout spring 2022. This review will allow DCTS to plan professional development and use the additional ARP grant resources to best meet the needs of our students over the next several years.

### **Speech Language Staff Grants**

DCIU Early Intervention Speech Language Pathologist Alison Gerber was awarded a grant in the amount of \$3,450 for her project entitled Robust Augmentative and Alternative Communication (AAC) Supports for the Autistic Support Classroom. Alison will use these funds to order three iPad devices with Touch Chat HD AAC with Word Power and TD Snap communication apps and protective cases for use within one of our Autistic Support classrooms as a tool to implement Aided Language Stimulation (also known as Aided Language Input or Aided Language Modeling). With the implementation of classroom-based high-tech AAC during daily activities, it is anticipated that the students with complex communication needs will expand their engagement and participation and increase their receptive and expressive language skills. Exposure to a high-tech robust communication system will provide opportunities for modeling increased vocabulary across various classroom activities.

### **ELECT and Family Center Grants**

For the 21-22 program year, the Project ELECT program received an increase in funding of \$52,000, bringing the total funding to \$381,000. The grant was extended for the 2022-23 year. In addition, the Family Center received a five-year extension of its grant.



## OPTIONS

The OPTIONS program received several grants. They include the Retail Therapy grant (\$5,000) from the TD Charitable Foundation for upgrades and enhancements to the Thrift Shop, which provides practical work experiences for students. The program also received a CCRES grant (\$3,000) to support the Low Vision Clinic, an FMFCU Foundation grant (\$500) for a dance program, and the Office of Workforce Development (OWD) grant continued for its second year for students.

## Early Head Start/Head Start

Early Head Start/Head Start completed year one of its newly acquired five year grant totaling \$7,978,498. The program also completed year three of its Early Head Start Child Care Partnership Grant partnered with Apple Pie, Smart from the Start, and Children's Garden child care centers funding totals \$1,496,612. We continue to make progress with our Pre K Counts grant which was funded for \$1,811,250. Year five of the Head Start Supplemental Assistance Program (HSSAP) totaling \$1,208,778 concluded this year and received approval for a new grant cycle.

## Teaching and Learning Grants

### Reading Olympics Education Foundation Grant

Teaching and Learning received a \$10,000 grant from the Delaware County Education Foundation to establish a Reading Olympics Library. This library will provide an opportunity for schools participating in Delaware County Reading Olympics to borrow any of the 50 books on the elementary, middle school, or high school Reading Olympics lists.

### Science Council Development Grant

DCIU, in partnership with another intermediate unit, received a \$20,000 grant from the Pennsylvania Department of education to support further capacity building and development of each county's respective Science Council. National science expert, Page Keeley, was brought in to conduct a joint workshop with the two counties. Over 50 educators from 20 LEAs attended.





## Reimagining Access and Mathematical Pathways (RAMP) to STEM

DCIU is the co-lead and fiscal agent of a successful \$500,000 PAsmart grant application. The Reimagining Access and Mathematical Pathways (RAMP) to STEM project brings together four school districts (Chester Upland, Interboro, Upper Darby, and William Penn) in Delaware County that serve underserved and underrepresented students to create county-wide math Communities of Practice (CoPs) that support math acceleration of high school juniors and seniors through dual enrollment at the Delaware County Community College. The CoPs will be facilitated by the Delaware County Intermediate Unit and partner organizations to support teachers and administrators in developing and supporting high school coursework that enables students' participation in dual enrollment courses. The CoPs will include professional development, peer collaboration, and coaching that are supplemental to current district practices and programming. Participating students will receive culturally relevant math instruction and will successfully complete a credit-bearing college math course prior to graduation from high school. The project will ensure that participating students have the requisite skills to pursue STEM-related post-secondary options, including college, careers, and apprenticeship programs.

## PA eSports Network

DCIU is a community partner on the \$500,000 PA eSports Network PAsmart grant. DCIU is excited to be among the intermediate units, industry partners, and community organizations that are partnering to support a statewide eSports Ecosystem. The three-pronged approach of the proposed initiative addresses issues of access and infrastructure, capacity building, and sustainability through the establishment of lendable mobile gaming options careers exploration, and an online framework of statewide cross-curricular resources.



DCTS

"Learning is a treasure that will follow its owner everywhere."

- Chinese Proverb

# Fiscal Responsibility



El Staff

## Joint Purchasing Program

Through the coordination of a joint purchasing program, DCIU produces over \$5.5 million in savings for member districts. More than 25 items are submitted for bids with the largest savings occurring in the area of energy purchasing, where efforts are coordinated over the four-county area. Savings cover countywide purchasing for fuel, gas, school, office, and custodial supplies.

## Delaware County Public Schools Healthcare Trust

The Delaware County Public Schools Healthcare Trust provides members approximately \$7 million in cost avoidance through Trust operations. In eight years of operations, the Trust has recognized a savings/cost avoidance of \$180 million for the participating members.



**\$5.5M**

saved for districts through  
the supply purchasing  
consortia.



**\$7M**

saved for 15 school districts  
and 34 municipalities through  
the healthcare consortia.



# 2021-22 Financial Summary

**\$132,071,596**



Total Revenues and Expenditures

5.88% increase



In state  
funding.\*

28.3% decrease

In federal  
funding.\*



0.00% change



In local district  
contribution.\*

\*As compared to the 2020-2021 annual report

## Expenditures



- Services for Students: \$97,646,358
- Operating Services: \$10,858,531
- Administrative Services: \$6,747,471
- Adult Education and Professional Development Services: \$5,885,861
- Capital Projects: \$5,117,254
- COVID-19 Services/Purchases: \$4,914,146
- Community Based Services: \$638,015
- Other Services: \$263,962

## Revenues



- State: \$38,251,076
- Services Purchased by Districts: \$33,862,147
- Federal: \$25,681,518
- Other Local: \$21,058,830
- COVID-19 Funding: \$7,255,965
- Tuition for Programs: \$5,076,365
- District Contribution: \$885,694

# Who We Served



## Early Childhood Education

**2,897**

children served through early childhood education programs, including Early Intervention, Head Start, Hearing & Language, and Speech & Language.



## School-aged Students

**7,034**

students served through school-aged education programs, including Low Incidence, Emotional Support, OPTIONS, Occupational/Physical Therapy, Hearing & Language, Speech & Language, ELECT, Nonpublic - Act 89, Delaware County Technical Schools, and student events and competitions.



## Adult Education Programs

**7,528**

adults served through adult education programs, including professional development, coaching and consultation, graduate and continuing professional education (CPE) courses, and online training.



# Board of Directors



**Fred Green**  
Chester Upland  
School District



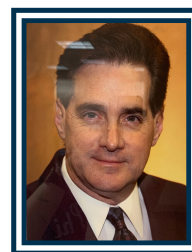
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School District



**Kristin Larsen**  
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Ridley  
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Southeast  
School District



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School District



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School District



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Wallingford-Swarthmore  
School District



**Joi Hopkins**  
William Penn  
School District

