

# Resiliency

in the face of

# COVID-19



# A MESSAGE FROM THE BOARD PRESIDENT

## The Heart of Resilience

Resilience is the capacity to recover quickly from difficulties and withstand stress. Having resilience means being capable of adapting to and overcoming changes. Our resilience is tested when something severe happens, particularly if it was unexpected and beyond our control. The more resilient we are, the better we are able to bounce back and keep going.



Resilience starts with the heart. The administration, staff, students and the entire DCIU community showed just how open-hearted and resilient they were in the spring of 2020, when faced with the COVID-19 pandemic, the likes of which none of us has seen before. This pandemic truly has had a profound impact on our lives, of which we may be feeling the effects for years to come.

I applaud the efforts of our administrators and staff in making sure the organization continued to function and provide the quality educational leadership, programs and services, which are the hallmarks of this fine organization. They all demonstrated a deep ability to pivot and make the changes needed to fit the unique and very challenging circumstances.

From the custodial staff to the business office to the IT staff to the Executive Director and more, everyone proved their willingness to dig in, cooperate and collaborate during the COVID-19 closures, despite the stressful situation they were under.

On behalf of the Board, thank you to the entire staff for their ability to be resilient and able to adjust to the COVID-19 pandemic and the very different style of educational and service delivery.

As we start the new school year, the Board and I remain confident that DCIU will remain resilient in our educational practices. Thank you all for your continued dedication to the students and programs that we all serve.



Board President



## A Different Kind of Year



To say that 2019-20 was challenging and quite "different" is frankly a huge understatement. The DCIU school year started off a bit differently. If only we had foreseen how the year would end...

DCIU moved to a live streaming Opening Day Ceremony across all programs throughout Delaware County. DCIU's administrative team welcomed back all staff and provided updates of goals and direction for the 2019-21 year.

The ribbon cutting of our new Aston Campus highlighted the start of the year. Our programs were serving our children and families throughout the county and celebrating many successes. That is, until our world changed on March 11, 2020, when the World Health Organization declared that COVID-19 was now a global pandemic, indicating significant global spread of an infectious disease about which we knew very little. And on March 13 when Governor Tom Wolf ordered the closing of all schools in the Commonwealth for a period of ten business days, which then became indefinitely, our "new normal" became a stark reality. The way we provide our brand of educational and support services to students and families, school districts and communities, then became very different. It is unequivocal that the COVID-19 pandemic led to a near total disruption of our life as we knew it.

But, I am so very proud to say that despite these stressful, unprecedented times, DCIU, with all of its strength and resilience, was able to pivot and continue delivering quality programs and services to our students, families, and stakeholders. Our work in developing Continuity of Education Plans, distributing technology where needed, getting virtual programs up and running and keeping students engaged from March until the end of the school year exemplified the resilience of our dedicated and committed administrators and staff. I will remain grateful for the patience, flexibility and adaptability of our entire DCIU community, including administrators, staff, students, parents, partners and schools districts.

Within the pages of this Annual Report, we have demonstrated our resiliency through some examples of our work pre-COVID and continuing during COVID.

While 2019-20 was indeed a different kind of year, we remained **DCIU strong** and we are fully prepared to meet the challenges of 2020-21 head on. As we plan for another school year, with major mitigation efforts at the forefront, we do so with the guiding principle that the health and safety of our students and staff remains our top priority. We will do all we can to keep us all safe.

*Maria Edelberg*  
Executive Director

# A MESSAGE FROM OUR EXECUTIVE DIRECTOR





# OUR MISSION, VISION & GOALS



## Mission

The mission of the Delaware County Intermediate Unit, a regional educational 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:

**Drives** strategic forward movement

**Creates** dynamic innovative solutions

**Inspires** limitless possibilities

**Understands** challenges and aspirations

## Strategic Goals

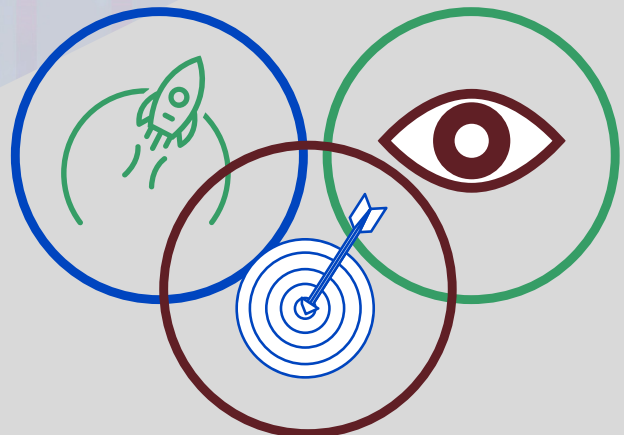
Financial Stewardship

Student-Centered Learning

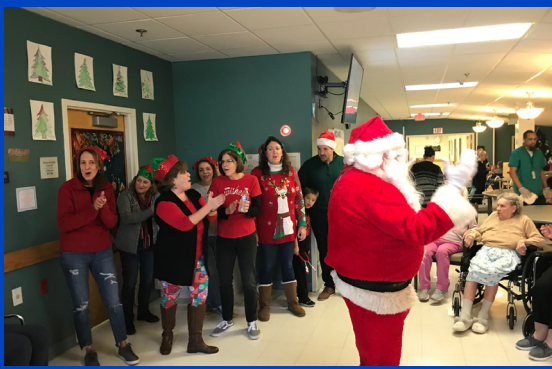
Market-Based

Business Model

Excellence in Service







## Program Highlights

### Nonpublic School Services

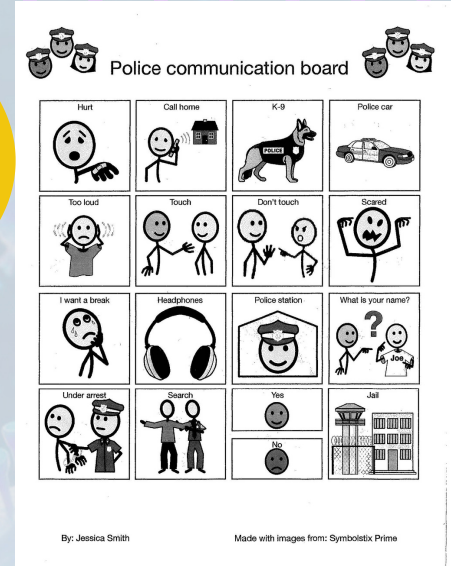
Staff worked to establish DCIU as a regional leader in trauma-informed care with the nonpublic schools it serves.

Supported public and private schools when confronted with the sudden loss of life within their learning communities.

Worked with nonpublic school leaders to pilot the Foundations phonics program in early learning classrooms across the region

Explored teletherapy as a viable virtual delivery option for speech and language therapists.

In collaboration with nine nonpublic schools DCIU was awarded \$180,000 in state funds for improvements to their school safety plans.



### Emotional Support Program

Jessica, a student in DCIU's Forward Bound program, created a set of communication boards for the Aston Police Department to help them better communicate with non-verbal people. Jessica realized that many police officers are not trained to deal with people with Autism. Using the communication boards, the police and a non-verbal person can communicate by pointing to the symbols on the board. She personally presented a letter of explanation and the boards to the police department.



### LPN Program

The Georgetown Group crunched data to derive a Return on Investment (ROI) study for graduates of projected earnings over a career, minus the cost of college, for about 4,500 postsecondary programs and degrees. The study came out in November, 2019. The DCIU one-year practical nursing program landed in the top 20 (# 16 to be exact) on this list for lifetime value (over a 40 year span) in Pennsylvania, proving the program gets big bang for the buck and is indeed a worthy investment. For 10-year career earnings, the program ranked number 1 in the state. The program was featured in several news stories as a result.



### Early Intervention (EI)

DCIU Early Intervention conducted a parent transition meeting and created a parent training video to explain the kindergarten transition process.

Created an electronic records process through One Drive with the DCIU IT Department for Kindergarten Transition including 14 School Districts.

Conducted several projects this year: CABA (Comprehensive Applied Behavior Analysis); PBC (Project Based Coaching; Creative Curriculum (Coaching to Fidelity).





### Education Center Programs

Staff participated in trainings provided through the STOP Grant to increase trauma awareness, including an Overview of Trauma-Informed Care, Basic Skills of Trauma Informed Care and Making Self Care a Priority.

Continued implemented of AimswebPlus to better benchmark and progress monitor students.

Obtained new Sensory Room equipment, purchased with funds from an Education Foundation grant. Prior to COVID, the room was used for 1,105 minutes.

### Family Center and Project ELECT

Celebrated 25 years of service to Delaware County families!

Enrolled a caseload of students in ELECT from the Chichester School District for the first time.

Thirty-nine ELECT students were the recipients of holiday donations from 44 cheerful DCIU givers for the annual Adopt-a-Teen event.



### Vision

Held monthly low vision clinics in collaboration with Salus University to assess and identify students with low vision needs.

Purchased quantities of large print books and shipped directly to students' homes so students could continue reading at home.

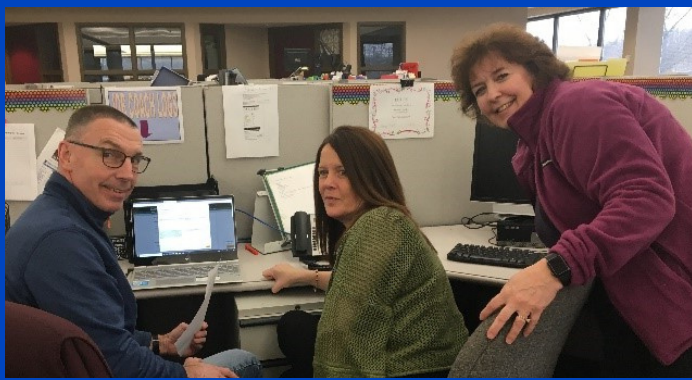
Staff participated in bi-weekly meetings with Instructor in the Blind and Visually Impaired program at PaTTAN to collaborate and share ideas, resources and best practices in order to better serve students.



### Hearing/Language

The hearing department hosted its 5th annual parent and student meeting on transition needs for students with hearing loss. This night was filled with speakers from various organizations that represent post-secondary options or students with hearing loss. The attendees heard from high school and college level educators and from the parents of a recent graduate.





## OPTIONS

Created a professional video for the OPTIONS Program to share with local businesses, families and LEAs that explains the program's goals and services. The video was funded by a Delaware County Education Foundation grant.

Maintained eight active employability sites where 50 students were placed for supported employment.

OPTIONS was successful once again in receiving the Office of Workforce Development grant to help connect young adults with disabilities with job training and job opportunities.



## Low Incidence

Opened a new school store, "85 N Café," which provides transition-based experiences to the students in the high school classrooms at the Marple Education Center (MEC).

Partnered with the Delaware County Technical Schools (DCTS) LPN Program to provide a health fair for the students in the low incidence classrooms.

The Haverford High School Best Buddies Chapter was recognized as chapter of the year for 2019.

## Speech and Language

Speech Language Pathologists (SLPs) presented the following professional development for staff and external audiences:

- Augmentative Communication (AC) with American Speech & Hearing Assoc. (ASHA) CEU's
- Effective ways to communicate with students with complex communication needs for adult nursing students
- AC and Bilingualism
- *Speech & Language: The Preschool Years: What's Typical Development and When To Refer* to preschool and childcare teachers and directors at Neuman University
- *Speech Language: typical development, red flags for potential delays, and referral process for evaluation* at the annual DCECEA conference held at the Delaware County Community College.



## The County Alternative High School (TCA)

All TCA staff participated in a school wide emergency preparedness drill on February 14 with participation from the State Police, DELCO 911 Center and Wilbur Wolf from Aquilla Strategies.

All TCA staff were trained on increasing trauma awareness and PBIS and tiered systems of support.





## Teaching, Learning and Innovation (TLI)

**Skin in the Game (SIG):** During the 2019-20, DCIU partnership with Global Writes and Southeast Delco School District to implement the Skin in the Game project. SIG is a team-based approach that incorporates 21st Century Skills to align core content with art instruction and impacts at least 775 students from Southeast Delco schools in grades 3-8.

**PAsmart:** DCIU partnered with other intermediate units and PaTTAN to support the PAsmart initiative. PAsmart is focused on ensuring students across the Commonwealth have the skills and abilities to meet the economic needs of the 21st century by offering equitable STEM and Computer Science pathways for all students.

**Script Training:** DCIU partnered with CSforALL to implement SCRIPT in districts across Pennsylvania. SCRIPT is a framework to guide teams of district administrators, school leaders, and educators through a series of collaborative visioning, self-assessment, and goal-setting exercises to create or expand upon a computer science implementation plan for their students.

## Curriculum, Instruction and Professional Learning (CIPL)

On October 29, 2019 the CIPL hosted the inaugural Youth Career Conference. This conference was open to up to 6 students from each of our 15 public school districts, as well as our charter schools. The conference included a keynote presentation, break-out sessions focused on employability skills, a fashion show for work wear, as well as the opportunity for each student to participate in 2 mock interviews. Over 75 students participating.

On December 4, CIPL hosted a screening of *Intelligent Lives*. This award-winning documentary follows the stories of three young adults with disabilities as they make their way in the world-high school, college, and the workforce. Over 65 parents and educators attended, and the department has since hosted multiple screenings for school districts, transition coordinators, and paraprofessionals.

The English Language Development (ELD) Program partnered with Delaware County Literacy Council to provide Adult Literacy classes for parents and family members of English learners in Title III Consortium districts.

## TLI Student Competitions

**Environmental Literacy Hackathon:** Approximately 36 students representing three school districts participated in the second annual PA SEED Ecosystem were challenged to design an app to spread awareness of the United Nations Global Goals for Sustainability.

**Governor STEM Design Challenge:** Students in grades 9-12 from 5 high schools participated in the regional Governor's STEM Competition to qualify for the state finals. Each team is provided with a \$500 grant to build a prototype of their project.

**Stem Design Challenge:** The 2020 challenge was to create a way of conserving energy to reduce air pollution, lower electricity bills, and create a healthier planet. About 404 students participated, representing eight public school districts and three nonpublic schools.



## Early Head Start/Head Start

Students in the Sharon Hill Head Start program performed in their annual Winter Concert in December. The children performed well known holiday classics like "Jingle Bell Rock" and modern songs like "I'm a Little Snowman." The Academy Park High School Concert Band accompanied their performances. Students at Folcroft had a great time celebrating Dr. Seuss Week in February.







## Aston Campus Ribbon Cutting

After a nearly seven-year process of advocating to get approval to build and renovate the career and technical school and expand the DCIU, the new Delaware County Intermediate Unit (DCIU) Aston Campus, was finally, completed. The DCIU Board of Directors, administrators and staff celebrated this long-awaited accomplishment with a Ribbon Cutting on September 4, 2019.

The Board and administrators embarked upon the mission to build a new facility that would allow DCIU to not only provide cutting-edge programs to prepare students for a 21st century job market, but also to provide the best services possible in a state of the art environment. The plan was to enhance and expand the original building to include improved security systems, improvement and expansion of meeting facilities, and technology, and building upgrades.

The Aston Campus now houses the Early Childhood Education (ECE) programs (including Early Intervention and Head Start), Career and Technical Education program (CTE), and School-age Student Services in the Education Center wing. The project, initially fraught with controversy from nearby residents and township officials which largely extended the project's timeline, includes two additional wings with classrooms, therapeutic rooms, conference and meeting space, a new gymnasium, playgrounds, and upgraded, state-of-the-art career and technical education classrooms and labs.

This exciting project broke ground in the summer of 2017 and was substantially complete for the start of the 2019-20 school year. The official ribbon cutting marked the start of the new school year in a beautiful facility.





# THE HEART OF RESILIENCE- DCIU's WORK DURING COVID

## Curriculum, Instruction, and Professional Learning (CIPL)

Professional Development Specialists offered weekly virtual office hours to support teachers across Delaware County as they navigated through the complexities of supporting students with special education needs in the virtual learning environment.

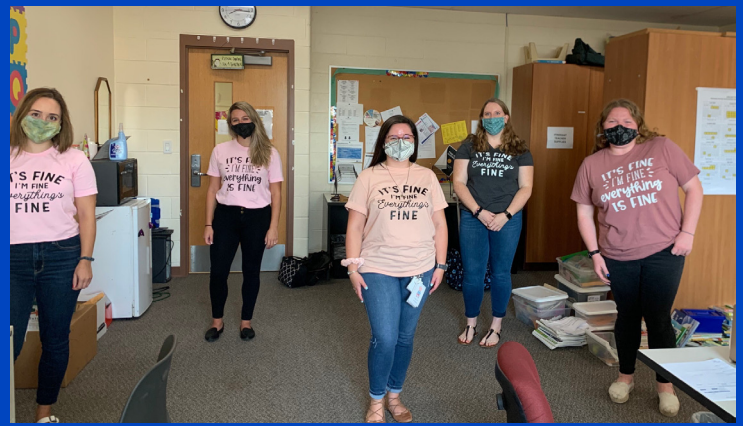
Pennsylvania Positive Behavior Support (PAPBS) local network facilitators provided support to schools across Delaware County in addressing school climate in a virtual environment. Many of our schools adapted their current PBIS systems to the online environment, ensuring the engagement of families throughout the process.

## English Language Development

The ELD Program developed and implemented a Continuity of Education Plan that provided weekly asynchronous English language development instruction for English learners.

Title III Consortium delivered a Virtual Summer Camp attended by K-12 English learners from 9 districts. Students were able to continue their language development and did virtual field trips.

ELD teachers went above and beyond to support their students and their districts during the school closure by making calls, sending texts, delivering materials and serving as a go-between with district technology departments, all in the interest of advocating for their students.



## Early Intervention

Early Intervention began online services during the week of April 20, 2020. Virtual circle time, related services teletherapy, parent coaching, and online learning activities occurred daily.

DCIU distributed over 120 devices to Early Intervention families who either did not have internet services or did not have the technology required to take part in remote learning.

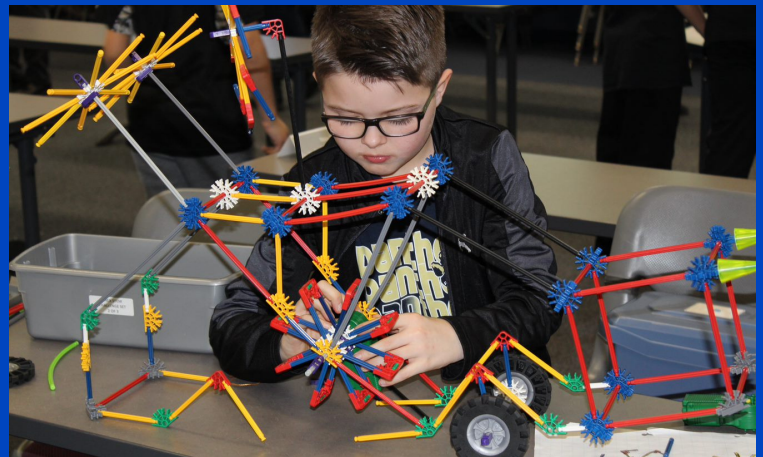
Early Intervention also created an online newsletter to provide regular communication on current EI news in Delaware County.

## Teaching, Learning and Innovation

Teaching and Learning Specialists hosted **Collab Lab** days for classroom teachers to examine literacy, culture, student well-being, assessment, and lesson design in their online classrooms.

The PIIC Coaching Network continued to meet during the closure and helped instructional coaches in the county to plan for supporting instruction in a virtual environment.

Because each subject area faced unique challenges during COVID, Teaching and Learning Specialists added open office hours for collaboration and support on-line learning.





## Human Resources

The HR Department continued to host the countywide job alike meetings weekly from March until the end of June. These meetings covered all HR related topics to include FFCRA leaves, postings and policies updates and requirements, as well as best practices. HR job alike meetings also continued through the summer on a monthly schedule. Issues covered also included Title IX updates.

The HR department also conducted an information session for the COVID summit which took place earlier in the summer.



## ELECT and Family Center

Offered monthly virtual education workshops:  
Self-Advocacy - 23 students completed  
Mental Health and Self Care - 16 students completed  
Job Applications and Resumes - 12 students completed

Provided ELECT students with baby supplies, such as diapers, wipes, and formula, and delivered meals to graduates and their families throughout the month of June to celebrate their high school graduation.

Family Center achieved program fidelity: *"Parents as Teachers National Center is happy to recognize that your 2019-2020 APR data demonstrates fidelity to all of the Essential Requirements of the Parents as Teachers model, even during these unprecedented times."*

Family Center successfully transitioned to virtual home visits with 83% of families maintaining active enrollment. Also maintained 66% completion rate of home visits for April-June (69 visits kept out of 105 visits scheduled).



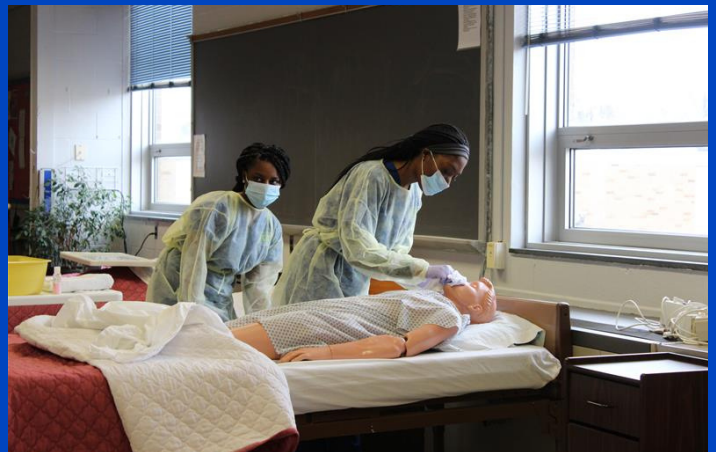
## DCTS

**Applications:** DCTS received and reviewed over 800 applications from students in our participating districts during the school closures. Enrollment for the 2020-21 years has increased.

**Awards:** Over 200 students received scholarships or awards during the 2019-2020 school year.

- 2 students in the Automotive Technology program received awards through the Automotive Training Center
- 31 seniors were named to the Senior Registry of Excellence
- 18 students received Perfect Attendance Awards
- 58 students were inducted into the National Technical Honor Society
- 622 DCTS students graduated in June 2020 from participating high schools!
- 6 students received scholarships from Careers Through Culinary Arts Program (C-CAP)

**Certifications:** One hundred percent (100%) of DCTS students completed an Occupational Safety and Health Administration (OSHA) certification.



## Hearing/Language

Hosted a virtual recognition night ceremony for the students who graduated from the DCIU Hearing Program. Each student recorded themselves giving their graduation speech. The hearing support teachers compiled all the videos and transcribed them to include closed captioning as a resource for all to view. The father of one of the graduates wrote this in an email:

*"Thank you so much for this amazing video. Needless to say, I was grabbing tissue about 2 minutes into it. Time definitely flew by from when 'John' was an infant until now. Seeing him grow and succeed with his disability has been incredible. Thank you to everyone at the DCIU for all their hard work and dedication."*





### The County Alternative High School (TCA)

TCA is proud of its 14 graduating seniors are from 7 different school districts. In lieu of the traditional graduation celebration, staff did a drive-by at each student's house and dropped off a gift bag, graduation certificate, and a yard sign.

TCA distributed 40 electronic devices to TCA families in need.

TCA staff also did an amazing job of engaging students on Microsoft Teams and conducted live lessons with students during the COVID 19 school closure.

### OPTIONS

Continued job coaching services during statewide closures for our adult clients who were working in essential businesses so they could continue to maintain their jobs.

Set up Zoom check-ins for adult clients who were unable to continue their work assignments due to business closures.

Staff completed virtual lessons with 37 students on interviewing practice, resume building and volunteering opportunities. Travel trainers worked with 28 students on pedestrian and safety skills.

Enhanced Employment sites had 13 of 17 participants in weekly virtual lessons who used Career Link to investigate potential future jobs.



### Nonpublic School Services

Staff produced self-care videos and shared them with students and families.

Teletherapies for speech and language support shifted from exploration to real world practice during the closures.

Reading specialists generated story-time YouTube videos for young learners and virtual support for students who needed academic support for reading fluency, comprehension and math computation.

### Early Intervention

Preschool Early Intervention Teacher Megan Gilligan created STEAM (Science, Technology, Engineering, Art and Math). These were shared with families through the newsletter. Miss Megan's friends Clarence and David had tons of fun painting with her!



EI staff also:

- Distributed over 120 devices to EI families who did not have internet or did not have the technology required to take part in remote learning.
- Created an online newsletter to increase communication with families and provide a forum in which information and resources are regularly shared with families.
- Continued with parent trainings throughout the summer with topics including mindfulness activities potty training, as well as keeping children healthy and happy during a pandemic.
- Increased Parent Survey participation to 17.53%, exceeding the expected return rate set by OCDEL this year. These survey results are vital to improving programming and responding to the needs of our Early Intervention families.

### Early Head Start/Head Start

Tech delivery was successful in April, when Head Start families were offered to participate in supports and educational programming in various formats. The Head Start staff safely geared up at Morton and distributed tablets to families. This gave staff a connection to the children and youngsters and their families.

Providing meals at Head Start centers on a schedule that supported our families was another successful activity that was necessary and successful during the initial COVID closure.



## DCIU Education Center

Teachers created a virtual teaching format using Microsoft using Microsoft Teams that provide face-to-face instruction for all K-8 students for at least four hours per day. Students were able to participate in the same curriculum they were using during in person instruction. Mental health counseling was provided.

In addition, over 40 devices (tablets or laptops) were provided to students so that they could participate in virtual instruction.



## Low Incidence

Teachers utilized Zoom, Google classroom, Unique online learning (including L3 Skills, Unique, New2You), and Seesaw during direct teaching sessions (synchronous). Also, families could access these resources outside of the direct teaching sessions (asynchronous). A total of 101 students participated in some form of online instruction during the closure.

Individual student Continuity of Education Plans were developed, communicated with districts and implemented for 114 students. In addition, virtual school activities were held, such as dance parties, lunch bunches, social skills groups.

Asynchronous activities for special area classes, mental health information from school psychologists, health related resources from the school nurse, as well as community-based resources from the school social worker were also provided.

At least 40 trips to student homes were made to deliver materials to students' homes were conducted to support learning.

## Teaching, Learning and Innovation

Equitable Distance Learning Initiative: DCIU provided support to Delaware County school districts during the introduction and implementation of PDE's Equitable Distance Learning Initiative. Pennsylvania Department of Education launched the Equitable Distance Learning Initiative to provide all school districts with equitable access to K-12 online resources during the COVID 19 Crisis.

Virtual Framework: The DCIU created the Virtual Learning Framework website to guide Delaware County educators as they planned to open the 2020-21 school year. The Virtual Learning Framework is a comprehensive resource for virtual learning. It provided educators with an overview of virtual learning that will deepen their understanding of effective virtual learning.

OPEN Forum Friday: DCIU facilitated Open Forum Friday to provide a collaborative learning space for educators during the COVID-19 closure. Each open forum is a one-hour discussion session throughout the day led by a teaching and learning specialist. Educators had the opportunity to share ideas and resources, discuss challenges, and brainstorm solutions.

Professional Development to Support Virtual Learning: DCIU supported Delaware County educators to develop and expand instructional practices that facilitate student learning in a virtual environment. The professional development workshops were designed to build teachers' instructional capacity and increase their confidence and comfort while teaching in a virtual learning environment.

## Information Technology

Coordinated and executed fulfillment of technology for students in multiple programs across DCIU, delivering hardware to more than 450 families.

Coordinated and executed software solutions for remote learning across multiple programs.

Facilitated multiple county-wide IT meetings with a goal of sharing information and coordinating efforts.





## Curriculum, Instruction and Professional Learning

Professional Development Specialists offered weekly virtual office hours to support special education teachers across Delaware County as they navigated through the complexities of supporting students with special education needs in the virtual learning environment.

The Title III Consortium delivered a Virtual Summer Camp attended by K-12 English learners from 9 districts. Students were able to continue their language development, do virtual field trips, and participate in collaborative activities, research, and discussions related to their travels and experiences.

ELD teachers went above and beyond to support their students and their districts during the school closure. Teachers provided support as the districts faced communication challenges and cultural differences in the implementation of remote learning.

Teaching and Learning Specialists hosted Collab Lab days for classroom teachers to examine literacy, culture, student well-being, assessment, and lesson design in their online classrooms.

The PIIC Coaching Network continued to meet during the closure and helped instructional coaches in the county to plan for supporting instruction in a virtual environment.

Because each subject area faced unique challenges during COVID, Teaching and Learning Specialists added several open office hours for collaboration. Groups convened for Family and Consumer Science, Librarian/Media Specialists, Health and Physical Education, and World Language.



## WHAT OUR COMMUNITY IS SAYING

"I just wanted to pass along how much of a joy and a pleasure it was to have Rita. Amelia loved coming to speech each week and would work really hard for her. Rita expected Amelia to do her very best at all times and Rita expected her to listen in a loving but no nonsense way which she needed. Amelia adored Rita which is not a feeling she shares for many people! Very quickly Rita picked up on Amelia's personality and made a connection with her. I appreciated how Rita jumped back in and started plowing forward after the COVID hit which is exactly what she needed. "

-Speech/Language Parent

"I wanted to say how vital and extremely necessary it was for Ms. Reilly to be there to help guide my children through the difficulty of online school. I know for a fact her demeanor and the way she works with them helped them tremendously during that time. She was insightful helping us as parents matriculate through the dark times and it made their time that much brighter! Thank you for taking the time to read this and I hope that she continues to be an asset to them this school year as well."

-a Parent

Ruqaiyah, a Penn Wood High School Project ELECT graduate, on what the program means to her: "Being in the ELECT program helped me learn that I will never be alone as a teen mom because there are plenty of other girls out there just like me and we all go through the same thing. The ELECT program helped me build my strengths and courage when I felt like I wasn't doing a great job as a parent. Being in Project ELECT is like having a family who really cares about you mentally and physically. The ELECT program has helped me find my voice. I am very grateful for having Project ELECT in my life."

"Thank you all for your support and patience. Aryanna really shined "distance learning." With some bumps in the road all of you accommodated Aryanna's behavior IEP virtually. We made a great team and I am grateful to have been a part of it every step of the way! I will miss you all, especially the students."

-New Pathways Parent

"Just a quick thank you for all the time and effort you spent in putting the social/emotional videos together for our students over the past five weeks. They were very well done - professional to say the least!!! The topics were timely and the messages were so appropriate for elementary school students. We are very grateful to have such a high caliber of counselors to help our students, families, and schools."

-Mary Ann De Angelo, Principal  
Cardinal John Foley



# Fiscal Responsibility

DCIU, DCTS, and Delaware County Vocational Technical School Authority (DCVTSA) all received a "clean audit" this past year. The successful management, preparation and presentation of over **\$130 million in more than 60 programs** and services is a huge undertaking for DCIU. DCIU responsibly managed financial and operations services for DCIU and DCTS as well as services for district pass through funds.

The Delaware County Public Schools Healthcare Trust reappointed Tom Brown, Chief Financial and Operations Officer, as the Finance Manager for the Trust. Mallie LLP provided the audit and had no findings, providing a "clean audit" of Trust operations. Trust members anticipate approximately **\$7 million in cost avoidance** through the Trust operations. Current **reserves equal \$101 million**. The DCIU through the financial services provided to the Trust will recognize \$200,000 in revenue.

Joint Purchasing: Annual **savings for DCIU and member districts is around \$2.5 million**, most savings is attributable to annual fuel cost avoidance. Savings cover countywide purchasing for fuel, gas, school, office, and custodial supplies.

## Grants

DCIU was the recipient of a large number of grants this year. Here are just a few:

**The Carl D. Perkins Grant** had a total allocation of \$1,066,579 for the 2019-2020 school year. The Perkins funding allowed DCTS to provide additional math, literacy, special education, and counseling services for students in the various special population categories defined in the Perkins regulations. DCTS also used some of this funding to provide certification programming and testing to allow students to receive industry certifications in the various technical programs at DCTS. Some equipment purchases were made for our welding program through this grant.



**Competitive and Supplemental Equipment Grants in the amount of \$148,648.** These equipment grants provided career and technical centers the opportunity to purchase equipment to prepare students for taking the NOCTI exam (industry testing) and achieving certification requirements. DCTS purchased equipment for the Automotive, Emergency Protective Services, Electrical Construction Technology, Medical Careers, Logistics and Inventory Management, and Welding programs.



### Delaware County Education Foundation Grants:


- **\$10,000 to CIPL-** To support the training and development of 14 DCIU employees in Restorative Practices. These individuals will become trainers through the International Institute of Restorative Practices in fall of 2020.
- **\$503 to Early Intervention staff** - To establish an interactive activity wall promoting fine motor development and play skills.
- **\$10,000 to Hearing staff** - This grant will be used to purchase a new, upgraded Verefith, which is critical to the foundations of the Hearing Department. Providing and maintaining a student's auditory access so they can access the curriculum while at school is at the root of how our students learn.
- **\$6,610 to OT/PT and EI staff** - To purchase the Equicizer, which will help provide students with the benefit of hippotherapy within the constraints of the school building. Hippotherapy is a form of therapy implemented by physical therapists, occupational therapists, and speech language pathologists, which harnesses the typical movement patterns of a horse to provide guided sensory motor input.





# BY THE NUMBERS

*Who we served in 2019-20*



HEAD START	974
EARLY INTERVENTION	2,017
DETENTION CENTER	332
PROJECT ELECT	76
FAMILY CENTER	646
TCA	81
DCTS	1,177
CIPL AND ELD	2,995
TLI	3,056
HEARING	300
SPEECH & LANGUAGE	2,721
COMMUNITY SCHOOL	24
DCA	16
NEW PATHWAYS	40
FOWARD BOUND	7
LOW INCIDENCE	124
PUPIL SERVICES	384
OPTIONS	267
NONPUBLIC	2,121



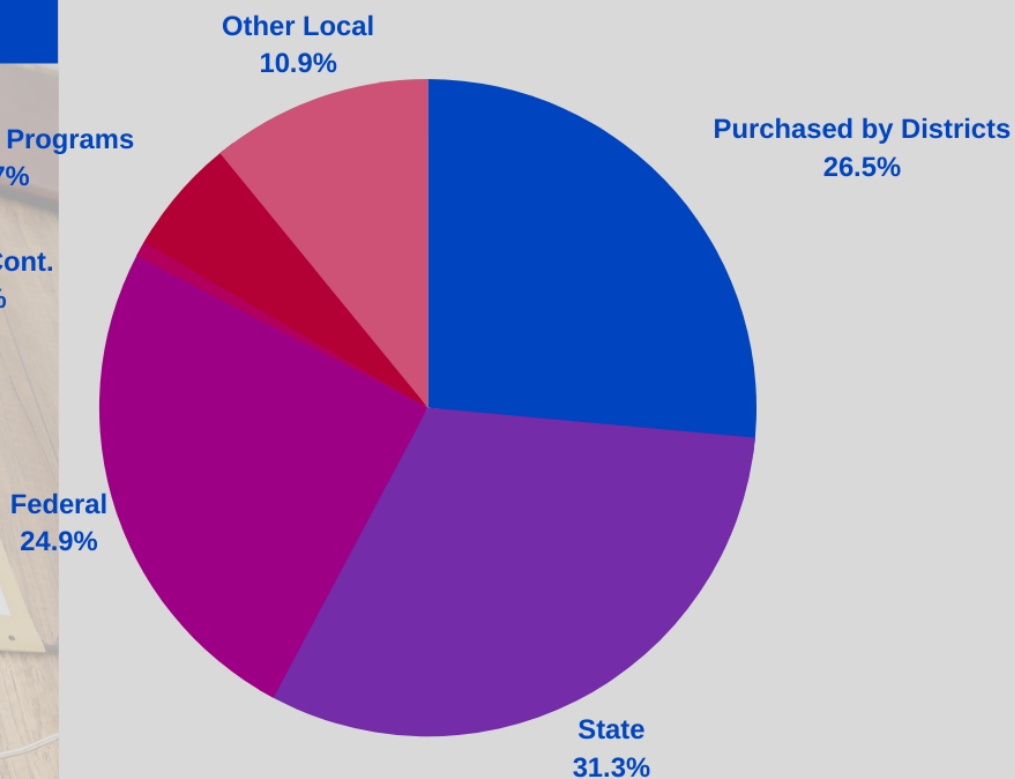


# FINANCIAL SUMMARY 2019-20



116,221,638

## TOTAL REVENUE



Tuition for Programs  
5.7%

District Cont.  
0.76%

Federal  
24.9%

State  
31.3%

Purchased by Districts  
26.5%

PRESCHOOL SERVICE  
33.2%

OTHER SERVICES  
1.3%

NONPUBLIC SERVICES  
13.6%

ADMINISTRATIVE SERVICES  
10.9%

ADULT EDUCATION SERVICES  
2.5%

ALTERNATIVE EDUCATION  
3.9%

BUILDING SERVICES  
7.2%

CAFETERIA SERVICES  
2.1%

CAPITAL PROJECTS  
1.4%

ELL SERVICES  
1.9%

HEAD START SERVICES  
20.7%





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*Empowering Partnerships For Education*

## **Delaware County Intermediate Unit**

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Executive Director