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Vision

Each Delawarean has access to high quality education that centers identity, is affordable and efficient, and results in a wealth-generating career



Principles

- One truth: impermanence
- The people are the point: humanity and humility
- One size fits none: equity
- In trust we grow: partnership



Staffing Shifts

New or Vacant Positions

- Middle Grades College and Career Readiness Coordinator
- Culturally Competent Workforce Lead
- CTE Secretary

Internal Shifts

- Admin I
- Student Operations and Transition Lead
- Field Agent
- District liaison responsibilities and contact
- Work product realignment



CTE Program of Study Enrollment

- **MS Enrollment**
 - SY23 Unit Count
 - 33,586 Students
- **HS Enrollment**
 - SY23 Unit Count
 - 48,947 Students

Total Enrollment

82,533 Students

Duplicates not removed



CTE Program of Study Enrollment

- **HS Enrollment by Cluster**

• Agriculture, Food & Natural Resource (1)	8,140
• Architecture & Construction (2)	2,284
• Arts, A/V Technology & Communications (3)	3,906
• Business, Management & Administration (4)	2,133
• Education & Training (5)	3,703
• Finance (6)	2,121
• Health Science (8)	5,096
• Hospitality & Tourism (9)	4,204
• Human Services (10)	512
• Information Technology (11)	2,988
• Law & Public Safety (12)	972
• Manufacturing (13)	871
• Marketing, Sales and Service (14)	2,408
• Science, Technology & Engineering (15)	2,857
• Transportation, Distribution & Logistics (16)	701
• Career and Technical Exploration (17)	6,051

*****Duplicates not removed*****



Pathways 2.0

Saved to this PC

DO WE NEED PATHWAYS 2.0

Based on what we're learning, we propose three significant shifts in Phase II

Lessons Learned

- Not every student enters on an equal playing field
- Need to prepare students earlier
- Too difficult to connect dots between school and work

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- Employers need help engaging high schoolers
 - Employers see Pathways as good corporate citizenship, not a bottom-line issue
 - Need to strengthen industry councils in high growth sectors

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- Approach to innovation and scale is too ad hoc
 - Delivering on a workforce development strategy that extends from middle school to adulthood is complex and our capacity is thin
 - Nationally, limited peer reviewed research on implementation

Start Earlier and Go Deeper

Strengthen Employer Co-ownership of Talent Pipelines

Invest in Innovation and Scale



Pathways 2.0

WHAT'S OUR VISION

Our young people have a comprehensive, permeable, and clear set of career pathways



Pathways 2.0

WHAT'S OUR VISION – STARTING EARLY WITH MIDDLE GRADES

Building Self-Identity and Mapping the Future

By 2025 impact 6,000 middle grade students with new advisement and career exploration models

Who is engaged?

- Steering Committee
- Standards Writing Subcommittee
- Students and Families
- External Facilitators
- DDOE Cross-Functional Team

Key Staff

- Middle Grades College and Career Readiness Coordinator (DOE)
- Kelsey Mensch, Rodel
- Jinni Forcucci, Consultant



Pathways 2.0

WHAT'S OUR VISION – BLURRING THE LINES IN HIGH SCHOOL

Our young people have a comprehensive, permeable, and clear set of career pathways

By 2025, 30% of Vo-Tech students engaging in enhanced pathways; 5,000 students statewide participating in revised programs of study

Who is engaged?

- Vo-Tech Districts
- CTE Cadre
- Jobs for the Future
- External researchers and facilitators

Key Staff:

- Peg Enslen, DDOE
- Kim Lopez, Rodel
- Kelsey, Mensch, Rodel
- Lisa Stoner-Torbert, Consultant



Pathways 2.0

WHAT'S OUR VISION – DISCOVERING WHAT WORKS

Our young people have a comprehensive, permeable, and clear set of career pathways

Conduct statewide survey to better understand how students are using their pathways experience post-graduation

Key Staff

- Jon Wickert, DDOE
- Shana Payne, DDOE
- Mark Baxter, Rodel
- Alan Phillips, Rodel

Who is engaged?

- RTI, external evaluation firm
- School Districts
- DDOE
- DWDB
- DTI
- UD
- P20 Council
- Wested



Credit for Prior Learning

Develop a shared Credit for Prior Learning and Experience framework that supports a permeable postsecondary model

1. Develop a state framework for prior and experiential learning that includes:

- Expansion of stackable credential and connected degree models;
- Award of credit/clock hours based on the evaluation of prior work experience;
- Accelerated learning models to by-pass entry level coursework and/or program requirements; and
- Processes that allow for the continued review and evaluation of new credentials, mastery learning, and other alternative measures of skill.

2. Engage and support postsecondary institutions to develop/implement institutional policy for prior and experiential learning; and

3. Create credential and degree crosswalks and statewide articulation agreements for existing short- and long-term credential programs and the Registered Apprenticeship system.



Additional Projects

- Postsecondary CTE data system development
- Youth Apprenticeship Readiness Grant
- Program of Study revision and update
 - Industry valued credential criteria
 - Value-add opportunity expansion
 - Environmental-literacy framework
- Administrative policy and procedure, regulation, and Perkins State Plan updates
- IES research grant
- Student, educator, and community voice strategy
- Equity strategy development
- Social-emotional learning competency development
- SkillsUSA framework and expansion
- Streamline operational routines and technical assistance model



Questions?



Delaware
Department of Education