

Delaware Pathways
DRAFT – Strategic Plan
November 5, 2015

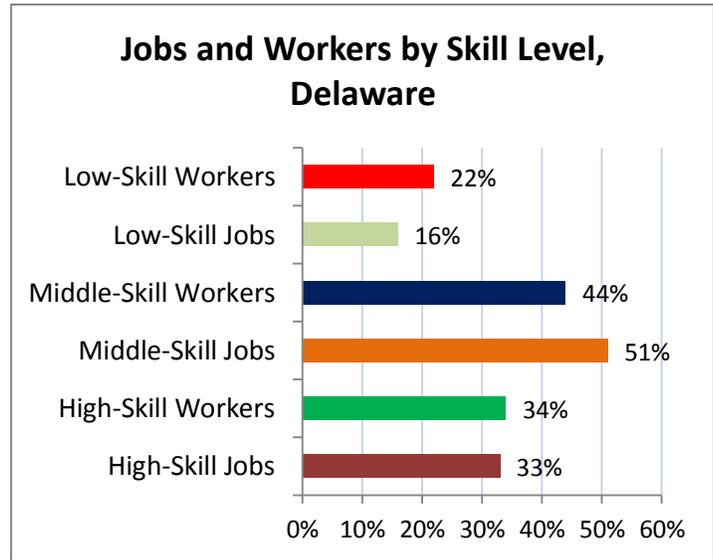
Preface:

- Title & Cover Page
- Letter from the Governor -> invitation to partner, why DE pathways, early success, need for continued support, etc...
- Governor's Seal & List of Partnering Organizations (DEDO, DOL, DOE, Rodel, DWDB, DBREC, UW, CapitalOne, Institutes of Higher Education (IHEs), business partners, chambers of commerce, employer associations, etc... -> should be expansive and communicate broad support)

Executive Summary

Understanding Delaware’s Labor Market

Delaware’s labor market can be broken down into three categories of employment: low-skill jobs, which require a high school diploma or less; middle-skill jobs, which require some type of post-secondary education, such as apprenticeship, certification, or an Associate’s Degree; and high-skill jobs, which require a Bachelor’s Degree or higher. In 2012, middle-skill employment accounted for 51% of all Delaware jobs, yet only 44% of Delaware’s workforce possessed the skills required to be gainfully employed in these types of careers. The gap between workforce talent and employer demand is commonly referred to as a “skills gap”.



Source: National Skills Coalition, 2014; Bureau of Labor Statistics, Employment Statistics by State. 2012

Creating Options for Every Student

The path to continuing education and a career is not the same for every child. Students have different needs, different career aspirations, and will ultimately make different decisions. A good education provides students with options and it allows for student choice. A good educational system serves the needs of every student by creating a more fluid relationship between our public education system, institutions of higher education, and our employer community.

For students to have a choice beyond high school, they must be aware of their options and prepared to take the next step. Most Delaware jobs that provide a livable wage require training beyond a high school diploma. Many of these careers require complex technical knowledge and the ability to communicate. These skills can be acquired through advanced training, certification, apprenticeship, military service, or a two- and four-year degree. This means that every student must possess the academic and technical skills necessary to continue their education in a manner that reflects their career aspirations. It also means that a single expectation for students is not effective and that a more permeable relationship between educators and employers is the most efficient method to serve the diverse needs of students.

Ensuring Success with Delaware Pathways

As a result of the Delaware Pathways initiative, students will have the freedom to choose their life’s path. By acquiring both academic and technical skills in combination with work experience, students will have a more fluid path to employment and options that help them to achieve their education and career goals. As such, Delaware’s Pathways will:

1. **Build a comprehensive system of career preparation (grades 7-14+) that aligns with the needs of the state and regional economy.** Through this work, we will establish a community of schools that

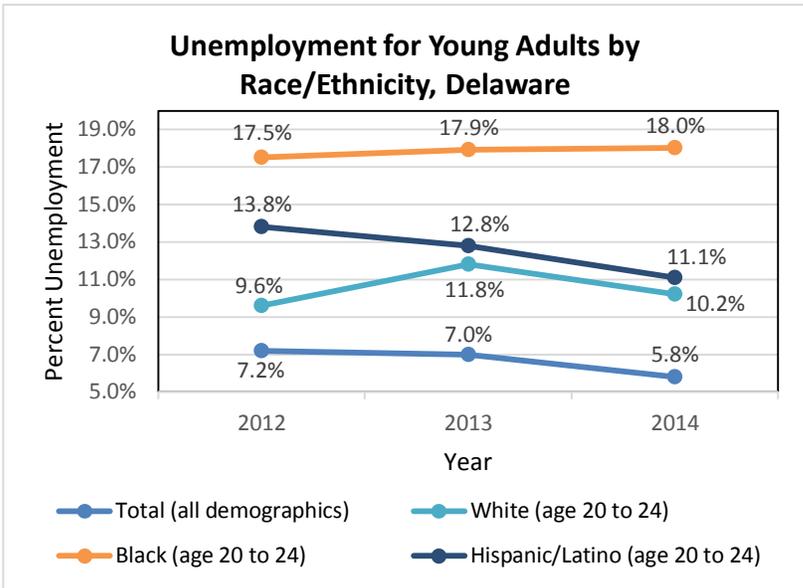
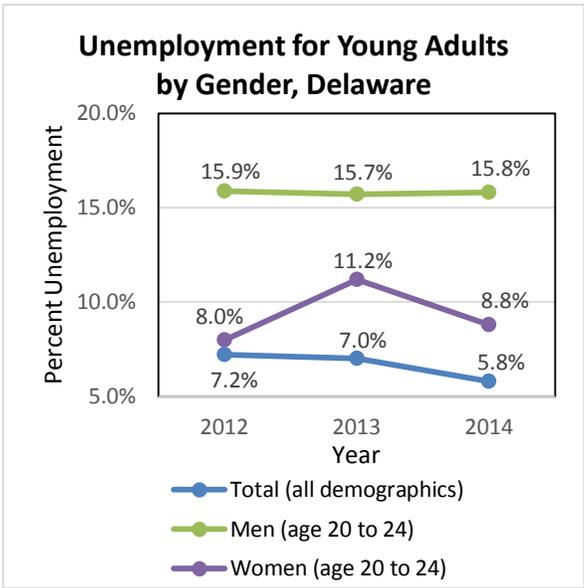
provide every student with access to a rich instructional environment that incorporates academic and technical education, pairs the acquisition of knowledge with the demonstration of workplace skills, and engages employers to provide students with career guidance and mentoring related to their education and career goals.

2. **Scale and sustain meaningful work-based learning experiences** for students to ensure that learning occurs both in the classroom and in the workplace. Through this work, we will establish a workforce intermediary to connect employers and schools, place students into related work experiences, and support employers to recruit and on-board student talent.
3. **Integrate our education and workforce development efforts** to establish a direct link between our public education system, post-secondary education providers, and changes in state and regional employment demand and supply. Through this work, we will establish a workforce data quality campaign and performance measures that help Delaware students to compete in a global economy.
4. **Coordinate financial support across various sectors** to create a braided funding model that includes public, private, and philanthropic support. Through this work, we will advance employer hiring strategies and provide students with the foundational knowledge and work experience needed to move directly into continuing education and employment.
5. **Communicate and engage employers, educators, and service providers** to ensure that every student is career and college ready prior to entering the Delaware labor market. Through this work, we will ensure that the path to middle- and high-skill employment is accessible for every student.

Introduction

Need for Delaware Pathways

The idea of connecting educators and employers is not new. Yet states and local education agencies continue to struggle with the design of an educational system that successfully places students in continuing education and facilitates entrance or advancement in a career. The result is an alarmingly high rate of unemployment for young adults (age 20-24) when compared to all other age demographics. This is especially true for young men and young adults of color.

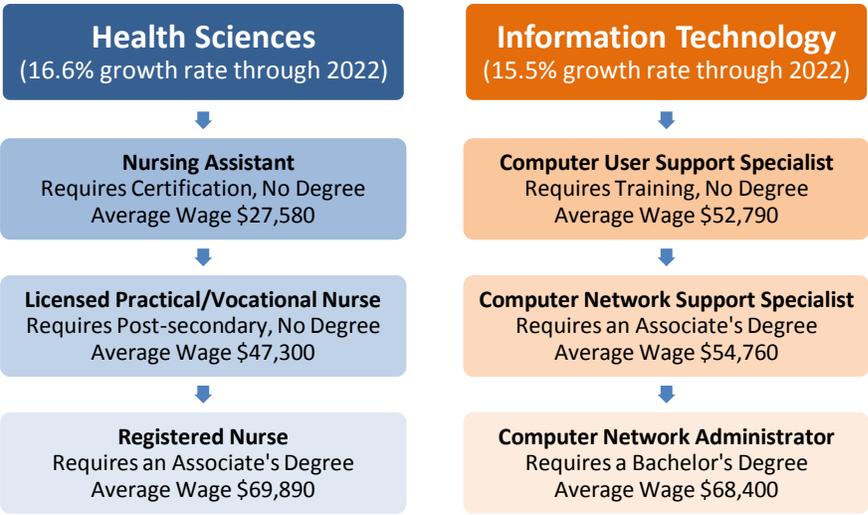


Source: Bureau of Labor Statistics, Unemployment by State, 2014 (note: Hispanic/Latino data are not available for Delaware, national data are reported)

Focus on Demand-Driven Occupations

Even though the Great Recession ended in 2009, employers struggle to find talent, particularly in occupations that require complex technical knowledge and communication skills. In most instances these jobs are classified as middle-skill jobs which require education beyond a high school diploma, but not necessarily a Bachelor’s Degree. For example, careers in Health Sciences and Information Technology have very specific skills shortages in Delaware.

These careers provide an above average wage and offer opportunities for entrance and advancement for individuals at various education levels and with different work experiences. Further, these careers offer a defined career ladder to which there are specific entry points and the opportunity to acquire additional education and work experience for career advancement and financial gain.



Source: Delaware Department of Labor, Employment Projections, 2014

For a student, having the right skills matters. For an employer, having a talented workforce matters. By connecting secondary and post-secondary education and ensuring that educational services continue throughout a career, we can help students enter and progress through various levels of education. By

connecting students and employers and focusing our investment on middle-skill jobs with a clear entry-point and progression of skills, we are able to help students enter and advance in a career.

A Pipeline for Success

While Delaware's struggles are reflected across the United States, some countries have defined a method to reduce youth unemployment by connecting school and work. For example, countries like Switzerland and Germany, which in 2014 had a youth unemployment rate of 7.7% and 7.6% respectively, have created a systemic approach that ensures educators and employers have a mutual interest in the educational achievement and career advancement of youth. These systems remove the perception that school is the central place for learning by placing students in a position of ownership. Students are responsible for working across the education and employer communities to develop skills and ensure those skills have value in the marketplace. This includes students participating in academic and technical instruction, career counseling, and paid work experiences that have been developed cooperatively by educators and employers. To ensure educator and employer success and the ability to scale, support is provided by a workforce intermediary to help place students into related work experiences. Additionally, financial support and a favorable policy environment are provided by state and local government. As a result, educators and employers are mutually responsible for student achievement, there is a defined system of support, and students are able to continue their education and pursue a meaningful career.

Career Pathways

The greatest obstacle impacting workforce development is ensuring coordination across stakeholder groups. To address this gap, many states are engaged in building Career Pathways that connect high-quality education, training, and support services for students and adults. In this effort, labor market information and sector partnerships are used to provide education and workforce development opportunities in high-demand career fields. Further, these activities require both educators and employers to provide career counseling and work-based learning experiences that help students and adults enter and advance in a career.

In Delaware, Career Pathways begin in the public education system through the development and implementation of Career & Technical Education (CTE) programs of study and continue 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 align secondary and post-secondary education and concurrently pair rigorous academics and workforce education within the context of a specific occupation or occupational cluster. By supporting students in grades 7-14+ we are modeling a comprehensive workforce development system 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, post-secondary level, or in an associate or baccalaureate degree program.

A Pathway for Sustainable Change

Pathways to Prosperity

In February 2011, the Harvard Graduate School of Education published the Pathways to Prosperity report which argued that our current education system was limiting to students by focusing too narrowly on preparation for a four-year college or university. As a result of the report, the Pathways to Prosperity Network was established, representing a consortium of twelve (12) states that have partnered to develop public policy, share best practices, and support students as they continue their education and pursue a career. Nationally, Pathways to Prosperity is an initiative of Jobs for the Future which works to ensure that all young people and workers have the skills and credentials needed for career success. Further, Jobs for the Future advocates for federal and state policy to support these solutions and acts as a catalyst to improve our education and workforce delivery systems. Delaware joined the Pathways to Prosperity Network in October 2014 with the purpose of aligning our secondary and post-secondary education system to the demonstrated needs of our employer community.

Sustaining Early Success

In January 2015, Governor Markell established a vision for helping students and adults to succeed in our economy. The vision places greater emphasis on educators and employers working collaboratively to ensure students enter the labor market with credentials that support their education and career goals. Further, the vision calls for an investment in demand-driven occupations that are reflective of our employers' needs and the alignment of educational programs at the secondary, post-secondary, and the adult levels. This includes the integration of career counseling and support services for students and adults with particular attention to those individuals with a significant barrier to employment. The result of the Governor's vision is the Delaware Promise and the expectation that by 2025, our workforce will possess the skills necessary to compete in a global economy.

The Delaware Promise

By 2025, 65% of our workforce will earn a college degree or professional certificate and every student will graduate from high school prepared for continuing education and a career.

To initiate support for the Delaware Promise, the Governor convened a small working group that includes representation from the Departments of Economic Development, Education, and Labor as well as Delaware Technical Community College, United Way, the Delaware Business Roundtable for Education Committee, the Rodel Foundation, and Capital One. This group has met as part of the national Pathways to Prosperity Network and has begun the alignment of secondary and post-secondary education programs to facilitate student enrollment in programs that align to demand-driven occupations. Further, the group has developed the Delaware Pathways Mission Statement to operationalize the Delaware Promise and ensure our

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 post-secondary education programs and a network of engaged employers.

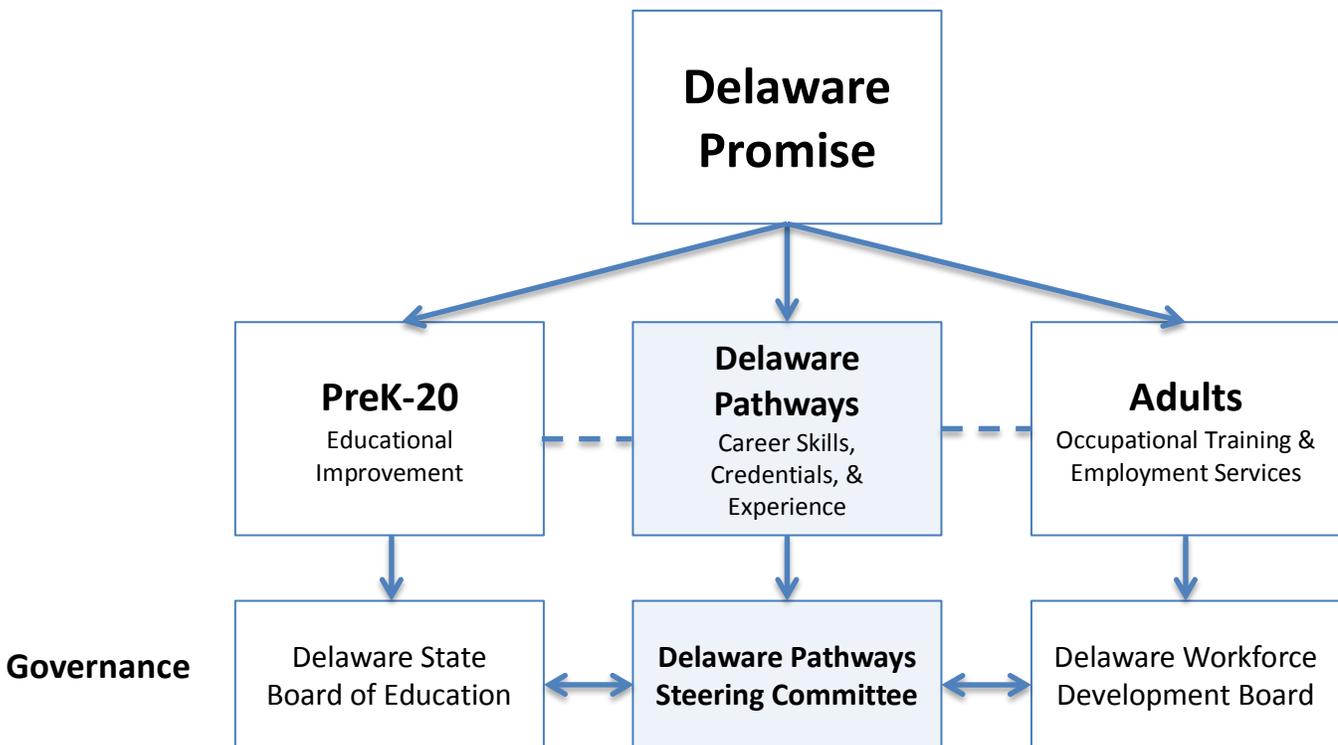
students have the opportunity to participate in robust career pathways at the high school level.

Through this work Delaware has established an educational model that allows for the planned expansion of academic and career education and the purposeful integration of employers. This work is further accelerated through the strategic redesign of our education and workforce development system under the Workforce Innovation and Opportunity Act (WIOA) and the purposeful connection of employers and educators through the Delaware Workforce Development Board (DWDB).

But we are at a point where additional support is needed, additional expertise is required, and the work needs to evolve. These decisions have laid the groundwork to formalize the Delaware Pathways initiative and establish a steering committee to guide future work and eliminate the gap between educators and employers.

Delaware Pathways Leadership

The Delaware Pathway’s initiative is guided by a key group of stakeholders that represent various aspects of education, economic development, and labor as well as key business leaders and non-profit organizations. These stakeholders meet independently of their established organizations so that feedback from students and our employer community is at the heart of decision making. This purposeful design creates a delivery model where student voice and employer need is used as a catalyst to identify leverage points that are essential for long-term success.



A Roadmap for the Work Ahead

Delaware Pathways

As a result of the Delaware Pathways initiative, students will have the freedom to choose their life's path. Students will have established relationships with employers that have been built through career coaching and coursework that unfolds in the classroom and in the workplace. Upon completion of high school, students will have earned an industry recognized credential(s) and early college credit to accelerate their educational goals and career aspirations.

Educators and employers will partner to develop and scale rich career and technical education programs, engage teachers in professional learning, and support students as they find their career interests and enter the workforce. Opportunities for meaningful work-based learning experiences that enrich and advance school-based instruction will become routine through online tools that engage students and encourage a dialogue amongst students, educators, and employers. Paid work experience that aligns with a student's career aspirations will be made available through a workforce intermediary. Further, the intermediary will engage employers to better facilitate student employment and provide support to successfully on-board and train student talent – ultimately reducing the youth unemployment rate.

Measures for career readiness will be established and used to continuously improve service to students and for evaluation across state agencies and service providers. By 2020, this work will impact every Delaware local education agency and institution of higher education and will lead to the achievement of the following goals:

- **Career Pathways & Career Counseling**

All Delaware school districts will offer career pathways that reflect the needs of the state and regional economy and every Delaware student will receive robust career counseling that is aligned to a demand-driven occupation.

- **Connections to Higher Education**

Every Delaware College and University will provide students who complete a Delaware Pathway with advanced standing that can be applied to a degree, certificate, or the attainment of an industry recognized credential.

- **Employer Engagement**

Employers will ensure that every high school student has access to a continuum of work-based learning experiences as well as opportunities to pursue meaningful paid work experience.

Long-Term Outlook

The Delaware Pathways initiative is organized around a set of core priorities and related work strategies designed to facilitate the Delaware Promise. In order to meet the growing needs of the Delaware economy and provide all students with opportunities for employment, the Delaware Pathways initiative has five (5) core priorities. All partners will engage through the Delaware Pathways Steering Committee to develop public policy and facilitate support for our students and employers.

1. Build a comprehensive system of career preparation (grades 7-14) that aligns with the needs of the state and regional economy

The Delaware Department of Education (DDOE) will collaboratively develop a model of continuing education and career preparation that spans the K-12 and post-secondary education system. These efforts will support secondary and post-secondary students as they enroll in career and technical education (CTE) programs of study that reflect the needs of the state and regional economy. Further, the DDOE will develop a more robust data collection and reporting system and align college and career ready measures within the school accountability framework.

Major Work Strategies

- Establish a model of career preparation that includes the development, implementation, and continuous improvement of CTE programs of study that align with state and regional labor market information;
- Expand college and career counseling services to all secondary students and purposefully integrate a career coaching model with employers; and
- Update college and career readiness indicators as well as work-based learning policy to create an environment to scale meaningful paid work experiences for students.

2. Scale and sustain meaningful work-based learning experiences for students

The Delaware Technical Community College (DTCC) will collaboratively scale work-based learning (WBL) experiences for secondary and post-secondary students and place students in paid work experiences. These efforts will leverage industry sectors and employer associations to create a demand for student employment and build the professional capacity of employers to recruit and on-board student talent. Further, DTCC will partner with industry groups and local education agencies (LEAs) to design WBL activities that enrich and advance school-based instruction and promote paid work experience as a measure of college and career readiness.

Major Work Strategies

- Establish and scale services for students, educators, and employers through the workforce intermediary at the Delaware Technical Community College (DTCC);
- Facilitate work-based learning (WBL) experiences and paid work experiences that connect students to the employer community; and
- Engage employers and local education agencies (LEAs) to support WBL and build institutional capacity to facilitate career awareness, exploration, and immersion experiences.

3. Integrate workforce development efforts and data systems across state agencies, service providers, and our employer community

The Delaware Department of Labor (DDOL) will partner with various state agencies and service providers to align education and workforce efforts under the Workforce Innovation and Opportunity Act (WIOA). Further, DDOL will collaboratively design a workforce data quality campaign to ensure that partnering state agencies, employers, and service providers have the necessary information to ensure our human capital can compete in a global economy.

Major Work Strategies

- Align education and workforce development efforts to create a connected service model for students and adults;
- Integrate data systems to provide customized support for students and adults in addition to common performance measures and expectations; and
- Partner with employers to on-board new talent and identify future talent through models of support and tools that define a progression of skills.

4. Engage students, parents, educators, and employers to communicate opportunity and build support for Delaware Pathways

The Governor’s Office working through the Delaware Workforce Development Board (DWDB) and partnering state agencies will collaboratively develop a communication strategy to expand visibility, facilitate public support, and establish a brand for Delaware Pathways. Further, the DWDB will convene educators and employers and build support for student work experience and help to grow the workforce intermediary.

Major Work Strategies

- Design a mobile and social media campaign to better inform the public and facilitate support;
- Develop a brand association for Delaware Pathways and marketing campaign to be applied across partnering state agencies and public institutions; and
- Establish a reflective process for program improvement and innovation.

5. Coordinate a blended funding model to provide financial support for Delaware Pathways

The Delaware Pathways Steering Committee working through the United Way of Delaware will work across the public, private, and philanthropic communities to garner the initial and on-going financial support necessary to implement and scale the Delaware Pathways initiative. The Steering Committee will ensure all partners have a shared investment in Delaware Pathways and a shared stake in the educational outcomes of students.

Major Work Strategies

- Develop a structure to receive and allocate funding based on need and direction of the Steering Committee;
- Coordinate grant and philanthropic support to leverage additional resources to support Delaware Pathways; and
- Develop a catalog of funding opportunities and ways in which individuals or organizations can provide in-kind support.

APPENDIX A:

Delaware Pathways Definitions

The Delaware Career Pathway System represents the alignment of rigorous and high-quality education, training, and support services for students and adults to accelerate their education and career goals, demonstrate success in a full range of secondary and post-secondary education options, and pursue a meaningful and demand-driven career within a state or regional economy.

Career Pathways are linked education and training programs (*secondary to post-secondary to employment*) related to a specific occupation or occupational framework that provide students with the knowledge and skills needed to advance through higher levels of education and employment.

Programs of Study provide a structured approach for delivering academic and career & technical education through an aligned sequence of courses that build on each other through secondary and post-secondary instruction. Students who complete a CTE *program of study* will attain a secondary school diploma or its equivalent and a recognized post-secondary credential.

Appendix B:

Timeline of accomplishments between January 2015 and present

- Partner with numerous employers and employer associations like the Delaware Manufacturing Association and the Delaware Restaurant Association as well as institutions of higher education like the Delaware Technical Community College, the Delaware State University, Wilmington University, and the University of Delaware to design an instructional model that leads high school students to continuing education and career success;
- Develop instructional programs for high school students in the career areas of Biomedical Science, Computer Science, Culinary & Hospitality Management, Engineering, and Manufacturing;
- Garner and distribute more than \$500,000 to fifteen (15) Delaware high schools to support implementation of the above mentioned programs starting in school year 2015-2016; and
- Connect more than 100 companies, 175 career coaches, and more than 1,400 students through the SPARC platform, which is an online tool that helps students interact with area employers and career coaches.

APPENDIX B

**Detailed Plan of Work
Core Priority One**

Core Priority Title	Delaware Pathways Framework & Support
Goal Statement	Provide a framework and model of support to engage students, educators, and employers.
Core Priority Description	The execution of the Delaware Pathways Strategic Plan will require the support of a steering committee to coordinate the development of public policy and financial support to establish a continuum of service for students and adults across Delaware’s career pathway system. In addition, the steering committee will oversee the development of a workforce data quality campaign for evaluation as well as the design of a communication strategy to expand visibility and facilitate public support.
Work Strategies	<p>1) Formalize and convene the Delaware Pathways steering committee and working team to execute the strategic plan and develop public policy:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Develop a strategic plan, core priorities, and major work strategies for Delaware Pathways; • Establish top-line metrics for Delaware Pathways (within strategic plan); • Formalize the Delaware Pathways leadership team; • Formalize the Delaware pathways working team; • Develop a plan to sustain the Delaware Pathways leadership team and plan for transition (through 2016); • Define roles and responsibilities of partnering organizations as well as a process to engage and on-board new partners; • Define, promote, and/or develop public policy that supports Delaware Pathways; and • Engage employers through defined mediums (employer associations, chambers of commerce, DWDB, etc.) to help drive, expand, support, and communicate Delaware Pathways. <p>2) Integrate workforce development efforts and data systems across state agencies, service providers, and our employers:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Formalize interagency collaboration and commitment to the Delaware

	<p>Promise;</p> <ul style="list-style-type: none"> • Define and integrate programs that support in-school students and career pathways across partnering agencies; • Develop workforce data quality campaign that establishes benchmark expectations at various points within the career pathway system; • Establish data-sharing agreements between partnering state agencies and other service partners; • Define public reporting process and business rules for data collection, disaggregation, and reporting as well as process to request ad-hoc information; and • Produce labor market information and other occupational data sets to help drive Delaware Pathways. <p>3) Create a communication strategy that encompasses employers, educators, and service providers:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Expand the visibility of Delaware Pathways through an associated brand, online presence, and mobile/social communication plan; • Define and coordinate annual events/conferences to engage employers and LEA representatives; • Define and coordinate external events and build employer capacity by industry sector; • Define and coordinate internal meeting routines and conference calls; • Define, review, and document the release of external publications that will impact the release of the Delaware Pathways Strategic Plan; • Develop and vet the Delaware Pathways Strategic Plan, which includes outreach and coordination of feedback from key stakeholders; • Expand and on-board new members to the Delaware Pathways working team; • Work with JFF to develop schedule of Asset Mapping and re-engagement post-Asset Mapping; and • Establish a timeline and process to develop an annual report. <p>4) Coordinate financial support (public, philanthropic, and private) for Delaware Pathways:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Research and develop a model for funding; • Coordinate and help to guide/develop grant proposals across state agencies and non-profits;
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	<ul style="list-style-type: none"> Establish a method to collect and pass-through private funding to support Delaware Pathways; and Conduct risk analysis associated with various funding streams to minimize impact on Delaware non-profits. 		
Evaluation Standards	*Key Metric(s)	Baseline & Date	Target & Date
	Delaware Promise	Target by 2016?	65% of all Delawareans have advanced credential by 2025
	Career Pathway Expansion	Target by 2016?	Pathways programming available in every high school in the state
	Employer Engagement	Target by 2016?	Discussion Item
Work Strategy, Target, & Timeline	Strategy	Target(s)	Timeline
	<ul style="list-style-type: none"> # of LEAs, Charters, and Schools implementing at least one state-model program of study # and % of Delaware CTE students enrolled in a state-model program of study % of state-model CTE programs will exceed the state negotiated targets for Perkins # of schools, students, and employers engaging through the SPARC network # of students engaged in career preparation through the student success plan # and % of students who complete CTE programs of study enrolling in higher education # and % of students who complete a CTE program of study and earn advanced standing in higher education # and % of students who have complete dual enrollment or AP coursework # and % of students earn and industry recognized credential 		

APPENDIX C

**Detailed Plan of Work
Core Priority Two**

Core Priority Title	Career Development System
Goal Statement	Build a comprehensive system of career preparation that aligns with the needs of the state and regional economy.
Core Priority Description	The Delaware Department of Education (DDOE) in conjunction with partnering institutions (employer associations, LEAs, higher education, etc.) will build a model of continuing education and career preparation that spans the K-12 and post-secondary education system. The DDOE will support secondary students to continue their education and enroll in career and technical education (CTE) programs of study that reflect the needs of the state and regional economy. Teachers and students will participate in professional learning experiences and work-based learning opportunities as well as other leadership experiences. Further, the DDOE will align state and federal accountability measures, develop a more robust data collection and reporting system, and align college and career ready measures within the school accountability framework and the workforce development system.
Work Strategies	<p>1) Establish a model of career preparation that includes the development, implementation, and continuous improvement of CTE programs of study that align with state and regional labor market information:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Engage employer associations, institutions of higher education, and community stakeholders to develop state-model CTE programs of study; • Engage LEAs and community stakeholders to implement and monitor CTE programs of study; • Establish CTE policy and procedures for program of study development, accountability, and funding; • Develop policy for middle school CTE programs, accountability, and funding guidelines for LEAs; • Provide labor market information (LMI) to LEAs and publish guidance for analysis; • Provide competitive funds for LEAs to adopt state-model CTE programs of study (Perkins funds); • Implement CCR measures within school accountability framework; • Establish data reporting system for CTE programs of study; and

	<ul style="list-style-type: none"> • Provide technical assistance to LEA staff through face-to-face and online professional learning opportunities. <p>2) Expand college and career counseling services to all secondary students and purposefully integrate a career coaching model with employers:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Revise Delaware Administrative Code, 14 Del.C. §545 to emphasize the use of data and a comprehensive school counseling program that connects social and emotional standards based on the ASCA national model; • Ensure LEAs use evaluation tools that are aligned to the approved school counseling program; • Provide professional learning experiences for administrators, LEA supervisors, and school counselors on college and career readiness, the student success plan (SSP), and ASCA-aligned school counseling plans; • Establish SPARC policy and ensure fidelity of implementation; • Scale the number of SPARC schools and participating employers; • Scale career awareness, exploration, and career coaching through SPARC; • Engage LEAs and school counselors to provide academic and career counseling through the SSP; and • Engage employers to provide career coaching services and career awareness opportunities for students. <p>3) Update work-based learning policy and create an environment to scale meaningful work experiences for students:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Establish career awareness, exploration, and immersion framework and process tools for LEAs and employers; • Revise career immersion regulation (co-op) and published through Delaware Administrative Code, 14 Del.C. §525; • Scale career immersion experiences through workforce intermediary; • Revise school accountability framework to include career immersion opportunities for state-model programs of study; and • Engage employers to place students in career immersion experiences and hire students. 		
Evaluation Standards	*Key Metric(s)	Baseline & Date	Target & Date
	Scale of Delaware Pathways		Pathways programming in every

			high school by #### school year
	Quality of Delaware Pathways	Survey for grads?	Potential targets through Perkins indicators.
	Scale of SPARC		
	Quality of SPARC		
	Impact of Work-based Learning		
Work Strategy, Target, & Timeline	Strategy	Target(s)	Timeline
		<ul style="list-style-type: none"> • # of LEAs, Charters, and Schools implementing at least one state-model program of study • # and % of Delaware CTE students enrolled in a state-model program of study • % of state-model CTE programs will exceed the state negotiated targets for Perkins • # of schools, students, and employers engaging through the SPARC network • # of students engaged in career preparation through the student success plan • # and % of students who complete CTE programs of study enrolling in higher education • # and % of students who complete a CTE program of study and earn advanced standing in higher education • # and % of students who have complete dual enrollment or AP coursework • # and % of students earn and industry recognized credential 	

APPENDIX D

**Detailed Plan of Work
Core Priority Three**

Core Priority Title	Connect Education and Employers
Goal Statement	Scale and sustain meaningful work-based learning experiences for students.
Core Priority Description	<p>The Delaware Technical Community College (DTCC) in conjunction with partnering institutions (employer associations, K-12, higher education, etc.) will facilitate work-based learning (WBL) experiences for secondary and post-secondary students and place students in paid work experiences. DTCC will work through employer associations to create a demand for student employment and build the professional capacity of employers to recruit and on-board student talent. Further, DTCC will partner with the Department of Education (DOE) to engage local education agencies (LEAs) to design WBL activities that enrich and advance school-based instruction and promote paid work experience as a measure of career readiness.</p>
Work Strategies	<p>1) Establish Delaware Technical Community College (DTCC) as the workforce intermediary:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Develop a plan to create, scale, and sustain the workforce intermediary (includes capability and capacity at benchmark intervals – 6 months, 1 year, 3 year, 5 years; leadership and goals; necessary support – fiscal, policy, legal); • Coordination with other workforce intermediaries and building institutional capacity; and • Engage high level employers and influential LEAs to demonstrate early success and provide support. <p>2) Facilitate work-based learning (WBL) experiences and paid work experiences that connect students to the employer community:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Build institutional capacity to facilitate and scale WBL experiences, which includes oversight of funding and grant management, analysis of performance data/metrics and program evaluation, supervision of staff, and communication; • Establish a framework to deliver work-based learning experiences that

	<p>includes a continuum of career awareness, exploration, and immersion activities for students in secondary and post-secondary education (this should include sound instructional design and the identification of learning competencies that relate to in-school instruction);</p> <ul style="list-style-type: none"> • Partner with SPARC to engage students and employers to facilitate career awareness and exploration activities in an online setting as well as career coaching to help students identify appropriate career pathways; • Partner with SPARC to engage employers in the development of career awareness and exploration activities that can be facilitated online or face-to-face; • Engage employers to develop career immersion experiences and coordinate with business leaders to expand the number of career immersion opportunities for students; • Engage parents and community stakeholders to support the intermediary and promote services with their local community; • Employ WBL Coordinators to support employers, educators, and students; • Place students in secondary and post-secondary education into career immersion experiences; and • Establish a framework and process tools for employers and educators to facilitate paid work experiences for students in secondary and post-secondary education. <p>3) Engage employers and local education agencies (LEAs) to support WBL and build institutional capacity to facilitate career awareness, exploration, and immersion experiences:</p> <p>Includes:</p> <ul style="list-style-type: none"> • Engage employers through employer associations and/or industry councils as well as program advisory committees; • Develop resources for employers to engage in WBL and paid work experiences, includes building job descriptions, competency profiles for student placement, etc.; • Support employers to on-board students in paid work experiences, includes defined training process, supervision routine, employment contract, etc.; and • Support employers to evaluate paid work experiences, includes defined relationship with intermediary and LEA, evaluation routine, etc.; • Engage LEAs through the Department of Education and existing K-12 routines; • Develop resources for LEAs to engage in WBL and paid work experiences, includes building student resumes to align with job descriptions, aligning
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	<p>and/or vetting competency profiles to establish relationship to student education and career goals, etc.;</p> <ul style="list-style-type: none"> • Support LEAs to prepare students for paid work experiences, includes job preparation, supervision routine, employment contract, etc.; and • Support LEAs to evaluate paid work experiences, includes defined relationship with intermediary and employer, evaluation routine, etc. 			
Evaluation Standards	*Key Metric(s)		Baseline & Date	Target & Date
	Number of Employers offering WBL opportunities			
	Number of students completing a WBL opportunity			
	Number of Pathways			
	Credits earned by participants			
	Qualitative information from employer and student about experience			
	Long-term – number of positions filled with graduates who completed WBL/pathway			
	Labor market analysis		Assess quality of existing data	
Work Strategy, Target, & Timeline	Strategy	Target(s)		Timeline
		<ul style="list-style-type: none"> • # of students and employers participating in career awareness and exploration activities • # and % of CTE students completing a career immersion experience • # and % of CTE students completing a paid work experience • # and % of students who complete a CTE program of study and enter related employment post-graduation 		