Consolidated Annual Performance, Accountability, & Financial Status Report

For State-Administered Career-Technical Education Programs Under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)

Program Year 2002-2003

CAR 2003 CONTENTS

TOPIC	PAGE
Contents	
Letter of Transmittal	
Narrative Summary:	1
Background: Vocational Education, Tech-Prep, and Career-Tech	2
Overview: CTE Governance, Administration, and Programming in DC	3
CTE Student Enrollment and Performance, DC, SY 2002-2003	6
DC Performance Measurement Enhancements: SY 2004 and Beyond	11
OCTE Programs, Services, and Activities, PY 2003: Selected Highlights	14
An Agenda for High School Reform: Career Academies & Program Majors	16
Oversight and Monitoring of Civil Rights Administration in CTE	22
Federal, State, and Local Funds, Roles, and Responsibilities	24
Appendices:	
Vocational-Technical Education Student Enrollment Reports	
Vocational-Technical Education Accountability Reports	
Financial Status Reports (SF 269)	

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

STATE OFFICE OF CAREER AND TECHNOLOGY EDUCATION
& SCHOOL-TO-CAREERS
825 North Capitol Street, N.E.
Eight Floor, Room #8112
Washington, DC 20002
202-442-5062 • fax: 202-442-5081
www.k12.dc.us

Dr. Arthur L. Curry, Executive Director

December 31, 2003

Ms. Sharon Belli
Director, State Administration and Accountability Group
Division of High School, Postsecondary and Career Education
Office of Vocational and Adult Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-7100

Dear Ms. Belli:

On behalf of Superintendent Elfreda Massie of the District of Columbia Public Schools (DCPS) and the DC Board of Education, I am pleased to present the enclosed *Consolidated Annual Performance, Accountability, & Financial Status Report For State-Administered Career-Technical Education Programs Under the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332), Program Year 2002-2003.*

Submitted in fulfillment of the requirements set forth in §113(c) and §206 of the Carl D. Perkins Act ("Perkins III") and §840 and §841 of the *Education Department General Administration Regulations* (EDGAR), 34 CFR Part 80, the report is comprised by four major components:

- *Financial Status Report*s (SF 269) on State expenditures under Title I and Title II of Perkins III;
- *Vocational-Technical Education Student Enrollment Reports* for both titles;
- *Vocational-Technical Education Accountability Reports* covering the fourteen subindicators specified in the *Core Indicator Framework* for accountability systems under §113; and,
- a summary *Narrative*, covering activities during SY 2003 and plans for SY 2004.

Additional documents on file in our office that might be of interest include the *Summary Annual Performance Report for 2002-2003* submitted to DCPS by our Perkins-eligible postsecondary institution, the University of the District of Columbia (UDC), and the formal *Memorandum of Agreement* that structures the partnership between DCPS and UDC.

Please let me know if you would like any additional information or clarification. Allow me to once again express my appreciation for the generous advice and assistance rendered by your capable and conscientious staff—both during the site visit in February, 2003, and throughout the program year.

Sincerely,

Art Curry

cc: Inas El-Sabban; Marjorie Beaulieu; Lois Davis

Consolidated Annual Performance, Accountability, and Financial Status Report For State-Administered Vocational Education Programs

District of Columbia

Program Year 2002-2003

Narrative Summary

Section 113(c)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332, "Perkins III") requires each State that receives a Basic State Grant under Title I of Perkins III to submit an annual report to the Secretary of Education—focused on "the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance" that make up the *State Performance Accountability System* required under §113(a). Section 113(c)(2) further stipulates that these annual performance progress reports must include quantitative data on the progress of members of special populations in meeting the adjusted levels of performance (APLs).

In addition, §206 requires each State that receives a Tech-Prep Education Grant under Perkins III Title II to submit an annual report on the use of Title II funds and "the effectiveness of the tech-prep programs" assisted under Title II.

Finally, EDGAR sections 840 and 841, respectively (34 CFR Part 80 of the *Education Department General Administrative Regulations*), require State and local governments to submit *Annual Performance Reports* (APRs) and Financial Status Reports (FSRs) on all Federal grants within 90 days of the end of each grant year.

To facilitate compliance with these several reporting requirements, the U.S. Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education (ED) has promulgated—with the approval of the U.S. Office of Management and Budget (OMB)—the **Consolidated Annual Performance, Accountability, and Financial Status Report For State-Administered Vocational Education Programs** (usually cited simply as the *Consolidated Annual Report*, or "CAR"), due by December 31 of each year.

Four major components comprise the CAR report:

- a *Financial Status Report* (SF 269) on State expenditures under Title I and Title II of Perkins III;
- *Vocational-Technical Education Student Enrollment Reports* for both Basic Grant and Tech-Prep programming;
- a *Vocational-Technical Education Accountability Report* covering the four core indicators and fourteen subindicators specified by OVAE in its *Core Indicator Framework* for accountability systems under §113; and,
- a summary *Narrative*.

The pages that follow constitute the narrative summary of the CAR for the District of Columbia for the 2002-2003 program year, ending June 30, 2003. The required financial status, enrollment, and accountability data sheets are appended to the narrative.

Background: Vocational Education, Tech-Prep, and Career-Tech

For the purposes of this report, the term "vocational education" is understood to mean **school-based, career-specific workforce education programs**: coherent sequences of courses, offered at the secondary, postsecondary, or adult levels, designed to develop the academic and workplace skills specific to a particular occupation or career cluster.

In many States and localities, including the District of Columbia, the term "vocational education" has largely been replaced by "career and technology education" or "career-technical education"—abbreviated as "CTE" or "career-tech." First authorized at the Federal level by the Smith-Hughes Act of 1917, career-tech's primary goal under the latest authorizing legislation, Perkins III, is to prepare students for high skills, high wage work in the non-baccalaureate sector of the labor market.

At the secondary level, career-tech programs are sometimes confused with a variety of other offerings linked to the "practical arts" tradition in education: broad career exploration programs ("career education"); technology education programs ("industrial arts"); nonoccupational family and consumer sciences education programs ("home economics"); and applied academics ("education *through* occupations"). But these types of programs are not eligible for Federal support with funds appropriated for CTE under Perkins III.

Traditionally, CTE at the secondary level has been divided into two basic categories:

- *occupational preparation* programs ("occupational prep"), designed to prepare students for immediate labor market entry, into occupations that don't require postsecondary education as a prerequisite; and,

- *technical preparation* programs ("Tech-Prep" or "2+2"), designed to prepare students for enrollment into an associate degree, certificate, or apprenticeship program (at a community or technical college), en route to a technical career.

At the postsecondary level, an analogous distinction has sometimes been made between *occupational education* (less-than-Associate-Degree, "adult vocational" education) and *technical education* (preparing students for occupations for which an Associate of Applied Science [AAS] degree is a prerequisite to entry).

More recently, in the wake of passage of the School-to-Work Opportunities Act of 1994 (P.L. 103-329) and Perkins III, Federal policy has assumed that ***all* students should be prepared for *both* postsecondary education and careers**. In practice, *occupational preparation and technical preparation have been converging*. In a growing number of States and localities across the country, all career-tech programs are rising to meet the standards originally set by Tech-Prep.

Overview: CTE Governance, Administration and Programming in the District of Columbia

From the standpoint of the Perkins Act (and various other statutes as well), the District of Columbia (DC) enjoys a unique dual status. As a "city-State," DC faces geographic, organizational, and political circumstances that are otherwise unparalleled among the 54 recipients of Carl D. Perkins Act State Grants (i.e., the 50 States, DC, Puerto Rico, the Virgin Islands, and Guam).

On the one hand, the District of Columbia Board of Education (DCBOE) represents the designated "*State eligible agency*" for the District of Columbia, as defined under §3(9) of the Perkins Act. On the other hand, the DCBOE also represents a *local board of Education*—the governing board of an urban, "great city," K-12 Local Education Agency (LEA), whose boundaries just happen to coincide with those of a small State Education Agency (SEA).

At one and the same time, in other words, DCBOE represents *both an SEA and a statewide LEA*. In turn, as the staff of the Board of Education, the District of Columbia Public Schools (DCPS) also has a dual nature: it represents, in effect, both *"the Department of Education of the State of Columbia*" and *"the School Department of the City of Washington*."

Correspondingly, the Office of Career and Technology Education (OCTE) within DCPS plays the role of DCBOE staff for *both State and local Perkins Act purposes*—i.e., its responsibilities include both State Administration under §112(a)(3), State Leadership under §124(b), and local administration and local programming at the secondary level under §135(b).

Historically, DC was among those States that have regionalized much of their delivery of vocational/career-technical education. In hopes of capitalizing on economies of scale, the District concentrated career-tech resources and students in a city-wide network of eight area career high schools. But this network was largely dismantled during the 1990s, in an effort to bypass the logistical costs of regional delivery centers and ensure access to career-tech programs for the largest possible number of students.

By the 2001-2002 school year, only three career-focused high schools remained (Bell, M.M. Washington, and Roosevelt) and their role was in transition. During the same period, Perkins funding was completely decentralized—allocated (using the weighted student formula) among all public high schools, junior high schools, and even middle schools in the District.

In the spring of 2002, the appointment of Dr. Arthur L. Curry as State Director of Career and Technology Education marked a major new departure for CTE in DCPS—quickly reinforced by the OVAE on-site monitoring visit on February 12-13, 2003, and by a District-wide *High School Improvement Institute* held on June 30-July 2, 2003.

OCTE has been charged both with renewing career-technical education in DC in compliance with the letter and the spirit of Perkins III, and with leading the reform of public high schools throughout the District. As a precondition for receipt of Perkins funds, every public high school has been invited to reorganize itself, on a "wall-to-wall" basis, into smaller learning communities: **Career Academies** and rigorous **Program Majors**, designed to prepare all students for both postsecondary education and high skills, high wage careers.

Beginning with the current program year (2003-2004), all Perkins funds are being awarded on a competitive, not formula, basis, and grants are being made *for programs*, not *to institutions*. All public high schools are potentially eligible for funding, based on the quality of their proposals, their congruence with Federal and State guidelines, and the need for their proposed programs.

Middle schools are no longer eligible for Perkins funds (under Perkins III, funding is all but entirely restricted to programs serving students *already enrolled* in career-technical education, primarily in grades *11-12*). Junior high schools can only apply for support for the implementation of the 9th grade *Transition Course*, which serves as the gateway to the Career Academies in grade 10 and Program Majors in grades 11-12.

On the other hand, public charter high schools *are* eligible to compete for Perkins funding, *on an equal footing with DCPS-operated high schools*.

The place of charter schools in the CTE system of the District, and their eligibility for Perkins funding, was among the issues flagged as needing clarification by the June 20, 2003, *Final Report* of the OVAE monitoring team. Until recently, DC represented, like Hawaii, not only a *statewide LEA* but also a *sole State LEA.* But the establishment of public charter schools, which represent separate "LEAs" under §14101 of the Elementary and Secondary Education Act, as amended (ESEA)—and thus under Perkins III §3(16)—has complicated the education governance picture in the District.

Under §112(a)(1), 85% of Basic State Grant Funds must be allocated to CTE programming at the local level. The statute leaves to State discretion what percentage of the "85% portion" is committed to secondary school programs and what portion to postsecondary career-tech, and States also have the option of reserving up to 10% of the 85% (i.e., 8.5% of the Basic Grant) for grants for high priority uses or areas in the State. But under the provisions of §131(b), each eligible agency is required to use a formula to distribute the secondary school program funds among the LEAs of the State: 30% in proportion to the relative population of 15-to-19-year-olds in each local district, and 70% in proportion to the relative population in each district of 15-to-19-year-olds living in families with incomes below the Federal poverty line.

The implementation of the §131(b) formula has in fact been problematical for all States, since Census data is not available on the population of 15-to-19-year-olds by School District. However, OVAE has instructed States to use published data on the population of 5-to-17-year-olds by School District as a proxy.

Regardless, the Perkins III formula cannot be used in DC as a basis for distributing funds for secondary school CTE programs under §131 because all the LEAs in the District—both DCPS itself and all the charter schools—operate on a city-wide basis, and thus have the same geographic boundaries: the boundaries of the District of Columbia. All the LEAs of DC, both DCPS and the charter schools, share the same Census data.

Moreover, the development of an alternate formula—based, say, on the relative numbers of low-income, special needs, and total students served by each LEA—while potentially allowable under the §131(c) provisions for a "Waiver for More Equitable Distribution," would have the effect of excluding all or virtually all charter high schools from significant Perkins funding, since their formula allocations would fall below the $15,000 minimum allocation set forth in §131(d).

Instead, DC has elected to establish—for the purposes of providing local programs, services, and activities under Perkins III, Part C—**a statewide career-tech consortium under §131(g), encompassing all LEAs in the District** (both DCPS and all charter schools participating in the Perkins program). Formal affirmation of membership in the consortium is a prerequisite for Perkins funding, and all applicants must demonstrate that the programs and activities they seek to fund will be of sufficient size, scope, and quality to be effective, and will benefit the students and CTE system of the District as a whole, not just of a particular LEA.

By extending the principal of *funding programs, not institutions* to encompass all LEAS, OCTE has created a "level playing field" for all public high schools in the District—both DCPS-run facilities and charter schools—an approach which anticipates in key respects certain of the competitive, quality-driven funding strategies which OVAE has articulated for its Perkins reauthorization proposal, the "Secondary and Technical Education Excellence Act" (SATEEA, or "Sec-Tech").

In addition to the exclusion of Perkins funding for middle schools and the creation of the DC Career-Tech Consortium, other changes currently underway in response to the site visit *Final Report* include: an analysis of State and Local roles and responsibilities among OCTE staff; negotiation of a new methodology for calculation of State maintenance of effort under § 311(b); and, development of a new State Plan for the 2004-2005 school year, to formally ratify and institutionalize all the new directions for CTE in DC.

Career-Technical Education Student Enrollment and Performance, District of Columbia, School Year 2002-2003

Inevitably, the enrollment and performance data supplied each year in the CAR reports represent, as it were, "following" rather than "leading" indicators. In DC's case, the impact of the sweeping high school reform and career-tech renewal initiatives currently planned or already underway today will not be fully felt until the 2004-2005 school year, at the earliest, and not reflected in CAR data until the report filed on December 31, 2005. Meanwhile, this year's SY 2003 report looks backward to a school year completed six months ago—and in fact, to District policies and school conditions in effect over a year ago.

Thus, it should be clearly noted that this year's data is not necessarily very reflective of the new directions for career-technical education currently being implemented in the District. Moreover, beginning with the 2004-2005 school year an entirely new, state-of-the-art eSIS student information system—**DC STARS** (Student Tracking and Reporting System)—will go on line in the District. Coupled with OCTE's web-based **Education Accountability Portal**, currently being developed by Vistronix and expected to be fully operational by that same date, DC STARS should make it possible for everyone from teachers and administrators to students and parents to members of the community at large to assemble comprehensive and detailed reports on every aspect of CTE enrollment and performance in DC, *on a near-real-time basis*.

Furthermore, a new graduate follow-up system is also being put in place, modeled closely after the proven system long used by Maryland CTE. The new survey should offer more complete, more comprehensive, and more reliable follow-up data, replacing the school-centered survey currently in place, and complementing all the other data gathered by the DC STARS system. Data from the new graduate survey should be available as early as the next CAR report, for SY 2003-2004 (due December 31, 2004).

In the meantime, this year's CAR forms have been prepared using the best information currently available, understanding that major changes are underway in both CTE programming and the collection of enrollment and performance data.

Overall, CTE enrollment increased somewhat at both the secondary and the postsecondary levels. Beginning with this year, DC has taken the position that all CTE programs must meet Tech-Prep standards, so the same enrollment data is presented for both Basic Grant and Title II programming at the secondary level. The data indicate that performance essentially held steady at the secondary level, compared to SY 2002—meaning that it decreased slightly in relation to the higher performance targets (APLs) for SY 2003. At the same time, performance rose slightly at the postsecondary level. The net effect was that DC once again exceeded its overall ("bundled") target level—calculated simply by summing the amounts by which the State exceeded or fell short of its fourteen individual targets—but by a smaller amount than last year.

According to the official, audited reports of the DCPS Office of Information Technology (OIT), a total of 5,283 students were reported as CTE concentrators for the 2002-2003 school year. Until individual education/career plans become standard throughout District high schools, DCPS (like the large majority of States) is limited to a retroactive determination of career-tech enrollment. Following Federal guidelines, DCPS currently defines career-tech "concentrators" as students who have already completed two or more courses in a particular CTE program sequence. OCTE plans call for the threshold for CTE concentration to be raised to three or more courses (a level which is emerging as a national standard) beginning with the 2005 school year.

At 5,283, the reported level of CTE enrollment represents a 40% increase over the previous year—an unexpected finding, since overall enrollment in DCPS high schools has been slowly declining. However, there is some reason to suspect that this figure is primarily an artifact of improved data processing.

That total was reported to be reported to be not quite 51% female, just over 50% male. As in the previous year, not quite 85% were tallied as "Black, non-Hispanic," less than 4% as "White, non-Hispanic," not quite 10% as "Hispanic" (i.e., Latino), and less than 3% as "Asian or Pacific Islander." Similar continuities were apparent in special population breakouts. The fact that both performance levels and demographic levels basically held constant, despite the sharp enrollment increase, suggests that better accounting for course taking may be the reason for the increased enrollment level, not a real change in student behavior.

As in the 2002 school year, data was not collected on enrollment by program or cluster, which has not been required since the SY 2001 CAR. As soon as the eSIS system becomes fully operational, it will be possible to report enrollment data by Career Academy, Program Major/Classification of Instructional Program (CIP) program code, or even the ten "SLMP" (Special Labor Market Preparation) "topical specializations" (an amplification of the traditional seven vocational program areas) defined by the National Center for Education Statistics (NCES).

However, for SY 2001 enrollment was broken out in terms of OVAE's 16 industry-based Career Clusters. If we take as a given the assumption that the basic structure of student enrollment in 2002 and 2003 mirrored that of 2001, the data can be organized in terms of the ten DCPS Career Academies, yielding the following enrollment percentages:

1. Agriculture & Natural Resources, 0%;
2. Art, Media & Communications, 1.5%;
3. Business, Finance & Marketing, 41.5%;
4. Construction & Design, 11%;

5. Health & Medical Science, 7.5%;
6. Hospitality & Tourism, 11%;
7. Human Services, 4.5%;
8. Public Service, 0%;
9. Information Technology, Engineering & Manufacturing, 20%;
10. Transportation, 3%.

As mentioned above, reported enrollment at the postsecondary level also increased, although not quite so dramatically—and thus more believably. The University of the District of Columbia (UDC)—the sole public provider of technical education in DC, and thus the sole postsecondary recipient of Perkins III funds—reported a total SY 2003 enrollment of 2,061 in less-than-baccalaureate, CTE programs—an increase of 467 (not quite 30%) over SY 2002. For the same period, postsecondary performance levels exceeded targets (albeit only slightly) for all seven subindicators.

The following table summaries DC performance data for SY 2002-2003:

(A) State	(B) Indicator	(C) Baseline	(D) 2003 APL	(E) Numerator	(F) Denominator	(G) Percent E/F	(H) +/- APL
DC	1S1	37.10	40.59	1,965	4910	40.02	-0.57
DC	1S2	58.55	60.05	3,144	5,283	59.51	-0.54
DC	2S1	94.31	94.31	2,210	2,343	94.32	0.01
DC	2S2	95.84	96.09	2,263	2,343	96.59	0.50
DC	3S1	83.33	86.33	2,021	2,357	85.74	-0.59
DC	4S1	10.24	12.49	163	1,425	11.44	-1.05
DC	4S2	10.26	12.51	72	639	11.27	-1.24
DC	1P1	42.97	44.70	936	2,061	45.41	0.71
DC	1P2	36.98	38.48	808	2,061	39.20	0.72
DC	2P1	71.08	72.58	1,547	2,061	75.06	2.48
DC	3P1	97.32	97.57	1,758	1,795	97.94	0.37
DC	3P2	97.32	97.60	1,768	1,795	98.50	0.90
DC	4P1	26.00	26.75	555	2,061	26.93	0.18
DC	4P2	12.08	12.83	250	1,795	13.93	1.10
Total							**2.98**

Subindicator **1S1** addresses **Academic Achievement**, measured by the *percent of CTE concentrators who sat for the Stanford 9 Achievement Tests during the school year who scored basic or above in reading and math*. DC's 1S1 baseline level of achievement is 37.10. Its negotiated APL ("Annual Performance Level," or target) for SY 2003 was 40.59. Its performance level for the year was determined to be 40.02, missing the target by .57 percentage points.

Subindicator **1S2** addresses **Skill Attainment**, measured by the *percent of CTE concentrators during the year who achieved at least a 2.0 GPA in their program major*. DC's 1S2 baseline is 58.55. Its APL for SY 2003 was 60.05. Its performance level was 59.51, missing the target by .54 percentage points.

Subindicator **2S1** addresses **High School Graduation**, measured by the *percent of CTE completers who received a high school diploma*. DC's 2S1 baseline is 94.31, and its APL for SY 2003 was also 94.31. Its performance level was 94.32, exceeding the target by .01 percentage points.

OVAE's Core Indicator Framework does not mandate a direct measure of the percent of concentrators who complete. In addition, DCPS (like most States) lacks the capability to follow the progress of individual students from year to year—although this capability has been built into DC STARS. But 5,283 CTE concentrators were reported for SY 2003, while 2,343 CTE completers were identified. If we were to make the assumption that half of the total concentrators were represented by juniors, who attained concentrator status only at the end of the year (by completing two CTE courses in a program sequence), and half by seniors, who entered the year as concentrators (having attained that status at the end of the previous year), then a completion rate of 88.68% could be calculated.

Subindicator **2S2** addresses **Credential Attainment**, measured by the *percent of CTE completers who received either a high school diploma or a certificate of completion, or both*. DC's 2S2 baseline is 95.84, and its APL for SY 2003 was 96.09. Its performance level was 96.59, exceeding the target by .50.

Subindicator **3S1** addresses **Placement**, measured by the *percent of CTE completers who graduated and were placed within six months in postsecondary education or advanced training, employment, or military service*. DC's 3S1 baseline is 83.33, and its APL for SY 2003 was 86.33. Its performance level was 85.74, missing the target by .59 points.

Subindicator **4S1** addresses **Nontraditional Program Enrollment**, measured by the *percent of concentrators enrolled in "nontraditional CTE programs" who were members of the under-represented gender*. The term "nontraditional program" refers to *programs which prepare students for occupations which reflect a gender imbalance of 25%/75% or greater in labor market*.

DC's 4S1 baseline is 10.24, and its APL for SY 2003 was 12.49. Its performance level was 11.44, missing the target by 1.05 percentage points.

Finally, subindicator **4S1** addresses **Nontraditional Program Completion**, measured by the *percent of completers of nontraditional CTE programs who were members of the under-represented gender*. DC's 4S2 baseline is 10.26, and its APL for SY 2003 was 12.51. Its reported performance level was 11.27, missing the target by 1.24 percentage points.

At the postsecondary level, subindicator **1P1** addresses **Academic Achievement** measured by the *percent of CTE concentrators who attained an overall GPA of 2.8 or greater*. DC's 1P1 baseline is 42.97. Its negotiated APL for SY 2003 was 44.70. Its performance level was 45.41, exceeding the target by .71.

Subindicator **1P2** addresses **Skill Attainment** measured by the *percent of CTE concentrators who attained a GPA of 3.0 or greater in their major*. DC's 1P2 baseline is 36.98. Its APL for SY 2003 was 38.48. Its reported performance level was 39.20, exceeding the target by .72 percentage points.

Subindicator **2P1** addresses **Completion,** measured by the *percent of CTE concentrators who met the requirements of their major and received a certificate or degree*. DC's 2S1 baseline is 71.08, and its APL for SY 2003 was 72.58. Its performance level was 75.06, exceeding the target by 2.48 percentage points.

Subindicator **3P1** addresses **Placement**, measured by the *percent of surveyed completer-graduates who were placed within three months in further education, employment, or the military*. DC's 3P1 baseline is 97.32, and its APL for SY 2003 was 97.57. Its performance level was 97.94, exceeding the target by .37.

Subindicator **3P2** addresses **Retention**, measured by the *percent of placed completer-graduates who were reported in that same status after one year*. DC's 3P2 baseline is 97.32, and its APL for SY 2003 was 97.60. Its performance level was 98.50, exceeding the target by .90.

Subindicator **4P1** addresses **Nontraditional Program Enrollment**, measured by the *percent of concentrators enrolled in nontraditional CTE programs who were members of the under-represented gender*. DC's 4P1 baseline is 26.00, and its APL for SY 2003 was 26.75. Its performance level was 26.93, exceeding the target by .18.

Finally, subindicator **4P1** addresses **Nontraditional Program Completion**, measured by the *percent of completers of nontraditional CTE programs who were members of the under-represented gender*. DC's 4P2 baseline is 12.08, and its APL for SY 2003 was 12.83. Its performance level was 13.93, exceeding the target by 1.10 percentage points.

District of Columbia Performance Measurement Enhancements: SY 2004 and Beyond

Data gathering efforts over the last three program years have been focused on meeting the minimum requirements for a *State Performance Accountability System* set forth in §113 of Perkins III and codified in OVAE's *Core Accountability Framework*. The measurement definitions and strategies adopted have been directly keyed to OVAE standards—summarized as follows at the secondary level (with parallel subindicators at the postsecondary level):

Core OVAE Accountability Data Elements (Secondary Level)

Vocational concentrators:
Total student enrollment in career-technical education programs of study: the number of students who have reached a State-defined threshold level of vocational education or have otherwise been defined as enrolled in a vocational program of study—by program of study, grade level, gender, race/ethnicity, and special population status.

Vocational concentrators meeting State-established academic achievement standards (1S1):
The number and percent of vocational concentrators who have met State-defined minimum standards for academic achievement (based on test scores, high school graduation, or GPA).

Vocational program completers (1S2):
The number and percent of vocational concentrators who have reached a State-defined completion level of vocational education or have met State-defined minimum standards of skill attainment for their program of study.

Vocational high school graduates (2S1):
The number and percent of vocational program completers or concentrators who have received a State-recognized high school diploma or equivalent certificate.

Vocational skill certificate recipients (2S2):
The number and percent of vocational program completers who have received a State-recognized and/or industry-validated certificate of skill mastery distinct from a high school diploma.

Vocational placements (3S1):
The number and percent of followed-up vocational high school and/or program completers who have entered postsecondary education or training, employment, or the military.

Nontraditional vocational concentrators (4S1):
The number and percent of those vocational concentrators who are enrolled in programs preparing students for entry into occupations for which a gender imbalance has been identified in the labor market who are enrolled in a program which is nontraditional for their gender.

Nontraditional vocational program completers (4S2):
The number and percent of nontraditional vocational concentrators who have reached a State-defined completion level of vocational education or have met State-defined minimum standards of skill attainment for their program of study.

The implementation later this year of the DC STARS student information system and the Vistronix DC Education Accountability Portal (EAP), together with the replacement of the decentralized, school-based CTE performance survey with the statewide, centrally-administered **DC Graduate Follow-up Survey**, will both reduce the reporting burden on local CTE providers and greatly increase the range, reliability, and validity of the data gathered.

In addition to the annual CAR submission to OVAE, OCTE annually prepares a "Career and Technology Education" section for the *Year-End Management Report* submitted by DCPS Central Office Staff (COS) to the DCBOE. Both the CAR and the Year-End Report will "mine" the major data reservoir made available by the new information systems. Data topics expected to be made accessible through DC STARS and the Vistronix on-line portal include the following:

Enrollment/Activity Measures:

1. District-wide and by school, academy, program major, grade, gender, ethnicity, and special population status, the number of high school CTE concentrators;

2. District-wide and by school, academy, program major, grade, gender, ethnicity, and special population status, the number of high school CTE concentrators who enrolled in a paid or unpaid internship program related to their Career Academy and Program Major;

3. District-wide and by school, academy, program major, grade, gender, ethnicity, and special population status, the attendance rate of high school CTE concentrators;

4. District-wide and by school, the number of State-Approved Career Academies and Program Majors;

5. District-wide and by school, academy, and program major, the number of professional development opportunities provided to CTE staff;

6. District-wide and by school, academy, and program major, the average annual expenditure per high school CTE concentrator;

7. District-wide and by campus, program, year, gender, ethnicity, and special population status, the number of postsecondary CTE concentrators.

Performance/Outcome Measures:

1. District-wide and by school, academy, program major, grade, gender, ethnicity, and special population status, the number and percent of high school—

- CTE concentrators who achieved a score of "Basic" or above in reading and math on the *Stanford 9 Achievement Tests* [**1S1**];
- CTE concentrators who attained an overall GPA of 2.0 or greater;
- CTE concentrators who attained an academic GPA of 2.0 or greater;

- CTE concentrators who attained a GPA of 2.0 or greater in their Program Major [**1S2**];
- CTE concentrators who completed their Program Major;
- CTE concentrators who received a high school diploma;
- CTE completers who received a high school diploma [**2S1**];
- CTE completers who received an industry-validated skill certificate;
- CTE completers who received both a diploma and a skill certificate [**2S2**];
- CTE completer/graduates surveyed who were placed in postsecondary education or advanced training, employment, or military service within 6 months [**3S1**];
- CTE completer/graduates placed in postsecondary education who needed remedial coursework in reading or math;
- Concentrators in nontraditional CTE program majors who were members of the underrepresented gender groups [**4S1**];
- Completers of nontraditional CTE program majors who were members of the underrepresented gender groups [**4S2**].

2. District-wide and by campus, program, year, gender, ethnicity, and special population status, the number and percent of postsecondary—

- CTE concentrators who attained an overall GPA of 2.8 or greater [**1P1**];
- CTE concentrators who attained a GPA of 3.0 or greater in their major [**1P2**];
- CTE concentrators who met the requirements of their major;
- CTE concentrators who met the requirements of their major and received a certificate or degree [**2P1**];
- CTE completer/graduates surveyed after three months who reported status as placed in further education, employment, or the military [**3P1**];
- CTE completer/graduates reported placed on the three months survey who were reported in the same status after one year [**3P2**];
- Concentrators in nontraditional CTE programs who were members of the underrepresented gender groups [**4P1**];
- Completers of nontraditional CTE programs who were members of the underrepresented gender groups [**4P2**].

Employer/Student Satisfaction Measures

1. District-wide and by school, academy, and program major, the percent of surveyed employers highly satisfied and satisfied with CTE interns;

2. District-wide and by school, academy, and program major, the percent of surveyed employers highly satisfied and satisfied with CTE completers placed in employment after graduation;

3. District-wide and by school, academy, and program major, the percent of surveyed completers highly satisfied and satisfied with their CTE programs.

OCTE Programs, Services, and Activities, PY 2002-2003; Selected Highlights

Other recent OCTE activities and accomplishments worthy of note include the following (as adapted from the November 2003 *Year-End Management Report*):

Public/Private, Business/Education Partnerships:

- Represented DCPS on the DC Apprenticeship Council, ACE Mentoring Program Board of Directors, DC Workforce Investment Council (WIC), and DC Youth Investment Council (YIC).
- Conducted briefings for representatives from the business community to develop partnerships with Career Academies and internship and employment opportunities for DCPS students.
- Coordinated DCPS participation in *Groundhog Job Shadow Day 2003*.
- Served on the DC Chamber of Commerce Education Committee.
- Targeted approximately 400 businesses and agencies to identify representatives to serve on the ten Industry Advisory Committees (IACs).
- Collaborated with representatives from business and industry to assist in curriculum development and design of facilities.
- Represented DCPS on several workforce development symposiums to discuss employment needs in the region.

Program Development and Implementation:

- Awarded **Planning Grants** of approximately $35,000 to public high schools, to develop plans for the implementation of Career Academies on a "wall-to-wall" basis, and to strengthen current CTE programs and create new ones within an Academy framework.
- Awarded **Transition Grants** of up to $10,000 to schools currently offering CTE courses, to prevent disruption of ongoing educational activities during the transition to the new Career Academy/Program Major environment.
- Established a task force (including representatives from the University of Maryland, DCPS Guidance and Counseling, the Office of Academic Services, the Program Development Coordinator, and a vocational assessment specialist) to develop a comprehensive career development, career guidance, and career advisement system.
- Developed ten **Academy Flowcharts**, each providing a clearly articulated, coherent sequence of courses to prepare students for both postsecondary education and career opportunities.
- Completed ten **Program Planners**—career planning templates that can be tailored to meet individual student needs.
- Piloted a **Transition Course** for grade 9, covering study skills, keyboarding and computing skills, career exploration, and personal management/life/ employability skills development.
- Selected ten high schools for "Fast Track implementation" of Career Academies and Program Majors.
- Issued RFP for textbooks keyed to each individual course of each Program Major in each Academy.

Staff Development and Technical Assistance:

- Held CTE all-staff *Strategic Planning Retreat*, January, 2003.
- Sponsored thirty teachers for staff development at the Seventeenth Annual Careers Conference, in Madison, WI.
- Conducted over 30 briefings with principals (DCPS and charter schools) and other stakeholders to outline reforms the DC CTE system must undertake to come into full compliance with Federal requirements.
- Conducted the **High School Improvement Institute** at Gallaudet University, June 30 - July 2, featuring experts and specialists from around the country experienced in implementing smaller learning communities.
- Conducted 17 technical assistance site visits to high schools to assess scope of programs and identify delivery gaps.
- Sponsored fifty teachers and central office staff at the National Academy Foundation National Conference (July 2003) and NAF Academy Leadership Summit (November 2003).
- Sponsored teachers and central office staff participation in a High Schools That Work Conference (July 2003).
- Sponsored IC3 (Internet Core Computing Competencies) and MOS (Microsoft Office Specialist) training for CTE staff (July – August 2003).

State Administration and Accountability:

- Received approval by the Office of Vocational and Adult Education (OVAE) for CTE "CAR" Performance Report for SY 2001-2002, and release of CTE grant funds for SY 2003-2004.
- Finalized the purchase and launched the implementation of a web-based data reporting and access system, the *Vistronix Educational Accountability Portal*, to improve and ease the collection and reporting of accountability data.
- Upgraded the Schools-To-Careers website, with the help of students.
- Negotiated a one-year extension of the *School-To-Careers Transition Grant*, to ensure orderly execution of STC-funded projects already underway.
- Negotiated a new *Memorandum of Understanding* with the University of the District of Columbia, to ensure continuation of adult CTE programming at the Ferebee-Hope Center in Southeast Washington.
- Launched the implementation of the *CTE Graduate Follow-up Survey*, in collaboration with Maryland CTE Data Center staff.
- Reallocated State and local roles and responsibilities within the CTE office to conform to funding streams and satisfy concerns of the OVAE monitoring team.
- Developed a new methodology for calculation of "maintenance of effort" under the Perkins Act, to satisfy concerns of the OVAE monitoring team.
- In collaboration with the Office of Special Education, began discussion of new support systems for developmentally disabled and low-achieving students, to ensure access and success for all students in the rigorous Career Academies/ Program Majors environment.

An Agenda for High School Reform: Career Academies and Program Majors

As noted earlier, OCTE was charged by former Superintendent Paul Vance with leading both a renewal of career-technical education in the District of Columbia and a comprehensive reform of public high schools. The core strategy for both efforts involves restructuring every high school, "wall-to-wall," into *Smaller Learning Communities* (SLCs) meeting the standards of Title V, Part D, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended—into ten **Career Academies**, each comprising three or more **Program Majors**.

Pending review and final approval of the restructuring strategy by the DC Board of Education, anticipated early in calendar 2004, the following mission statement has been promulgated for OCTE:

"**To transform the high schools of the District of Columbia—through 'wall-to-wall' implementation of state-of-the-art, industry-validated Career Academies and rigorous Program Majors—into 21st century learning communities, dedicated to equipping all students with the core academic knowledge, career-specific skills, and personal and workplace discipline needed for entry into, and success in, post-secondary education, high-skill, high-wage careers, and responsible adulthood.**"

Derived from the 16 Career Clusters originally defined by OVAE, each Career Academy represents a broad, industry-based cluster of occupations, together with the programs of study that prepare students for careers in those occupational areas. As indicated previously, career-tech's focus, mandated by Perkins III, is on programs of study that:

- begin with secondary CTE;
- transition seamlessly to postsecondary education at a community or technical college; and,
- conclude with a journeyworker certificate or an Associate of Applied Science (AAS) degree, followed by successful entry into high skills, high wage careers in current or emerging occupational areas.

As of this date, just over 40 Program Majors have been defined among the ten Career Academies. The Academies encompass the entire labor market; all 20 sectors of the Census Bureau's *North American Industry Classification System* ("NAICS," the standard national taxonomy of industries) are subsumed within one or another of the ten Academies. However, the current roster of Program Majors is by no means intended to be exhaustive or closed. The standard national taxonomy of educational programs, the "CIP" (*Classification of Instructional Programs*, 2000 edition, published by the National Center for Educational Statistics) defines literally hundreds of programs of study that could potentially be judged appropriate for implementation as an approved DCPS Program Major.

Formal launch of selected "Fast Track" Career Academies and Program Majors is scheduled for February, 2004, with city-wide implementation of the Academy framework planned for next September. Development of new and refined Program Majors will be a process of continuous improvement, as the needs of students, employers, and the economy as a whole evolve and grow.

In planning high school reform, OCTE began with an inventory of the legacy CTE course offerings which remained in place following the decentralizing (and downsizing) of CTE during the 1990s. The purpose of the inventory was to assess the equipment and staff resources already on hand at each site.

For planning purposes, OCTE has grouped the high schools of the District into four regional categories: *Northern*, *Central*, *Southern*, and *Citywide*. Its goal has been to ensure that all ten Academies and a broad range of Program Majors are represented within each region. A variety of existing CTE courses are being phased out or relocated as the Career Academies and Program Majors framework is implemented, with an eye to once again realizing economies of scale by concentrating students and resources on a regional basis.

The primary drivers in the planning and approval of CTE Program majors will be the explicit and implicit quality standards of the Carl D. Perkins Act, reaffirmed by the DCBOE. To begin with, as noted earlier, to win a place on the State roster of approved Program Majors, and to be eligible for implementation and Perkins funding at a specific public or charter high school, career-tech programs of study must be geared toward preparing students for both postsecondary education and high skills, high wage employment, in career areas with documented employment opportunities in the DC metropolitan region. In addition, all CTE Program Majors must:

- ensure mastery of both core academic and advanced technical knowledge and skills;
- meet State and national academic standards;
- ensure comprehensive understanding of "all aspects of the industry";
- utilize state-of-art and research-based educational technology and techniques;
- foster parent, community, and industry involvement;
- afford full and equal access to members of special populations;
- promote preparation for nontraditional training and employment; and,
- create seamless linkages between secondary and postsecondary CTE.

Further, the intent of OCTE is that all Career Academies and Program Majors will be characterized by:

- National and local industry partners;
- Nationally-validated, competency-based curricula, standards and skill assessments;
- Industry-backed, individualized certificates of skill mastery for all completers; and,
- Active participation in the appropriate CTE student leadership organizations.

The following is the latest roster of Career Academies and Program Majors:

Career Academies	Program Majors
1. Agriculture & Natural Resources	Agriscience Marine Science Horticulture & Landscape Design
2. Arts, Media & Communication	Media & Communications Performing Arts Visual Arts Printing Technologies
3. Business, Finance & Marketing	Accounting & Finance Business Administration Marketing
4. Construction & Design	Carpentry Electricity HVACR Architecture & Design Masonry Hydro Technology Welding Technology
5. Health & Medical Sciences	Allied Health Medical Sciences Biotechnology
6. Hospitality & Tourism	Culinary Arts Food Services Management Hospitality Travel & Tourism
7. Human Services	Teacher & Counselor Education Child Care & Development Cosmetology & Barbering
8. Public Service	Law & Public Policy Protective Services Criminal Justice
9. Information Technology, Engineering & Manufacturing	Web Design Support & Services Cisco Networking Interactive Media Programming & Software Development Electronics & Robotics Engineering (PLTW)
10. Transportation	Aerospace & Aviation Auto Technology Auto Body Collision Repair Planning, Logistics & Operations

Further details on the Career Academies and Program Majors, as well as background information on the underlying rationale and research base of the high school transformation strategy, are included in a briefing packet which OCTE has been distributing to members of the District educational community and other stakeholders. The packet includes: a set of maps illustrating the regional structure of the Academy and Program Majors roster; a description of the "prototypical high school" that will emerge from the reform initiative; the key elements of the individual education/career *Plans of Study* that each student will develop to organize their high school career; and *Flow Charts* detailing the courses and other components of each of the Academies and Program Majors.

Consistent with the course distribution requirements built into the Flow Charts, OCTE is preparing a proposal to increase minimum graduation requirements from 23.5 Carnegie Units to at least 26 (each Carnegie Unit—"CU"—represents two semesters of study). First of all, a rigorous, "4x4" academic curriculum makes up the core of all Program Majors—4 CUs each in: English Language Arts; Math (Algebra I and II, Geometry, and Trigonometry or Pre-Calculus); Science (Biology, Chemistry, Physics, and Earth Science); and Social Studies (U.S. History, World History, DC and U.S. Government, and .5 CUs each in Geography and Economics). Each student will also be expected to complete .5 CUs each in Art and Music and two CUs in a World Language, plus 1.5 CUs in Health/Phys-Ed.

These core and supplemental academic courses represent an integral component of each student's total Plan of Study. The content of the academic offerings will be standard and universal, across all Academies and Program Majors. Academy coordinators and teachers will have the latitude to tailor the format and "flavor" of academic courses to reinforce the themes and culture of each Academy. But sections will not be organized around teacher perceptions of the innate abilities of the students; in practice, "ability-grouping" tends to be a euphemism for socioeconomic and ethnic discrimination. Any student may elect to purse Advanced Placement (AP) options associated with the core academic courses.

Each student will also be expected to complete .5 CUs in a 9th grade Transition Course that will serve as an entry portal to the Academy framework. In the 10th grade, each student will be expected to complete an additional .5 CUs in a Foundation Course which introduces the Academy that the student elected to purse at the conclusion of the Transition Course. Each Foundation Course will provide an overview of all the Program Majors within an Academy, and ensure student understanding of all aspects of the industrial sectors keyed to the Academy.

The specific career-tech content of each Program Major is embodied in a coherent sequence of courses representing four CUs—articulated with a related program of study at the postsecondary level, and geared toward successful labor market entry into a specific career area or cluster.

As noted previously, completion of three of four courses in a sequence will constitute the threshold level of CTE "concentration" for the purposes of the State Performance Accountability System, while completion of all four will be the criterion for "completer" status.

To varying degrees, all CTE courses incorporate career-specific academic skills and knowledge in addition to occupational/workplace competencies. In addition, CTE courses frequently recapitulate universal academic skills and knowledge, in an applied, practical, real-world context. In this sense, career-tech courses can be expected to *supplement and powerfully reinforce* the content of the core academic courses—but they should not be required to *substitute* for them.

Research has repeatedly confirmed what common sense might suggest: since specific CTE courses only represent 4 CUs, compared to the 16+ core and related academic courses, the primary impact of career-tech on academic achievement is indirect—in the form of the very significant role it plays in keeping students in school who would otherwise drop out.

All CTE Program Majors also assume that students will complete at least .5 CUs in a high quality internship (paid or unpaid): a structured work-based learning (WBL) opportunity directly relevant to the student's Plan of Study, often serving as a capstone experience. As a result, all Program Majors will meet the minimum criteria and quality standards of both the Carl D. Perkins Act and the School-To-Work Opportunities Act of 1994 (STWOA). Although the STWOA sunsetted in 2001, all Program Majors in DCPS in fact constitute both career-tech programs and school-to-work/school-to-careers programs at the same time.

Altogether, the 16 core and 3 related academic CUs, the 1.5 CU health and physical education requirement, the one CU Transition Course/Foundation Course Academy core, the four CTE CUs, and the .5 CU internship add up to the 26 CU graduation standard which OCTE expects to present to DCBOE later this year. The 16-credit academic core is more rigorous than the 12-credit "New Basics" curriculum that has been adopted as a minimum academic standard in many States. Together with the 2 CU World Language requirement, it meets and in fact exceeds the requirements of OVAE's new national academic recognition program, the State Scholars Initiative (SSI).

In addition, the 19 core and related academic course offerings satisfy the minimum course distribution admission requirements of most public four-year colleges and universities. Thus, all of the Program Majors represent what are called "College/Tech-Prep" or "Dual" career pathways in many States and localities. Successful completers will be equally prepared to enter either a 4-year baccalaureate degree program or a 2-year associate degree program—*to pursue either a professional or a technical career*.

Beyond that, OCTE's goal is to negotiate open-ended "2+2+2" articulation agreements for each Program Major—offering successful completers the option of a cost-effective, and fail-safe strategy for pursuing a baccalaureate degree and a professional career *through* a technical education pathway and an AAS degree.

Two other broad pathways into the labor market are also under consideration. First, OCTE is reviewing a proposal that students who are exclusively committed to a traditional professional career, and who seek admission to a competitive liberal arts college or university, be allowed to substitute two advanced academic electives (English Literature and Creative or Technical Writing) for the last two courses in a CTE sequence. In effect, this option would represent a "**Pre-Baccalaureate**" pathway. If this option is disallowed, and four CUs of CTE become a graduation requirement, all high school graduates in the District will be tallied as CTE completers from the standpoint of performance accountability.

Secondly, in partnership with the DCPS Office of Special Education, OCTE is exploring development of programs of study within the Academy framework that are tailored to meet the needs of developmentally disabled students and others whose IEPs lead to a certificate of attendance, not a diploma, and do not provide for entry into postsecondary education. Categorized as **Occupational Special Education** (OSE), these programs would not meet the minimum, Perkins-based standards for CTE Program Majors. But they would be employment-oriented and transition-focused, designed to ensure that members of special populations who are not candidates for entry into mainstream CTE programs nevertheless make a successful and sustained entry into the labor market (into sheltered, supported, or competitive employment, as appropriate).

Only very preliminary conversations have been held at this time, but the basic assumption is that fundamental life and employment skills will be a major feature of all OSE programs, that academics will typically be limited to basic English language arts and math skills, and that occupations which not require mastery of Algebra and other advanced academic topics will be the primary career targets. As a basis for further discussion, some possible OSE programs might include:

Career Academies	OSE Programs of Study
1. **Agriculture & Natural Resources**	Groundskeeping
2. **Arts, Media & Communication**	Entertainment Attending
3. **Business, Finance & Marketing**	Office Machine Operation
4. **Construction & Design**	Construction Labor
5. **Health & Medical Sciences**	Nursing & Home Health Assisting
6. **Hospitality & Tourism**	Housekeeping
7. **Human Services**	Shampooing
8. **Public Service**	Crossing Guarding
9. **IT/Engineering/Manufacturing**	Shoe Repair
10. **Transportation**	Auto Detailing

Oversight and Monitoring of Civil Rights Administration in CTE

In addition to the informal, "oversight-by-walking-around" administered by the Program Development Specialists through their technical assistance to the Career Academy and Program Major development process in the schools, OCTE is also charged by OVAE and the Education Department's Office of Civil Rights (OCR) with responsibility for formal, systematic oversight and monitoring of civil rights administration within CTE.

As a condition for receiving assistance under Perkins III, each State eligible agency must formally assure the Secretary of Education that they will not discriminate against, or deny educational programs, services or activities to, anyone on the basis of sex, race, color, creed, national origin, marital or parental status, age, disability, or limited English proficiency. A growing number of States, including DC, have also proscribed discrimination based on sexual orientation, but comparable provisions have yet to be enacted at the Federal level. Beyond providing those basic assurances, States must also comply conscientiously and fully with the "MOA" program.

In July of 1979, in response to a Federal consent degree, OCR and the then Bureau of Occupational and Adult Education (BOAE, OVAE's predecessor) first issued a set of instructions to the States titled *Methods of Administration for Complying With Civil Rights Requirements in Vocational Education Programs*. Among other things, OCR's current MOA guidelines require each State to conduct on-site monitoring visits (a minimum of 2 and a maximum of 25 per year) to identify and correct deficiencies that compromise the civil rights of CTE students.

The majority of violations cited in MOA "Letters of Finding" tend to fall into five basic categories:

- **Physical Plant and Facilities deficiencies**, which limit access to career-tech for students with physical disabilities;
- **School and Classroom Culture deficiencies**, which limit access for women seeking entry to nontraditional careers;
- **Special Education Process deficiencies**, which limit access for students with cognitive disabilities;
- **Anti-Discrimination Policy deficiencies**, which limit access for African-Americans, Latinos, and other minorities; and,
- **English Language Learner (ELL) Process deficiencies**, which limit access for students with limited English proficiency.

As the Perkins Act State administrative entity, OCTE has been assigned responsibility for MOA monitoring and coordination in the District of Columbia. In the current context, its fundamental challenge is to develop an MOA policy which positions civil rights reviews and enforcement as an integral component of OCTE's larger efforts to transform DC's high schools, build wall-to-wall career academies, and renew career-technical education.

Each distinct area of compliance under OCR guidelines presents an opportunity and leverage for genuine school improvement and reform, and each must be seen as the joint responsibility of OCTE and the agency within DCPS which has specific responsibility for that area. Civil rights coordination must be manifested in the form of multiple bi-agency partnerships that span DCPS.

A total of 21 sites represent the MOA "site universe" at the secondary level for the current school year:

- 14 comprehensive high schools;
- one area career-tech high school;
- four alternative education/dropout recovery centers that offer career-tech;
- one State-operated alternative school for students with disabilities; and,
- one juvenile correctional facility.

Although OCR discourages the practice, it has become common for States to combine MOA site reviews with other site visits and monitoring activities—to conserve scarce travel dollars, to achieve synergistic effects by pooling staff specializations and expertise, and to minimize intrusions and disruptions for administrators, teachers, and students at the local school and college level. Julia Martas, OCTE's MOA Coordinator since December of 2002, has followed this approach as closely as possible in scheduling her own on-site visits.

Among other MOA strategies approved by former Superintendent Vance, OCTE has been authorized to priortize (in the selection of sites to be visited) those sites which have key roles to play in Academy implementation and high school reform, and those which demonstrate a high potential for effective intervention. In addition, the Superintendent has:

- assigned joint responsibility to OCTE and the Office of Facilities Management for LOFs and VCPs (corrective Voluntary Compliance Plans) involving physical plant and facilities deficiencies;
- assigned joint responsibility to OCTE and the Office of Special Education for LOFs and VCPs involving the civil rights of students with IEPs;
- assigned joint responsibility to OCTE and the Office of Bilingual Education for LOFs and VCPs involving the civil rights of English Language Learners;
- assigned joint responsibility to OCTE, the Office of Civil Rights, and the Office of the Superintendent, for LOFs and VCPs involving discrimination on the basis of race, creed, color, national origin, marital status, sex, disability, or age; and,
- agreed that gender equity support and compliance efforts should be focused on the foundation courses of each Career Academy and on new and transformed CTE Program Majors, to preempt the development or continuation of gender stereotypes.

OCTE is in the process of negotiating its 2003-2004 site visit targeting plan with OCR, and plans to conduct three site visits early in 2004.

Federal, State, and Local Funds, Roles, and Responsi-bilities

In every State, the District of Columbia included, a diverse mix of Federal, State, and local funds support career-technical education. The precise makeup and ratios of these funding streams vary widely from State to State.

The Carl D. Perkins Act represents the primary source of Federal support for CTE. Perkins funds are appropriated annually by the Congress (theoretically by October 1 of each year) and awarded to the States by July 1 of the following year. A formula is used to distribute the total appropriation among the States, basically in proportion to their relative shares of various population groups.

For the 2003-2004 program year (Federal fiscal year 2003), DC's Perkins III allocation totals $4,655,547:

- $4,214,921 under Title I (the Basic State Grant);
- $323,033 under Title II (Tech-Prep Education); and,
- $117,593 under Section 118 (Occupational and Employment Information).

DC's Basic State Grant total is subdivided into several categories. First, a total of 15% ($632,238) has been allocated (as required) for State-level activities:

- $250,000 (the minimum amount for small States) under §112(a)(3) for State Administration (matched by $250,000 in State funds);
- $120,000 under §112(a)(2)(B) for services that prepare individuals for nontraditional training and employment;
- $42,150 (1% of the total) under §112(a)(2)(A) for services for individuals in State-operated institutions; and,
- $220,088 for other State Leadership activities.

Secondly, 85% ($3,582,683) is allocated for distribution under §131 or §132, with $3,009,453 earmarked for §131 (secondary school programs) and $573,230 for §132 (postsecondary career-tech programs). Under §135(d), local recipients can budget up to 5% for pure administrative costs (as distinct from programmatic activities).

Out of the remaining two allocations, for Tech-Prep and Occupational and Employment Information, a "reasonable and necessary amount" (less than 10%) of each can be budgeted for grant administration, while the balance must be committed to the specific goals, objectives, and activities of each program.

Two basic challenges are posed to DCPS in allocating and accounting for the utilization of these funds. To begin with, care must be taken—in the distribution of staff time and remaining resources—to ensure that all required uses under sections 112(a)(3), 124(b), and 135(b) are in fact addressed, and that this fact can readily and defensibly be documented. At the same time, care must also be taken to ensure that the total amounts expended do not exceed the allowable limits of any subcategory ("State" or "local") of the budget.

For the 2003-2004 program year, OCTE has made specific commitments of staff time and other resources to address all the required uses under sections 112(a)(3), 113, 118, 124, 135(b), and 204(c) of the Perkins Act, plus a variety of permissive activities. Staff members are associated with particular accounts depending on their individual State or Local responsibilities.

Some details on the current breakdown are as follows:

A. State Administration

OCTE has a total of $500,000 budgeted for PY 2004 for State Administration activities under sections 112(a)(3) and 113—$250,000 in Perkins funds, matched by $250,000 in State funds. A total of five staff members are dedicated to State Administration activities. The Coordinator of State Administration and the Accountability and Evaluation Specialist are charged to §112(a)(3) Perkins funds, while a Grant Manager and Program Analyst, a Budget Analyst, and a Staff Assistant are charged to the dollar-for-dollar State administrative matching funds required under §112(b). Together, these five are responsible for all required activities under sections 112(a)(3) and 113.

B. Local Administration

Two other full-time OCTE staff members are committed to administrative issues: an Accountant and an Accounting Technician. But their primary responsibilities involve managing the flow of resources to individual high schools, and they are therefore charged to a $150,000 set-aside under §135(d) for local administrative costs.

C. State Leadership and Local Program Improvement Activities

In addition to a total of $340,088 in Perkins State Leadership funds allocated under §112(a)(2)—representing 15% of DC's Basic State Grant minus the State Administration set-aside minus a 1% set-aside for correctional education—DCPS has committed a voluntary match of approximately $350,000 in Local funds to program improvement activities.

A total of seven staff members are dedicated to State Leadership and local program improvement activities. The Civil Rights Specialist (who lays a dual role as Gender Equity Coordinator and MOA Coordinator), the Coordinator of Public-Private Partnerships, a Marketing and Communications Specialist, and an Information Technology Specialist are charged to the Perkins §112(a)(2) funds. The Executive Director, the Assistant Director, and a Staff Assistant are charged to the Local program improvement funds.

Together, these seven have overall responsibility for all State Leadership activities required under §124 and the parallel local program improvement activities under §135(b).

D. Local Program Implementation and Improvement (Perkins Funds)

Of the Perkins funds reserved for secondary school programs under §131 (i.e., $3,009,453), the largest share has been allocated to Career Academy and Program Major development at individual high schools. However, approximately 15% has been committed to district-wide program implementation and improvement activities meeting the requirements of §135(b). A total of five staff members are charged to these funds: the Coordinator of Academy Programs, two Curriculum Development Specialists, a Career Assessment Specialist, and a Staff Assistant.

E. Tech-Prep Education

For the purposes of the Title II Tech-Prep Education program, DCPS has formed a single statewide/citywide Local Tech-Prep Consortium, encompassing every high school in the District and the University of the District of Columbia (UDC). The District's entire allocation under Title II ($323,033, for SY 2004) is awarded to this consortium, with no direct or indirect administrative costs assessed.

A Tech-Prep/Transitional Programs Specialist serves as the staff of the consortium, and is charged to the Title II funds. As the Coordinator of the District of Columbia Tech-Prep Consortium, she is responsible for all required and permissive activities under sections 204(c) and (d) and 205. Since a sole consortium spans the entire State, the consortium's annual report also constitutes the State annual Tech-Prep report required under §206, and is subsumed within this CAR.

F. America's Career Resource Network (ACRN)

Under Federal guidelines, States utilize the Section 118 funds to support the America's Career Resource Network (ACRN). A Career Assessment and Guidance Coordinator serves as DC's ACRN Project Director, charged to Section 118 funds and responsible for carrying or contracting out the activities required under that section. A pivotal element of the high school reform strategy is the establishment of a comprehensive, K-Adult, career guidance and counseling program, featuring **The Real Game** and highlighted by the development of *Individual Career Plans* (ICPs) for every student in the 9th grade.

G. Smaller Learning Communities

In addition to the three Perkins grants and the State matching funds, the OCTE budget includes $426,818 in "other Federal" funds: a Smaller Learning Communities Grant awarded under Title V, Part D, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). The Smaller Learning Communities award is a competitive grant intended to assist school districts to create smaller learning communities within large high schools, making it an ideal source of support for the five Program Development Specialists who are directly responsible for development and implementation of the ten Career Academies throughout the city.