

DC CAR 2004-2005



CONSOLIDATED
ANNUAL
PERFORMANCE,
ACCOUNTABILITY,
& FINANCIAL STATUS
REPORT (CAR)

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 2004-2005

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Gloria Benjamin, Assistant Superintendent for Academic Support

December 31, 2005

Ms. Sharon Belli
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Division of Academic and Technical Education (DATE)
Office of Vocational and Adult Education (OVAE)
U.S. Department of Education (ED)
400 Maryland Avenue, S.W.
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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 2004-2005*.

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 2005 and plans for SY 2006.

Additional documents on file in our office that might be of interest include the *Summary Annual Performance Report for 2004-2005* 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,

Chris Lyons

Christopher D. Lyons
State Director, Carl D. Perkins Act Programming

cc: Sharon Head; Marjorie Beaulieu; Lois Davis; Jay Savage

Consolidated Report on Programs Funded Under “Perkins III,” District of Columbia, PY 2004-05

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 [APLs] 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 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 Titles I and 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*.

The pages that follow constitute the narrative summary of the DC CAR for the 2005 program year, ending June 30, 2005. The required financial status, enrollment, and accountability data sheets were filed electronically (via web) as requested.



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 to date 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, but both the House and the Senate have passed reauthorizing legislation, and successful reauthorization is anticipated in the spring of 2006. Pending reauthorization, automatic extensions have maintained the authority of States and the Federal government to continue programming supported under the Perkins Act through June 30, 2007.

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 as a prerequisite for entry*. In many States and localities, including the District of Columbia, the term "vocational education" has generally been replaced in recent 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:

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

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.

Despite the seeming clarity of CTE's role under the provisions of the Perkins Act, the inherent diversity of career-tech education as an enterprise, in a country which has no formal or coherent national workforce development system, has been compounded by an even greater diversity of perceptions of its basic mission and role.

The ranks of both advocates and detractors of CTE include many, for example, who understand "voc ed" at the secondary level as first and foremost a form of **work-formatted special education**—as a supportive arena for basic skills development and transition assistance for cognitively disabled students.

Another widespread vision of secondary CTE is that of a **contextual alternative education** program, a learning environment for students who to one degree or another are at risk or alienated from mainstream school structure.

Those who tend to see CTE as a form of special education often think in terms of a special work skills curriculum, focused on sheltered work or supported work environments, with minimal academic content. In contrast, those who tend to view CTE as a form of alternative education emphasize universal academic standards, sometimes de-emphasizing or even excluding career-specific skill development.

What unites these approaches is the fact that assumptions about the inherent abilities of their target student populations fundamentally define their programs. What might be termed "occupational special education" is a program for students perceived to have limited cognitive ability (the "bottom 25% of the bell-shaped curve"). Applied and contextual alternative education—often referred to as "Education *Through* Occupations"—is a program for "contextual" or "hands-on" learners.

In contrast to both those approaches, proponents of still another model of CTE—what has been called "The New Vocationalism"—typically position their vision as a program for "all students": they reject organization of schools around teacher perceptions of student abilities or learning styles, but at the same time, they also reject organization of the secondary curriculum around labor market objectives. The New Vocationalism often implies deferral of all career-specific skill development to the postsecondary level—with secondary CTE reduced to broad, **sector-independent career preparation**, integrated into all courses of study at the secondary level, regardless of their career objectives.



BACKGROUND

In contrast, the model of secondary CTE manifested in Perkins III *neither* makes assumptions about the ability or learning styles of CTE students *nor* purports to meet the needs of *all* students (only the large majority). *Both the stereotypical “Old Vocationalism” (manual arts programs designed to train the “Not College Material” for entry into low wage, dead end jobs) and the career-independent, skills-neutral version of “New Vocationalism” are really outside the frame of reference of Perkins III.*

Under Perkins III [§3(26) and §3(29)], a career tech program of study is defined in very demanding terms:

- a coherent, nonduplicative, competency-based sequence of courses, at:
- either the secondary or the postsecondary level, or both;
- which integrates both core and higher order academics AND career and workplace basics AND specific occupational/technical skills; and,
- incorporates work-based learning and entrepreneurship prep where feasible and appropriate [§135(c)(3)]; and,
- prepares students for further education; and,
- leads to high-wage, high-skill employment, in:
- career fields that require less than a four-year degree as a prerequisite for entry, in:
- current or emerging employment sectors.

In short, CTE is not “ability defined.” To suggest that, say, “Career-Tech is the inverse of gifted and talented programming” is no more valid than arguing that “College Prep is the inverse of compensatory education.” Career-Tech’s core role is that of the **first-chance, first-stage workforce development system for the non-baccalaureate labor force.**

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 for success and self-sufficiency in a global economy;*
- *All students 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 high performance, high productivity employment (in high skills, high wage sectors of a high technology economy) and for open-ended educational and career advancement.*



Models of Secondary Work-Related Education in Relation to School & Curriculum Organization

Career Dimensions of the Secondary Curriculum:

Career-Themed Instruction

Career-Specific Programs

School Organization
& Student Grouping:

Aspirations-
Based

Ability-
Based

Career Preparation

(Education **about** Careers **Assimilated** into Mainstream Education; Broad **Career Themes** as a **Format** for Mastery of Core Curricula)

Career-Tech. Ed. (CTE)

(Education **for** Careers **Articulated** with Mainstream Education; **Career-Specific Content** as **Value-Added** to Mastery of Core Curricula)

Voc. Alternative Ed.

(Education **through Occupations Segregated** from Mainstream Ed.; **Applied Academics** as a **Methodology** for Mastery of Core Curricula)

Voc. Special Ed.

(Preparation **for Work Subordinated** to Mainstream Education; **Work-Formatted Learning** as an **Environment** for Mastery of Basic Life & Work Skills)

BACKGROUND

Lingering ambiguity about CTE's proper role in education and workforce development has not diminished remarkably broad support for CTE among students, parents, employers, and members of the community. The cold spring of 2005 saw partisan rancor elevated to a near art form in the Congress of the United States, as the 50-50 red/blue split in the electorate set the stage for protracted and bitter trench warfare in the Legislative Branch. But on two separate occasions—on March 10 and May 4, respectively—first the Senate and then the House set aside party politics for overwhelming, bipartisan votes of confidence in career-technical education (CTE).

On March 10, the Senate voted unanimously—99-0, with Senator Clinton back in New York but on the record as a strong supporter of CTE—for S. 250, the “Carl D. Perkins Career and Technical Education Improvement Act of 2005,” the Senate’s proposal for the latest reauthorization of Federal vocational education legislation dating back to the Smith-Hughes Act of 1917.

Two months later, on May 4, the House voted 416 to 9 for its proposal, H.R. 366, the “Vocational and Technical Education for the Future Act”—and the handful of negative votes reflected hostility to any Federal role in education, not opposition to CTE.

The near-unanimity of the votes for Perkins reauthorization demonstrated support for CTE that was not only hugely broad but also very firm—since the White House has made no secret of its opposition to Perkins reauthorization and to continued Federal support for CTE.

Members of the CTE community across the country—not just educators, but students, parents, employers, economic developers, public officials, and many others—have been both distressed and puzzled by the antagonism to CTE projected by President Bush, Secretary of Education Margaret Spellings, and their Office of Management and Budget (OMB) analysts.

The Administration has placed great emphasis on using research to drive policy in educational decision-making. *But the sizable and growing body of research on the role of career-specific skill development programs in secondary education lends very little support for defunding CTE.* If anything, it suggests the opposite, that **CTE renewal is a critical component of high school reengineering, and that skill-based workforce education programs will be essential components of a seamless, secondary/postsecondary, college-and-careers, high performance education system for the 21st Century.**

The suspicion persists that the White House critique of career-tech is based more on prejudice and misunderstanding than research. This was exactly the impression left by the sole prominent defense of the President’s position, an editorial in the *New York Times* on February 23.



BACKGROUND

Commenting on the Bush Administration's "rob-Peter-to-pay-Paul" plan to partially fund an expanded high school testing regimen by totally defunding career-technical education (CTE), the *Times* somewhat over-dramatized the crisis in American education—"As school reform grinds to a halt in Washington, American students are falling further and further behind their peers in Asia and Europe, where universally accessible quality schools are producing highly skilled workers at a rate that far outstrips schools in the United States"—but it effectively summarized the need for *sharp improvement in the quality and rigor of core academic education in schools at all levels*, to ensure that *every child graduates, and graduates well prepared for both postsecondary education and careers* in the 21st Century global economy.

Paradoxically, the *Times* then *joined* the attack launched by President Bush on CTE—the *very system most directly engaged, at both the secondary and postsecondary levels, in producing highly skilled workers ready for both further education and high skills, high performance, high wage careers*.

In fact, the *Times* editorial writer went the President one worse by making an entirely groundless allegation that even CTE's perennial severe critics in OMB have never floated: that "many vocational education [i.e., CTE] programs obstruct academic achievement." Cobbling together a scarecrow out of remnants of the industrial arts, "shop classes" of the 1950s, the *Times* proceeded to knock it down with a great flourish of misapplied statistics.

What do research and practice tell us about the actual reality of contemporary CTE?

- **There is no evidence that enrolling in CTE programs obstructs academic achievement in any way.** Recent research sponsored by the U.S. Department of Education demonstrated once again that the key to academic achievement is completing high quality courses in core academic subjects. Students who complete both a rigorous academic curriculum and a CTE program score just as well, and are just as well prepared for postsecondary education, as students who complete only a traditional college prep course of study. (Steven Plank, *Career and Technical Education in the Balance*, National Research Center for Career and Technical Education (NCCTE), 2001; http://www.nccte.org/publications/infosynthesis/r&dreport/CTE_in_Blnce_Plank/CTE%20in%20Blnce_Plank.html).
- **Research currently underway suggests, on the contrary, that high quality CTE programs can actually raise academic achievement levels.** Logic indicates any independent impacts of CTE on academic achievement must necessarily be modest, since CTE credit hours represent a fraction of those devoted directly to core academics. Successful completers of CTE programs of study most commonly earn only *four* credits through CTE courses—*one-seventh* of the total of 28 credits high school students typically can earn over four years.



BACKGROUND

Nevertheless, an NCCTE report on *The Effect of CTE-Enhanced Whole School Reform on Student Coursetaking and Performance* (Maria Castellano et. al, 2004) presents evidence that students engaged in three CTE-based whole-school reform projects (a CTE high school, a career academy, and a comprehensive high school organized around career pathways) are taking *more* math courses, taking *higher-level* math courses, and *passing* more math courses than students attending control schools (http://www.nccte.org/publications/infosynthesis/&dreport/English_Science_Castellano/English_Science_Castellano.html).

While students take too few CTE courses to fully make up for deficient academic instruction, applied and contextual CTE courses can reinforce academic skills and knowledge acquired in conventional classroom settings. Real world relevance is a powerful stimulus to long-term retention.

- **The perceived association between low scores on standardized tests and CTE coursetaking reflects bad habits of school administrators, not the impact of CTE on students.** Most standardized tests are administered in the 10th grade, but most CTE programs *don't even begin* until grade 11. *To accuse 11th grade studies of causing low scores in grade 10 is to violate the law of cause and effect.*

The actual problem is that many schools track educationally underserved, low scoring students into CTE—despite the fact that **Federal law mandates that all CTE programs prepare students for both careers and college.** By statute, career-tech programs must be designed around specific career objectives—high skills, high wage careers in the technical sector of the labor market—not around teacher perceptions (stereotypes) of student “innate abilities.”

- **Control over the academic content of student courses of study is outside the responsibility and control of the CTE community.** At the secondary level, CTE programs are delivered through three separate and distinct systems: comprehensive high schools; regional, shared-time CTE centers; and stand-alone, diploma-granting, CTE high schools. Comprehensive high schools outnumber the other modes by a factor of approximately ten-to-one. Responsive to the escalating demands of the private economy, CTE educators understand the need for all students to master higher order communications, math, and science skills and knowledge. But CTE administrators have control over the academic content of student programs of study *only* in dedicated CTE high schools—a tiny minority of CTE delivery systems.

If comprehensive high schools and academic sending schools continue to foist dumbed-down math, science, and English courses onto students they stereotype as Not College Material, that is the fault of mainstream educators and administrators, *not* CTE.



BACKGROUND

- **The association of CTE with students stereotyped as “Not College Material” is an artifact of educational history, not of the intended or actual role of contemporary CTE.** Until recently, secondary CTE was divided into two basic categories:

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

b), **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 in 1994 and then Perkins III in 1998, 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—*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.

Perkins IV will institutionalize Tech Prep ascendancy, confirming the status of secondary CTE as a *college-and-careers preparation program*. Students with significant cognitive disabilities, who are not candidates for high school graduation or postsecondary education, may be better served by *occupational special education and transition programs*, not CTE.

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

CTE programs in such States are typically categorized as “**College/Tech-Prep**” pathways, and students who complete such programs are counted as “**dual completers**”—qualified to enter *either* an AAS degree program at a two-year community or technical college, en route to a technical career, *or* a BS degree program at a four-year college or university, en route to a professional career.

BACKGROUND

In addition, more and more Tech-Prep articulation agreements are being negotiated as open-ended, “2+2+2” agreements, which prepare students to pursue baccalaureate degrees and professional careers *through* associate degree programs and technical education.

Moreover, **a growing number of CTE programs have become *dual focus* programs that simultaneously prepare students to pursue either technical or professional careers in the same career area or industrial sector.**

Beyond that, some States (once again including DC), have begun deploying programs of study under CTE auspices that in fact prepare students for direct entry into four-year postsecondary programs, en route to business, engineering, or scientific professional careers.

As an overall category, these emerging pre-baccalaureate career-tech programs are sometimes categorized as “**Professional-Technical Education**” (“PTE” or “Pro-Tech”). Perkins IV is expected to extend formal statutory sanction to Pro-Tech.

- **Research clearly demonstrates that CTE makes the difference for many students between staying in and dropping out of school** (cf., for example, Michael E. Wonacott, “Dropouts and Career and Technical Education,” ERIC Clearinghouse on Adult, Career, and Vocational Education, *Myths and Realities No. 23*, 2002; <http://www.cete.org/acve/docgen.asp?tbl=mr&ID=113>). The Steve Plank study cited above reached the same conclusion. In fact, a strong positive correlation between CTE enrollment and high school retention has been observed throughout the industrialized world (John H. Bishop and Ferran Mane, “The Impacts of Career-Technical Education on High School Labor Market Success,” *Economics of Education Review* 23, 2004; <http://www.sciencedirect.com/science/article/B6VB9-4CDS0DX-1/2/ccfd47c644addef23524aa5f04fd479f>). Engagement is a key predictor of achievement. Students who have already left school are beyond the reach of any educational reforms.
- To be sure, there are many changes and improvements needed to elevate the often uneven status of CTE across the country to that of a world-class national workforce development system. Starved for resources for twenty-five years—and relegated to the sidelines for most of the last half century by the Cold War focus on preparing the “best and the brightest” for traditional professional careers—**secondary CTE (and even postsecondary technical education) needs substantial new investments, not additional budget cuts, to reach its full potential.**
- Regardless, career-technical education is positioned to play a critical *triple role* in U.S. high schools, career-tech centers, and community and technical colleges: as **the career-specific component of high performance public education, the school-based arm of high skills workforce development, and the education engine of high wage economic development.**

BACKGROUND

Flagship CTE programs today include: biotechnology, homeland security, engineering technology, hospitality, precision manufacturing, allied health careers, networking and telecommunications, multimedia graphics, computer-assisted design, and many dozens of others at the heart of the new technology economy.

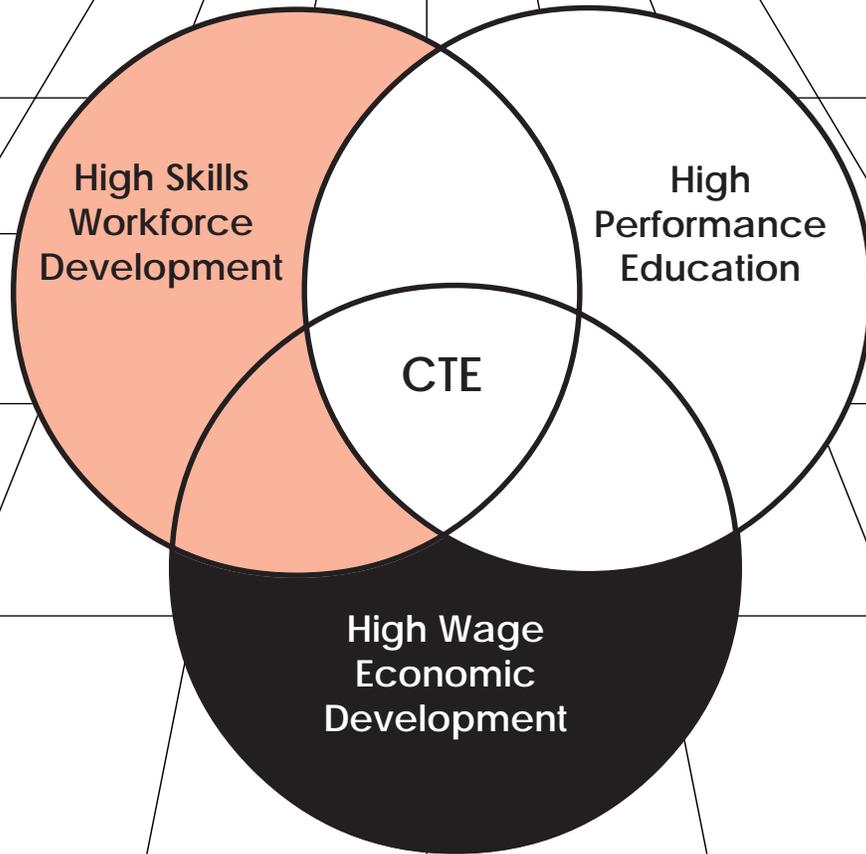
- The annual appropriation for the Carl D. Perkins Vocational and Technical Education Act represents both the largest single channel of Federal support for high school education and the greatest direct Federal investment in community colleges and technical education. **To “take aim” at CTE**, as the *Times* writer suggested—to take away \$1.3 billion from secondary and postsecondary CTE and pour it into the “all tests, all the time” environment of No Child Left Behind—**would not create a springboard to high school reinvention, but open a sinkhole under the skills of the American workforce.**

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 services and supports to ensure their success [§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 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)]; and,
7. Fostering partnerships to support high achievement by CTE students among secondary, postsecondary, and adult education, employers and unions, parents and students, elected officials, and members of the community at large [§124(b)(6)].

CTE TODAY & TOMORROW

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



21st Century Skills
for 21st Century Careers



Washington City and the State of New Columbia: Perkins 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.

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 sections 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 “state-wide” basis; all Title II funds must necessarily be allocated to this single consortium, and then be made available for distribution among the consortium members.

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.

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 section 131(b) can't be employed to allocate Perkins funds for secondary career-technical education in the District of Columbia.

ADMINISTRATION

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 2004 (*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*. Every provider of State-recognized CTE programs in the District is defined as a member of the consortium, and SOCTE has been using the award of funds among the consortium members to help leverage the renewal and rebuilding of a comprehensive, coherent CTE system that spans the entire District.

This remains SOCTE's basic strategy and goal today, even as DCPS as a whole embarks on an even more ambitious effort to redesign our high schools and bring all DCPS schools up to 21st century learning standards.

During the past two program years, 2004 and 2005, SOCTE has accepted and processed applications for awards of Perkins Basic State Grant program improvement funds (under sections 131, 132, and 205) on an rolling, case-by-case basis, evaluating each proposal individually in relation to the capabilities of the applicant and the quality of their proposal, to the demand for their CTE program offerings and their need for the programs, services, and activities they plan to support with Perkins resources. This approach is challenging and labor-intensive to administer, but we have been pleased with the caliber of the proposals we have received and the quality of the CTE programs being developed throughout DC.

To ensure proportionality and fairness in the award of Perkins funds among all public high schools in DC, both DCPS high schools and public charter high schools, and to increase predictability in the flow of Perkins resources, SOCTE has been aspiring for over a year to promulgate a revised process for the award of Perkins funds—still proactive, still quality-driven, but organized around a standard annual calendar for submission and review of proposals, and incorporating announced award ceilings for each recipient (during the *initial* round of grants each year), based on their relative enrollment levels in approved CTE programs.

In practice, this goal has proved easier to proclaim than achieve, and it became clear by the beginning of the 2006 school year that real progress on the refinement and approval of a new, standardized Perkins allocation and grant award process will not be possible until next spring, after the publication of the new *DC Master Education Plan* in late January.

In lieu of a new grant management system, the previous guidelines and protocols for the award of Perkins funds to members of the DC CTE Consortium remain in effect for the 2005-2006 program year. Out of the funds available for SY 2006 for secondary-level programs, services, and activities, \$750,000 (25%) has been budgeted for grants to public charter high schools. As in previous years, applicants are welcome but not required to use the formats suggested in our *Uniform Guidelines for Local Applications for Assistance*.

At the postsecondary level, the memorandum of understanding between DCPS and the University of the District of Columbia has once again been renewed, expanding the partnership between the two agencies and setting forth, as in previous years, a common agenda for postsecondary CTE improvement and for accelerating the transitions of DC youth into postsecondary education.

Strategic Use of Perkins III Funds for Career-Tech Rebuilding and Renewal in the District of Columbia

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

- a. All participating CTE providers at the secondary level 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) 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 constitute a single, unified, virtual consortium for CTE program development, implementation, and improvement;
- c. Serving as the staff of the consortium, SOCTE proactively seeks 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, are 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 are awarded in their entirety to the University of the District of Columbia, in the framework of an expanding and deepening 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 the District of Columbia.

PY 2005 Allocations: Federal, State, and Local Funds, Roles, and Responsibilities

For the 2004-2005 program year (School Year 2005, Federal fiscal year 2004), DC's Perkins III allocation totaled \$4,674,171:

- \$4,214,921 under Title I (the Basic State Grant);
- \$342,351 under Title II (Tech-Prep Education); and,
- \$116,899 under §118 (Occupational and Employment Information).

DC's Basic State Grant total (held at the minimum, "harmless" level 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 or §132, with \$3,000,000 earmarked for §131 (secondary school programs) and \$582,683 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 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 of each State (in DC's case, the Mayor) 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..."

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.

For PY 2005, DCPS/OCTE—acting in its unique dual capacity as the staff of an agency that serves 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 2005 breakdown are as follows:

A. State Administration

DCPS/OCTE budgeted a total of \$500,000 budgeted for PY 2005 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 Director 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 staff members were committed to administrative issues, an Accountant and an Accounting Technician. But their primary responsibilities involved 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 is allocated each year under §112(a)(2) of Perkins III—representing 15% of DC’s Basic State Grant minus the State Administration set-aside minus a 1% set-aside for correctional education. Out of that total, \$120,000 is 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).

In PY 2005, the Civil Rights Specialist (who plays 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 shared 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.

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 these District-wide “Local” Leadership funds, with responsibilities under §135(b) that paralleled and complemented the “State” Leadership activities carried out under §124.

E. Tech-Prep Education

For the purposes of the Title II Tech-Prep Education program, DCPS has formed a single statewide/citywide Local Tech-Prep Consortium, encompassing every high school in the District and the University of the District of Columbia (UDC). The District’s entire allocation under Title II is awarded annually to this consortium, with no direct or indirect administrative costs assessed. A Tech-Prep/Transitional Programs Specialist serves as the staff of the consortium, and is charged to the Title II funds. As the Coordinator of the DC Tech-Prep Consortium, the Tech Prep Specialist is responsible for all required and permissive activities under §204(c) and (d) and 205.

F. Local Program Implementation and Improvement

Of the funds reserved for secondary school programs under §131 (i.e., \$3 M), the largest share is allocated to CTE program development at individual high schools. However, 25% has been budgeted for *district-wide* program implementation and improvement activities under §135(b). In PY 2005, 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. 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 Gateway Plans (IGPs) for every student by the end of the 9th grade.

ALLOCATIONS

Carl D. Perkins Act Allocations District of Columbia Program Year 2004-2005

Within-State Allocation of Career-Technical Education Program Improvement Funds Allotted to the District of Columbia for the July 1, 2004—June 30, 2005 Program Year (Federal Fiscal Year 2004) Under §8, §118, & §204 of the Carl D. Perkins Vocational & Technical Education Act of 1998 (P.L. 105-332, "Perkins III")

Title I: Basic State Grant for Vocational-Technical Education

Part B: State Provisions

State Administration [§112(a)(3)]	\$250,000
Non-Trad 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]	3,000,000
Funds for Postsecondary CTE Programs [§132]	582,683

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

Total Basic State Grant 4,214,921

Title II: Tech-Prep Education 342,351

Section 118 (America's Career Resource Network) 116,899

Overall Total: \$4,674,171



CTE Courses, Participants, Concentrators, Completers and Performance, SY 2004-2005

The preparation of the District of Columbia CAR Report for the 2004-2005 program year began with development of an inventory of the data requirements for the report, keyed to the measurement definitions and approaches promulgated by the Accountability and Performance Branch of OVAE and significantly refined from PY 2004. 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 again this year.

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 2004 and 2005 program years, 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).

As a first step, OIT generated a comprehensive count of grades 9-12 SY 2005 student enrollment by course and school; every course listed in the DCPS Master Course Catalog was included, organized by course code and school code. Working from this complete count of enrollment by course, OCTE isolated all coherent sequences of CTE courses with active enrollment in SY 2005; stand-alone elective offerings were excluded, as well as courses which were designed as program components but were offered at schools which failed to offer the advanced courses in the sequence.

Based on that duplicated enrollment count, a SY 2005 CTE program roster was prepared, organized in terms of **OVAE Career Clusters** and the approved **CTE Program Majors** which are being implemented during the 2005-2006 School Year: “**Presumed CTE Course Sequences with Active Enrollment, SY 2004-05, By OVAE Career Cluster & OCTE Program Major [Concentrator Courses in Red]**” (see Appendix). A separate report, also included in the Appendix, grouped these programs by “**Dominant Gender Tradition,**” based on the analysis prepared for OVAE by Steve Klein of MPR Associates.

OIT and OCTE then generated an unduplicated list by name of each student who was enrolled in at least one course in a CTE course sequence during the 2004-2005 school year. This list served as the basis for completion of the secondary-level Basic Grant and Tech Prep Student Enrollment Reports.

Further analysis of the CTE participant report generated a subset encompassing CTE concentrators, with the following information included for each:

- Advanced CTE Course completed by catalog number;
- Grade received, if reported;
- Dominant gender tradition of the course, if any;
- Year in school;
- SAT 9 scores, if taken and recorded;
- Gender;
- All available ethnicity and special population information;
- Social security number and/or student identifier (if available);
- Address and telephone number (if available).

The data contained in the concentrator roster addressed all of the minimum data requirements for the CAR at the secondary level except the follow-up placement data required for subindicator 3S1 (postsecondary education, employment, or military placement).

As in 2003-2004, a telephone follow-up survey of CTE Completer/Graduates was selected as the most effective available means of gathering follow-up information for the purposes of 3S1: a **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. In contrast, the sixth-month survey, prioritizing CTE completer/graduates, is designed to focus on college and career placement information. The interview schedule for the sixth-month survey is also included in the *Appendix*.

PERFORMANCE

However, the rapid increase in the number of completer/graduates, a function both of programmatic and classification improvements, made it unfeasible to carry out the survey and analyze the results in advance of the statutory submission deadline for the CAR report of December 31.

As a result, OCTE decided to emulate another tested and proven Maryland strategy—to base 3S1 performance reports each year on the placement experience of the completer/graduates of the previous program year. This means that the 3S1 data included in the 2005 CAR recapitulates the 2004 report (a onetime event required to implement the new strategy).

As reflected in the web-submitted performance reports, an unduplicated head count of **2,041 CTE participants** were tallied for PY 2005: *students in DC public high schools who were enrolled in at least one course in a career-tech (CTE) program sequence for which an advanced course was available at their high school site, during the 2004-2005 school year.*

Disaggregated in terms of the **16 OVAE Career Clusters**, the enrollment percentages were as follows:

- **Agriculture, Food & Natural Resources**, 4.5%;
- **Architecture & Construction**, 6.9%;
- **Arts, A/V Technology & Communications**, 37.8%;
- **Business, Management & Administration**, 0%;
- **Education & Training**, .3%;
- **Finance**, 6.7%;
- **Government & Public Administration**, 0%;
- **Health Science**, 4.8%;
- **Hospitality & Tourism**, 7.6%;
- **Human Services**, 16.1%;
- **Information Technology**, 9.7%;
- **Law, Public Safety & Security**, 0%;
- **Manufacturing**, 0%;
- **Marketing, Sales & Service**, 0%;
- **Science, Technology, Engineering & Mathematics**, 0%;
- **Transportation, Distribution & Logistics**, 5.6%.

PERFORMANCE

The 2006 CAR should reflect significant shifts in those percentages, as the CTE renewal and rebuilding process proceeds. In addition, disaggregations by Career Cluster at the postsecondary level should be possible for the first time in the 2006 report.

A total of **669** CTE Participants were further identified as **CTE Concentrators**: *students in DC public high schools who were enrolled in an advanced course in a CTE program sequence, during the 2004-2005 school year.*

Of the total of 669 concentrators, not quite 52% were female, just over 49% male. Fully 90% were tallied as "Black, non-Hispanic," just over 4% each as "Hispanic" (i.e., Latino) and "White, non-Hispanic." One concentrator was identified as "American Indian," seven as "Asian." No concentrators were coded "Unknown/Other."

Almost 16% were identified as "Individuals With Disabilities," fully 57% as economically disadvantaged (i.e., eligible for free or reduced price lunches). Thirty were coded as English Language Learners, and 62 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 in previous years, DCPS defined all secondary CTE students as "College/Tech-Prep" students and all completer/graduates as "Dual Completers." Thus, the same participation data was reported for both Basic State Grant and Tech-Prep Education enrollment. Similarly, DC defines all postsecondary CTE concentrators as Tech-Prep students, and thus the same participation data has been reported for Basic State Grant and Tech-Prep Education at the postsecondary level as well.

Reported enrollment at the postsecondary level decreased from SY 2004, but only slightly (6%) . 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 1,861 in less-than-baccalaureate, CTE programs.

Total student performance at the secondary level exceeded the District of Columbia's negotiated targets for the 2004 program year by 7.77 percentage points. Postsecondary performance levels exceeded the agreed-upon targets for all seven subindicators, for a total of 5.45 percentage points. Net CTE performance for 2004 exceeded target levels by 13.22 percentage points.



PERFORMANCE

DC's negotiated performance targets for the 2005 program year are included in the *Appendix*. The table on this page summarizes DC performance data for School Year 2004-2005 relative to those targets.

The secondary, postsecondary, and overall totals were calculated as the arithmetic sums of the variances between the negotiated performance targets for each subindicator for each level and the actual recorded levels of performance for those subindicators.

This calculation follows the "bundling" methodology developed by OVAE and the U.S. Employment and Training Administration, as means of quantifying summary State Perkins performance for the purposes of qualification for Section 503 Incentive Grants under the Workforce Investment Act.

District of Columbia "Bundled" Performance Levels PY 2005							
(A) State	(B) Indicator	(C) Baseline	(D) 2005 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) +/- APL
DC	1S1	37.10	42.09	89	588	15.14	-26.95
DC	1S2	58.55	62.05	298	406	73.40	11.35
DC	2S1	94.31	94.59	221	224	98.66	4.07
DC	2S2	95.84	96.09	224	224	100.00	3.91
DC	3S1	83.33	87.33	10	12	83.33	-4.50
DC	4S1	10.24	13.74	62	255	24.31	10.57
DC	4S2	10.26	13.76	21	91	23.08	9.32
Secondary Total							7.77
DC	1P1	42.97	45.47	857	1,861	46.05	0.58
DC	1P2	36.98	39.48	742	1,861	39.87	0.39
DC	2P1	71.08	73.58	1,405	1,861	75.50	1.92
DC	3P1	97.32	97.32	1,570	1,601	98.06	0.74
DC	3P2	97.32	97.32	1,579	1,601	98.63	1.31
DC	4P1	26.00	27.25	42	153	27.45	0.20
DC	4P2	12.08	13.33	15	110	13.64	0.31
Postsecondary Total							5.45
Overall Total							13.22

PERFORMANCE

Subindicator **1S1** addresses **Academic Achievement**, measured by the *percent of CTE concentrators for whom scores on the Stanford 9 Achievement Tests were reported who achieved a score of "Basic" or above in both reading and math*. DC's 1S1 baseline level of achievement is 37.10. Its negotiated APL ("Annual Performance Level," or target) for SY 2005 was 42.09. Its actual performance level for the year was 15.14%, missing the target by 26.95 percentage points.

Subindicator **1S2** addresses **Skill Attainment**, measured by the *percent of CTE concentrators for whom grades were reported who achieved a grade of "C" or better in an advanced course in a CTE program sequence during the school year*. DC's 1S2 baseline is 58.55. Its APL for SY 2005 was 62.05. Its recorded performance level was 73.40, exceeding the target by 11.35 percentage points.

Subindicator **2S1** addresses **High School Graduation**, measured by the *percent of 12th grade CTE completers calculated to have received a high school diploma*. DC's 2S1 baseline is 94.31. Its APL for SY 2005 was 94.59. Its performance level was 98.66, exceeding the target by 4.07 percentage points.

Subindicator **2S2** addresses **Credential Attainment**, measured by the *percent of 12th grade CTE completers calculated to have received either a high school diploma or a certificate of completion*. DC's 2S2 baseline is 95.84, and its APL for SY 2005 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 in 2003-2004 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 2005 was 87.83. Its performance level was 83.33, missing the target by 4.50 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 2005 was 13.74. Its performance level was 24.31, exceeding the target by 10.57 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 2005 was 13.76. Its performance level was 23.08, exceeding the target by 9.32 points.



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 2005 was 45.47. Its performance level was 46.05, exceeding the target by .58.

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 2005 was 39.48. Its reported performance level was 39.87, exceeding the target by .39 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 2005 was 73.58. Its performance level was 75.50, exceeding the target by 1.92 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 2005 was 97.32. Its performance level was 98.06, exceeding the target by .74.

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 2005 was 97.32. Its performance level was 98.63, exceeding the target by 1.31.

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 2005 was 27.25. Its performance level was 27.45, exceeding the target by .20.

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 2005 was 13.33. Its performance level was 13.64, exceeding the target by .31.

Overall, performance levels in the District of Columbia for the 2004-2005 program/school year indicate a significant rise in overall performance levels at the secondary level, and continuing modest performance improvements at the postsecondary level. This conclusion has ample face validity at the postsecondary level, but a somewhat lower confidence rank at the secondary level—due sharp discontinuities in data levels for certain subindicators.



Perspectives on High School Redesign and CTE Renewal: Four Pillars for the Schools of DC’s Future

A full half-century has passed since *Brown v. the Board of Education* declared that racially segregated public schools were inherently unequal, and thus a violation of the equal rights guaranteed by the U.S. Constitution. Fifty years ago last year, the follow-up decision in *Bolling v. Sharpe* specifically outlawed public school segregation in DC.

In the words of a *Parents United for the D.C. Public Schools* report (*Separate and Unequal: The State of the District of Columbia Public Schools Fifty Years After Brown and Bolling*, March 2005), “By eradicating public school segregation in the District of Columbia, the Court in *Bolling* hoped to open the door to opportunity through educational excellence for generations of D. C. schoolchildren.”

Five decades have gone by, and that hope remains to be fulfilled. With a few important exceptions, the public schools of DC are in worse shape than ever before; many are simply *intolerable*, by any standard.

Despite the abolition of *de jura* segregation, the overwhelming majority of African-American students attend schools that are virtually all black. From a programmatic and curriculum standpoint, DCPS offerings have steadily deteriorated over the last fifty years. As a rule, core academic offerings are weak; supplementary academic areas—foreign languages, music, and art—are minimal or missing. A once robust vocational education system has basically been dismantled.

What can be done, in the words of the Council of Great City Schools, to “Restor[e]...Excellence to the District of Columbia Public Schools”? OCTE’s mandate under the Perkins Act, to lead and support the renewal and rebuilding of career-technical education programming across the District, is directly tied to the larger task of restoring and redesigning the high schools of the Nation’s Capital. OCTE has proposed that four central pillars should serve as the foundation of both high school redesign and CTE renewal:

- **Universal High Performance Education;**
- a **Multilevel Dropout Prevention Program;**
- a **Comprehensive, K-Adult Career Development System;** and,
- **College and Careers Career-Technical/Professional-Technical Education.**

As a framework for reviewing the efforts of the State Office of Career and Technical Education over the last two program years, the following are brief notes on components of the Four Pillars agenda for transforming the schools of DC:

1. Universal High Performance Education

In the global economy of the 21st Century, all students should be prepared for both postsecondary education and high skills, high wage, high performance careers. 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%. The U.S. Department of Education has identified a two-year postsecondary degree or certificate as the minimum credential for a family-supporting career.

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 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.

A prerequisite to preparing all students for both postsecondary education and careers must be 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 failed to prepare students for either college, careers, or life.

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."

PERSPECTIVES

Worse, the emphasis on programs for the “College Bound” has gradually eroded CTE in many States—again including DC.

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.

This is a formula for widespread poverty, struggling families, declining communities, income inequality, and economic stagnation. In place of tracking, we must establish universal high performance education. 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.

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 every student at risk of failing to meet standards or dropping out of school.

2. Middle-School-to-Adult Dropout Prevention and Reentry Program

Highest priority among prevention and intervention programs must be development and implementation of a powerful engine of school reengagement and retention—an intensive support system for low-achieving and at-risk middle and high school students. If students have walked away from the schools, in-school performance gains, no matter how dramatic, will not matter. DC’s current dropout rate of 50%+ represents a profound community crisis; roughly half of each new generation is, in effect, being *thrown away*—abandoned, much like the poor people of New Orleans, in the backwaters of the global economy.

To stem and then reverse the rising tide of school dropouts in DC, OCTE and the Office of Academic Support as a whole have proposed to establish **Jobs for America’s Graduates—District of Columbia, Inc.** (JAG-DC)—a **comprehensive, multilevel, dropout prevention and recovery/student reconnection/academic achievement/school-to-college-and-careers program**, affiliated with the nationwide Jobs for America’s Graduates (JAG) network.

JAG model programs have an unparalleled, quarter-century record of high impact high performance, serving over 65,000 students annually in 26 States, almost 500,000 total since 1979. As planned, the JAG-DC program will subsume four distinct applications of the JAG model:

- an **Early Intervention** model for 7th and 8th graders (“REACH for DC’s Future”), designed to reconnect at-risk middle school students and ensure they make a successful transition to high school;
- a **Career Preparation** (“Opportunity Awareness”) model for students in grades 9-11, focused on raising academic achievement and reducing the dropout rate in the first three years of high school;
- a **School-to-College-and-Careers Transition** model for 12th graders, designed to ensure they graduate and make a successful transition to postsecondary education and the labor market; and,
- a **Dropout Recovery** model for out-of-school youth, 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.

Each application offers intensive and individualized classroom instruction, academic remediation, career and college counseling, and employability development services, provided by a full-time JAG-DC Specialist and combined with membership in a student-led youth leadership organization and community service and work-based learning activities.

The senior year and dropout reentry models include at least 12 months of one-on-one educational and employment placement assistance and other follow-up services, after graduation.

Organized as a private, nonprofit corporation, JAG-DC would be governed by an independent Board of Directors, with a majority of private sector members but including representatives of a broad spectrum of partner agencies and organizations—including DC Government and the University of the District of Columbia—committed to collaboration to increase DC’s 50% graduation rate and secure the future prosperity of its youth.

During an initial, “pilot test” phase of implementation, a total of 16 JAG-DC sites would be established, each serving 40 at-risk participants, at 12 schools. Four “Restructuring” high schools with dropout rates chronically exceeding the State event dropout rate (currently 6.9%)—Anacostia, Ballou, Eastern, and Woodson—would each host both a multi-year and a senior year site; four feeder middle schools—Ron Brown, Kelly Miller, Kramer, and Sousa—would each host an early intervention site; and the three after-school “STAY” schools—Ballou, Roosevelt, and Spingarn—and the Oak Hill youth correctional center would each host a dropout reentry site.

Key project goals would include: 20% reduction in school event dropout rates; 100% of middle school participants transitioning to high school; 95% graduation rate of high school participants; 90% of reentry participants completing secondary education; 80% full-time education plus employment placement rate. As the system grows to scale, JAG-DC should be expanded to subsume at least two sites at each of 12 high schools, and at least one site at each of 12 middle schools, in addition to the four reentry sites—for a total of **40 sites**, serving **1,600 participants** per year.

3. Comprehensive, K-Adult Career Development System

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, decision-making, and guidance and counseling system** must be put in place in every school, featuring the internationally tested and proven *Real Game* and meeting the National Career Development Guidelines promulgated by OVAE.

Key dimensions of the proposed **DCPS Comprehensive Career Development System** include:

- a **Career Awareness and Guidance** program for grades K-5, infused into the elementary school curriculum;
- a **Career Exploration and Planning** program for grades 6-8, linked to an **Eighth Grade Summer Bridge Program** to smooth and secure the transition from middle school to high school; and,

- an **Occupational Exploration and Career-Decisionmaking** program for grades 9-12, linked to a **9th Grade Success/Transition** program to underwrite student adaptation and achievement in the first year of high school, and incorporating job shadowing, internships, and work experience opportunities for all eleventh graders.

A centerpiece of the system would be the development of an **Individual Education/Graduation/Career Plan** (“Individual Opportunity Plan”—IOP—“Individual Graduation Plan”—IGP—or “Personal Learning Plan”—PLP) 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.

4. Gateways to College and Careers

As frameworks for the development of student PLPs—and beyond that, as organizing vehicles for their high school careers and their entry into postsecondary education and the world of work—the high school curriculum should be structured in terms of “**College and Careers Gateways**”—groups of clearly articulated programs of study leading to defined educational and labor market outcomes.

Based on common and emerging practices across the county, at least five categories of *college and careers planning templates* might appropriately be defined:

- a. **College/Tech-Prep** (CTE-Dual Path, or “**Career-Tech**”), to serve students heading for either technical or professional careers;
- b. **Professional-Technical Prep** (CTE-B.S., or “**Pro-Tech**”), to serve students focused exclusively on professional careers;
- c. **Pre-Apprenticeship Prep** (CTE-AT), to serve students planning to enroll in a Registered Apprenticeship Program, en route to a Journey Worker Certificate and a high skills, high wage career;
- d. **Liberal Studies** (Pre-B.A.), to serve students explicitly committed to a classic liberal arts curriculum; and,
- e. **International Baccalaureate** (IB), to serve students headed for professional careers through an internationally standardized liberal arts program.

All five Gateways represent academically rigorous, content-rich, open-ended paths to college and careers: the same academic core, the same supplementary and related academic requirements, the same graduation requirements, only 4.5 CUs that are pathway-specific.

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

- a. **English Language Arts** (I, II, III, and IV);
- b. **Math:**
 - Algebra I;
 - Geometry;
 - Algebra II; and,
 - Trigonometry or Calculus;
- c. **Science:**
 - Biology;
 - Chemistry;
 - Physics; and,
 - Environmental Science; and,
- d. **Social Studies:**
 - U.S. History;
 - World History;
 - U.S. and DC Government; and
 - Geography and Economics (.5 CUs each).

As detailed in a just completed analysis by Achieve, Inc. (“The Expectations Gap, A 50-State Review of High School Graduation Requirements”), this level of rigor would well exceed existing minimum graduation requirements in all but a handful of States. A large majority of States do require students to successfully complete at least four courses in English Language Arts, although the content of those courses is rarely specified or standardized. But only five States currently require four math credits for high school graduation. Twenty-two fail to specify which math courses are necessary, and an additional nine (including DC at the present time) specify only Algebra I. Only three States require Algebra I, Geometry, and Algebra II.

Moreover, only one State currently requires four physical science credits for graduation. Almost half (including DC at the present time) fail to specify which science courses are required, and most of those who do specify only Biology and “General Science.”

Similarly, the “New Basics” core curriculum model that emerged from the first round of high school reforms in the 1980s—the standard adopted by the highly successful *High Schools That Work* whole school reform program—demands four credits in English language Arts, but only 3 each in Math, Science, and Social Studies.

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But the reality is that graduation requirements have become a “lagging indicator.” They have institutionalized the performance expectations and labor market demands of an earlier era.

To make matters worse, almost twenty States still support a two-tiered (or more) secondary curriculum: one set of requirements and expectations for the College Bound, another less rigorous, second-class set for the Not College Material.

In contrast, the “4x4” universal core curriculum and course and sequence requirements represent an intentionally “leading edge” model—designed to prepare the overwhelming majority of students (with the sole exception of students with the most significant cognitive disabilities) for both postsecondary education and careers.

A strong, often compelling rationale exists for each course and sequence requirement. Algebra II, for a notable example, is widely recognized as a critical gatekeeper to both postsecondary education and high skill careers; Algebra II completers are three times more likely to earn four-year degrees than students who complete only Algebra I and geometry. Calculus-taking is a similar predictor of postsecondary success.

Combined with the existing graduation requirement of 2 CUs in a World Language, this level of rigor would ensure that all DC high school graduates would not only meet the minimum entry requirements of postsecondary education, but also qualify as a **District of Columbia State Scholar**—they would actually exceed the challenging standards of the U.S. Department of Education’s prestigious State Scholars Initiative (SSI) academic recognition and scholarship program. DC could thus apply for membership in the nationwide State Scholars Initiative as a new SSI State Partner.

In grades 9 and 10, all students should follow a common core academic curriculum, with career-specific differentiation along Gateway lines deferred until grade 11.

By the end of the 10th grade, students should be able to master a minimum skill and knowledge set required for entry into postsecondary education, defined as a matter of “State” policy through negotiations between DCPS and the University of the District of Columbia. With the assistance of America’s Choice (the National Center on Education and the Economy), these postsecondary early admission requirements should be institutionalized as a **Certificate of Initial (or Core) Mastery (CIM)**—marking the boundary between grades 10 and 11 (between “lower” and “upper” high school), and simultaneously representing a **Certificate of Postsecondary Readiness (CPR)**—an alternative, accelerated gateway to postsecondary education, in lieu of a high school diploma.



All CTE Gateways should typically offer juniors at least .5 credits in a summer **Career Internship**, which should also be open to IB and Liberal Studies students as an alternative (or in addition) to a Senior Thesis. All five College-and-Careers Gateways would be expected to offer graduates both a **High School Diploma** and a **Certificate of Employability**.

The three CTE programs would also award **Certificates of Skill Mastery (CSM)** to successful completers, while Liberal Studies and International Baccalaureate completers would receive parallel **Certificates of Advanced Mastery (CAM)**.

In addition to the five College-and-Careers Gateways, a sixth, *non-postsecondary* planning template—**Occupational Special Education (OSE)**—could 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):

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

Operated under the authority of the DCPS Office of Special Education, and supported with funds made available under the Individuals with Disabilities Education Act (IDEA), OSE programs would not meet Perkins Act 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. The **DC Transition Team** (analogous to the Interagency Committees on Transition—“COTs”—established in many States during the 1990s) should coordinate the “hand-off” of special education students from DCPS to appropriate adult service agencies.

An alternative approach to meeting the needs of cognitively disabled students could involve the implementation of **Differentiated Occupational Preparation** programs under the auspices of OCTE.

Each of the five College and Careers Gateways, on the other hand, would subsume one or more *coherent programs of study*—organized sequences of career-specific or theme-specific courses, totalling at least 4 CUs, leading to defined educational and career objectives.

World Language III and IV, Theory of Knowledge, and Creativity, Action and Service, for example, are required for an **International Baccalaureate** diploma.

Similarly, English Lit, Creative Writing, and Junior and Senior Seminars might represent a typical **Liberal Studies** course of study. Both the IB and LS Gateways might also require a .5 credit Senior Thesis.

At the postsecondary level, Liberal Studies graduates will presumably orient toward Bachelor of Arts degree programs at small liberal arts colleges. IB graduates will orient toward universities or colleges that award IB diplomas special recognition in the admissions process.

The three CTE Gateways, on the other hand, are all organized into skill-based “**Program Majors**,” [or “**State-approved Technical Education Programs of Study**” (STEPS)].

Forty **College/Tech Prep** Program Majors (CTE-Dual Path) have been approved by OCTE to date, each leading at the postsecondary level through a two-year Associate of Applied Science program to a high skills or technical career. By design, Dual Path CTE Majors also qualify graduates to revise their career plans and enter a four-year degree program instead—or to go on to a Baccalaureate Degree program and a professional career *through* an AAS degree.

Professional-Technical Program Majors (CTE-B.S., or “Pro-Tech”) are also under development, very similar from a curriculum standpoint to Dual Path CTE Program Majors, but leading directly to a professional career through a B.S. degree program.

A third CTE Gateway, **Pre-Apprenticeship Preparation**, currently in the planning stages, will be structurally identical to Dual Path programs but specifically targeted toward entry into a Registered Apprenticeship Training Program at the postsecondary level, and thence to a Journey Worker Certificate and a high skills, high wage career.

The chart on the following page illustrates how class schedules might be organized to ensure that students meet all the core and supplementary academic requirements common to all College and Career Gateways, plus the specific advanced academic or skill requirements specific to each Gateway and Program Major.

Gateway Planning Templates: 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	4
Elective (1 CU)			Elective (.5)	Elective (.5)
College/Tech Prep (CTE-Dual Path) (4.5 CUs)			Career-Tech I Career-Tech II	Career-Tech III Career-Tech IV Internship (.5)
Professional-Technical Prep (CTE-B.S.) (4.5 CUs)			Pro-Tech I Pro-Tech II	Pro-Tech III Pro-Tech IV Internship (.5)
Liberal Studies (Pre-B.A.) (4.5 CUs)			English Literature Junior Seminar	Creative Writing Senior Seminar Senior Thesis (.5)
International Baccalaureate (4.5 CUs)			World Language III Theory of Knowledge	World Language IV Creativity, Action, Serv. Senior Thesis (.5)
Total CUs: 28	7	7	7	7

The 40 CTE Program Majors approved by OCTE to date are grouped into 12 program clusters or **Career Academies**:

- I. **Agribusiness & Natural Resources;**
- II. **Arts, Media & Communications;**
- III. **Business Administration & Finance;**
- IV. **Sales & Personal Services;**
- V. **Construction & Design;**
- VI. **Health & Medical Sciences;**
- VII. **Hospitality & Tourism;**
- VIII. **Human Services, Education & Training;**
- IX. **Law, Public Safety & Security;**
- X. **Information Technology;**
- XI. **Engineering & Manufacturing;**
- XII. **Transportation.**

Derived from the 16 Career Clusters originally defined by OVAE, the 12 Career Academies are custom tailored to fit the labor market and economic development priorities of DC (based on labor market data, employer surveys, and input from the Workforce Investment Council).

Each Academy represents a broad, industry-based cluster of occupations, together with the programs of study that prepare students for careers in those occupational areas. Together, the 12 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.

A chart is included in the *Appendix* showing the relationships between the 12 DC Career Academies, the 16 OVAE Career 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., CTE). The NCES specializations evolved out of the traditional vocational education program clusters (Agribusiness Education, Business & Office Education, Marketing & Distributive Education, Health Occupations Education, Occupational Home Economics, and Trade & Industrial Education).

Within the framework of the 12 Academies, OCTE is seeking to rebuild a state-of-the-art career-technical/professional-technical education system, spanning all the high demand sectors of the regional labor market. Program Majors planned or already implemented range from Biotechnology to Automobile Service Technology, from Television and Video Production to Early Childhood Education, from Entrepreneurship to Electronics & Robotics (see next page for a current chart).

CTE PROGRAM MAJORS

Academies	Program Majors
I. Agribusiness & Natural Resources	Horticulture (CIP 01.0601) Natural Resources/Enviro. Science (CIP 03.0101) Biotechnology (CIP 26.1201)
II. Arts, Media & Communications	Television & Video Production (CIP 09.0701) Radio Broadcasting (CIP 10.0202) Graphic Design (CIP 50.0409) Technical Theatre (CIP 50.0502) Photography/Photojournalism (CIP 50.0605/09.0404)
III. Business Admin., Finance, & Marketing	Business Administration (52.0201) Accounting & Finance (CIP 52.0304) Marketing & Entrepreneurship (CIP 52.0701)
IV. Personal Services	Cosmetology (CIP 12.0401) Barbering (CIP 12.0402)
V. Construction & Design	Architecture & Design (CIP 15.1303) Masonry (46.0101) Carpentry (CIP 46.0202) Electricity (CIP 46.0303) Plumbing (CIP 46.0505) HVACR (CIP 47.0201)
VI. Health & Medical Sciences	Dentistry (CIP 51.0601) Emergency Medical Services (CIP 51.0904) Nursing (CIP 51.1614)
VII. Hospitality & Tourism	Culinary Arts (CIP 12.0503) Hospitality (CIP 52.0901)
VIII. Human Services & Education	Early Childhood Education (CIP 19.0709) Teacher/Teacher Paraprofessional (CIP 13.0100)
IX. Law, Public Safety & Security	Law Enforcement (CIP 43.0107) Protective & Security Services (CIP 43.0109)
X. Information Technology	Interactive Media (CIP 10.0304) Web Development (CIP 11.0801) Networking & Telecommunications (CIP 11.0901) Support & Services (CIP 47.0104) Programming & Software Developmt. (CIP 15.1204)
XI. Engineering & Manufacturing	Engineering/PLTW (CIP 15.0000) Electronics & Robotics Technology (CIP 15.0405) Manufacturing Technology (CIP 14.3601)
XII. Transportation	Planning, Operations & Logistics (15.0202) Auto Body Collision Repair Technology (CIP 47.0603) Automobile Service Technology (CIP 47.0604) Aerospace & Aviation Technology (CIP 49.0101)

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This roster of the 40 CTE Program Majors adopted by OCTE to date constitutes the emerging **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. Another 12 to 15 programs of study might easily be visualized as constituting the **Pro-Tech Gateway**, opening the doors to professional education at the 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 also included in the Appendix, as is a similar sample roster of Occupational Special Education programs.

It is important to stress that student decisions about which Gateway template and Program Major to use as a basis for the development of their IOP should be based upon their educational and career objectives, not teacher, parent, or personal perceptions of their "inherent ability" or "learning style." IOPs should be planned backward from a 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.

To meet DC "State" standards of quality, all CTE programs should be targeted toward career fields with documented employment opportunities in the DC region. The stereotypical program offerings of "old vocationalism," said to prepare students for low-level, dead-end careers, have no place in contemporary career-technical education (assuming they ever did).

In addition, all programs should be designed to:

- 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 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.

Beyond that, each State-approved CTE program of study should be characterized by the following (in no particular order):

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- **National and local industry or trade association partners**, in addition to the **Industry Advisory Committees** organized to provide guidance and support to each of the Career Academies;
- **Nationally-validated, competency-based curricula and program standards**, registered with **VTECS** (the Vocational-Technical Education Consortium of the States);
- **Knowledge and skill assessments** developed and validated by the **National Occupational Competency Testing Institute** (NOCTI);
- Industry-backed, individualized **Certificates of Skill Mastery** (CSM) for all completers;
- Opportunities for all CTE students to earn membership in the **National Technical Honor Society** (NTHS);
- Active participation by all CTE students in the **career and technical student leadership organization** (CTSO) appropriate to their program:
 - National FFA** (formerly Future Farmers of America), for Agribusiness and Natural Resources programs;
 - FBLA** (Future Business Leaders of America), for Business Administration and Finance programs;
 - DECA** (Distributive Education Clubs of America), for Marketing programs;
 - HOSA** (Health Occupations Students of America), for Health and Medical Sciences programs;
 - FCCLA** (Family, Consumer and Career Leaders of America), for Hospitality & Tourism and Human Services, Education & Training programs; or,
 - SkillsUSA** (formerly VICA, Vocational Industrial Clubs of America), for programs of study in the Academies Construction & Design; Transportation; Arts, Media & Communication; Law, Public Safety & Security; Information Technology; and Engineering & Manufacturing;
- **Open-ended, “2+2+2” articulation agreements** with the University of the District of Columbia, area community and technical colleges, and other appropriate institutions, providing for **transcripted credit, guaranteed admission, advanced placement, dual enrollment, simultaneous completion, prerequisite waivers**, and/or other accelerated transitions to postsecondary education;
- **CTE-Specific Teacher Certification** to ensure high level mastery of subject area knowledge and skills; extensive, documented private sector experience should be required, plus high quality teacher preparation at the associate degree level or higher; provisions should be made for both “Master Teacher” designations and periodic recertification (facilitated by both continuing professional education and teacher externships);

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- An **automated, web-based, curriculum, instruction, and student assessment management system**, crosswalked to both DC Learning Standards and VTECS skill standards, enabling real-time monitoring of student attainment of both core academic and program-specific knowledge and skills, and facilitating the preparation of individualized and “**warranted**” Certificates of Skill Mastery; and,
- **Program-specific performance targets and annual reports**, intended for use by school administrators, teachers, career counselors, policy makers, students, parents, and community members, incorporating both US ED “FAUPLs” (Final Agreed-Upon Performance Levels) and the **Integrated Performance Indicators** (IPI) being promulgated by the U.S. Department of Labor and the U.S. Department of Education.

A series of structural changes to the framework of CTE programming should also be made to restore a sense of a “CTE Community” in both the schools and the community at large:

- To ensure access to state-of-the-art CTE programs for every interested student in the District, at least one “**flagship**” **Career Cluster or Program** should be identified or established at every public high school or public charter high school interested in offering a CTE gateway. All program hosts and operators should be empowered to recruit students on a citywide basis, and all students should be empowered to enroll in any program of their choice (using the out-of-boundary enrollment process). To date, 14 DCPS high schools and four charter high schools have expressed interest in participating in CTE programming; as mentioned earlier, together with UDC, they constitute the **District of Columbia Consortium for Career-Technical Education**.

Current candidates for “Flagship” program status might include:		
School	Academy or Program Major	CIP Code
Anacostia	Law Enforcement	43.0107
Ballou	Automobile Service Technology	47.0604
Bell	Academy of Information Technology	
Cardozo	Academy of Construction & Design	
Coolidge	Business Administration	52.0201
Dunbar	Academy of Engineering & Manufacturing	
Eastern	Academy of Health & Medical Sciences	
Ellington	Technical Theatre	50.0502
McKinley	Biotechnology	26.1201
Roosevelt	Academy of Hospitality & Tourism	
Spingarn	Cosmetology & Barbering	12.0401
Wilson	Accounting & Finance	52.0304
Woodson	Marketing & Entrepreneurship	52.0701

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At the conclusion of the current and pending rounds of program development and improvement projects, OCTE anticipates that each high school will typically offer three to six other programs in addition to the flagship offerings. At a minimum, all forty State-approved programs should be offered by at least one site.

Two DCPS senior high schools don't offer career-tech program majors at the present time: **Banneker**, whose flagship offering is the *International Baccalaureate* gateway, and **School Without Walls**, focused on traditional *Liberal Studies*.

Outside of DCPS, there are currently three public charter career-tech high schools that also constitute core components of the DC CTE system (more are under rapid development:

—the **Booker T. Washington** Public Charter School for Technical Arts, offering an expanding range of program majors within the Construction & Design cluster;

—the **Integrated Design and Electronics Academy** PCS (**IDEA**), focused on program majors in the Information Technology and Engineering and Manufacturing Academies; and,

—the **Friendship Edison Collegiate Academy** (**FECA**), a public charter high school approaching the status of the largest public high school in the District, which currently offers a broad range of programs of study spanning half of the 12 Career Academies.

- A **CTE School Coordinator** should be appointed for each of the thirteen participating DCPS high schools, to oversee all CTE program offerings (serving in the capacity of an **Assistant Principal for CTE**), assist teachers with the activities of CTSOs, and coordinate **internships, job shadowing, cooperative education, school-based enterprises**, and other **work-based learning** programs and activities for all students;
- CTE School Coordinators should also work in partnership with the school career guidance counselors to ensure that the full range of accelerated transitions to postsecondary education are accessible to all students, and that all CTE high schools qualify as **Early College High Schools** (Jobs for the Future's dual completion postsecondary transition program);
- To achieve economies of scale with respect to equipment-intensive Program Majors, **3 to 5 regional CTE centers** should also be established around the District, co-located with existing high schools that currently have excess capacity.

Pending facility determinations to be made in the context of the new Master Education Plan, possible hosts for such regional centers might include, for example, **Ballou, Cardozo, Eastern, Roosevelt**, and **Spingarn** (not to mention **McKinley**, the East Coast "High Tech High");

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- DCPS should also explore the possibility of a partnership with UDC, the Office of the Mayor, and other agencies and organizations to convert the Spingarn-Phelps “hilltop” campus into what has been characterized as an “**All-DC Career-Tech/Early College Magnet High School**”—a beacon facility which could offer highly advanced programming for residents from throughout DC and potentially play a dual role as the nucleus of a true “Community College of the District of Columbia”;
- The **District of Columbia Association for Career and Technical Education** (DCACTE) should be reactivated, with membership extended to every CTE teacher and administrator in national ACTE, DCACTE, and the appropriate CTE teacher professional association; in addition to an annual DCACTE conference, periodic meetings should be held of each affiliated association and of the CTE School Coordinators;
- Finally, the District of Columbia should affiliate with the Southern Regional Education Board (SREB), joining every other State in the Southern and Middle Atlantic regions as a **High Schools That Work State**—bringing the proven pedagogy, curricula, and peer-to-peer professional development system of the HSTW and **Making Middle Grades Work** (MMGW) networks to every high school and middle school in DC.

In sum: In the District of Columbia, the bright promises of a new century, a new millennium have so far been honored mostly in the breach, not the observance. Do the young African-Americans and Latinos of the Nation’s Capital have a future? The question remains very much in doubt.

Unemployment in the District is persistently much higher than the national average. Job growth is in fact occurring, but suburban commuters have been the primary beneficiaries. Moreover, a vast gulf separates white Washington from the rest of the city—the mostly white neighborhoods of Ward 3 face less than 3% unemployment, while unemployment in the mostly nonwhite Wards, 5, 7, and 8, ranges from 9.5% to 15.4%!

Upwards of 50% of DC jobs require a baccalaureate degree or higher as a prerequisite—more than double the percentage in most parts of the nation. But upwards of 50% of DC youth don’t even earn a high school diploma—perhaps 15% never enroll in high school in the first place. The dropout rate surprises no one: large numbers of schools are physically decrepit, poorly supplied, educationally weak, and socially chaotic—prison culture threatens to attain hegemony. Fewer than half of those who do graduate find any employment—less than 15% are employed full time. **Fewer than a third of dropouts are employed at all—underemployment among this group approaches totality.**

The schools crisis and the youth unemployment crisis are intertwined at multiple levels. To win a future for DC’s youth, we must expand the high skills, high wage, technical sector.



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To expand the technical sector, we must create a pool of high skills, high performance workers to attract economic development. To create a pool of high skills workers, we must renew career-technical education, at both the secondary and postsecondary levels. To equip our students to succeed in CTE and postsecondary education, we must rebuild the schools from the ground up—we must establish a pervasive climate of universal high achievement. To win students to high performance education, we must open up broad gateways to meaningful opportunity—to convince the youth of the Nation’s Capital they do in fact have a future.

Four essential pillars of comprehensive school reform include: the **universal high performance education** system Superintendent Janey has outlined in his new Strategic Plan; an intensive, middle school to adult, **dropout prevention system**; a comprehensive, K-adult **career development system**; and a broad range of **coherent programs of study** that constitute clearly defined, realistic gateways into postsecondary education and high skills, high wage, family supporting careers.

At least five **College-and-Careers Gateways** should be made accessible to every student in DC public schools:

- **Liberal Studies**, serving students explicitly committed to a traditional liberal arts curriculum;
- the **International Baccalaureate** program (IB), serving students heading for professional careers through an internationally standardized course of studies;
- and three **Career-Technical Education** (CTE) gateways: **College/Tech-Prep**, serving students heading for either technical or professional careers; **Pre-Apprenticeship Prep**, serving students planning to enter Registered Apprenticeship programs; and, **Professional-Technical Prep**, serving students focused exclusively on professional careers.

Skill-based and career-focused, but built upon the same core academic foundations as the IB and Liberal Studies programs, Career-Technical Education programs at the secondary level have a unique triple role to play: as the career-specific component of high performance public education, the school-based arm of high skills workforce development, and the education engine of high wage economic development.

Three alternative formats for CTE program delivery—three vectors toward future prosperity—could be considered for the District of Columbia:

- a **citywide “virtual” career-tech center**, lead by flagship CTE programs at each of the comprehensive high schools;
- a **DC network of 3-5 shared-time centers**, regionalizing the delivery of the most equipment-intensive, high cost CTE programs;
- an **all-city career-tech/early college magnet high school**, achieving high economies of scale by recruiting students from throughout the District to the historic “Hill-top” campus of Spingarn/Phelps.

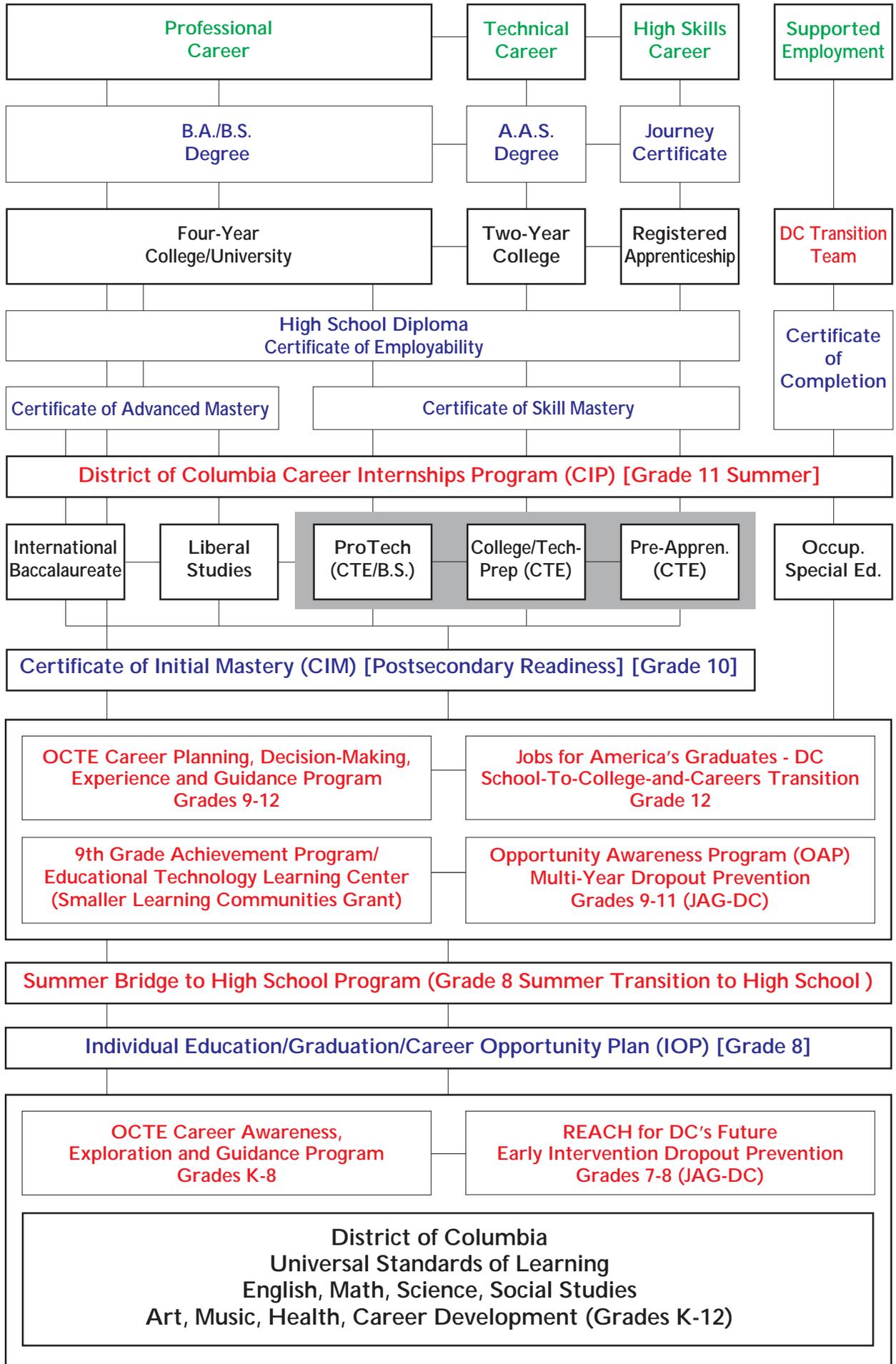
PERSPECTIVES

The diagram on the following page represents a somewhat schematic flow chart of the four pillars of educational transformation outlined above—from the foundation of universal standards of learning and high performance education through the DCPS Career Development System, the JAG-DC dropout prevention program, and the six Gateways to DC’s Future (five college-and-careers gateways, plus Occupational Special Ed). The horizontal lines connecting the components should be understood as two-way arrows—symbolizing the open-endedness of the Gateway concepts, allowing students to change objectives and update plans whenever circumstances warrant.

Altogether, the Office of Career and Technical Education projects the following outcomes and performance impacts from the reinvention of high schools and renewal of career-technical education in DC:

- Reduced dropout rates in 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.
- Increased attendance and graduation rates, and 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 employability and skill mastery, transcribed college credit, advanced placement, or guaranteed admission to postsecondary education.
- Increased numbers of students and graduates enrolling in apprenticeship, associate degree, and baccalaureate degree programs.
- Reduced postsecondary remediation and increased completion rates.
- 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 rules.

GATEWAYS TO DC'S FUTURE



District of Columbia
Universal Standards of Learning
English, Math, Science, Social Studies
Art, Music, Health, Career Development (Grades K-12)

OCTE Programs, Services, and Activities, PY 2004 through 2005— Selected Highlights

Within the broad confines of its overall strategy for high school reinvention and CTE renewal, the Office of Career and Technical Education carried out a range of activities during the 2003-2004 and 2004-2005 program years. Selected highlights of those activities include the following:

Career Academy/Program Major Development:

- 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.
- Spearheaded the rationalization of the DCPS Master Course Catalog, eliminating obsolete listings and reorganizing CTE course sequences and other career-related offerings in terms of the 12 Academy program clusters.
- Planned and initiated curriculum development for 40 distinct Program Majors, each leading through two-year or four-year programs at the postsecondary level to high skills, high wage careers; 175 newly developed courses and course descriptions were entered into the new DCPS Master Course Catalog for the 2005-2006 school year.
- Licensed and implemented nationally-validated, industry-certified curricula from the National Academy Foundation (Information Technology, Business & Finance, Hospitality & Tourism); Project Lead the Way; ProStart; Lodging Management; CISCO; and ASE (Automotive Service Excellence).
- Developed Memorandum of Understanding with the National Center for Manufacturing Science to obtain an e-learning curriculum for the Automobile Service Technology program at Ballou High School.
- Collaborated with EnvironMentors, Inc., on the initial development of a new program major in Environmental Technology, planned to launch in SY 2006-2007 within the Academy of Agribusiness and Natural Resources.
- Collaborated with the Washington DC Area *For Inspiration and Recognition of Science and Technology* (FIRST) on the development of a systematic approach to implementing the FIRST Robotics Program in DCPS middle and high schools and DC Public Charter Schools, with a goal of involving five new high schools in the SY 2006 robotics competition (in addition to the two already involved).

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- Collaborated with the Community Working Group for the Cardozo Construction Academy to implement the *If I Had A Hammer Program* (which uses the construction of a small house to help students improve math testing scores) in December 2005.
- Facilitated the development and approval of the Careers through Culinary Arts Program (C-CAP) Partnership Agreement with DCPS, signed by the Superintendent on November 3, 2005, which will provide industry mentoring and coaching, student internships, shadow experiences and field trips, professional development for students and teachers, donated equipment and product distribution, competitions and scholarships for Culinary Arts majors.
- Selected ten DCPS high schools for “Fast Track implementation” of Career Academies and Program Majors.
- Launched major facilities improvement projects, designed to accommodate the new Career Academies and Program Majors, at the Fast Track high schools; by the end of calendar 2005, projects at eight schools were 85% to 100% complete.
- Began the revitalization of Career and Technical Student Organizations within DC schools; in addition to the Technology Students Association for middle school students, both FBLA and SkillsUSA are currently active, with HOSA expected to come on line in 2007 and subsequently DECA, FFA, and FCCLA. OCTE also anticipates expansion of the National Technical Honor Society to all CTE providers in the District.
- 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.
- Awarded Perkins support to three public charter high schools for implementation of Career Academies and CTE program improvement.

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.

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.



ACTIVITIES

- 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.
- In the summer of 2005, prepared a formal proposal to the U.S. Department of Education for a School Dropout Prevention and Reentry Program Grant to support the pilot test of JAG-DC; the proposal was not funded, but it helped win support for the project from leaders of the DC educational and nonprofit communities.

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).
- Sponsored participants from three schools at the Future Business Leaders of America Conference in November 2005.
- Fostered participation of DC Technology Student Association state officers (representing DCPS middle schools) in the TSA’s annual Directions Conference in Herndon, Virginia, in 2005.
- Facilitated participation of 16 DCPS teachers in the CISCO Networking Academy DC/Maryland Regional Conference in the fall of 2005.
- Organized the participation of Health & Medical Sciences students in a Minority Student Medical Career Awareness Workshop and Recruitment Fair in September 2005.
- Conducted a School Year 2005-2006 Saturday Workshop for Hospitality and Tourism teachers at the Restaurant Association of Metropolitan Washington Education Foundation (RAMWEF), and cosponsored with RAMWEF a half-day Culinary Math Workshop (on CTE/core academics integration) at the Art Institute of Washington.
- Coordinated participation by 18 CTE students, 3 teachers, a guidance counselor and an educational technology coordinator from DCPS in a DeVry University Annual Women in Technology Event, focused on opportunities for women in the high tech fields of Information Accounting, Information Technology, and Biotechnology.
- Hosted a highly successful SmartBoard technology training event for over 30 CTE teachers from 12 high schools from throughout the city.

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- Developed partnerships with District Schools TV (DSTV, formerly channel DC28) and with Prime Movers at George Washington University, to arrange internships and mentorships for Television and Video Production and Radio Broadcasting students, and coordinated the installation of radio booths at three high schools.
- Initiated an Educator Externship program to expose classroom teachers to the world of work; 20 DCPS teachers participated in the initial launch of the program.

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.
- 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"—Final Agreed-Upon Performance Levels) 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.

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- 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 Consortium for Career-Technical Education.
- * Developed a strategic vision statement for OCTE—*Preparing the Workforce of DC’s Future: Toward a Career-Technical Education System for the Capital State of the 21st Century*—as a discussion platform for the development of a new State Plan for CTE after “Perkins VI” reauthorization.
- Prepared *CTE at a Crossroads: Three Vectors to DC’s Future*, an analysis of the “rise and fall” of vocational education in the District of Columbia, and of the implications of its history for the choices to be made today about ideal formats for CTE program delivery.
- Prepared a working paper on the essential elements of high school redesign and CTE renewal as a contribution to the development of the new DCPS Master Education Plan.

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, DC Workforce Investment Council (WIC) and Youth Investment Council (YIC), and the DC Chamber of Commerce Workforce Development and 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 twelve Industry Advisory Committees (IACs), and completed the organization of all but two IACs by the beginning of the 2005 school year.
- Collaborated with representatives from business and industry to assist in curriculum development and design of facilities, and began discussions with the DC Chamber of Commerce to align the proposed DCPS Certificate of Employability with the EFF (Equipped for the Future) Work Readiness Credential sponsored by the COC.
- Collaborated with the DC Department of Employment Services on the development of a summer Student Internship Program that served over 350 CTE students, and joined conversations in the fall of 2005 with the State Education Office about the creation of a DC Government Student Internship program.
- Began development of a Memorandum of Understanding to institutionalize OCTE’s long-standing working partnership with the Washington Area New Automobile Dealers Association (WANADA).
- Represented DCPS on several workforce development symposiums to discuss employment needs in the region.

DCPS/OCTE Performance Measurement Enhancements: School Year 2006 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.

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.



Core OVAE Accountability Data Elements, Continued

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.

Over the course of the 2005 and 2006 school years, the legacy (i.e., antique) *Campus America SIS* employed to generate secondary-level performance data for the 2004 and 2005 CARS 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 the following:

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 Program Majors.
5. District-wide and by school, academy, and program major, the number of professional development opportunities provided to CTE staff;
6. District-wide and by school, academy, and program major, the average annual expenditure per high school CTE concentrator;
7. District-wide and by campus, program, year, gender, ethnicity, and special population status, the number of postsecondary CTE concentrators.

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];



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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].

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];



ENHANCEMENTS

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 (CAR) Program Year 2004-2005

APPENDIX

CAR 2005 Data Elements: What Do We Need to Know?
Legacy CTE Course Sequences by Career Cluster & Program Major
Legacy CTE Course Sequences by Dominant Gender Tradition
DC Final Agreed-Upon Performance Levels (FAUPLs), Years 1-6
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
Class of 2005 Sixth-Month Follow-Up Survey Instrument



CAR 2005: What Do We Need to Know?

SECONDARY DATA ELEMENTS:

1. The number of students in DC public high schools—male, female, and total—who were enrolled in *any* course in a career-tech (CTE) program sequence *for which an advanced course was available*, during the 2004-2005 school year (i.e., **CTE Participants**).
2. The number of students in DC public high schools—male, female, and total—who were enrolled in an *advanced* course in a CTE program sequence, during the 2005 school year (i.e., **CTE Concentrators**).
3. The number of *seniors* in DC public high schools—male, female, and total—who were enrolled in an advanced course in a CTE program sequence, during the 2005 school year (i.e., **CTE Completers**).
4. The number of CTE Concentrators—male, female, and total—who had taken the SAT 9 by the end of the 2005 school year.
5. Of those, the number (and percent) who scored basic or above in reading and math (**1S1**; target: **42.09%**).
6. The number (and percent) of CTE Concentrators who achieved a GPA in their major of 2.0 or higher during the 2005 school year (**1S2**; target: **62.05%**).
7. The number (and percent) of CTE Completers who received a high school diploma during the 2005 school year (i.e., **Completer/Graduates**) (**2S1**; target: **94.59%**).
8. The number (and %) of CTE Completers who received either a high school diploma or a certificate of completion during the 2005 school year (**2S2**; target: **96.09%**).
9. The number (and percent) of CTE Completer/Grads who were placed *within six months after graduation in 2003-2004* in postsecondary education or advanced training, employment, or military service (**3S1**; target: **87.83%**).
10. 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*).
11. Of those, the number (and percent) who were *members of the underrepresented gender* (**4S1**; target: **13.74%**).
12. The number of CTE Completers who were enrolled in nontrad programs.
13. Of those, the number (and percent) who were members of the underrepresented gender (**4S2**; target: **13.76%**).



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

POSTSECONDARY DATA ELEMENTS:

1. 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 2004-2005 school year (i.e., **CTE Concentrators**).
2. 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 2004-2005 school year (i.e., **CTE Completers**).
3. The number (and percent) of CTE Concentrators who attained an overall GPA of 2.8 or greater during the 2004-2005 school year (**1P1**; target: **45.47**).
4. The number (and percent) of CTE Concentrators who achieved a GPA in their major of 3.0 or greater during the 2004-2005 school year (**1P2**; target: **39.48%**).
5. The number (and percent) of CTE Completers who received a certificate or degree during the 2004-2005 school year (i.e., **CTE Completer/Graduates**) (**2P1**; target: **73.58%**).
6. The number of CTE Completer/Graduates from the 2004-2005 school year who responded to a follow-up survey.
7. Of those, the number (and percent) who were reported placed within **three** months in further education or advanced training, employment, or military service (i.e., **Placed Completer/Graduates**) (**3P1**; target: **97.32%**).
8. Of those, the number (and percent) who were reported in that same status after a full year (**3P2**; target: **97.32%**).
9. 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).
10. Of those, the number (and percent) who were members of the underrepresented gender (**4P1**; target: **27.25%**).
11. The number of CTE Completers who were enrolled in nontrad programs.
12. Of those, the number (and percent) who were members of the underrepresented gender (**4P2**; target: **13.33%**).

OPTIONAL: Breakouts of the all of the above by ethnicity and special population status.

Legacy CTE Course Sequences with Active Enrollment
By OVAE Career Cluster & OCTE Program Major
SY 2004-05 [Concentrator Courses in Red]

Agriculture, Food & Natural Resources:

FLORICULTURE (01.0608):

G84, **G85** Floriculture I, II

Architecture & Construction:

CARPENTRY (46.0202):

G65, **G66** Carpentry & Wood Construction I, II

ELECTRICITY (46.0303):

G71, **G72** Electric Wiring & Construction I, II

Arts, A/V Technology & Communications:

TELEVISION & VIDEO PRODUCTION (09.0701):

Q62, **Q63** TV/Radio Production I, II

PRINTING TECHNOLOGY (10.0301):

Q35, **Q36** Offset Press I, II

Q41, **Q42** General Printing I, II

GRAPHIC DESIGN (50.0409):

T61, **T62** Graphic Arts I, II

A84, **A85** Computer Graphics I, II

FASHION & APPAREL DESIGN (50.0407):

C28, **C29** Textile Design I, II

PHOTOGRAPHY (50.0605):

A42, **A43, A44** Photography I, II, III

JOURNALISM (09.0401):

E42, **E43, E44** Journalism I, II, III

MEDIA & COMMUNICATIONS (09.0102):

EA4, EA5, **EA6, EA7** Media I, II, III, IV

TECHNICAL THEATRE (50.0502):

G67, **G68** Stage Craft I, II

G87, **G88** Lighting Design I, II

GA2, **GA3** Scenic Design I, II

Q29, **Q30** Theatre Organization & Management I, II

APPENDIX

Business, Management & Administration: No offerings in SY 2004-2005

Education & Training:

EARLY CHILDHOOD EDUCATION (19.0709):

C51, C52 Child Care Services Training I, II

Finance:

ACCOUNTING & FINANCE (52.0304):

B07, B08 Accounting & Related Training I, II

B46, B47 Accounting I, II

B81, B82 Banking I, II

Government & Public Administration: No offerings in SY 2004-2005

Health Science:

NURSING (51.16.14):

O13, O14, O15 Practical Nursing I, II, III

DENTISTRY (51.0601):

O51, O52 Dental Assisting I, II

Hospitality & Tourism:

CULINARY ARTS (12.0503):

C94, C95, C96 Culinary Arts I, II, III

HOSPITALITY (52.0901):

D83, D84, D85 Travel & Tourism I, II, III

Human Services:

COSMETOLOGY (12.0401):

K09-K10, K11-K14 Cosmetology & Personal Services I-VI

BARBERING (12.0402):

K15, K16, K17 Barbering & Personal Services I, II, III

Information Technology:

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06 Computer Programming I, II

NETWORKING AND TELECOMMUNICATIONS (11.0901):

V83, V84, V85, V86 CISCO Networking 1, 2, 3, 4

Law, Public Safety, Corrections & Security: No offerings in SY 2004-2005

Manufacturing: No offerings in SY 2004-2005

Marketing, Sales & Service: No offerings in SY 2004-2005

APPENDIX

Science, Technology, Engineering & Math: No offerings in SY 2004-2005

Transportation, Distribution & Logistics:

AUTO BODY COLLISION REPAIR TECHNOLOGY (47.0603):

G40, G41

Auto Body Painting I, II

AUTOMOBILE SERVICE TECHNOLOGY (47.0604):

G55, G56

Automobile Mechanics I, II

T31, T32

General Auto Mechanics I, II

PLANNING, OPERATIONS & LOGISTICS (15.0202):

G58, G57

Introduction to Transportation & Transit Systems I, II

APPENDIX

Legacy CTE Course Sequences with Active Enrollment By Dominant Gender Tradition SY 2004-05 [Concentrator Courses in Red]

Traditionally Male-Dominated Occupational Objectives:

G40, G41	Auto Body Painting I, II
G55, G56	Automobile Mechanics I, II
G65, G66	Carpentry & Wood Construction I, II
G71, G72	Electric Wiring & Construction I, II
G84, G85	Floriculture I, II
G87, G88	Lighting Design I, II
GA2, GA3	Scenic Design I, II
K15, K16, K17	Barbering & Personal Services I, II, III
Q35, Q36	Offset Press I, II
Q41, Q42	General Printing I, II
Q62, Q63	TV/Radio Production I, II
T31, T32	General Auto Mechanics I, II
V05, V06	Computer Programming I, II
V83, V84, V85, V86	CISCO Networking I, II, III, IV

Traditionally Female-Dominated Occupational Objectives:

C28, C29	Clothing & Textiles I, II
C51, C52	Child Care Services Training I, II
K09-K10, K11-K14	Cosmetology & Personal Services I-VI
O13, O14, O15	Practical Nursing I, II, III
O51, O52	Dental Assisting I, II

APPENDIX

Gender Neutral Occupational Objectives:

A42, A43, A44	Photography I, II, III
A84, A85	Computer Graphics I, II
B07, B08	Accounting & Related Training I, II
B46, B47	Accounting I, II
B81, B82	Banking I, II
C94, C95, C96	Culinary Arts I, II, III
D83, D84, D85	Travel & Tourism I, II, III
E42, E43, E44	Journalism I, II, III
EA4, EA5, EA6, EA7	Media I, II, III, IV
G58, G57	Intro. to Transportation & Transit Systems I, II
G67, G68	Stage Craft I, II
Q29, Q30	Theatre Organization & Management I, II
T61, T62	Graphic Arts I, II

<p>2S2 Credential Attain- ment</p>	<p>Numerator: Number of CTE concentrators who completed their CTE program and received either a 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 nontrad. programs who were members of the under-represented gender groups.</p> <p>Denominator: Number of CTE concentrators enrolled in nontraditional 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 nontrad. programs and were members of the under-represented 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 ed., employment, or military service." 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 3-month survey as "placed" and were reported in the same status after one year. Denominator: Number of surveyed CTE graduates in the previous reporting year who reported their status on the 3-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 nontrad. majors who were members of the under-represented gender groups. Denominator: Number of CTE concentrators enrolled in nontraditional 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 nontrad. majors and were members of the under-represented gender groups. Denominator: Number of CTE concentrators who completed nontraditional majors.</p>	12.08	12.33	12.58	12.83	13.08	13.33

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 & Marketing Academy:**
Business/Managerial Economics (CIP 52.0601)
4. **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 Academy:**
Teacher & Counselor Education (CIP 13.0100)
9. **Law, Public Safety, & Security Academy:**
Law & Public Policy (CIP 22.0001)
10. **Information Technology Academy:**
Computer Science (CIP 11.0701)
11. **Engineering & Manufacturing Academy:**
Engineering Science/PLTW (CIP 14.1301)
12. **Transportation Academy:**
Transportation Engineering/TRAC (CIP 14.0804)

APPENDIX

OCCUPATIONAL SPECIAL EDUCATION: SAMPLE PROGRAMS OF STUDY

1. **Agribusiness & Natural Resources Academy:**
Groundskeeping
2. **Arts, Media & Communications Academy:**
Entertainment Attending
3. **Business, Finance & Marketing Academy:**
Office Machine Operation
4. **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 Academy:**
Hall/Cafeteria Monitoring
9. **Law, Public Safety, & Security Academy:**
Crossing Guarding
10. **Information Technology Academy:**
Shoe Repair
11. **Engineering & Manufacturing 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	<ul style="list-style-type: none"> • Agriculture & Natural Resources/ [Utilities] 	1. Agribusiness & Natural Resources
[Communications]	71 Arts & Entertainment	[Arts & Entertainment]	<ul style="list-style-type: none"> • Arts/AV Technology/ Communications 	2. Arts, Media & Communications
Business [& Office] [& Finance] Marketing & Distribution	55 Company Managemnt. 56 Admin. Support 52 Finance & Insurance 44 Retail Trade 53 Real Estate	Business & Admin. Services Finance & Insurance Retail/Wholesale/ Real Estate	<ul style="list-style-type: none"> • Business & Administration • Finance [& Insurance] • Retail/Wholesale/ [Real Estate] 	3. Business Administration, Finance & Marketing
[Construction]	23 Construction	Construction	<ul style="list-style-type: none"> • Architecture and Construction 	5. Construction & Design
Heath Care [Human Services] Child Care & Education	62 Health Care & Social Assistance 61 Educational Services	Health & Human Services Education & Training	<ul style="list-style-type: none"> • Health Science • Human Services • Education & Training 	6. Health & Med. Sciences 7. Human Services, Education & Training
Personal & Other Serv.	81 Other services	Personal Services	[Personal Services]	4. Personal Services
Food Service & Hospitality	72 Accomoda./Food Serv.	Hospitality & Tourism	<ul style="list-style-type: none"> • Hospitality & Tourism 	8. Hospitality & Tourism
Public & Protective Services	92 Public Administration	Public Administration/ Legal/Protec. Services	<ul style="list-style-type: none"> • Governmt./Pub. Admin. • Law & Public Safety 	9. Law, Public Safety & Security
Technology	51 Information	Telecomm./Information	<ul style="list-style-type: none"> • Information Tech. 	10. Information Tech.
Trade & Industry	31 Manufacturing 54 Prof./Sci./Tech. Serv.	Manufacturing Scientific & Tech. Serv.	<ul style="list-style-type: none"> • Manufacturing • Sci. Res. & Engineering 	11. Engineering & Manufacturing
[Transportation]	48 Transportation	Transportation	<ul style="list-style-type: none"> • Transportation 	12. Transportation

DCPS/DAS/SOCTE

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

**CLASS OF 2005
SIXTH MONTH
FOLLOW-UP SURVEY**

January 2006





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"/>

COLOPHON

District of Columbia "CAR" Program Year 2004-2005 Colophon

Developed and designed in Century Gothic using Adobe PageMaker 7.0.
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Technical Education Act of 1998 (P.L. 105-332).

In accordance with the D.C. Human Rights Act of 1977, as amended, D.C.
Official Code, §2-1401.01, *et seq.* (the Act), 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 affilia-
tion, disability, limited English proficiency, source of income, or place of
residence or business. Sexual harassment is a form of sex discrimination, which
is prohibited by the Act. In addition, harassment based on any of the above-
protected categories is prohibited by the Act. Discrimination in violation of the
Act will not be tolerated. Violators will be subject to disciplinary action.

For additional information on nondiscrimination policies, please contact:

Office of Equal Employment Opportunity (OEEO)

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

Further information is available from OEEO 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 Ameri-
cans with Disabilities Act of 1990, the Developmental Disabilities Assistance
and Bill of Rights Act of 2000, the Assistive Technology Act of 2004, 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.

For additional information on CTE in DC, please contact:

Office of Career and Technical Education (OCTE)

Department of Academic Support
Division of Academic Services
District of Columbia Public Schools
825 North Capitol Street, N.E., 8th Floor
Washington, DC 20002
Voice: 202-442-5062; Fax: 202-442-5081

