Delaware Department of Education

CTE & STEM Office

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**DELAWARE CTE PROGRAM OF STUDY APPLICATION**

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| LOCAL EDUCATION AGENCY INFORMATION | | |
| **Local Education Agency (LEA):** | | |
| **School(s) where the Program of Study will be Located:** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster Title:**  Career and Technical Exploration | **Career Pathway Title:**  Career and Technical Exploration | **Program of Study Title:**  Work-Based Learning &  Work-Based Learning - Tech |
| **CTE Course Title:**   1. Work-Based Learning Practicum (WBLP) | | |
| ASSURANCES & SIGNATURES | | |
| CTE Program of Study approval and funding is contingent upon the following assurances:   1. The LEA will comply with Delaware Administrative Code, 14 Del.C. §525, Requirements for Career and Technical Education Programs and the Delaware State Plan for the Strengthening Career and Technical Education for the 21st Century Act (known as Perkins V); 2. The LEA will submit CTE program data as required by the Delaware Department of Education; 3. All teachers are certified in the appropriate CTE area and participate in program specific professional learning; 4. The LEA will convene and engage a program advisory committee for the purposes of program development, implementation, and continuous improvement; 5. All students have equal access to the program of study as well as early career/early college options; 6. Career and Technical Student Organizations are integral components of the program of study; 7. The LEA will maintain safe facilities and equipment aligned with the program of study goals; and 8. A process for continuous improvement has been established, which includes a model of evaluation and program improvement. | | |
| LEA CTE Coordinator Signature: Date: | | |
| LEA Chief School Officer Signature: Date: | | |

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| ACADEMIC AND TECHNICAL SKILL STANDARDS |
| List the academic and workplace skills and knowledge used to develop the program of study. |
| **Title and source of academic standards:**  [Common Core State Standards (CCSS)](http://www.corestandards.org/)  The Common Core State Standards (CCSS) are national standards that set clear college- and career-ready expectations for kindergarten through 12th grade in English language arts/literacy and Mathematics. The standards help to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs and enter the workforce. The standards were developed by the nation's governors and education commissioners, through their representative organizations, the National Governors Association Center for Best Practices (NGA) and the Council of Chief State School Officers (CCSSO). Teachers, parents, school administrators, and experts from across the country provided input into the development of the standards. The implementation of the Common Core, including how the standards are taught, the curriculum developed, and the materials used to support teachers as they help students reach the standards, is led entirely at the state and local levels. For more information on CCSS, please visit the link above. |
| **Title and source of workplace or other skill standards, as applicable:**  [Common Career Technical Core (CCTC)](http://www.careertech.org/CCTC)  The Common Career Technical Core (CCTC) are national standards for Career & Technical Education (CTE) that help to inform the establishment of state standards and/or programs of study. The CCTC were developed by educators, school administrators, representatives from business and industry, faculty from higher education, as well as workforce and labor markets economists.  The CCTC include a set of standards for each of the sixteen (16) Career Clusters and the corresponding Career Pathways that help to define what students should know and be able to do after completing instruction in a program of study.  [Career Ready Practices (CRP)](http://www.careertech.org/career-ready-practices)  The Career Ready Practices (CRP) are a component of the CCTC framework and includes twelve (12) statements that address the knowledge, skills, and dispositions that are important to becoming career ready. The CRP describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline, or level of education and should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a career pathway. The CRP statements are embedded throughout the Work-Based Learning Practicum to ensure students possess employability and workplace skills for career success. For more information on the CRP, please visit the link above. |

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| EARLY CAREER AND EARLY COLLEGE OPPORTUNITIES |
| Identify CTE program of study early career opportunities and options for early college credit. |
| **Describe early career opportunities (i.e. work-based learning experiences and industry-mentored projects):**  The WBLP standards prepare students for a WBL immersion experience following the completion of a Career and Technical Education (CTE) program of study. The WBL immersion experience allows students to apply academic, technical, and employability skills to real-world work in partnership with employers. Through meaningful work experience aligned with a given career pathway, students deepen interpersonal and professional skills necessary to successfully pursue postsecondary education and career goals. |
| **Describe early college credit options (i.e. advanced placement, dual enrollment, transcripted and/or articulated credit, credit by exam, pre-apprenticeship, other) and options for two- and four-year degree and/or certification program alignment (attach articulation/dual enrollment agreement). The partner organization and hours of credit earned should be included, as applicable:**  Students will document their abilities, achievements, and work experiences through a career readiness portfolio. A worksite journal (e.g., written, multimedia, etc.) will be maintained as part of the portfolio to reflect and reinforce academic, technical, and employability skills. Completion of the WBLP course is designed to result in the attainment of early postsecondary credit. The Department of Education is currently negotiating an articulation agreement with Delaware Technical Community College. |

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| COURSE DESCRIPTION |
| Provide an overview of each course and define what students should know and be able to demonstrate upon completion of each level. Identify appropriate end-of-course assessment(s). |
| **Course title:**  Work-Based Learning Practicum (WBLP) & Work-Based Learning Practicum (WBLP) - Tech |
| **Course description (include prerequisites):**  Delaware’s Work-Based Learning Practicum (WBLP) course can be administered in a classroom setting, online, or a hybrid of both. The supporting work-based learning (WBL) standards are designed to prepare students for a WBL immersion experience following the completion of a Career and Technical Education (CTE) program of study. The WBL immersion experience allows students to apply academic, technical and employability skills to real-world work in partnership with employers. Through meaningful work experience aligned with a given career pathway, students deepen interpersonal and professional skills necessary to successfully pursue postsecondary education and career goals.  Students will document their abilities, achievements, and work experiences through a career readiness portfolio. A worksite journal (e.g., written, multimedia, etc.) will be maintained as part of the portfolio to reflect and reinforce academic, technical, and employability skills. Completion of the WBLP course is designed to result in the attainment of early postsecondary credit.  Prerequisite: CTE Program of Study Completion |
| **Course knowledge and skills (what students will know and be able to do):**  **PRIOR LEARNING SKILLS**  Prior Learning Skills must be documented before participation in a WBL immersive experience. Demonstration of mastery may be documented through previous academic and CTE coursework or through WBLP coursework. Recommended portfolio artifacts are designated with a **(P)**.  By the end of this course students will:   1. Document through the Student Success Plan and other transition services: short- and long-term personal and career goals; action steps to attain goals; and the impact that postsecondary education and industry credentials have on career choice and advancement. **(P)** 2. Demonstrate professional behavior and proper etiquette in accordance with norms of the industry and workplace including: personal hygiene; dress; positive attitude; professional performance; and work attendance. 3. Exhibit appropriate workplace behavior through: interpersonal interactions (e.g., peer-to-peer, employee-to-supervisor, employee-to-customer); ethical workplace behavior (e.g., moral principles, honesty, integrity); and sound decision-making (e.g., task prioritization, team member collaboration, conflict resolution). 4. Present professional written and oral communication through: electronic communication (e.g., email, text, allowable social media); telephone etiquette (e.g., incoming and outgoing phone calls, voicemail messages); and other professional written communication (e.g., cover letter, resume, application, follow-up correspondence). **(P)** 5. Interact with mentors and conduct informational interviews with employers to inform, change, or reinforce short- and long-term career goals and action steps. **(P)** 6. Complete a mock job interview prior to a formal interview with a prospective employer. 7. Identify how math is applied in a business setting (e.g., financial calculations, physical forms of measurement, statistical analysis) and how economic principles impact global and local business operations. 8. Demonstrate financial literacy proficiency by: understanding how to open and manage a bank account; assessing personal expenses; creating a monthly budget; understanding compounded returns; understanding the primary sources of expenses and revenue; and accurately interpreting financial documents (e.g., balance sheet, income statement, cash flow statement). **(P)** 9. Understand payroll policy and procedures including: onboarding documentation (e.g., W-4); direct deposit options; withholdings and deductions; hours worked and wages earned; retirement investment options (employer-based and individual) including: 401k, 403b, Roth IRA, pension, and social security; and gross and net earnings calculations. **(P)** 10. Evaluate professional workplace exit strategies including: appropriate advance written notice; return of worksite equipment; exit interview with supervisor; and follow-up correspondence.   **CAREER READINESS SKILLS**  Demonstration of career readiness skills may be documented through academic and CTE coursework, WBLP coursework, and WBL immersive experiences. Recommended portfolio artifacts are designated with a **(P)**.  By the end of this course students will:   1. Provide evidence of WBL readiness including: CTE pathway curriculum; CTE pathway technical skills; employability skills; and a schedule of all personal and professional activities. **(P)** 2. Demonstrate proficiency in task management and career specific applications, resources, technology, and equipment as exhibited through assignments and work deliverables. **(P)** 3. Compile a log of policies and trainings relevant to the immersion experience which includes: workplace regulations; appropriate workplace non-discrimination laws and standards; health and safety policies (e.g., Occupational Safety and Health Administration); health training and certifications; relevant [federal and state labor laws](https://dia.delawareworks.com/labor-law/); and workplace and federal drug and alcohol policies during and beyond work hours. **(P)** 4. Conduct research to understand the values, history, and organizational structure of prospective employers. **(P)** 5. Submit targeted: cover letter, resume, application, and references to prospective employers. **(P)** 6. Prepare for and participate in a formal interview; ask questions that demonstrate an understanding of the employer’s mission, products, and priorities; and send appropriate post-interview communication. **(P)** 7. Document immersive experience expectations with an employer including: work hours; start and end dates; scheduled school breaks; preferred communication channels for contacting supervisor; worksite and in-class work requirements; and required portfolio artifacts. **(P)** 8. Develop a work-learning plan in partnership with employer, student, and school staff to address short-term career goals. The plan should allow for flexibility based upon changing circumstances, employer feedback, and unplanned assignments. **(P)** 9. Communicate with coworkers, supervisors and individuals of diverse backgrounds, perspectives, and cultures by demonstrating effective listening, written, and verbal communication skills. 10. Complete a complex project related to the immersive experience requiring the following: incorporation of deadlines to allow for draft submissions and feedback prior to final product submission; demonstration of attention to detail, precision, and accuracy; and submission of finalized product. **(P)** 11. Evaluate the management style of a supervisor in a decision-making situation to consider how he or she communicates (e.g., verbal, non-verbal, written) and engages colleagues in a professional setting. Recognize how the management style effects employee productivity, morale, motivation, and job satisfaction. 12. Exhibit professional skills appropriate to the workplace setting including: problem-solving; conflict resolution; persistence and grit; and positive response to praise, setbacks, and constructive criticism. |
| **End-of-Course Assessment(s):**  Teacher designed assessment  LEA designed assessment  Certification/credentialing exam (specify):  Licensing exam (specify):  Nationally recognized exam (specify):  Other (specify): WBLP Portfolio |

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| DEPARTMENT OF EDUCATION PROGRAM OF STUDY APPROVAL | | |
| The following section will be completed by staff from the Delaware Department of Education, CTE & STEM Office and reported to the LEA as part of the CTE program of study approval process. | | |
| **Date Delaware CTE Program of Study Application Received:** | | |
| **Local Education Agency (LEA):**    **School(s):** | | **Program of Study Start Date:** |
| **LEA CTE Coordinator Name:** **Phone:** **E-Mail Address:** | | |
| **Career Cluster Code:**  Career and Technical Exploration / 17 | **Career Pathway Code:**  Career and Technical Exploration / 17.00 | **Program of Study Code:**  Work-Based Learning / 17.00601  Work-Based Learning – Tech / 17.00802 |
| **CTE Course Codes and Funding Level:**   1. Work-Based Learning Practicum (WBLP) / 17.00601015 / 2; or 2. Work-Based Learning Practicum (WBLP) - Tech / 17.00802015 / 2 | | |
| DDOE CTE & STEM Director Signature: Date: | | |
| DDOE Chief Academic Officer Signature: Date: | | |