Delaware Department of Education
Career & Technical Education

Work-Based Learning
Policies and Procedures

Academic Support Team

Career & Technical Education and STEM Office

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SECTION I– INTRODUCTION

Delaware Career & Technical Education Vision, Mission, and Core Values

The Delaware Department of Education (DDOE) is committed to serving every student and ensuring that all children are career and college ready. This expectation has shaped extensive school reform, including the alignment of academic and technical instruction within a comprehensive model of Career and Technical Education (CTE) that reflects the needs of our economy and creates a systemic process for career preparation. This document serves as a guide to support the implementation of high quality CTE programs of study and work-based learning (WBL) across Delaware's secondary and postsecondary education system.

Delaware Department of Education
Career & Technical Education Core Values

Value & Responsibility – we strive to continuously improve all aspects of our work and create value for our customers, stakeholders, and students.

Shared Leadership & Accountability – we model leadership by taking actions that are ethical and reasonable to create shared accountability amongst stakeholders.

Collaboration & Expectation – we value the input and contribution of all stakeholders and work collaboratively to exceed expectations.

Communication & Public Responsibility – we communicate through clear and concise methods to engage the public and accelerate our work.

Career & Technical Education Theory of Action

If students participate in Career & Technical Education programs that are driven by the economy, developed in partnership with relevant stakeholders, provide early career and college experiences, as well as connect academic and career success measures…

then students will engage in learning to master academic, technical, and career skills that prepare them for high school graduation, postsecondary education, and competitive employment in high skill, high wage, high demand careers.

SECTION I– INTRODUCTION

The Delaware Department of Education's Academic Support team has defined a model of career preparation that includes a state-led effort in Career and Technical Education (CTE) and the development of statewide CTE programs of study in demand-driven occupations. Each CTE program of study seamlessly aligns academic and technical instruction to meet the prerequisite expectations of employers and ensures that every child has the opportunity to continue their education and seek career success. Three key principles guide this work:

1. **Prepare students for career success and postsecondary education.**
   The terms "career ready" and "college ready" are synonymous. In order to earn a livable wage in today's economy, all students must possess a credential beyond a high school diploma and be prepared to continue their education in the form of two- and four-year college or university, certification programs, registered apprenticeship, formal job training, and/or military service. CTE programs of study align academic and technical knowledge at the secondary and postsecondary levels by creating multiple entry and exit points for students to pursue a career and continue their education. Students who complete a CTE program of study have the opportunity to earn an industry recognized credential and continue their education while simultaneously engaging with employers to familiarize themselves with the culture of work.

2. **Align with workforce needs and are developed in partnership with relevant stakeholders.**
   A dynamic workforce development system begins in the K-12 setting and involves established relationships with state agencies, service providers, business representatives, community-based organizations, and institutions of higher education. These partners play a vital role in aligning education and training programs to ensure that all youth and adult learners can move efficiently into employment. Partnership with employers, industry associations and chambers, and institutions of higher education is essential to continuously improve Delaware's career preparation system and to guide the development and implementation of CTE programs of study that are responsive to the changing workforce needs. CTE programs of study establish a direct link between the public education system, postsecondary education, and changes in regional and state labor markets.

3. **Improve student achievement by connecting academic and career success measures.**
   Programs of study measure student achievement in academic and technical areas and promote employability skills. These opportunities produce higher levels of student achievement by defining a rigorous technical and academic course sequence at the secondary and postsecondary levels that relates to a student's career aspirations. Further, CTE programs of study provide a context for students to apply knowledge and career ready practices through project and problem-based learning that is authentic and reflects real-world application. An aligned accountability model across Perkins V, WIOA, and ESSA is applied to collect and review data to drive a process of continuous improvement, including making decisions regarding the viability of existing programs and the development of supports and infrastructure for youth and adult learners with barriers to employment and continuing education. These data serve as a means of benchmarking state and

local performance, directing resources to support student equity, closing achievement gaps, and ensuring every learner is on a path to continuing education and gainful employment

The Career Pathway System

In Delaware, the *Career Pathway System* begins in the public education system through the development and implementation of CTE programs of study and continues through adult education and occupational training programs, which are administered by partnering state agencies, institutions of higher education, and other service providers. CTE programs of study operate within the *Career Pathway System* by aligning secondary and postsecondary education programs that concurrently pair rigorous academics with workforce education within the context of a specific occupation or occupational cluster. Opportunities for students to participate in career counseling and defined work-based learning experiences that engage employers are included. These activities help students and adults to achieve their education and career goals as well as enter or advance in a career.

The *Career Pathway System* represents the alignment of rigorous and high-quality education, training, and support services for youth and adults to accelerate their education and career goals, demonstrate success in a full range of secondary and postsecondary education options, and pursue a meaningful career within the state or regional economies. Workforce development efforts within the *Career Pathway System* use the analysis of labor market information to determine demand-driven occupations, and active research to determine evidence-based practices in education and workforce development to create sector partnerships that connect employers, educational institutions, and services providers.

Delaware CTE programs of study are an essential component of Delaware's workforce development system. As such, the DDOE employs the following graphic to illustrate a comprehensive model of workforce development that provides students with multiple entry and exit points to successfully pursue a career and continue their education. Students who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, postsecondary level, or in an Associate or Baccalaureate degree program.

Source: Adapted from Pathways to Prosperity, 2014 & Tennessee Department of Education, 2015

SECTION I– INTRODUCTION

The Career Clusters Framework®

The Career Clusters Framework® is an occupational coding structure that classifies CTE programs of study under a hierarchy of related career areas called *Career Clusters* and more specific occupational groupings called *Career Pathways*. The framework groups occupations into related areas that represent a segment of the economy and define the technical and academic skills required for career success. These expectations help to group occupation specific education and training programs into *Career Pathways* and assist states and local education agencies (LEAs) to work with partnering institutions of higher education to develop *programs of study* or aligned educational programs that bridge secondary and postsecondary instruction. *Programs of study* help students to discover their career interests and choose an educational path that leads to success in high school, opportunities for postsecondary education, and employment. For the list of all *Career Clusters* and their related *Career Pathways* please visit the Advance CTE website.

The DDOE is committed to assisting Local Education Associations (LEAs) and postsecondary institutions with the development, implementation, and continuous improvement of CTE *programs of study* that contribute to Delaware's economic development efforts and are in alignment with state and regional workforce needs. As such, the *Career Clusters Framework®* provides a hierarchy to classify CTE *programs of study* and benchmark student outcome data to close achievement gaps. Additionally, the framework helps to align CTE programs of study to related occupations and relevant labor market information, ultimately connecting students to continuing education and a career.

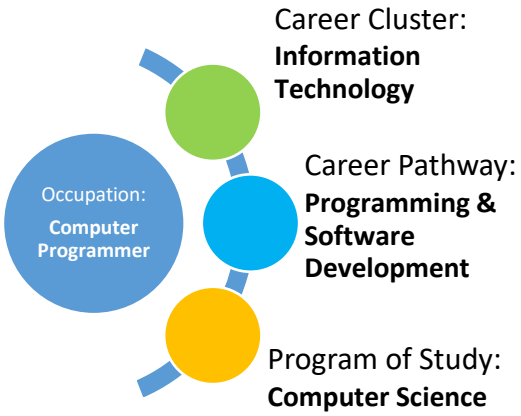
Career Clusters

Career Clusters are broad occupational groupings that define a set of common knowledge and skills required to be successful in a career area. Delaware has adopted the *Career Clusters Framework®* to connect academic, technical, and employability skills within an occupational framework that is industry-focused, student-centered, and performance-driven. Delaware CTE programs of study are structured within one of the sixteen (16) career clusters and leads to employment and postsecondary education. For more information on knowledge and skill statements specific to each Career Cluster, please visit the Advance CTE website.

SECTION I– INTRODUCTION

Career Pathways represent the alignment of education and training programs for a specific occupation or occupational cluster and help students advance through higher levels of education and employment. *Career Pathways* begin in the public education system through the development and implementation of CTE programs of study and continue through adult education and occupational training programs. Student participation in career counseling and defined work-based learning experiences that engage employers are included activities. These experiences help students achieve their education and career goals as well as enter or advance in a career. *Career Pathways* are grouped around core knowledge and skills needed for career success and are used to develop and/or align curriculum, assessments, and instructional supports. Each Delaware CTE *program of study* is structured within a *Career Pathway* to connect education programs with a specific set of occupations.

Programs of Study provide a structured approach for delivering academic and career & technical education (CTE) through an aligned sequence of courses that build on each other across secondary and postsecondary instruction. Students who complete a CTE *program of study* participate in meaningful work-based learning experiences through career awareness, exploration, and immersion activities related to the student's chosen *Career Pathway*. Students attain a secondary school diploma, or its equivalent, and an industry recognized credential, certificate, or license which holds value at the professional level, postsecondary level, or in an associate or baccalaureate degree program. The Strengthening Career & Technical Education for the 21st Century Act (Perkins V) calls for states to offer CTE *programs of study* that may be developed or adopted by LEAs and postsecondary institutions as a means for students to plan and complete future coursework. All eligible recipients of Perkins V (LEAs and postsecondary institutions) are required to offer at least one (1) CTE *program of study*.



Delaware Administrative Code [14 DE Admin. Code 505] requires granting a State of Delaware Diploma when a public school student has successfully completed a minimum of twenty two (22) credits including three (3) credits in a Career Pathway. A Delaware Career Pathway constitutes three credits of planned and sequential coursework designed to develop knowledge and skills in a particular career or academic area. In this instance, the term Career Pathway is applied generally and refers to any sequence of courses where a LEA or Charter School Board has established policies concerning the purpose, content, development, and approval of such Career Pathway [14 DE Admin. Code 505 6.0]. Students who complete the secondary portion of a state approved CTE program of study meet the Delaware Career Pathway requirement for high school graduation.

Student Success Plans encompass a minimum of six (6) years (8th through 12th grade and one-year beyond high school) and provide students the opportunity to set education and career goals based on their academic and career interests [14 DE Admin. Code 507]. The student success plan (SSP) represents a fluid, yet sequential plan used to benchmark the interests and needs of a student. The plan connects

students with the larger community while guiding the advisement process in consultation with school staff, parents and/or guardians/caregivers, career coaches or advisors, and mentors.

Delaware Pathways is a vehicle to ensure all students have the opportunity to fulfill their educational goals and career aspirations. Career pathways begin in the public education system through the development and implementation of CTE programs of study. The *Delaware Pathways* initiative engages a working group of leaders from state agencies, postsecondary institutions, nonprofits, and the business community.

Delaware Pathways Mission Statement

Increase the number of Delawareans who continue their education and enter the labor market in a demand-driven occupation with work experience and an industry-recognized certificate, license, or credential through the alignment of secondary and postsecondary educational programs and a network of engaged employers.

Delaware Pathways allows students to explore their career interests, evaluate their career options, and gain real-world skills and work experience throughout their education. Work-based learning activities culminate in career immersion experiences that provide students with authentic work experiences to demonstrate academic and technical knowledge and skills and further refine those skills in the marketplace. Delaware's CTE programs of study offer a full range of activities from career awareness through immersion, all within the state career pathway system.

Delaware Pathways helps students discover their talents and develop technical skills resulting in accelerated student academic achievement and reduced barriers related to continuing education and career entry. Delaware Pathways is organized around five core priorities:

1. Build a comprehensive system of career preparation that aligns with the state and regional economies;
2. Scale and sustain meaningful work-based learning experiences;
3. Integrate Delaware's education and workforce development efforts and data systems;
4. Coordinate financial support for Delaware Pathways; and
5. Engage employers, educators, and service providers to support Delaware Pathways.

SECTION II– WORK-BASED LEARNING

Work-Based Learning Overview

Work-based learning (WBL) is a progressive approach to bridging the work-skills gap between school and high-demand, high-skill careers in Delaware. Through structured employer engagement in workplace settings, students build upon their classroom-based instruction, developing and strengthening both technical and employability skills in preparation for their future careers. Work-based learning experiences are an integral part of any CTE program of study and represent a continuum of opportunities that prepare students for postsecondary education and careers.

Delaware purposefully integrates WBL through the Delaware Pathways initiative. Delaware Pathways link education and workforce development effort that match employer demand in high-growth industry sectors. Through Delaware Pathways, the State has created a statewide workforce intermediary within Delaware Technical Community College's Office of Work-Based Learning to better connect students and employers and place secondary and postsecondary students in meaningful work experiences. Successful work-based learning experiences require a diverse network of committed employer and community partners including, but not limited to, state agencies, service providers, non-profit organizations, non-governmental organizations (NGOs), for-profit and private sector companies, and community-based organizations (CBOs).

Work-Based Learning Activities

Work-based learning opportunities begin in elementary grades and continue through postsecondary education. Experiences align with student interests and provide exposure to professional work settings and expectations. Professional standards are used to evaluate student contributions and work products. Students hone their skills through constructive feedback from workplace supervisors, employees, and clients. WBL experiences culminate with career immersion, or worksite placements and provide youth with the opportunity to earn both high school and postsecondary credit upon successful completion of this experience.

The Office of Work-Based Learning (OWBL) serves as an employer intermediary supporting LEAs, business, and industry partners to scale work-based learning experiences for all secondary and postsecondary students in Delaware. The OWBL collaborates with LEAs to create and promote a continuum of WBL opportunities and provides support to employers by building capacity to on-board student talent into the workforce. In addition, the OWBL connects districts to employers offering large numbers of WBL placements or whose business operations support student placements involving multiple LEAs. The OWBL functions as a part of Delaware Technical Community College. To learn more about the OWBL, please visit the Delaware Pathways - OWBL website (see Appendix A).

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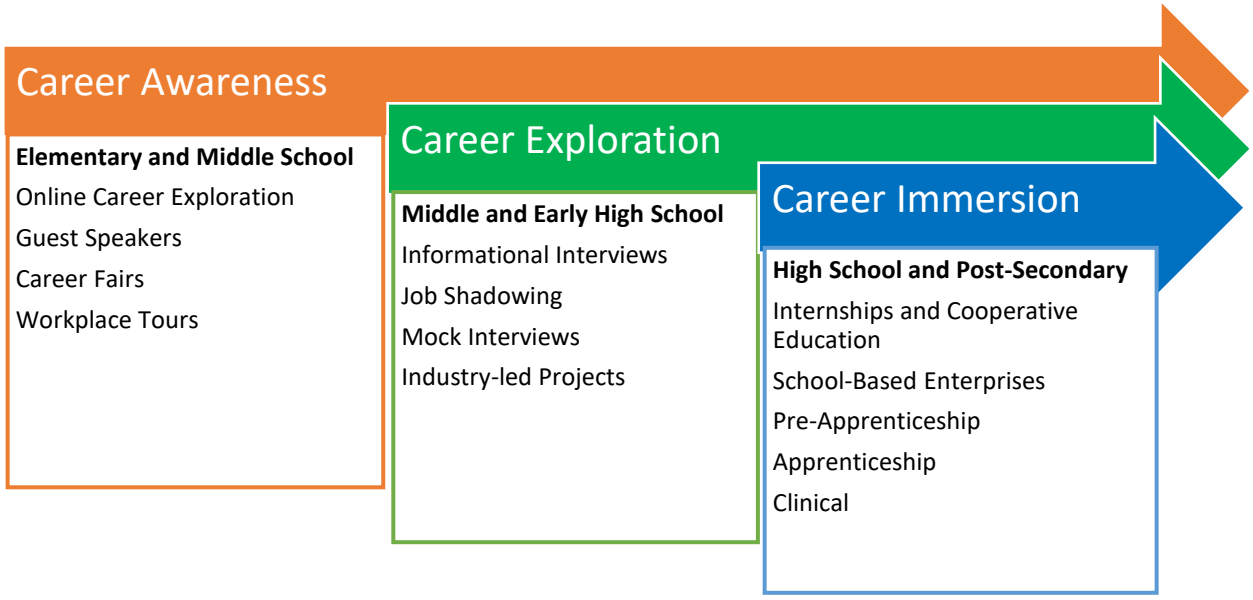
The Work-Based Learning Continuum represents a sequence of activities that begins with career awareness and exploration activities and progresses to more in-depth immersion experiences that include opportunities for hands-on learning through direct employer engagement in the workplace. The following provides a broad overview of the types of WBL activities found in each phase of the WBL continuum. To learn more about the OWBL, please visit the Delaware Pathways - OWBL website.



Career Awareness

Career awareness activities increase student knowledge of career options and the culture of work. These activities typically occur in elementary and middle school and allow students to engage with employers in person and through online platforms. Examples of common career awareness activities include online career exploration, guest speakers, career fairs, and workplace tours:

Online career exploration allows workplace professionals to share information about their industry, careers, and the required education to pursue their chosen profession. These experiences:

- Promote academic, technical, and employability skills by promoting high-skill, high-demand careers for Delaware's growing economy;
- Expose students to a breadth of careers, jobs, companies, and career pathways, which are available locally and statewide; and
- Encourage students to learn more about their interests by exploring the jobs and skills through research and review.

Guest speakers bring workplace professionals to the classroom or allow employers to share expertise and personal experience to:

- Expose students to a breadth of careers, jobs, companies, and work environments;
- Share information and expectations of a professional workplace (e.g., dress code, work ethic, performance);
- Encourage students to learn more by exploring the jobs and skills in an industry of interest; and

- Encourage students to ask questions and to learn more about technical and employability skills needed for different careers.

Career fairs encourage workplace professionals to highlight careers, career paths, and employability skills. Employers often bring equipment or other hands-on activities to an exhibit space and set up interactive booths or displays to:

- Expose students to a breadth of careers, jobs, companies, and work environments;
- Enable students to practice key professional networking skills (e.g., professional dress, greetings, personal introductions, maintaining a conversation with professionals);
- Share information and expectations of a professional workplace (e.g., dress code, work ethic, work performance); and
- Support student exploration of careers through opportunities that immerse them in various professional workplaces.

Workplace tours allow classes or small groups of students to visit worksites. These tours support students' learning about aspects of the industry, including jobs, equipment, and skills needed for a particular profession to:

- Expose students to a breadth of jobs within a company, multiple departments, and work functions;
- Enable students to practice key professional networking skills (e.g., professional dress, greetings, personal introductions, maintaining a conversation with professionals);
- Introduce students to a company's values, objectives, and culture;
- Set expectations for the workplace (e.g., dress code, work ethic, respect) while modeling these expectations; and
- Encourage students to increase their knowledge base by engaging in meaningful conversations with employees and asking questions relevant to their job.

Career Exploration

Students participate in active, shared engagement opportunities through career exploration activities such as job shadowing, industry-facilitated team or classroom projects, and one-on-one interviews with employers. Career exploration activities generally occur in late middle and high school grades. Examples of common career exploration activities include informational interviews, job shadowing, mock interviews, and industry-led projects:

Informational interviews provide the forum for a structured conversation between one or more employees and a student. Interviews occur in person, by phone, or by video conference to:

- Encourage students to inquire more deeply about their own career interests and experiences;
- Allow students to practice and improve their professional communication and networking skills; and
- Provide valued information about the position and the academic and career paths and experiences needed to qualify for hire.

Job shadowing allows small groups of students to visit the workplace to observe actual work processes and employee discussions on work assignments and directives. Students typically rotate through two or more worksites while shadowing an individual(s) in the company to:

- Gain exposure to multiple jobs within the company or department and the work functions each perform;
- Discuss and debrief various work functions, interpersonal communications, and workplace challenges and norms; and
- Explore career paths, educational requirements, and job functions with multiple employees.

Mock interviews provide the forum for a simulated employment interview conducted between a student and a workplace professional. Conversations occur in person, by phone, or video conference. The preference is an in-person interview to:

- Improve students' comfort level in holding professional conversations, openly discussing their interests and abilities, and answering impromptu questions; and
- Provide actionable feedback to improve interview skills and professional etiquette.

Industry-led projects provide the opportunity for workplace professionals to collaborate with educators to design a project related to their work and responsibilities. During the project, students collect information, model decision-making or creative processes, design and weigh feasible solutions, and present their findings through oral and visual means to:

- Think deeply about an issue or opportunity related to the workplace;
- Talk with multiple workplace professionals to share their ideas and seek critical feedback; and
- Reinforce employability skills like collaboration, communication, and critical thinking to resolve the challenge.

Career Immersion

Students placed in a WBL immersion experience for credit must be assigned to a trained CTE teacher or WBL coordinator (hereto referred to as WBL staff) in accordance with Delaware Administrative Code [14 DE Admin. Code 525] (see Appendix A). Specific requirements pertaining to attaining authorized status are in the Responsibilities section of this document. It is the responsibility of WBL staff to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest to required data. Work placement requirements can be found in Section II of this document.

Documentation of career immersion activities takes place through successful completion of the Work-Based Learning Practicum (WBLP) course. Career immersion activities occur at specific worksites that relate to students' chosen CTE program of study and through structured opportunities with direct employer engagement. These include, but are not limited to: internship or cooperative education experiences, school-based enterprises, pre-apprenticeship, apprenticeship, and clinical experiences. Career immersion activities provide for ongoing exposure to various worksites and relevant workplace assignments intended to demonstrate and advance academic, technical and employability skills, and workplace professionalism. Career immersion activities generally occur when a student is a high school

senior or in a postsecondary program in accordance with Delaware Administrative Code [14 DE Admin. Code 525].

Multiple possibilities exist for connecting world languages with WBL experiences. The ability to communicate fluently in English and another language is a career and workplace skill that requires students to use targeted language development through cognitively and linguistically challenging applications. Work-based learning staff are encouraged to place students in career experiences that align with their target language. For example, students from the Spanish Immersion program, concentrating in the Health Sciences pathway, may consider a clinical experience where their Spanish-language skills will be utilized in the context of a professional work environment.

Career immersion activities, such as internships and cooperative education, occur during the school term or during the summer and allow the student to earn high school credit that meets graduation requirements. Specifically, students earn high school credit for their internship or cooperative education experience through the Work-Based Learning Practicum (WBLP) course. While internships and cooperative education experience share similar structures and objectives, labor regulations governing these experiences may differ.

Employers interview and hire students for the duration of the experience. The length of the placement must provide ample time and opportunity for the student and employer to advance student skills and career goals. Students routinely participate in activities that expand their knowledge beyond the functions of basic, entry-level employment and are valued by the company. Employers routinely evaluate and provide feedback to students regarding their academic, technical, and employability skills. Employers also provide feedback to the sponsoring school, LEA, intermediary, non-profit, or community-based organization. Examples of common career immersion activities include school-based enterprises, pre-apprenticeship programs, apprenticeship programs, and clinical experiences:

School-based enterprises (SBE) operate entrepreneurially or like charitable non-profits managed and operated by students in partnership with regionally based employers. SBEs are businesses housed in a school setting which provide actual goods and/or services to physical clients, or beneficiaries, reflective of market needs. These businesses integrate academic content and an opportunity to build management, supervision and leadership skills. Students refine and expand on program of study related skills while accumulating portfolio ready artifacts necessary to advance short and long term career goals. Students may be compensated for their experiences. Employer involvement is frequent, predominately face-to-face, and extends the student experience beyond what could otherwise be obtained in the school or classroom environment. Employers engage with students by serving as mentors, clients, or end-users, or in a board function, providing technical expertise, and providing support for student-led projects through professional advisement to:

- Create a hands-on learning experience in a simulated workplace environment;
- Allow students to explore the social and civic responsibilities of business; and
- Provide opportunities to demonstrate professionalism in an entrepreneurial context.

SECTION II– WORK-BASED LEARNING

Pre-apprenticeship programs prepare students to succeed in an apprenticeship program. Students who complete a pre-apprenticeship program are able to enter a Registered Apprenticeship program at an advanced stage or pay scale. A quality pre-apprenticeship program is one that incorporates industry-recognized curriculum and training standards, active recruitment strategies that address barriers to participation, access to appropriate support services, and formalized connections with one or more apprenticeship programs. Pre-apprenticeship programs may provide opportunities for students to earn wages. Employers interview and hire students for the duration of the pre-apprenticeship to:

- Prepare participants to meet the basic qualifications for entry into one or more apprenticeship programs; and
- Provide opportunities to demonstrate skills advancement and reward skills gains.

Apprenticeship programs are flexible, paid training experiences that combine job-related technical instruction with structured on-the-job learning experiences. Apprenticeships can include registered programs with the United States Department of Labor, company-specific programs administrated by a business, and industry-specific programs administrated by a postsecondary institution in partnership with one or more companies. Employers interview and hire students for the duration of the apprenticeship. The length of the placement provides opportunity for the student and employer to advance the student's skills, while participating in meaningful work assignments, duties, and experiences. Students routinely participate in activities beyond the functions of basic, entry-level employment to:

- Promote students into high-skill, high-demand career fields through customized training programs;
- Incentivize students to remain in these career fields through graduated pay and industry recognized credentials; and
- Provide opportunities to demonstrate technical skills proficiency and advancement along a specific career path.

Clinical experiences are work-based placements in healthcare settings through which students gain academic and occupational skills from various instructors who supervise and evaluate their work. A clinical experience can occur during the school term or during the summer and may allow the intern to gain high school credit in a CTE program of study or in a separate WBL course. Students successfully completing a clinical experience may qualify for industry certification and/or receive credits towards the completion of a professional degree. Placements are dependent on the student's goals and their aligned CTE program of study to:

- Assign meaningful rotational placements and assigned work that allows students to demonstrate academic and technical skills to real situations;
- Provide valuable work skills and experiences to enhance short- and long-term career goals; and
- Provide opportunities to demonstrate professionalism in an authentic professional environment.

SECTION III – WORK-BASED LEARNING POLICY

Career & Technical Education Work-Based Learning Policy Overview

The Delaware Department of Education (DDOE) has developed the following guidance for work-based learning (WBL) programs in conjunction with the Delaware Technical Community College Office of Work-Based Learning (OWBL). Local Education Agencies (LEAs) are encouraged to use this guidance to plan, implement, evaluate and sustain WBL programming. Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Postsecondary Program Administrator (see Appendix B) for technical assistance.

General Policies for Work-Based Learning

The following guidelines clarify the context and requirements for WBL in Delaware secondary school systems. These policies serve to ensure consistency across the state and define the logistic requirements for credit-bearing WBL experiences, as defined by the DDOE.

Student Success Plan and Credit Requirements

Credit-bearing WBL experiences and training must be in congruence with the student's career and technical education (CTE) program of study (POS) and student success plan (SSP) [14 DE Admin. Code 507] (see Appendix A), as well as the district's Postsecondary Advisement Plan (PSAP). Credit-bearing WBL experiences must meet the standards of the Work-Based Learning Practicum (WBLP) course and facilitate intentional progress toward the attainment of knowledge and skills necessary to pursue the student's postsecondary and career goals. Participating students must also meet the requirements for high school graduation [14 DE Admin. Code 505] (see Appendix A).

Rising or current seniors apply and expand knowledge and skills acquired in a CTE POS through the WBLP course. The course includes mastery of content knowledge and skills as well as a WBL immersion experience. Students earn at least one credit through the WBLP course during their senior year and may enroll concurrently or upon completion of the CTE program of study completer course as designated in the Delaware CTE Program of Study Policy and Procedures guidelines (see Appendix A).

Access, Attendance, and Restrictions on Hours

Minimum requirements for student access to and participation in WBL immersion experiences are as follows:

1. No individual shall be excluded from participation in, denied the benefits of, subjected to discrimination under, or denied employment in the administration of, or in connection with, any WBL program on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, political affiliation, or belief in accordance with the DDOE Non-Discrimination Policy (see Appendix A).
2. Students must meet all prior learning standards as presented in the DDOE WBLP course application (see Appendix A) before being placed in a WBL immersion experience for high school credit.
3. The local education agency (LEA) has the authority to develop credit for prior learning policy that allows student experience(s) that occur outside the school day to meet those credit-bearing

requirements for issuance of high school WBL credit, provided that all WBLP course standards and program requirements are met.

4. Time spent in a credit-bearing WBL immersion placement through the WBLP course may be considered school enrollment time, provided the student is completing all program and graduation requirements in accordance with Delaware Administrative Code [14 DE Admin. Code 525] and [14 DE Admin. Code 505]. The time of day attributed to the WBL immersion experience is immaterial (e.g., 1 p.m. - 3 p.m. equals the same amount of time as 7 p.m. - 9 p.m.)
5. Students placed in a WBL immersion experience for credit are required to be assigned an authorized WBL staff member in accordance with Delaware Administrative Code [14 DE Admin. Code 525] to ensure appropriate placement, meet all legal requirements, provide all required documentation and reporting, and attest required data.
6. Students must maintain an attendance rate of 90% in both school and in the WBL immersion placement for the duration of the WBL experience, unless otherwise agreed upon in the signed WBL Training Agreement form (see Appendix D).
7. Immersive WBL experiences shall not be detrimental to students' health, well-being, or progress in school. Work hours shall be monitored by trained WBL staff member(s) to ensure the best interests of the student are met and align with all requirements of the Delaware Child Labor Act (see Appendix A). (Note: Current Delaware code language supersedes this policy guide, as applicable.) Specifically, students must be in compliance with Delaware Labor Code [19 Del. § 507(c-e)]:
   (c) A minor under 18 years of age shall not spend more than 12 hours in a combination of school hours and work hours per day.
   (d) A minor under 18 years of age shall have at least eight (8) consecutive hours of non-work, non-school time each 24-hour day.
   (e) A minor under 18 years of age shall not work more than five (5) hours continuously without a nonworking period of at least one half-hour.
8. Individualized Education Programs (IEP) should also address work-based learning attendance expectations where necessary. Supervision of students with IEPs shall be considered along a continuum of services.

Credit and Compensation

Practices for awarding student credit and compensation follow:

1. Students who are rising seniors or current seniors and have completed a CTE career pathway or are currently enrolled in the CTE program of study completer course may participate in WBL immersion placements for high school credit through the WBLP course. Completion of this course requires demonstration of competency for both prior and career readiness standards, as well as the WBL immersion experience. Up to two WBL credits may be earned per academic year.
2. If the student employee is being paid, the workplace supervisor will compensate the student in conformity with federal, state, and local laws and regulations, and in a manner not resulting in exploitation of the student learner for private gain as per the federal Fair Labor Standards Act (FLSA) and Delaware Labor Code [19 Del. § 507].

3. No student shall be paid a wage at a rate less than the rate at which a student employee of the opposite sex in the same establishment is paid for equal work on a job for which the performance requires equal skill, effort and responsibility, and which is performed under similar working conditions per Delaware Labor Code [19 Del. § 1107A].

Workers' Compensation and Labor Laws

Federal and state workers' compensation and labor law guidance follow:

1. WBL immersion placements shall align with all applicable state and federal labor laws. WBL staff members in accordance with Delaware Administrative Code [14 DE Admin. Code 525] are responsible for ensuring conformity with applicable laws relating to Worker's Compensation, Workplace Safety, and Child Labor Laws as they are provided on the Delaware Department of Labor's Division of Industrial Affairs website (see Appendix A). Applicable national and state labor laws include, but are not limited to:
   a. Employment of Illegal Aliens Act [8 U.S. Code § 1324(a)];
   b. Child Labor Act [29 U.S. Code § 212];
   c. Clean Indoor Air Act [16 Del. § 2903]; and
   d. Fair Labor Standards Act, minimum wage [29 U.S. Code § 206].
2. Students participating in WBL immersion placements for high school credit are 16 years of age or older and are considered an employee by their placement employer for coverage by their employer's workers' compensation insurance. If the business has five (5) or fewer employees and does not carry workers' compensation, the district or student must obtain or provide proof of additional insurance coverage to protect the student during their employment. An authorized WBL staff member must have this insurance information on file at the school.

Safety

Guidance for providing students with a healthy and safe work environment follow:

1. Student placements must provide adequate and safe equipment and a safe and healthy workplace in conformity with all health and safety standards of federal and state law. All placements must follow federal and state child labor laws as well as Occupational Safety and Health Administration (OSHA) requirements.
2. Students who are participating in WBL immersion placements for high school credit should maintain a Safety Training Log (see Appendix D) on file with the school and is accessible to a WBL staff member and the student for up to five (5) years, or seven (7) years after health science placements, when applicable.
3. WBL immersion placements that may present additional safety concerns or have highly specialized requirements (e.g., health science, construction, advanced manufacturing, or transportation industry sectors) must include participation from a certified CTE teacher to provide adequate input on the following required WBL components:
   a. Identification of safe work sites;
   b. Approval of appropriate student goals as they relate to technical and academic application of skills within their area of expertise;

c. Review of any Hazardous Occupation placements (as outlined in the Fair Labor Standards Act [29 U.S. Code § 201 et seq.] and [19 Del. § 507];
d. Development of appropriate safety training plans and their delivery;
e. Conducting of at least one site visit per marking period or business quarter; and
f. Review of portfolio artifacts, as appropriate.

4. Employers of youth under 18 years of age must comply with Delaware Labor Code [19 Del. § 507] and may not employ or permit minors to work in, about, or in connection with:
   a. Any occupation prohibited by the U.S. Department of Labor pursuant to the provisions of the Fair Labor Standards Act [29 U.S. Code § 201 et seq.];
   b. Blast furnaces;
   c. Docks or wharves, other than marinas where pleasure boats are sold or serviced;
   d. Railroads;
   e. The erection and/or repair of electrical wires;
   f. Distilleries where alcoholic beverages are manufactured, bottled, labelled, wrapped or packaged;
   g. The manufacturing of dangerous or toxic chemicals or compounds;
   h. Any other occupation which the Delaware Department of Labor deems injurious to the health, safety, welfare or morals of the minor;
   i. Any occupation as a pilot, firefighter or engineer on any vessel or boat engaged in commerce; or
   j. Any occupation as a messenger for a telegraph, telephone or messenger company in the distribution, delivery, collection or transmission of goods or messages before 6:00 a.m. or after 10:00 p.m. of any day in any town or city having a population of over 20,000 persons.
5. The provisions as listed above shall not apply to a minor who is enrolled in a work-study, student-learner, apprenticeship or similar program where the employment is an integral part of the course of study, and the employment is procured and supervised by the LEA or by a federal or state monitored apprenticeship program in accordance with Delaware Administrative Code [19 Del. § 507]. In such instances, a Hazardous Employment of Student Learners form (see Appendix D) must document student placements and remain on file with the school and be accessible to WBL staff member(s) and the student five (5) years after placement, or seven (7) years after health science placements, when applicable.
6. A certified CTE teacher must assist with student monitoring and oversight of the WBL immersion placement oversight as it relates to their specific CTE POS to ensure all program requirements are met.
7. Students may only work in a licensed business for WBL immersive placements with the exceptions of certain agriculture placements or a school-based enterprise.
8. Students may not work in jobs in which blood-borne pathogens may be present unless they have been offered the hepatitis series injections and passed the Universal Precautions/Blood-borne Pathogens Test with 100 percent accuracy (see OSHA Standards). Such placements must be aligned to the K12 Teacher Academy POS, and all DDOE-promoted Health Science POS. (Note: This policy does not apply to students in the Animal Science program of study.)

SECTION III – WORK-BASED LEARNING POLICY

Conformity with Collective Bargaining Agreements and Labor Laws at the Work Site

Labor laws that clarify collective bargaining agreement rules and regulations follow:

1. Student WBL placements shall not interfere with, impede or in any way diminish the right of employees to bargain collectively with their employers through representatives of their own choosing in order to establish wages or other conditions of work in excess of the minimum wage rate in accordance with Delaware Labor Code [19 Del. 1953 §913]; [55 Del. Laws, c. 18, § 1], (see Appendix A).
2. Students may not be placed in WBL immersion placements that displace any currently employed worker (including a partial displacement, such as a reduction in the number of hours of non-overtime work, wages, or employment benefits) as outlined in the United States Department of Labor, Wage and Hour Division, Fact Sheet #71 (see Appendix A).
3. WBL placement shall not infringe upon prevailing wage laws (see Appendix A).

Documentation and Accountability

LEAs are subject to audit by the Delaware State Auditor and the Delaware Department of Education to ensure compliance with WBL policies. Employers of students are subject to investigation for compliance with the following federal and state labor laws:

1. LEAs must track all student WBL immersion experiences for high school credit. This can include the collection and submission of student participatory data and program quality data, as requested through the WBL program via the CTE data management system for state and federal compliance. Students must by employed under a written Work-Based Learning Training Agreement (see Appendix D) that is on file with the school and in the student employee's personnel file, to be accessible to a WBL staff member and the student (for five (5) years after placement or seven (7) years after health science placements, when applicable).
2. A student, who is under 18 years of age, but no younger than 16 years of age, shall not engage as an employee as part of their WBL immersion placement unless the employer possesses a verified and validated employment certificate, as consistent with Delaware Labor Law [19 Del § 504 (a)] (see Appendix A). This includes:
    a. The employer shall keep the certificate on file at all times for the duration of the placement in compliance with Delaware Labor Laws;
    b. The superintendent, or authorized designee, of each LEA and the Department of Labor shall issue work permits as prescribed by the Delaware Department of Labor. The person designated to do so by each superintendent shall be an employee employed by the school on a 12-month or complete calendar year basis; and
    c. The age of a minor (under 18 years of age, but no younger than 16 years of age) shall be verified by a certified copy of a birth certificate, baptismal certificate (showing the date of birth), school record, passport, valid driver's license or any official government document attesting to the age of the minor.

Roles and Responsibilities for WBL Program Management

Guidelines for managing the WBL program at the school and program levels follow:

SECTION III – WORK-BASED LEARNING POLICY

1. Authorized WBL staff may serve as the teacher of record for all credit-bearing, WBL immersion experiences and are subject to the requirements of the course standards and applicable student-teacher ratios in accordance with Delaware Administrative Code [14 DE Admin. Code 525]. Only authorized WBL staff members may offer the immersion-based WBLP course for high school credit.
2. Authorized WBL staff members are responsible for ensuring the following requirements are met for all WBL immersion experiences for high school credit and may do so in collaboration with other instructors or administrators, as appropriate, to meet the needs of the student. WBL staff will ensure compliance with all components of Section II of the WBL policy as well as:
   - Ensure immersion experiences are related to the student's CTE POS, as well as the student's and long-term career goals as defined in their SSP, and the LEA Postsecondary Advisement Plan;
   - Ensure students have demonstrated readiness prior to placement in the immersion experience, as defined by the prior learning standards and the requirements of the employer;
   - Ensure students are supervised and placed in appropriate and safe learning environments;
   - Inform CTE POS teacher of progress and include in supervision and monitoring and assessment, as appropriate;
   - Develop personalized goals and learning objectives with each student to facilitate progress toward long-term goals and career readiness;
   - Administer appropriate formative and summative assessments to evaluate student progress toward course standards and performance in the workplace; and
   - Administer program evaluation to benchmark WBL program quality and to facilitate continuous improvement.
3. In order to be considered an authorized WBL staff member, the following requirements, must be met prior to assisting with, or overseeing, student WBL immersion placements:
   - Have a current and active Delaware teaching license;
   - Hold an appropriate endorsement related to the WBLP course to be taught in accordance with Delaware Administrative Code [14 DE Admin. Code 525]; and
   - Comply with all WBL training requirements and applicable federal and state Child Labor Laws (see Appendix A).

Implementation Policies for Work-Based Learning

The following policy guidelines clarify the DDOE's requirements for quality student WBL immersion placement experiences, learning expectations, and consistent program management for successful long-term student outcomes. The following outlines expectations prior to, during, and following the WBL immersion placement.

Preparation for Credit-Bearing WBL Immersive Experiences

Students must participate in career assessment, advising, and planning services, as well as a continuum of WBL experiences prior to placement in a WBL immersion experience. Students must also demonstrate workplace readiness in accordance to the standards identified through the WBLP course, prior learning achievements, and identified employer expectations.

SECTION III – WORK-BASED LEARNING POLICY

Advisement, WBL Awareness, and Exploration Activities

Participation in career assessment and counseling services prior to and during a WBL immersion experiences is essential to ensure the WBL immersion placement aligns to the student's CTE POS as well as postsecondary and career goals as defined in the student's SSP. Career awareness and exploration experiences should also be defined and available prior to student participation in a credit-bearing WBL immersion placement. Portfolio artifacts will document previous experiences and will include past experience reflection and the influence these experiences have had on postsecondary and career goals.

Demonstration of Prior Learning

Students must exhibit work readiness attitudes and skills as described by the prior learning standards outlined in the WBLP course. Readiness shall be assessed by the teacher and, as appropriate, the employer, before beginning a high school credit-bearing WBL immersion placement. Interviews and/or pre-assessments can also help determine a student's readiness for a placement.

During Immersive WBL Experiences

Students must participate in LEA required safety training in addition to workplace specific training conducted at the worksite. Student safety and progress will be monitored and reported by both the WBL staff member and supervising employers. WBL staff members should maintain an up-to-date Safety Training Log (see Appendix D) for each student participating in a WBL immersion placement. This log shall be accessible to authorized WBL staff member(s) and student. Completed logs must be maintained by the district for five (5) years after general WBL immersion placement, or seven (7) years after health science clinical placements when applicable.

Skill Development and Demonstration

Students will demonstrate academic, technical, and employability skills and knowledge attainment through the development of WBL immersion placement artifacts that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The collection of artifacts may occur as a portfolio to document a student's work experience.

Monitoring of Experiences by WBL Staff

Worksite monitoring during WBL immersion placements must be provided by assigned, appropriately authorized WBL staff members in accordance with Delaware Administrative Code [14 DE Admin. Code 525]. A site visit must occur at least once every marking period or business quarter. Supervision provided must be adequate to meet the needs of the students and their learning objectives. Authorized WBL staff members must work with the worksite supervisor to ascertain progress toward student learning objectives and identify any additional support needed to ensure a successful placement for the student and employer. A CTE teacher, specific to the student's CTE POS, must also conduct at least one site visit per term or business quarter, when appropriate (see Roles and Responsibilities for WBL Program Management).

SECTION III – WORK-BASED LEARNING POLICY

Supervision by Workplace Supervisors

A workplace supervisor will supervise each student placed in a WBL immersion experience. Employers accepting more than one (1) student placement will need to identify a primary workplace supervisor to facilitate communications with the authorized WBL staff member at the LEA. Supervision must be adequate to meet the needs of the student(s) and their learning objectives.

After the WBL Immersive Experience

Student learning progression culminates in the presentation of artifacts in a WBL portfolio. The DDOE will continuously monitor program quality in accordance with CTE programmatic policy.

Portfolio Review and Student Assessment

Students will demonstrate academic, technical, and employability skills and knowledge attainment through the development of WBL immersion placement artifacts that may include, but are not limited to: work products, employer evaluations, original research, reflections, and presentations. The collection of artifacts may occur as a portfolio or similar tool to document a student's work experience. The portfolio of artifacts will document student achievement of WBLP course standards and learning objectives.

Evaluation of Program Quality

WBL programs will be will be monitored as part of the Delaware Department of Education's five-year cycle to ensure continuous program improvement. The Delaware State Auditor and DDOE have the right to audit programs more frequently for compliance and quality.

SECTION IV – WORK-BASED LEARNING PROCEDURES

Career & Technical Education Work-Based Learning Procedures Overview

The Delaware Department of Education offers both in-person and online professional learning opportunities for WBL staff to build sustainable programs at the LEA and school levels. In addition, federal and state funding opportunities are available to support local education agency WBL program planning, design, implementation, and sustainability. The LEA may submit a WBL Practicum course application through the CTE Portal by November 30 of each year for implementation in the following school year. Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Postsecondary Program Administrator (see Appendix B) for technical assistance.

Work-Based Learning Professional Learning

The Delaware Department of Education provides support to LEAs for the adoption of rigorous local WBL programming. To achieve this, the DDOE sponsors and supports a professional learning approach that provides resources, online and in-person training, and assistance in the adoption of, and ongoing support for, high-quality WBL programs and student WBL immersion placements experiences across schools and districts.

WBL Resources

The OWBL and DDOE make available a series of WBL documents to assist LEAs and employers with the development, implementation, and evaluation of WBL programming and student experiences. These forms are available in multiple formats for adoption or adaptation through are made available to LEAs and WBL staff through the DDOE learning management system (see Appendix A). LEAs are encouraged to contact the DDOE's Education Associate: Postsecondary Program Administrator (see Appendix B) for technical assistance.

In-Person and Online Professional Learning

In-person and online training webinars and modules are updated annually and are made available to LEAs and WBL staff through the DDOE learning management system (see Appendix D). Training content builds cumulatively and assists districts through a four-phase implementation process: pre-planning, design, implementation, and sustainability. Tools and resources function as support to LEAs as they plan and implement WBL programs at a self-directed pace. At each stage, training content is accessible and team-based. Topics include, but are not limited to:

1. **WBL Program Pre-Planning** modules introduce successful WBL models, LEA requirements for running a WBL program, key decision-making prompts to design an implementation plan, and the alignment of the program to local employment needs and potential employer partnerships. Topics include, but are not limited to: Introduction to WBL, Creating a Local Implementation Plan, and Team Objective Setting.
2. **WBL Program Design** modules provide planning assistance to ensure adequate resources and processes are in place (e.g., potential funding streams, educator training resources and requirements, program management expectations and tools). Topics include, but are not limited

to: WBL Practicum Course and Portfolio, WBL Program Management Basics, WBL Policy Guide Introduction, and Calendar Action Plan.

3. **WBL Implementation** modules provide peer support and professional development, employer recruitment assistance through the OWBL, and educator training to deepen student learning. Topics include, but are not limited to: Employer Engagement and Reflection Writing for Portfolios, along with conducting quarterly WBL meetings.
4. **WBL Sustainability** modules enable streamlined program monitoring, ongoing peer mentoring, and access to advisement. Topics include, but are not limited to: Promising Practices and Monitoring and Demonstrating Program Outcomes, along with conducting quarterly WBL meetings.

In addition to training content, advisement is available through the DDOE and through a peer network of LEAs to provide professional learning and to collaborate and share best practices.

Work-Based Learning Funding Overview

The Delaware Department of Education (DDOE) has developed fiscal guidance in accordance with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and Delaware Administrative Code [14 DE Admin. Code 525] for Career and Technical Education (CTE). The following provides an overview of the use of both federal (Perkins V) and state (509) funds to support the WBL programs. LEAs are encouraged to contact the DDOE's CTE & STEM policy advisor (see Appendix B) for technical assistance should staff wish to discuss the use of federal or state funds for WBL in alignment with CTE program of study development, implementation, and continuous improvement. Additional resources are also available through the Delaware Department of Education's CTE Fiscal and Accountability Policies and Procedures guidance document (see Appendix A).

Federal Career and Technical Education Funds (Perkins V*)*

Federal funds that support Career and Technical Education (CTE) are allocated through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) to an eligible agency, i.e. Delaware State Board of Education, which oversees the distribution of funds through the DDOE. The federal state allotment determines the amount of funding each state will receive in a fiscal year. The majority of federal Perkins V funds support eligible recipients and institutions (LEAs and postsecondary institutions) through the within-state allocation under the Delaware State Plan for Career and Technical Education (see Appendix A). The state plan stipulates how the DDOE will allocate Perkins V funds between state and local activities and the amount of funding provided to secondary and postsecondary recipients. The state plan also represents an agreement between the state and the federal government to assure the administration of CTE programs is consistent across the Perkins V law and state goals, policies, and objectives.

All Perkins V funds must be used by eligible recipients and institutions to implement and improve CTE programs of study and/or to provide or improve service(s) to students and/or adults. Perkins V (see Appendix A) includes a formal definition of WBL which provides a framework for implementing WBL programs as part of the state plan and as part of the local application. Perkins V also includes participation in work-based learning as one option for states to meet defined accountability indicators.

State Career and Technical Education Funds (509)

In 1970 the 125th General Assembly (see Appendix A) provided funding for occupational-vocational (CTE) units with a multiplier of one (1), two (2), or three (3) times the amount of non-CTE units through House Bill 509 (see Appendix A). State funds that support CTE are commonly referred to as "509" funds based on the title of this legislation.

Local education agencies meeting the provisions of the Perkins V Act and Delaware Administrative Code [14 DE Admin. Code 525] receive state "509" funds as part of the LEA's annual allocation. In addition to meeting the requirements within the Delaware State Plan for CTE, Delaware Administrative Code [14 DE Admin. Code 525]. The Delaware unit system for funding schools is based on Title 14, Chapter 17 of Delaware Code (see Appendix A). LEAs implementing at least one (1) state-approved POS receive state CTE funds based on September 30 enrollment and occupational-vocational unit (CTE) allotment. Delaware Code [14 Del. C. §1702(a)] requires that appropriations for the support, maintenance, and operation of Delaware schools fall under three (3) divisions:

1. Division I includes state appropriations designated for paying salaries;
2. Division II includes state appropriations for all other school costs and energy, except those for debt service and the transportation of students; and
3. Division III includes state appropriations for educational advancement.

LEAs meeting the minimum requirements above will receive state "509" funding for the state-approved work-based learning practicum course (see Appendix A). For additional information regarding Division I, II, and III state appropriations, please reference the Delaware Department of Education's CTE Fiscal and Accountability Policies and Procedures guidance for fiscal procedures (see Appendix A).

Competitive Grants

The DDOE Innovation Grant Request for Application (RFA) uses federal Perkins V funds to support the implementation of the Delaware State Plan for CTE, including the planning, design, and implementation of WBL programs. The Innovation Grant award is part of the Reserve Fund under the provisions of the Perkins V Act (see Perkins V Sections 112 and 135). Grants are competitive or performance-based and made available to eligible recipients for the purpose of implementing and improving CTE programs of study. Annual awards to eligible secondary recipients total approximately $450,000. The upper limit and number of final grant awards is not prescribed but is based on the competitive nature of the RFA.

The Innovation Grant RFA process occurs annually with public notice provided at the start of each academic year and submission to the DDOE by the established deadline in mid-October. Due to the competitive nature of these grants, the deadline for applications is final. Innovation Grant funds are awarded under three (3) priority areas that are aligned with Section 135 of the Delaware State Plan for CTE (see Appendix A). The three priority areas outlined in the Innovation Grant are to:

1. Support the implementation of new Delaware state-model CTE Programs of Study (POS);
2. Support for student equity and achievement in college and career coursework; and
3. Prepare students for career success and support CTE instructors, administrators, and counselors (e.g., WBL).

WBL Practicum (WBLP) Application

LEAs may adopt the Work-Based Learning Practicum (WBLP) course through the CTE Portal (see Appendix A). Applications are due November 30 each year for implementation in the subsequent school year. LEAs wishing to apply for Work-Based Learning Practicum (WBLP) course approval must complete the following sections of the "Amendment" application through the CTE Portal:

- LEA Information – Enter required district and school level information;
- Rationale – Provide a broad overview of the *district and school level WBL implementation plan* to include the WBLP standards and opportunities for students to participate in WBL immersion experiences, and
- Documentation – Upload completed WBLP course application as a PDF, download the Assurances template, obtain the required signatures, and upload the Assurances document as a PDF.

Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Postsecondary Program Administrator (see Appendix B) for assistance with the planning, development, implementation, or sustainability of WBL programs.

APPENDIX A – URL REFERENCE LIST

[14 DE Admin. Code 505] – High School Graduation Requirements and Diplomas
https://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage

[14 DE Admin. Code 507] – Student Success Planning
https://regulations.delaware.gov/AdminCode/title14/500/507.shtml#TopOfPage

[14 DE Admin. Code 525] – Requirements for Career and Technical Education Programs
https://regulations.delaware.gov/AdminCode/title14/500/525.shtml#TopOfPage

[14 Delaware Code, Ch. 17] – State Appropriations
https://delcode.delaware.gov/title14/c017/index.shtml

[14 Delaware Code 1702] – State Appropriations, Divisions of School Appropriations
https://delcode.delaware.gov/title14/c017/index.shtml

[16 Delaware Code 2903] – Clean Indoor Air Act, Smoking Restrictions
https://delcode.delaware.gov/title16/c029/

[19 Delaware Code 504] – Child Labor, Employment Certificates
https://delcode.delaware.gov/title19/c005/index.shtml

[19 Delaware Code 507] – Child Labor, Minors under 18 years of age
https://delcode.delaware.gov/title19/c005/

[19 Delaware Code 1107A] – Wage Payment and Collection, Differential rate of pay based on gender prohibited
https://delcode.delaware.gov/title19/c011/index.shtml

[19 Delaware Code 1953, § 913] - Delaware Workplace Adjustment and Retraining Notification Act
https://delcode.delaware.gov/title19/c019/index.shtml

[55 Delaware Law 18, §901] – Minimum Wage
https://delcode.delaware.gov/sessionlaws/ga123/chp018.shtml#TopOfPage

[8 U.S. Code 1324] – Bringing in and harboring certain aliens
https://uscode.house.gov/view.xhtml?req=(title:8%20section:1324%20edition:prelim)

[29 U.S. Code 201] – Fair Labor Standards Act, Short Title

https://uscode.house.gov/view.xhtml?hl=false&edition=prelim&req=granuleid%3AUSC-prelim-title29-section201&num=0&saved=%7CKHRpdGxlOjI5IHNlY3Rpb246MjEyIGVkaXRpb246cHJlbGltKQ%3D%3D%7C%7C%7C0%7Cfalse%7Cprelim

[29 U.S. Code 206] – Fair Labor Standards Act, Minimum Wage
https://uscode.house.gov/view.xhtml?hl=false&edition=prelim&req=granuleid%3AUSC-prelim-title29-section206&num=0&saved=%7CKHRpdGxlOjI5IHNlY3Rpb246MjEyIGVkaXRpb246cHJlbGltKQ%3D%3D%7C%7C%7C0%7Cfalse%7Cprelim

[29 U.S. Code 212] – Child Labor Provisions
https://uscode.house.gov/view.xhtml?req=(title:29%20section:212%20edition:prelim)

125th General Assembly
https://delcode.delaware.gov/sessionlaws/ga125/index.shtml

Career Clusters® Framework
http://www.careertech.org/Career-Clusters

Delaware CTE Program of Study Policy and Procedures
http://education.delaware.gov/wp-content/uploads/2019/04/2017_08_de_cte_pos_policyandprocedures.pdf

Delaware Pathways – Office of Work-Based Learning
https://deowbl.org/about-owbl/

Delaware State Plan for Career and Technical Education
https://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/211/Final%20-%20DE%20State%20Plan%20for%20CTE%20Delaware%20RevisedOneYearPlan15-16.pdf

House Bill 509 – Educational Finance Reform Committee
https://delcode.delaware.gov/sessionlaws/ga139/chp509.shtml

Perkins V – H.R. 2353, Strengthening Career and Technical Education for the 21st Century Act
https://www.congress.gov/bill/115th-congress/house-bill/2353

Prevailing Wage
https://dia.delawareworks.com/labor-law/prevailing-wage.php

US Department of Labor – Wages and the Fair Labor Standards Act
https://www.dol.gov/agencies/whd/flsa

APPENDIX B – CAREER & TECHNICAL EDUCATION CONTACT INFORMATION

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APPENDIX D – WORK-BASED LEARNING FORMS

Multiple on-demand WBL professional learning, forms, and resources are available through the WBL Educator Toolkit in the Schoology Learning Management System. Leaders at the LEA level are encouraged to contact the DDOE CTE & STEM Education Associate: Postsecondary Program Administrator (see Appendix B) for access.