



Delaware Pathways Strategic Implementation Plan By June 2028

Updated February 3, 2026





About Delaware Pathways

Delaware Pathways Vision

Each learner engages in an equitable and high-quality education, enriching experiences, and meaningful relationships to achieve their individual career and life goals.

From its inception, the Delaware Pathways initiative has been a public-private partnership: the original Pathways strategic plan set five broad goals, each championed by different stakeholders. This collaborative model ensures that no single entity is solely responsible for talent development; instead, all partners work in concert.



Looking Back: Key Achievements



School Year 2023-2024 CTE Student Achievements:

- 98.10% graduated on time.
- 55.60% attained early postsecondary credits.
- 19.30% attained an industry-recognized credential.
- 9,579 participated in a Career and Technical Student Organization, with 116 placing in national competitions.

Additional Key Achievements:

- Executive Order #1, signed in January 2025, made a bold commitment to expand youth apprenticeships & work-based learning across our state.
- Delaware established a new Office of Workforce Development (OWD) in mid-2025 as a centralized hub for coordination.
- Career pathways and CTE programs are now offered statewide across nearly all public middle and high schools.
- Equity-focused initiatives emphasized access for underserved and underrepresented student populations.





Goals by 2028



Our efforts support the goal of the Delaware Workforce Development Board for **60 percent of our workforce to possess a college degree or professional certificate of value by 2030**. This would be an increase from 50.9 percent in 2025.

1% increase in **workforce participation** rate in 3 years in growth sectors (increase of 4,700 workers)



1% increase in **underrepresented workers** attaining credentials of value



80% of Delaware **HS students** concentrate in CTE career pathways (from 67.6 % in SY2324)



75% of **high school students** graduate college and career ready



3,000 **Registered Apprentices** by 2030 (from roughly 1,000 in SY2425)





Delaware Pathways Strategic Implementation Plan (2018–2028)

The Delaware Pathways Strategic Implementation Plan serves as the roadmap for our state's career preparation system. This plan centers on five core priorities:

Align Career Preparation

Build a comprehensive system of career preparation that aligns with the state and regional economies

Scale Work-Based Learning

Scale and sustain meaningful work-based learning experiences for students in grades 7-14

Integrate Data Systems

Integrate our education and workforce development data systems

Coordinate Investment

Coordinate financial support for Delaware Pathways

Engage

Engage employers, educators, and community organizations

Cross-Strategy Sectors Focus: Implement Deeply in Growth and Enabling Occupations



Looking Ahead: Priorities for 2026 & Beyond

Strategies	Drivers
<p>Strategy 1: Align Career Preparation. Build a comprehensive system of career preparation that aligns with the state and regional economies (DDOE, DWDB)</p>	<ul style="list-style-type: none"> •K12 & PS: Ensure Pathways programs and activities are aligned to the needs of industry •K12: Expand existing middle grades supports and systems •K12& PS: Improve career navigation supports for all learners •Workforce: Reduce time and cost of completion associated with postsecondary training and education programs •Workforce: Access for Justice-Involved Individuals
<p>Strategy 2: Scale Work-based learning. Scale and sustain meaningful work-based learning experiences for students in grades 7-14 (DDOE, JA, DeITech)</p>	<ul style="list-style-type: none"> •K12 & PS: Scale Apprenticeship across the state, driven by the commitment to hire youth in state agencies, expand registered apprenticeship and promote workforce development initiatives (EO #1). •K12: Ensure schools have adequate financial and human capital to offer WBL experiences •K12& PS : Ensure employers and intermediaries have appropriate supports for working with youth and disconnected adults •Workforce: DDOL improved communication and supports to expand registered apprenticeship opportunities and participation
<p>Strategy 3: Integrate Data Systems. Integrate our education and workforce development data systems (DWDB)</p>	<ul style="list-style-type: none"> •Create a comprehensive statewide longitudinal data system that connects education, workforce, and social service data •Ensure Delaware Pathways (Secondary & Post Secondary) investments have research base to document the intended return on investment for employers, learners, and policy makers



Looking Ahead: Priorities for 2026 & Beyond

Strategies	Drivers
<p>Strategy 4: Coordinated Investment. Coordinate financial support for Delaware Pathways (Rodel)</p>	<ul style="list-style-type: none"> •Address fiscal gaps at DWDB and DDOE necessary to support current programming •Restructure the governance and resources of the Delaware Office of Workforce Development and the Delaware Workforce Development Board to reinforce the alignment/partnership with government and private partners •Expand & coordinate financial support for training and education providers to maintain current programming
<p>Strategy 5: Engagement. Engage employers, educators, and community organizations (DCC, DWDB, DDOE)</p>	<ul style="list-style-type: none"> •Increase employer awareness of, and participation in, Delaware Pathways •Nurture employer and student champions for Pathways •Support employer adoption of effective hiring practices for students and adults
<p>Cross-Strategy Sectors Focus. Enabling & Growth (DWDB, DDOE)</p>	<ul style="list-style-type: none"> •Enabling: Education / Early Childhood •Growth: Healthcare, Construction, Digital Technology, Advanced Manufacturing



Strategy 1: Align Career Preparation

Drivers	Actions SY2526	Actions SY2627	Actions SY2728
Align Pathways to industry needs	<ul style="list-style-type: none"> Update 5 CTE pathways annually Target high-demand occupations Integrate ELA, math, and environmental literacy into CTE 	<ul style="list-style-type: none"> Implement the Career Clusters framework Expand career readiness practices for youth and adults Update 5 CTE pathways annually Define which “high-value credentials” count in CCR metrics 	<ul style="list-style-type: none"> Review prison training offerings and identify gaps Update 5 CTE pathways annually
Expand supports into middle grades	<ul style="list-style-type: none"> Reposition JA middle-grade capstone experiences as introductions to work-based learning 	<ul style="list-style-type: none"> Build a grades 5–7 career exploration app, including a student artifact tied to selected careers 	<ul style="list-style-type: none"> Extend access to dedicated career-awareness funds to grade 6 Embed career awareness across grades 6–8 and 9–12
Improve career navigation supports for all learners	<ul style="list-style-type: none"> Define a statewide Student Success Plan and navigation vision; draft guidance/requirements for grades 8–12 Map current advising roles and design a statewide Student Success Plan + navigator model 	<ul style="list-style-type: none"> Pilot the Student Success Plan + navigator model in a cohort of districts/charters Refine processes, forms, and student/family-facing resources based on feedback 	<ul style="list-style-type: none"> Scale statewide and codify guidance/requirements Ensure every middle and high school adopts a clear Student Success Plan + navigation process aligned to Pathways and work-based learning, connected to statewide tracking
Reduce time and cost to complete postsecondary training/education	<ul style="list-style-type: none"> Expand articulation agreements and credit for prior learning (including work-based credit and standing awards) Ensure postsecondary institutions have adequate funding to implement credit-for-prior-learning policies Expand access to advanced coursework and credentials for underrepresented groups Develop a cross-agency implementation plan linking pathways to employment 	<ul style="list-style-type: none"> Increase attainment of high-value credentials and explore faster credential review processes Expand articulation agreements and credit-for-prior-learning opportunities Ensure postsecondary institutions have adequate funding to implement credit-for-prior-learning policies 	<ul style="list-style-type: none"> Ensure postsecondary institutions have adequate funding for credit-for-prior-learning implementation Expand articulation agreements and credit-for-prior-learning opportunities
Workforce — Expand access for justice-involved individuals	<ul style="list-style-type: none"> Review vocational training offerings in prisons and recommend fixes for gaps Review alignment of prison education service hours with the offender management system capacity Increase awareness of prison education and training opportunities, including application and hiring processes 	<ul style="list-style-type: none"> Implement at least one apprenticeship pathway for incarcerated learners in a Level V facility Standardize inmate assessment and classification processes across Level V sites 	<ul style="list-style-type: none"> Fully implement the Second Chance Pell pilot partnership to offer associate degree options in the pilot prison (human services sector)



Strategy 2: Scale Work-Based Learning

Drivers	Actions SY2526	Actions SY2627	Actions SY2728
Ensure schools have the capacity to offer WBL (K12 & PS)	<ul style="list-style-type: none"> • Map current WBL infrastructure + student “on/off ramps”; set a statewide expansion strategy • Update state regulation to better direct funds to WBL coordination • Define a sustainable funding/staffing model for dedicated WBL coordinators and direct-to-work support • Provide ready-to-use marketing/PD materials for counselors and WBL coordinators 	<ul style="list-style-type: none"> • Develop guidance/resources for district staff to support advising and transitions to postsecondary and work (apprenticeship, college, certification) • Expand online WBL resources and supports • Grow the number of WBL intermediaries/sponsors partnering with districts and employers 	<ul style="list-style-type: none"> • Ensure every middle/high school has at least one dedicated career advisor for planning, pathways, and WBL participation • Increase WBL opportunities through dedicated funding and other resources
Scale apprenticeship statewide (Workforce)	<ul style="list-style-type: none"> • Update apprenticeship guidance/materials so providers/employers can award advanced standing using credit for prior learning • Streamline services and prioritize funds to expand registered apprenticeships • Propose incentives to increase private-sector employer participation • Advance legislation/funding to expand apprenticeship and trade pathways • Develop a 12–16 week pre-apprenticeship curriculum (Youth Catalyst) 	<ul style="list-style-type: none"> • Launch at least one apprenticeship pathway for incarcerated learners in a secure facility • Fund and operationalize credit-for-prior-learning policies/procedures across postsecondary and training programs • Pilot a 12–16 week pre-apprenticeship program using seasonal/casual roles 	<ul style="list-style-type: none"> • Place youth apprentices into registered apprenticeship roles across participating state agencies • Use credit-for-prior-learning policies to accelerate progression through registered apprenticeship
Ensure employers can support youth participation (Workforce)	<ul style="list-style-type: none"> • Clarify the role of key intermediaries in WBL; identify gaps/opportunities • Align efforts with the statewide employer strategy (e.g., Chamber plan) • Build equity-focused training and supports for staff and program sponsors 	<ul style="list-style-type: none"> • Capture structured feedback from employers and youth/workforce on WBL experiences 	
Workforce Work-based Learning — Support disconnected adults	<ul style="list-style-type: none"> • Use adult learner/disconnected adult data to target sectors and supports • Identify high school partners and streamline WBL processes for job training pathways • Build internal capacity and expand criminal justice internship placements • Provide coordination support to under-resourced districts • Leverage employer relationships to expand placements • Set transition/job placement outcomes and track progress 	<ul style="list-style-type: none"> • Promote use of paid volunteer leave to support career awareness/exploration through schools, colleges, and community partners • Convene quarterly coordinator meetings to align implementation • Expand healthcare immersive pathway opportunities 	
Improve communication to expand registered apprenticeship participation	<ul style="list-style-type: none"> • Pilot process improvements and targeted funding to grow registered apprenticeships • Provide staffing/time/training materials to support a statewide registered apprenticeship awareness push • Update materials to enable expansion of apprenticeship intermediaries and “employer of record” functions • Update materials so providers/employers can evaluate and award advanced standing using credit for prior learning 	<ul style="list-style-type: none"> • Run a targeted awareness campaign for state agencies on benefits of registered apprenticeship • Review and consolidate existing apprenticeship offerings to make scaling easier 	<ul style="list-style-type: none"> • Replicate the model for additional occupational classifications • Engage more schools, colleges, and trainers to expand programs feeding into state employment pathways



Strategy 3: Integrate Data Systems

Drivers	Actions SY2526	Actions SY2627	Actions SY2728
<p>Create a statewide longitudinal data system connecting education, workforce, and social services</p>	<ul style="list-style-type: none"> • Strengthen communication and working relationships with school districts • Implement the longitudinal data system grant 	<ul style="list-style-type: none"> • Develop an updated labor market information data system for CTE programs of study • Continue longitudinal data system grant implementation 	<ul style="list-style-type: none"> • Build on prior work to launch the Delaware Integrated Data System • Continue longitudinal data system grant implementation
<p>Ensure Pathways investments deliver intended ROI for employers, learners, and policymakers</p>	<ul style="list-style-type: none"> • Implement a data strategy and tracking approach (via contracted support) • Review work-based learning/transition findings from recent reports and student surveys • Standardize inmate assessment/classification processes across secure facilities for consistent education/training access • Convene agency leaders to evaluate pathways-to-employment in state service • Deliver a statewide implementation plan for pathways-to-employment in state service (timelines, deliverables, owners, metrics) 	<ul style="list-style-type: none"> • Develop and run a postsecondary research agenda on career pathways/CTE programs of study • Use emerging lessons from the longitudinal data system as available 	<ul style="list-style-type: none"> • Develop and run a Delaware Pathways research agenda • Develop and run a research agenda on workforce-funded initiatives • Use emerging lessons from the longitudinal data system as available



Strategy 4: Coordinate Investment

Drivers	Actions SY2526	Actions SY2627	Actions SY2728
Address fiscal gaps needed to sustain current programming	<ul style="list-style-type: none"> • Allocate funds for key staff positions to sustain Pathways programming • Fund core operations: office support, programmatic support, and data systems to sustain CTE Pathways 	<ul style="list-style-type: none"> • Increase staffing for labor enforcement/monitoring roles to support employer sponsor regulations and oversight of state funding 	<ul style="list-style-type: none"> • Assess gaps and refine actions
Restructure governance and resources to reinforce alignment with public/private partners	<ul style="list-style-type: none"> • Reaffirm Pathways as a statewide workforce strategy • Direct state agencies to align and collaborate on implementation to amplify results • Shift adult training/workforce appropriations to a single administering agency beginning in FY26 • Stand up an Office of Workforce Development 	<ul style="list-style-type: none"> • Coordinate approaches to enable seamless services for individuals working across multiple agencies 	<ul style="list-style-type: none"> • Assess gaps and refine actions
Expand financial support for training and education providers to maintain programming	<ul style="list-style-type: none"> • Compare apprenticeship outcomes to employment outcomes to justify increased funding for adult education programs • Engage elected officials to propose policy changes enabling adult education access to dedicated apprenticeship funds and/or a parallel funding formula • Create an innovation fund to improve and expand registered apprenticeship programs • Coordinate grant funding sources 	<ul style="list-style-type: none"> • Build long-term policy solutions/framework for Delaware Pathways 	<ul style="list-style-type: none"> • Increase staffing for labor enforcement/monitoring roles to support employer sponsor regulations and oversight of state funding
Community-based partners	<ul style="list-style-type: none"> • Identify, coordinate, and pursue funding/resources and collaboration opportunities with community partners 	<ul style="list-style-type: none"> • Assess gaps and refine actions 	<ul style="list-style-type: none"> • Assess gaps and refine actions



Strategy 5: Engagement

Drivers	Actions SY2526	Actions SY2627	Actions SY2728
<p>Increase employer awareness of, and participation in, Pathways</p>	<ul style="list-style-type: none"> • Add an employer-focused section to the Pathways website • Expand the Delaware Pathways conference and identify new engagement opportunities • Deliver statewide professional learning for district and school leaders, counselors, and coordinators to strengthen Pathways implementation • Increase awareness of youth apprenticeships as an employer talent strategy • Design employer incentives to increase participation in work-based learning (e.g., tax credits, tuition reimbursement, wage subsidies) • Run a targeted awareness campaign for state agencies on benefits of registered apprenticeship • Update materials to expand apprenticeship intermediaries and “employer of record” supports • Establish state-level policies/procedures that embed student and industry voice into program revision and local advisory committees 	<ul style="list-style-type: none"> • Strengthen marketing and communications, including capturing more student and family experiences • Reduce duplication and streamline business engagement • Increase employer awareness of available services and on-the-job training 	<ul style="list-style-type: none"> • Assess gaps and refine actions
<p>Nurture employer and student champions for Pathways</p>	<ul style="list-style-type: none"> • Create an employer award program 	<ul style="list-style-type: none"> • Assess gaps and refine actions 	<ul style="list-style-type: none"> • Assess gaps and refine actions
<p>Support employer adoption of effective hiring practices for students and adults</p>	<ul style="list-style-type: none"> • Develop supports to increase alignment between credentials/skills and job postings • Host quarterly public employer calls focused on youth labor law and workplace safety 	<ul style="list-style-type: none"> • Assess gaps and refine actions 	<ul style="list-style-type: none"> • Assess gaps and refine actions



Cross-Strategy Sector Focus

Drivers	Actions SY2526	Actions SY2627	Actions SY2728
Growth: Healthcare, Digital Technology	<ul style="list-style-type: none"> • Connect health committee partners; increase credential attainment and clinical hours in the K–12 pipeline (address age/insurance barriers) • Engagement: TBD 	<ul style="list-style-type: none"> • Update AET and MET CTE pathways • Update Allied Health CTE pathway • Expand work-based learning into daycares, community clinics, and nursing homes • Activate advisory committee and program revision team; strengthen community-based networking 	<ul style="list-style-type: none"> • Launch/expand pre-med and biomedical research pathway supports (including contracted health professionals) • Work-based learning: TBD • Engagement: TBD
Enabling: Education / Early Childhood	<ul style="list-style-type: none"> • Launch/strengthen Teacher Academy pathway • Build teaching pipeline via student apprenticeships/residencies • Engagement: educator excellence and early childhood supports 	<ul style="list-style-type: none"> • Continue Teacher Academy pathway • Integrate academic readiness into curriculum for ParaPro and CDA exams • Engagement: academic excellence partners 	<ul style="list-style-type: none"> • Continue Teacher Academy pathway • Integrate ParaPro and/or Praxis exam supports into statewide student events (e.g., testing days, CTSO events) • Engagement: TBD
Growth: Healthcare	<ul style="list-style-type: none"> • Convene statewide health workforce development effort 	<ul style="list-style-type: none"> • Pathway: TBD • Work-based learning: TBD 	<ul style="list-style-type: none"> • Pathway: TBD • Work-based learning: TBD
Growth: Digital Technology	<ul style="list-style-type: none"> • Increase seats/capacity for apprenticeship pathways aligned to healthcare staffing and retention needs (e.g., LPN→RN pipeline) 	<ul style="list-style-type: none"> • Engagement: TBD 	<ul style="list-style-type: none"> • Engagement: TBD
Enabling: Education / Early Childhood	<ul style="list-style-type: none"> • Launch/strengthen Teacher Academy pathway • Explore additional articulation agreements for credits using a competency-based approach • Engagement: TBD 	<ul style="list-style-type: none"> • Continue Teacher Academy pathway • Expand CDA and work-based learning sites so students can earn hours toward credentials and early care/education certifications • Engagement: CDA council, evaluators, and local early childhood facilities 	<ul style="list-style-type: none"> • Continue Teacher Academy pathway • Partner with higher education to apply articulation credits toward certification for early childhood and paraprofessional pathways • Engagement: licensing and early childhood partners



Guiding Coalition Members

Jon Wickert CTE DOE

Joanna Staib DoL

Tom DeWire EdScale

Luke Rhine Rodel

Paul Herdman Rodel

Chris Stahl DACCTE

Caitlin Rozzell DACCTE

Rob Eppes Junior Achievement

Chris Moody Del Tech

Lisa Peel Del Tech

Charles Madden DPP

Helena Rodriguez DSCC

Dae'Shawn Nixon DSCC

Gina Aurora DoL

Rick Konysz DOE

Daneisha Allen DOE

Juliet Murawski DOE

Michael Young Cape Henlopen

Sarah Potter Lake Forest

Jim Robinson DHR



Coordinating Partners

Strategy 1: Pathways	Delaware Workforce Development Board (DWDB)	Delaware Department of Education (DDOE) Delaware Prosperity Partnership (DPP) Delaware Department of Labor (DDOL) Delaware Technical Community College (Del Tech) Delaware Department of Health and Social Services (DHSS) Junior Achievement of Delaware (JA)
Strategy 2: Work-based learning	Delaware Department of Education (DDOE)	Delaware Technical Community College (DelTech) Delaware Department of Labor (DOL) Delaware Workforce Development Board (DWDB) Rodel Delaware Advisory Council on Career and Technical Education (DACCTE) Delaware State Chamber of Commerce (Chamber)
Strategy 3: Data Integration	Delaware Workforce Development Board (DWDB)	Delaware Department of Education (DDOE) Delaware Department of Labor (DDOL) Delaware Department of Health and Social Services (DHSS) Office of the Governor Rodel
Strategy 4: Coordinated Investment	Rodel	United Way of Delaware (United Way) Delaware State Chamber of Commerce Delaware Workforce Development Board (DWDB) Delaware Department of Education (DDOE) Delaware Department of Labor (DDOL)
Strategy 5: Engagement	Delaware State Chamber of Commerce	Delaware Department of Education (DDOE) Delaware Workforce Development Board (DWDB) Delaware Prosperity Partnership (DPP) Junior Achievement of Delaware (JA)



Thank You!

The next few years will be about delivering results at scale: more students on pathways to good jobs, more employers finding the talent they need, and more Delawareans – particularly from underrepresented groups – advancing into sustainable careers.

We thank all of you for your leadership and look forward to continued partnership as we **build a demand-driven, equitable talent system for Delaware** together.



Addendum: Shared Definitions

Career and Technical Education – an organized set of educational activities that provide students with rigorous academic content, relevant technical knowledge and skills, and leadership development or provide students with the opportunity to participate in work-based learning and to earn a recognized postsecondary credential as well as early postsecondary credit or standing. Programs must be approved by the Delaware Department of Education.

Delaware Pathways – Delaware Pathways link education and workforce development efforts for youth 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 education agencies. Delaware Pathways and Career and Technical Education are often used interchangeably in Delaware.

Registered Apprenticeship – an employer-driven education and training model that combines compensated employment, on-the-job training, and related technical instruction, which culminates in a nationally recognized industry credential or journeyperson certificate. Programs must be approved by the Delaware Department of Labor.

Work-Based Learning – a progressive approach to link education and employment through student, school, and employer partnerships which occur through career awareness, career exploration, and career immersion experiences.

Apprenticeship – Apprenticeship and Registered Apprenticeship are synonymous in Delaware, with the age of the apprentice determining “youth” status. Apprentices aged 16 to 24 are considered youth apprentices.

Credit for Prior Learning (CPL) – Credit awarded for the demonstration of validated college-level skills and knowledge gained outside of a college classroom and is a potential tool for current and prospective students, especially returning students with non-traditional backgrounds.