Delaware Pathways

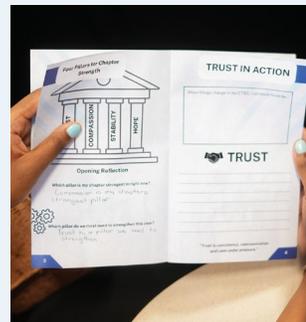# Delaware Career and Technical Education (CTE)
Annual Report
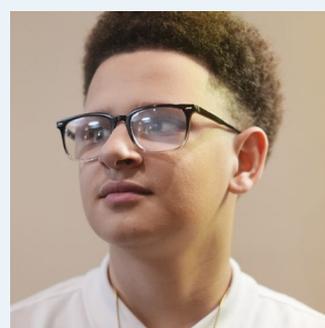
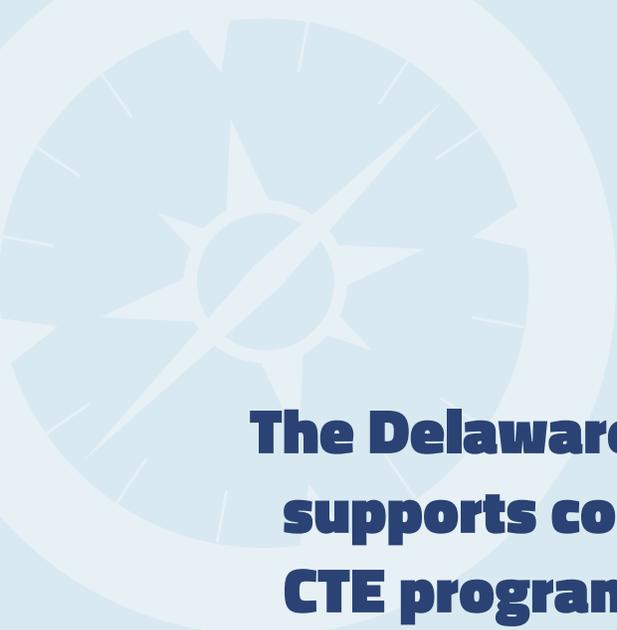Hands-on Learning

Leadership

Career Exploration

Workforce Readiness

Delaware Department of Education

2023-24 School Year

The Delaware Department of Education supports continuous improvement in CTE programs of study. Delaware is a leader in CTE and uniquely positioned to be a model for the nation.

"The state's strategic approach prioritizes equitable access to high-quality CTE programs. By fostering strong collaborations among education, industry, and workforce partners, Delaware is committed to ensuring that all learners possess the skills and knowledge necessary to thrive in the 21st-century economy."

Advance CTE. (2024). Leveraging learner voice to strengthen CTE [Report]. Advance CTE.

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

Report Notes:

Reporting is lagged by one year due to federal requirements that mandate a six-month post-completion waiting period for student placement data collection and subsequent validation before compilation.

*Subgroup size not reported to protect confidentiality.

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New Pathways Strategic Implementation Plan

Delaware is building a unified workforce development system that connects education with career opportunities through three key initiatives: **Executive Order #1** (expanding youth apprenticeships), the **Delaware Pathways Strategic Implementation Plan** (running through June 2028), and coordinated efforts through the new **Office of Workforce Development**. These frameworks work together to ensure students graduate prepared for in-demand careers while employers find the skilled workers they need. The Strategic Plan focuses on five priorities: comprehensive career preparation aligned with Delaware's economy, scaled work-based learning experiences, integrated data systems linking education and employment outcomes, coordinated funding across programs, and sustained partnerships between employers, educators, and community organizations.

Building on strong 2023-2024 results—where CTE students graduated at rates significantly above state averages and more than half earned early postsecondary credit—Delaware is now focused on expanding both access and quality. Career pathways are available in nearly all middle and high schools statewide, with programs spanning all major career clusters to reflect regional economic needs. The initiative prioritizes equity by ensuring underserved and underrepresented students have multiple entry points and support services to participate fully in career preparation programs.

Looking ahead through 2028, Delaware aims to create a seamless talent pipeline where students move from middle school career awareness through high school pathways, into apprenticeships or college programs, and on to skilled employment. This includes scaling youth apprenticeship programs (as directed by Executive Order #1), deepening employer engagement by expanding internship and apprenticeship opportunities by 50%, and launching integrated workforce data systems to track student outcomes and labor market needs. These coordinated efforts represent Delaware's commitment to developing a demand-driven, equitable workforce system that benefits students, businesses, and communities across the state.

Learn more: **Delaware Pathways Strategic Implementation Plan**

About Delaware Pathways

Connecting students, educators, and employers through high-quality career pathways

What We Offer
- 50+ career pathways across 14 career clusters
- Industry certifications valued by employers
- Work-based learning internships and mentorships
- Career navigation tools and coaching

Who We Support
- Students and families exploring career options
- Educators with CTE resources and training
- Employers connecting with emerging talent
- Communities strengthening Delaware's workforce

Why It Matters
- Student success through real-world experience
- Closing equity gaps with accessible pathways
- Workforce development for Delaware's economy
- Economic growth with skilled, career-ready talent

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 meaningful careers. 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.

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business, Management, and Administration
- 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
- Science, Technology, and Engineering
- Transportation, Distribution, and Logistics

Welcome

Building Career Readiness Through Career And Technical Education Pathways

Delaware's Career and Technical Education (CTE) pathways (Delaware Pathways) are an advantage for learners and the backbone of the state's workforce preparation system. Pathways equip youth and adult learners with academic knowledge and technical skills, enabling them to explore careers, gain practical skills, and access hands-on learning and experience that leads to industry credentials of value and intergenerational wealth. The CTE workgroup envisions a world where all Delawareans engages in an equitable and high-quality education, enriching experiences, and meaningful relationships to achieve their individual career and life goals. Accomplishing this requires a steadfast focus on metrics that matter are measurable, and are aligned across workforce and education systems so that front-line educators and trainers have the resources and support they need to successfully prepare learners. Our work is, first and foremost, about people.

Priority 1

Improve student college and career readiness by the end of SY 2028-2029

- **Increase high school student participation (grades 9-12) in CTE pathways from 68% to 80%,** ensuring students with disabilities, female learners, and students of color experience equitable representation and outcomes in high-skill, high-wage programming.

- **Increase middle grades (6, 7, and 8) student participation in exploratory CTE courses** from 84% to 96%.

- **Increase the participation rate of middle and high school CTE students in Career and Technical Student Organizations** from 9,888 to 15,000 students.

- **Intentionally integrate academic learning** (i.e., ELA, mathematics, and environmental literacy) into all CTE pathways.

Priority 2

Families, educators, students, industry leaders, and policymakers have transparent and actionable information by the end of SY 2028-2029

- **Ensure each middle and high school student has a trained Career Navigator** that supports individuals' postsecondary planning and transition, and participation in work-based learning experiences, from 0% of students served to 50% served.

- **Increase annual visits to the Delaware Pathways website** from 20,626 sessions and 13,429 unique annual visitors to 28,000 sessions and 18,400 unique annual visitors; launch interactive CTE learner data and labor market information dashboards on the **Delaware Pathways website**.

- **Develop and implement state level policy and procedures** that intentionally integrate student and industry voice into the program revision process and on local program advisory committees, ensuring programs align with student interest and industry needs.

- **Develop and conduct a secondary and postsecondary CTE student outcomes research agenda** that measures return on investment.

Priority 3

CTE students outperform their peers by the end of SY 2028-2029

- **Achieve on-time high school graduation rates from 98.5% to 99.5%** as CTE pathway completers:

  - Earn at least six (6) early college credits or advanced standing in adult vocational education or training from 43% to 100%

  - Complete an immersive work-based learning experience (e.g., internship) from 15% to 45%

  - Earn an essential or advanced credential from 25% to 30%

  - Satisfy the Career Readiness benchmark of the Delaware School Success Framework (DSSF) from 59% to 100%

  - Satisfy both the College and Career Readiness benchmarks from 53% to 75%

  - Attain grade-level proficiency in ELA (42%), Math (19%), and Science (27%) at the rate of 65% as measured by standardized test scores

  - Enter employment or postsecondary education or training within three months of graduation from 75% to 100%

- **Complete postsecondary CTE coursework at a rate of 85%** (baseline being established):

  - Enter employment or continuing education or training 6 months post-completion from 65% to 100%

  - Earn an essential or advanced credential from 91% to 100%

Delaware has the strongest and widest reaching CTE model in the nation. We must maintain our charted course in the face of headwinds, noise, and shiny distractions. Continued success means stabilizing our foundation through partner alignment and sustainable fiscal and human resource acquisition, strengthening our core by doing more of what works and improving or eliminating what doesn't, and being able to measure the return on investments. We are only successful if participation in CTE results in fulfilling careers grounded in individual identity, financial stability, and healthier and socially-just communities. Thank you for being part of this journey.

You can read more about current CTE initiatives at **delawarepathways.org** or contact us at **CTE.STEM@doe.k12.de.us**

Thank you,

Jon Wickert, Ed.D.
Career and Technical Education and STEM Initiatives, Delaware Pathways Co-Chair, and Director

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.

2023-2024 School Year Highlights

In school year 2023-2024, Delaware secondary CTE students achieved high levels of success:

97.8% 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

Programmatic Accomplishments

Youth Apprenticeships

Youth Apprenticeship Delaware, supported by the U.S. Department of Labor's Youth Apprenticeship Readiness Grant (YARG), engaged 906 youth apprentices and 244 employers across the state. The program allows students to earn while they learn by combining classroom instruction with paid work experience in high-demand fields such as healthcare, information technology, manufacturing, and construction. Students gain practical skills, earn industry-recognized credentials, and build clear pathways to employment and postsecondary education, helping strengthen Delaware's workforce pipeline.

Teacher Academy

The Delaware Teacher Academy prepares future educators through classroom learning and work-based experiences. Students develop foundational knowledge of the teaching profession and gain the skills needed to create inclusive and equitable learning environments in early childhood and K–12 settings. Field experiences and internships help students build essential teaching competencies and prepare for college programs or apprenticeships. Graduates enter the education workforce ready to support the diverse needs of Delaware students.

Credit For Prior Learning

Credit for Prior Learning (CPL) recognizes college-level knowledge and skills that students gain outside the traditional classroom through work, training, military service, and other experiences. CPL uses validated assessment methods to award academic credit and helps students, especially adult and returning learners, reduce time to degree and continue progress toward postsecondary goals. It also supports student mobility across institutions and programs.

More information is available at: **pages.delawarepathways.org/CPL**

Future Initiatives — What's Next?

Inclusive Decision-Making
Elevating student, educator, and community voices in planning and policy decisions.

Modernized Framework
Transitioning to updated Career Clusters by 2026-2027 school year to align programs with industry needs.

Credential Assessment
Ensuring CTE learners earn credentials valued by employers.

Environmental Literacy
Embedding climate readiness across all CTE programs.

Academic Growth
Strengthening math, science, and literacy instruction through enhanced teacher training.

Middle Grades Expansion
Building a model that prepares middle school students for high school—and postsecondary—CTE success.

Comprehensive Statewide Needs Assessment
Launch of a statewide Comprehensive Needs Assessment to reinforce shared accountability and coordinated data tracking between LEAs and the SEA, fostering a unified approach to evaluating program performance, equity, and student success across Delaware's CTE system.

CTE Programs of Study

2023-2024 School Year

Delaware Public 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 2024 (unduplicated)

78.04%
High School Students

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

Over 120 Different CTE Programs

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

31 Districts and Charter Schools Offered

At least one CTE Program of Study

66 High Schools

Offered at least one CTE Program of Study in 2024

1,259 High School CTE Students

Were engaged in work-based learning

Demographics

School year 2023-2024 subpopulation student enrollment as a percentage of all students (grades 7-12) enrolled in CTE courses:

Below 1%
American Indian

3.9%
Asian

30.4%
Black

20.5%
Hispanic

Below 1%
Native Hawaiian or Other Pacific Islander

4.8%
Multi Race

39.8%
White

48.6%
Of students enrolled in a CTE course in school year 2024 were female

51.4%
Of students enrolled in a CTE course in school year 2024 were male

15.3%
CTE students were students with disabilities in school year 2024

Data Sources:
CTEReportMart Participation Demographics, CTEReportMart Participation Demographics, PublicReportMart Unit Count Enrollment, CTEReportMart Transcripts

Middle Grades Initiative
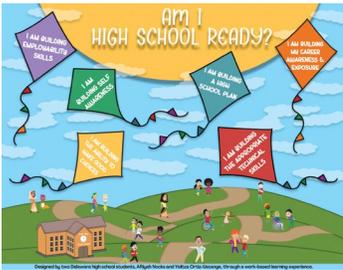
Delaware's vision for middle grades is to develop and sustain strong, equity-focused and well-rounded middle grades CTE programming that is open and available for all students to explore, grow, and learn before making critical decisions about high school and postsecondary plans. To further realize this vision and build on the work of the Rethinking Middle Grades Initiative, we partnered with Education Strategy Group (ESG) to develop a plan for scaling learnings of this initiative. This work began in 2022 in partnership with Rodel and provided a foundation to improving student-led career exploration and equity-centered lens, focused on CTE, academic, and SEL programming. The result was a pilot program with 10 participating middle schools, where we co-developed deliverables that set a vision for the entire state to deliver quality middle school career exploration programming, such as the Profile of a High School Ready Student and CTE Career Exploration Standards.

This year, we continued to build the ecosystem necessary to operationalize the concepts outlined in these initiatives and programs. Together with ESG, we facilitated a cross-agency Advisory Group composed of critical DDOE staff across the CTE/STEM, Assessment, Higher Education, Student Support Services, and Exceptional Children working groups and offices, as well as local district and school representatives who provided key insights into local-level implementation.

The advisory group outlined three core beliefs that served as our north star for this project:

Clear and aligned expectations for high-quality middle school programming will align goals both within and across relevant agencies in Delaware.

Increased local capacity for high-quality implementation and integration of middle school career exploration will enable equitable access for students in all communities across the state.

Shift in data culture will enable continuous monitoring and improvement of middle school career exploration at the state and local levels to meet goals for equity and quality.

The core beliefs informed policy and implementation recommendations that were further refined with the expertise of the advisory group. Moving forward, we will continue to ground our Middle Grades work in these core beliefs as we take the learnings from our pilots, the advisory group, and continue to operationalize our vision into systemic change for middle school students throughout the state - including future work to update existing policy to provide clearer guidance for educators, provide statewide tools, resources, and training to enact the revised policies, and collecting the right information to ensure equity and quality.

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 page 63.

18,479
2023 Middle School Total Enrollment

18,360
2024 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.

By Subpopulation

	2023	2024	Yearly Change
English Language Learner	2,036	2,741	+
Foster Care	52	103	+
Homeless	488	261	−
Low Income	5,574	7,923	+
Migrant	19	44	+
Military Dependent	298	279	−
Non Traditional	N/A	N/A	N/A
Out of Work	N/A	N/A	N/A
Single Parent	N/A	N/A	N/A
Student With Disabilities	1,531	3,836	+

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

By Race & Ethnicity

	2023	2024	Yearly Change
American Indian	71	73	+
Asian	694	765	+
Black	5,656	5,760	+
Hawaiian	33	29	−
Hispanic	3,554	3,624	+
Multi Race	1,287	974	−
White	7,186	7,167	−

By Gender

	2023	2024	Yearly Change
Female	8,735	9,618	+
Male	9,737	8,774	−

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 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.

32,819
2023 High School Total Enrollment

28,162
2024 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)

Legend: ■ 2023 ■ 2024

Grade	2023	2024
Grade 9	8,630	6,739
Grade 10	8,833	8,019
Grade 11	7,653	7,580
Grade 12	7,703	5,824

By Subpopulation

	2023	2024	Yearly Change
English Language Learners	3,002	2,917	–
Foster Care	130	78	–
Homeless	796	278	–
Low Income	8,845	7,590	–
Migrant	10	26	+
Military Dependent	437	358	–
Non Traditional	11,089	12,251	+
Out of Work	1	9	+
Single Parent	5	18	+
Students With Disabilities	3,668	3,291	–

By Race & Ethnicity

	2023	2024	Yearly Change
American Indian	179	145	–
Asian	1,244	1,035	–
Black	10,797	8,418	–
Hawaiian	50	50	=
Hispanic	7,107	5,902	–
Multi Race	1,577	1,262	–
White	14,481	11,366	–

By Gender

	2023	2024	Yearly Change
Female	17,336	13,851	–
Male	18,099	14,327	–

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 SY 2024 CTE Participants	% of 2023 CTE Participants Who Became 2024 Concentrators	% of 2023 Concentrators Who Became 2024 Completers
Agriculture, Food, and Natural Resources	6,176	33.75%	33.35%
Architecture and Construction	1,617	47.39%	38.90%
Arts, Audio/Video Technology, and Communications	3,591	35.47%	38.70%
Business Management and Administration	2,477	34.28%	45.93%
Education and Training	3,006	32.93%	32.14%
Finance	1,803	35.48%	36.16%
Health Science	4,675	54.27%	40.86%
Hospitality and Tourism	4,004	42.45%	33.05%
Human Services	563	78.17%	55.67%
Information Technology	2,303	30.51%	35.55%
Law and Public Safety	1,077	50.44%	51.78%
Manufacturing	745	38.31%	36.73%
Marketing	2,413	31.40%	28.43%
Science, Technology, Engineering, and Mathematics	2,289	42.32%	25.85%
Transportation, Distribution, and Logistics	734	64.72%	41.50%

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

2024 Participants, Grades 7-12

74,681 **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

Career Cluster	2024 Total
Agriculture, Food, and Natural Resources	14444
Architecture and Construction	1617
Arts, Audio/Video Technology, and Communications	3591
Business Management and Administration	14629
Education and Training	3006
Finance	1803
Health Science	5761
Hospitality and Tourism	4984
Human Services	4948
Information Technology	3465
Law and Public Safety	1077
Manufacturing	745
Marketing	2413
Science, Technology, Engineering, and Mathematics	11464
Transportation, Distribution, and Logistics	734
Grand Total	74681

Perkins Core Indicator: 1S1 4-Year Graduation Rate

Delaware CTE continues to deliver outstanding outcomes. In 2024, 97.8% of CTE concentrators graduated on time, outperforming statewide rates by a wide margin and demonstrating that career-connected pathways help students stay engaged and complete high school.

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 (%)

2023

98.1%
CTE Concentrators or Completers Graduated On Time

88.9%
Students Statewide Graduated On Time

2024

97.8%
CTE Concentrators or Completers Graduated On Time

89.05%
Students Statewide Graduated On Time

Graduation Rate of CTE Students by Subpopulation (%)

By Race & Ethnicity

	2023	2024	Yearly Change
American Indian	96.2	97.06	+
Asian	98.0	98.17	+
Black	97.8	96.76	–
Hawaiian	100	100	=
Hispanic	96.8	97.82	+
Multi Race	98.9	97.36	–
White	98.7	98.47	+

By Subpopulation

	2023	2024	Yearly Change
ELL	95.3	96.20	+
Foster Care	69.2	95.0	+
Homeless	95.7	96.32	+
Low Income	97.5	96.36	–
Migrant	N/A	100	N/A
Military Dependent	100	97.56	–
Non Traditional	98.4	97.39	–
Out of Work	N/A	N/A	N/A
Single Parent	N/A	66.67	N/A
SWD	93.8	93.61	–

By Gender

	2023	2024	Yearly Change
Female	98.4	98.24	–
Male	97.8	97.33	–

This indicator measures how well CTE students perform on state reading and language arts assessments. In 2024, 41.2% of CTE students reached proficiency, below the statewide 44.73%. As part of Delaware's efforts in partnership with the Southern Region Education Board (SREB), CTE teachers embed literacy skills into pathway lessons using hands-on instruction, strengthening students' ability to analyze, solve problems, and apply knowledge for both academic success and workforce readiness.

Note: Proficiency percentages are calculated by comparing the number 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 of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized ELA assessment.

Statewide Proficiency Levels in English Language Arts (%)

2023

44.9%
CTE Concentrators or Completers Were Proficient

44.24%
Statewide

2024

41.2%
CTE Concentrators or Completers Were Proficient

44.73%
Statewide

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

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	39.1	29.41	–
Asian	72.3	69.64	–
Black	30.1	28.23	–
Hawaiian	16.7	0	–
Hispanic	30.9	31.22	+
Multi Race	43.1	42.31	–
White	56.9	52.47	–

Subpopulation

	2023	2024	Yearly Change
ELL	6.5	3.14	–
Foster Care	0	0	=
Homeless	21.5	19.67	–
Low Income	26.6	27.62	+
Migrant	N/A	N/A	N/A
Military Dependent	53.1	59.18	+
Non Traditional	52.7	48.30	–
Out of Work	N/A	44.44	N/A
Single Parent	N/A	0	N/A
SWD	9.7	5.88	–

By Gender

	2023	2024	Yearly Change
Female	47.9	44.43	–
Male	41.9	37.72	–

Perkins Core Indicator: 2S2 Academic Proficiency - Math

In 2024, 18.8% of CTE students met math proficiency standards, performing slightly better than the statewide average of 18.47%. CTE students continue to mirror statewide performance, maintaining near parity with all students across both years. CTE programs are enhancing math instruction by connecting it to real-world applications, helping students understand how math relates to their future careers.

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

Statewide Proficiency Levels in Math (%)

2023

22.5%
CTE Concentrators or Completers Were Proficient

22.89%
Statewide

2024

18.8%
CTE Concentrators or Completers Were Proficient

18.47%
Statewide

Math Proficiency Levels of CTE Students by Subpopulation (%)

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	21.7	11.76	–
Asian	53.8	51.79	–
Black	9.2	8.15	–
Hawaiian	16.7	0	–
Hispanic	12.2	12.16	–
Multi Race	19.1	16.83	–
White	31.7	26.58	–

Subpopulation

	2023	2024	Yearly Change
ELL	3.8	0.90	–
Foster Care	0	0	=
Homeless	6.2	4.92	–
Low Income	8.6	8.21	–
Migrant	N/A	N/A	N/A
Military Dependent	23.5	32.65	+
Non Traditional	25.1	20.79	–
Out of Work	N/A	0	N/A
Single Parent	N/A	0	N/A
SWD	2.4	0.90	–

By Gender

	2023	2024	Yearly Change
Female	19.3	16.13	–
Male	25.7	21.76	–

Science is applicable to many in-demand jobs, and CTE students excel in this area compared to their peers. In 2024, 26.4% of CTE students demonstrated proficiency in science, significantly outperforming the statewide average of 21.92%. This consistent advantage over all students statewide demonstrates that hands-on CTE experiences and integrated instruction help students better understand how science applies to career fields.

Note: Proficiency percentages are calculated by comparing the number 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 of CTE concentrators who are grade 11 FAY and participated on the ESSA standardized science assessment.

Statewide Proficiency Levels in Science (%)

2023

29.9%
CTE Concentrators or Completers Were Proficient

21.71%
Statewide

2024

26.4%
CTE Concentrators or Completers Were Proficient

21.92%
Statewide

Science Proficiency Levels of CTE Students by Subpopulation (%)

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	19.0	11.76	–
Asian	48.8	48.00	–
Black	17.0	15.48	–
Hawaiian	0	0	=
Hispanic	20.5	18.91	–
Multi Race	30.0	29.10	–
White	40.0	35.92	–

Subpopulation

	2023	2024	Yearly Change
ELL	4.9	2.75	–
Foster Care	0.0	16.67	+
Homeless	12.5	6.35	–
Low Income	15.5	15.7	+
Migrant	N/A	N/A	N/A
Military Dependent	36	42.86	+
Non Traditional	36	33.17	–
Out of Work	N/A	25	N/A
Single Parent	N/A	10	N/A
SWD	7.1	4.11	–

By Gender

	2023	2024	Yearly Change
Female	30.2	27.70	–
Male	29.6	25.04	–

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 Clearinghouse. 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 (%)

2023

69.5%

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

2024

74.3%

CTE Concentrators or Completers
Were placed in employment or postsecondary education within six months of graduating high school in 2023.

Post-Program Placement by Subpopulation (%)

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	76.0	81.82	+
Asian	86.7	80.60	−
Black	68.1	79.29	+
Hawaiian	63.6	55.56	−
Hispanic	63.1	67.33	+
Multi Race	77.4	74.92	−
White	70.7	73.33	+

Subpopulation

	2023	2024	Yearly Change
ELL	54.8	48.68	−
Foster Care	88.9	68.42	−
Homeless	58.9	67.94	+
Low Income	69.8	72	+
Migrant	N/A	100	N/A
Military Dependent	89.1	60	−
Non Traditional	74.5	77.77	+
Out of Work	N/A	N/A	N/A
Single Parent	N/A	50	N/A
SWD	54	66.04	+

By Gender

	2023	2024	Yearly Change
Female	76.4	79.87	+
Male	62.8	68.80	+

Some industries have gender imbalances, and this indicator tracks how many students are breaking those norms—like females in engineering or males in nursing. In 2024, 25.5% of CTE students were in non-traditional programs for their gender, below the 39% target. 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 (%)

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 2022.

2024

25.5%

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

	2023	2024	Yearly Change
American Indian	26.4	34.62	+
Asian	34	29.85	–
Black	22	21.79	–
Hawaiian	25.56	26.5	+
Hispanic	6.3	18.18	+
Multi Race	26.8	25.10	–
White	30.0	27.58	–

Subpopulation

	2023	2024	Yearly Change
ELL	24.7	22.97	–
Foster Care	14.3	20.83	+
Homeless	31.1	25.56	–
Low Income	4.1	23.33	+
Migrant	N/A	20	N/A
Military Dependent	100	30.17	–
Non Traditional	N/A	N/A	N/A
Out of Work	N/A	0	N/A
Single Parent	N/A	33.33	N/A
SWD	21.4	23.10	+

By Gender

	2023	2024	Yearly Change
Female	42.6	39.48	–
Male	11.5	11.29	–

Perkins Core Indicator: 5S1 Attained Recognized Postsecondary Credential

Earning industry-recognized credentials helps students stand out to employers. In 2024, 22.0% of CTE students graduated with a credential in hand—up from 19.3% in 2023. 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.

The Delaware Department of Education prioritizes credentials aligned with middle- and high-skill, middle- and high-wage, and in-demand occupations that have demonstrated value in the labor market and/or advance postsecondary educational opportunities. Credentials are categorized and prioritized based on data-driven quality criteria that lead to or support advancement within family-sustaining wage careers, either directly or as stepping stones to further education and career training.

Statewide Attainment Levels - Recognized Postsecondary Credentials (%)

2023

19.3%

CTE Students Attained a Recognized Postsecondary Credential

2024

22.0%

CTE Students Attained a Recognized Postsecondary Credential

Attainment Levels by Subpopulation (%)

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	20	35.29	+
Asian	12.3	14.53	+
Black	21.5	24.13	+
Hawaiian	22.2	28.57	+
Hispanic	18.7	16.68	–
Multi Race	28.1	29.02	+
White	17.9	22.97	+

Subpopulation

	2023	2024	Yearly Change
ELL	7.7	7.98	+
Foster Care	30.8	0	–
Homeless	16.7	18.67	+
Low Income	18.7	22.94	+
Migrant	0	0	=
Military Dependent	41.7	32.08	–
Non Traditional	12.2	17.73	+
Out of Work	N/A	100	N/A
Single Parent	N/A	15.38	N/A
SWD	18.0	8.27	–

By Gender

	2023	2024	Yearly Change
Female	21.6	27.19	+
Male	17.1	16.35	–

Secondary Students: Attained Recognized Postsecondary Credentials

2,291 total students from 11 districts successfully attained postsecondary credentials in school year 2024

Recognized Postsecondary Credential Attainment by Subpopulation

Race and Ethnicity

35.29% American Indian / Alaska Native	**14.53%** Asian	**24.13%** Black
16.68% Hispanic	**28.57%** Native Hawaiian / Pacific Islander	**29.02%** Multiracial
22.97% White		

Gender

16.35% Male	**27.19%** Female

Subpopulation

0.00% Foster Care	**7.98%** English Language Learners	**18.67%** Homeless	**22.94%** Low Income Students
32.08% Military Dependent	**100%** Out of Work	**15.38%** Single Parent	**8.27%** Students With Disabilities

Number of Students Who Attained a Recognized Postsecondary Credential by Career Cluster

48 Agriculture, Food, and Natural Resources	**85** Architecture and Construction	**53** Arts, Audio/Video Technology, and Communications	**9** Business Management and Administration
65 Education and Training	**18** Finance	**369** Health Science	**137** Hospitality and Tourism
71 Human Services	**41** Information Technology	**98** Law and Public Safety	**4** Manufacturing
1 Marketing	**37** Science, Technology, Engineering, and Mathematics	**41** Transportation, Distribution, and Logistics	

Perkins Core Indicator: 5S2 Attained Postsecondary Credits

Early postsecondary credit includes Advanced Placement, dual enrollment, and articulated credit. In 2024, 21.99% of CTE students attained postsecondary credit, down from 55.6% the previous year and below the 55% target. **This significant decrease reflects staff turnover that caused numerous articulation agreements to expire; Delaware is actively re-establishing these partnerships** through

the articulation agreement matrix available at https://education.delaware.gov/educators/academic-support/career_and_technical_education/articulation-agreements. These early college experiences can reduce the cost of postsecondary education and give students a head start toward degrees or certifications.

Statewide Attainment Levels - Postsecondary Credits (%)

2023	2024
55.6%	**21.99%**
CTE Concentrators or Completers Attained Postsecondary Credit	CTE Concentrators or Completers Attained Postsecondary Credit

Attainment Levels - Postsecondary Credits By Subpopulation (%)

By Race & Ethnicity

	2023	2024	Yearly Change
American Indian	50.0	35.29	–
Asian	73.9	14.53	–
Black	47.9	24.13	–
Hawaiian	44.4	28.57	–
Hispanic	46.1	16.68	–
Multi Race	55.6	29.02	–
White	63.6	22.97	–

Subpopulation

	2023	2024	Yearly Change
ELL	31.0	7.98	–
Foster Care	61.5	0	–
Homeless	28.7	18.67	–
Low Income	41.5	22.94	–
Migrant	0	0	=
Military Dependent	77.8	32.08	–
Non Traditional	61.9	17.73	–
Out of Work	N/A	100	N/A
Single Parent	N/A	15.38	N/A
SWD	29.9	8.27	–

By Gender

	2023	2024	Yearly Change
Female	59.2	21.99	–
Male	48.0	16.35	–
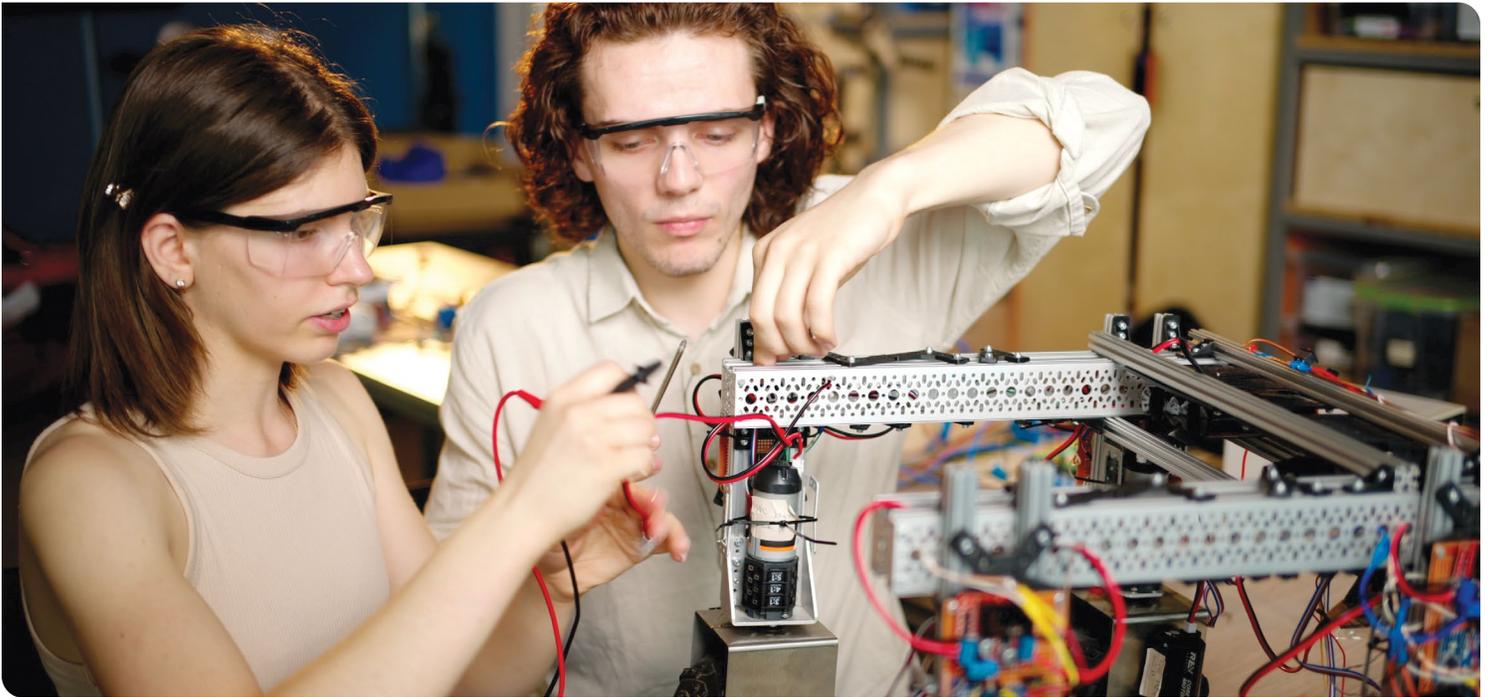
Work-Based Learning (WBL)

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 postsecondary students in meaningful work experiences. Successful work-based learning experiences require a diverse network of committed employer and community partners including, but not limited to, state agencies, service providers, 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**.

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

Students earn credit for work-based learning (WBL) experiences when placed in career immersion settings aligned with their CTE program of study. In 2024, an impressive 22.91% of CTE students participated in WBL—an increase from 14.37% in 2023. These experiences help students build real-world skills and demonstrate workplace readiness through internships, apprenticeships, and clinical placements.

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 WBL, please visit the Delaware Department of Education Website: pages.delawarepathways.org/WBL.

Work-Based Learning Participation Levels (%)

2023

14.37%
CTE Concentrators or Completers Participated in an Immersive Work-Based Learning Experience

2024

22.91%
CTE Concentrators or Completers Participated in an Immersive Work-Based Learning Experience

Work-Based Learning Participation Levels by Subpopulation (%)

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	22.86	11.76	–
Asian	12.55	32.96	+
Black	13.75	23.44	+
Hawaiian	0	14.29	+
Hispanic	6.83	15.42	+
Multi Race	17.53	22.81	+
White	17.90	25.73	+

Subpopulation

	2023	2024	Yearly Change
ELL	4.90	17.56	+
Foster Care	5.00	0	–
Homeless	9.70	22.22	+
Low Income	9.48	19.03	+
Migrant	0	0	=
Military Dependent	23.75	17.86	–
Non Traditional	14.19	24.70	+
Out of Work	N/A	100	N/A
Single Parent	0	0	=
SWD	12.99	28.16	+

By Gender

	2023	2024	Yearly Change
Female	13.30	22.75	+
Male	15.44	23.05	+

Participation in Work-Based Learning Activities - By Race

Total = 5,200 Students

Number of Students vs Race and Ethnicity

- American Indian (Alaska Native): *
- Asian American: 182
- Black (African Am.): 1,487
- Hispanic (Latino): 1,148
- Multi-Racial: 246
- Native Hawaiian (Other Pacific Islander): 7
- White (Caucasian): 2,111
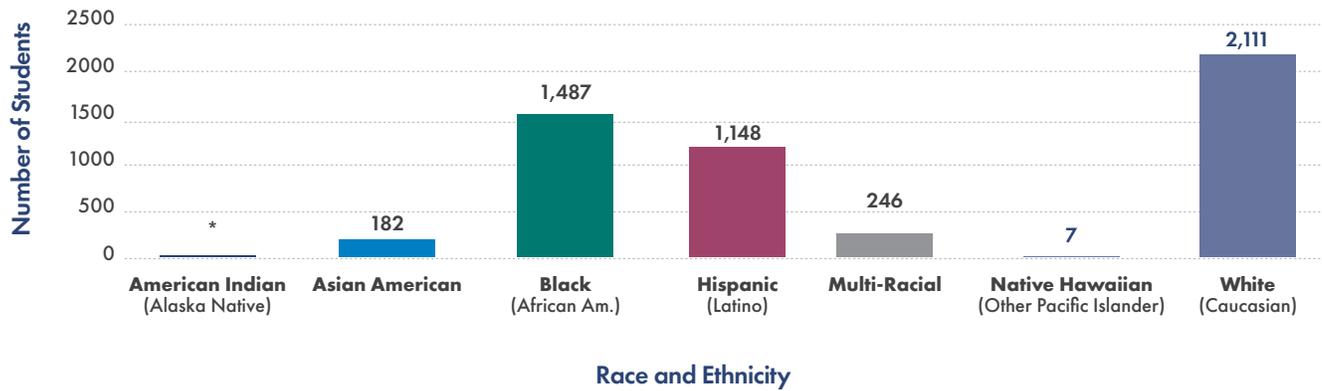
Delaware Pathways is committed to ensuring that all students have equitable access to high-quality work-based learning (WBL) experiences that prepare them for in-demand careers and postsecondary success.

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.

Participation in Work-Based Learning

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

2024 Career Cluster Name	% Low Income	% of Students with Disabilities
Agriculture, Food, and Natural Resources	14.5%	20.3%
Architecture and Construction	13.0%	9.1%
Arts, Audio/Video Technology, and Communications	4.9%	11.8%
Business Management and Administration	15.2%	22.7%
Education and Training	17.5%	17.4%
Finance	12.8%	10.0%
Health Science	24.7%	29.2%
Hospitality and Tourism	19.6%	39.0%
Human Services	31.3%	0.0%
Information Technology	27.3%	20.0%
Law and Public Safety	30.4%	80.0%
Manufacturing	0.0%	33.3%
Marketing	2.6%	5.6%
Science, Technology, Engineering, and Mathematics	7.3%	8.3%
Transportation, Distribution, and Logistics	23.9%	0.0%

20.6% of Students with Disabilities

Participated in Work-Based Learning Opportunities

17.63% of Students from Low-Income Households

Participated 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

Career & Technical Student Organizations

Career & Technical Student Organizations

Delaware offers eight active Career and Technical Student Organizations (CTSOs) to students enrolled in career and technical education programs. Research shows that CTSO participation positively impacts student outcomes, including higher graduation rates, increased work-based learning participation, and enhanced development of essential employability skills that prepare students for career success.

2024/2025 CTSO Data	# of MS Chapters*	# of MS Members*	# of HS Chapters*	# of HS Members*
SkillsUSA	0	0	10	932
DECA	0	0	19	510
BPA	40	493	32	710
Ed Rising	5	11	34	370
FFA	24	1,172	26	3,169
TSA	19	1,108	25	1,650
HOSA	3	14	27	1,425
FCCLA	11	271	0	0

* MS= Middle School, HS= High School

465
Competitive statewide CTSO events available to Delaware CTE students

74
Top 10 awards in national CTSO events earned by Delaware CTSO members

3
Leadership development opportunities available to Delaware CTE Students

4,383
Delaware CTE students participated in one or more of 430 different competitive events
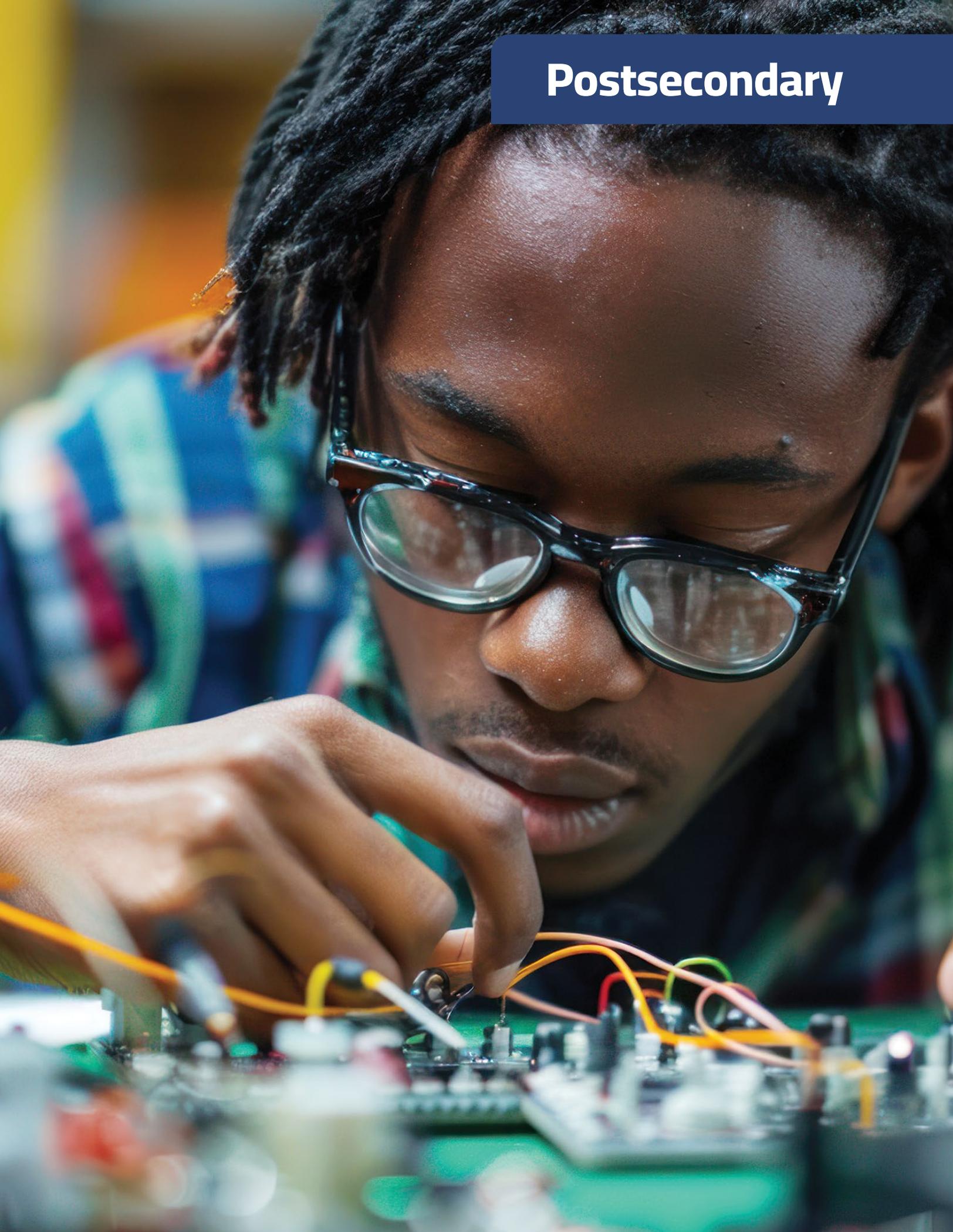
Achieving Efficient Time and Cost Completion for All Learners

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 industry-valued credentials

100%
Post-program placement within six months of program completion

90%
Program completers maintain uninterrupted quarterly employment for the first year following post-program 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.

A postsecondary CTE participant is a postsecondary student who completes one or more courses in any Perkins-eligible CTE program area.

Total Participants Per Career Cluster

476 Agriculture, Food, and Natural Resources	**2,669** Architecture and Construction	**358** Arts, Audio/Video Technology, and Communications	**1,452** Business Management and Administration
<15 Education and Training	**3,136** Health Science	**181** Hospitality and Tourism	**858** Human Services
1,179 Information Technology	**617** Law and Public Safety	**685** Manufacturing	**203** Marketing
577 Science, Technology, Engineering, and Mathematics	**428** Transportation, Distribution, and Logistics		

Legend:
- Delaware Technical Community College
- Sussex Tech Adult Education
- New Castle County Vo-Tech School District Adult Education Division
- James T Vaugh Correctional Institution
- POLYTECH Adult Education
- Baylor Women´s Correctional Institute

Agriculture, Food, and Natural Resources: 476

Architecture and Construction: 183, 1,314, 585, 578, <15

Arts, Audio/Video Technology, and Communications: 358

Business Management and Administration: 1,444, <15

Education and Training: <15

Health Science: 2,6671, 130, 174, 161

Hospitality and Tourism: 181

Human Services: 828, <15, 26

Information Technology: 1,067, 20, 92

Law and Public Safety: 617

Manufacturing: 531

Marketing: 203

Science, Technology, Engineering, and Mathematics: 577

Transportation, Distribution, and Logistics: 231, 17, 98, 31, 51

Postsecondary CTE Concentrators

A postsecondary CTE concentrator is a postsecondary participant who: (1) completes at least 12 credits within a career and technical education prog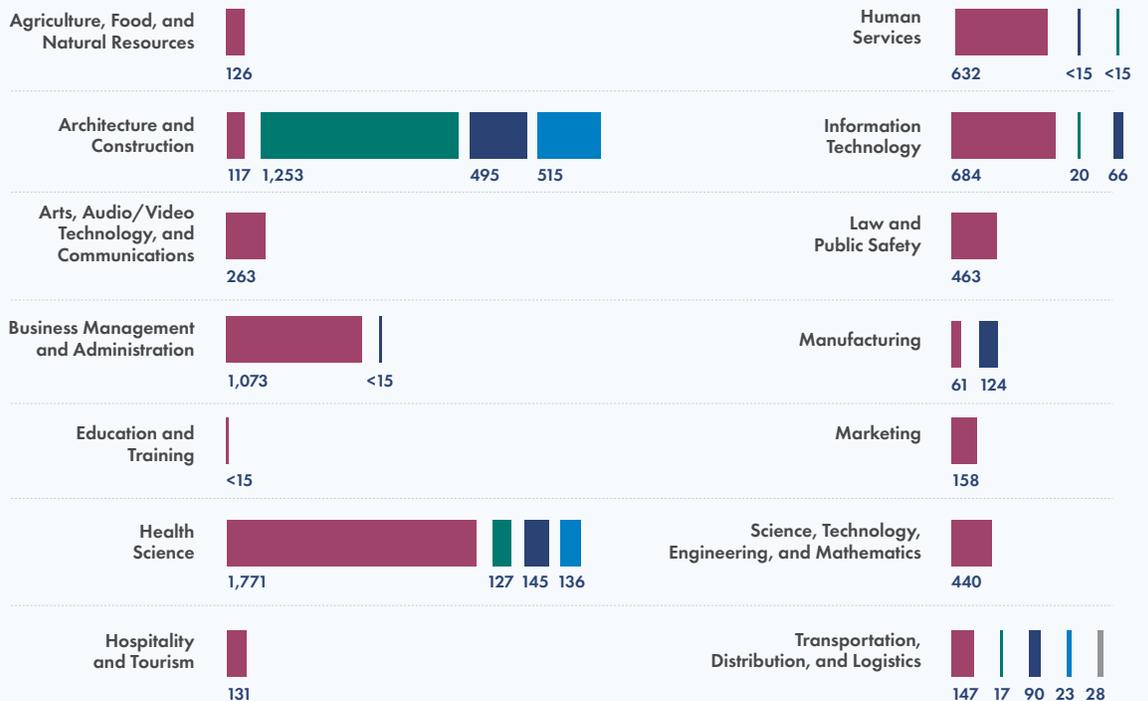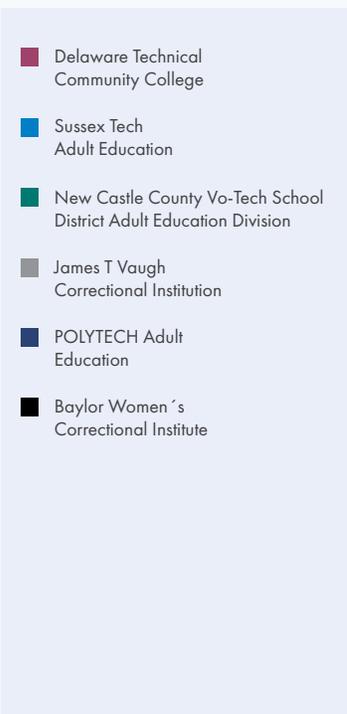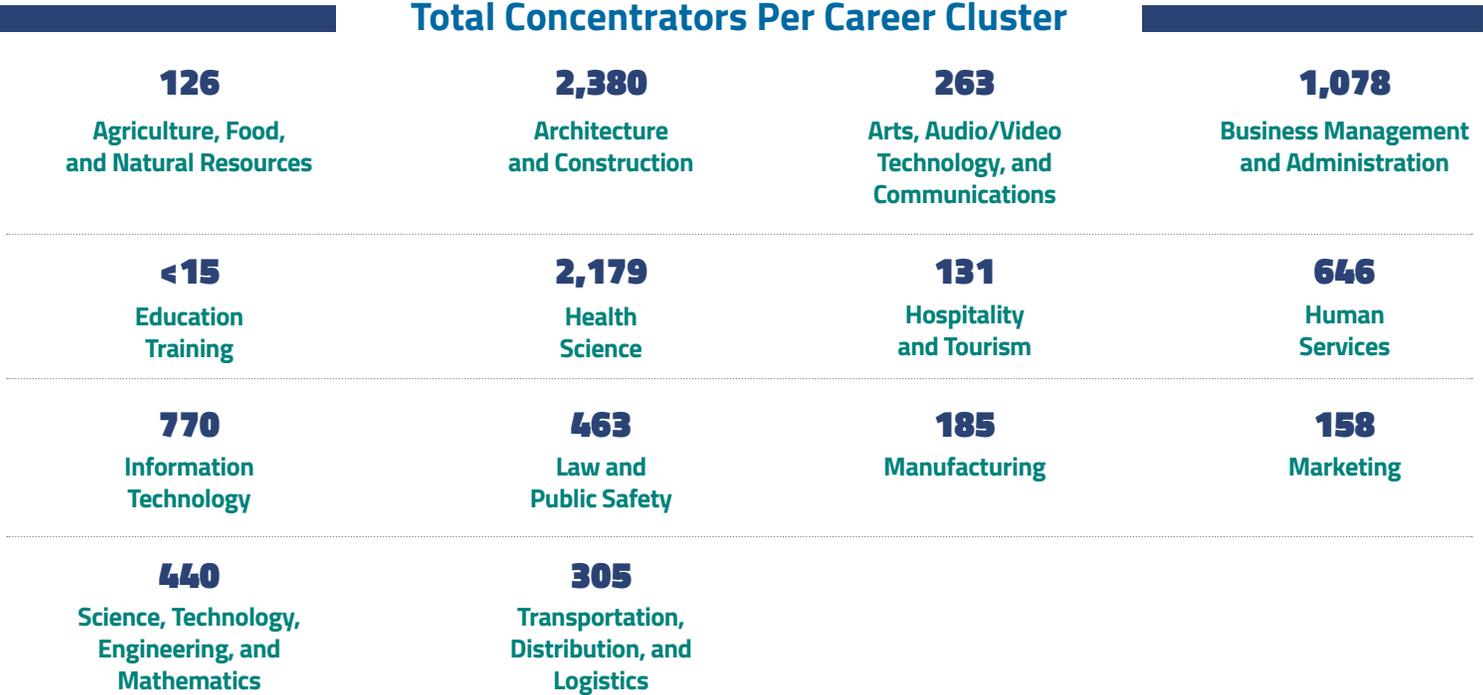ram or program of study; (2) completes a short-term CTE credential program; (3) completes 144 clock hours of training in a long-term CTE credential program; or (4) completes the first related technical instruction sequence in a Registered Apprenticeship program. The CTE program, short- or long-term credential program, or Registered Apprenticeship program must be Perkins-eligible and culminate in an industry-recognized credential, a certificate, or a degree.

Total Concentrators Per Career Cluster

126 Agriculture, Food, and Natural Resources	**2,380** Architecture and Construction	**263** Arts, Audio/Video Technology, and Communications	**1,078** Business Management and Administration
<15 Education Training	**2,179** Health Science	**131** Hospitality and Tourism	**646** Human Services
770 Information Technology	**463** Law and Public Safety	**185** Manufacturing	**158** Marketing
440 Science, Technology, Engineering, and Mathematics	**305** Transportation, Distribution, and Logistics		

Legend:
- Delaware Technical Community College
- Sussex Tech Adult Education
- New Castle County Vo-Tech School District Adult Education Division
- James T Vaugh Correctional Institution
- POLYTECH Adult Education
- Baylor Women´s Correctional Institute

Agriculture, Food, and Natural Resources: 126

Architecture and Construction: 117, 1,253, 495, 515

Arts, Audio/Video Technology, and Communications: 263

Business Management and Administration: 1,073, <15

Education and Training: <15

Health Science: 1,771, 127, 145, 136

Hospitality and Tourism: 131

Human Services: 632, <15, <15

Information Technology: 684, 20, 66

Law and Public Safety: 463

Manufacturing: 61, 124

Marketing: 158

Science, Technology, Engineering, and Mathematics: 440

Transportation, Distribution, and Logistics: 147, 17, 90, 23, 28

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 employed within six months of completing their program. In 2024, 45.9% of CTE graduates were successfully placed—a decrease from 64.5% the previous year and below the 88% target, indicating a need for stronger career services and employer connections.

Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems. This has been corrected and will be addressed for the 24-25 SY annual report using the States Wage Interchange System (SWIS).

Post-Program Placement Levels (%)

2023

64.5%

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

2024

45.9%

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

	2023	2024	Yearly Change
American Indian	80	40	–
Asian	62.1	27.63	–
Black	63.1	48.04	–
Hawaiian	80.0	N/A	N/A
Hispanic	65.1	36.99	–
Multi Race	63.2	30.95	–
Unknown	62.6	28.95	–
White	65.2	49.50	–

Subpopulation

	2023	2024	Yearly Change
ELL	73.9	48.62	–
Foster Care	N/A	N/A	N/A
Homeless	60	20	–
Low Income	N/A	78.38	N/A
Migrant	-	-	N/A
Military Dependent	N/A	N/A	N/A
Non Traditional	60.9	19.53	–
Out of Work	70	11.43	–
Single Parent	67.6	56.64	–
SWD	62.9	28.57	–

By Gender

	2023	2024	Yearly Change
Female	61.2	33.05	–
Male	67.7	56.07	–

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 2024, an impressive 97.4% of postsecondary CTE students achieved this, up from 91.1% and exceeding the 81% target, demonstrating the strength of Delaware's system in delivering career-ready credentials. The 2024 data increase reflects updated verification processes implemented in 2023 that were not part of the earlier approach.

Note: Data presented in this section may reflect temporary underreporting due to the transition of postsecondary data systems.

Earned Recognized Postsecondary Credential Attainment Levels by Subpopulation (%)

2023

91.1%
CTE Students Earned a Recognized Postsecondary Credential

2024

97.4%
CTE Students Earned a Recognized Postsecondary Credential

Earned Recognized Postsecondary Credential Attainment Levels by Subpopulation (%)

Race & Ethnicity

	2023	2024	Yearly Change
American Indian	87.1	100	+
Asian	88.6	100	+
Black	91.1	96.79	+
Hawaiian	100.0	N/A	N/A
Hispanic	92.9	94.86	+
Multi Race	89.3	96.43	+
Unknown	91.0	100	+
White	89.8	97.99	+

Subpopulation

	2023	2024	Yearly Change
ELL	93.9	95.41	+
Foster Care	N/A	81	N/A
Homeless	N/A	100	N/A
Low Income	N/A	97.30	N/A
Migrant	N/A	N/A	N/A
Military Dependent	N/A	81	N/A
Non Traditional	100	98.96	–
Out of Work	100	100	=
Single Parent	99.3	97.35	–
SWD	100	100	=

By Gender

	2023	2024	Yearly Change
Female	93.0	98.18	+
Male	88.8	96.72	+

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

Please note: While many Programs of Study include an aligned industry credential, some pathways do not, based on program standards and available industry-recognized certifications.

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

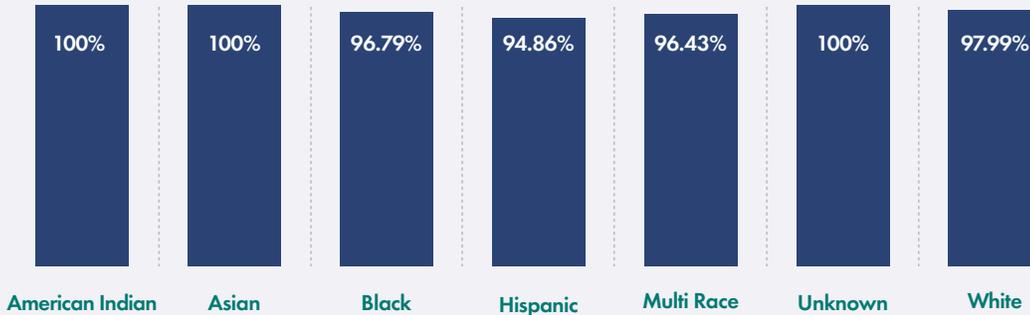| <15	708	74	170
Agriculture, Food, and Natural Resources	Architecture and Construction	Arts, Audio/Video Technology, and Communications	Business Management and Administration
763	24	113	121
Health Science	Hospitality and Tourism	Human Services	Information Technology
77	61	25	57
Law and Public Safety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

Earned Recognized Postsecondary Credentials

Postsecondary Student Attainment - Earned Recognized Postsecondary Credential (%)

By Race & Ethnicity (%)

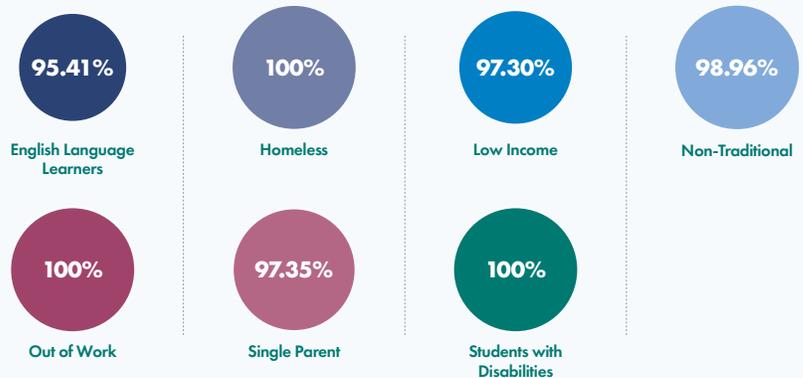| American Indian	Asian	Black	Hispanic	Multi Race	Unknown	White
100%	100%	96.79%	94.86%	96.43%	100%	97.99%

Note: Data may reflect temporary underreporting due to system transitions and employer factors. Percentages show within-group credential attainment; subgroups are independent.

By Gender (%)

98.18% Female

96.72% Male

By Subpopulation (%)

English Language Learners	Homeless	Low Income	Non-Traditional
95.41%	100%	97.30%	98.96%

Out of Work	Single Parent	Students with Disabilities
100%	97.35%	100%
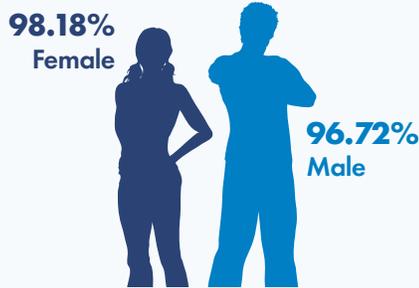
Number of postsecondary students who earn a recognized postsecondary credential, by career cluster (%)

100% Agriculture, Food, and Natural Resources	95.03% Architecture and Construction	100% Arts, Audio/Video Technology, and Communications	100% Business Management and Administration
97.20% Health Science	100% Hospitality and Tourism	100% Human Service	100% Information Technology
100% Law and Public Safety	100% Manufacturing	100% Marketing	100% Science, Technology, Engineering, and Mathematics
95.55% Transportation, Distribution and Logistics			

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 2024, 17.5% of postsecondary students enrolled in non-traditional programs, down from 23.2% in 2023 and below the 23% target, indicating more work is needed to promote equity and access to high-wage 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.

Non-traditional Concetrator Levels

2023

23.3%
CTE Students in Non-Traditional Programs

20%
Target Rate

2024

17.5%
CTE Students in Non-Traditional Programs

23%
Target Rate

Non-Traditional Concentrator Levels by Subpopulation (%)

By Race & Ethnicity

	2023	2024	Yearly Change
American Indian	25.71	12.50	–
Asian	27.16	21.24	–
Black	25.81	18.33	–
Hawaiian	25.00	13.33	–
Hispanic	25.36	18.07	–
Multi Race	29.26	23.19	–
White	20.75	16.41	–
Unknown	23.53	N/A	N/A

By Subpopulation

	2022	2023	Yearly Change
ELL	23.61	13.49	–
Homeless	14.29	14.29	=
Low Income	25.8	17.88	–
Migrant	N/A	N/A	N/A
Non Traditional	N/A	N/A	N/A
Out of Work	2	2.82	+
Single Parent	15.1	7.48	–
SWD	23.7	19.38	–

By Gender

	2023	2024	Yearly Change
Female	35.51	28.49	–
Male	11.50	8.90	–

Smyrna High School Graduate

Class of 2019

Introduction

Isabelle Davis, a 2019 graduate of Smyrna High School, is a first-grade teacher at Providence Creek Academy Charter School. She finds joy in helping young students grow academically and personally while creating a positive and engaging classroom environment.

CTE Journey

Isabelle's path to teaching was shaped by her participation in the Educators Rising Career & Technical Education (CTE) program at Smyrna High. The program offered early, hands-on experiences in education, including an internship in an elementary school that confirmed her passion for teaching. Through Educators Rising, she explored the responsibilities of educators, developed leadership skills, and learned how teachers can make a lasting impact on their students. Isabelle credits Dr. Michael Hill-Shaner as a key influence whose experiences and dedication inspired her to pursue a career in education.

Career Impact

After high school, Isabelle earned a Bachelor's degree in Elementary Education (PreK–4) and Special Education (PreK–12) from Immaculata University. The skills she developed through Educators Rising—classroom management, lesson planning, and effective communication—gave her confidence in college and prepared her for a successful teaching career. Today, Isabelle draws on these experiences daily as she fosters learning and builds strong relationships with her first-grade students.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Reflecting on her journey, Isabelle shares:

"Educators Rising gave me early exposure to the teaching profession and helped me develop the confidence and skills I rely on every day in my classroom."

Isabelle Davis

Alexis I. du Pont High School Graduate
Class of 2018

Introduction
Nicholas Vouras, a 2018 graduate of Alexis I. du Pont High School, is the owner of Nick's Pizza Parlor & Bar. What began as a solo venture quickly grew into one of Delaware's most recognized pizza establishments, employing over 90 people and earning multiple awards, including Best of Delaware Today and Delaware Online Best of Delaware in the pizza category.

CTE Journey
While in high school, Nicholas pursued the Business Pathway and was an active member of both DECA and Business Professionals of America (BPA). He credits his teacher and mentor, Charles Schneider, for providing guidance and encouragement that helped him navigate both school and life decisions. His coursework in marketing, accounting, and other business subjects gave him a strong foundation to pursue his entrepreneurial dreams after graduation.

Career Impact
Nicholas is most proud of launching and expanding his business three times in just four years, transforming it from a one-person operation into a thriving enterprise with more than 90 employees. His story demonstrates the impact of early business education and the value of mentorship in preparing young people for success in entrepreneurship and beyond.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Nicholas reflects on the value of CTE in his journey:

"The classes I took helped prepare me for life and my business. Whether it was marketing, accounting, or more, they set me up to succeed. I'm most proud of starting my business and growing it into an award-winning team."

Nicholas Vouras

Dover High School Graduate
Class of 2017

Introduction
Grace Yeung, a 2017 graduate of Dover High School, is the Co-Founder of From Roots to Bridges (fromrootstobridges.com). Before launching her company, she built a career in the tech industry, serving as a Product Manager at Salesforce and later as a Product Marketing Manager at Google in San Francisco, CA.

CTE Journey
Grace's journey was shaped by her involvement in Business Professionals of America (BPA) at Dover High. She began as a member, rose to President of her chapter, and later served as Delaware State BPA Secretary. Through BPA's events and competitions, Grace developed confidence in public speaking, marketing, presentation, and writing. These skills gave her an edge when applying to college and supported her success as a Business Administration major with a concentration in Marketing.

Career Impact
While in college, Grace immersed herself in Boston's entrepreneurial, tech, and marketing community. After graduating in 2021, she began her professional career in San Francisco, quickly landing roles at Salesforce and Google. A year ago, Grace moved to China to co-found From Roots to Bridges, a venture focused on building authentic dialogue and community. She credits BPA for instilling the skills and confidence that continue to guide her work as an entrepreneur and business leader.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Grace encourages students to embrace a wide range of opportunities:

"Try as many things—extracurriculars, career programs, events, leadership roles, internships—as you can to discover where your strengths and passions overlap with the world's needs. And remember, in the age of AI, the most valuable skills are human connection, authentic dialogue, and community-building."

Grace Young

Lake Forest High School
Class of 2016

Introduction
MaryBeth Robbins, a 2016 graduate of Lake Forest High School, is an Architectural Designer at StudioJAED in Bear, Delaware. She primarily works on K–12 school and higher education projects, as well as state-funded initiatives. MaryBeth is also preparing for her Architect's License in Delaware, continuing to advance her professional expertise in the field.

CTE Journey
MaryBeth's career path began with the Computer-Aided Design and Drafting (CADD) CTE program at Lake Forest. She first learned AutoCAD as a freshman—skills she continues to use daily more than a decade later. Her teacher, Mrs. Kristen Zeman, challenged and encouraged her both in class and through extracurricular opportunities such as the Technology Student Association (TSA). Through TSA, MaryBeth gained unique experiences in public speaking, networking, and competing with peers across the state and nation, further sharpening her technical and leadership skills.

Career Impact
After high school, MaryBeth earned a Bachelor's degree in Architecture and a Master's degree in Landscape Architecture from the University of Tennessee. She credits her CTE background for giving her a strong head start in college, helping her stand out in interviews, and shaping her professional networking skills. Today, she reflects on her CTE and TSA experiences as pivotal to her growth, providing not only valuable technical skills but also lifelong memories and opportunities to represent her school at state and national levels.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

MaryBeth encourages students to seize every opportunity:

"I often reflect back to my time in CTE and am thankful for taking that extra step. It put me ahead of the curve in college, strengthened my resume, and gave me some of the best memories of my life."

MaryBeth Robbins

Caesar Rodney High School Graduate
Class of 2016

Introduction
Michael Veit, a 2016 graduate of Caesar Rodney High School, is now a Senior Embedded Software Engineer at Biamp Systems in Rochester, NY. At Biamp, he develops network transport protocols and core operating system components for audio and visual systems used in major corporations, transit systems, sports stadiums, and more.

CTE Journey
Michael's passion for engineering was sparked in middle school through Delaware's Career and Technical Education (CTE) program. His technology teacher, Mr. Medved, introduced him to hands-on, engaging learning experiences that fueled his interest in the field. In high school, Mr. Swaney, his engineering teacher, provided the resources and support he needed to thrive.

Through the Technology Student Association (TSA), Michael served as a state officer for multiple years and was elected State President during his senior year. After graduation, Michael pursued a degree in Computer Science at the Rochester Institute of Technology, where he engaged in student organizations like the college radio station WITR and took on co-op internships with the Department of Defense and MIT's Lincoln Laboratory. At MIT, he contributed to the Europa Clipper mission, a spacecraft on its way to Jupiter and its icy moon.

Career Impact
Michael credits CTE and TSA with giving him a head start in engineering and preparing him for leadership in his career. The technical foundation, combined with public speaking and teamwork skills developed through TSA, have been indispensable in his rise to Senior Engineer at Biamp. He frequently presents technical work to executives, a skill he first honed while addressing large crowds during his middle and high school years.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Michael reflects on the lasting impact of CTE:

"The experiences I had in the CTE program have been indispensable in my career both in college and afterwards. It gave me a real head start into the field of engineering and the confidence to lead, communicate, and innovate."

Michael Veit

Concord High School Graduate
Class of 2015

Introduction
Mike Henretty, a 2015 graduate of Concord High School, is now an Account Supervisor at IPG Health, where he oversees medical communications for biopharmaceutical companies. His role involves managing client relationships, ensuring strategic alignment, and delivering impactful messaging in the healthcare industry.

CTE Journey
Mike's career path was shaped by the marketing classes he took with Mrs. Shana Dulin DiFrancesco at Concord High. During high school, he competed in DECA for three years and gained valuable hands-on experience managing the Concord School Store as a senior. These experiences solidified his interest in business and prepared him for postsecondary success. After graduation, Mike studied Business Management at the University of Delaware, an opportunity he credits in part to the skills and experiences he developed through DECA.

Career Impact
Mike found that his CTE and DECA experiences gave him a strong advantage over his peers in college business courses. Concepts that many classmates were learning for the first time were already familiar to him, providing confidence and momentum in his studies. Today, as an Account Supervisor, Mike continues to apply the fundamentals of business he first learned in high school. His story demonstrates how early exposure to business education and career-focused activities can provide a lasting foundation for professional success.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Mike emphasizes the importance of getting involved early:

"My experience in Mrs. Dulin DiFrancesco's classes and in DECA gave me a leg up on classmates in business classes at UD. The fundamentals of business that I learned at Concord continue to be applicable on a daily basis."

Mike Henretty

Mount Pleasant High School Graduate
Class of 2015

Introduction
Becky Williams, a 2015 graduate of Mount Pleasant High School and 2019 graduate of the University of Delaware, is now a Principal Engineer for Mechanical and Aerospace Systems at Linc Research in Huntsville, Alabama. Her work includes designing softgoods used on the International Space Station (ISS), testing rocket engine hardware, and patenting damping technologies in partnership with NASA.

CTE Journey
Becky's journey began in middle school when her technology education teacher, John Singer, encouraged her to join the Technology Student Association (TSA). Competing in dragster design, model rocketry, and technical sketching sparked her passion for hands-on engineering and problem solving. By high school, under the mentorship of advisors Dr. John Brown and Mike Fitzgerald, Becky advanced her technical expertise and leadership skills. She served as a Delaware TSA state officer for three years, gaining experience in public speaking, project planning, and organizational leadership.

Career Impact
Her TSA mentors were fundamental to her growth as a student, engineer, and leader, providing a foundation for success in her college education and career. Becky credits TSA with strengthening her problem-solving, critical thinking, and leadership skills—abilities she continues to apply as a project technical lead and manager. Today, she thrives in the aerospace industry, leading teams and contributing innovations that reach beyond Earth's atmosphere.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Becky advises students to embrace challenges, even when unsure of their abilities.

"Without my mentors strongly encouraging me, I would not have joined TSA, found my passion for engineering, or pursued leadership positions. Listen to your teachers, try everything, and find your passion."

Becky Williams

Smyrna High School Graduate
Class of 2015

Introduction
Tori Shane, a 2015 Smyrna High School graduate, serves as a School Counselor at ASPIRA Charter High School. Their journey into education began through the Early Childhood Education (ECE) pathway, led by educator Valerie Coll. What started as a scheduling coincidence became a defining experience that shaped Tori's career and commitment to helping young people.

CTE Journey
Placed in the Early Childhood Education pathway by chance, Tori quickly discovered their passion for teaching and mentorship. Over four years, they completed all five pathway levels while earning six college credits and their Assistant Preschool Teacher Certification. As the first student to pilot the courses at Smyrna High School, Tori helped design experiences for future students, completed over 600 volunteer hours at Tender Loving Kare, and earned two Silver medals at the Delaware FCCLA State Conference.

Career Impact
Tori earned an Associate of Arts in Early Care & Education, a Bachelor of Science in Early Care & Education Studies, and a Master of Education in Secondary School Counseling. Their excellence has been recognized with Educational Support Professional of the Year at Smyrna High School and Intern of the Year (2025) from the Delaware School Counseling Association.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Tori credits their CTE experiences for preparing them not just academically, but personally and professionally.

"My CTE experience prepared me for life as a whole. When I entered college, I felt ahead of my peers—I already understood the coursework and the standards."

Tori Shane

Concord High School Graduate
Class of 2014

Introduction

Emily Wong, a 2014 graduate of Concord High School in Wilmington, Delaware, is a Manager of Medical Market Research at Johnson & Johnson. She began her career at the company as a Research and Development Scientist, specializing in antibody generation, before transitioning in 2025 into her current role within the Medical Affairs organization. Today, Emily is shaping a brand-new function at Johnson & Johnson, applying her scientific expertise to cross-functional strategy and medical insights.

CTE Journey

Emily's career pathway was shaped by her participation in the Technology Student Association (TSA), which she joined in 7th grade and continued through graduation. She served in several state officer positions and credits her mentors—Mr. Fitzgerald, Dr. Brown, and Mr. Medved—for challenging her to think differently and preparing her for leadership. TSA gave Emily early experiences in teamwork, communication, networking, and leadership that could not be replicated in a conventional classroom.

Career Impact

Emily went on to earn her B.S. in Biological Sciences with a concentration in Cell and Molecular Biology and Genetics from the University of Delaware in 2018. Her TSA experiences equipped her with the confidence to navigate professional conferences, lead meetings, and collaborate with peers from diverse backgrounds. In her current role, Emily continues to draw daily on the skills she gained in TSA, from clear communication and problem-solving to leading teams and shaping new initiatives.

To learn more about Delaware Pathways, visit delawarepathways.org
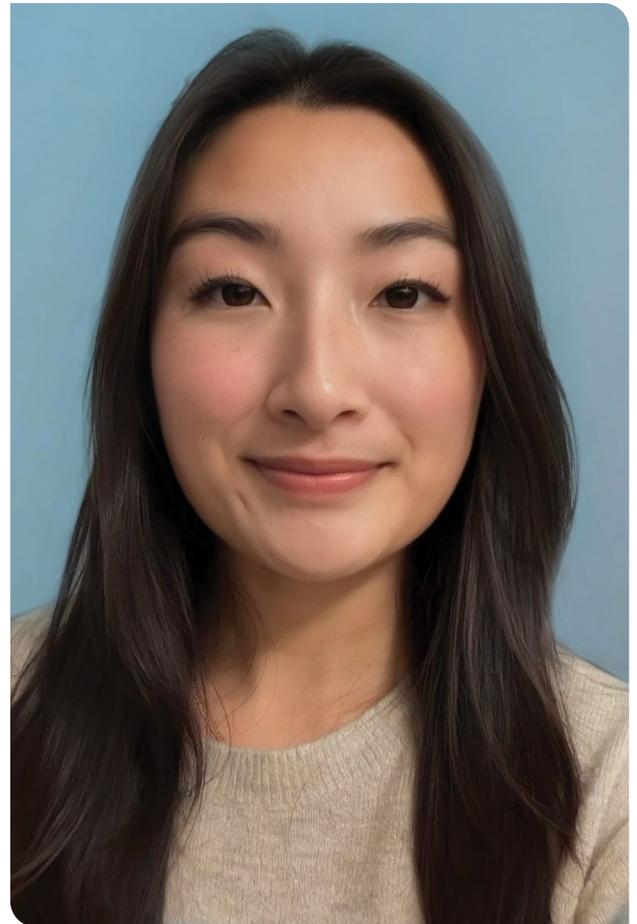
Takeaway

Reflecting on her journey, Emily emphasizes the long-term value of her CTE and TSA experiences:

"TSA gave me opportunities to lead, collaborate, and present myself confidently. Those experiences set the foundation for my career and continue to guide me as I grow in new roles."

Emily Wong

Smyrna High School Graduate
Class of 2010

Introduction
Marcy Campbell, a 2010 graduate of Smyrna High School, is a First Grade teacher at Clayton Elementary School in the Smyrna School District. She earned her Bachelor's Degree in Elementary Education with Special Education certification from Delaware State University in 2014 and a Master's Degree in Reading from Wilmington University in 2019.

CTE Journey
Marcy's passion for education began in high school through the CTE internship program and Educators Rising. Through Educators Rising, she explored the teaching profession, connected with peers, and developed leadership and public-speaking skills. Her internship under the mentorship of Meryle Lee Wilson, a Kindergarten teacher at Clayton Elementary School, provided daily opportunities to learn teaching techniques, classroom management strategies, and the importance of building strong student relationships. These combined experiences solidified her decision to pursue a career in education.

Career Impact
Since starting her career, Marcy has accumulated 12 years of teaching experience teaching 6th grade Language Arts and Social Studies, 5th grade, and 1st grade for the past eight years. Marcy credits her CTE internship and Educators Rising participation for giving her invaluable preparation for the field of education, equipping her with practical classroom skills, professional confidence, and a strong educator network that continues to inspire her work today.

To learn more about Delaware Pathways, visit delawarepathways.org

Takeaway

Reflecting on her journey, Marcy shares:

"My CTE internship and Educators Rising experiences helped tremendously in preparing me for what to expect in the field of education. Deep down, I always knew that teaching was what I wanted to do, but those experiences solidified that for me. I love meeting students where they are and helping them unlock their potential as readers and learners."

Marcy Campbell

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.

Math, Literacy, and Science Integration in CTE

Delaware is partnering with SREB to strengthen academic integration in CTE through the new CTE Teaching REAL Lab. This yearlong initiative supports educators in embedding math, literacy, and science into hands-on technical instruction. Teachers design and deliver interdisciplinary lessons, collaborate with academic peers and industry partners, and refine instruction through coaching and reflection. The project culminates in a Teaching Lab Showcase, modeling high-quality, career-connected learning for classrooms statewide.

Comprehensive Statewide Needs Assessment

In collaboration with Regional Educational Laboratory (REL) Mid-Atlantic, the Delaware Department of Education will implement a Comprehensive State Needs Assessment (CSNA) to strengthen accountability and data coordination between state and local CTE partners. This initiative will enhance Delaware's capacity to use data to drive equity, program improvement, and policy alignment, while informing a long-term research agenda focused on postsecondary CTE participation and outcomes.

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.

JA Pathway to Your Dreams

Named the 2025 First Place winner of the Delaware STEM Council's Delaware STEM Educator Community Award, JA Pathway to Your Dreams (PWTYD) helps middle-grade learners connect their interests to Delaware high school career pathways. During JA BizTown and JA Finance Park capstone simulations at the JA Campus in Wilmington, students explore custom PWTYD suites and use the app to identify their dreams and interests. The app matches each student to 12 high-demand Delaware job titles with education requirements, salary information, and related Delaware Pathways programs of study. Students receive a personalized Certificate of Inquiry capturing their selections. In follow-up classroom lessons, teachers guide students in reviewing identified careers using the Delaware Pathways website. Aggregated career-interest data supports middle school counselors in advising conversations about course-taking and Career Pathway decisions. The PWTYD app is also available during JA Career Exploration Fairs. School-based implementations require whitelisting and network provisioning for PWTYD equipment. JA Pathway to Your Dreams is supported by Ashland, Inc., the Delaware Department of Education, Erin Gerald Affiliates, the Longwood Foundation, and M&T Bank.

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.

Delaware CTE and Work Based Learning Experiences

More than 18,000* Delaware 5th -12th grade students participated in these JA Learning Experiences in 2024-25, for which Perkins Funds, including Innovation Grants, are allowable.

JA Biztown®

JA BizTown® provides an engaging introduction to CTE and Work-Based Learning for Grades 5 or 6 through twelve required preparatory lessons where students look for and apply for jobs, and a Capstone simulation where they take on those jobs as they become adults for day. Includes JA Pathway to Your Dreams career exploration app and artifact.

JA Finance Park®

The JA Finance Park® Capstone simulation and twelve required preparatory lessons connect educational attainment to future earnings, making education and employment relevant in terms that Grade 7 or 8 students understand and appreciate, while satisfying all Middle Grades Financial Literacy standards. Includes JA Pathway to Your Dreams career exploration app and artifact.

JA Pathway To Your Dreams

This singular touch point helps students make better informed career Pathway selection decisions and provides School Counselors and CTE Teachers with a meaningful basis for course and Pathway selection conversations. This asset is fully integrated into JA BizTown and JA Finance Park Capstone simulations and in JA Career Exploration Fairs occurring at the Wilmington JA Campus.

JA Career Exploration Fair®

Middle Grades students engage with employers across all 16 Career Clusters.

JA Job Shadow®

High School students prepare for and participate in structured interactions at local employer sites.

JA Career Speaker Series®

Middle and High School students meet and interact with successful adult role models who share their education and employment journeys and answer questions.

JA High School Semester-Length Courses & Student-Run Enterprises

Economics, Marketing, Business Communication, Entrepreneurship

*Over 8,000 of these students also interacted with JA online, on-demand content, such as **JA Here to Career®**

Delaware Advisory Council on Career & Technical Education (DACCTE)

Supporting Quality, Accountability, and Continuous Improvement in Delaware CTE

The Delaware Advisory Council on Career & Technical Education (DACCTE) plays a critical role in strengthening and advancing high-quality CTE statewide. As an independent policy body established under Delaware law, DACCTE provides objective oversight, research, and recommendations to ensure CTE programs deliver strong outcomes for students, districts, and employers.

Through formal program evaluations, statewide needs assessments, and ongoing collaboration with the Delaware Department of Education, school districts, colleges, and workforce partners, DACCTE helps maintain the rigor, relevance, and equity of Delaware's CTE system. The Council reviews new and existing Programs of Study, analyzes labor-market alignment, and provides guidance that supports informed decision-making at every level.

DACCTE's work ensures that Delaware's investments in CTE result in pathways that are high-quality, data-driven, and responsive to student and industry needs. By elevating both accountability and innovation, the Council helps position Delaware as a national leader in career-connected learning.

Learn more at: https://daccte.delaware.gov

Delaware Workforce Development Board (DWDB)

Strengthening Delaware Pathways Through Workforce Alignment and Career Opportunities

The Delaware Workforce Development Board (DWDB) is a key partner in advancing Delaware Pathways by aligning workforce needs with high-quality education and training opportunities for students. In collaboration with the Delaware Department of Labor and the Division of Employment & Training, the DWDB helps ensure that CTE programs prepare learners for in-demand careers by connecting education, industry, and statewide labor-market priorities.

DWDB oversees a robust network of youth and adult training programs, work-based learning initiatives, and employer partnerships that expand access to real-world experience for CTE learners. Through strategic investments, career counseling resources, and support for apprenticeships, internships, and on-the-job training, the Board helps students build the skills, credentials, and professional connections needed to transition successfully into Delaware's workforce.

By integrating labor-market intelligence, employer feedback, and aligned training opportunities, the DWDB enhances the relevance and impact of CTE pathways across the state. Its commitment to collaboration ensures that Delaware Pathways continues to deliver programs that are industry-responsive, equitable, and connected to high-growth sectors—empowering students to pursue fulfilling careers and supporting the economic vitality of Delaware's communities.

Learn more at: https://labor.delaware.gov/wdb

Delaware Department of Education. (2017). Delaware Pathways strategic plan. Outlines the vision and governance of Delaware Pathways, detailing strategies for dual enrollment, early college credit, and structured employer engagement. Serves as a foundational blueprint for statewide program coherence and sustainable growth.

Jobs for the Future. (2017). Strategic partnerships in scaling Delaware Pathways. Examines how Delaware built a statewide career-pathways system through cross-sector collaboration and equity-driven strategies, highlighting dual enrollment, articulation agreements, and employer partnerships.

Delaware Public Media. (2017, October 29). Delaware Pathways program trains state's future workforce. Highlights early successes of Delaware Pathways in aligning secondary education with labor-market needs and expanding work-based learning.

American Student Assistance. (2022). Expanding high school work-based learning: A conversation with Delaware (Part 1, Part 2). Interviews with Luke Rhine detail Delaware's statewide strategy for scaling work-based learning, including intermediary supports and integration with dual enrollment.

Advance CTE. (2022). Credentials of value state profiles: Delaware. Profiles Delaware's process for identifying high-value, industry-recognized credentials connected to college credit, labor-market alignment, and equitable access.

Delaware Department of Education. (2023). Credit for prior learning framework. Provides statewide guidance for awarding college credit for prior learning, including industry credentials and military training, supporting accelerated degree completion.

American Council on Education. (2023). Scaling credit for prior learning: State and system policies [Conference presentation]. Features Delaware's Credit for Prior Learning policy framework and Dr. Jon Wickert's strategies for assessing non-traditional learning.

ERIC. (2023). A case study on Delaware Pathways. Analyzes Delaware's comprehensive education-to-career system, documenting dual enrollment, articulation agreements, Teacher Academy expansion, and work-based learning.

Bellwether Education Partners. (2023). Scaling opportunity: Policy playbook for statewide career pathways. Highlights Delaware's data-driven design, employer engagement, and scalable dual-enrollment practices.

Advance CTE. (2023). Building environmental literacy in CTE: A new partnership. Details Delaware's partnership with NOAA to embed climate resilience and sustainability across CTE programs.

Delaware Pathways. (2023). Environmental literacy resources. Provides tools and curriculum for integrating environmental literacy into CTE pathways to support climate action goals.

Advance CTE & ECMC Foundation. (2023). Delaware sets standard in CTE through data innovation (PDI 2.0). Recognized through the PDI 2.0 initiative, Delaware created a Postsecondary CTE Portal with disaggregated outcomes to improve data accuracy, alignment, and transparency.

Delaware Pathways. (2023, December 21). The success stories: How Delaware Pathways impacts teachers. Features teachers whose careers and practices were enhanced by Delaware Pathways through real-world curriculum and work-based learning.

Delaware Pathways. (2024, February 27). The success stories: The CTE educators of Delaware Pathways. Profiles educators who have transformed instruction and expanded student opportunities across multiple pathways.

Advance CTE. (2024, August 6). Empowering futures: Delaware learners thrive in Career Technical Education programs. Highlights Delaware students' growth through CTE, including career-skills development and participation in CTSOs.

EdScale. (2024). Delaware leads nation in growing educator workforce. Shows how Delaware ranks first nationally in educator workforce growth through Teacher Academy dual enrollment, articulated credits, and "Grow Your Own" initiatives.

Bellwether Education Partners. (2024, October). Delaware CTE unites stakeholders to build future workforce. Highlights Delaware's stakeholder engagement in building and sustaining CTE pathways, aligning credentials with workforce demand.

Bellwether Education Partners. (2024, October). [Revolutionary design for a future-ready workforce](#) Recognizes Delaware as a leader in program design, integrating labor-market data and streamlined articulation agreements.

Bellwether Education Partners. (2024, October). [Pioneering resource alignment for CTE pathways](#). Details Delaware's creative use of federal, state, and private funds to sustain programs and expand access.

Bellwether Education Partners. (2024). [Transforming education to meet industry needs: Delaware's nationally recognized CTE pathways](#). Synthesizes Delaware's leadership in design, stakeholder engagement, and continuous improvement.

Delaware Pathways. (2025, February 28). [Celebrating CTE Month & student achievements](#). Showcases Delaware's high CTE participation (63.7%), graduation rates (~96.4%), and robust work-based learning opportunities.

Advance CTE. (2025, July 28). [Equipped to lead: How Delaware is building a green future through CTE](#). Explores Delaware's integration of environmental literacy and sustainability into career pathways.

Rodel. (2025, September 22). [Career pathways have been a major success in Delaware—here's how to make them even better](#). Analyzes Delaware's rapid scale-up to nearly half of high school students in a career pathway and commends cross-sector collaboration and early college credit.

Bellwether Education Partners. (2025, January). [Workforce pipeline advances through continuous improvement](#). Showcases Delaware's five-year review cycle and data-driven decision making, emphasizing stakeholder input and equity.

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	**2,111**	**1,487**	**1,148**	**246**	**182**	*****	*****	**5,200**
Agriculture, Food, and Natural Resources	414	164	200	30	<15	<15	0	826
Architecture and Construction	113	59	60	<15	<15	<15	0	249
Arts, Audio/Video Technology, and Communications	207	127	117	20	<15	<15	<15	485
Business Management and Administration	122	77	53	<15	<15	0	0	271
Education and Training	115	101	68	<15	<15	<15	<15	300
Finance	70	63	50	<15	<15	<15	0	196
Health Science	370	309	227	60	46	<15	<15	1,019
Hospitality and Tourism	154	203	83	29	<15	<15	0	479
Human Services	58	55	45	<15	<15	0	0	171
Information Technology	132	75	56	<15	*	0	0	297
Law and Public Safety	68	58	36	<15	<15	0	0	179
Manufacturing	31	22	<15	<15	<15	0	0	73
Marketing	91	66	45	20	<15	<15	<15	234
Science, Technology, Engineering, and Mathematics	108	64	37	<15	*	0	0	228
Transportation, Distribution, and Logistics	58	44	59	<15	<15	0	0	168

Sum of Participants by Grade Level

Career Cluster Name	Level		
	High School	Middle School	Total
2024 Total	**37,473**	**37,208**	**74,681**
Agriculture, Food, and Natural Resources	6,176	8,268	14,444
Architecture and Construction	1,617	-	1617
Arts, Audio/Video Technology, and Communications	3,591	-	3,591
Business Management and Administration	2,477	12,152	14,629
Education and Training	3,006	-	3,006
Finance	1,803	-	1,803
Health Science	4,675	1,086	5,761
Hospitality and Tourism	4,004	980	4,984
Human Services	563	4,385	4,948
Information Technology	2,303	1,162	3,465
Law and Public Safety	1,077	-	1,077
Manufacturing	745	-	745
Marketing	2,413	-	2,413
Science, Technology, Engineering, and Mathematics	2,289	9,175	11,464
Transportation, Distribution, and Logistics	734	-	734

2023: Enrollment Data By Career Cluster

Sum of Participants by Grade

Career Cluster	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	2023 Total
Agriculture, Food, and Natural Resources	4395	3810	2398	2011	1655	1681	15950
Architecture and Construction	-	*	700	534	438	619	>2284
Arts, Audio/Video Technology, and Communications	-	16	1423	1220	1076	1049	4784
Business Management and Administration	5019	6160	798	720	635	601	13933
Education and Training	-	27	1369	986	815	745	3942
Finance	-	*	700	551	480	486	>2215
Health Science	573	562	697	1421	1518	1546	6317
Hospitality and Tourism	734	503	1539	1374	1108	1062	6320
Human Services	1938	1759	*	187	193	241	>4305
Information Technology	395	520	1039	736	731	714	4135
Law and Public Safety	-	*	130	278	350	311	>1057
Manufacturing	-	*	325	230	226	164	>935
Marketing	-	*	755	725	661	656	>2793
Science, Technology, Engineering, and Mathematics	4588	4798	794	854	831	831	12696
Transportation, Distribution, and Logistics	-	*	*	287	207	230	>792
Grand Total	17642	18197	>12735	12114	10924	10936	82563

Sum of Participants by Grade

Career Cluster	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	2023 Total
Agriculture, Food and Natural Resources	4207	4062	1697	1670	1613	1196	14445
Architecture and Construction	-	-	368	531	435	283	1617
Arts, Audio/Video Technology and Communications	-	-	913	998	942	739	3592
Business Management and Administration	5567	6587	678	658	639	502	14631
Education and Training	-	-	913	905	745	443	3006
Finance	-	-	463	476	494	370	1803
Health Science	542	544	835	1322	1367	1152	5762
Hospitality and Tourism	483	497	963	1299	1135	609	4986
Human Services	2282	2104	*	185	185	179	4949
Information Technology	632	530	819	460	562	462	3465
Law and Public Safety	-	-	113	268	420	276	1077
Manufacturing	-	-	282	189	182	92	745
Marketing	-	-	700	659	617	437	2413
Science, Technology, Engineering and Mathematics	4634	4543	583	725	669	312	11466
Transportation, Distribution and Logistics	-	-	*	267	231	179	734
Grand Total	18347	18867	9398	10612	10236	7231	74691

Delaware Technical Community College

	Agriculture, Food, Natural Resources	Architecture, Construction	Arts, Audio/ Video Tech, Comm	Business Mgmt, Admin	Education, Training	Health Science	Hospitality, Tourism
Total	476	183	358	1444	*	2671	181
Male	374	136	180	668	*	414	72
Female	65	44	164	744	*	2141	100
American Indian	*	0	*	*	0	*	*
Asian	*	*	*	47	0	103	*
Black	53	43	86	417	*	798	56
Hispanic	*	53	61	289	*	363	30
Hawaiian	0	0	*	*	0	*	0
White	298	65	166	562	0	1007	73
Multi Race	*	*	21	67	0	104	*
Unknown Race	105	*	*	50	*	286	*
SWD	<15	<15	21	32	0	131	<15
LowIncome	62	61	147	627	<15	1022	63
Nontrad	102	44	175	453	<15	512	0
Single Parent	<15	0	0	<15	0	19	<15
Out of Work	0	0	0	0	0	0	0
ELL	<15	<15	<15	48	<15	34	<15
Homeless	0	0	0	0	0	0	0

	Human Services	Information Technology	Law and Public Safety	Manufacturing	Marketing	Science Tech. Engr. Math.	Transportation, Distribution, Logistics
Total	828	1067	617	531	203	577	231
Male	148	734	213	313	83	487	195
Female	658	297	383	108	114	70	26
American Indian	*	*	*	*	0	*	*
Asian	*	72	*	*	*	*	*
Black	345	337	164	121	53	127	47
Hispanic	85	139	121	29	44	127	60
Hawaiian	*	*	*	0	*	0	0
White	327	381	274	176	86	249	99
Multi Race	33	43	32	*	*	22	*
Unknown Race	17	90	*	185	*	30	16
SWD	43	43	23	0	<15	21	<15
LowIncome	400	376	268	30	84	223	73
Nontrad	168	304	313	218	0	70	31
Single Parent	15	<15	<15	<15	0	0	0
Out of Work	0	0	0	0	0	0	0
ELL	<15	26	<15	<15	<15	18	<15
Homeless	0	0	0	0	0	0	0

Baylor Women's Correctional Institution

	Architecture, Construction	Manufacturing
Total	**<15**	**<15**
Male	*	0
Female	*	*
American Indian	0	0
Asian	0	0
Black	*	*
Hispanic	0	0
Hawaiian	0	0
White	*	*
Multi Race	0	0
Unknown Race	0	0
SWD	0	0
Low Income	<15	<15
Non Trad	0	0
Single Parent	0	0
Out of Work	0	0
ELL	0	0
Homeless	0	0

James T Vaugh Correctional Institution

	Transportation, Distribution, Logistics
Total	**51**
Male	51
Female	0
American Indian	0
Asian	0
Black	41
Hispanic	*
Hawaiian	0
White	*
Multi Race	*
Unknown Race	0
SWD	0
Low Income	51
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	Human Services	Information Technology	Transportation, Distribution, Logistics
Total	**1314**	**130**	**<15**	**20**	**17**
Male	1264	*	0	*	*
Female	50	*	*	*	*
American Indian	*	0	0	0	0
Asian	*	*	0	*	0
Black	189	89	<15	*	*
Hispanic	208	15	<15	*	*
Hawaiian	<15	0	0	0	0
White	857	22	0	*	*
Multi Race	38	*	0	0	*
Unknown Race	0	0	0	0	0
SWD	<15	<15	<15	<15	<15
Low Income	508	82	<15	<15	<15
Non Trad	39	<15	0	<15	<15
Single Parent	60	36	0	<15	<15
Out of Work	39	<15	0	<15	<15
ELL	58	19	<15	<15	<15
Homeless	<15	0	0	0	0

POLYTECH Adult Education

	Architecture, Construction	Business Management, Admin.	Health Science	Human Services	Information Technology	Manufacturing	Transportation, Distribution, Logistics
Total	**585**	**<15**	**174**	**26**	**92**	**142**	**98**
Male	*	*	*	0	*	*	*
Female	*	*	*	*	*	*	*
American Indian	*	0	0	*	*	0	0
Asian	*	0	*	*	*	*	*
Black	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Hawaiian	*	0	0	0	*	0	0
White	*	*	*	*	*	*	*
Multi Race	*	0	*	0	*	*	*
Unknown Race	*	0	0	0	0	0	0
SWD	<15	0	<15	<15	<15	0	<15
Low Income	372	<15	110	<15	62	107	59
Non Trad	<15	0	<15	0	<15	<15	<15
Single Parent	39	0	17	<15	<15	<15	<15
Out of Work	<15	0	<15	0	<15	0	0
ELL	24	<15	16	<15	<15	<15	<15
Homeless	<15	0	0	0	0	0	0

Sussex Tech Adult Ed

	Architecture, Construction	Health Science	Transportation, Distribution, Logistics
Total	**578**	**161**	**31**
Male	*	*	*
Female	*	*	*
American Indian	*	*	0
Asian	*	*	0
Black	*	*	*
Hispanic	*	*	*
Hawaiian	*	0	0
White	*	*	20
Multi Race	*	*	0
Unknown Race	0	0	0
SWD	0	0	0
Low Income	297	97	<15
Non Trad	<15	0	0
Single Parent	42	<15	<15
Out of Work	<15	<15	0
ELL	75	<15	<15
Homeless	<15	0	0

Delaware Technical Community College

	Agriculture, Food, Natural Resources	Architecture, Construction	Arts, Audio/ Video Technology, Comm.	Business Management, Admin.	Education, Training	Health Science	Hospitality, Tourism
Total	**126**	**117**	**263**	**1073**	*	**1771**	**131**
Male	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*
American Indian	*	0	0	*	*	*	0
Asian	*	*	*	*	*	*	*
Black	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Hawaiian	0	0	*	*	*	*	0
White	*	*	*	*	*	*	*
Multi Race	*	*	*	*	*	*	*
Unknown Race	*	*	*	*	*	*	*
SWD	<15	<15	16	24	*	119	<15
Low Income	62	61	147	627	*	1022	63
Non Trad	42	31	140	340	*	315	0
Single Parent	<15	0	0	<15	*	<15	<15
Out of Work	0	0	0	0	*	0	0
ELL	<15	<15	<15	36	*	26	0
Homeless	0	0	0	0	*	0	0

	Human Services	Information Technology	Law and Public Safety	Manufacturing	Marketing	Science Tech. Engr. Math.	Transportation, Distribution, Logistics
Total	**632**	**684**	**462**	**61**	**158**	**440**	**147**
Male	*	*	*	*	*	*	*
Female	*	*	*	*	*	*	*
American Indian	*	*	*	*	0	*	*
Asian	*	*	*	0	*	*	*
Black	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Hawaiian	*	0	*	0	*	0	0
White	*	*	*	*	*	*	*
Multi Race	*	*	*	*	*	*	*
Unknown Race	*	*	*	0	*	26	*
SWD	30	33	19	0	<15	16	<15
Low Income	400	376	268	30	84	223	73
Non Trad	117	158	228	24	0	57	16
Single Parent	<15	<15	<15	<15	0	0	0
Out of Work	0	0	0	0	0	0	0
ELL	<15	21	<15	0	<15	<15	<15
Homeless	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	24
Hispanic	*
Hawaiian	0
White	*
Multi Race	*
Unknown Race	0
SWD	0
Low Income	28
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	Human Services	Information Technology	Transportation, Distribution, Logistics
Total	**1253**	**127**	*****	**20**	**17**
Male	1208	*	0	*	*
Female	45	>112	*	*	*
American Indian	*	0	0	0	0
Asian	*	*	0	*	0
Black	178	88	*	*	*
Hispanic	189	*	*	*	*
Hawaiian	*	0	0	0	0
White	829	21	0	*	
Multi Race	36	*	0	0	*
Unknown Race	0	0	0	0	0
SWD	<15	<15	*	*	<15
Low Income	508	82	*	*	<15
Non Trad	37	<15	0	*	<15
Single Parent	56	35	0	*	<15
Out of Work	37	<15	0	*	<15
ELL	53	18	*	*	<15
Homeless	<15	0	0	0	0

POLYTECH Adult Education

	Architecture, Construction	Business Management, Admin.	Health Science	Human Services	Information Technology	Manufacturing	Transportation, Distribution, Logistics
Total	**495**	**<15**	**145**	*****	**66**	**124**	**90**
Male	473	*	18	0	50	105	>75
Female	22	*	127	*	16	19	*
American Indian	*	0	0	*	*	0	0
Asian	*	0	*	*	*	*	*
Black	126	*	75	*	32	47	16
Hispanic	56	0	16	*	*	15	*
Hawaiian	*	0	0	0	*	0	0
White	288	*	45	*	22	55	60
Multi Race	*	0	*	0	*	*	*
Unknown Race	*	0	0	0	0	0	0
SWD	<15	0	<15	0	<15	0	<15
Low Income	317	<15	87	*	43	91	53
Non Trad	<15	0	<15	0	<15	<15	<15
Single Parent	33	0	15	0	<15	<15	<15
Out of Work	<15	0	<15	0	<15	0	0
ELL	18	0	<15	0	<15	<15	<15
Homeless	<15	0	0	0	0	0	0

Sussex Tech Adult Ed

	Architecture, Construction	Health Science	Transportation, Distribution, Logistics
Total	**515**	**136**	**23**
Male	498	*	23
Female	17	>120	0
American Indian	*	*	0
Asian	*	*	0
Black	72	45	*
Hispanic	157	30	*
Hawaiian	*	0	0
White	270	55	*
Multi Race	*	*	0
Unknown Race	0	0	0
SWD	0	0	0
Low Income	297	97	<15
Non Trad	<15	0	0
Single Parent	39	<15	0
Out of Work	<15	<15	0
ELL	58	<15	<15
Homeless	<15	0	0