







2022-2023 School Year

















Report Abbreviations: To improve readability and ensure consistency across charts, tables, and narrative throughout this Annual Report, the following terms are abbreviated: **SWD:** Students with Disabilities **ELL:** English Language Learners Hawaiian: Native Hawaiian or Other Pacific Islander

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Welcome

I'm proud to share Delaware's first annual report on Career and Technical Education (CTE)! The Delaware Department of Education envisions every learner prepared for success in college, career, and life. CTE programs are central to Delaware's workforce system, equipping future professionals with technical skills and academic knowledge. These programs enable students to explore careers, gain practical skills, and access hands-on learning that leads to industry certifications, stable careers, and wealth-building wages. In 2022-2023, 83.54% of middle schoolers, 78.04% of high schoolers, and in 2023-2024, 12,828 postsecondary learners participated in CTE programs. CTE programs play a key role in helping middle, high school, and postsecondary learners earn credentials that move us closer to the Delaware Promise: 60% of Delawareans earning a credential of value by 2030.

Delaware Pathways began in 2016 with bipartisan support and collaboration among public, private, and nonprofit leaders. Since inception, the initiative has leveraged \$24 million in federal, local, and philanthropic funds, positioning Delaware as a national leader in career readiness. Anchored in the Delaware Workforce Development Board Strategic Plan and the Workforce Innovation and Opportunity Act (WIOA)/Strengthening Career and Technical Education for the 21st Century Act (Perkins V) combined state plan, Delaware Pathways has achieved impressive results.

CTE programs are the backbone of Delaware Pathways and Delaware's workforce preparation system.

Our continued success relies on the support of our Delaware Pathways partners. A strategic goal of the Delaware Workforce Development Board is to break down barriers between learning and work. The Delaware Workforce Development Board helps bridge the gap between education, the needs of employers, and our future workforce. Along with the support of the Delaware Workforce Development Board, CTE in Delaware is also supported by the Delaware Advisory Council on Career and Technical Education (DACCTE). The mission of the DACCTE is to strengthen and enhance the Career and Technical Education delivery system and to assist the State in providing quality programs and expanded opportunities for all citizens. Join us in advancing high quality education and workforce opportunities for all Delawareans.

We are committed to using data transparently to foster progress, form partnerships, and make informed decisions. Please feel free to provide your feedback on our first annual report. Contact information can be found on the back cover.

Thank you,

Jon Wickert, Ed.D.

Director, Career and Technical Education and STEM Initiatives, Delaware Pathways Co-Chair

Introduction



About Delaware Pathways

Acquiring both academic and technical skills in combination with meaningful work experience gives students the freedom to choose their life's path.

Delaware Pathways link education and workforce development efforts and provide opportunities for youth to gain work experiences aligned with their career goals through a series of high-quality education programs that link to postsecondary education and careers. Programs and supports are available across Delaware's local school districts, community-based partners, postsecondary institutions, and a statewide workforce intermediary.

Delaware Pathways help learners of Career and Technical Education (CTE) gain real-world skills for success in careers they are passionate about! Delaware Pathway programs help students develop the academic, technical, and employability skills needed for successful, in-demand jobs that span 16 career cluster areas. CTE programs are the backbone of Delaware Pathways and Delaware's workforce preparation system.









Education and Training

Finance, Government, and Public Administration

Health Science

Hospitality and Tourism

Human Services

Information Technology

Law and Public Safety

Manufacturing

Marketing

Sales and Service

ಲ್ಲೆ $\stackrel{\smile}{\mathbb{H}}$ Science, Technology, and Engineering

Transportation, Distribution, and Logistics

CTE Vision and Values

OUR VISION

Every learner engages in an equitable and high-quality education, enriched by meaningful relationships, transformative experiences, and pathways that connect secondary and postsecondary education to rewarding careers and fulfilling lives. Together, we aim to bridge education, workforce development, and social support networks to empower individuals to achieve their career and life goals.

OUR VALUES

- Courageously center all initiatives, conversations, and actions around measurable goals that prioritize equity, student growth, and educator success.
- Practice a growth mindset for partners and ourselves by seeking opportunities to lead, offer or welcome help, and give and receive feedback.
- Use data transparently to challenge assumptions, support discussions, develop routines and timelines, nurture intentional partnerships, and make decisions.
- Seek out, prioritize, and intentionally incorporate student, educator, and community voice.
- Act as a team to support one another, reach goals, and celebrate success.



Equity

Equity in Career & Technical Education (CTE) means fostering inclusive environments that promote empowerment and belonging for both learners and educators. Students' circumstances or personal identifiers should never limit their access to academic and career opportunities, enriching experiences, or meaningful relationships that support their individual goals.

We aim to meet students where they are by addressing systemic barriers, providing resources, and creating opportunities that empower every learner to achieve a positive outcome.

The Delaware Department of Education believes all students and school communities deserve strong, equity-driven social, emotional, and behavioral supports. We believe students should be connected, protected, and respected. Social and Emotional Learning (SEL) equips students and educators with the knowledge and skills to manage emotions, build relationships, and make responsible decisions for long-term success.

Why CTE? Benefits and Opportunities



Hands-on Learning Experience

CTE gives students real-world experience through practical, career-focused training that builds valuable skills for future success.



Career Exploration

Pathways help students discover their interests by exposing them to a variety of industries and career options.



Building Networks

CTE connects students with peers, educators, and mentors, creating supportive relationships that open doors throughout their careers.



College and Career Success

Pathways prepare students for college and careers by including early college credits and skills for immediate job readiness.

2022-2023 Highlights

In school year 2022-2023, Delaware secondary CTE students achieved high levels of success:

98.10% Graduated on time

55.60% Attained early postsecondary credits

19.30% Attained an industry-recognized credential

9,579 Students participated in a Career and Technical Student Organization with 116 placing in national competitions.

2022-23 PROGRAMMATIC ACCOMPLISHMENTS YOUTH APPRENTICESHIPS

Youth Apprenticeship Delaware, a Youth Apprenticeship Readiness Grant (YARG) initiative—funded by the U.S. Department of Labor—successfully engaged 906 youth apprentices and 244 employers in registered apprenticeship programs across the state. Youth apprenticeships provide high school students with a unique opportunity to earn while they learn, combining classroom instruction with paid, hands-on work experience in high-demand industries such as healthcare, IT, advanced manufacturing, and construction. By participating in these programs, students not only gain valuable skills and industry-recognized credentials but also build direct pathways to employment and postsecondary education. This initiative bridges the gap between education and the workforce, creating stronger connections between schools and local employers while supporting Delaware's long-term economic growth and talent development.

TEACHER ACADEMY

The Delaware Teacher Academy program, under Career and Technical Education (CTE), develops future education professionals dedicated to shaping the next generation. Students engage in handson learning experiences that provide a realistic understanding of the teaching profession. The program emphasizes the impact of education professionals in early childhood and K-12 settings. Students gain the knowledge, skills, and cultural competencies needed to create inclusive, equitable learning environments. Classroom instruction and work-based learning, including field experiences and internships, help students develop critical teaching skills. The program prepares students for postsecondary pathways such as degree programs and apprenticeships. Graduates pursue careers as early childhood educators, teachers, special education professionals, specialists, and paraprofessionals. Culturally responsive practices are integrated into the curriculum to support diverse student populations. Teacher Academy graduates enter the workforce ready to make education more equitable and inclusive. This program ensures a strong pipeline of skilled, compassionate educators.

CREDIT FOR PRIOR LEARNING

Each student in Delaware is unique, and they arrive on postsecondary campuses having learned from their own distinct and valuable experiences. We know that college-level learning occurs both within formal educational settings and outside of the college classroom, much of which can be workforce-relevant. We recognize that credit is awarded for this learning through validated assessment methods and not solely for experience. Credit for Prior Learning (CPL) is one such tool that we believe provides real value to our students and our institutions. CPL (sometimes called Prior Learning Assessment) is credit awarded for the demonstration of validated college-level skills and knowledge gained outside of a college classroom and is a potential tool for current and prospective students, especially returning students with non-traditional backgrounds. CPL is a wellresearched, long-practiced, and academically rigorous method of capturing the knowledge students obtain outside of the classroom. CPL supports the goals of expanding access while addressing the needs of students who have learned in non-traditional formats or have changed institutions or disciplines.

A copy of Delaware's Credit for Prior Learning Framework can be found here: pages.delawarepathways.org/CPL.

FUTURE INITIATIVES

Inclusive Decision-Making

Elevating student, educator, and community voices in decisions.

Modernized Framework

Transitioning to updated Career Clusters by 2030 to align with industry needs.

Credential Assessment

Ensuring CTE learners attained credentials valued by employers.

Environmental Literacy

Embedding climate readiness into all CTE programs.

Academic Growth

Integrating math, science, and literacy through enhanced teacher training.

Middle Grades Expansion

Establishing a model to prepare students for high school success.



CTE Programs of Study 2022-2023 School Year

Delaware District and Charter Middle Schools offer CTE courses that provide a foundational exploration of all career clusters.

Highlights

83.54% Middle School Students

Were enrolled in a CTE course in school year 2023 (unduplicated)

31 Districts and Charter Schools Offered

At least one
CTE Program of Study

78.04% High School Students

Were enrolled in a CTE course in school year 2023 (unduplicated)

66 High Schools

Offered at least one CTE Program of Study in 2023

Over 120 Different CTE Programs

Were offered across 16 Career Clusters in Delaware's public and charter high schools

1815 High School CTE Students

Were engaged in work-based learning activities

Demographics

School year 2023 subpopulation student enrollment as a percentage of all students (grades 7-12) enrolled in CTE courses:

Below 1%

American Indian

3.60% Asian 30.75% Black 19.81% Hispanic

Below 1%

Native Hawaiian or Other Pacific Islander 4.60% Multi Race 40.95% White

48.36%

Of students enrolled in a
CTE course in school year 2023
were female

51.64%

Of students enrolled in a CTE course in school year 2023 were male

9.14%

CTE students were students with disabilities in school year 2023

Data Sources:

CTEReportMart Participation Demographics, CTEReportMart Participation Demographics, PublicReportMart Unit Count Enrollment, CTEReportMart Transcripts

Secondary Enrollment Data: Middle School (Grades 7-8)

Career and Technical Education in Delaware is starting earlier with its middle schoolers, deepening the impact of career pathways in high school, and engaging more employers through new industry partnerships. Through youth-centered career exploration, every student should exit grade eight having found success in equity-centered career and technical education, academic, and social-emotional programming that

cultivates student identity and inspires a path to postsecondary success. The vision for middle grades is strong, equity-focused and well-rounded middle grades CTE programming that is open and available for all students to explore, grow, and learn before making critical decisions about high school and postsecondary plans.

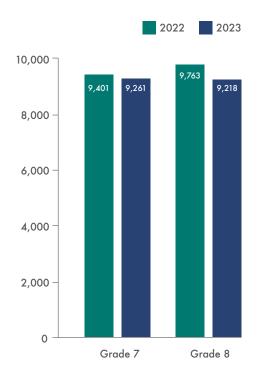
Note: Each student is only counted once in the data reported. For additional data details, see appendix pages 48-50.

19,145 2022 Middle School Total Enrollment

18,479 2023 Middle School Total Enrollment

Middle grades are viewed as a critical time for career exploration and personal development, equipping students with the self-awareness, skills, and knowledge needed to make informed decisions about their educational and professional futures. Delaware Pathways' aims to ensure that every student exits grade eight with a strong sense of self, academic readiness, and exposure to career pathways that support future success.

Middle School (Grade 7-8) Enrollment (unduplicated)



By Subpopulation

	2022	2023	Yearly Change
English Language Learner	2,199	2,065	_
Foster Care	47	55	+
Homeless	446	534	+
Low Income	5,423	5,679	+
Migrant	<15	19	+
Military Dependent	296	309	+
Non Traditional	9,188	8,761	_
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
Student With Disabilities	1,943	1,903	_

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	75	76	+
Asian	679	698	+
Black	5,765	5,748	_
Hawaiian	43	33	_
Hispanic	3,601	3,554	_
Multi Race	952	900	_
White	8,109	7,551	_

By Gender

	2022	2023	Yearly Change
Female	9,097	8,736	_
Male	10,048	9,738	_

Secondary Enrollment Data: High School

Career and Technical Education (CTE) programs allow
Delaware students the chance to attain early college credits,
industry-recognized credentials and work experience while
still in high school. To earn a living wage in today's economy,
all students must pursue education beyond high school. This
education can include a two-year or four-year college degree,

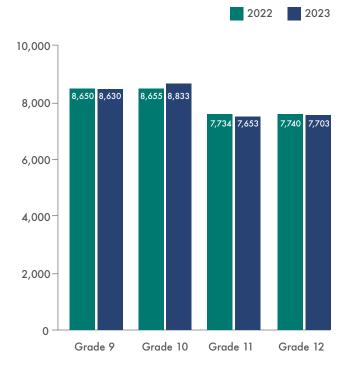
certification program, apprenticeship, formal job training or military service. The type of education students choose depends on each student's unique interests and skills.

Note: Each student is only counted once in the data reported.

34,801 2022 High School Total Enrollment 34,842 2023 High School Total Enrollment

We believe in the power of Career and Technical Education (CTE) to transform the lives of learners by providing them with hands-on experiences that prepare them for the real world. Our state-approved CTE Programs of Study are designed to help learners explore a range of career options, acquire specific skills, and build a foundation for lifelong learning.

High School (Grades 9-12) Enrollment (unduplicated)



By Subpopulation

	2022	2023	Yearly Change
English Language Learners	2,604	2,979	+
Foster Care	133	129	_
Homeless	673	767	+
Low Income	8,416	8,800	+
Migrant	<15	<15	+
Military Dependent	376	430	+
Non Traditional	11,454	11,408	_
Out of Work	<15	<15	+
Single Parent	<15	<15	_
Students With Disabilities	3,132	3,183	+

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	206	179	_
Asian	1,282	1,244	_
Black	11,110	10,797	_
Hawaiian	57	50	_
Hispanic	6,925	7,106	+
Multi Race	1,494	1,577	+
White	15,494	14,481	_

By Gender

	2022	2023	Yearly Change
Female	17,877	17,283	_
Male	18,575	18,042	_



High School CTE Student Classification



PARTICIPANT

A student who has completed at least one CTE course.



CONCENTRATOR

A student who has completed at least two CTE courses in a program of study.



COMPLETER

A student who has completed all CTE courses within a program of study.

Career Cluster	# of 2023 CTE Participants	% of 2022 CTE Participants Who Became 2023 Concentrators	% of 2022 Concentrators Who Became 2023 Completers
Agriculture, Food, and Natural Resources	8,580	53.09	40.75
Architecture and Construction	1,954	41.35	52.20
Arts, Audio/Video Technology, and Communications	4,530	42.09	44.64
Business Management and Administration	2,576	35.63	53.04
Education and Training	3,638	41.01	38.10
Finance	2,063	40.32	45.19
Health Science	4,898	55.87	54.86
Hospitality and Tourism	4,627	55.77	47.03
Human Services	536	52.79	70.91
Information Technology	2,979	44.98	58.80
Law and Public Safety	1,021	50.39	100
Manufacturing	838	44.14	35.92
Marketing	2,605	34.99	44.99
Science, Technology, Engineering, and Mathematics	2,812	58.91	53.03
Transportation, Distribution, and Logistics	771	64.83	64.93

Note: Each student is counted once per career cluster. Students can be counted in more than one career cluster.

Enrollment Data By Career Cluster

Career and Technical Education (CTE) programs of study help students build academic, technical, and employability skills, along with gaining real-world experience for in-demand careers. These programs connect education and workforce development efforts, offering high-quality learning that aligns with students' career goals and leads to postsecondary opportunities. CTE is available across Delaware's local

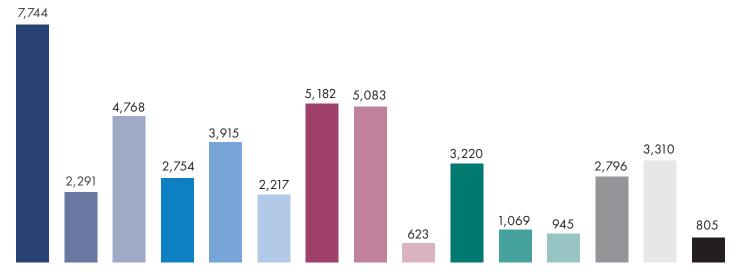
school districts. The National Career Clusters® Framework guides leaders in creating inclusive, industry-responsive, and student-centered programs. Established in 2002 through a federal and state partnership facilitated by Advance CTE, the Framework has since been adopted in all 50 states, multiple territories, and internationally to support career development platforms and tools.

2023 Participants, Grades 9-12

44,428 Total Participants

Note: Each participant is counted once per career cluster. Students can be counted in more than one career cluster.





Total Participants by Career Cluster

Graduation rates are a key measure of student success, and for Career and Technical Education (CTE) students in Delaware, the results are impressive. In 2022 and 2023, a higher percentage of CTE concentrators graduated ontime compared to the statewide average.

This shows that students who participate in CTE Programs of Study are not only gaining job-ready skills but are also staying on track academically.

Note: Graduation rates represent the percentage of students who graduate high school with a regular diploma. Delaware not only calculates the rate of students who graduate in 4 years, but also the students who continue education and graduate in 5 and 6 years. Graduation rates are calculated as prescribed by the National Center for Educational Statistics (NCES), which provides data to the federal reporting system.

Statewide Graduation Rates (%)

2022 2023

96.4% 98.1% 88.9% 87.8%

Students Statewide CTE Concentrators or CTE Concentrators or Students Statewide Completers Graduated On Time Graduated On Time Graduated On Time

Completers Graduated On Time

Graduation Rate of CTE Students by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	95.1	96.2	+
Asian	99.5	98	_
Black	95.8	97.8	+
Hawaiian	87.5	100	+
Hispanic	94.3	96.8	+
Multi Race	96.7	98.9	+
White	97.4	98.7	+

By Gender

	2022	2023	Yearly Change
Female	97.3	98.4	+
Male	95.6	97.8	+

By Subpopulation

	2022	2023	Yearly Change
ELL	89.9	95.3	+
Foster Care	90	69.2	_
Homeless	86	95.7	+
Low Income	91.7	97.5	+
Migrant	100	N/A	N/A
Military Dependent	100	100	0
Non Traditional	97.9	98.4	+
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	93.7	93.8	+

Perkins Core Indicator: 2S1 Academic Proficiency - English Language Arts

This indicator measures how well CTE students perform on state reading and language arts assessments. In 2023, 44.9% of CTE students reached proficiency, slightly below the state target. While there is room for improvement, CTE programs continue to embed literacy skills to help students succeed. A proficient student scores at the "Meets" or "Exceeds" level, demonstrating

grade-level or higher understanding in English Language Arts. Proficient students are more likely to succeed in education and career training after high school. All 11th-grade students take the SAT each year to assess English Language Arts skills, with over 95% participation regardless of post-graduation plans.

Note: Proficiency percentages are calculated by comparing the number/percent of CTE concentrators who are grade 11 FAY (Full Academic Year) and were proficient on the ESSA (Every Student Succeeds Act) standardized ELA assessment to the number/percent of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized ELA assessment.

Statewide Proficiency Levels in English Language Arts (%)						
2022			2023			
45.7% CTE Concentrators or Completers Were Proficient	45% Statewide		44.9% CTE Concentrators or Completers Were Proficient	44 % Statewide		

English Language Arts Proficiency Levels of CTE Students by Subpopulation (%)

Race & Ethnicity

	2022	2023	Yearly Change
American Indian	40.7	39.1	_
Asian	75.4	72.3	_
Black	32.2	30.1	_
Hawaiian	33.3	16.7	_
Hispanic	30.5	30.9	+
Multi Race	46.4	43.1	_
White	56.9	56.9	N/A

Gender

	2022	2023	Yearly Change
Female	46	47.9	+
Male	45.4	41.9	_

Subpopulation

	2022	2023	Yearly Change
ELL	11.3	6.5	N/A
Foster Care	7.7	N/A	_
Homeless	23.8	21.5	_
Low Income	28.4	26.6	_
Migrant	N/A	N/A	N/A
Military Dependent	57.8	53.1	_
Non Traditional	52.3	52.7	+
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	<15	<15	+

Perkins Core Indicator: 2S2 Academic Proficiency - Math

In 2023, 22.5% of CTE students met math proficiency standards, matching the previous year's performance. To boost these outcomes, CTE programs are enhancing math instruction by connecting it to real-world applications, helping students understand how math relates to their future careers. A proficient student is one who scores at "Meets" or "Exceeds"

on assessments and demonstrates grade-level or higher understanding in math. These students are more likely to succeed in postsecondary education and career training. All 11th-grade students take the SAT each year to assess math skills, with more than 95% participating regardless of their post-graduation plans.

Note: Proficiency percentages are calculated by comparing the number/percent of CTE concentrators who are grade 11 FAY (Full Academic Year) and were proficient on the ESSA (Every Student Succeeds Act) standardized mathematics assessment to the number/percent of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized mathematics assessment.

2022 2023 22.5% 23% 22.5% 22.88%

CTE Concentrators or Statewide Completers Were Proficient Completers Were Proficient Completers Were Proficient Completers Were Proficient

Math Proficiency Levels of CTE Students by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	22.2	21.7	_
Asian	61	53.8	_
Black	10.7	9.2	_
Hawaiian	16.7	16.7	0
Hispanic	13.4	12.2	_
Multi Race	20.8	19.1	_
White	30	31.7	+

By Gender

	2022	2023	Yearly Change
Female	19.4	19.3	_
Male	25.6	25.7	+

Subpopulation

	2022	2023	Yearly Change
ELL	7.1	3.8	_
Foster Care	7.7	N/A	_
Homeless	9.5	6.2	_
Low Income	10.3	8.6	_
Migrant	N/A	N/A	0
Military Dependent	40.6	23.5	_
Non Traditional	25.2	25.1	_
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	2.4	2.4	0

Perkins Core Indicator: 2S3 Academic Proficiency - Science

Science is applicable to many in-demand jobs, and CTE students are gaining foundational knowledge in this area. In 2023, 29.9% of CTE students demonstrated proficiency in science, a decrease from the previous year. Despite this, efforts are being made to strengthen science learning in CTE through hands-on expiences, integrated instruction, and by helping students see how science is applied in all career fields.

A proficient student is a student who scored at "Meets" or "Exceeds" and has demonstrated an understanding at or above the standard for their grade level in Science. Students that are on grade level (proficient) have a greater likelihood of entry and success in education and career training beyond high school. Students in 11th grade are annually assessed in science using the DeSSA Science assessment (HS Biology, gr 8 and gr 5).

Note: Proficiency percentages are calculated by comparing the number/percent of CTE concentrators who are grade 11 FAY (Full academic year) and were proficient on the ESSA (Every Student Succeeds Act) standardized science assessment to the number/percent of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized science assessment.

Statewide Proficiency Level	s in Science (%)			
2022			2023	
34.3%	25.18%	:	29.9%	21.7%
CTE Concentrators or Completers Were Proficient	Statewide	:	CTE Concentrators or Completers Were Proficient	Statewide

Science Proficiency Levels of CTE Students by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	26.9	19	_
Asian	54.4	48.8	_
Black	22.6	17	_
Hawaiian	16.7	N/A	N/A
Hispanic	23.1	20.5	_
Multi Race	36.3	30	_
White	43.6	40	_

By Gender

	2022	2023	Yearly Change
Female	32.9	30.2	_
Male	35.6	29.6	_

By Subpopulation

	2022	2023	Yearly Change
ELL	5.4	4.9	_
Foster Care	N/A	N/A	N/A
Homeless	11.1	12.5	+
Low Income	20.9	15.5	_
Migrant	N/A	N/A	N/A
Military Dependent	47.3	36	_
Non Traditional	38.2	36	_
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	6.2	7.1	+

Perkins Core Indicator: 3S1 Post-Program Placement

The Post-Program Placement indicator measures student placement in the workforce or postsecondary education within six months of graduating high school. In 2023, nearly 70% of CTE graduates enrolled in college, joined the military or

workforce, or participated in service programs within six months of graduation—up from 56% in 2022. This upward trend shows that CTE students are finding meaningful opportunities quickly, validating the effectiveness of career pathways in preparing them for life after school.

Note: Postsecondary student placement is tracked through the National Student Clearing House. Post-program placement in the workforce is identified through collaboration with the Delaware Department of Labor. The future goal is to have 100% post-program placement of CTE concentrators and completers.

Statewide Post-Program Placement (%)

2022

56.4%

CTE Concentrators or Completers

Were placed in employment or postsecondary education within six months of graduating high school in 2021.

2023

69.5%

CTE Concentrators or Completers

Were placed in employment or postsecondary education within six months of graduating high school in 2022.

Post-Program Placement by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	35.9	76	+
Asian	85.1	86.7	+
Black	52.3	68.1	+
Hawaiian	71.4	63.6	_
Hispanic	47.1	63.1	+
Multi Race	50	77.4	+
White	60.6	70.7	+

By Gender

	2022	2023	Yearly Change
Female	65.1	76.4	+
Male	48.2	62.8	+

By Subpopulation

	2022	2023	Yearly Change
ELL	38.5	54.8	+
Foster Care	22.2	88.9	+
Homeless	31.4	58.9	+
Low Income	39	69.8	+
Migrant	N/A	N/A	N/A
Military Dependent	70	89.1	+
Non Traditional	65.4	74.5	+
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	31.4	54	+

Perkins Core Indicator: 4S1 Non-Traditional Program Concentration

Some industries have a gender imbalance, and this indicator tracks how many students are breaking those norms—like females in engineering or males in nursing. In 2023, 27.1% of CTE students were in a non-traditional program for their gender. Encouraging

diverse participation helps create more inclusive workplaces and ensures all students have access to high-paying, in-demand careers.

Note: The term "non-traditional fields," under Perkins V, means occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Statewide Non-traditional Student Levels (%)

2022

29.6%

CTE Concentrators or Completers

Percent of CTE Students who are member of the underrepresented gender within their chosen CTE program of study in 2022.

2023

27.1%

CTE Concentrators or Completers

Percent of CTE Students who are member of the underrepresented gender within their chosen CTE program of study in 2023

Non-traditional Student Levels by Subpopulation (%)

Race & Ethnicity

	2022	2023	Yearly Change
American Indian	19.7	26.4	+
Asian	37.3	34	_
Black	28.4	22	_
Hawaiian	27.3	6.3	_
Hispanic	28.8	26.5	_
Multi Race	27.5	26.8	_
White	30.2	30	_

By Gender

	2022	2023	Yearly Change
Female	47	42.6	_
Male	12.5	11.5	_

By Subpopulation

	2022	2023	Yearly Change
ELL	27.4	24.7	_
Foster Care	16.7	14.3	_
Homeless	33.6	31.1	_
Low Income	29.6	24.1	_
Migrant	N/A	100	+
Military Dependent	29.7	26.1	_
Non Traditional	N/A	N/A	N/A
Out of Work	N/A	N/A	N/A
Single Parent	100	N/A	_
SWD	25	21.4	_

Perkins Core Indicator: 5S1 Attained Recognized Postsecondary Credential

Earning industry-recognized credentials helps students stand out to employers. In 2023, 19.3% of CTE students graduated with a credential in hand—up from 16.5% in 2022. These credentials validate student skills and give them a competitive edge in the job

market or college admissions, providing families with confidence that their students are gaining tangible outcomes from CTE.

Note: Many different types of Recognized Postsecondary Credentials exist and are available for Delaware students. Credentials that align with middle- and high-skill, middle- and high-wage, and in-demand occupations or have demonstrated value in the labor market and/or advance postsecondary educational opportunities are prioritized.

Statewide Attainment Levels - Recognized Postsecondary Credentials (%)

2022

16.5%

CTE Students Attained a Recognized Postsecondary Credential

19.3%

CTE Students Attained a Recognized Postsecondary Credential

Attainment Levels by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	29.5	20	_
Asian	7.9	12.3	+
Black	17.9	21.5	+
Hawaiian	20	22.2	+
Hispanic	19.2	18.7	_
Multi Race	11	28.1	+
White	15.5	17.9	+

By Gender

	2022	2023	Yearly Change
Female	18.2	21.6	+
Male	14.8	1 7 .1	+

By Subpopulation

	2022	2023	Yearly Change
ELL	8.6	7.7	_
Foster Care	12.5	30.8	+
Homeless	12.9	16.7	+
Low Income	16.6	18.7	+
Migrant	N/A	N/A	N/A
Military Dependent	20	41.7	+
Non Traditional	8.8	12.2	+
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	15.5	18	+

Recognized Postsecondary Credentials Attainment Levels by Subpopulation

Race and Ethnicity			Gender		
16.30%	13.30%	19.50%	15.10%		19.50%
American Indian / Alaska Native	Asian	Black	Male		Female
			Subpopulation		
16.10%	16.70%	25%	15.80%	16.90%	6.60%
Hispanic	Native Hawaiian / Pacific Islander	Multiracial	Students With Disabilities	Low Income Students	English Language Learners
15.90%			18.90%	29.40%	39.80%
White			Homeless	Foster Care	Military Dependent

1,514 total students from 11 districts successfully attained postsecondary credentials in school year 2023

Students Who Attained a Recognized Postsecondary Credential by Career Cluster

78 Agriculture, Food, and Natural Resources	280 Architecture and Construction	73 Arts, Audio/Video Technology, and Communications	21 Business Management and Administration
106 Education and Training	32 Finance	413 Health Science	173 Hospitality and Tourism
92 Human Services	29 Information Technology	57 Law and Public Safety	<15 Manufacturing
<15 Marketing	61 Science, Technology, Engineering, and Mathematics	83 Transportation, Distribution, and Logistics	

Perkins Core Indicator: 5S2 Attained Postsecondary Credits

Early postsecondary credit includes Advanced Placement, dual enrollment, transcripted and/or articulated credit, and registered youth and pre-apprenticeship. In 2023, 55.6% of CTE students attained postsecondary credit, a slight increase from the previous

year. These early college experiences can reduce the cost of postsecondary education and give students a head start toward degrees or certifications.

Note: CTE students are provided the option to participate in early postsecondary credit including advanced placement, dual enrollment, transcripted and/or articulated credit, and registered youth and preapprenticeship. Secondary and postsecondary educators should provide opportunities for students to pursue two- and four-year degrees and certification programs through the development of articulation and/or dual enrollment agreements.

Statewide Attainment Levels - Postsecondary Credits (%)

2022 2023

53.7%

CTE Concentrators or Completers Attained Postsecondary Credit 55.6%

CTE Concentrators or Completers Attained Postsecondary Credit

Attainment Levels - Postsecondary Credits By Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	47.7	50	+
Asian	68.3	73.9	+
Black	48.3	47.9	_
Hawaiian	70	44.4	_
Hispanic	41.1	46.1	+
Multi Race	50.3	55.6	+
White	60.8	63.6	+

By Gender

	2022	2023	Yearly Change
Female	59.2	63.3	+
Male	48.4	48	_

Subpopulation

	2022	2023	Yearly Change
ELL	39	31	_
Foster Care	50	61.5	+
Homeless	38.8	28.7	_
Low Income	42	41.5	_
Migrant	N/A	N/A	N/A
Military Dependent	62.2	77.8	+
Non Traditional	62.1	61.9	_
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	35.4	29.9	_

Perkins Core Indicator: 5S3 Participated in Work-Based Learning

Students earn credit for work-based learning (WBL) experiences when placed in a career immersion setting aligned with their CTE program of study. These placements must be supervised by a trained CTE teacher or WBL coordinator.

Career immersion activities include internships, apprenticeships, clinical experiences, school-based enterprises, and other employer-engaged opportunities. Students document their experiences through the Work-Based Learning Practicum (WBLP) course, which helps them build real-world skills and demonstrate workplace readiness.

Note: 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. To learn more about the Work Based Learning, please visit the Delaware Department of Education Website: pages.delawarepathways.org/WBL.

Work Based Learning Participation Levels (%)

2022 2023

11.6%

CTE Concentrators or Completers Participated in a Work-Based Learning Experience

14.6%

CTE Concentrators or Completers Participated in a Work-Based Learning Experience

Work Based Learning Participation Levels by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	6.8	26.7	+
Asian	12.9	13.4	+
Black	11.2	13.4	+
Hawaiian	N/A	N/A	N/A
Hispanic	5.2	6.6	+
Multi Race	13.3	15.9	+
White	14	18.8	+

By Gender

	2022	2023	Yearly Change
Female	12.2	15.9	+
Male	11	13.3	+

By Subpopulation

	2022	2023	Yearly Change
ELL	1.9	4.6	+
Foster Care	N/A	7.7	+
Homeless	5.9	4.6	_
Low Income	6.4	8.2	+
Migrant	N/A	N/A	N/A
Military Dependent	11.1	15.3	+
Non Traditional	9.8	14.3	+
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
SWD	9.1	9.4	+



Work-Based Learning (WBL)

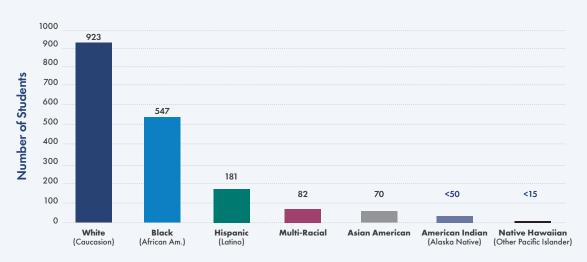
Work-based learning (WBL) is a progressive approach to bridging the work-skills gap between school and high-demand, high-skill careers in Delaware. Through structured employer engagement in workplace settings, students build upon their classroom-based instruction, developing and strengthening both technical 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 connects education and workforce development efforts that match employer demand in high-growth industry sectors. Through Delaware Pathways a statewide workforce intermediary has been created within Delaware Technical Community College's Office of Work-Based Learning to better connect students and employers and place secondary and postecondary 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, nonprofit organizations, non-governmental organizations (NGOs), for-profit and private sector companies, and community-based organizations (CBOs).

Types of WBL Immersion

Students placed in a WBL immersion experience for credit must be assigned to a trained CTE teacher or WBL coordinator. 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. 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. Employers who are interested in hosting an intern can visit the employer section on the Delaware Pathways website.

Participation in Work-Based Learning Activities - By Race



Race and Ethnicity

Delaware Pathways is committed to ensuring that all students have equitable access to high-quality Work-Based Learning (WBL) experiences that prepare them for in-demand careers and postsecondary success.

The Delaware Department of Education (DOE) prioritizes inclusive programming by addressing barriers and actively engaging diverse student populations—across race, income, and ability—to participate in meaningful, hands-on learning that aligns with their career goals. This data reflects our ongoing efforts to close opportunity gaps and expand access to WBL for every learner across the state.

View Student Access & Participation in Work-Based Learning Activities - By Race on Page 47.





Participation in Work-Based Learning

2022 Career Cluster Name	% of Students with Disabilities	% Low Income
Total	195	596
Agriculture, Food, and Natural Resources	7.60%	15.10%
Architecture and Construction	4.50%	16.80%
Arts, Audio/Video Technology, and Communications	6.50%	10.10%
Business Management and Administration	5.90%	16.10%
Education and Training	11.40%	10.20%
Finance	2.90%	19.40%
Health Science	1.70%	15.60%
Hospitality and Tourism	8.40%	21.20%
Human Services	4.10%	19.30%
Information Technology	6.60%	12.70%
Law and Public Safety	0.40%	13.10%
Manufacturing	9.10%	22.60%
Marketing	18.00%	26.50%
Science, Technology, Engineering, and Mathematics	2.40%	12.50%
Transportation, Distribution, and Logistics	7.20%	22.30%

2023 Career Cluster Name	% of Students with Disabilities	% Low Income
Total	310	678
Agriculture, Food, and Natural Resources	13.10%	14.90%
Architecture and Construction	10.50%	20.50%
Arts, Audio/Video Technology, and Communications	10.20%	21.70%
Business Management and Administration	6.40%	13.40%
Education and Training	10.30%	14.50%
Finance	4.10%	17.20%
Health Science	2.80%	16.80%
Hospitality and Tourism	12.90%	19.20%
Human Services	7.10%	22.40%
Information Technology	7.00%	10.60%
Law and Public Safety	4.50%	12.80%
Manufacturing	3.70%	23.10%
Marketing	9.00%	20.90%
Science, Technology, Engineering, and Mathematics	3.70%	10.70%
Transportation, Distribution, and Logistics	6.40%	23.80%

9.4% of Students with Disabilities

Participated in Work-Based Learning Opportunities



8.2% of Students from Low-Income Households

Participate in Work-Based Learning Opportunities



A low income student is "any student whose family qualifies for either public assistance (TANF) or food stamps (SNAP)."

For additional information please visit the Delaware Department of Education's website:

pages.delawarepathways.org/title-programs



Delaware offers eight active organizations available to students enrolled in career and technical education programs. These student organizations have a very positive impact on career development because they offer "reallife" experiences, insight into careers, and the chance to make valuable contacts with business professionals.



















стѕо	Middle School Chapters	Middle School Members	High School Chapters	High School Members
FFA	22	905	24	4,644
TSA	12	256	31	1,178
ВРА	40	381	71	1,025
HOSA	3	27	51	1,265
Ed Rising	5	45	34	757
SkillsUSA	0	0	7	667
DECA	0	0	12	294
FCCLA	18	58	0	58

390

Competitive statewide CTSO events available to Delaware CTE students **52**

Top 10 awards in national CTSO events earned by Delaware CTSO members 26

Leadership development opportunities available to Delaware CTE Students

11,560

Delaware CTE students participated in one or more of 390 different competitive events



Achieving Efficient Time and Cost Completion for All Learners

Delaware's postsecondary Career and Technical Education (CTE) system connects learners with the skills, credentials, and real-world experiences they need to transition successfully into high-quality employment or further education. Designed to be flexible, equitable, and responsive to the needs of students and employers, this system supports individuals at all stages—from high school through adult education and beyond.

POSTSECONDARY INSTITUTIONS ASPIRE TO ENSURE:

RECESSION-RESISTANT CAREER

85%

Program concentrators attain industryvalued credentials 100%

Post-program placement within six months of program completion 90%

Program completers maintain uninterrupted quarterly employment for the first year following postprogram employment

WEALTH GENERATING WAGE

85%

Program completers earn Delaware's average wage within three years of program completion.

EFFICIENT TIME AND COST TO COMPLETION

85%

Learners reach concentrator status

95%

Program concentrators complete program

VISION FOR POSTSECONDARY SUCCESS

Our vision is to connect learners, educational institutions, and employers in a system that:

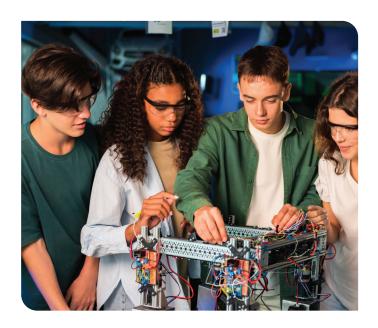
- Promotes equity by removing barriers to access and success, using data and student voice to drive decision-making.
- Adapts to economic changes, offering multiple entry and exit points for learning and career advancement.
- Recognizes prior learning and experience, allowing students to build on what they know and achieve their goals with minimal debt.

As Delaware continues to refine this system, we remain committed to empowering learners and building a workforce ready for the demands of today—and tomorrow.



A STACKABLE, SUPPORTIVE SYSTEM

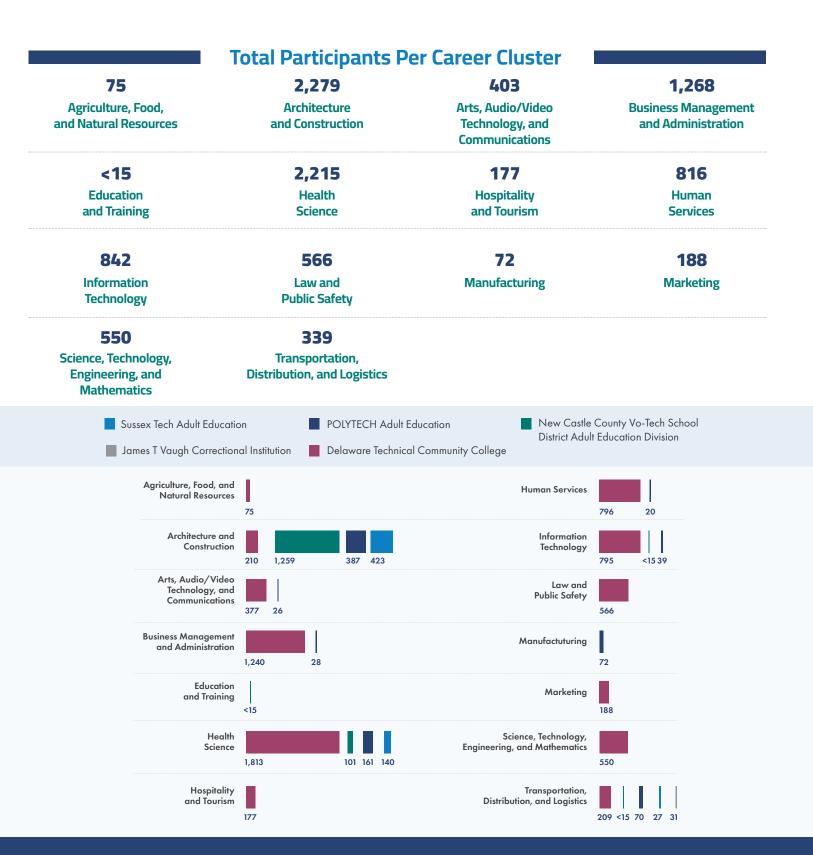
Delaware's postsecondary system is designed to value each learner's prior experiences, offering credit for prior learning and flexible, stackable credentials. This approach helps students save time and money while accelerating their path to degree completion or employment. Support services like academic advising, financial aid guidance, transportation, and childcare are integrated to help learners navigate their journey with confidence.



Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems and employer-driven factors in Registered Apprenticeship programs.

Postsecondary CTE Participants

A CTE participant is a postsecondary/adult student who has earned one (1) or more credits in any CTE program area.

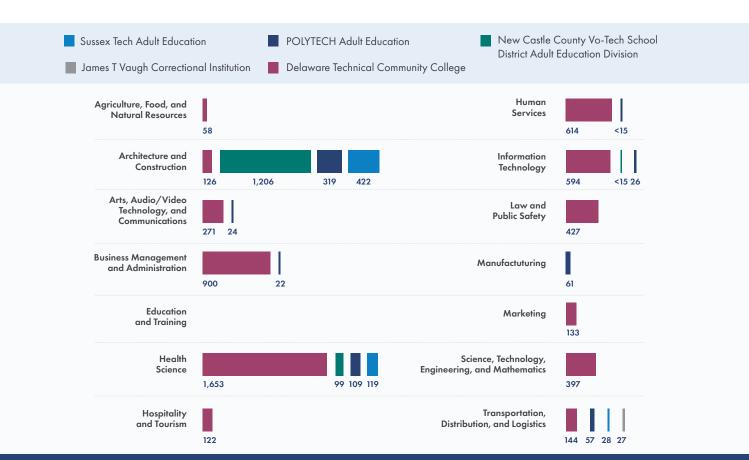


A postsecondary CTE concentrator is a postsecondary participant who: (1) completes at least 12 credits within a career and technical education program or program of study; (2) completes a short-term CTE credential program; (3) completes 144 clock hours of training in a long-term CTE credential program; or (4) completes

the first related technical instruction sequence in a Registered Apprenticeship program. The CTE program, short- or long-term credential program, or Registered Apprenticeship program must be Perkins-eligible and culminate in an industry-recognized credential, a certificate, or a degree.

	Total Concentrators I	Per Career Cluster	
58	2,073	295	922
Agriculture, Food, and Natural Resources	Architecture and Construction	Arts, Audio/Video Technology, and Communications	Business Management and Administration
1,980	122	627	628
Health	Hospitality	Human	Information
Science	and Tourism	Services	Technology
427	61	133	397
Law and Public Safety	Manufacturing	Marketing	Science, Technology, Engineering, and Mathematics

256 Transportation, Distribution, and Logistics



Perkins Core Indicator: 1P1 Post-Program Placement

What happens after completing a CTE program matters. This indicator shows the percentage of postsecondary students who are continuing their education, serving in the military, or are employed within six months of completing their program. In 2023, nearly 65% of CTE graduates were successfully placed—an increase from the previous year. This shows that Delaware's CTE system is helping adult

learners take the next step in their careers or education with realworld impact.

Post-Program Placement is calculated by Delaware Department of Labor data match (employment) and postsecondary enrollment records (continuing education).

Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems and employer-driven factors in Registered Apprenticeship programs.

Post-Program Placement Levels (%)

2022

44%

CTE Concentrators or Completers Continued, Served in the Military, or Were Employed Within Six Months of Completing Their Program

2023

64.6%

CTE Concentrators or Completers Continued, Served in the Military, or Were Employed Within Six Months of Completing Their Program

Post-Program Placement Levels by Subpopulation (%)

Race & Ethnicity

	2022	2023	Yearly Change
American Indian	40	80	+
Asian	17.4	62.1	+
Black	34.2	63.1	+
Hawaiian	37.5	80	+
Hispanic	36.7	65.1	+
Multi Race	38.5	63.2	+
White	51.44	65.18	+
Unknown	6.25	62.57	+

By Subpopulation

	2022	2023	Yearly Change
ELL	40.4	73.9	+
Homeless	100	60	_
Low Income	N/A	N/A	N/A
Migrant	N/A	N/A	N/A
Non Traditional	18.4	60.9	+
Out of Work	66.7	70	+
Single Parent	63.1	67.6	+
SWD	27.78	62.95	+

By Gender

	2022	2023	Yearly Change
Female	29.1	61.2	+
Male	54.2	67.7	+

Perkins Core Indicator: 2P1 Earned Recognized Postsecondary Credential

Earning a credential is a key milestone for CTE students. This indicator tracks the percentage of students who receive a degree, certificate, or industry-recognized credential either during their program or within one year of completion. In 2023, over 91% of postsecondary CTE

students achieved this, demonstrating the strength of Delaware's system in delivering career-ready credentials that open doors to employment and advancement.

Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems and employer-driven factors in Registered Apprenticeship programs.

Earned Recognized Postsecondary Credential Attainment Levels by Subpopulation (%)

2022 2023

99.5%

CTE Students Earned a Recognized Postsecondary Credential

91.1%

CTE Students Earned a Recognized Postsecondary Credential

Earned Recognized Postsecondary Credential Attainment Levels by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	100	87.1	_
Asian	98.9	88.6	_
Black	99.3	91.1	_
Hawaiian	100	0	=
Hispanic	99.7	92.9	_
Multi Race	100	89.3	_
White	99.5	91	_
Unknown	100	89.8	_

By Subpopulation

	2022	2023	Yearly Change
ELL	100	93.9	_
Homeless	N/A	N/A	N/A
Low Income	N/A	N/A	N/A
Migrant	N/A	0	N/A
Non Traditional	100	87.2	_
Out of Work	100	N/A	N/A
Single Parent	99.3	93.9	_
SWD	100	90.1	_

By Gender

	2022	2023	Yearly Change
Female	98.6	93	_
Male	100	88.8	_

Earned Recognized Postsecondary Credentials



Career and Technical Education (CTE) programs allow Delaware students the chance to earn early college credits, industry-recognized credentials and work experience while still in high school.

View the credentials: pages.delawarepathways.org/credentials

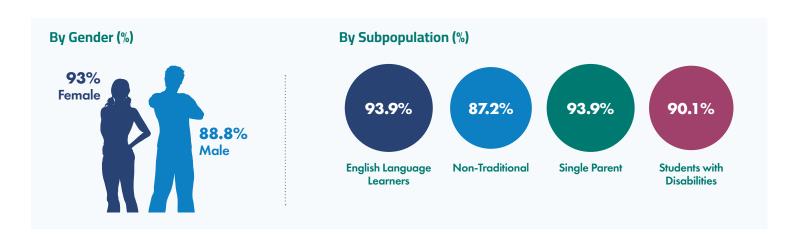
Students Who Earned a Recognized Postsecondary Credential by Career Cluster in School Year 2023

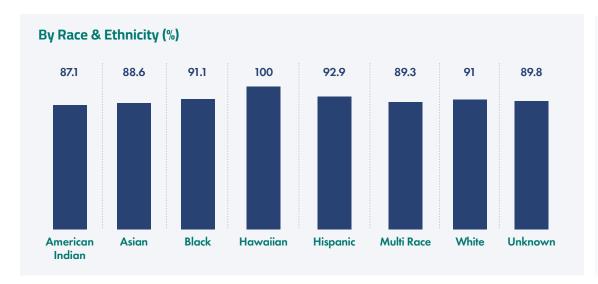
<15	708	74	170
Agriculture, Food, and Natural Resources	Architecture and Construction	Arts, Audio/Video Technology, and Communications	Business Management and Administration
763	24	113	121
Health Science	Hospitality and Tourism	Human Services	Information Technology
77	61	25	57
Law and Public Safety	Manufacturing	Marketing	Science, Technology, Engineering, and Mathematics
84			
Transportation, Distribution, and Logistics			

Earned Recognized Postsecondary Credentials



Postsecondary Student Attainment - Earned Recognized Postsecondary Credential (%)





Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems and employerdriven factors in Registered Apprenticeship programs.

Perkins Core Indicators: 3P1 Non-Traditional Concentration

Some industries see underrepresentation by gender. This indicator measures the percentage of CTE students pursuing training in fields where their gender is less represented, such as women in construction or men in healthcare. In 2023, over 23% of postsecondary students

enrolled in non-traditional programs, reflecting progress in promoting equity and helping all students access high-wage, high-demand careers regardless of traditional gender roles.

Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems and employer-driven factors in Registered Apprenticeship programs.

Non-traditional Concetrator Levels

2022 2023

21.4%

CTE Concentrators or Completers Pursued Training in Fields Where Their Gender is Less Represented 23.3%

CTE Concentrators or Completers Pursued Training in Fields Where Their Gender is Less Represented

Non-traditional Concentrator Levels by Subpopulation (%)

By Race & Ethnicity

	2022	2023	Yearly Change
American Indian	20.6	25.7	+
Asian	28	27.2	_
Black	23.8	25.8	+
Hawaiian	40	2 5	_
Hispanic	24	25.4	+
Multi Race	28.2	29.3	+
White	18.9	20.8	+
Unknown	22.8	23.5	+

By Subpopulation

	2022	2023	Yearly Change
ELL	20.7	23.61	+
Homeless	5.9	14.29	+
Low Income	N/A	25.8	+
Migrant	N/A	N/A	N/A
Non Traditional	N/A	N/A	N/A
Out of Work	N/A	2	+
Single Parent	4.5	15.1	+
SWD	19.5	23.7	+

By Gender

	2022	2023	Yearly Change
Female	26.2	36.5	+
Male	15.8	11.5	_



LINDSEY MIZIA

Woodbridge High School Graduate, 2009

Introduction

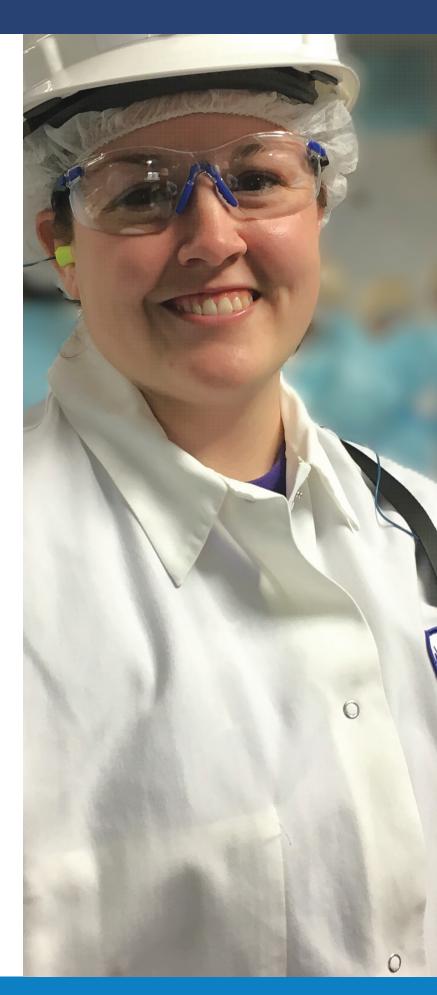
Lindsey Mizia, a proud 2009 graduate of Woodbridge High School, serves as the Regional Continuous Improvement Manager for Perdue. She oversees Continuous Improvement departments at five of Perdue's processing locations, including the Milford, DE facility.

CTE Journey

Lindsey's passion for production agriculture was sparked through Woodbridge's Animal Science program. Without a farm background, the program offered her a unique opportunity to explore her interests in science and animals. "The Animal Science program was the perfect blend of the two," she shared. Her experience in CTE inspired her to pursue a postsecondary degree in Animal Science and ultimately led her to a rewarding career with Perdue.

Career Impact

Over her career with Perdue, Lindsey has excelled in various roles, applying the skills and knowledge she developed through CTE. "I'm confident that none of it would have been possible without my early start with CTE and Animal Science during my time at Woodbridge," she said. Lindsey's story is a testament to how CTE makes education engaging and equips students with industry-ready skills for success after graduation.



JOHNNY BUI

Caesar Rodney High School Graduate, 2017

Introduction

Johnny Bui, a 2017 graduate of Caesar Rodney High School and former Delaware Technical Student Association (TSA) State President, is now a Senior Software Engineer at Figma, a design software startup based in San Francisco. As a member of the Growth Platform team, Johnny is responsible for developing and maintaining internal tools that enable swift delivery of new features to users, supporting Figma's mission to enhance design collaboration worldwide.

CTE Journey

Johnny's Career and Technical Education (CTE) journey began in 7th grade when he joined the TSA at his middle school. In high school, he cultivated his passions for photography, robotics, and technology while excelling in the Manufacturing Engineering Technology program of study. Johnny's commitment to excellence earned him both state and national medals. His leadership skills were equally impressive, serving as a Delaware TSA state officer for four years, culminating in his role as State President during his senior year. In 2017, Johnny's outstanding achievements were nationally recognized when he was named a U.S. Presidential Scholar in CTE.

Career Impact

Johnny's passion for technology, cultivated through both his TSA experiences and his Career Pathway inspired him to pursue a postsecondary degree in Computer Science at MIT. Following his graduation, Johnny has built a thriving career, applying his leadership and technical skills to innovate in the tech industry while mentoring the next generation of engineers. His story is a testament to how Delaware Pathways fosters college and career readiness by offering mentorship, leadership development, and hands-on learning opportunities.



Student Success Stories



JUSTIN LAND

Polytech High School Graduate, 2016

Introduction

Justin Land, a 2016 graduate of Polytech High School and a former SkillsUSA Delaware state champion, now serves as the Welding Instructor at Polytech High School. With extensive experience across multiple roles in the welding industry, Justin is dedicated to equipping the next generation of welders with the technical expertise and industry insights needed for success.

CTE Journey

Justin's Career and Technical Education (CTE) journey began in 2011, when they selected the Welding and Fabrication program at Polytech High School after exploring various workshops. Excelling in the program, Justin gained hands-on experience in all aspects of welding and fabrication. As a junior, they represented Polytech at SkillsUSA, earning second place in the state of Delaware and securing their first job offer as a pipe apprentice at Shureline Construction. By senior year, Justin achieved first place in the state welding competition and competed nationally at SkillsUSA in Louisville, Kentucky.

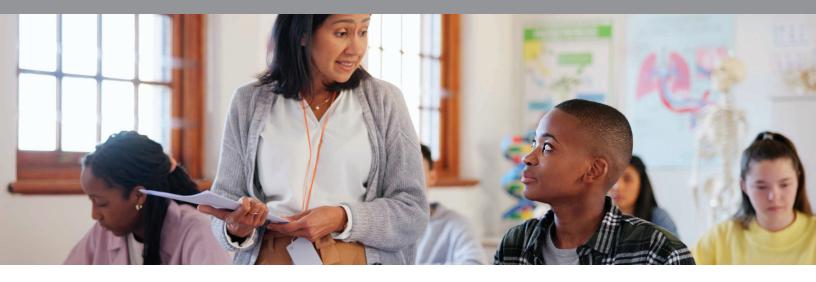
Following high school, Justin embarked on a diverse and successful career in the welding industry, holding positions as a pipe welder, fabricator, heavy equipment welder, and shop foreman. These roles allowed Justin to master complex welding techniques and develop a deep understanding of the trade.

Career Impact

Today, Justin applies their extensive industry experience to teach the next generation of welders at Polytech High School. As an instructor, they focus on both technical excellence and personal development, ensuring students are prepared for competitive careers in welding and fabrication. Justin's journey exemplifies how Delaware Pathways and CTE programs foster leadership, technical skills, and career readiness through real-world learning opportunities.



Future/Current Initiatives



Middle Grades

Through youth-centered career exploration, every student should exit grade eight having found success in equity-centered career and technical education, academic, and social-emotional programming that cultivates student identity and inspires a path to postsecondary success. The vision for middle grades is strong, equity-focused and well-rounded middle grades CTE programming that is open and available for all students to explore, grow, and learn before making critical decisions about high school and postsecondary plans. Middle School CTE programming eradicates the readiness gaps caused by an unequal playing field and inconsistent expectations of youth as they move through middle grades and transition into high school and connects with elementary school and high school to create a continuum of educational experiences that prepare students for college, career, and life. Middle School CTE programming ensures all students arrive at high school with a healthy and positive image of themselves and a meaningful connection to their community, school, and their future identity and equips all students with the academic, self-efficacy, and social-emotional growth mindsets needed to succeed in rigorous high school coursework and early postsecondary experiences.

Environmental Literacy

In partnership with Advance CTE and the National Oceanic and Atmospheric Administration, the Delaware Department of Education is actively working on a Bay Watershed Education and Training (B-WET) grant to support environmental literacy for learners enrolled in Delaware Pathways. Built around statewide economic and environmental charges from the Governor and the legislature, this project seeks to ensure that all learners who graduate from a Delaware Pathway graduate competent in seven environmental literacy competencies connected to their chosen career sector. Over the past two years, project team members worked with dozens of Delaware CTE educators and administrators, postsecondary and community partners, and a learners champion group to develop and validate these competencies and build a framework of resources through which educators can incorporate environmental literacy in their CTE instruction, regardless of sector. Currently, the project team is conducting professional development across the state and will work through the first half of 2025 to pilot implementation for multiple school districts. In coming years, the competencies will be incorporated into the program approval process to integrate the competencies into updated programs of study in a comprehensive way, and to ensure long term sustainability.

Modernized Career Clusters® Framework

In the fall of 2024, Advance CTE released its modernized Career Clusters® Framework, which is designed to serve as a bridge between education and work and a central building block for consistently designed and high-quality CTE programs, and accompanying resources to support implementation. The updated Framework consists of 14 Clusters and 72 Sub-Clusters to serve as the primary organizing structures for CTE programs. The transition to the new modernized framework began in January 2025 and districts will begin using new course codes, which align with the Modernized Career Cluster Framework, in school year 2026-2027.



Program of Study Review Process

According to The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), local education agencies and postsecondary institutions should offer at least one program of study that: A) incorporates challenging State academic standards; B) addresses both academic and technical knowledge and skills, including employability skills; C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); E) has multiple entry and exit points that incorporate credentialing; and F) culminates in the attainment of a recognized postsecondary credential. In Delaware, all state-approved programs of study must be reviewed every five (5) years. The Delaware program of study review procedure serves as a guide to support implementation of high quality CTE programs of study across Delaware's secondary and postsecondary education system; and therefore, supports positive outcomes for students. This review procedure includes sequenced steps for the CTE Workgroup to inform and engage CTE teachers, LEAs, students, community-based organizations (CBO), and employers with program of study (POS) revision. This procedure embraces the continuous quality improvement for the Delaware Department of Education's CTE state model programs of study allowing for input/feedback from LEAs, middle grades and high school CTE teachers, business/industry partners, community-based organizations, and students. The review cycle for state-approved programs of study began in 2023 and supports the transition to the Modernized Career Cluster Model for School Year 2026-2027.

Credentials of Value

Many different types of credentials exist and are available to Delaware students. The Delaware Department of Education now prioritizes credentials that are aligned with middle- and high-skill, middle- and high-wage, and in-demand occupations and have demonstrated value in the labor market and/or advance postsecondary educational opportunities through the award of credit for prior learning. Credentials are now categorized and prioritized based on whether they meet a set of data-driven quality criteria, and lead to or support advancement within a family-sustaining wage career, either directly or by serving as an important stepping stone on the way to further education and/or career training.

Social and Emotional Learning (SEL)

Social and Emotional Learning (SEL) in an educational environment requires a trust-based community that intentionally nurtures learners to navigate diverse social and professional experiences effectively. The acquisition of SEL competencies within Career and Technical Education (CTE) empowers students to develop attributes such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. There has been intentional integration of SEL in Fall Leadership Conference workshops that address self-awareness, self-management, and responsible decision-making skills. Additionally, SEL has been integrated into conflict resolution training provided to CTSO state officers during the annual State Officer Leadership Training to promote responsible decision-making, as well as into the development of the Rethinking Middle Grades Career Exploration initiative.



Student Access & Participation in Work-Based Learning Activities By Race

Career Cluster Name	White or Caucasian	Black or African American	Hispanic/ Latino	Multi-Racial	Asian American	American Indian or Alaska Native	Native Hawaiian or Other Pacific Islander	Total
Total	3,837	2,555	1,634	356	338	43	12	8,775
Agriculture, Food, and Natural Resources	686	244	322	47	27	<15	0	1,338
Architecture and Construction	238	151	136	23	<15	<15	<15	564
Arts, Audio/Video Technology, and Communications	349	219	164	33	25	<15	0	792
Business Management and Administration	187	92	39	15	<15	<15	0	343
Education and Training	287	217	89	33	<15	<15	0	635
Finance	130	106	63	17	19	<15	<15	338
Health Science	563	449	258	67	56	<15	<15	1,402
Hospitality and Tourism	300	403	163	29	20	<15	<15	922
Human Services	94	77	49	<15	<15	<15	0	233
Information Technology	238	135	68	23	60	<15	<15	528
Law and Public Safety	64	58	23	<15	<15	<15	0	162
Manufacturing	71	28	30	<15	<15	0	0	149
Marketing	155	145	80	16	23	<15	<15	424
Science, Technology, Engineering, and Mathematics	391	176	83	15	61	<15	0	729
Transportation, Distribution, and Logistics	84	55	67	<15	0	0	0	216

Enrollment Data by Grade Level

Sum of Participants by Grade Level

		Level	
Career Cluster Name	High School	Middle School	Grand Total
2022 Total	35,235	45,858	81,093
Agriculture, Food, and Natural Resources	6,678	7,528	14,206
Architecture and Construction	<15	2,692	2,699
Arts, Audio/Video Technology, and Communications	27	4,652	4,679
Business Management and Administration	10,870	2,687	13,557
Education and Training	1,385	2,534	3,919
Finance	<i>7</i> 33	1,460	2,193
Health Science	1,117	5,132	6,249
Hospitality and Tourism	1,234	4,871	6,105
Human Services	3,872	754	4,626
Information Technology	1,213	2,869	4,082
Law and Public Safety	<15	953	954
Manufacturing	<15	995	1,006
Marketing	18	2,634	2,652
Science, Technology, Engineering, and Mathematics	10,136	3,261	13,397
Transportation, Distribution, and Logistics	<15	769	769

		Level	
Career Cluster Name	High School	Middle School	Grand Total
2023 Total	35,839	46,724	82,563
Agriculture, Food, and Natural Resources	8,205	7,745	15,950
Architecture and Construction	<15	2,291	2,299
Arts, Audio/Video Technology, and Communications	16	4,768	4,784
Business Management and Administration	11,179	2,754	13,933
Education and Training	1,396	2,546	3,942
Finance	<15	2,217	2,230
Health Science	1, 135	5,182	6,317
Hospitality and Tourism	1,237	5,083	6,320
Human Services	3,697	623	4,320
Information Technology	915	3,220	4, 135
Law and Public Safety	<15	1,069	1,072
Manufacturing	<15	945	950
Marketing	<15	2,797	2,808
Science, Technology, Engineering, and Mathematics	9,386	3,310	12,696
Transportation, Distribution, and Logistics	<15	805	807

Sum of Participants by Grade

Career Cluster	7	8	9	10	n	12	2022 Total
Agriculture, Food ,and Natural Resources	3,499	3,179	2,495	1,788	1,611	1,634	14,206
Architecture and Construction		<15	669	727	654	642	2,699
Arts, Audio/Video Technology, and Communications		27	1,467	1,087	1,074	1,024	4,679
Business Management and Administration	4,921	5,949	8,57	696	545	589	13,557
Education and Training		31	1,354	914	818	802	3,919
Finance		20	<i>7</i> 13	507	484	469	2,193
Health Science	541	576	581	1,529	1,541	1,481	6,249
Hospitality and Tourism	678	556	1,431	1,217	1,108	1, 115	6,105
Human Services	1,960	1,912	19	219	249	267	4,626
Information Technology	440	773	870	662	688	649	4,082
Law and Public Safety		<15	135	238	298	282	954
Manufacturing		<15	339	238	194	224	1,006
Marketing		18	<i>7</i> 68	673	592	601	2,652
Science, Technology, Engineering, and Mathematics	5124	5,012	714	847	841	859	13,397
Transportation, Distribution, and Logistics			108	245	218	198	769
Grand Total	17,163	18,072	12,520	11,587	10,915	10,836	81,093

2023: Enrollment Data By Career Cluster

Sum of Participants by Grade

Career Cluster	7	8	9	10	11	12	2023 Total
Agriculture, Food, and Natural Resources	4,395	3,810	2,398	2,011	1,655	1,681	15,950
Architecture and Construction		<15	700	534	438	619	2,299
Arts, Audio/Video Technology, and Communications		16	1,423	1,220	1,076	1,049	4,784
Business Management and Administration	5,019	6,160	<i>7</i> 98	720	635	601	13,933
Education and Training		27	1,369	986	815	745	3,942
Finance		<15	700	551	480	486	2,230
Health Science	573	562	697	1,421	1,518	1,546	6,317
Hospitality and Tourism	734	503	1,539	1374	1,108	1,062	6,320
Human Services	1,938	1, <i>7</i> 59	<15	187	193	241	4,320
Information Technology	395	520	1,039	<i>7</i> 36	<i>7</i> 31	714	4,135
Law and Public Safety		<15	130	278	350	311	1,072
Manufacturing		<15	325	230	226	164	950
Marketing		<15	755	725	661	656	2,808
Science, Technology, Engineering, and Mathematics	4,588	4,798	794	854	831	831	12,696
Transportation, Distribution, and Logistics		<15	81	287	207	230	807
Grand Total	17,642	18,197	12,750	12,114	10,924	10,936	82,563

2023 Postsecondary Enrollment Data: Participants

Delaware Technical Community College

	Agriculture, Food and Natural Resources	Architecture, Construction	Arts, Audio, Video, Technology, Comms	Business Mngmt., Admin	Health Science	Hospitality, Tourism	Human Services	Information Technology	Law, Public Safety	Marketing	Science Tech, Engin., Math	Transportation, Distribution, Logistics
Total	7 5	210	377	1,240	1,813	177	796	795	566	188	550	209
Male	32	173	191	579	344	63	165	644	208	79	486	193
Female	43	37	186	661	1,469	114	631	151	358	109	64	16
American Indian	0	<15	0	<15	<15	0	<15	<15	<15	<15	<15	<15
Asian	<15	<15	<15	48	85	<15	<15	63	<15	<15	20	<15
Black	<15	47	104	357	368	61	326	259	139	49	102	47
Hispanic	<15	50	62	228	274	18	80	97	119	42	117	55
Hawaiian	0	0	<15	<15	<15	<15	<15	0	<15	<15	<15	0
White	53	92	170	510	943	79	311	320	258	74	264	91
Multi Race	<15	<15	19	56	76	<15	36	33	21	<15	21	<15
Unknown Race	<15	<15	<15	35	52	<15	28	22	16	<15	23	<15
SWD	<15	<15	22	33	131	<15	37	28	23	<15	21	<15
LowIncome	<15	22	33	114	51	15	47	52	62	29	41	23
Nontrad	43	36	186	511	344	0	165	151	270	0	64	16
Single Parent	<15	0	<15	<15	18	<15	<15	<15	<15	<15	0	0
Out of Work	0	0	0	0	0	0	0	0	0	0	0	0
ELL	<15	<15	<15	54	31	<15	<15	17	<15	<15	23	<15
Homeless	0	0	0	0	0	0	0	0	0	0	0	0

James T Vaugh Correctional Institution

	Transportation, Distribution, Logistics
Total	31
Male	31
Female	0
American Indian	0
Asian	0
Black	24
Hispanic	<15
Hawaiian	0
White	<15
Multi Race	<15
Unknown Race	0
SWD	0
Low Income	0
Non Trad	0
Single Parent	0
Out of Work	0
ELL	0
Homeless	0

New Castle County Vo-Tech School District Adult Ed

	Architecture, Construction	Education, Training	Health Science	Information Technology	Transportation, Distribution, Logistics
Total	1,259	<15	101	<15	<15
Male	1,224	0	<15	<15	<15
Female	35	<15	87	0	0
American Indian	<15	0	0	0	0
Asian	<15	0	<15	<15	0
Black	158	<15	54	<15	0
Hispanic	150	<15	<15	<15	0
Hawaiian	<15	0	0	0	0
White	897	<15	26	<15	<15
Multi Race	37	0	<15	<15	0
Unknown Race	0	0	0	0	0
SWD	<15	<15	0	<15	0
Low Income	36	0	<15	0	0
Non Trad	35	0	<15	0	0
Single Parent	64	<15	26	0	0
Out of Work	44	0	<15	<15	0
ELL	40	0	<15	<15	0
Homeless	<15	0	0	0	0

2023 Postsecondary Enrollment Data: Participants

POLYTECH Adult Education

	Architecture, Construction	Arts, Audio, Video Technology, Comms.	Business Managmt, Admin.	Health Science	Human Services	Information Technology	Manufacturing	Transportation, Distribution, Logistics
Total	387	26	28	161	20	39	72	70
Male	367	25	<15	<15	<15	35	65	63
Female	20	<15	20	150	19	<15	<15	<15
American Indian	0	0	0	<15	0	0	0	<15
Asian	<15	0	<15	<15	<15	0	<15	0
Black	99	<15	15	80	<15	16	32	<15
Hispanic	33	<15	<15	<15	<15	<15	<15	<15
Hawaiian	0	0	0	0	0	0	0	0
White	247	18	<15	61	<15	19	27	51
Multi Race	<15	0	0	<15	<15	0	<15	<15
Unknown Race	0	0	0	0	0	<15	0	0
SWD	<15	0	<15	0	<15	<15	<15	0
Low Income	<15	0	0	<15	0	0	<15	<15
Non Trad	20	<15	17	<15	<15	<15	<15	<15
Single Parent	28	<15	<15	<15	<15	<15	<15	<15
Out of Work	<15	0	0	<15	0	0	0	0
ELL	22	0	<15	<15	<15	0	<15	0
Homeless	0	0	0	<15	0	0	0	0

Sussex Tech Adult Ed

	Architecture, Construction	Health Science	Transportation, Distribution, Logistics
Total	423	140	27
Male	410	<15	27
Female	<15	135	0
American Indian	<15	0	0
Asian	0	0	0
Black	46	69	<15
Hispanic	106	25	<15
Hawaiian	<15	0	0
White	259	44	21
Multi Race	<15	<15	0
Unknown Race	0	0	0
SWD	0	<15	0
Low Income	24	<15	<15
Non Trad	<15	<15	0
Single Parent	29	<15	<15
Out of Work	0	<15	0
ELL	37	<15	<15
Homeless	0	<15	0



2023 Postsecondary Enrollment Data: Concentrators

Delaware Technical Community College

	Agriculture, Food and Natural Resources	Architecture, Construction	Arts, Audio, Video Tech., Comms.	Business Mngmt., Admin.	Health Science	Hospitality, Tourism	Human Services	Information Technology	Law, Public Safety	Marketing	Science Tech., Engin., Math	Transportation, Distribution, Logistics
Total	58	126	271	900	1,653	122	614	594	427	133	397	144
Male	25	102	120	389	307	44	123	467	157	54	348	134
Female	33	24	151	511	1,346	78	491	127	270	79	49	<15
American Indian	0	0	0	<15	<15	0	<15	<15	<15	0	<15	0
Asian	<15	<15	<15	39	82	<15	<15	55	<15	<15	15	<15
Black	<15	27	57	202	311	36	240	167	95	27	66	27
Hispanic	<15	35	41	171	237	<15	60	70	76	26	71	33
Hawaiian	0	0	<15	<15	<15	0	<15	0	<15	<15	0	0
White	43	51	142	415	901	60	257	261	216	62	211	74
Multi Race	<15	<15	16	43	63	<15	25	23	<15	<15	<15	<15
Unknown Race	<15	<15	<15	25	45	<15	20	17	<15	<15	18	<15
SWD	<15	<15	16	27	126	<15	29	22	15	<15	15	<15
Low Income	<15	<15	24	57	32	<15	23	31	29	<15	21	<15
Non Trad	33	24	151	511	307	0	123	127	270	0	49	<15
Single Parent	<15	0	<15	<15	18	<15	<15	<15	<15	<15	0	0
Out of Work	0	0	0	0	0	0	0	0	0	0	0	0
ELL	0	<15	<15	39	29	<5	<15	15	<15	0	<15	<15
Homeless	0	0	0	0	0	0	0	0	0	0	0	0

James T Vaugh Correctional Institution

	Transportation, Distribution, Logistics
Total	28
Male	28
Female	0
American Indian	0
Asian	0
Black	21
Hispanic	<15
Hawaiian	0
White	<15
Multi Race	<15
Unknown Race	0
SWD	0
Low Income	0
Non Trad	0
Single Parent	0
Out of Work	0
ELL	0
Homeless	0

New Castle County Vo-Tech School District Adult Ed

	Architecture, Construction	Health Science	Information Technology
Total	1,206	99	<15
Male	1,173	<15	<15
Female	33	85	0
American Indian	<15	0	0
Asian	<15	<15	<15
Black	146	53	<15
Hispanic	142	<15	<15
Hawaiian	<15	0	0
White	868	25	<15
Multi Race	34	<15	<15
Unknown Race	0	0	0
SWD	<15	0	<15
Low Income	34	<15	0
Non Trad	33	<15	0
Single Parent	61	26	0
Out of Work	43	<15	<15
ELL	37	<15	<15
Homeless	<15	0	0

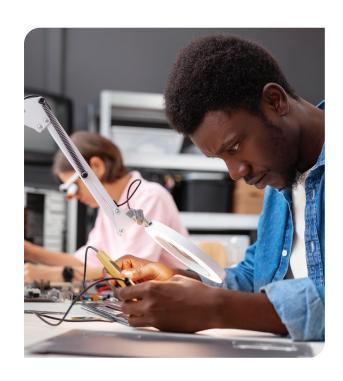
2023 Postsecondary Enrollment Data Concentrators

POLYTECH Adult Education

	Architecture, Construction	Arts, Audio, Video Tech., Comms.	Business Mangmt., Admin.	Health Science	Human Services	Information Technology	Manufacturing	Transportation, Distribution, Logistics
Total	319	24	22	119	<15	26	61	57
Male	302	23	<15	<15	0	22	55	51
Female	17	<15	17	114	<15	<15	<15	<15
American Indian	0	0	0	0	0	0	0	<15
Asian	<15	0	<15	<15	<15	0	<15	0
Black	78	<15	<15	60	<15	<15	28	<15
Hispanic	27	<15	<15	10	<15	<15	<15	<15
Hawaiian	0	0	0	0	0	0	0	0
White	207	16	<15	46	<15	<15	23	44
Multi Race	<15	0	0	<15	0	0	<15	<15
Unknown Race	0	0	0	0	0	<15	0	0
SWD	0	0	<15	0	<15	0	0	0
Low Income	<15	0	0	0	0	0	<15	<15
Non Trad	17	<15	17	<15	0	<15	<15	<15
Single Parent	24	<15	<15	<15	0	<15	<15	<15
Out of Work	<15	0	0	0	0	0	0	0
ELL	18	0	<15	<15	<15	0	<15	0
Homeless	0	0	0	<15	0	0	0	0

Sussex Tech Adult Ed

	Architecture, Construction	Health Science	Transportation, Distribution, Logistics
Total	422	109	27
Male	409	<15	27
Female	<15	105	0
American Indian	<15	0	0
Asian	0	0	0
Black	45	57	<15
Hispanic	106	18	<15
Hawaiian	<15	0	0
White	259	34	21
Multi Race	<15	0	0
Unknown Race	0	0	0
SWD	0	<15	0
Low Income	24	<15	<15
Non Trad	<15	<15	0
Single Parent	29	<15	<15
Out of Work	0	<15	0
ELL	37	<15	<15
Homeless	0	<15	0





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