



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 2003-2004



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DISTRICT OF COLUMBIA PUBLIC SCHOOLS



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Dr. Arthur L. Curry, Executive Director

December 31, 2004

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Division of High School, Postsecondary and Career Education
Office of Vocational and Adult Education
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400 Maryland Avenue, S.W.
Washington, DC 20202-7100

Dear Ms. Belli:

On behalf of Superintendent Clifford B. Janey 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 2003-2004*.

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 Reports* (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 2004 and plans for SY 2005.

Additional documents on file in our office that might be of interest include the *Summary Annual Performance Report for 2003-2004* 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.

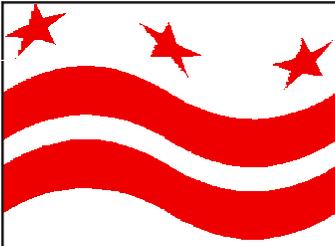
Please let me know if you would like any additional information or clarification. Allow me to once again express my appreciation for the generous advice and assistance rendered by your capable and conscientious staff throughout the program year.

Sincerely,

Art Curry

Arthur L. Curry, Ed.D.
Executive Director

cc: Sharon Head; Marjorie Beaulieu; Lois Davis



DC CAR PY 2003-2004 INTRODUCTION

**Consolidated Annual
Performance,
Accountability, and
Financial Status Report,
State-administered
CTE Programs in DC,
PY 2003-2004
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" required under §113(a). Section 113(c)(2) further stipulates that these performance 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;
- *Vocational-Technical Education Student Enrollment Reports* for both Basic Grant and Tech-Prep programs;
- a *Vocational-Technical Education Accountability Report* covering the fourteen subindicators specified by OVAE in its *Core Indicator Framework* for §113; and,
- a summary *Narrative*.

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The pages that follow constitute the narrative summary of the DC CAR for the 2004 program year, ending June 30, 2004. The required financial status, enrollment, and accountability data sheets were filed electronically (via web) as requested.



DC CAR PY 2003-2004 BACKGROUND

I. Background: Vocational Education, Workforce Education, Tech-Prep, Career-Tech, and Pro-Tech

Under the provisions of §8 and §208 of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332—"Perkins III"), the Congress of the United States was authorized to appropriate "such sums as may be necessary" each Federal fiscal year between 1999 and 2003 to support State and national efforts to "develop more fully the academic... and technical skills of secondary... and postsecondary students who elect to enroll in vocational and technical education programs..."

Enacted on October 31, 1998—the latest reauthorization of Federal vocational education legislation dating back to the Smith-Hughes Act of 1917—Perkins III represents the fifth major rewrite since the inception of the modern vocational education program in 1963, and the third version to carry the name of the late Representative Carl D. Perkins (D-Kentucky), a stalwart champion of vocational education. The original period of authorization expired June 30, 2004, and the House and the Senate failed to reach a consensus on "Perkins IV" prior to the 2004 election. However, hearings have been scheduled by both the House of Representatives and the Senate, and successful reauthorization is anticipated in the spring of 2005. Pending reauthorization, an automatic extension has maintained the authority of States and the Federal government to continue programming supported under the Perkins Act through June 30, 2005.

Under Perkins III, the term "vocational and technical education" refers to **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 requiring less than a baccalaureate degree*. In many States and localities, including the District of Columbia, the term "vocational education" has generally been replaced over the last several years by "career and technical education," "career and technology education," or simply "**career-technical education**"—abbreviated as "**CTE**" or "**career-tech**."

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");
- nonoccupational **family and consumer sciences** programs ("home economics");
- **technology education** programs ("industrial arts"); and,
- **applied academics** ("education *through* occupations").



DC CAR PY 2003-2004 BACKGROUND

Under earlier reauthorizations of Federal vocational-technical legislation, many programs and activities falling under those headings were potentially eligible for Federal support, but that is not the case with funds appropriated for CTE under Perkins III.

Until recently, secondary career-technical education was divided into two basic categories:

- **occupational preparation** programs, 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.

But since the passage of first the School-To-Work Opportunities Act of 1994 (P.L. 103-329) and then Perkins III, Federal policy has assumed that *all* students should be prepared for *both* postsecondary education *and* careers.

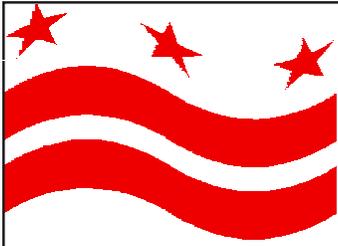
In practice, **occupational prep and technical prep have been converging**. In a growing number of States and localities, again including DC, *all CTE programs have begun rising to meet the standards set by Tech-Prep*.

From a statutory standpoint, two separate funding streams are authorized under Perkins III: *Basic Grants to States* under Title I, §8, and *Tech-Prep Grants* under Title II, §208. But despite formal distinctions between the two funding programs (Basic State Grants are defined under CFDA No 84.048 and Tech-Prep Grants under CFDA No. 84.243), the activities supported under each authorization have become increasingly difficult to differentiate. In recognition of this fact, the House of Representatives has proposed that Tech-Prep Grants be absorbed into Basic State Grants in the course of the coming reauthorization.

A complementary trend that is emerging in the District of Columbia and other States is **the involvement of the career-tech community in preparing secondary students for entry into *both* associate degree *and* baccalaureate degree programs**.

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First, a number of States—again including DC—have established rigorous core academic requirements for all CTE programs that satisfy the minimum entry standards of four-year as well as two-year postsecondary education programs.



DC CAR PY 2003-2004 BACKGROUND

CTE programs in such States are typically categorized as “**College/Tech-Prep**” pathways; students who successfully complete College/Tech-Prep programs are identified as “**dual completers**,” fully qualified to enter *either* a two-year, associate degree program at a community or technical college, en route to a technical career, *or* a four-year, baccalaureate degree program at a four-year college or university, en route to a professional career.

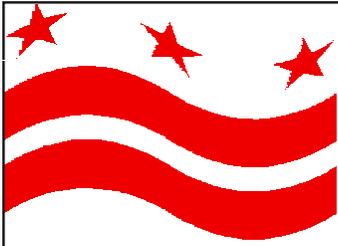
Secondly, a growing number of Tech-Prep articulation agreements are being negotiated as open-ended, “**2+2+2**” agreements—sometimes referred to as “**Pro-Prep**” (**professional preparation**) articulations—which prepare students to pursue baccalaureate degrees and professional careers *through* associate degree programs and technical education.

Finally, an increasing number of CTE programs have become *dual focus* programs that simultaneously prepare students to enter both associate degree programs and baccalaureate degree programs—to pursue both technical and professional careers in the same career area or industrial sector. A classic example is the industry-backed “Project Lead the Way” program of study, which simultaneously prepares students to pursue careers as engineering technologists and professional engineers.

As an overall category, these emerging pre-baccalaureate career-tech programs are sometimes categorized as “**Professional-Technical Education**” (“**PTE**,” or “**pro-tech**”). The Senate proposal for Perkins reauthorization extends explicit formal sanction to these program variants by removing the language in §29 that limits CTE to preparation for occupations that require less than a baccalaureate degree as a prerequisite for entry. In effect, it institutionalizes Pro-Tech.

The underlying themes of Perkins III can be summarized as follows:

- *All students*, regardless of career objectives, must master the universal, common core knowledge and skills—academic, career, and life competencies—required of all adults for success and self-sufficiency in a 21st century global economy;
- *All students*, regardless of career objectives, should enroll in and successfully complete (without remediation) at least one year of postsecondary education, and be prepared for further education or training and lifelong learning;
- *All students* should be prepared for both high performance, high productivity employment (in high skills, high wage sectors of a high technology, high growth economy) and open-ended educational and career advancement.



DC CAR PY 2003-2004 BACKGROUND

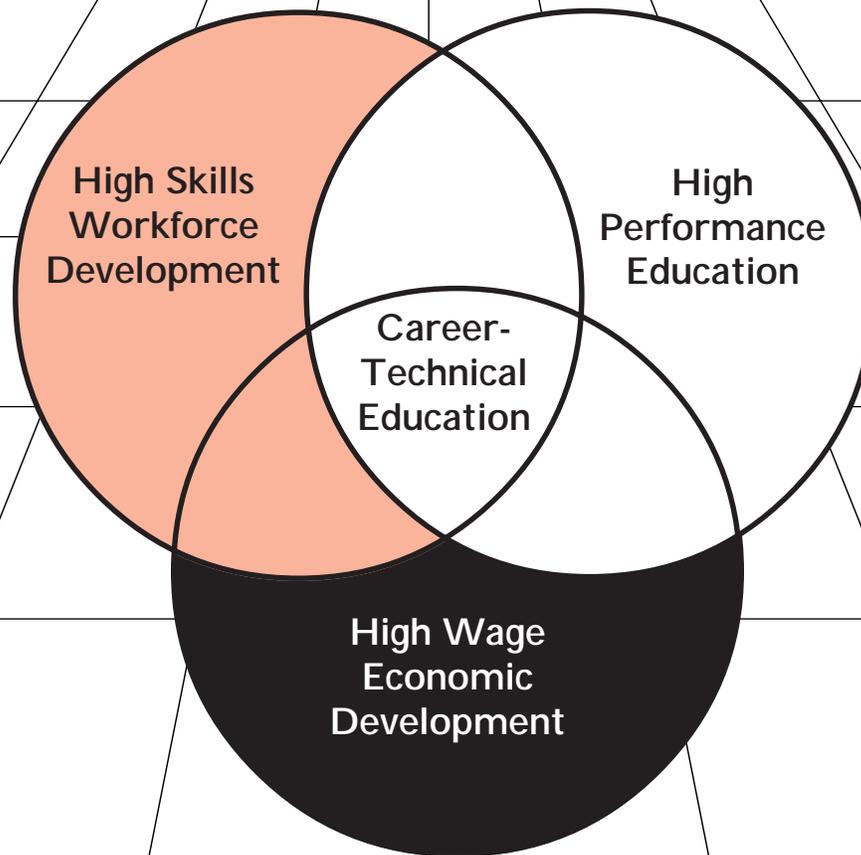
Specific statutory objectives for the use of Perkins III resources include the following (citations are representative, not exhaustive):

1. Ensuring that all career-tech students master State-established academic and skill standards, enroll in and complete postsecondary education (without the need of remediation), and make a successful entry into a high skills, high wage career [§113(b)(2)(A)];
2. Affording equal, nondiscriminatory access to a full range of quality CTE programs for individuals who are members of special populations, and providing the services and supports needed to ensure their success in those programs [§122(c)(8)];
3. Fostering career-tech programs that prepare women for nontraditional training and employment in current and emerging high skills, high wage sectors [§134(b)(9)];
4. Developing, increasing, and expanding the use of state-of-the-art technology in career-tech education, and increasing access for CTE students to high tech, high growth industries [§124(b)(2)];
5. Providing comprehensive professional development programs for CTE teachers, designed to ensure they stay current with industry standards and are prepared for Perkins III accountability requirements [§135(b)(4)];
6. Supporting high quality career-tech and career guidance programs for individuals incarcerated in State correctional institutions, including women and young people [§122(c)(18)];
7. Fostering partnerships to support high achievement by CTE students among: secondary, postsecondary, and adult education; school-to-work programs; employers and unions; parents and students; elected officials; and members of the community at large [§124(b)(6)].

Overall, CTE under the Perkins Act serves as *a critical nexus of education and the economy in the 21st century*. At one and the same time, it represents:

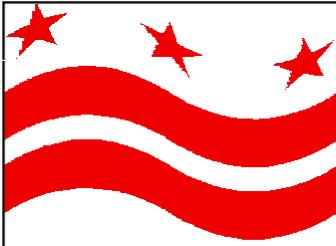
- **the career-specific component of high performance public education;**
- **the school-based, first-chance arm of high-skills workforce development;** and,
- **the competency-based, education engine of high wage economic development.**

Career-Technical Education— Nexus of Educational Reform and Economic Development



21st Century Skills
for 21st Century Careers





DC CAR PY 2003-2004 ADMINISTRATION

II. Washington City and the State of New Columbia: Perkins III Administration in a "City-State"

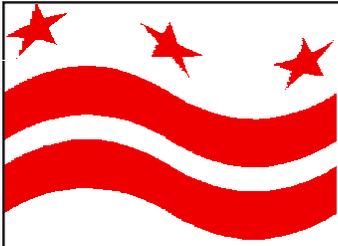
The total amounts appropriated for each title of Perkins III are allocated among the States on a formula basis [as set forth in §111(a)(2)], tied to each State's relative share of the population in specified age groups, with certain minimum allotment levels established for States with very low relative populations.

Three separate annual appropriations are authorized under Perkins III:

- **Basic State Grants** under Title I, §8 (CFDA 84.048);
- **Tech-Prep Education Grants** under Title II, §203 (CFDA 84.243); and,
- **Occupational and Employment Information State Grants** under §118 (CFDA 84.346).

Different rules govern the relative proportions of each grant that must be expended at the State and local levels:

- The **§118** funds are reserved for expenditure **entirely at the State level**, to support the career, occupational, and employment information system activities of the America's Career Resource Network (ACRN) throughout the State.
- Of the funds made available under **Title II**, Department of Education guidelines permit a "reasonable and necessary amount" (generally understood to be not more than 9%, and preferably 5%) to be reserved for grant administration at the State level, including indirect costs. But the balance of each State's allocation under Title II must be expended **entirely at the local level**, through the medium of competitive or formula-based grants to local Tech-Prep Consortia, established under §204(a)(1).
- Finally, the funds made available to each State under **Title I** are **split between the State and local levels**, with 15% earmarked for the State level, 85% for the local. At the State level, 5% or \$250,000 (whichever is greater) must be committed to the State Plan Administration and State Performance Accountability System activities spelled out in sections 112(3) and 113. A dollar-for-dollar State match of the Perkins State Administration funds is required. In addition, not more than 10% may be budgeted for "State Leadership" program improvement and accessibility support activities spelled out in §124—including not more than 1% for services for individuals in State-operated institutions, and not less than \$60,000 nor more than \$150,000 for services that prepare individuals for training and employment that is nontraditional for their gender.



DC CAR PY 2003-2004 ADMINISTRATION

At the local level, within the 85% portion—reserved for distribution to local eligible agencies (for secondary career-tech programs under §131) or eligible institutions (for postsecondary programs under §132)—the relative allocations for secondary and postsecondary programs (usually referred to as the “secondary/postsecondary split”) are left completely to State discretion.

No minimum allocation for either level is specified in Perkins III. The only requirement [under §122(e)(3)] is that, in the determination of “the split,” the Perkins Eligible Agency must consult with both the State agency responsible for postsecondary technical education and the State agency responsible for secondary CTE. In almost all States, of course, the Eligible Agency is in fact one or the other of those two agencies.

In addition to permitting the allocation of Title II funds among Tech-Prep Consortia using a State-derived formula [under §204(a)(1)], Perkins III mandates a formula-driven process for the allocation of funds under §131 and §132:

- a. Under §131(b), funds for secondary school CTE programs are to be allocated among eligible LEAs (or consortia) in proportion to their relative shares of certain population groups—young people living in poverty and total young people (the specific data referenced in the statute has never actually been published by the Census Bureau, but OVAE has identified proxy data that is available).
- b. Under §132(a), funds for postsecondary CTE programs are to be allocated among eligible institutions in proportion to their relative numbers of Pell Grant (and Bureau of Indian Affairs assistance) recipients.

Under the unique circumstances of the District of Columbia, however, it is impossible to implement formula-driven allocations for either §131, §132, or §204 resource distributions.

To begin with, the University of the District of Columbia is the only authorized CTE provider at the postsecondary level. As a result, it must necessarily be allocated 100% of funds made available under §132.

Secondly—again since there is only one authorized postsecondary career-tech provider—only one Tech-Prep Consortium can be formed, on a “statewide” basis; all Title II funds must necessarily be allocated to this single consortium, and then be made available for distribution among the consortium members.



DC CAR PY 2003-2004 ADMINISTRATION

But more than that, in DC all Local Education Agencies at the secondary level *serve the same geographic area*. As a result, the Census-data driven formula set forth in §131(b) can't be used as a basis for allocation.

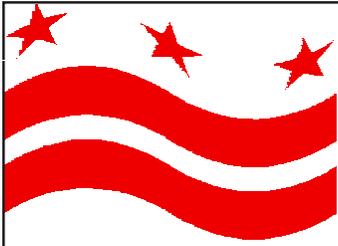
The District's long-suffering campaign to become the 51st State remains stalled in the U.S. Congress. But from the standpoint of Federal education policy, DC has already attained State status. Section 3(24) of Perkins III, for example, declares unambiguously that *"The term 'State,' unless otherwise specified, means each of the several States of the United States, **the District of Columbia** [emphasis added], the Commonwealth of Puerto Rico, and each outlying area."*

This designation invests the DC Board of Education (DCBOE) with a dual role that has no precise precedent elsewhere in North America. On the one hand, it constitutes a **State Education Agency** (SEA)—one of 54, ranging from Guam in the far Pacific West to Maine in the extreme Atlantic East. At the same time, DCBOE also constitutes a **Local Education Agency** (LEA)—and a *statewide* LEA at that, since its boundaries coincide with the boundaries of the SEA.

For the specific purposes of the Perkins Act, DCBOE serves as both a **State "eligible agency,"** as defined in §3(9)—*"The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration... or supervision of vocational and technical education in the State."*—and a **local "eligible recipient,"** as defined in §3(11)—*"The term 'eligible recipient' means: (A) a local educational agency, an area vocational and technical education school... or a consortium, eligible to receive assistance under §131; or (B) an eligible [postsecondary] institution or consortium of eligible institutions, eligible to receive assistance under §132."*

Until recently, DCBOE not only represented a *statewide LEA*, it also represented a *sole State LEA*. Under these circumstances, DCBOE-the-State-Eligible-Agency necessarily distributed 100% of the funds made available under §131 to DCBOE-the-sole-Local-Eligible-Recipient (i.e., itself).

But under the terms of the *District of Columbia School Reform Act of 1995*, each Public Charter School (PCS) constitutes a separate LEA. Thus, charter high schools authorized to offer CTE programs meeting Perkins and State standards are also eligible for Perkins support. DCBOE-the-State-Eligible-Agency now has the responsibility to appropriately allocate §131 funds not only to itself, DCBOE-the-sole-Local-Eligible-Recipient, but also to all public charter high schools offering approved CTE programs of study.



DC CAR PY 2003-2004 ADMINISTRATION

But *since charter schools are all able to recruit on a citywide basis, they all represent statewide LEAs, just like DCBOE/DCPS*—which means that the Census-based formula set forth in §131(b) can't be employed to allocate Perkins funds for secondary career-technical education in the District of Columbia.

The fact that the statutory allocation formulas of Perkins III are moot in the context of the “city-State” of Washington, DC creates a unique window of opportunity for DCBOE as the State eligible agency: an opportunity to play a proactive, forceful leadership role in high school reform and career-tech renewal—using Perkins funds to leverage a statewide, seamless, state-of-the-art, secondary-postsecondary, career-technical/professional-technical educational system.

In lieu of formula-driven allocations, §131 and §204 awards in DC are being made competitively, *for programs* rather than *among institutions*. The determination of how much support will be awarded to each institution, for what purposes, is being based upon impartial and objective judgments about need, capability, and quality.

Current and projected enrollments in career-tech and pro-tech programs will be factored into all future funding determinations, but not in isolation from overall levels of occupational supply and demand. The Office of Career and Technology Education seeks to engage in an active partnership with all interested and qualified high schools in the District—public high schools and public charter high schools alike, as well as with UDC—to craft a CTE/PTE system that is:

- academically world class;
- industry-certified and nationally validated;
- technologically cutting-edge;
- appropriate to the needs and aspirations of our students;
- responsive to labor market demands and economic development priorities;
- balanced across the city; and,
- cost-efficient, cost-effective, and scrupulous in the use of public resources.

Consistent with the revised DC State Plan approved by OVAE in June of this year (*Gateways to DC's Future: Program Year 2004-2005 Revisions to the District of Columbia State Plan for Career-Technical Education Under the Carl D. Perkins Vocational and Technical Education Act of 1998*), OCTE has adopted a fundamental new strategy for Perkins administration. The basic driver of this new strategy is the reconstitution of the several statewide local eligible recipients and institutions into an *integrated, secondary/postsecondary CTE consortium*—a District-wide consortium that is *virtual in formal terms but unified and cohesive from a program and policy standpoint*.



DC CAR PY 2003-2004 ADMINISTRATION

The basic protocols of DC's proactive strategy for career-tech renewal and reinvention are the following:

- a. All participating CTE providers at the secondary level will constitute members of a **statewide secondary career-tech consortium**, organized under the provisions of §131(g);
- b. All participating CTE providers (both secondary and postsecondary) will constitute members of a **statewide Tech-Prep consortium**, organized under the provisions of §204(a);
- c. In practice, the two, §131(g) and §204(a) consortia will constitute a single, unified, virtual consortium for CTE program development, implementation, and improvement;
- c. Serving as the staff of the consortium, OCTE will proactively seek out potential CTE provider/partners at the secondary level—providers with the capacity and commitment to successfully implement or refine career-tech/pro-tech programs of study congruent with an emerging citywide CTE delivery system, and consistent with DC Standards of Program Quality, Services to Special Populations, and Performance;
- d. Awards of Perkins funds under either §131 or §204, for programs and activities required or permitted under either §135 or §204, respectively, will be made to participating high schools, DCPS and PCS alike, on equal terms, subject to the same requirements, stipulations, and size, scope, and quality standards;
- e. Postsecondary funds reserved under §132 will continue to be awarded to the University of the District of Columbia, but in the framework of an expanded and deepened partnership between UDC and DCPS/OCTE—dedicated to the creation of a full-fledged Community College of the District of Columbia (CCDC) under UDC auspices, and to establishing articulation agreements, "Early College" dual enrollment/completion options, and other seamless pathways from secondary into postsecondary education (what OVAE terms "College and Career Transitions") for every program of study and every student in DC.



DC CAR PY 2003-2004 ALLOCATIONS

III. PY 2004 Allocations: Federal, State, and Local Funds, Roles, and Responsibilities

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

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

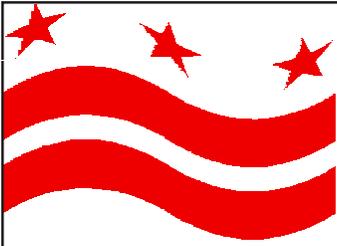
DC's Basic State Grant total (the minimum level, unchanged in recent years) is subdivided into several categories. First, a total of 15% (\$632,238) is allocated, as required, for State-level activities:

- \$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/§132, with \$3,082,683 earmarked for §131 (secondary school programs) and \$500,000 for §132 (postsecondary career-tech programs).

Under §135(d), local recipients of §131 or 132 funds can budget up to 5% for pure administrative costs (as distinct from programmatic activities). Out of the remaining two allocations, for Tech-Prep Education and ACRN, 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.

A distinct schedule of State-level activities is specified in Perkins III for the Occupational and Employment Information set-aside. Under §118, the Perkins eligible agency and the Governor (in DC's case, the Mayor of course) must jointly designate an "entity"—typically, as in DC, (although by no means invariably) the State career-tech agency itself—to develop a comprehensive occupational, career, educational, and employment information system, for students, parents, teachers, administrators, and counselors, and "to provide support for a career guidance and academic counseling program designed to promote improved career decisionmaking by individuals..."



DC CAR PY 2003-2004 ALLOCATIONS

Dubbed the “America’s Career Resource Network” (ACRN—“Acorn”) by OVAE, the §118 entities provide essentially the same broad range of services to educators, administrators, counselors, planners, parents, and students that the previous “NOICC/SOICC” network (the National and State Occupational Information Coordinating Committees) provided under earlier iterations of Federal vocational/career-technical and employment training legislation.

As noted above, DCBOE represents, at one and the same time, both the **State Board of Education** of, as has been proposed, the “State of New Columbia,” and the **Local Board of Education** of the City of Washington. Therefore, its staff (District of Columbia Public Schools—“DCPS”) simultaneously represents, in effect, the “New Columbia Department of Education” and the “Washington School Department.”

Correspondingly, the DCPS unit responsible for career-technical education represents both the State Office of Career and Technology Education (OCTE) and, as it were, the Washington Division of Secondary Career-Tech.

The fact that DCBOE must simultaneously play the roles, for Perkins III purposes, of both the State eligible agency and a local eligible recipient confronts it with elsewhere unparalleled challenges in organizing its activities, allocating its resources, and accounting for its performance. OCTE’s first challenge was to develop a “*District of Columbia Five-Year Plan for Career-Technical Education*” which fulfills the requirements of both a **State Plan** under §122 and a **Local Plan** under §134.

Secondly, within the framework of that unique “State/Local Plan,” OCTE must ensure that it fully and effectively discharges both its State eligible agency responsibilities under §112(a)(3) (“**State Administration**”) and §124 (“**State Leadership**”), and its local eligible recipient responsibilities under §135 (**local leadership of career-tech program improvement**).

And finally, in the discharge of those responsibilities, it must appropriately allocate its Perkins resources, including staff time, to ensure and document conformity with the “Within State Allocation” requirements of §112(a).

This is all easier stated than executed. Some of the activities carried out by OCTE staff could properly be characterized as purely and exclusively State-level. Others might be specifically defined as local-level. Some OCTE staff might plausibly be seen as dividing their efforts between the two levels.



DC CAR PY 2003-2004 ALLOCATIONS

But in most cases, most of the time, the efforts of DCPS career and technology education staff constitute *both State-level and local-level activities at one and the same time*: they simultaneously meet the criteria and satisfy the requirements (which are usually parallel and often identical) for both State-level leadership (section 124) and local-level program improvement (section 135).

For PY 2004, DCPS/OCTE—acting in its unique capacity as the staff of an agency serving simultaneously as a State “eligible agency” and a local “eligible recipient”—made specific commitments of staff time and other resources to address all the required uses of funds under sections 112(a)(3), 113, 118, 124, 135(b), and 204(c) of the Perkins Act, and a variety of permissive activities as well. Staff members were associated with particular accounts depending on their individual State, local, or dual responsibilities. Some details on the PY 2004 breakdown are as follows:

A. State Administration

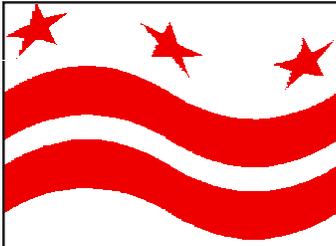
DCPS/OCTE budgeted a total of \$500,000 for PY 2004 for State Administration activities under §112(a)(3) and 113—the minimum allowable amount, \$250,000 in Perkins funds and \$250,000 in State matching funds. A total of five staff members were dedicated to State Administration activities. The Coordinator of State Administration and the Accountability and Evaluation Specialist were charged to §112(a)(3) Perkins funds, while a Grants Management and Program Analysis Officer, a Budget Analyst, and a Staff Assistant were charged to the dollar-for-dollar State administrative matching funds required under §112(b). Together, these five were responsible for all required activities under sections 112(a)(3) and 113.

B. Local Administration

Two other full-time DCPS/OCTE positions 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 were therefore charged to a \$150,000 set-aside under §135(d) for local administrative costs.

C. State Leadership

A total of \$340,088 in Perkins State Leadership funds were 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.



DC CAR PY 2003-2004 ALLOCATIONS

Out of that total, \$120,000 was reserved under §112(a)(2)(A) for “services that prepare individuals for nontraditional training and employment” (not less than \$60,000 and not more than \$150,000 is mandated by §112(a)(2)(B) for this purpose). The Civil Rights Specialist (who lays a dual role as Gender Equity Coordinator and MOA Coordinator), the Coordinator of Program Implementation, a Marketing and Communications Specialist, and an Information Technology Specialist were charged to the §112(a)(2) funds.

Together, these five had overall responsibility for all required activities under §124— with the exception of §124(b)(7), services to individuals in State-operated institutions, underwritten by the §112(a)(2)(A) 1% set-aside. Some activities were carried out directly by members of this group, while others were contracted out—notably the §124(b)(3) professional development programs.

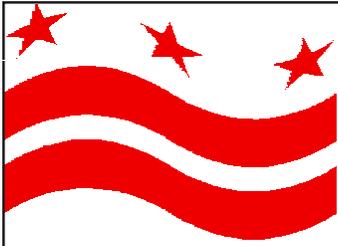
D. District-Wide “Local” Leadership

In addition to the \$250,000 budgeted as its State Administration matching portion, DCPS also committed just over \$235,000 in *local* funds to District-wide leadership and program improvement activities. The Executive Director and the Assistant Director were charged to the District-wide “Local” Leadership funds, with responsibilities under §135(b) that parallel and complement the “State” Leadership activities carried out under §124.

E. Tech-Prep Education

For the purposes of the Title II Tech-Prep Education program, the single statewide/ citywide Local Tech-Prep Consortium encompasses every participating public and public charter high school in the District, plus the University of the District of Columbia (UDC). The District’s entire \$323,033 allocation under Title II was 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 was charged to the Title II funds in PY 2004. As the Coordinator of the DC Tech-Prep Consortium, she is responsible for all required and permissive activities under §204(c) and (d) and §205. The balance of the funds were made available to support program improvement projects on the same basis as Title I funds, since secondary/postsecondary articulation is mandatory for all CTE programs in DC.



DC CAR PY 2003-2004 ALLOCATIONS

F. Secondary Program Implementation and Improvement

Of the funds reserved for secondary school programs under §131 (i.e., \$3,082,683), the largest share was allocated to specific career academy and program major development at individual high schools. However, 25% was budgeted for *consortium-wide* program implementation and improvement activities under §135(b). Ten staff members were charged to these funds: the Coordinator of Program Development and Research, five Program Development Specialists, two Curriculum Development Specialists, a Career Assessment Specialist, and a Staff Assistant.

G. Postsecondary Program Implementation and Improvement

As noted above, 100% of the funds reserved in PY 2004 for postsecondary CTE program improvement under §132 (i.e., \$500,000) were committed to the University of the District of Columbia under the terms of a formal *Memorandum of Understanding* with DCPS. The memorandum summarized the goals and objectives of the MOU in the following terms: "DCPS/OCTE hereby requests UDC to provide the following: Postsecondary technical education, adult career-technology training, and employment placement services for University students who enroll in programs leading to immediate job placement and/or an Associate's degree, an institutional postsecondary certificate, and/or portable, industry-validated certification. Constituted by coherent sequences of courses, or a single course, these programs will feature competency-based applied learning and combine the academic knowledge and skills, higher-order reasoning and problem-solving skills, and occupation-specific skills necessary for economic independence as a productive and contributing member of society. The programs will be conducted at the Ferebee-Hope Center in Southeast Washington, DC, on the University's main Van Ness Campus, and/or at other locations where the University presently or in the future may operate such programs." Outside of UDC's 18% negotiated indirect cost (\$76,271), the entire award was committed to program services.

H. America's Career Resource Network (ACRN)

A Career Information Coordinator serves as the State ACRN Project Director, charged to the funds available under §118 and responsible for carrying or contracting out all the activities required under that section—in particular, the establishment of a comprehensive, K-Adult, career guidance and counseling program, featuring *The Real Game* and the development of Individual Graduation Plans (IGPs) for every student by the end of the 9th grade.



DC CAR PY 2003-2004 ALLOCATIONS

Within-State Allocation of Career-Technical Education Program Improvement Funds Allotted to the District of Columbia for the July 1, 2003—June 30, 2004 Program Year Under §8, 118, and 204 of the Carl D. Perkins Vocational and Technical Education Act of 1998

Title I: Basic State Grant for Vocational-Technical Education

Part B: State Provisions

State Administration [§112(a)(3)]	\$250,000
Non-Traditional Training & Employment Prep [§112(a)(2)(B)]	120,000
Services for Individuals in State Institutions [§112(a)(2)(A)]	42,150
State Leadership Activities [§124]	220,088

Total Part B (15%) 632,238

Part C: Local Provisions

Funds for Secondary CTE Programs [§131]	
Local Administration	150,000
Consortium-Wide Program Improvement	750,000
Program-Specific Program Improvement	2,182,683
Total	3,082,683

Funds for Postsecondary CTE Programs [§132]	
Indirect Costs	76,271
Direct Program Costs	423,729
Total	500,000

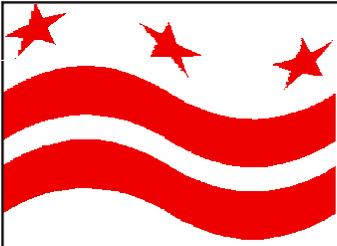
Total Part C (85%) [§112(a)(1)] 3,582,683

Total Basic State Grant 4,214,921

Title II: Tech-Prep Education 323,033

Section 118 (America's Career Resource Network) 117,593

Overall Total **\$4,655,547**



DC CAR PY 2003-2004 PERFORMANCE

IV. CTE-DC Snapshot: CTE Courses, Participants, Concentrators, and Performance, SY 2003-2004

The preparation of the District of Columbia CAR Report for the 2003-2004 program year began with development of an inventory of the data requirements for the report, based on the measurement definitions and approaches negotiated with OVAE. A copy of that inventory of secondary and postsecondary data elements is included in the Appendix to this narrative, under the heading “CAR

2004: What Do We Need to Know?”.

On the postsecondary side, proven systems were in place to gather the required data. The secondary side, on the other hand, presented significant challenges.

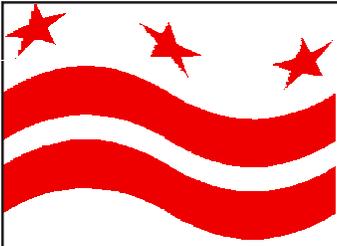
To meet Federal and agency requirements for high school student performance reporting, the practice of DC Public Schools in recent years had been to conduct an annual school-based student performance survey. Over time, this strategy proved more and more onerous to increasingly hard-pressed local school administrators—even as it relied entirely upon the conscientious cooperation of individual high school principals for its completeness, validity, and reliability.

For the current program year, OCTE was able to secure the assistance of the Office of Instructional Technology (OIT), which retrieved most of the required data from the legacy student information system, *Campus America SIS*.

Due to both hardware and software limitations—*Campus America SIS* is functionally an antique system, written in BASIC, running on a 1980s-model VAX in a VAX/VMS environment—tabulations of SIS data were easier to request than run. Generating the reports that OCTE requested required merging data from multiple files and loading data tapes not currently accessible to the system (the legacy MIS has no data warehouse capabilities).

To minimize the response burden on OIT, OCTE specified only two reports, as follows:

1. A tabulation, by school and total District, of the number of students enrolled during the 2003-2004 school year in each course identified in the Master Course Catalog as a component of a CTE program sequence, plus an unduplicated head count of CTE course takers.



DC CAR PY 2003-2004 PERFORMANCE

2. A list by name of each student who had completed at least two CTE courses by the end of the 2003-2004 school year, with the following information for each:
 - Courses completed by catalog number;
 - CUs earned by completing those courses;
 - Grades received in those courses;
 - Whether or not they received a diploma;
 - Whether or not they received a certificate of completion;
 - Their SAT 9 scores, if taken;
 - Gender;
 - All available ethnicity and special population information;
 - Social security number and/or student identifier (if available);
 - Address and telephone number (if available).

The reports prepared by OIT staff successfully addressed most—*but not all*—of the minimum data requirements for the CAR at the secondary level. First of all, the OIT reports could not of course address subindicator 3S1 (postsecondary education, employment, or military placement). 3S1 was addressed separately, via a telephone survey of CTE completer/graduates: the new **DC Sixth-Month Graduate Follow-up Survey**, closely modeled after the long-established graduate follow-up survey administered by the Maryland State Data Center and CTE Office.

The groundwork for the sixth-month survey was laid last June with an initial mail and telephone survey of all DCPS high school graduates of the class of 2004. A broad range of questions were addressed in the June exit survey, covering both the overall high school experience and the CTE participation of all students. The December sixth-month survey, prioritizing CTE completer/concentrators, was focused on college and career placement information. The interview schedule for the sixth-month survey is included in the Appendix.

Secondly, the OIT reports were confined to single-year data, on student enrollment and performance during the 2003-2004 school year; longitudinal data covering student activity in prior years could not be retrieved within the time frame of CAR reporting. This necessitated the development of slightly different measurement definitions for certain data elements—notably CTE concentrators and completers and subindicator 1S1—as proxies for the negotiated definitions. The revisions are highlighted in red in the performance analysis in this section.



DC CAR PY 2003-2004 PERFORMANCE

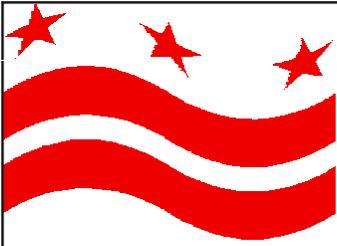
The shift to a centralized and automated data gathering strategy generated data at wide variance from the numbers reported in previous years, based on voluntary school-based surveys. Following Federal guidelines, DCPS has defined career-tech “concentrators” as students who have already completed two or more courses in a particular CTE program sequence. But until the current year, this definition had never been incorporated in the report-generating protocols which OIT had been using for many years. When OIT prepared custom student counts based on OCTE stipulations, a very different picture of CTE participation emerged from that of the past few years.

According to official, audited OIT reports, a total of 5,283 students were counted as CTE concentrators for the previous, 2002-2003 school year. But the development of this year’s SIS reports made it clear that last year’s figure in fact represented a *duplicated* count of juniors and seniors enrolled in *any* course coded “CTE” in the 2002-2003 Master Catalog, *whether or not that course was a component of a coherent program sequence*.

A duplicated count of all high school students enrolled in any course coded CTE in any public high school in the District during the 2003-2004 school year yielded a total of **12,519**—broadly equivalent to the total student population in grades 9-12. This can be taken as a rough measure of total student participation in CTE at any level, and is an indicator of wide student interest in skill-based programs and in the rapidly growing, high skills, high wage technical sector of the labor market.

However, when the count was restricted to *students who had completed one or more courses in a CTE program sequence* (as detailed in the Appendix), a much lower total emerged: **1,447**. OCTE adopted this figure as the best available measure of CTE student enrollment at the secondary level for SY 2004, and it is thus reflected in DC’s “Vocational-Technical Education Basic Grant Student Enrollment” report for 2003-2004 (despite the fact that ethnic and special population breakouts for that student count could not be secured prior to the deadline for the 2004 CAR).

Moreover, out of that total of almost 1,500 students enrolled in at least one course in a CTE program sequence, only **74** could be identified as **successful completers of at least two such courses during the 2003-2004 school year**—the definition adopted as a proxy for *CTE Concentrators* in lieu of a multi-year longitudinal measure. And finally, out of that total of 74 concentrators, only **17** could be identified as **completers of the concluding course in a sequence**—the definition adopted as a proxy for *CTE Completers*—and only **12** of those were coded as 12th graders eligible to graduate or special education students eligible to complete school.



DC CAR PY 2003-2004 PERFORMANCE

These numbers highlight (rather dramatically) the challenges that OCTE must surmount in coming program years to rebuild and renew career-technical education in the District of Columbia.

Of the total of 74 concentrators, not quite 61% were female, just under 40% male. Over 93% were tallied as “Black, non-Hispanic” and just over 5% as “Hispanic” (i.e., Latino). One concentrator was identified as American Indian, but none as Asian, “White, non-Hispanic,” or “Unknown/Other.”

Just over 20% were identified as “Individuals With Disabilities,” just under 50% as economically disadvantaged (i.e., eligible for free or reduced price lunches). Four were coded as English Language Learners, and 10 were identified as “Nontraditional Enrollees”—members of the underrepresented gender enrolled in a program preparing them for entry into a field characterized by a gender imbalance in the labor market of 25%/75% or greater. DCPS does not collect data on parental or family status, and has not defined a category representing students facing “Other Barriers” to educational achievement.

As was the case during the previous two years, the 2004 CAR did not require enrollment data breakouts by program or cluster. However, as soon as the eSIS-based DC STARS system becomes fully operational, it will be possible to report enrollment data by Career Academy, Program Major, or Classification of Instructional Program (CIP) program code, or even in terms of the ten “Special Labor Market Preparation” (SLMP) “topical specializations”—amplifications of the seven traditional vocational program areas, defined by the National Center for Education Statistics.

If the current year’s concentrator count were disaggregated in terms of the twelve Career Academies planned for SY 2006, the percentages would be as follows:

1. Agribusiness & Natural Resources, 0%;
2. Arts, Media & Communications, 9.5%;
3. Business Administration & Finance, 15%;
4. Sales & Personal Services, 47%;
5. Construction & Design, 8%;
6. Health & Medical Sciences, 0%;
7. Hospitality & Tourism, 9.5%;
8. Human Services, Education & Training, 4%;
9. Law, Public Safety & Security, 0%;
10. Information Technology, 7%;
11. Engineering & Manufacturing, 0%;
12. Transportation, 0%.



DC CAR PY 2003-2004 PERFORMANCE

Reported enrollment at the postsecondary level decreased, but only very slightly. The University of the District of Columbia—the sole public provider of technical education in DC, and thus the sole postsecondary recipient of Perkins III funds—reported a total SY 2004 enrollment of 1,983 in less-than-baccalaureate, CTE programs.

Total student performance at the secondary level fell slightly below the District of Columbia's negotiated targets for the 2004 program year, by 2.21 percentage points. Postsecondary performance levels exceeded the agreed-upon targets for all seven subindicators, for a total of 6.17 percentage points. Net CTE performance for 2004 exceeded target levels by just under 4 percentage points.

The following table summarizes DC performance data for SY 2003-2004:

(A) State	(B) Indicator	(C) Baseline	(D) 2004 APL	(E) Numerator	(F) Denominator	(G) Percent E/F	(H) +/- APL
DC	1S1	37.10	41.59	7	46	15.22	-26.37
DC	1S2	58.55	61.55	57	74	77.03	15.48
DC	2S1	94.31	94.31	11	12	91.67	-2.64
DC	2S2	95.84	96.09	12	12	100.00	3.91
DC	3S1	83.33	87.33	10	12	83.33	-4.00
DC	4S1	10.24	13.49	10	46	21.74	8.25
DC	4S2	10.26	13.51	2	12	16.67	3.16
DC	1P1	42.97	44.97	910	1,983	45.89	0.92
DC	1P2	36.98	38.98	785	1,983	39.59	0.61
DC	2P1	71.08	73.08	1,492	1,983	75.24	2.16
DC	3P1	97.32	97.32	1,664	1,698	98.00	0.68
DC	3P2	97.32	97.32	1,673	1,698	98.53	1.21
DC	4P1	26.00	27.00	33	121	27.27	0.27
DC	4P2	12.08	13.08	13	97	13.40	0.32
Total							3.96



DC CAR PY 2003-2004 PERFORMANCE

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 2004 was 41.59. Its actual performance level for the year was 15.22%, missing the target by 26.37 percentage points.

Subindicator **1S2** addresses **Skill Attainment**, measured by the *percent of CTE concentrators who achieved at least a 2.0 GPA in their program major during the school year*. DC's 1S2 baseline is 58.55. Its APL for SY 2004 was 61.55. Its performance level was 77.03, exceeding the target by 15.48 percentage points.

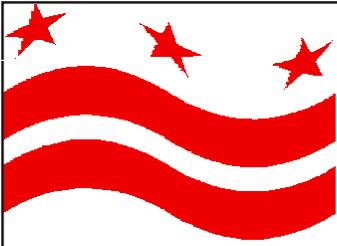
Subindicator **2S1** addresses **High School Graduation**, measured by the *percent of 12th grade CTE completers who received a high school diploma*. DC's 2S1 baseline is 94.31, and its APL for SY 2003 was also 94.31. Its performance level was 91.67, missing the target by 2.64 percentage points.

Subindicator **2S2** addresses **Credential Attainment**, measured by the *percent of 12th grade CTE completers in 2003-2004 who received either a high school diploma or a certificate of completion*. DC's 2S2 baseline is 95.84, and its APL for SY 2004 was 96.09. Its performance level was 100, exceeding the target by 3.91.

Subindicator **3S1** addresses **Placement**, measured by the *percent of CTE completers **who received a diploma or certificate** who 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 2004 was 87.33. Its performance level was 83.33, missing the target by 4 points.

Subindicator **4S1** addresses **Nontraditional Program Enrollment**, measured by the *percent of concentrators enrolled in "nontraditional CTE programs" (programs which prepare students for occupations which reflect a gender imbalance of 25%/75% or greater in labor market) who were members of the underrepresented gender*. DC's 4S1 baseline is 10.24, and its APL for SY 2004 was 12.49. Its performance level was 21.74, exceeding the target by 8.25 percentage points.

Finally, subindicator **4S2** addresses **Nontraditional Program Completion**, measured by the *percent of completers of nontraditional CTE programs who were members of the underrepresented gender*. DC's 4S2 baseline is 10.26, and its APL for SY 2004 was 13.51. Its performance level was 16.67, exceeding the target by 3.16 points.



DC CAR PY 2003-2004 PERFORMANCE

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 2004 was 44.70. Its performance level was 45.89, exceeding the target by .92.

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 2004 was 38.98. Its reported performance level was 39.59, exceeding the target by .61 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 2004 was 73.08. Its performance level was 75.24, exceeding the target by 2.16 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 2004 was 97.32. Its performance level was 98.00, exceeding the target by .68.

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 2004 was 97.32. Its performance level was 98.53, exceeding the target by 1.21.

Subindicator **4P1** addresses **Nontraditional Program Enrollment**, measured by the *percent of concentrators enrolled in nontraditional CTE programs who were members of the underrepresented gender*. DC's 4P1 baseline is 26.00, and its APL for SY 2004 was 27.00. Its performance level was 27.27, exceeding the target by .27.

Finally, subindicator **4P2** addresses **Nontraditional Program Completion**, measured by the *percent of completers of nontraditional CTE programs who were members of the underrepresented gender*. DC's 4P2 baseline is 12.08, and its APL for SY 2004 was 13.08. Its performance level was 13.40, exceeding the target by .32.

Overall, performance levels in the District of Columbia for the 2003-2004 program/school year indicate continuing modest performance improvements. This conclusion has ample face validity at the postsecondary level, but a lower confidence rank at the secondary level—due the sharp discontinuities in data levels analyzed above.



DC CAR PY 2003-2004 REINVENTING CTE

**V. Reinventing
High School,
Renewing CTE:
College Gateways,
Career Academies,
& Program Majors**

Barely a decade ago, the students and employers of the District of Columbia enjoyed a career/vocational/technical education system that compared very favorably with advanced workforce education programs in Oklahoma, Maine, Delaware, Massachusetts, and other CTE strongholds throughout the nation. Although repeated data-housecleanings (at both the Federal and District levels) have erased most detailed records of DC vocational education in the 20th century, enough documentation remains to paint a vivid picture of how much the young people and the economy of the District have lost in just the last few years.

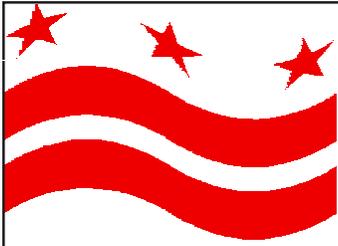
Fiscal support is only one measure of the health of a system, of course—and the hard-pressed city of Washington has probably always fallen short of the national average: ten State and local dollars invested in career-technical education for every Federal dollar made available through the Carl D. Perkins Act and its predecessors). But as recently as the 1992-1993 school year, for example, DCPS invested a total of \$27 million (in Federal, State, and local *1992 dollars*) directly in CTE. The ratio of District support to Federal support was approximately 5-to-1.

In contrast, the 2004 resource base for CTE in DC just slightly exceeded \$5 million in *2004 dollars*—with a District-to-Federal ratio of approximately **one to ten**.

In 1990-91, approximately 3,000 DCPS students were identified as enrolled in vocational education programs of study, and enrollment was projected to increase by 5% per year. In contrast, for the 2004 school year less than 75 CTE concentrators could be identified. Only a dozen could be categorized as CTE completers.

In the 1990s, DCPS supported a citywide network of seven regional CTE centers (termed “career-focused high schools and vocational centers”), achieving the concentrations of resources and students needed to support state-of-the-art technical education programs. Program development was proceeding in cutting edge career areas such as emergency medical technology, paralegal technology, law enforcement, and veterinary technology.

By the 2003-2004 program year, all but one center had been shut down, their programs dispersed—and in large part dissipated—among comprehensive high schools around the city. Undermaintained for years, the last remaining career high school, M.M. Washington, is slated to close at the end of this year.



DC CAR PY 2003-2004 REINVENTING CTE

At one time, entrepreneurship preparation and work-based learning pervaded CTE programming. DCPS student-run enterprises included a restaurant in Adams-Morgan, a downtown department store, and an auto reconditioning center and used car dealership. Today, no trace of these exemplary learning opportunities remains.

In the spring of 2002, the appointment of Dr. Arthur L. Curry as State Director of Career and Technology Education marked a new beginning for CTE in DCPS. OCTE has been charged with both renewing career-technical education and helping lead the reform of public high schools throughout the District. The core strategy for both efforts involves restructuring the secondary curriculum around clearly defined **Postsecondary Gateways, Career Academies, and Program Majors.**

The defining themes and elements of a Gateway strategy for high school reform and career-tech renewal include the following:

1. In the global economy of the 21st Century, all students should be prepared for postsecondary education. For the first three-quarters of the 20th Century, rising real wages brought a middle-class life style within reach of Americans with no more formal education than a high school diploma. But real wages have been declining or stagnant since 1973. Today, in the words of Anthony Carnevale of the Educational Testing Service, "economic restructuring has made postsecondary education or training the threshold requirement for good jobs." According to U.S. Census Data, young high school graduates earn barely \$2,000 per year more than high school dropouts. In contrast, associate degree holders earn \$6,000 per year more than high school graduates, and baccalaureate degree recipients earn almost \$20,000 more. The minimum premium for postsecondary education is 62%. OVAE has identified a two-year postsecondary degree or certificate as the minimum credential for a family-supporting career.

2. The characteristic economic mode of the 20th century was long run, commodity, mass production—an assembly line environment that demanded little in the way of academic skills and required high tolerance for boredom and regimentation. But today's economy needs a highly educated, highly skilled workforce—literate, engaged, self-motivated and self-disciplined, flexible, adaptive, inventive, skilled at problem solving. Not only are postsecondary credentials a threshold to family-supporting careers in high-tech sectors, but studies have also shown that being able to read well, communicate effectively, and use mathematical and scientific reasoning has become essential for entry and success at virtually *every* level of the labor market. **If we fail to ensure that all our students can read, write, and compute at world-standard levels, we are dooming them to a life at the economic margins.**



DC CAR PY 2003-2004 REINVENTING CTE

3. **A prerequisite to preparing all students for both postsecondary education and careers is the abolition of “ability-based” tracking**—the segregation of our students, from kindergarten on, into the “College Bound” and the “Not College Material.” The near-exclusive focus of American education since the 1950s on the “best and the brightest” led to the creation of a second-tier, second-rate academic curriculum: the “General Course of Study,” a watered down, “dumbed down” caricature of traditional liberal arts offerings that fails to prepare anyone for much of anything. In many communities (including DC at one time), quality vocational and career-technical education programs have continued to offer students rigorous, *career-specific* knowledge and skill development. But CTE programs typically represent only four credits out of 24 required for high school graduation. They can hardly substitute for the equally rigorous *academic* knowledge that has been denied the “Not College Material.” Worse, the emphasis on programs for the “College Bound” has gradually eroded CTE in many States—again including DC.

4. The overwhelming majority of students (over 97% in recent surveys) realize that postsecondary education has become a prerequisite to self-sufficiency and prosperity in contemporary America. **But only a small minority are actually prepared for success at the postsecondary level.** According to the National Center for Education Statistics, less than 2/3rds of high school students complete the minimum coursework required for postsecondary education at the associate degree level (4 credits in English, 3 each in Math, Science, and Social Studies—the “New Basics”). Less than 30% meet the typical entrance requirements for four-year college programs (the same 13 credits plus two credits in a foreign language). Upwards of 50% of low-income and minority students never complete high school; many never even try. Barely 2/3rds of high school graduates ever enroll in college. Of those, less than half earn a degree or certificate; required in great numbers to take noncredit, remedial courses, many never even *enter* a degree program. Of those who do attain a credential (on average, less than one in four; in many communities, barely one in six), a growing number are saddled with crushing debt.

5. This is a formula for widespread poverty, struggling families, declining communities, income inequality, and economic stagnation. In place of “ability-based” grouping, we must establish **universal high performance education**. Rather than a watered-down “General Course of Study,” we must make a **rigorous, high quality, core academic curriculum the standard for all students**. Instead of stigmatizing the majority of students as predestined to failure, we must **internalize an expectation that all our students will succeed, and provide all the support necessary to ensure that they do.**



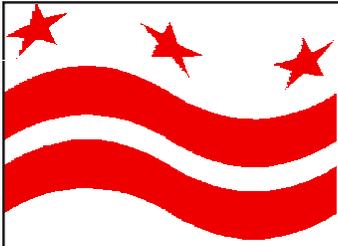
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6. **The foundation of a universal high performance education system must be tested, proven, world-class standards of learning:** objective, reality-based statements of the essential knowledge and skills students must master to pass through the gateways to success in postsecondary education and 21st century careers. Keyed directly to those real world, world-class standards must be an **authentic, performance-based accountability system:** valid and reliable assessments of student, teacher, and school achievement. Keyed directly to those authentic assessments must be **core curriculum frameworks** for all educational levels and every content area, and **research-based, nationally-validated instructional strategies**, adaptable and scalable to meet the needs of various sizes and types of schools and different student populations. Other essential elements include: a dynamic **professional development system**, aligned with the core curriculum and instructional strategies; **supplementary educational services**, to meet the unique and specific needs of both high performing and struggling students; and, **prevention and intervention programs**, to provide support and backup to anyone at-risk of failing to meet standards or dropping out of school.

7. To empower students to make meaningful educational, career, and life choices—to take advantage of the opportunities and rise to the challenges of a universal high performance educational system—a **comprehensive, K-adult, career awareness, exploration, decisionmaking, and guidance and counseling system must be put in place in every school**, featuring the internationally tested and proven *Real Game*, and focused on the development of **an individual education/graduation/career plan (“Individual Opportunity Plan” or “Individual Graduation Plan”)** for each student—a plan that sets forth a clearly defined and realistic path through high school into postsecondary education and the labor market. Each student’s plan should be developed by the end of the 8th grade, and revisited by the end of the 10th, as well as at other times as needed.

8. As a framework for the development of IOPs, students can be offered up to four **college and careers planning templates** —“**Postsecondary Gateways**”:

- **College/Tech-Prep (CTE-Dual Path, or “Career-Tech”)**, to serve students heading for *either* technical *or* professional careers;
- **Professional-Technical Prep (CTE-B.S., or “Pro-Tech”)**, to serve students focused *exclusively* on professional careers;
- **Liberal Studies (Pre-B.A.)**, to serve students explicitly committed to a classic liberal arts curriculum; and,
- **International Baccalaureate (IB)**, to serve students headed for professional careers through IB, an internationally standardized liberal arts program.



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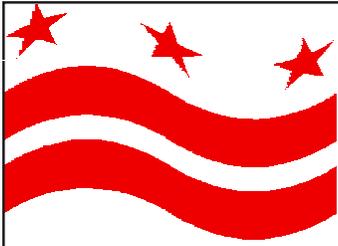
9. Each Gateway must subsume one or more **coherent programs of study—“Program Majors”**: organized sequences of courses leading to defined educational and career objectives. Student decisions about which Gateway template and Program Major to use as a basis for the development of their IOP should be based upon those educational and career objectives, not teacher, parent, or personal perceptions of their “inherent ability” or “learning style.” IOPs should be planned *backward* from desired point of entry into the labor market; to plan forward from stereotypes about student abilities is a form of “tracking,” prejudicial to equality of opportunity and a violation of civil rights.

10. A rigorous, “4x4” academic curriculum should constitute the core of every program of study—4 CUs each in:

- **English Language Arts**;
- **Math** (Algebra I and II, Geometry, and Trigonometry or Pre-Calculus);
- **Science** (Biology, Chemistry, Physics, and Environmental Science); and,
- **Social Studies** (U.S. History, World History, and D.C./U.S. Government, plus .5 CUs each in Geography and Economics).

In many States, only 3 CUs each in math and science are required for graduation (with no subject specifications except Algebra I), and only 3.5 CUs in social studies. In contrast, a “4x4” level of rigor would exceed the “**New Basics**” defined by **High Schools That Work**, and even the U.S. Department of Education minimums for the **State Scholars Initiative** (SSI) academic recognition and scholarship program (since each DC student is already expected to complete two CUs in a World Language). Incorporating a “4x4” academic core would ensure that **all Program Major completers meet the minimum entry requirements of postsecondary education**, plus qualify for recognition as a State Scholar.

11. All students should also be expected to earn 5 CUs in supplementary academic areas: 2 CUs in a **World Language**, 1 CU each in **Art** and **Music**, and 1 CU in introductory and advanced **Computer Applications**. In common with DC, most States and localities also mandate 1.5 CUs in **Health and Physical Education** as a high school graduation requirement. Altogether, **the core and supplementary requirements universal to all four Gateways would thus represent 22.5 CUs**. Included in the Appendix is a chart of draft “Gateway Planning Templates” which illustrates how those 22.5 CUs might be earned over the course of four years. Assuming that up to 28 CUs can be earned each year, each student could devote a full Carnegie Unit to a purely elective offering and still be able to enroll in **4.5 CUs of sequential, career-specific preparation**.



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12. Each of the four proposed Gateway templates in fact incorporates 4.5 CUs that are *Gateway-specific*—adding up to a minimum credit requirement for completion of a Program Major of 27 CUs; this level would be 3.5 CUs greater than the current graduation requirement, but still less than that of many States and most charter and private schools, as well as 2 CUs less than the nominal maximum of 28 CUs that can be earned over four years. **All four Gateways represent academically rigorous, content-rich, open-ended paths to college and careers:** the same “4x4” academic core, the same supplementary and related academic requirements, the same graduation requirements, only 4.5 CUs that are pathway-specific. Almost 85% of the credit and course requirements are universal, spanning all four Gateways.

13. Conceptually, two different CTE gateways could be defined, although the differences would be transparent to students. The existing **College/Tech-Prep Gateway** is made up of **pre-technical** programs of study, designed to prepare graduates to enter two-year, associate degree programs, en route to a career in the **technical** sector of the labor market. But since all completers are equally prepared to enter four-year programs, College/Tech-Prep is what many States term a **Dual Path** gateway, preparing students to enter *either AAS or BS degree programs*.

14. Since all program majors should share a universal academic core, all students who successfully complete College/Tech-Prep programs of study will also, as just noted, meet the minimum entry requirements of four-year college programs. But in addition, **open-ended “2+2+2” articulation agreements should be negotiated for all College/Tech-Prep programs**, so that two-year program graduates retain the option of transferring into a four-year program at the junior year level—**pursuing a baccalaureate degree and a professional career through an associate degree and a technical foundation**.

15. Furthermore, **certain CTE programs of study encompass both pre-technical and pre-professional content**, preparing students for either career objective at the same time. The “Project Lead the Way” curriculum, for example, simultaneously prepares students to pursue careers in either Engineering Technology or Engineering Science—as either engineering techs or professional engineers. The Transportation Engineering (TRAC) curriculum offers similar dual-focus preparation, preparing students to enter careers in the transportation industry in either civil engineering or civil engineering technology.



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16. At the same time, programs of study could potentially be identified that could best be described as explicitly **pre-professional**, designed to prepare graduates to enter four-year, baccalaureate degree programs, en route to a career in the **professional** sector. These program majors would be structurally identical to those of the College/Tech-Prep Gateway; both pre-technical and pre-professional programs would incorporate both a sequence of **4 high-level, career-specific, competency-based CTE courses** and the equivalent of at least **.5 CUs of structured, high quality work-based learning opportunities**. But based on their distinct educational and labor market objectives, the pre-professional programs could be identified and promoted as a separate CTE Gateway, **Professional-Technical Preparation** (“**Pro-Tech**,” or “**CTE-B.S.**”). However, Perkins III does not provide a clear mandate to offer pre-baccalaureate programming under a CTE umbrella—although the Senate has proposed to make such authorization explicit under Perkins IV. For the time being, OCTE has elected not to actively pursue this option, pending clarification of the statutory environment during reauthorization.

17. Renewed career-technical education should meet the career goals of upwards of 80% to 90% of students. But to meet the needs of parents who are averse to *any* form of career-related programming at the secondary level, either pre-technical or pre-professional, a **Liberal Studies (Pre-B.A.) Gateway** should be offered to students who are fully committed to entering a four-year liberal arts program at a competitive private college or university. In terms of course requirements, the Liberal Studies Gateway would simply substitute four liberal arts courses for the four CTE CUs (English literature, philosophy, and junior and senior seminars might be most appropriate, relative to the expectations of college admissions officers), and a .5 CU senior thesis for the .5 CU internship.

18. In addition, highly motivated students should also have access to the *International Baccalaureate* program, an internationally-standardized liberal arts curriculum that opens doors to many prestigious colleges and universities. The 22.5 CU core and supplementary academic requirements proposed above for all CTE program majors would already meet most IB standards; to establish a distinct **International Baccalaureate Gateway**, four unique IB offerings—“Theory of Knowledge,” “Creativity, Action, and Service,” and two more world language credits—would simply substitute for the four career-tech/pro-tech CUs, while a .5 Senior Thesis substitutes for the .5 Internship. The chart in the Appendix sets forth the minimum course and credit requirements for each grade level for each of the four Gateways to College and Careers.



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19. An additional, *non-postsecondary* Gateway—**Occupational Special Education**—should be established to meet the needs of students the U.S. Department of Education characterizes as “students with the most significant cognitive disabilities”—students who, as specified by valid, negotiated Individual Education Plans (IEPs):

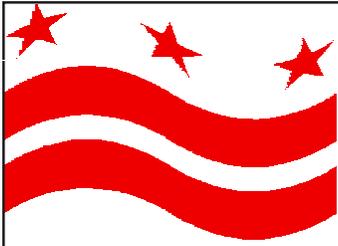
- are not candidates for mainstreaming into approved CTE programs, even with substantial support;
- are not preparing to graduate from high school (much less enroll in an associate degree or certificate program at the postsecondary level); and,
- are planning to make an initial entry into the labor market via a sheltered or supported employment environment.

Under the authority of the DCPS Office of Special Education, not OCTE, and supported with funds made available under the Individuals with Disabilities Education Act (IDEA), not Perkins III, *OSE programs would not meet minimum Perkins standards*. 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 Program Majors nevertheless make a successful and sustained entry into the labor market—into sheltered, supported, or competitive employment, as appropriate.

Fundamental life and employment skills would be a major feature of all OSE programs, and occupations that do not require mastery of Algebra and other advanced academic topics would be the primary career targets. A chart is included in the Appendix which illustrates, for discussion purposes, the types of programs which might make up an Occupational Special Education Gateway, organized in terms of the twelve Career Academies proposed by OCTE (see below).

20. OCTE’s strategy for DC CTE renewal presently incorporates a roster of **40 approved CTE Program Majors** that constitute the **College/Tech-Prep Gateway**, opening the doors to technical education at the two-year, associate degree level, and high skill, high wage careers in the technical sector. A current roster is reproduced in the Appendix.

Another 12-15 programs of study might easily be visualized as constituting the **Pro-Tech Gateway**, opening the doors to professional education at the four-year baccalaureate degree level and high skill, high wage careers in the professional sector. A draft roster of sample Pro-Tech programs of study, for illustration only, is included in the Appendix.



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21. The primary drivers in the planning and approval of CTE Program Majors must be the explicit and implicit quality standards of the Carl D. Perkins Act, reinforced by the planning guidelines of the National Academy Foundation (NAF). As a starting point, to win a place on the State roster of approved Program Majors, and to be eligible for implementation with Perkins funding at a specific public or charter high school, CTE Program Majors 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:

- provide students with both core academic and advanced technical knowledge and skills;
- meet State and national academic standards;
- ensure comprehensive understanding of all aspects of the industry students are preparing to enter;
- 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 education.

22. It is also OCTE policy is that Program Majors should 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 membership in the **National Career-Technical Honor Society**.

In addition, OCTE expects each Academy/Program major to support active participation in the appropriate **career-tech student leadership organization**:

- a. **FFA**, for the Agribusiness & Natural Resources Academy;
- b. **FBLA** for the Business and Finance Academy;
- c. **DECA** for the Marketing and Personal Services Academy;
- d. **HOSA** for the Health & Medical Sciences Academy;
- e. **FCCLA** for the Human Services and Hospitality & Tourism Academies; and,
- f. **SkillsUSA** (formerly VICA) for all the others.



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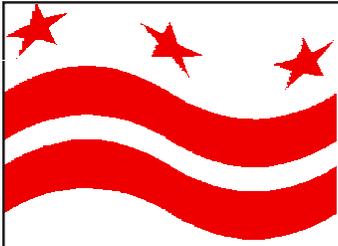
23. CTE Program Majors in the District of Columbia are grouped into **12 Career Academies**: “smaller learning communities” meeting the standards of Title V, Part D, Subpart 4 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB):

- **Agribusiness & Natural Resources;**
- **Arts, Media & Communications;**
- **Business Administration & Finance;**
- **Sales & Personal Services;**
- **Construction & Design;**
- **Health & Medical Sciences;**
- **Hospitality & Tourism;**
- **Human Services, Education & Training;**
- **Law, Public Safety, & Security;**
- **Information Technology;**
- **Engineering & Manufacturing;** and,
- **Transportation.**

24. 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.** The twelve 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 Academy.

The Appendix includes a chart that crosswalks the DCPS Career Academies with the 16 OVAE Clusters, the 15 Industry Sectors defined by the National Skill Standards Board (the source model for the OVAE taxonomy), the 20 NAICS sectors (the original point of departure for the NSSB sectors), and the ten “topical specializations” defined by NCES for the “Special Labor Market Preparation” arena (i.e., Career-Tech). The NCES specializations evolved out of the traditional six vocational education program clusters (Agribusiness Education, Business and Office Education, Marketing and Distributive Education, Health Occupations Education, Occupational Home Economics, and Trade and Industrial Education).

25. The upcoming closure of M.M. Washington Career Senior High School, the last remaining member of the once exemplary network of regional career-tech high schools in DC, further underlines the challenges faced by OCTE in rebuilding a state-of-the-art CTE system in DC.



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To realize economies of scale in terms of students and resources, CTE delivery in DC must be organized on a District-wide basis. No attempt to replicate every Program Major in every high school would be remotely credible. But at the same time, resources are also lacking to rebuild—basically from scratch—a citywide network of stand-alone CTE centers. As a result, OCTE has evolved a novel strategy to renew CTE by creating a **VIRTUAL CTE center serving the entire District**—to rebuild a full-scale, District-wide, regional CTE network by establishing, on a systematic, highly selective and targeted basis, **individual flagship CTE programs in each participating high school and charter school**, and then empowering them to recruit interested students on a citywide basis.

For planning purposes, OCTE has grouped the public and charter high schools of the District into four regional categories: Northern, Central, Southern, and Citywide. As a precondition for receipt of Perkins funds—which are being employed proactively to leverage the creation of the regional CTE system—every high school has been invited to reorganize itself, on a “wall-to-wall” basis, into Career Academies and Program Majors. The goal is to ensure that all twelve Academies and a broad range of Program Majors are represented within each region, while at the same time ensuring that all CTE Program Majors are accessible to the students in every region.

OCTE began the process of high school reinvention and CTE renewal 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. A variety of legacy CTE courses are being phased out or relocated as the Academies framework is implemented, again with an eye to realizing economies of scale by concentrating students and resources on a regional basis. However, the current roster of approved 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 NCES) 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, 2005, with citywide 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. Section VI of this report includes details on activities that were carried out during the 2003-2004 program year or are ongoing at the present time.



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26. In collaboration with the University of the District of Columbia, the new regionalized CTE system will also serve as a platform for a number of new initiatives to speed the establishment of a **seamless pre-K to 16 educational system**.

Until the closing years of the 20th century, DC was distinguished by strong CTE systems at *both* the secondary and postsecondary levels: the District-wide network of career-tech high schools, operated by DCPS at the secondary level, was complemented by a broad range of AAS-degree technical education programs, offered by UDC at the postsecondary level. But over the course of the 1990s, as the CTE high school system was gradually dismantled—with what had been high quality programs dispersed among the comprehensive high schools and eroded by not-so-benign neglect—UDC’s focus shifted heavily toward its four-year mission, to the point that UDC today isn’t really positioned to play the role of the community and technical college system of DC.

Although it remains designated, for the purposes of the Perkins Act, as the sole State-authorized provider of CTE at the postsecondary level, UDC currently offers barely a handful of AAS degree programs. The postsecondary Perkins allocation under §132 has actually been used to support a well-run but relatively modest adult basic and occupational skills program at the Ferebee-Hope Center in Southeast DC.

These developments in DC stand in sharp contrast to those in States where CTE has played the most powerful and cost-effective role in workforce and economic development—States like Maine, Oklahoma, Massachusetts, Ohio, and Arizona, to name just a few, where a strong statewide network of state-of-the-art regional CTE centers at the secondary level works in partnership with an equally strong network of technical and community colleges at the postsecondary level.

The full promise of career-technical education in the District of Columbia won’t be restored and realized until both secondary and postsecondary CTE programming have been reestablished at a state-of-the-art level.

In a growing number of States and communities innovative partnerships between secondary CTE centers and technical and community colleges have generated **Tech-Prep articulation agreements, advanced credit and dual enrollment programs**, and other increasingly seamless secondary-postsecondary linkages—even **simultaneous completion** options, which enable students to earn a high school diploma and an AAS degree at the same time.



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A simple first step in this direction is already underway: negotiations between UDC and DCPS have begun to develop and implement a whole series of programs and policies designed to *ease and accelerate the transition from secondary to postsecondary education*. Included among these are:

- formal **College/Tech-Prep articulation agreements**;
- **Advanced Credit, Dual Enrollment, and Dual Completion** options; and,
- **Early College** programs.

The groundwork has already been laid for both the newly-opened McKinley Technical High School (the District's "High Tech High") and Friendship Edison Collegiate Academy becoming **Early College High Schools**, following the model fostered by Jobs For the Future (JFF). OCTE hopes to extend this model over time to all DCPS high schools.

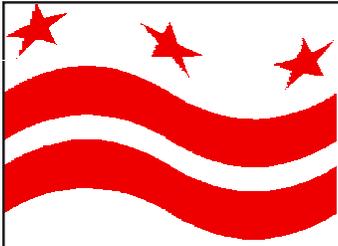
DCPS has also engaged UDC in a dialog about an even more significant step toward throwing open the gateways to postsecondary education and high skills careers: the establishment, *within McKinley Tech, under UDC auspices*, of the nucleus of a full-fledged **Community College of the District of Columbia (CCDC)**, dedicated to advanced technical education in sectors in high demand for DC economic development.

27. Beyond those specific initiatives, OCTE has proposed the development of a **State education policy for grades 9-16**—an overarching policy that formally institutionalizes gateways to the future through postsecondary education.

As Marc Tucker has recently argued (in *High School and Beyond: The System is the Problem—and the Solution*), the U.S. economy is weakened by the absence of a **comprehensive, 9-16 workforce development system**—an academic, technical, and employment development system that can foster and support the creation of the high skills, high performance, high productivity workforce that both our students and our employers need, and our economic future requires.

A precondition for the creation of such a system would be mutual and informed agreement, among all the participants, about *the academic and technical knowledge and skills demanded for entry and successful performance at each level of the system*.

Until very recently, the overwhelming emphasis of mainstream education was on preparing students to enter four-year college programs and pursue traditional professional careers (representing barely 20% of the labor market).



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Now, under *No Child Left Behind*, the overwhelming emphasis is on standardized testing almost as an end in itself. Neither approach addresses the need for a system to bring the entire labor force up to world class performance, or for a coherent curriculum tied to real-world standards and authentic assessments.

What OCTE would like to propose is a **partnership between DCPS and UDC to define mutually-ratified sets of academic and technical knowledge and skill standards, representing formal gateways into postsecondary education and a high skills workforce.**

First, a set of standards should be negotiated, and formally adopted as a matter of DC "State" policy, codifying the essential academic and life skills (reading, writing, mathematical problem solving, scientific reasoning, SCANS skills) necessary for success in postsecondary education.

As soon as agreement on these core standards for a **DC Postsecondary Gateway Policy** has been reached, assessments could be adopted that offer an authentic and valid measurement of student mastery of the standards. Certification could be offered to all students who demonstrate mastery of the core standards. **Certificates of Core Mastery** ("CCMs") could be developed to ensure admission to either advanced academic and technical programs at the secondary level or directly into associate degree programs at UDC.

A second set of formal, State-ratified, Gateway standards could then be developed, specifying the essential academic and technical skills needed to transfer upward, with no loss of credit, from an AAS degree to the junior year of a 4-year, baccalaureate degree program. And finally, industry-validated academic and technical standards should be developed for every AAS degree program, certifying the knowledge and skill set needed for a successful transition to a high performance career.

As a venue for developing and ratifying these Postsecondary Gateway standards, OCTE proposes that the existing memoranda of understanding between DCPS and UDC be expanded to include creation of a **Gateway Standards Task Force.**

28. The spring, 2002 closure of Phelps Career High School created still another opportunity to rethink the entire question of how best to organize and deliver high quality career-technical education and workforce development services to the students of the District of Columbia.



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When the decision was made to close Phelps, DC set aside approximately \$20 million to underwrite retrofitting and reopening of the school. In August of 2001, the U.S. Army Corps of Engineers prepared specifications for renovating the school facilities within the framework of the existing building, without consideration of any larger changes to the environs of the school.

As an alternative, consistent with its mandate to lead both high school reform and CTE renewal, OCTE commissioned the A. Alfred Taubman College of Architecture and Planning at the University of Michigan to develop an “outside the box” strategic plan for revitalization of the entire area that surrounds Phelps High School—and to weave into that plan a contribution to revitalizing the entire secondary/postsecondary CTE system of the District of Columbia.

The historic Phelps building is situated at the highest point of the “**Hilltop Campus**,” a beautiful, 40-acre site in Ward 5 (Northeast DC), overlooking the Langston Golf Course (overseen by the National Park Service), with access to the National Arboretum, the Anacostia River, and the Stadium-Armory Metro Station. A neighborhood of public housing units adjacent to the campus is scheduled for large-scale renovation.

Four DCPS facilities are already located on the campus—Young Elementary School, Browne Junior High School, and Spingarn Senior High School, in addition to Phelps—plus a Sports Field. The total site is more than twice as large as Boston’s Harvard Yard.

The research team of Michigan’s New American School Design Project (NASDP), including both faculty members and graduate assistants, conducted both a literature search and extensive fieldwork on the campus, spanning multiple visits in 2003 and 2004. They also interviewed a broad range of current and potential partners and stakeholders of a Hilltop academic and physical revitalization project—including teachers, students, public and private nonprofit agency representatives, business and community leaders, and residents of public and private housing units in the neighborhoods adjacent to the campus.

Well into the third phase of a four-phase research and design study, what is emerging is the outlines of a project that could become a beacon for educational, community, and economic development throughout the District: a multi-agency, Federal-State, public-private partnership to transform the campus into a **multiuse, pre-K-14, educational and cultural center**.



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OCTE has suggested that the heart of the campus, incorporating the Phelps and Spingarn buildings, could be devoted to a highly advanced **secondary/postsecondary career-technical education center**—a beacon facility that seamlessly integrates both a **citywide regional CTE high school**, serving students from throughout DC, another campus of the **Community College of the District of Columbia**, and perhaps even a **new headquarters building for DCPS itself**.

Career Academies and Program Majors would be factored in to the design of both the physical plant and the curriculum of the educational components of what might be called the **New Columbia Gateway Center**. The NASDP Phase II report suggested an initial focus on Transportation (automotive service technology), Construction and Design, and Agribusiness and Natural Resources (horticulture and landscape—i.e., *golf course*—design). But ample, flexible space could be built in to the facility to accommodate swift growth and diversification.

A regional CTE center would allow many CTE programs that require heavy infrastructure and equipment investments (particularly those serving industries and career fields characterized by rapid technological change and equipment turnover) be gradually regrouped to Hilltop from the comprehensive high schools.

Entirely new program majors might also be considered, in the context of this state-of-the-art facility. For example, in partnership with WMATA a **Railroad Maintenance and Repair Technology** program might be developed (CIP Code 47.0617, say) to train METRO mechanics—which might later encompass MARC, VRE, and AMTRAK mechanic and repairer programs.

Inauguration of a full-fledged technical and community college on the Hilltop campus would represent a major boost for technical education and economic development in DC. Based at the Hilltop Campus, the new CCDC could also outpace satellite programs at business sites and training centers throughout DC.

But the ground-breaking format for the CTE center, seamlessly integrating secondary and postsecondary offerings through a DCPS/UDC partnership that is transparent to the student, would open many new horizons and options for DC students.

Any student who has mastered the core academic and technical standards making up the DC Gateway to Postsecondary Education would be eligible to go on immediately to college, regardless of age or grade in school—or to complete high school and earn an associate degree at the same time.



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Just as the Career Academies meet the standards of both the National Academy Foundation and the Gates Foundation “High Schools for the New Millennium” program, the Hilltop secondary/postsecondary career-tech center would also qualify as either a JFF Early College or a Middle College/Tech-Prep Demonstration Program (TPDP) site under Perkins III, §207.

The primary roadblock to further exploration of the Hilltop Campus concept has been a sense that the total cost (perhaps approaching \$500 million, similar to the proposed Washington Nationals Stadium) is out of reach in the face of the massive challenges facing DC public schools and the present climate of budget austerity.

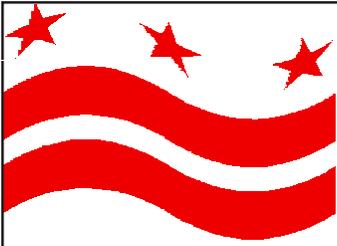
If progress is to be made, a broad coalition of agencies and organizations—DCPS Office of Facilities Management, UDC, the Workforce Investment Council, DC employment services, economic development, and public housing authorities, the City Council, and many others—will need to be constituted to spearhead the development of a New Columbia Gateway Center as Phases III and IV of the NASDP study are completed.

29. The reorganization of public high schools throughout the District into Career Academies—each made up of Program Majors that combine rigorous academics with high level technical skill development—will pose a critical question: Large numbers of students currently enter ninth grade at very low levels of achievement; how will they fare in this highly stimulating but also very challenging new environment—even with the preparation and assistance embodied in grades 9-10 Transition and Foundation Courses?

There is a clear and present danger that the short-term impact of increased academic rigor and graduation requirements could be **increased dropout rates**—which are already rising rapidly throughout the country, partly in response to the No Child Left Behind standardized testing regimen.

For that matter, there is a very real risk that *many DCPS students may never reach the high school Career Academies in the first place*—instead dropping out of school at the end of the eighth grade.

Implementing a comprehensive, standards-based literacy and numeracy system must of necessity be the highest single priority of DC Public Schools; world-standard levels of reading and mathematical competency are a fundamental precondition to high performance in every dimension of learning.



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A close second priority must be the District-wide program of high school reform and career-tech renewal—essential keys to opening the doors to success for all in postsecondary education and high skill, high wage careers.

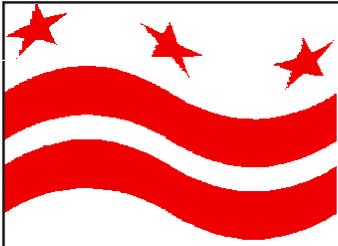
But an equally urgent priority is the development and implementation of a powerful engine of school reengagement and retention: **a comprehensive, middle-school-to-adult dropout prevention and recovery system**. If students have walked away from the system, in-school performance gains, no matter how dramatic, will not help them. A systemic, system-wide approach to dropout prevention must be adopted, based upon tested and proven national models, if we are to ensure that every student in the District of Columbia Public Schools has equal access to, and full participation in, the high performance schools of the new millennium we are striving to build.

To stem and then reverse the rising tide of school dropouts in the District of Columbia, OCTE has proposed establishment of a **Jobs for America's Graduates—District of Columbia** program (JAG-DC)—a comprehensive dropout prevention/student reconnection/academic achievement/school-to-college-and-careers program, and an intensive support system for low-achieving and at-risk middle and high school students, affiliated with the nationwide **Jobs for America's Graduates** (JAG) network.

The nationwide JAG network is arguably the most well established and most successful youth employment development program in the country, with a documented, quarter-century record of unparalleled achievement. Initiated in the late 1970s in Delaware by then Governor Pete du Pont, JAG is operating today in 26 States, backed by stringent performance standards and with the strong and active support, at both the State and national levels, of Governors, legislators, and leaders of the educational and business communities.

Over 450,000 young people have participated in a JAG model program over the last twenty-five years; over 1,000 high schools and middle schools host one or more sites today, serving over 60,000 students each year.

The original program, Jobs for Delaware Graduates (JDG), was pioneered by members of the Delaware career-tech community, and broadly modeled after the strong career-tech student leadership programs in the State. It was initially targeted toward seniors who had missed enrollment in career-tech and were at risk of not graduating and of becoming unemployed when they left school.



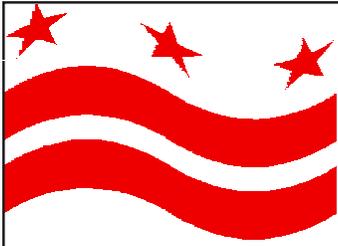
DC CAR PY 2003-2004 REINVENTING CTE

Today, with roughly half of the States participating in the JAG network (there are even pilot programs operating in other countries, such as Great Britain), the model has been repeatedly expanded and diversified, to serve a broader and broader range of students. Four distinct models can be observed across the network:

- The **School-To-College-and-Careers Transition** model (primarily Senior Year) was the first to be developed, focused on ensuring that students in grade 12 graduate and make a successful transition to postsecondary education and careers;
- A multi-year **Career Preparation** model (often called “Opportunity Awareness”) was added in 1988, focused on reducing the dropout rate beginning in grades 9 and 10;
- A **Dropout Recovery** (Out-of-School) model (sometimes called “STEPS”—“Students Taking Educational Pathways to Success”) was adopted in 1995, focused on reintegrating young dropouts and alternative education students into the educational system, and assisting them to achieve both a high school diploma or GED and career-specific skills;
- Most recently, the JAG affiliate in the State of Maine, Jobs for Maine’s Graduates (JMG), developed a fourth application called “Project Reach”: an **Early Intervention** (Middle School) dropout prevention and academic achievement model, focused on reconnecting at-risk students in grades 7-8 and ensuring they make a successful transition to high school.

Common to all four modules are intensive and individualized academic, career, and employability services for each participant—provided by a “Job Specialist,” “Career Specialist,” or “REACH Specialist”—combined with membership in a student-led youth leadership organization (“Career Association” or “REACH Council”) and community service activities. The School-To-College-and-Careers Transition (STCCT) and Dropout Recovery models both feature 12 months of follow-up services after school completion, including intensive and individualized placement assistance for postsecondary education and employment.

Key performance metrics include a 90% graduation rate, an 80% postsecondary education and employment placement rate, and a 30% increase in employment compared to nonparticipants. Complete details are available from the Jobs for America’s Graduates (<http://www.jag.org/model.htm>) and Jobs for Maine’s Graduates (<http://www.jmg.org/overview.htm>) websites.



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The JAG models seem ideally suited to combat some of the most intractable problems of DC schools—not only the high dropout rates, but also the low levels of academic achievement, low rates of successful transition to postsecondary education and employment, and high youth (and adult) underemployment and unemployment—not to mention the pervasive sense of disconnection and disaffection that fosters violence, truancy, and school failure.

At the present time, DCPS operates 12 conventional comprehensive high schools that would be likely candidates for JAG–DC career preparation and school-to-college-and-careers sites, plus the McKinley Technical High School, the Ellington fine arts magnet school, and one remaining career high school (M.M. Washington). At least half a dozen public charter high schools might also be interested. (One public high school—Banneker— has positioned itself as purely academic.)

In addition, there are 20 middle schools and junior high schools that are likely candidates for a DC implementation of the Early Intervention JAG/JMG program. Furthermore, there are three in-school dropout recovery centers (the STAY schools), one alternative education center serving high school students, and one youth correctional facility—all of which could be strong candidates for a “STEPS” dropout recovery program.

Of the four program models, the senior-year STCCT program requires the least development and implementation time, since that model needs relatively little customization to fit special circumstances in each State. At the same time, the more complex Early Intervention middle school model has the potential to impact the largest number of students in the long run, since it is designed to reach a grade 7 or 8 cohort that would otherwise be sharply diminished in size by the time it reaches grades 11 and 12.

The REACH experience in Maine suggests that only a minority of students who enroll in the early-intervention program in middle school need continued participation through graduation; rather, Maine’s experience has been that many REACH participants react so positively that they no longer meet “at-risk” targeting criteria when they enter high school.

Similarly, implementation of a grade 9-10 program typically reduces enrollment in the model serving seniors and juniors, since a significant percentage of Opportunity Awareness participants achieve such gains in grades 9-10 that they no longer need STCCT participation in the later grades.



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With the endorsement of Superintendent Janey, OCTE has proposed to launch a comprehensive Jobs for America's Graduates–DC program with a **first year pilot test involving 16 sites at 12 schools and three of the four program models:**

- eight Senior Year **School-To-College-and-Careers** sites;
- four Multi-Year Grades 9-11 **Career Preparation** sites; and,
- four Grades 7-8 **Early Intervention** sites ("DC REACH").

For the purposes of the pilot test, OCTE has suggested that one Career Preparation site and one STCCT site be implemented at each of DC's four "Transformation" high schools: **Anacostia, Ballou, Eastern, and Woodson**. All four high schools are also implementing the Springboard College Board curriculum, and two (Ballou and Eastern) are also Smaller Learning Communities/PLATO sites.

Four additional School-To-Careers sites could be located at the other Springboard high schools: **Coolidge, Dunbar, Spingarn, and M.M. Washington**. Dunbar is also an SLC/PLATO site.

The Early Intervention sites could be located at **Ron Brown, Kelly Miller, Kramer, and Sousa** middle schools. All four are Transformation schools that are Springboard participants and send students to the Transformation high schools.

An alternate approach with two more schools but the same number of sites would involve only four STC sites but include four **Dropout Recovery** sites—one at each of the three STAY schools (**Ballou, Roosevelt, and Spingarn**), and one at the **Luke C. Moore Academy** (an alternative education center).

Following a precedent set in other States, the STCT model would be defined as a CTE Program Major: *Core Academic and Employment Skills, CIP 32.0101*.

A nonprofit organization—**Jobs for America's Graduates–District of Columbia, Inc.** (JAG–DC)—or alternately, **Jobs for District of Columbia Graduates, Inc.** (JDCG), or **District of Columbia Jobs for America's Graduates, Inc.** (DCJAG)—would be created to operate the program, led by private sector representatives but initially cochaired by the Mayor of the District of Columbia, the Honorable Anthony Williams, and the Superintendent of DC Public Schools, Dr. Clifford B. Janey. With its JAG affiliation, JAG–DC would be assured of immediate endorsements from political leaders in both major parties and from leading educators, Governors, and other State officials (Delaware Senator Tom Carper has already sent a letter of support for the JAG–DC concept).



DC CAR PY 2003-2004 REINVENTING CTE

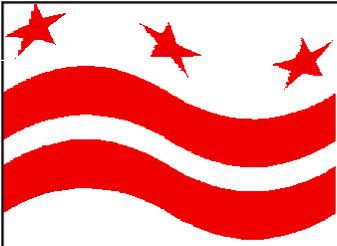
The JAG national office is prepared to provide comprehensive assistance with establishment of the JAG–DC operational structure and the implementation of the STCCT module. Development of a strategic plan, the organization of a nonprofit corporation, recruitment of project leadership, site selection, on-site training of Job/Career Specialists, curriculum materials and administrative and operational manuals, and accountability and accreditation systems are all included in the technical assistance that JAG provides, on a near “turnkey” basis, to new affiliates. A formal memorandum of understanding, termed an “Affiliation Agreement,” would structure the partnership between Jobs for Americas Graduates, Inc. and DCPS.

In addition, Jobs for Maine’s Graduates, Inc. would be prepared to enter into a partnership with DCPS to provide assistance with the implementation of the **DC REACH** Early Intervention dropout prevention/academic achievement/student reengagement/transition to high school program. Key elements of the proven REACH model include: intensive, individualized services to each participant, provided by a REACH Specialist (120-150 contact hours per year per student); academic support, catch-up services, and tutoring; a competency-based curriculum focused on personal, career, and leadership skills; active membership in a REACH Council student organization; community service, adventure-based learning, summer activities, and mentoring; and, high school readiness and transition preparation.

Projected total cost for the start-up year would be just under \$1.4 million, with 640 participants and a per participant cost of just under \$2,150. Potential sources of support include Carl D. Perkins Act funds, middle and high school “Transformation” funds, and possibly Federal dropout prevention funds. Moving to full-scale operation and sustaining the program in PY 2006 and beyond would involve mobilization of a diversified base of fiscal support, potentially including Workforce Investment Act (WIA) support, significant private sector contributions, and even a Congressional “earmark.”

OCTE anticipates that, like all JAG programs, JAG–DC would be distinguished by comprehensive, highly individualized services to students, enthusiastic support from teachers, administrators, parents, and employers, rigorous accountability, and very high standards of performance.

A central challenge for the JAG–DC initiative, which should have highly positive implications for DCPS as a whole if successfully surmounted, would be the forging of a genuine, mutual partnership between the Superintendent of DCPS, the Mayor of Washington, the Board of Education, and the Council of the District of Columbia.

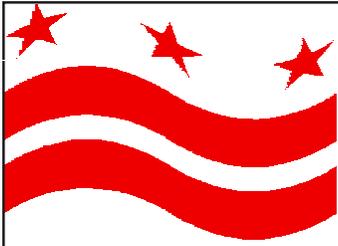


DC CAR PY 2003-2004 REINVENTING CTE

30. Altogether, the Office of Career and Technology Education projects the following outcomes and performance impacts from the reinvention of high schools and renewal of career-technical education in the District of Columbia:

Projected Outcomes and Performance Impacts of CTE Renewal

- Reduced dropout rates in both middle school and high school.
- Increased enrollment in rigorous core academic courses.
- Increased numbers of students completing advanced CTE programs.
- Increased numbers of students participating in community service and high quality, paid and unpaid, workplace learning opportunities and internships.
- Increased attendance rates.
- Increased graduation rates.
- Increased numbers of dropouts returning for an adult diploma or a GED.
- Increased numbers of students graduating prepared for both postsecondary education and high skills, high wage careers.
- Increased numbers of students graduating with certificates of skill mastery, transcribed college credit, advanced placement, or guaranteed admission to postsecondary education.
- Increased numbers of students and graduates enrolling in apprenticeship, associate degree, or baccalaureate degree programs.
- Reduced remediation and increased completion rates at the postsecondary level.
- Expanded partnerships between DCPS, UDC, business and labor, and the community at large.
- Reduced unemployment and underemployment in low-income neighborhoods and improved economic development.
- Improved balance between Federal and State funding for CTE and compliance with maintenance of effort, matching, and supplanting requirements.



DC CAR PY 2003-2004 SELECTED ACTIVITIES

VI. OCTE Programs, Services, and Activities, PY 2003-2004; Selected Highlights

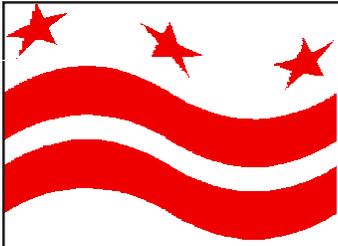
Within the framework of the comprehensive strategy just outlined for high school reinvention and career-technical education renewal, the Office of Career and Technology Education carried out a broad range of activities during the 2003-2004 program year. Selected highlights of those activities include the following:

Career Academy/Program Major Development and Implementation:

- 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, guidance, and counseling system.
- Developed and refined Career Academy Flowcharts, each providing a clearly articulated, coherent sequence of courses to prepare students for both postsecondary education and career opportunities.
- Planned and initiated curriculum development for 40 distinct Program Majors, each leading through two-year or four-year college programs to high skills, high wage careers.
- Selected ten DCPS high schools for “Fast Track implementation” of Career Academies and Program Majors.
- Awarded Perkins support to three public charter high schools for implementation of Career Academies and CTE program improvement.
- Launched major facilities improvement projects, designed to accommodate the new Career Academies and Program Majors, at Fast Track high schools.

Textbook Selection and Supplementary Instructional Services:

- Solicited, reviewed, and approved textbooks and materials of instruction keyed to each individual course of each Program Major in each Academy.
- Secured \$1.2 million grant from OVAE to support Smaller Learning Communities development and academic “catch-up” programs in reading/language arts and mathematics at the four largest DCPS high schools (Ballou, Dunbar, Eastern, and Wilson).
- Collaborated with the DC Department of Employment Services (DOES) on a 2004 “Summer Bridge” internship program serving almost 150 high school students (primarily CTE participants). Assisted by three roving job coaches, students were placed at 36 worksites offering quality work-based learning and career development opportunities.



DC CAR PY 2003-2004 SELECTED ACTIVITIES

Prevention and Intervention Programs:

- 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 Career Academies environment.
- Developed plans for a public/private partnership and a nonprofit corporation to pilot test a comprehensive, middle-school-to-adult, dropout prevention and recovery, student reengagement, academic remediation, school-to-college-and-careers transition program ("Jobs for America's Graduates—District of Columbia"), affiliated with the nationwide Jobs for America's Graduates network.

Professional Development and Technical Assistance:

- Conducted a July, 2003, High School Improvement Institute at Gallaudet University, featuring experts and specialists from around the country experienced in implementing smaller learning communities.
- Conducted nearly 20 technical assistance site visits to public and public charter 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 in July 2003.
- Sponsored IC3 (Internet Core Computing Competencies) and MOS (Microsoft Office Specialist) training for CTE staff (July – August 2003).
- Carried out a comprehensive review of CTE teacher certification requirements around the country, in preparation for the promulgation of new certification standards appropriate to high school reinvention and career-tech renewal.

Planning, Evaluation, and Accountability:

- Negotiated a one-year extension (through September 30, 2004) of the DC School-To-Careers grant under the sunsetted School-to-Work Opportunities Act of 1994, to ensure orderly execution of STC-funded projects already underway.
- Received OVAE approval for DC's "CAR" Performance Report for SY 2002-2003, and release of Perkins funds for SY 2003-2004.
- 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, and set the stage for a broad new CTE partnership between OCTE and UDC.
- Reallocated State and local roles and responsibilities within the CTE office to conform to funding streams and satisfy concerns of the OVAE monitoring team.



DC CAR PY 2003-2004 SELECTED ACTIVITIES

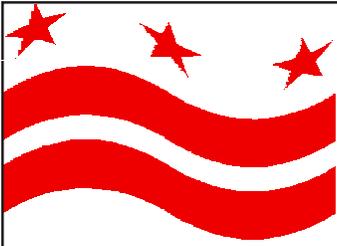
- Developed a new strategy for civil rights “Methods of Administration” (MOA) under the Perkins Act, emphasizing partnerships between all DCPS offices and units with relevant responsibilities.
- Conducted on-site MOA reviews at selected high schools offering CTE and receiving Federal support, identified based on U.S. Office of Civil Rights targeting criteria, issued Letters of Findings, and negotiated Voluntary Compliance Plans.
- Launched the *DCPS High School Graduate Follow-up Survey*, in collaboration with Maryland CTE Data Center staff, designed to gather comprehensive and reliable data on the educational and employment placement of CTE completer/graduates.
- Developed a new methodology for calculation of “maintenance of effort” under the Perkins Act, to satisfy concerns of the OVAE monitoring team.
- Prepared—in satisfaction of all the findings of the OVAE site visit in February, 2003—a “Year VI” revision of DC’s Five Year State Plan for CTE, incorporating new annual performance targets (“FAUPLs”) for the 2005-2006 program year.
- Replaced automatic, “weighted student formula” Perkins allocations with a proactive approach, using competitive grants (to members of a District-wide secondary/postsecondary CTE consortium) to leverage creation of a regionally-coherent, state-of-the-art CTE delivery system District-wide.
- Issued “Uniform Guidelines for Local Applications for Perkins Assistance to Eligible Recipients,” intended primarily as an RFP to public charter high schools interested in offering CTE programs as a member of a DC-wide CT consortium.

Outreach and Student Recruitment:

- Published two issues of a CTE student magazine, *Choices*, and began development of a comprehensive media/outreach program.

Public/Private, Business-Education-Community Partnerships:

- Represented DCPS on the DC Apprenticeship Council, ACE Mentoring Program Board of Directors, Workforce Investment Council (WIC) and Youth Investment Council (YIC), and Chamber of Commerce Education Committee.
- Conducted briefings for representatives from the business community to develop partnerships with Career Academies and internship and employment opportunities for DCPS students.
- 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.



DC CAR PY 2003-2004 DATA ENHANCEMENTS

VII. DCPS Performance Measurement Enhancements: School Year 2005 and Beyond

Since the promulgation of OVAE's *Core Accountability Framework* during the 1999-2000 program year, CTE data gathering efforts in the District of Columbia (as in many States) have been focused on meeting the minimum accountability requirements set forth in §113 of Perkins III. The measurement definitions and strategies adopted for the **DC State Performance Accountability System** are

directly keyed to OVAE standards—which were 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 vocational 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):

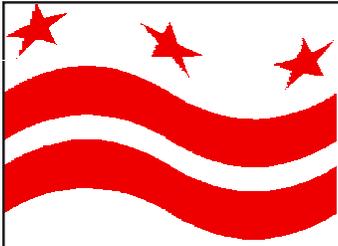
The number and percent of vocational concentrators who have met State-defined minimum standards for academic achievement (based on test scores, high school graduation, or GPA).

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.



DC CAR PY 2003-2004 DATA ENHANCEMENTS

Core OVAE Accountability Data Elements, Continued

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):

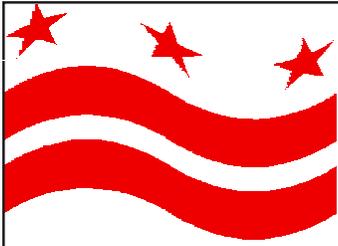
The number and percent of those vocational concentrators who are enrolled in programs preparing students for entry into occupations for which a gender imbalance has been identified in the labor market who are enrolled in a program which is nontraditional for their gender.

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.

OVAE's Performance Accountability Branch (PAB) has worked with the accountability specialists in each State CTE office to operationalize those data elements in terms appropriate to the structure of the State CTE program and the data available on student and program performance. PAB has also negotiated annual State performance targets for each data element—referred to as "FAUPLs" ("Final, Agreed-Upon Performance Levels").

The central thrust of the "CAR" report that each Perkins State eligible agency is required to submit annually ("Consolidated Annual Performance, Accountability, & Financial Status Report") is a table contrasting the State's actual performance for each data element—"Subindicator"—with their negotiated performance target for that program year. The sum of the variations between negotiated and actual performance for each subindicator constitutes the "bundle" score calculated for the purposes of the Section 503 Incentive Grants under the WIA.



DC CAR PY 2003-2004 DATA ENHANCEMENTS

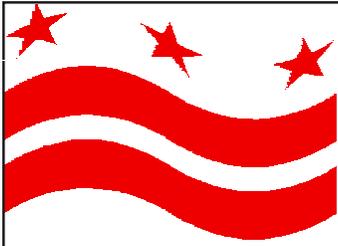
Over the course of the 2005 school year, the legacy (i.e., antique) *Campus America SIS* employed to generate secondary-level performance data for the 2004 CAR will be replaced by a new, state-of-the-art **DC STARS** student information system and a complementary data warehouse.

While not designed for public access like the Department of Education's emerging "EDEN" system (a truly comprehensive, national, web-based, education data warehouse), DC STARS should greatly increase the range, reliability, and validity of student performance and accountability data in DC—even as it simplifies and expedites data entry. Both public and public charter schools will participate.

In addition to the annual CAR submission, OCTE annually prepares a CTE section for the *DCPS Year-End Management Report* submitted to the DC Board of Education. Both the CAR and the Year-End Report will "mine" the major data reservoir made available by DC STARS. Data topics expected to be made accessible include:

Enrollment/Activity Measures:

1. District-wide and by school, academy, program major, grade, gender, ethnicity, and special population, 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 Career Academies and Programs.
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.



DC CAR PY 2003-2004 DATA ENHANCEMENTS

Secondary Performance/Outcome Measures:

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

1. CTE concentrators who achieved a score of "Basic" or above in reading and math on the *District of Columbia Criterion-Referenced Assessment* [1S1];
2. CTE concentrators who attained an overall GPA of 2.0 or greater;
3. CTE concentrators who attained an academic GPA of 2.0 or greater;
4. CTE concentrators who attained a GPA of 2.0 or greater in their Program Major [1S2];
5. CTE concentrators who completed their Program Major;
6. CTE concentrators who received a high school diploma;
7. CTE completers who received a high school diploma [2S1];
8. CTE completers who received an industry-validated skill certificate;
9. CTE completers who received both a high school diploma and a skill certificate [2S2];
10. CTE completer/graduates surveyed who were placed in postsecondary education or advanced training, employment, or military service within 6 months [3S1];
11. CTE completer/graduates placed in postsecondary education who needed remedial coursework in reading or math;
12. Concentrators in nontraditional CTE program majors who were members of the underrepresented gender groups [4S1];
13. Completers of nontraditional CTE program majors who were members of the underrepresented gender groups [4S2].



DC CAR PY 2003-2004 DATA ENHANCEMENTS

Postsecondary Performance/Outcome Measures:

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

1. CTE concentrators who attained an overall GPA of 2.8 or greater [1P1];
2. CTE concentrators who attained a GPA of 3.0 or greater in their major [1P2];
3. CTE concentrators who met the requirements of their major;
4. CTE concentrators who met the requirements of their major and received a certificate or degree [2P1];
5. CTE completer/graduates surveyed after three months who reported status as placed in further education, employment, or the military [3P1];
6. CTE completer/graduates reported placed on the three months survey who were reported in the same status after one year [3P2];
7. Concentrators in nontraditional CTE programs who were members of the underrepresented gender groups [4P1];
8. 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.



Consolidated Annual Performance, Accountability, & Financial Status Report

Program Year 2003-2004

APPENDIX

CAR 2004 Data Elements: What Do We Need to Know?
DC Final Agreed-Upon Performance Levels (FAUPLs), Years 1-6
Gateway Planning Templates—4 Highways to College and Careers
Approved CTE Academies and Program Majors, SY 2005
Pro-Tech Prep (“CTE-B.S.”)—Sample Programs of Study (Draft)
Occupational Special Education—Sample Programs of Study (Draft)
Industries, Sectors, Clusters, Academies—Crosswalk Matrix
Legacy CTE Programs of Study, SY 2002-2003
CTE Programs of Study, SY 2003-2004
Class of 2004 Sixth-Month Follow-Up Survey



DC CAR PY 2003-2004 APPENDIX

CAR 2004: What Do We Need to Know?

SECONDARY DATA ELEMENTS:

1. The number of students in DC public high schools—male, female, and total—who had completed at least **two** courses in a career-tech program sequence by the end of the 2003-2004 school year (i.e., *CTE Concentrators*).
2. The number of students in DC public high schools—male, female, and total—who had completed **four** courses in a career-tech program sequence by the end of the 2003-2004 school year (i.e., *CTE Completers*).
3. The number of CTE Concentrators—male, female, and total—who had taken the SAT 9 by the end of the 2003-2004 school year.
4. Of those, the number (and percent) who scored basic or above in reading and math (**1S1**; target: **41.59%**).
5. The number (and percent) of CTE Concentrators who achieved a GPA in their major of 2.0 or higher during the 2003-2004 school year (**1S2**; target: **61.55%**).
6. The number (and percent) of CTE Completers who received a high school diploma during the 2003-2004 school year (Completer/Graduates) (**2S1**; target: **94.31%**).
7. The number (and percent) of CTE Completers who received either a high school diploma or a certificate of completion during the 2003-2004 school year (**2S2**; target: **96.09%**).
8. The number (and percent) of CTE Completer/Graduates from the 2002-2003 school year who were placed within **six** months in postsecondary education or advanced training, employment, or military service (**3S1**; target: **87.33%**).



DC CAR PY 2003-2004 APPENDIX

CAR 2004: What Do We Need to Know?—Continued

9. The number of CTE Concentrators who were enrolled in programs preparing students for occupations that are identified as “nontraditional” (i.e., occupations that reflect a gender imbalance of 75/25 or greater in the labor market).
10. Of those, the number (and percent) who were members of the underrepresented gender (**4S1**; target: **13.49%**).
11. The number of CTE Completers who were enrolled in nontraditional programs.
12. Of those, the number (and percent) who were members of the underrepresented gender (**4S2**; target: **13.51%**).
13. Breakouts of the above by ethnicity and special population status.

POSTSECONDARY DATA ELEMENTS:

14. The number of UDC students—male, female, and total—who had completed at least half the requirements of a career-tech program sequence by the end of the 2003-2004 school year (i.e., *CTE Concentrators*).
15. The number of UDC students—male, female, and total—who had completed the requirements of a career-tech program sequence by the end of the 2003-2004 school year (i.e., *CTE Completers*).
16. The number (and percent) of CTE Concentrators who attained an overall GPA of 2.8 or greater during the 2003-2004 school year (**1P1**; target: **44.97**).
17. The number (and percent) of CTE Concentrators who achieved a GPA in their major of 3.0 or greater during the 2003-2004 school year (**1P2**; target: **38.98%**).



DC CAR PY 2003-2004 APPENDIX

CAR 2004: What Do We Need to Know?—Continued

18. The number (and percent) of CTE Completers who received a certificate or degree during the 2003-2004 school year (Completer/Graduates) (**2P1**; target: **73.08%**).

19. The number of CTE Completer/Graduates from the 2002-2003 school year who responded to a follow-up survey.

20. Of those, the number (and percent) who were reported placed within **three** months in further education or advanced training, employment, or military service (Placed Completer/Graduates) (**3P1**; target: **97.32%**).

21. Of those, the number (and percent) who were reported in that same status after a full year (**3P2**; target: **97.32%**).

22. The number of CTE Concentrators who were enrolled in programs preparing students for occupations that are identified as “nontraditional” (i.e., that reflect a gender imbalance of 75/25 or greater in the labor market).

23. Of those, the number (and percent) who were members of the underrepresented gender (**4P1**; target: **27.00%**).

24. The number of CTE Completers who were enrolled in nontraditional programs.

25. Of those, the number (and percent) who were members of the underrepresented gender (**4P2**; target: **13.08%**).

26. Breakouts of the above by ethnicity and special population status.

STATE: District of Columbia

Revised **Final Agreed-Upon Secondary Baselines and Adjusted Performance Levels**, Years 1-6
Under §113(b)(3)(A)(i)(II) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)

Sub-indicator	Measurement Definition	1999-2000 Baseline	2000-2001 APLs	2001-2002 APLs	2002-2003 APLs	2003-2004 APLs	2004-2005 APLs
IS1 Academic Achievement	<p>Numerator: Number of CTE concentrators who scored basic or above in reading and math on the SAT 9 (Stanford Achievement Test) in the reporting year.</p> <p>Denominator: Number of CTE concentrators who took the SAT 9 (Stanford Achievement Test) in the reporting year.</p>	37.10	38.59	39.59	40.59	41.59	42.09
1S2 Skill Attainment	<p>Numerator: Number of CTE concentrators who attained a GPA of 2.0 or greater in their program.</p> <p>Denominator: Number of CTE concentrators.</p>	58.55	59.05	59.55	60.05	61.55	62.05
2S1 High School Completion	<p>Numerator: Number of CTE concentrators who completed their program and received a high school diploma.</p> <p>Denominator: Number of CTE concentrators who completed their program and left school.</p>	94.31	94.31	94.31	94.31	94.31	94.59

<p>2S2 Credential Attain- ment</p>	<p>Numerator: Number of CTE concentrators who completed their CTE program and received either a high school diploma or a certificate of completion.</p> <p>Denominator: Number of CTE concentrators who completed their program</p>	95.84	96.09	96.09	96.09	96.09	96.09
<p>3S1 Place- ment</p>	<p>Numerator: Number of CTE concentrators who left secondary education and were placed within 6 months in postsecondary education or advanced training, employment, or military service.</p> <p>Denominator: Number of CTE concentrators who left secondary education.</p>	83.33	84.33	85.33	86.33	87.33	87.83
<p>4S1 Non-Trad Partici- pation</p>	<p>Numerator: Number of CTE concentrators enrolled in non-traditional programs who were members of the underrepresented gender groups.</p> <p>Denominator: Number of CTE concentrators enrolled in non-traditional programs.</p>	10.24	10.49	11.49	12.49	13.49	13.74
<p>4S2 Non-Trad Comple- tion</p>	<p>Numerator: Number of CTE concentrators who completed nontraditional programs and were members of the underrepresented gender groups.</p> <p>Denominator: Number of CTE concentrators who completed nontraditional programs.</p>	10.26	10.51	11.51	12.51	13.51	13.76

STATE: District of Columbia

Revised **Final Agreed-Upon Postsecondary Baselines and Adjusted Performance Levels**, Years 1-6
Under §113(b)(3)(A)(i)(II) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)

Sub-indicator	Measurement Definition	1999-2000 Baseline	2000-2001 APLs	2001-2002 APLs	2002-2003 APLs	2003-2004 APLs	2004-2005 APLs
IP1 Academic Achievement	<p>Numerator: Number of CTE concentrators who attained an overall GPA of 2.8 or greater in the reporting year.</p> <p>Denominator: Number of CTE concentrators in the reporting year.</p>	42.97	43.47	43.97	44.47	44.97	45.47
1P2 Skill Attainment	<p>Numerator: Number of CTE concentrators who attained a GPA in their major of 3.0 or greater.</p> <p>Denominator: Number of CTE concentrators.</p>	36.98	37.48	37.98	38.48	38.98	39.48
2P1 Degree/Credential Attainment	<p>Numerator: Number of CTE concentrators who met the requirements of their major and received a certificate or degree.</p> <p>Denominator: Number of CTE concentrators who met the requirements of their major.</p>	71.08	71.58	72.08	72.58	73.08	73.58

<p>3P1 Post- secondary Place- ment</p>	<p>Numerator: Number of surveyed CTE graduates who reported their status on the 3-month survey as “placed in further education, employment, or military service.”</p> <p>Denominator: Number of surveyed CTE graduates.</p>	97.32	97.32	97.32	97.32	97.32	97.32
<p>3P2 Retention</p>	<p>Numerator: Number of surveyed CTE graduates in the previous program year who reported their status on the three-month survey as “placed” and who were reported in the same status after one year.</p> <p>Denominator: Number of surveyed CTE graduates in the previous reporting year who reported their status on the three-month survey as “placed.”</p>	97.32	97.32	97.32	97.32	97.32	97.32
<p>4P1 Non-Trad Partici- pation</p>	<p>Numerator: Number of CTE concentrators enrolled in non-traditional majors who were members of the underrepresented gender groups.</p> <p>Denominator: Number of CTE concentrators enrolled in non-traditional majors.</p>	26.00	26.25	26.50	26.75	27.00	27.25
<p>4P2 Non-Trad Comple- tion</p>	<p>Numerator: Number of CTE concentrators who completed nontraditional majors and were members of the underrepresented gender groups.</p> <p>Denominator: Number of CTE concentrators who completed nontraditional majors.</p>	12.08	12.33	12.58	12.83	13.08	13.33

Gateway Planning Templates: 4 Paths to College & Careers

Gateway/Component	9th Grade	10th Grade	11th Grade	12th Grade
Core Academics (16 CUs)	English I Algebra I Biology DC History/Geography	English II Geometry Chemistry World History	English III Algebra II Physics U.S. History	English IV Trigonometry or Calculus Environmental Science U.S. Government/Economics
Supplemen. Acad. (5)	World Language I Art Computer Apps. (.5 CU)	World Language II Music Computer Apps. (.5 CU)		
Other (1.5)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)	
Total Core CUs (22.5)	7	7	4.5	
Elective (1 CU)			Elective (.5)	4
College/Tech Prep (CTE-Dual Path) (4.5 CUs)			Career-Tech I Career-Tech II	Elective (.5) Career-Tech III Career-Tech IV
Professional-Technical Prep (CTE-B.S.) (4.5 CUs)			Pro-Tech I Pro-Tech II	Internship (.5) Pro-Tech III Pro-Tech IV
Liberal Studies (Pre-B.A.) (4.5 CUs)			English Literature Junior Seminar	Internship (.5) Creative Writing Senior Seminar
International Baccalaureate (4.5 CUs)			World Language III Theory of Knowledge	Senior Thesis (.5) World Language IV Creativity, Action, Serv.
Total CUs: 28	7	7	7	7

CTE PROGRAM MAJORS

Academies	Program Majors
1. Agribusiness & Natural Resources	Horticulture (CIP 01.0601) Biotechnology (CIP 26.1201)
2. Arts, Media & Communications	Television & Video Production (CIP 09.0701) Radio Broadcasting Technology (CIP 10.0202) Printing Technology (CIP 10.0301) Graphic Design (CIP 50.0409) Technical Theatre (CIP 50.0507)
3. Business Admin. & Finance	Business Administration (52.0201) Accounting & Finance (CIP 52.0304)
4. Sales & Personal Services	Marketing & Entrepreneurship (CIP 52.0701) Cosmetology (CIP 12.0401) Barbering (CIP 12.0402)
5. Construction & Design	Architecture & Design (CIP 15.1303) Carpentry (CIP 46.0201) Electricity (CIP 46.0302) Plumbing Technology (CIP 46.0503) HVACR (CIP 47.0201)
6. Health & Medical Sciences	Dentistry (CIP 51.0601) Emergency Medical Services (CIP 51.0904) Nursing (CIP 51.1614)
7. Hospitality & Tourism	Culinary Arts (CIP 12.0503) Food Service Management (CIP 12.0507) Hospitality (CIP 52.0901) Travel & Tourism (CIP 52.0903)
8. Human Services, Education & Training	Early Childhood Education (CIP 19.0709) Education Paraprofessional (CIP 13.0100)
9. Law, Public Safety, & Security	Law Enforcement (CIP 43.0107) Protective & Security Services (CIP 43.0109)
10. Information Technology	Interactive Media (CIP 10.0304) Web Development (CIP 11.0801) Networking & Telecommunications (CIP 11.0901) Support & Services (CIP 11.1001) Programming & Software Developmt. (CIP 15.1204)
11. Engineering & Manufacturing	Engineering/PLTW (CIP 15.0000) Electronics & Robotics Technology (CIP 15.0405) Manufacturing Technology (CIP 14.3601)
12. Transportation	Planning, Operations & Logistics (15.0201) Auto Body Collision Repair Technology (CIP 47.0603) Automobile Service Technology (CIP 47.0604) Aerospace & Aviation Technology (CIP 49.0101)



PRO-TECH PREP ("CTE-B.S."): SAMPLE PROGRAMS OF STUDY

1. **Agribusiness & Natural Resources Academy:**
Marine Science (CIP 26.1302)
2. **Arts, Media & Communications Academy:**
Communications & Media Studies (CIP 09.0100)
3. **Business & Finance Academy:**
Business/Managerial Economics (CIP 52.0601)
4. **Marketing & Personal Services Academy:**
Personal Services Management (CIP 12.0412)
5. **Construction & Design Academy:**
Environmental & Architectural Design (CIP 04.0401)
6. **Health & Medical Sciences Academy:**
Medical Science (CIP 51.1401)
7. **Hospitality & Tourism Academy:**
Hospitality Administration (CIP 52.0901)
8. **Human Services, Education & Training Academy:**
Teacher & Counselor Education (CIP 13.0100)
9. **Law, Public Safety, & Security Academy:**
Law & Public Policy (CIP 22.0001)
10. **Information Technology & Manufacturing Academy:**
Computer Science (CIP 11.0701)
11. **Scientific Research & Engineering Academy:**
Engineering Science/PLTW (CIP 14.1301)
12. **Transportation Academy:**
Transportation Engineering/TRAC (CIP 14.0804)



OCCUPATIONAL SPECIAL EDUCATION: SAMPLE PROGRAMS OF STUDY

1. **Agribusiness & Natural Resources Academy:**
Groundskeeping
2. **Arts, Media & Communications Academy:**
Entertainment Attending
3. **Business & Finance Academy:**
Office Machine Operation
4. **Marketing & Personal Services Academy:**
Shampooing
5. **Construction & Design Academy:**
Construction Labor
6. **Health & Medical Sciences Academy:**
Home Health Assisting
7. **Hospitality & Tourism Academy:**
Housekeeping
8. **Human Services, Education & Training Academy:**
Hall/Cafeteria Monitoring
9. **Law, Public Safety, & Security Academy:**
Crossing Guarding
10. **Information Technology & Manufacturing Academy:**
Shoe Repair
11. **Scientific Research & Engineering Academy:**
Laboratory Animal Caretaking
12. **Transportation Academy:**
Auto Detailing

Industries, Sectors, Career Clusters & Academies—Crosswalk Matrix

NCES Specializations	NAICS Industries	NSSB Sectors	OVAE Career Clusters	DCPS Academies
Agriculture & Renewable Resources	11 Agriculture 21 Mining 22 Utilities	Agriculture Mining Utilities & Environment	• Agriculture & Natural Resources/ [Utilities]	1. Agribusiness & Natural Resources
[Communications]	71 Arts & Entertainment	[Arts & Entertainment]	• Arts/AV Technology/ Communications	2. Arts, Media & Communications
Business [& Finance]	55 Company Management 56 Admin. Support 52 Finance & Insurance	Business & Administrative Services Finance & Insurance	• Business & Administration • Finance [& Insurance]	3. Business Admin. & Finance
Marketing & Distribution	44 Retail Trade 53 Real Estate	Retail/Wholesale/ Real Estate/ Personal Services	• Retail/Wholesale/ [Real Estate/ Personal Services]	4. Sales & Personal Services
Personal & Other Serv. [Construction]	81 Other services 23 Construction	Construction	• Architecture and Construction	5. Construction & Design
Health Care [Human Services] Child Care & Education	62 Health Care & Social Assistance 61 Educational Services	Health & Human Services Education & Training	• Health Science • Human Services • Education & Training	6. Health & Med. Sci. 7. Human Services, Education & Train.
Food Service & Hospitality	72 Accomoda./Food Serv.	Hospitality & Tourism	• Hospitality & Tourism	8. Hospitality & Tourism
Public & Protective Services	92 Public Administration	Public Administration/ Legal/Protective Services	• Governmt./Public Admin. • Law & Public Safety	9. Law, Public Safety & Security
Technology	51 Information	Telecomm./Information	• Information Technology	10. Information Tech.
Trade & Industry	31 Manufacturing 54 Prof./Sci./Tech. Serv.	Manufacturing Scientific & Tech. Services	• Manufacturing • Sci. Res. & Engineering	11. Engineering & Manufacturing
[Transportation]	48 Transportation	Transportation	• Transportation	12. Transportation



**District of Columbia Public Schools
Career-Technical Education
Legacy Programs of Study
SY 2002-2003**

<u>Title</u>	<u>CIP Code</u>	<u>Course Codes</u>	<u>CUs</u>
Business & Office Education			
Data Processing Technology	11.0301	B01, B02	4
General Office & Clerical Services	52.0408	B03, B04 (B73, B74)	3
Accounting Technology	52.0302	B07, B08	4
Computer Applications	11.0601	B09, B10	4
Medical Records Technology	51.0707	B88 (B93)	3
Medical Terminology/Transcription	51.0708	B90, B91, B92, B93, B95	4
Family & Consumer Sciences Education			
Custom Tailoring	20.0305	C46, C47	4
Child Care Services	19.0709	C51, C52	4
Fashion Design	50.0407	C55, C56, C57	6
Culinary Arts	12.0500	C92, C95, C96, C97, C98	5
Health Occupations Education			
Practical Nursing	51.1613	O13, O14, O15	5
Nursing Assisting/Home Health Care	51.1614	O16, O19 (O11)	3.5
Physical Therapy Assisting	51.0806	O23, O24	4
Dental Laboratory Technology	51.0603	O25, O26	4
Emergency Medical Technology	51.0904	O40, O41, O42	6
Dental Assisting	51.0601	O50, O51, O52 (O11)	3.5
Marketing & Distributive Education			
Marketing	52.1401	D12, D13, D14, D15	4
Travel & Tourism	52.0903	D82, D83, D84 (D87)	3



Trade & Industrial Education—Arts, Media, & Communications

Composition Technology	10.0308	Q15, Q16	4
Mechanical Drafting	15.1306	Q21, Q22	4
Binding Technology	N/A	Q25, Q26	4
Theater & Stage Management	50.0508	Q29, Q30, Q31, Q32, Q33	5
Offset Printing	10.0307	Q41, Q42	4
Printing Machine Repair Technology	N/A	Q45, Q46	4
Platemaking & Imagemaking	10.0306	Q51, Q52	4
Commercial Photography	50.0406	Q55, Q56	4
TV/Radio Production Technology	09.0701	Q61, Q62, Q63, Q77, Q78	5
Journalism & Public Relations	09.0401	Q64, Q65, Q66, Q67	4
Theatrical Production & Operations	50.0507	Q79, Q80, Q81, Q82	4
Audio/Video Recording Arts	10.0203	Q86 – Q93	5

Trade & Industrial Education—Construction & Design

Masonry	46.0101	G11, G12	4
Plumbing & Pipefitting	46.0501	G15, G16	4
Small Engine Repair Technology	47.0606	G18, G19	4
Industrial Electronics Technology	47.0105	G21	3
Hydraulics & Fluid Power Tech.	15.1103	G25, G26	4
Welding Technology	48.0508	G31, G32	4
Autobody/Collision/Repair Tech.	47.0603	G40, G41	4
Automobile Upholstery & Glass	N/A	G43, G44	4

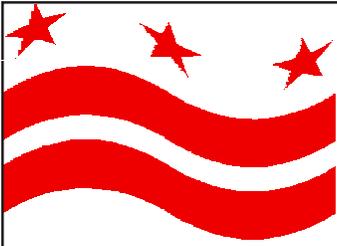


Architectural Drafting	15.1303	G45, G46	4
Electronic Equipment Technology	47.0101	G47, G52	4
Automobile Mechanics Technology	47.0604	G55, G56	4
Communications Electronics	47.0103	G61, G62	4
Carpentry	46.0201	G65, G66	4
Electricity	46.0302	G71, G72	4
Horticulture	01.0601	G81, G82	4
Floriculture	01.0608	G84, G85	4
Diesel Mechanics Technology	47.0605	G91, G92	4
Drywall Installation	46.0404	G94, G95	4
Sheet Metal Technology	48.0506	G96, G97	4
Theater/Stage Design & Technology	50.0502	G67, G68, GA1, GA2, GA3	4

T. & I. Education—Manufacturing/Maintenance/Public Services

HVACR Maintenance Technology	47.0201	J14, J15	4
Cabinetmaking & Millwork	48.0703	J21, J22	4
Painting & Wall Covering	46.0408	J41, J42	4
Machine Shop Technology	48.0503	J45, J46	4
Ornamental Ironwork	48.0509	J48, J49	4
Radio, TV, & Stereo Repair	47.0103	J51, J52	4
Upholstery & Furniture Repair	48.0303	J61, J62	4
Drafting & Design Technology	15.0301	J65, J66	
Law Enforcement/Protective Serv.	43.0108	J68, J69	4





Trade & Industrial Education—Personal Services

Cosmetology	12.0401	K09- K14	9
Barbering	12.0401	K15, K16, K17	6
Business Machine Maint./Repair	47.0102	K20, K21	4
Watchmaking & Jewelrymaking	47.0408	K31, K32	4
Shoe & Leather Repair	48.0304	K35, K36	4

Total: 65

[Draft—For Discussion Only; Based on Master Course Catalog, SY 2002-2003]



**District of Columbia Public Schools
Career-Technical Education
Programs of Study
SY 2003-2004**

Title	CIP	Courses	School	CUs
Business & Office Education				
General Office & Clerical Services	52.0408	B73, B74	Woodson	3
Accounting Technology	52.0302	B07, B08	Spingarn	4
Computer Applications	11.0601	B09, B10	Spingarn	4
Family & Consumer Sciences Education				
Child Care Services	19.0709	C51, C52	Spingarn S	4
Fashion Design	50.0407	C55, C56	Spingarn	4
Culinary Arts	12.0500	C95, C96	MMW	4
Health Occupations Education				
Practical Nursing	51.1613	O13, O14, O15	MMW	5
Nursing Assisting/Home Health Care	51.1614	O11, O16	Woodson	3.5
Dental Assisting	51.0601	O51, O52	MMW	3.5
Marketing & Distributive Education				
Travel & Tourism	52.0903	D83, D84, D87	Roosevelt	3
Trade & Industrial Education—Arts, Media, & Communications				
Offset Printing	10.0307	Q41, Q42	Spingarn	4
Journalism & Public Relations	09.0401	Q65, Q66	SWW	4



**District of Columbia Public Schools
 Career-Technical Education
 Programs of Study
 SY 2003-2004**

Title	CIP	Courses	School	CUs
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Trade & Industrial Education—Construction & Design

Autobody/Collision/Repair Tech.	47.0603	G40, G41	Spingarn	4
Carpentry	46.0201	G65, G66	Cardozo Spingarn	4
Electricity	46.0302	G71, G72	Spingarn	4
Drywall Installation	46.0404	G94, G95	Spingarn	4

T. & I. Education—Manufacturing/Maintenance/Public Services

Trade & Industrial Education—Personal Services

Cosmetology	12.0401	K09- K13	Ballou S Bell Eastern Roosevelt Spingarn Woodson	9
Barbering	12.0401	K15, K16	Roosevelt Woodson	6

Total: 18

[Draft—For Discussion Only; based on “Students by School and District enrolled in CTE courses during SY 2003-2004; 11/24/04; CDL]



District of Columbia
Public Schools
State Office of Career and
Technology Education

CLASS OF 2004
SIXTH MONTH
FOLLOW-UP SURVEY

December, 2004





SIXTH-MONTH GRADUATE FOLLOW-UP SURVEY: INTERVIEW SCHEDULE

Section A: Student Status

- CTE Program Completer/High School Graduate
- Completer/Dropout
- Graduate/Non-Completer
- Dropout/Non-Completer
- Graduate/Non-Concentrator
- Dropout/Non-Concentrator

Section B: Placement Status

1. Enrolled in Postsecondary Education or Training

- Full-Time
- Part-Time

2. Employed

- Permanent Full-Time
- Part-Time
- Contingent Full-Time
- Casual
- Seasonal
- Self-employed
- Registered Apprenticeship
- Paid Internship
- Formal On-the-Job Training

3. Unemployed, Not Enrolled in Postsecondary Ed. or Training

Section C: Postsecondary Education Profile

- University of the District of Columbia
- Other College or University in the District of Columbia
- Maryland Community College (2-Year)
- Maryland College or University (4-Year)
- Virginia Community College (2-Year)
- Virginia College or University (4-Year)
- DC Metro Area Specialized Career School
- Out-of-area Technical or Community College (2-Year)
- Out-of-area College or University (4-Year)
- Out-of-area Specialized Career School



Have you enrolled in a specific program of study or declared a major?

- Yes
- Not yet

If yes, is your program of study linked by a formal articulation agreement to your program major in high school?

- Yes
- No
- Not sure

If yes, did you receive advanced credit, dual credit, advanced placement, or other specific benefit?

- Yes
- No
- Pending

If yes, please describe: _____

If not formally linked, is your postsecondary program of study broadly related to your high school program, in terms of content & objectives?

- Closely related
- Somewhat related
- Slightly related
- Totally unrelated

Were you required to complete remedial work in English language arts or mathematics (or both) prior to (or at the same time as) enrolling in for-credit courses?

- Yes (English)
- Yes (Math)
- No

Section D: Employment Profile

Average hours of work per week during the past six months:

- Less than ten
- Ten to twenty
- More than twenty, less than forty
- Forty or more

Average hourly wage: \$ _____



Have you changed jobs during the past six months?

- Yes
- No

If yes, how many times?

- Once or twice
- Three to five
- Six or more

If yes, was your first job related to your high school program major?

- Closely related
- Somewhat related
- Slightly related
- Totally unrelated

Is your present job related to your high school program major?

- Closely related
- Somewhat related
- Slightly related
- Totally unrelated

If you are both employed and enrolled in postsecondary education or training, is your present job related to your program of study?

- Closely related
- Somewhat related
- Slightly related
- Totally unrelated

Section E: Unemployment Profile

If you are not going to school and not employed in a wage-earning occupation, what is your primary reason...

1. For not going to school?

- Can't afford college tuition
- Don't meet college entrance requirements
- Don't want to go into debt
- Don't feel prepared for college work/life
- Pursuing a career that does not require postsecondary prep
- Undecided about career interests or long range plans
- Other; please specify: _____



2. For not being employed?

- Laid off
- Lack job skills
- Lack experience
- Temporary disability
- Permanent disability
- Under minimum age for desired career
- Taking a break
- Community service
- Full-time homemaker
- Other; please specify: _____

Section F: Preparation for Postsecondary Education & Employment

Please indicate how strongly you agree or disagree with the following statements about your high school preparation.

My school prepared me to:	Strongly Agree	Agree	Disagree	Strongly Disagree
Apply writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply math skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply scientific knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ scientific reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use oral communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Think logically & solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be successful in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan, monitor and evaluate my own learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply skills that I learned in my service-learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be accurate in my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value attendance & punctuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice safe working habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be knowledgeable about what employers expect and require	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, §2-1401.01, *et seq.* (the Act), and Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. §1681, *et seq.* (Title IX), and its implementing regulation, 34 CFR Part 106, the District of Columbia Public Schools does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family status, family responsibilities, matriculation, political affiliation, disability, source of income, place of residence or business, or limited English proficiency. Sexual harassment is a form of sex discrimination, which is prohibited by the Act and Title IX. In addition, harassment based on any of the above-protected categories is prohibited by the Act, and may be prohibited by Title IX. Discrimination in violation of the Act and/or Title IX will not be tolerated. Violators will be subject to disciplinary action.

The following office has been designated to handle inquiries regarding nondiscrimination policies related to employment and employees:

Office of Equal Employment Opportunity (OEEO)

District of Columbia Public Schools
825 North Capitol Street, N.E., 6th Floor
Washington, DC 20002
202-442-5424

The following office has been designated as Title IX Coordinator and will handle inquiries regarding nondiscrimination policies related to students and student activities:

Office of Student and School Support Services (OSSSS)

District of Columbia Public Schools
825 North Capitol Street, N.E., 8th Floor
Washington, DC 20002
202-442-5200

For further information regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Individuals with Disabilities Education Act of 1975, the Americans with Disabilities Act of 1990, Section 427 of the General Education Provisions Act, or other Federal or District of Columbia antidiscrimination laws, or concerning other issues of equity and discrimination, please contact the EEO and Title IX Offices.

For additional information on CTE in the District of Columbia, please contact:

Office of Career and Technology Education (OCTE)

District of Columbia Public Schools
825 North Capitol Street, N.E., 8th Floor
Washington, DC 20002
202-442-5062