

DC CAR PROGRAM YEAR 2006



Consolidated
Annual
Performance,
Accountability, &
Financial Status
Report (CAR)
For State-Administered
Career-Technical
Education Programs
Under the Carl D. Perkins
Vocational & Technical
Education Act of 1998
(P.L. 105-332)



TOPIC

PAGE

Contents

Letter of Transmittal

Narrative Summary:

Introduction: Consolidated Report on Programs Funded Under Perkins III	4
Background: The Carl D. Perkins Act of 1998: Goals and Objectives	5
CTE—Nexus of Ed Reform and Economic Development (Diagram)	7
Within-State Allocations Under Perkins III: Sections 112, 118, 131, 132, & 204	8
Protocols for Strategic Use of Perkins Funds for CTE Renewal (box)	13
PY 2006: Federal, State, and Local Funds, Roles, and Responsibilities	14
Carl D. Perkins Act Allocations, DC, PY 2005-2006 (Table)	17
Perspectives: CTE Renewal and the DC Master Education Plan	18
Gateways to DC's Future [Elements of High School Redesign] (Diagram)	28
Gateway Planning Templates (Table)	29
Performance: CTE Courses, Concentrators, and Completers, SY 2006	30
Selected OCTE Programs, Services, and Activities, PY 2006	35

Appendices:

CAR 2006 Data Elements: What Do We Need to Know?
CTE Academies and College/Tech-Prep Program Majors Plan (Table)
CTE-Related Course Sequences with Active Enrollment, SY 2005-2006
Approved & Legacy CTE Course Sequences by Academy, Program of Study
Approved & Legacy CTE Course Sequences by Dominant Gender Tradition
Industries, Sectors, Clusters, Academies—Crosswalk Matrix

Colophon

Web Submissions:

Cover Sheet
Vocational-Technical Education Student Enrollment Reports
Vocational-Technical Education Accountability Reports
Financial Status Reports (SF 269)



DISTRICT OF COLUMBIA PUBLIC SCHOOLS



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Dr. Robert L. Kight, Executive Director

December 31, 2006

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Division of Academic and Technical Education (DATE)
Office of Vocational and Adult Education (OVAE)
U.S. Department of Education (ED)
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Dear Dr. Haigh:

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 2005-2006*.

Submitted in fulfillment of the requirements set forth in §113(c) and §206 of the Carl D. Perkins Act ("Perkins III") and sections 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 2006 and plans for SY 2007.

Additional documents on file in our office that might be of interest include: the *Summary Annual Performance Report for 2005-2006* submitted to DCPS by our Perkins-eligible postsecondary institution, the University of the District of Columbia (UDC); the formal *Memorandum of Agreement* that structures the partnership between DCPS and UDC; and, the individual student record files for CTE participants and concentrators.

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,

Robert L. Kight

Robert L. Kight, Ed.D.
State Director of Career and Technical Education

cc: Sharon Head; Marjorie Beaulieu; Lois Davis; Jay Savage; Andy Johnson; Len Lintner;
Syed Asghar; Sharon Miller

Consolidated Annual Report on Programs Funded Under “Perkins III,” District of Columbia, PY 2005-06

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 2006 program year, ending June 30, 2006. The required financial status, enrollment, and accountability data sheets were filed electronically (via web) as requested.



The Carl D. Perkins Vocational & Technical Education Act of 1998: “Perkins III” Goals and Objectives

Enacted on October 31, 1998, the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332, “Perkins III”) represented until just this summer the latest reauthorization of Federal vocational education legislation dating back to the Smith-Hughes Act of 1917.

Soon to be superseded by the recently enacted “Perkins IV,” the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Perkins III represented the fifth major rewrite since the inception of the modern vocational education program in 1964, and the third version to carry the name of the late Representative Carl D. Perkins (D-Kentucky), a longtime leading member of the Congress and a stalwart champion of vocational education.

As with previous iterations, the basic purpose of Perkins III was two-fold:

- a), *to provide grants to States to promote the improvement of vocational and technical education programs; and,*
- b), *to ensure equal access to a full range of quality programs for students who are members of populations with special needs.*

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*. In many States and localities, including the District of Columbia, the term “vocational education” had generally been replaced over the last several years by “career and technical education,” “career and technology education,” or simply “career-technical education”—abbreviated as “CTE” or “career-tech.” The passage of Perkins IV institutionalizes this change at the Federal level.

At the secondary level, career-tech programs are sometimes confused with a variety of other offerings linked to the “practical arts” tradition in education:

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

Under earlier reauthorizations, many programs and activities falling under those headings were eligible for Federal support, but that is *not* the case under Perkins III.



Until relatively recently, secondary CTE had been divided into two basic categories:

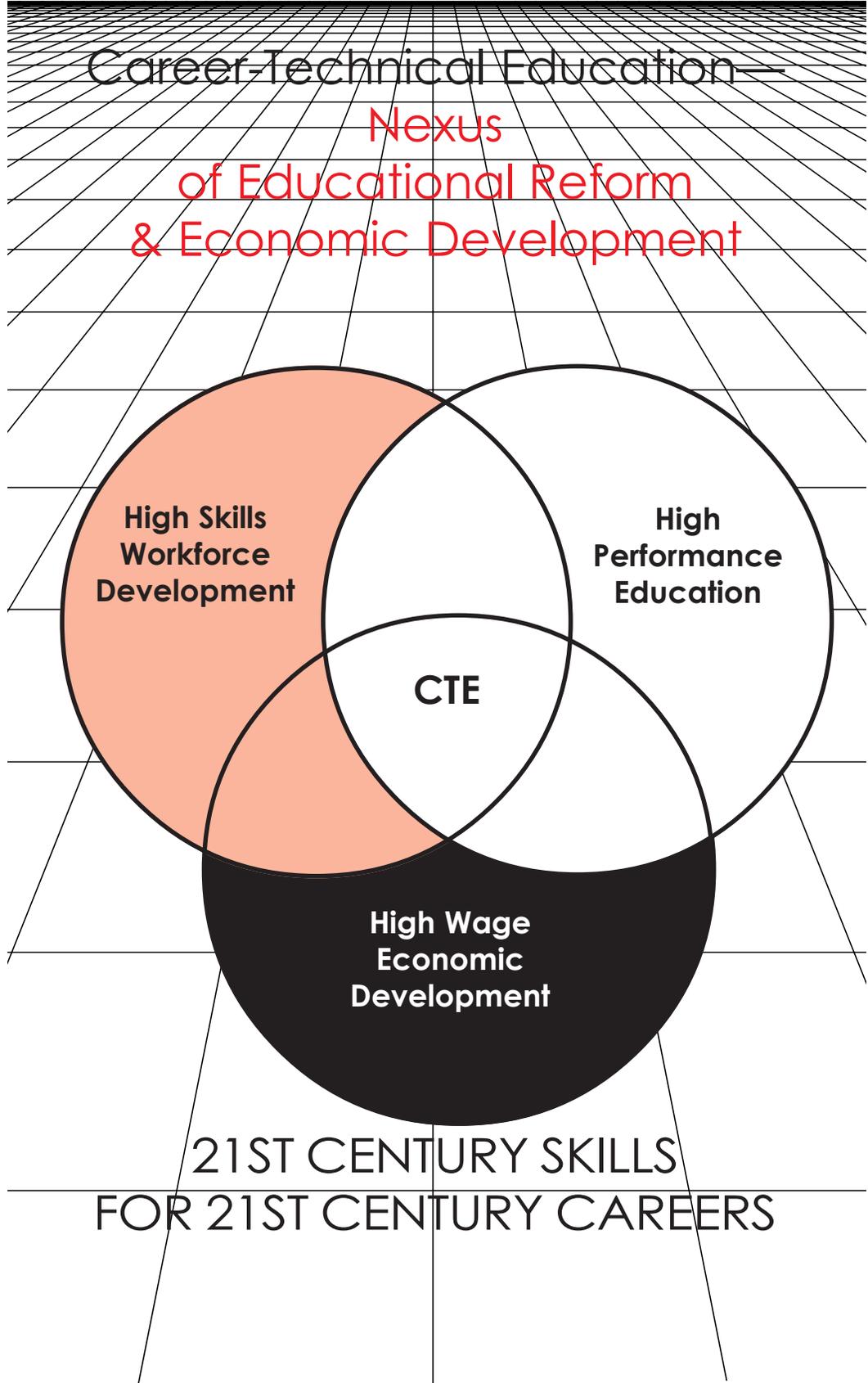
- a. **occupational preparation** programs, designed to prepare students for immediate labor market entry, into occupations that don't require postsecondary education as a prerequisite; and,
- b. **technical preparation** programs ("Tech-Prep" or "2+2"), designed to prepare students for enrollment into 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 of 1994 (P.L. 103-329) and then Perkins III, Federal policy has assumed that *all* students should be prepared for *both* postsecondary education *and* careers. In practice, occupational prep and technical prep have been converging. In a growing number of States and localities, *all CTE programs have been rising to meet the standards set by Tech-Prep*. Beginning next year, Perkins IV will institutionalize this policy shift, as well as the change of nomenclature from voc. ed to CTE.

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)9A)];
2. Affording equal, nondiscriminatory access to a full range of quality CTE programs for individuals who are members of special populations, and providing the services and supports needed to ensure their success in those programs [§122(c)(8)];
3. Fostering career-tech programs that prepare women for nontraditional training and employment in current and emerging high skills, high wage sectors [§134(b)(9)];
4. Developing, increasing, and expanding the use of state-of-the-art technology in career-tech education, and increasing access of CTE students to high tech, high growth industries [§124(b)(2)];
5. Providing comprehensive professional development programs for CTE teachers, designed to ensure they stay current with industry standards and are prepared for Perkins III accountability requirements [§135(b)(4)];
6. Supporting high quality career-tech and career guidance programs for individuals incarcerated in State correctional institutions, including women and young people [§122(c)(18)]; and,
7. Fostering partnerships to support high achievement by CTE students among secondary, postsecondary, and adult education; school-to-work programs; employers and unions; parents and students; elected officials; and, members of the community [§124(b)(6)].





Within-State Allocations for CTE Under Perkins III: Sections 112, 118, 131, 132, and 204

In common with other Federally-subsidized educational programs, Federal assistance to the States made available under the Carl D. Perkins Act is “forward funded”: the amounts appropriated by the Congress for any given Federal fiscal year (nominally beginning October 1) are not made available to the States until the following July 1 (at the earliest).

The total amounts appropriated for each Perkins title 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).

For Perkins Act purposes, under §3(24) of Perkins III, the District of Columbia is defined as a **State**, one of 54 eligible for Federal assistance for career-technical education (CTE) programs, services, and activities. Under the provisions of §3(9) and §121, DCBOE constitutes DC’s designated **State Eligible Agency**, the sole State agency responsible for CTE administration. DCPS/OCTE serves as the DC-BOE staff for the purposes of Perkins Act administration and State-level leadership.

Three separate annual appropriations are authorized under Perkins III:

- **Basic State Grants** under Title I, §8;
- **Tech-Prep Education Grants** under Title II, §203; and,
- **Occupational and Employment Information Grants** under §118.

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

- The **§118** funds are meant to be employed *entirely at the State level*, to support the career, occupational, and employment information system activities of the America’s Career Resource Network (ACRN).

- 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).



By statute, each Tech-Prep Consortium must include at least one local educational agency (authorized to offer CTE at the secondary level) and at least one institution of higher education (authorized to offer 2-year associate degree, certificate, or apprenticeship programs).

- In contrast, 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, either 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.

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.

Section 112(c) permits States to reserve up to 10% of the 85% portion committed to program improvement and accessibility support at the local level for grants targeted to particular areas or particular priorities of the State. But only a handful of States have exercised this option.

Of the 85% portion—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, the Eligible Agency is in fact one or the other of those two agencies.

Whatever the relative size of the two portions, Perkins spells out formulas for the in-state 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 been published by the Census Bureau, but OVAE has identified proxy data).
- 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, formula-driven allocations can't in fact be implemented for either §131 or §132 resource distributions, or for those under §204 of Title II.

To begin with, since UDC is the only authorized CTE provider at the postsecondary level, it must necessarily be allocated 100% of funds made available under §132.

Secondly, since there is only one authorized postsecondary CTE provider, only one Tech-Prep Consortium can be formed, on a statewide basis; under §204, all Title II funds for Tech-Prep Education must necessarily be allocated to this single consortium, and then be made available for distribution among the consortium members.

Finally, since all LEAs at the secondary level serve the same geographic area, the formula set forth in §131(b) can't be used as a basis for allocation.

Since the boundaries of the City of Washington are coterminous with those of the State of DC, the DCBOE represents *both* a **State Education Agency** (SEA) and a **statewide Local Education Agency** (LEA). For Perkins Act purposes, DCBOE represents both the **State Eligible Agency** under §3(9) and a **statewide Local Eligible Recipient** under §3(11). DCPS/OCTE thus serves as DCBOE staff for the purposes of both *State Administration* and *State Leadership* and *local CTE administration* and *local Perkins implementation*.

Until recently, DCBOE not only represented a *statewide LEA*, it represented a *sole State LEA*. DCBOE the State Eligible Agency would necessarily distribute 100% of the funds made available under §131 to 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, any public charter high schools authorized to offer CTE programs meeting Perkins and State standards are also eligible for Perkins support.

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

Since the formula set forth in section 131(b) can't be applied to DC, the District has fallen back on the provisions of section 131(g) as a framework for allocating Perkins funds for secondary CTE among DCPS and participating charter schools. Beginning with the 2004-2005 program year, DC has channeled Perkins funds for secondary CTE through a **District of Columbia Consortium for Secondary Career-Technical Education**, established under Perkins section 131(g).



The statutory rationale for this strategy is as follows:

- 1). Section 131(g) of the Perkins Act explicitly *encourages* consortium formation by any LEA receiving an allocation under section 131(b) that is not sufficient to conduct a program that meets the requirements of section 135;
- 2). In the District of Columbia, Section 131(b) *cannot* be used to calculate differential allocations for each individual eligible recipient, since every LEA has the exact same boundaries—namely, *the boundaries of the District itself*—and thus serves the exact same relative shares of low-income and total individuals aged 5-17—namely, *100%*;
- 3). Given that section 131(b) cannot be applied, *no* DC LEA can receive an allocation under that paragraph that is sufficient to conduct a program that meets the requirements of section 135—since no LEA can in fact receive *any allocation at all*;
- 4). Under these unique circumstances, therefore, every CTE-involved LEA in the District is eligible to join a section 131(g) consortium, which can internally allocate the entire secondary portion under section 112(a)(1) in a manner that is mutually beneficial to all members of the consortium and best serves the interests of DC CTE as a whole.

Since the consortium was originally established in the fall of 2004, DC has been exploring alternative approaches to a formula-driven process for allocating Perkins 131 funds among the consortium members.

The DCPS Office of Federal Grants Programs (OFGP), faced with a similar inability to employ the standard statutory formula for the allocation of Federal funds for compensatory education available under the Elementary and Secondary Education Act (No Child Left Behind), has won approval to allocate ESEA Title I funds solely on the basis of the relative numbers of low-income students served by each LEA.

But adapting this methodology for the allocation of Perkins III funds would result in the virtual exclusion of charter schools from the Perkins program—thus undermining DC's effort to establish a seamless CTE system for DC that spans both public and public charter high schools.

Instead, **beginning with the 2006-2007 program year**, the CTE Office has promulgated an alternative formula which allocates funds among consortium members based on relative numbers of students participating in CTE:

$$a = A(c/C),$$
 where a = recipient allocation, A = total Section 131 funds, c = recipient's CTE participation level in SY 2006, and C = total CTE participation level in the District of Columbia.



During the 2004-2005 and 2005-2006 program years, however, in lieu of formula-driven allocations, §131 and §204 awards in DC were made competitively, for programs rather than among institutions. The determination of how much support was awarded to each institution, for what purposes, was based upon impartial and objective judgments about need, capability, and quality.

Current and projected enrollments in career-tech and pro-tech programs were factored into all funding determinations, but not in isolation from overall levels of occupational supply and demand. The Office of Career and Technology Education sought 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 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*), SOCTE accepted and processed applications for PY 2005 and PY 2006 awards of Perkins Basic State Grant program improvement funds (under sections 131, 132, and also 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 to be supported with Perkins resources.

This approach proved challenging and labor-intensive to administer, but SOCTE was very pleased with the caliber of the proposals received and the quality of the CTE programs being developed throughout DC.

Pending the development of a new grant management system for PY 2007, the PY 2005 guidelines and protocols for the award of Perkins funds to members of the DC CTE Consortium remained in effect throughout the 2005-2006 program year, in the form of the protocols reproduced on the following page.

Out of the funds available for PY 2006 for secondary-level programs, services, and activities, \$750,000 (25%) was earmarked for grants to public charter high schools. As in previous years, applicants were welcome but not required to use the formats suggested in SOCTE's *Uniform Guidelines for Local Applications for Assistance to Eligible Recipients*.



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 District-wide 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 consortia under §131(g) and §204(a) 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 2006 Allocations: Federal, State, and Local Funds, Roles, and Responsibilities

For the 2005-2006 program year (School Year 2006, Federal fiscal year 2005), DC's Perkins III allocation totaled \$4,660,828:

- \$4,214,921 under Title I (the Basic State Grant);
- \$330,630 under Title II (Tech-Prep Education); and,
- \$115,277 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 non-traditional 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 have provided 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 2006, 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 2006 budget breakdown are as follows:

A. State Administration

DCPS/OCTE budgeted a total of \$500,000 for PY 2005 for State Administration activities under §112(a)(3) and 113—i.e., the minimum allowable amount, \$250,000 in Perkins funds and \$250,000 in State matching funds. A total of five FTE positions were assigned to the State Administration budget lines. The Director of State Administration and an Accountability and Evaluation Specialist position were both included in the §112(a)(3) budget line, while a Grants Management and Program Analysis Officer, a Budget Analyst, and an Accountant were assigned to the dollar-for-dollar State administrative matching funds required under §112(b). Together, these five positions share responsibility for all required activities under sections 112(a)(3) and 113.

B. 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 2006, 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.



C. District-Wide “Local” Leadership

In addition to the \$250,000 budgeted as its State Administration matching portion, DCPS also committed over \$300,000 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.

D. 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. In PY 2006, a Tech-Prep/Transitional Programs Specialist served as the staff of the consortium, and was charged to the Title II funds. As the Coordinator of the DC Tech-Prep Consortium, the Tech Prep Specialist was responsible for all required and permissive activities under §204(c) and (d) and 205.

E. Local Program Implementation and Improvement

Of the funds available under §131 for local program improvement, DC budgets \$3,000,000 (84%) for secondary programs and \$582,683 (16%) for postsecondary. The postsecondary portion was committed en toto through an annual memorandum of Agreement to UDC. Of the secondary portion, 25% (\$750,000) was earmarked for grants to public charter high schools. Of the \$2,250,000 budgeted to DC public high schools, the largest share was reserved for CTE program development at individual high schools. However, one-third was budgeted for *district-wide* program implementation and improvement activities under §135(b). In PY 2006, eight staff positions were assigned to this budget line: five Program Development Specialists, two Curriculum Development Specialists, a Career-Technical Student Organizations (CTSOs) Coordinator, and a Staff Assistant.

F. America’s Career Resource Network (ACRN)

IN PY 2006, the last year of funding under §118, a Career Information Coordinator serving as the State ACRN Project Director was charged to the §118 funds, and was 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 Career/Graduation Plans (IGPs) for every student by the end of the 9th grade.



Carl D. Perkins Act Allocations District of Columbia Program Year 2005-2006

Within-State Allocation of Career-Technical Education Program Improvement Funds Allotted to the District of Columbia for the July 1, 2005—June 30, 2006 Program Year (Federal Fiscal Year 2005) 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 330,630

Section 118 (America's Career Resource Network) 115,277

Overall Total: **\$4,660,828**



Programmatic Perspectives: Career-Tech Renewal and the DCPS Master Education Plan

The urgent need to prepare *all* children for success and self-sufficiency in the increasingly “flattened” global economy—to prepare each and every student for *both* postsecondary education *and* high skills, family-supporting careers—to prepare a highly educated, high performance workforce for the District of Columbia of the 21st Century—permeates the **Master Education Plan** (MEP) of the DC Public School System (*All Students Succeeding: A Master Education Plan for a System of Great Schools*, February 2006).

Within the framework of the MEP—as “Key Strategy 15,” pages 62-64—Career-Technical Education (CTE) has been assigned a unique new role in high school redesign. Along with the International Baccalaureate (IB) program and traditional Liberal Arts, CTE is defined as a **College and Careers Preparation** program. The MEP calls for the creation of a citywide college and career preparation system, featuring a thematic program focus at each high school—and the majority of the themes identified represent **CTE Career Clusters**.

The District of Columbia has a vocational education tradition with very deep roots—predating the 1917 passage of the Smith-Hughes Act that established the program of Federal-State cooperative support for career-specific skill training at the secondary level. In 1912, the Phelps Vocational School opened doors that remained open for the next 90 years, initially offering cosmetology and barbering training to African-American young people. In the 1930s, DC operated five vocational schools: two for African-Americans and three for whites.

The 1960s saw the rapid expansion and diversification of vocational-technical education programs across the country, as technical education rose to prominence for the first time (in the post-Sputnik era), and youth unemployment became an increasing concern in both rural and urban areas. By the end of the 1960s, DC supported a network of five full-time Vocational High Schools (Bell, Burdick, Chamberlain, Phelps, and M.M. Washington), offering over 40 defined programs of study.

In the 1980s, a major transformation of the vocational-technical delivery system was carried out, which was originally intended to broaden access to quality vo-tech programs for every student in the District. In 1982–1983, the five full-time vocational high schools were all converted to shared-time, area “Career Development Centers.”



In 1989, however, DCPS abruptly reversed course and moved back toward full-time “Career Senior High Schools” as the primary delivery mode for CTE—and in so doing set in motion a process of devolution that virtually dismantled career-technical education in less than 10 years. Today, only one legacy vocational high school remains open—M.M. Washington.

But the 21st Century labor market needs and demands a rebirth of career-technical education in the District of Columbia, and student, community and employer support for CTE remain strong. Four years into the latest economic expansion, average unemployment across the District remains at the recession level of 6%—and the DC-wide average masks huge disparities between Washington’s wards and neighborhoods, with full employment in Ward 3 (“west of Rock Creek Park”) contrasting sharply with double-digit unemployment in Ward 8 (“east of the Anacostia River”).

High school dropouts in DC—upwards of *half* of each new generation—face a lifetime of chronic unemployment, stranded on the margins of the global economy. High school graduates with no postsecondary credentials have great difficulty securing full-time, full-year, family-supporting jobs. Even the small fraction of our students who attain baccalaureate degrees face intense competition from applicants attracted to the Nation’s Capital from literally around the world.

A state-of-the-art CTE system—spanning both secondary and postsecondary education, and both public schools and public charter schools, focused on the emerging technical sector, backed by strong, active partnerships with business and industry, and closely aligned with DC’s economic and community development strategies—can play a pivotal role in recapturing a future for DC’s youth.

Just over four years ago, efforts began to rebuild a citywide career-technical education system to replace the traditional voc-ed model—a system directed toward both the reform of public high schools throughout DC and a District-wide renewal of career-technical education.

Included among the core components that have been proposed for this system are the following:

1. Universal High Performance Education

“Ability-Based” Tracking—the segregation of students, from Kindergarten on, into the “College Bound” and the “Not College Material”—is a thinly disguised form of socio-economic discrimination, and an engine of low performance; it must be eradicated. In place of tracking, DC must institutionalize an authentic expectation that all students will master world-class learning and performance standards, and succeed.



2. Comprehensive Dropout Prevention and Reentry System (JAG-DC)

DC's current dropout rate of 50%+ represents a profound community crisis; roughly half of each new generation is being relegated to the margins of the global economy. A comprehensive, middle-school-to-adult, academic achievement/school reengagement, retention, and reentry/school-to-college-and careers-transition system must be established, based upon the tested and proven models of the Jobs for America's Graduates (JAG) network.

The **Jobs for America's Graduates—District of Columbia** program subsumes four distinct applications of the JAG program model:

- an early intervention model for grades 7-8, **REACH for DC's Future**;
- a multi-year **Opportunity Awareness Program** for grades 9-11;
- a 12th grade **School-to-College-and-Careers-Transition** program; and,
- a dropout reentry program, **STEPS to Success**, for young adults.

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. 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 will 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 UDC.

During an initial pilot test, a total of 18 JAG-DC sites will be established, each serving 35-40 at-risk participants, at 12 DC public schools. Five "Restructuring" high schools with dropout rates chronically exceeding the State "event" dropout rate (currently 6.9%) will each host both a multi-year and a senior year site; four feeder middle schools will each host an early intervention site; and the three after-school "STAY" schools will each host a dropout reentry site.

In addition, the Oak Hill youth correctional academy is under consideration as a site for another variation of the core JAG Model: a corrections-to-school-and-careers-transition program. Still another program may be established in cooperation with UDC: a postsecondary-retention/college-to-careers-transition program.

Key project goals include: a 20% reduction in school dropout rates; a 90% rate of middle school participants transitioning to high school; a 90% graduation rate of high school participants; and an 80% employment and/or further education graduate placement rate.



As the system grows to scale, JAG-DC will 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. K-Adult Career Development System/Individual Graduation Plan

To empower students to make meaningful educational, career, and life choices, a system-wide career development, guidance and counseling system must be established, offering **career awareness** in grades K-6, **career exploration and decision-making** in grades 7-8, and **occupational exploration, job shadowing, and internships** in grades 9-12, and highlighted by the development of an **individual education/graduation/career opportunity plan for each student**, at the end of the eighth grade.

4. College and Career Preparation Gateways

As templates for the development of individual career plans, the high school curriculum should be organized in terms of clearly defined **“College and Career Preparation”** Gateways, leading to realistic educational and career outcomes:

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

5. “4x4” Core Academic Curriculum

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

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

6. District of Columbia State Scholars Program

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**—exceeding the challenging standards of the U.S. Department of Education’s prestigious State Scholars Initiative (SSI) academic recognition and scholarship program.



7. Certificate of Initial (Core) Mastery

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 representing an alternative, accelerated gateway to postsecondary education, in lieu of a high school diploma.

8. Certificates of Postsecondary Readiness, Employability, and Mastery

All programs of study in each of the five Postsecondary Gateways should be constituted by at least **4 CUs in a coherent sequence of career-specific courses** (skill-based in the case of the three CTE Gateways). 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**.

CTE programs should 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, the universal Certificate of Initial Mastery would also represent, in effect, a **Certificate of Postsecondary Readiness**.

9. Occupational Special Education (OSE)

In addition to the five College-and-Careers Gateways, a sixth, *non-postsecondary* planning template should be established to meet the needs of students the U.S. Department of Education characterizes as "students with the most significant cognitive disabilities": students who, as specified by valid, negotiated, Individual Education Plans (IEPs):

- a. are not candidates for mainstreaming into approved CTE programs, even with substantial support;
- b. are not preparing to graduate from high school (or 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 Programs of Study 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 interagency **DC Transition Team** will 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.

10. Career Academies and CTE Programs of Study

Together, the three CTE Gateways should potentially meet the career goals of upwards of 75% to 80% of DC students. Fifty-five **CTE Programs of Study** have been defined to date, grouped into 12 **Career Academies**:

- I. **Arts, Media & Communications;**
- II. **Biotechnology & Environmental Science;**
- III. **Business, Finance, & Entrepreneurship;**
- IV. **Construction & Design;**
- V. **Engineering & Robotics;**
- VI. **Government & Public Administration;**
- VII. **Health & Medical Sciences;**
- VIII. **Hospitality & Tourism;**
- IX. **Human Services, Education & Training;**
- X. **Information Technology;**
- XI. **Law, Public Safety & Security;**
- XII. **Transportation.**

Derived from the 16 “Career Clusters” originally defined by U.S. ED, DC’s 12 Clusters have been tailored to fit the labor market of the DC metropolitan area, and encompass all the economic development target areas identified by the U.S. Department of Labor and DC economic developers.

Programs of Study planned or already implemented range from Biotechnology to Automotive Technology, from Television & Video Production to Early Childhood Education, from Marketing & Entrepreneurship to Electronics & Robotics Technology.



11. State Standards of CTE Program Quality

To meet DC "State" standards of quality, all CTE programs should be targeted toward career fields with documented employment opportunities in the DC region.

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;
- create seamless linkages between secondary and postsecondary education.

Each State-approved CTE program of study should also be characterized by (in no particular order):

- **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 Clusters;
- **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);
- **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);
- **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 **transcribed credit, guaranteed admission, advanced placement, dual enrollment, simultaneous completion, prerequisite waivers**, and/or other accelerated transitions to postsecondary education;



- 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-technical student leadership organization** (CTSO) appropriate to their program:
 - National FFA** (formerly Future Farmers of America), for Biotechnology & Environmental Science programs;
 - FBLA** (Future Business Leaders of America), for Business 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 Clusters Construction & Design; Transportation; Arts, Media & Communication; Law, Public Safety & Security; Information Technology; and Engineering & Robotics;
- An **automated, web-based, curriculum, instruction, and student assessment management system**, cross-walked 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. Departments of Labor and Education.

12. District of Columbia CTE Community of Practice

To date, 14 DCPS high schools and four charter high schools have expressed interest in offering CTE; together with UDC, they constitute the **District of Columbia Consortium for Career-Technical Education.** 

A series of structural changes to the framework of CTE programming should 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);
- 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 Programs of Study, **3 to 5 regional CTE centers** should also be established around the District, co-located with existing high schools that currently have excess capacity;
- 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 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 the District of Columbia.



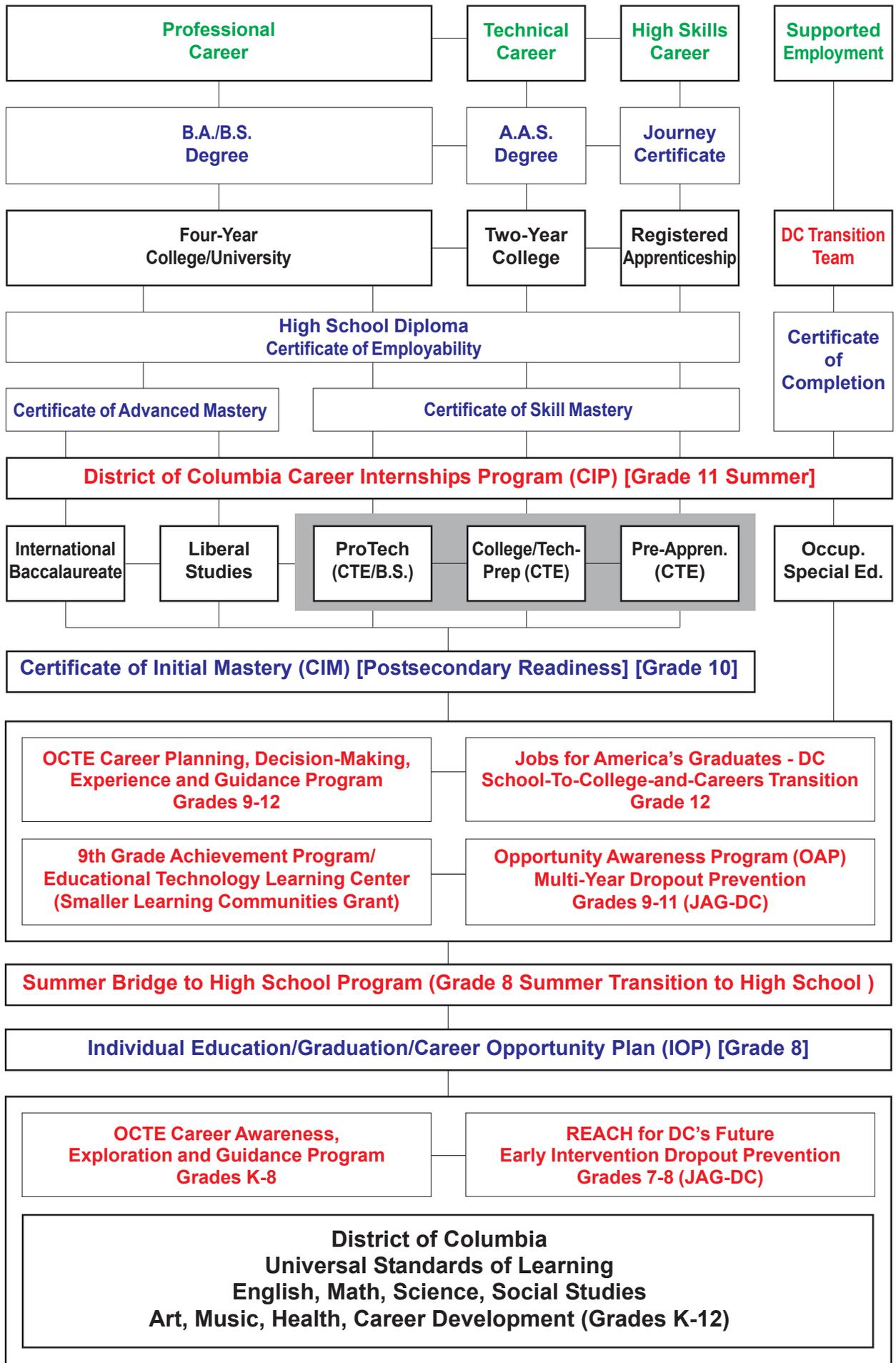
The diagram on the following page represents a somewhat schematic flow chart of the educational transformation outlined above—from the foundation of universal standards of learning and high performance education through the DCPS Career Development System, the JAG-DC dropout prevention program, and the college and career gateways into the postsecondary education and the labor market. 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



Graduation Planning Templates: Gateways to College & Careers

Gateway/Component	9th Grade	10th Grade	11th Grade	12th Grade
Core Academics (16 CUs)	English I Algebra I Biology World History I	English II Geometry Chemistry World History II	English III Algebra II Physics U.S. History	English IV Trigonometry/Calculus Environmental Science U.S. Gov/D.C. History
Supplemen. Acad. (3.5)	World Language I Art (.5)	World Language II Music (.5)		Senior Project (.5)
College & Career Prep (4 CUs; 2 required)			CCP I CCP II	CCP I CCP II
Health/Phys. Ed. (2)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)
Electives (2.5)	Elective	Elective	Elective (.5)	
Total (28; 26 required)	7	7	7	7
College and Career Preparation (CCP) Gateways:				
College/Tech Prep (CTE-Dual Path)			Career-Tech I Career-Tech II	Career-Tech III Career-Tech IV
Professional-Technical Prep (CTE-B.S.)			Pro-Tech I Pro-Tech II	Pro-Tech III Pro-Tech IV
Liberal Studies (Pre-B.A.)			English Literature Junior Seminar	Creative Writing Senior Seminar
International Baccalaureate (I.B.)			World Language III Theory of Knowledge	World Language IV Creativity, Action, Serv.

Performance: CTE Courses, Concentrators, and Completers, SY 2006

As in past years, the preparation of the District of Columbia CAR Report for the 2005-2006 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 2005. A copy of that inventory of secondary and postsecondary data elements is included in the Appendix to this narrative, under the heading "CAR 2006: 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, 2005, and 2006 program years, OCTE was able to secure the assistance of the Office of Instructional Technology (OIT), which retrieved most of the required data for the CAR, first from the legacy student information system, *Campus America SIS*, and this current year from the new SIS, DC STARS (Student Tracking and Retrieval System). However, since DC STARS has no data warehousing functionalities, the analysis reflected in DC's 2006 CAR once again represents a single year "snapshot" of student course-taking and performance, utilizing proxies for certain measures that would otherwise have been based on longitudinal data.

OCTE has plans under development to create a CTE-specific data warehouse, based on multiple year downloads of DC STARS data into a Microsoft Access database. This will allow significant refinement of several subindicators as our new Perkins IV accountability system is implemented.

As the first step in the development of the SY 2005-2006 CAR, 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 2006; in so far as possible, stand-alone elective offerings were excluded: "Presumed CTE-Related Course Sequences with Active Enrollment, SY 2006," included in the Appendix.

Based on the duplicated enrollment count of students enrolled in those sequences, an SY 2006 CTE program roster was prepared, organized in terms of **Career Academies** and approved, potential, and legacy **CTE Programs of Study**: "Approved, Potential, & Legacy CTE Course Sequences with Active Enrollment, SY 2006," also included in the Appendix.

A separate report, also included in the Appendix, grouped these programs by "**Dominant Gender Tradition**," based on the crosswalks of nontraditional occupations and instructional programs, posted by the National Alliance of Partnerships in Equity, with the support of OVAE.

OCTE then generated an unduplicated list, by name, of each student who was enrolled in at least one course in a course sequence associated with an approved or legacy CTE program of study during the 2005-20056 school year. This list served as the basis for completion of the secondary-level Basic Grant and Tech Prep Student Enrollment Reports.

Based on a further analysis of the CTE participant report, OCTE isolated a subset encompassing CTE concentrators only, and requested that OIT provide the following information for each concentrator:

- Advanced CTE Course completed by catalog number;
- Host school;
- Dominant gender tradition of the course, if any;
- Grade received;
- Student's year in school;
- Gender;
- All available ethnicity and special population information;
- DC CAS scores, if taken.

The data contained in the concentrator roster was planned to address 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 2004-2005, a telephone follow-up survey of CTE Completer/Graduates of the previous program year was selected as the most effective available means of gathering follow-up information for the purposes of 3S1:



the **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 2004-2005 sixth-month survey was laid in June 2005, with an initial mail and telephone survey of all DCPS high school graduates of the class of 2005. 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 follow-up survey itself, administered in the summer and fall of 2006, was targeted toward CTE completer/graduates, and designed to focus on college and career placement information. The interview schedule for the sixth-month survey was included in the Appendix of the SY2005 CAR.

As reflected in the web-submitted performance reports, an unduplicated head count of **4,955 CTE participants** were tallied for PY 2006: *students in DC public high schools who were enrolled in at least one course in a career-tech (CTE) program sequence, during the 2005-2006 school year.*

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

- **Agriculture, Food & Natural Resources**, 4%;
- **Architecture & Construction**, 4%;
- **Arts, A/V Technology & Communications**, 24.5%;
- **Business, Management & Administration**, 2%;
- **Education & Training**, .2%;
- **Finance**, 14.3%;
- **Government & Public Administration**, 0%;
- **Health Science**, 5%;
- **Hospitality & Tourism**, 7.5%;
- **Human Services**, 10%;
- **Information Technology**, 10%;
- **Law, Public Safety & Security**, 7%;
- **Manufacturing**, 0%;
- **Marketing, Sales & Service**, 3%;
- **Science, Technology, Engineering & Mathematics**, 3.5%;
- **Transportation, Distribution & Logistics**, 5%.



The 2007 CAR may reflect significant shifts in those percentages, as the CTE renewal and rebuilding process proceeds.

A total of **1,210** CTE Participants were further identified as **CTE Concentrators:** *students in DC public high schools in grades 10-12 who were enrolled in an advanced course in a CTE program sequence, during the 2005-2006 school year.*

Of the total of 1,210 concentrators, not quite 60% were female, just over 40% male. Fully 90% were tallied as "Black, non-Hispanic," just over 7% as "Hispanic" (i.e., Latino), and not quite 2% as "Asian." Ten concentrators were identified as "White, non-Hispanic." No concentrators were coded as "American Indian" or "Unknown/Other."

Almost 7% were identified as "Individuals With Disabilities," 35% as economically disadvantaged (i.e., eligible for free or reduced price lunches). Five percent were coded as Limited English Proficient, and almost 24% 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.

At the postsecondary level, 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 2006 enrollment of 545 in less-than-baccalaureate, CTE programs.

Total student performance at the secondary level exceeded the District of Columbia's negotiated targets for the 2006 program year by almost 50 percentage points, primarily due to high levels of non-traditional enrollments and completions. Postsecondary performance levels exceeded the agreed-upon targets for all by almost 55 percentage points. Net CTE performance for 2005 exceeded target levels by over 103 percentage points.



The table below summarizes DC performance data for School Year 2005-2006 relative to DC's negotiated performance targets for the 2005-2006 program year.

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 2006							
(A) State	(B) Indicator	(C) Baseline	(D) 2005 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) +/- APL
DC	1S1	37.10	31.75	0	0	0.00	-31.75
DC	1S2	58.55	65.36	900	1,210	74.38	9.02
DC	2S1	94.31	95.00	284	284	100.00	5.00
DC	2S2	95.84	95.00	284	284	100.00	5.00
DC	3S1	83.33	84.93	143	143	100.00	15.07
DC	4S1	10.24	14.88	288	808	35.64	20.76
DC	4S2	10.26	13.07	65	167	38.92	25.85
Secondary Total							48.96
DC	1P1	42.97	45.18	232	495	46.87	1.69
DC	1P2	36.98	39.02	265	495	53.54	14.52
DC	2P1	71.08	75.05	495	495	100.00	24.95
DC	3P1	97.32	95.00	297	300	99.00	4.00
DC	3P2	97.32	95.00	279	297	93.94	-1.06
DC	4P1	26.00	26.47	119	465	25.59	-0.88
DC	4P2	12.08	13.70	109	432	24.23	11.53
Postsecondary Total							54.75
Overall Total							103.70

OCTE Programs, Services, and Activities, PY 2006— 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 broad range of activities during the 205-206 program years. Some selected highlights of those activities include the following:

Academy of Biotechnology & Environmental Science (ABES):

- Facilitated the development of curricula for the Biotechnology programs of study. Dr. Toby Horn of Carnegie Academy of Science Education (CASE) has been working with McKinley and Ballou teachers to develop the curriculum for Plant Biotechnology; Dr. Heidi Elmendorf of Georgetown University has been working with McKinley teachers to develop the curriculum for Molecular Biotechnology;
- Recruited 19 members for the new Biotech IAC, and facilitated the selection and adoption process of the main Biotechnology textbook (*Biotechnology: Science for a New Millennium*) with the IAC members;
- Established a Partnership Agreement with CASE consultants and Ballou and McKinley High Schools to provide teacher training at both schools in summer 2006 and continuous technical assistance throughout SY 2007;
- Added new Biotechnology courses to DC STARS catalog, and worked with school administrators to schedule core courses in the program;
- Purchased equipment, textbooks, and materials and supplies needed for implementing the Biotechnology programs of study;
- Engaged both teachers and students in work-based learning opportunities at Georgetown University and the National Institute of Health;
- Collaborated with CASE consultants in developing an application for a National Science Foundation (NSF) grant for Advanced Technology Education, to assist the development of the DCPS Biotechnology programs. CASE has been a primary partner in the development of the CTE Biotech programs. The NSF grant would allow CASE to continue its efforts at much less cost to DCPS. Stronger and much needed partnerships can be established with post-secondary institutions such as Montgomery College and Catholic University of America.



Academy of Construction & Design (ACAD):

- Continued technical assistance to the Cardozo Academy of Construction and Design Working Group, setting the stage for formal opening of the Academy in SY 2007;
- Organized Cardozo Construction Camp in the summer of 2006, and coordinated DCPS participation in National Building Week;

Academy of Arts, Media & Communications (AAMC):

- Installed Smart Boards, PCs, and Apple computers at all CTE host schools, and installed Radio and TV Equipment (Phase 1) at Ballou, McKinley, and Roosevelt, and a Motion Capture System at McKinley;
- Purchased Technical Theater Equipment for Duke Ellington;
- Implemented the "Be Real Game" career development system McKinley;
- Continued rationalization of CTE course codes, program sequences in the DC STARS Master Course Catalog;
- Supported activities of the "Prime Movers" leadership program at Ballou, McKinley and Roosevelt;
- Fostered internship opportunities at Radio One, and DSTV (Ch99) internships at McKinley and Roosevelt;
- Supported McKinley TV/Video Camp, and participation of DCPS students in TV/Video competitions during the Skills USA National Convention.

Academy of Business, Finance, & Entrepreneurship (ABEF):

- Worked with the Industry Advisory Committee to evaluate and select curricula and textbooks for *Introduction to Business*, *Marketing II*, and *International Business*.
- Assisted schools with student recruitment activities;
- Worked with school administrators to schedule core courses in ABEF programs of study;
- Assisted each of the five academy schools to obtain a \$3,000 grant from the Citigroup Foundation;
- Provided professional development opportunities for academy teachers, including NAF conferences, NFTE University, a FORD PAS conference and workshops, and Stock Market Game workshops.



- Prepared purchase order requests to procure equipment, textbooks, and materials and supplies needed for implementing the programs;
- Organized FBLA "State" competitive events and the award ceremony meeting, and coordinated travel for the winners to participate in the FBLA National Conference;
- Recruited 10 new members during SY 05-06 for the Business IAC (established in SY03-04) with a final count of 18 members, restructured the Business IAC to have some members act as the school liaisons and some serve in the subcommittees so that every member has some tasks to perform in addition to attending the IAC meetings, and conducted five (5) bi-monthly Industry Advisory Committee (IAC) meetings for both the Business Administration and the Finance and Accounting programs of study;
- Involved business partners in teacher mentoring, Stock Market Games coaching, and FBLA competitive events coaching and judging;
- Coordinated paid student internship opportunities at the US Department of Agriculture, the Office of the Comptroller of the Currency (Treasury Department), and Smith Barney, among others;
- Evaluated the utility of the Ford PAS curriculum for the ABEF, attended the 4th Annual Ford PAS National Networking Conference to solidify the partnerships with Ford PAS and Howard University, and integrated five PAS modules into the Business Administration curriculum;
- Developed and implemented a DCPS Personal Financial Literacy Education Program:
 - a. In collaboration with the **Greater Washington Jump \$tart Coalition for Personal Financial Literacy (GWJ\$)**, evaluated available curricula on Personal Financial Literacy and made selections for DC public schools;
 - b. Assisted the Educated Consumer Project (a member of the GWJ\$) with the selection of an appropriate curriculum and launching a pilot program at McKinley Technical High School;
 - c. Made arrangements with the American Bar Association (ABA) to have attorney volunteers make presentations on Credit Abuse Resistance Education (CARE) to graduating seniors in 10 DCPS high schools;
 - d. Invited the Chairman of Federal Trade Commission and the President of the AFSA (American Financial Services Association) Education Foundation to make presentations on "Identity Theft" and "Credit Basics" at Bell Multicultural High School;



- Coordinated development of the DCPS Certificate of Employability (COE) Program, serving as DCPS representative on the DC Chamber of Commerce COE Committee, preparing a draft COE concept paper and COE Directive, evaluating the content and cost of possible Employability Skills curricula, and recommending the adoption of Ford PAS Modules 1, 2 and 4 as the curriculum for the new COE program.

Academy of Health & Medical Sciences (AHMS):

- Completed the installation of dental equipment in the Dental Lab at Eastern Senior High School;
- Ordered industry recognized and nationally utilized textbooks for the Nursing and EMT programs of study;
- Recruited new members and facilitated Industry Advisory Committee meetings for all Health and Medical Sciences programs;
- Worked with UDC to extend SOCTE's Partnership Agreement to cover activities within the Health and Medical Sciences programs. The Nursing instructor at Eastern SHS has begun certification training in EMT at UDC, in collaboration with the DC Department of Health. It is anticipated that the Eastern instructor will earn his EMT Instructor certification by January 2007;
- Began working with Ms. Payne of the DC Department of Health (DOH), to rewrite the Nursing curriculum to meet the certification criteria established by DOH for Certified Nursing Assistant (CNA) programs sanctioned in the District of Columbia;
- Health and Medical Sciences students attended two Minority Student Medical Career Awareness Workshops and Recruitment Fairs in September and November 2005 at the Marriott Wardman Park. Students met representatives from over 80 medical schools and other health institutions. They were also exposed to the Summer Medical Education Program, and other summer enrichment programs and resources that can help students prepare for careers in the health professions;
- Worked with the HMS instructor at Eastern to write and submit an initial funding proposal (currently being reviewed) to the Association of American Medical Colleges (AAMC);
- A contingent of DCPS teachers and students attended the Health Occupations Students of America (HOSA) Leadership Conference in Anaheim, CA, and participated in the leadership sessions. They have formed a HOSA chapter and are actively recruiting members from all appropriate high schools;
- Assisted in organizing an HMS graduation ceremony at UDC.



Academy of Hospitality & Tourism (AHAT):

- Facilitated, with Frans Hagen of the Restaurant Association of Metropolitan Washington Education Foundation (RAMWEF), quarterly Saturday Workshops for Hospitality and Tourism teachers. Workshops agendas varied, focusing on delivery of the ProStart curriculum, preparation for three competitions, ServSafe training, "kitchen" math, and other topics;
- Coordinated the development and approval of the several MOUs for SY 2005-2006, including the Careers through Culinary Arts Program (C-CAP) Partnership Agreement and an MOU between DCPS and the Restaurant Association of Metropolitan Education Foundation. Through these MOUs students have received industry mentoring and coaching, internships, job shadowing experiences and field trips, donated equipment and product distributions, and competitions and scholarships, as well as professional development opportunities for teachers;
- In cooperation with the Restaurant Association of Metropolitan Washington Education Foundation, sponsored a Culinary Math Workshop in November 2005 at the Art Institute of Washington. DCPS Culinary Arts teachers attended the workshop along with other teachers from the Metropolitan area. Facilitated by Bill Nolan from the National Restaurant Association, the workshop taught teachers the intricacies of integrating core academics into career and technical education courses;
- In cooperation with the National Restaurant Association, offered ServSafe training to all culinary arts students, and fourteen (14) culinary arts students earned their ServSafe certification (Safe Food Handling);
- In cooperation with Stratford University and RAMWEF, facilitated twelve (12) culinary arts training sessions for students competing in the local and national ProStart Invitational;
- Sponsored the first District of Columbia ProStart Student Invitational in April 2006, with three schools competing for the local title – Ballou SHS, Hospitality High Charter School and MM Washington CSHS. Ballou SHS was the winning team;
- For the first time, DCPS entered a team (Ballou SHS) in the National ProStart Student Invitational held in Charlotte, NC in May 2006. The team from MM Washington CSHS attended the Invitational as observers;
- In cooperation with RAMWEF, SOCTE sponsored the first local SkillsUSA culinary and commercial baking competition. The winning student in each competition represented DCPS at the National SkillsUSA competition in Kansas City, MO in June 2006;



- In addition, the RAMWEF awarded approximately \$120,000 at two awards luncheons they sponsored for students and teachers participating in the local ProStart Student Invitational and the local SkillsUSA Competition;
- In cooperation with Careers through Culinary Arts (C-CAP), sponsored the annual C-CAP Competition in May 2006. Students from three schools (Ballou SHS, MM Washington CSHS and Roosevelt SHS) participated in the competition;
- At the Awards Breakfast, C-CAP awarded \$164,200 in scholarships to students studying Culinary Arts in DC Public Schools. The post-secondary institutions the scholarship recipients will be attending include Johnson and Wales University, Culinary Institute of America (CIA), and the Restaurant School at Walnut Hill. Five students received scholarships to attend the Art Institute of Washington's Summer Institute;
- Culinary Arts students and teachers participated in a two-day college tour, sponsored by Shelia Johnson through C-CAP, to the Culinary Institute of America (CIA) in Hyde Park, New York in May 2006;
- Hospitality and Tourism teachers and students participated in a field trip to Middleburg, VA to visit the business establishments of Shelia Johnson and to meet Ms. Johnson and discuss her business success in the hospitality industry;
- Completed the renovation of the Hospitality and Tourism room at Woodson SHS;
- Held quarterly Hospitality and Tourism IAC meetings;
- Facilitated a partnership agreement between the Hotel Association of Washington DC (HAWDC) and DCPS, to provide enhanced services to Hospitality and Tourism teachers and students, and facilitated job shadow experiences for Hospitality and Tourism students at businesses throughout the metropolitan area;
- Enlisted the expertise of the business community (IAC members) in cooperation with RAMWEF to develop the initial floor plans for the Culinary Arts Lab at Roosevelt SHS. This group continues to work with CTE and OFM to refine the floor plans and recommend the appropriate equipment for placement in the commercial kitchen;
- Renovations are underway at Roosevelt SHS to upgrade an entire wing of the building to accommodate the AHAT; known as the Roosevelt Inn, the facility will include a mock hotel lobby with a front desk, a commercial kitchen and bakery, a Cafe, and a conference room and library.



Academy of Information Technology (AOIT):

- Procured additional program equipment for the IT Essentials I and Networking program majors for all schools and software for the Interactive Media program of studies for McKinley Technology HS;
- Assisted in organizing Cisco Networking Academy local staff development conference where 16 DCPS teachers attended;
- Worked with AOIT program lead to establish a plan to increase student enrollment in the AOIT program by establishing a monthly speaker's bureau;
- Recruited teachers and students participation in high school visit days at DeVry University, and students and staff to participate in the Cisco Job Shadow Day. This was the first year that DCPS participated in the event;
- Arranged for the McKinley AOIT academy teacher to participate in PGCC training courses for IT Essentials I and CCNA I;
- Collaborated with the Department of Transportation on an access equipment donation project that enabled DCPS and DC Charter school teachers to receive donated PCs, monitors, printers, and other equipment;
- Recruited AOIT teachers, students and industry partners to participate in the CTE Career Fair/Summit, and coordinated development of AOIT promotional materials that were distributed to over 100 students during the fair;
- Worked with AOIT teachers to ensure that they had equipment, textbooks, materials and supplies for student instruction;
- Represented DCPS in the planning of the Cisco Networking Academy DC/Maryland Regional Conference, held at Howard County Community College. Sixteen (16) DCPS teachers participated in the conference, which provided professional development sessions in the areas of A+ Certification, Networking, and best practices for teaching difficult program concepts to students;
- Collaborated with an Inventory Management Specialist from the U.S. Department of Transportation (DOT) on the DOT Computer Donation Program, resulting in the donation of 30 laptops to the Ballou Information Technology program. Students in the Ballou IT program are being taught how to repair the computers, and how to install software on the systems. Students who successfully complete the IT Essentials computer repair class will be awarded a laptop computer;
- Recruited two new members to the AOIT IAC.



Academy of Electronics & Robotics (AOER):

- Developed a pre-engineering program committee representing UDC, the university and community outreach program, FIRST, and DCPS, to enhance AOER programs of study;
- Extended the secondary-post secondary MOU with UDC to cover the engineering program of study;
- Conducted an AOER site visit, accompanied by the UDC Engineering Department Chair, to the UMBC School of Engineering, visiting the Robotics Lab and discussing various high school initiatives that the engineering school hosts for Maryland High School students;
- Established a secondary-post secondary partnership with Howard School of Engineering, to connect AOER students with the various programs that the department hosts for high school students;
- Assisted in recruiting four new DCPS Robotics teams that competed in the FIRST Robotics competition. Students who attend Ballou, Bell Multicultural, Theodore Roosevelt, McKinley Tech, and Friendship Public Charter School spent two days participating in competition rounds that allowed the teams to demonstrate the ability of robots they had built;
- Established an annual recognition program and ceremonies for AOER students;
- Arranged for five DCPS teachers to participate in PLTW summer training, acquired equipment for the PLTW program at Bell High School, coordinated installation of the computer labs for the PLTW programs at Ballou, Bell, Dunbar and Wilson, and solicited UMBC's assistance with planning a PLTW counselor conference to be hosted by UDC;
- Met with and recruited NSBE student outreach coordinator participation in the CTE Career Fair/Summit, to help build student interest in and recruit students to the engineering program;
- Coordinated DCPS participation in DeVry University Annual Women in Technology Event, resulting in the participation of 18 DCPS students, 3 DCPS teachers, 1 DCPS guidance counselor, and 1 DCPS technology coordinator. Students from Ballou and McKinley Technology High Schools learned about working in the field of technology from women working in the field of Biotechnology, Information Accounting and Information Technology. Students also participated in workshops in the areas of security investigation, networking and web development. The Spy Museum, Cisco Systems and DeVry University sponsored the workshops;
- Recruited two new members to the AOER IAC.



CAR 2006: What Do We Need to Know?

SECONDARY DATA ELEMENTS:

1. During the 2005-2006 school year, the number of students in DC public high schools in grades 9-12 (male, female, and total) who were enrolled in any course in a career-tech (CTE) program sequence (i.e., **CTE Participants**).
2. The number of Participants in grades 10-12 who were enrolled in an advanced course in a CTE program sequence (i.e., **CTE Concentrators**).
3. The number of seniors who were enrolled in an advanced course in a CTE program sequence (i.e., **CTE Completers**).
4. The number of Concentrators who had taken the D.C. Comprehensive Assessment System (DC CAS) exam by the end of the 2006 school year.
5. Of those, the number (and percent) who scored basic or above in both reading and math (**1S1**; target: **31.75%**).
6. The number (and %) of Concentrators who achieved a GPA in their major of 2.0 or higher (**1S2**; target: **65.36%**).
7. The number (and %) of Completers who received a high school diploma (i.e., **Completer/Graduates**) (**2S1**; target: **95.00%**).
8. The number (and %) of Completers who received either a high school diploma or a certificate of completion (**2S2**; target: **95.00%**).
9. The number of Completer/Graduates from the 2004-2005 school year who responded to a follow-up survey.
10. Of those, the number (and %) of Completer/Grads who were placed within six months after graduation in postsecondary education or advanced training, employment, or military service (**3S1**; target: **84.93%**).
11. The number of 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).
12. Of those, the number (and %) who were members of the underrepresented gender (**4S1**; target: **14.88%**).
13. The number of Completers who were enrolled in nontrad programs.



CAR 2005-2006 DATA ELEMENTS

14. Of those, the number (and %) who were members of the underrepresented gender (**4S2**; target: **13.07%**).

POSTSECONDARY DATA ELEMENTS:

1. The number of University of the District of Columbia students (male, female, and total) who had completed at least half the requirements of a CTE program sequence by the end of the 2005-2006 school year (i.e., **CTE Concentrators**).

2. The number of UDC students who had completed the requirements of a CTE sequence by the end of the year (i.e., **CTE Completers**).

3. The number (and percent) of Concentrators who attained an overall GPA of 2.8 or greater during the year (**1P1**; target: **45.18**).

4. The number (and %) of Concentrators who achieved a GPA in their major of 3.0 or greater (**1P2**; target: **39.02%**).

5. The number (and %) of Completers who received a certificate or degree (i.e., **Completer/Graduates**) (**2P1**; target: **75.05%**).

6. The number of Completer/Graduates from the 2004-2005 school year who responded to a follow-up survey.

7. Of those, the number (and %) who were reported placed within **three** months in further education or advanced training, employment, or military service (i.e., **Placed Completer/Graduates**) (**3P1**; target: **95.00%**).

8. Of those, the number (and %) who were reported in that same status after a full year (**3P2**; target: **95.00%**).

9. The number of Concentrators who were enrolled in programs preparing students for occupations 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 %) who were members of the underrepresented gender (**4P1**; target: **26.47%**).

11. The number of Completers who were enrolled in nontrad programs.

12. Of those, the number (and %) who were members of the underrepresented gender (**4P2**; target: **13.70%**).

OPTIONAL (BUT HIGH PRIORITY): Breakouts of the all of the above by ethnicity and special population status.



District of Columbia Career Academies and Programs of Study Plan, Fall, 2006

- | | | |
|------------|--|--|
| 1.0 | Biotech. & Environmental Science | Biotechnology (CIP 26.1201)
Plant Genetics (CIP 26.0805)
Environmental Science (CIP 03.0101)
Horticulture (CIP 01.0601) |
| 2.0 | Construction & Design | Carpentry (CIP 46.0202)
Electricity (CIP 46.0303)
Plumbing (CIP 46.0505)
HVACR (CIP 47.0201)
Masonry (CIP 46.0101)
Architecture & Design (CIP 15.1301)
Construction Management (CIP 52.2001)
Landscape Design (CIP 04.0601) |
| 3.0 | Arts, Media & Communications | Television & Video Production (CIP 09.0701)
Radio Broadcasting (CIP 10.0202)
Graphic Design (CIP 50.0409)
Technical Theatre (CIP 50.0502)
Journalism (CIP 09.0401)
Museum Services (CIP 30.1401) |
| 4.0 | Business, Finance, & Entrepreneurship | Business Administration (CIP 52.0201)
Accounting & Finance (CIP 52.0304)
Marketing & Entrepreneurship (CIP 52.0701)
Administrative Support Services (CIP 52.0401) |
| 7.0 | Government & Public Administration | Diplomacy/Foreign Service (CIP 44.0601)
Public Administration (CIP 44.0401)
Public Policy Analysis (CIP 44.0501)
Language Translation (CIP 16.0103) |
| 8.0 | Health & Medical Sciences | Dentistry (CIP 51.0601)
Emergency Medical Services (CIP 51.0904)
Nursing (CIP 51.1614)
Pharmacy (CIP 51.2001) |

CTE PROGRAMS OF STUDY PLAN

- 09.0 Hospitality & Tourism**
Culinary Arts (CIP 12.0503)
Hospitality Management (CIP 52.0901)
Convention & Event Planning (CIP 52.0906)
- 10.0 Human Services, Education & Training**
Early Childhood Education (CIP 19.0709)
Cosmetology (CIP 12.0401)
Barbering (CIP 12.0402)
Teacher/Teacher Paraprof. (CIP 13.0100)
Library Media Services (CIP 25.0101)
- 11.0 Information Technology**
Interactive Media (CIP 10.0304)
Web Development (CIP 11.0801)
Networking & Telecom. (CIP 11.0901)
Support & Services (CIP 47.0104)
Programming & Software Devel. (CIP 15.1204)
Database Admin. (CIP 11.0802)
- 12.0 Law, Public Safety & Security**
Law Enforcement (CIP 43.0107)
Protective & Security Services (CIP 43.0109)
Legal Services (CIP 22.0301)
Forensic Science (CIP 43.0106)
- 15.0 Engineering & Robotics**
Engineering/PLTW (CIP 15.0000)
Electronics & Robotics Tech. (CIP 15.0405)
- 16.0 Transportation**
Planning, Operations & Logistics (CIP 15.0202)
Auto Body Collision Repair (CIP 47.0603)
Automotive Technology (CIP 47.0604)
Aerospace/Aviation/Aeronautics (CIP 49.0101)
Electromechanical Technology (CIP 15.0403)



Presumed CTE-Related Course Sequences with Active Enrollment, SY 2006

Notes: Course Code order; potential concentrator courses in red; draft, 11-06-06

A42, A43, A44	Photography I-III
A50, A51, A52	Video & Film Production
A84, A85	Computer Graphics I, II
AM0, AM1, AM2-AM9	Museum Services
B46, B47	Accounting I, II
B50, B51, B52, B53, B54, B55	Financial Services
73, B74	Word Processing I, II
B76, B77	Office Assisting I, II
BA1, BA2, BA3-BA9	Business Admin. & Management
BF1-BF3, BF4-BF9	Accounting & Finance
BM2, BM7	Marketing I, II
C28, C29	Clothing & Textiles I, II
C41, C42	Electro-Mechanical I, II
C51, C52, C53	Child Care Services Training I-III
DC1, DC2, DC3, DC4, DC9	Culinary Arts I-III
DF1, DF2, DF3, DF4, DF9	Food Service Management
DH1, DH2, DH3, DH4, DH5, DH6, DH9	Hospitality
DT1, DT2, DT3, DT4, DT5, DT6, DT7, DT9	Tourism
E42, E43, E44	Journalism I-III
E71, E72, E73, E74, E75	Acting I-V
EA0, EA1, EA2, EA3	Screenwriting I-IV
EA4, EA5, EA6, EA7	Media I-IV
EA8, EA9	Playwriting I, II
EB2, EB3	Radio Production I, II

CTE-RELATED COURSES SY 2006

G67, G68

G81, G82

G84, G85

G86, G87, G88

GA1, GA2, GA3

GB1, GB2, GB3

GT1, GT2, GT3, GT4, GT5, GT9

GT6, GT7, GT8, GT8A

IC1, IC2, IC3, IC4

IE1, IE2, IE3, IE4

IH1, IH2, IH3, IH4

JL1, JL2, JL3, JL4, JL5, JL6, JL9

JP1, JP2, JP3, JP4, JP5, JP6, JP9

K35, K36

KB1, KB2, KB3, KB9

KC1, KC2, KC3, KC9

KM1, KM2, KM3, KM4, KM5, KM9

O11, OC0, OC4

OH1, OH2, OD1, OC2

OH1, OH2, ON1, OC1

Q29, Q30, Q31, Q32, Q33, Q34

Q35, Q36

Q60, Q61

Q62, Q63

QG1, QG2, QG3, QG4, QG5, QG9

QR1, QR2, QR3, QR4, QR9

QT1, QT2, QT3, QT4, QT5-QT0

QV1, QV2, QV3, QV4, QV5, QV9

R01, R02, R03, R04

R05, R06, R07, R08

Stage Craft I, II

Horticulture I, II

Floriculture I, II

Lighting Technology & Design

Automotive Technology I-III

Auto Body Collision Repair I-III

Transportation I-V

Electro-Mechanical I-IV

Carpentry I-IV

Electricity I-IV

HVACR I-IV

Law Enforcement

Protective & Security Services

Shoe & Leatherwork Repair I, II

Barbering I-III

Cosmetology I-III

Marketing & Entrepreneurship

Introduction to Health Careers

Dental Assisting

Nursing Assisting

Theatre & Stage Management

Offset Printing I, II

TV/News Production I, II

TV/Radio Production I, II

Graphic Design

Radio Broadcasting I-IV

Technical Theatre

Television & Video Production I-V

Military Technology I-IV

Naval Science I-IV

CTE-RELATED COURSES SY 2006

R09, R10, R11, R12

T61, T62, T63

TE1, TE2, TE3, TE4, TE5, TE9

TM6, TM7

TR1, TR2, TR3, TR4, TR9

VD1

VI1, VI2, VI3, VI4, VI9

VN1, VN2, VN3-VN9

VS1, VS2, VS3, VS9

VW1

VW2, VW3, VW4, VW5, VW9

ZB1, ZB2, ZM3, ZM4, ZB9

ZB1, ZB2, ZP3, ZP4, ZB9

Aerospace Education I-IV

Graphic Arts I-III

Engineering & Engineering Tech

Computer-Assisted Drafting I, II

Electronics & Robotics Technology

Web Page Design

Interactive Media

CISCO Networking

IT Systems Support & Services

Database Administration

Web Development & Design

Biotechnology

Plant Genetics



Approved, Potential, & Legacy CTE Programs of Study with Active Enrollment, SY 2006

Notes: By **Career Academy** and **Program of Study**; Cluster Code Order; Concentrator Courses in **Red**; Draft, 12-08-06

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, **ZM3, ZM4, ZB9** Biotechnology

PLANT GENETICS (26.0805):

ZB1, ZB2, **ZP3, ZP4, ZB9** Plant Biotechnology

HORTICULTURE (01.0601):

G81, **G82** Horticulture I, II

FLORICULTURE (01.0608):

G84, **G85** Floriculture I, II

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1, IC2, **IC3, IC4** Carpentry I-IV

ELECTRICITY (46.0303):

IE1, IE2, **IE3, IE4** Electricity I-IV

HVACR (47.0201):

IH1, IH2, **IH3, IH4** HVACR I, II, III, IV

ARCHITECTURE & DESIGN (15.1301):

TM6, TM7 Computer-Assisted Drafting I, II

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, **QV3-QV5, QV9** Television & Video Production I-V

Q60, Q61 TV/News Production I, II

Q62, Q63 TV/Radio Production I, II

A50, A51, A52 Video & Film Production

RADIO BROADCASTING (10.0202):

QR1, QR2, QR3, QR4, QR9 Radio Broadcasting I-IV
EB2, EB3 Radio Production I, II

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design I-IV
T61, T62, T63 Graphic Arts I-III
A84, A85 Computer Graphics I, II

PRINTING TECHNOLOGY (10.0301):

Q35, Q36 Offset Press I, II

FASHION & APPAREL DESIGN (50.0407):

C28, C29 Clothing & Textiles I, II

PHOTOGRAPHY (50.0605):

A42, A43, A44 Photography I-III

JOURNALISM (09.0401):

E42, E43, E44 Journalism I-III

MEDIA & COMMUNICATIONS (09.0102):

EA4, EA5, EA6, EA7 Media I-IV
EA0, EA1, EA2, EA3 Screenwriting I-IV
EA8, EA9 Playwriting I, II

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0 Technical Theatre
Q29-Q31, Q32, Q33, Q34 Theatre & Stage Management
G67, G68 Stage Craft I, II
G87, G88 Lighting Technology & Design

ACTING (50.0506):

E71-E72, E73-E75 Acting I-V

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

Business, Finance & Entrepreneurship (4.0):

BUSINESS ADMINISTRATION (52.0201):

BA1, BA2, BA3-BA9 Business Admin. & Management

ACCOUNTING & FINANCE (52.0304):

BF1, BF2, BF3, BF4-BF9 Accounting & Finance
B46, B47 Accounting I, II
B50-B53, B54, B55 Financial Services

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4, KM5, KM9 Marketing & Entrepreneurship
 BM2, BM7 Marketing I, II

ADMINISTRATIVE SUPPORT SERVICES (52.0401):

B73, B74 Word Processing I, II
 B76, B77 Office Assisting I, II

Government & Public Administration (7.0):

No offerings in SY 2005-2006

Health & Medical Science (8.0):

HEALTH CAREERS (51.0000):

O11, OC0, OC4 Intro. to Health Careers, Med. Terminology

NURSING (51.16.14):

OH1, OH2, ON1, OC1 Nursing Assisting

DENTISTRY (51.0601):

OH1, OH2, OD1, OC2 Dental Assisting

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

DC1, DC2, DC3, DC4, DC9 Culinary Arts I-III

FOOD SERVICE MANAGEMENT (12.0507):

DF1, DF2, DF3, DF4, DF9 Food Service Management

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH3, DH4-DH6, DH9 Hospitality

TOURISM & TRAVEL SERVICES MANAGEMENT (52.0903):

DT1-DT4, DT5-DT7, DT9 Tourism

Human Services, Education & Training (10.0):

EARLY CHILDHOOD EDUCATION (19.0709):

C51, C52, C53 Child Care Services Training I-III

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering I-III

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9

Interactive Media

WEB DEVELOPMENT (11.0801):

VW2-VW4, VW5, VW9
VD1

Web Development & Design
Web Page Design

NETWORKING AND TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9

CISCO Networking

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9

IT Systems Support & Services

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06

Computer Programming I, II

DATABASE ADMINISTRATION (11.0802):

VW1

Database Administration

Law, Public Safety & Security (12.0):

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9

Law Enforcement

PROTECTIVE & SECURITY SERVICES (43.0109):

JP1-JP4, JP5, JP6, JP9

Protective & Security Services

MILITARY TECHNOLOGY (29.0101):

R01, R02, R03, R04

Military Technology I-IV

NAVAL SCIENCE (29.0102):

R05, R06, R07, R08

Naval Science I-IV

AEROSPACE EDUCATION (29.0103):

R09-R10, R11-R12

Aerospace Education I-IV

Manufacturing (13.0):

SHOE & LEATHERWORK REPAIR (48.0304):

K35, K36

Shoe & Leatherwork Repair I, II

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering & Engineering Tech.

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9 Robotics Technology I, I

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3 Automotive Body Collision Repair I-III

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3 Automotive Technology I-III

PLANNING, OPERATIONS & LOGISTICS (52.0203):

GT1-GT3, GT4, GT5, GT9 Transportation I-V

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8, GT8A Electro-Mechanical Maintenance I-IV

C41, C42 Electro-Mechanical I, II



**Approved, Potential, and Legacy
CTE Course Sequences with Active Enrollment
By Dominant Gender Tradition, SY 2005-06**

[Concentrator Courses in Red]

Traditionally Male-Dominated Occupational Objectives:

HORTICULTURE (01.0601):

G81, G82

Horticulture I, II

CARPENTRY (46.0202):

IC1, IC2, IC3, IC4

Carpentry I-IV

ELECTRICITY (46.0303):

IE1, IE2, IE3, IE4

Electricity I-IV

HVACR (47.0201):

IH1, IH2, IH3, IH4

HVACR I, II, III, IV

ARCHITECTURE & DESIGN (15.1301):

TM6, TM7

Computer-Assisted Drafting I, II

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, QV3-QV5, QV9

Television & Video Production I-V

Q60, Q61

TV/News Production I, II

Q62, Q63

TV/Radio Production I, II

A50, A51, A52

Video & Film Production

RADIO BROADCASTING (10.0202):

QR1, QR2, QR3, QR4, QR9

Radio Broadcasting I-IV

EB2, EB3

Radio Production I, II

PRINTING TECHNOLOGY (10.0301):

Q35, Q36

Offset Press I, II

BUSINESS ADMINISTRATION (52.0201):

BA1, BA2, BA3-BA9

Business Admin. & Management

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4, KM5, KM9

Marketing & Entrepreneurship

BM2, BM7

Marketing I, II

CULINARY ARTS (12.0503):

DC1, DC2, DC3, DC4, DC9

Culinary Arts I-III

BARBERING (12.0402):

KB1, KB2, KB3, KB9

Barbering I-III

INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9

Interactive Media

WEB DEVELOPMENT (11.0801):

VW2-VW4, VW5, VW9
VD1

Web Development & Design
Web Page Design

NETWORKING AND TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9

CISCO Networking

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9

IT Systems Support & Services

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06

Computer Programming I, II

DATABASE ADMINISTRATION (11.0802):

VW1

Database Administration

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9

Law Enforcement

PROTECTIVE & SECURITY SERVICES (43.0109):

JP1-JP4, JP5, JP6, JP9

Protective & Security Services

MILITARY TECHNOLOGY (29.0101):

R01, R02, R03, R04

Military Technology I-IV

NAVAL SCIENCE (29.0102):

R05, R06, R07, R08

Naval Science I-IV

AEROSPACE EDUCATION (29.0103):

R09-R10, R11-R12

Aerospace Education I-IV

SHOE & LEATHERWORK REPAIR (48.0304):

K35, K36

Shoe & Leatherwork Repair I, II

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering & Engineering Technology

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9

Robotics Technology I, II

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3

Automotive Body Collision Repair I-III

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3

Automotive Technology I-III

PLANNING, OPERATIONS & LOGISTICS (52.0203):

GT1-GT3, GT4, GT5, GT9

Transportation I-V

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8, GT8A

Electro-Mechanical Maintenance I-IV

C41, C42

Electro-Mechanical I, II

Traditionally Female-Dominated Occupational Objectives:

ADMINISTRATIVE SUPPORT SERVICES (52.0401):

B73, B74

Word Processing I, II

B76, B77

Office Assisting I, II

HEALTH CAREERS (51.0000):

O11, OC0, OC4

Intro. to Health Careers, Med. Terminology

NURSING (51.16.14):

OH1, OH2, ON1, OC1

Nursing Assisting

DENTISTRY (51.0601):

OH1, OH2, OD1, OC2

Dental Assisting

FOOD SERVICE MANAGEMENT (12.0507):

DF1, DF2, DF3, DF4, DF9

Food Service Management

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH3, DH4-DH6, DH9

Hospitality

TOURISM & TRAVEL SERVICES MANAGEMENT (52.0903):

DT1-DT4, DT5-DT7, DT9

Tourism

EARLY CHILDHOOD EDUCATION (19.0709):

C51, C52, C53

Child Care Services Training I-III

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9

Cosmetology I-III

Gender Neutral Occupational Objectives:

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, ZM3, ZM4, ZB9 Biotechnology

PLANT GENETICS (26.0805):

ZB1, ZB2, ZP3, ZP4, ZB9 Plant Biotechnology

FLORICULTURE (01.0608):

G84, G85 Floriculture I, II

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design I-IV
T61, T62, T63 Graphic Arts I-III
A84, A85 Computer Graphics I, II

FASHION & APPAREL DESIGN (50.0407):

C28, C29 Clothing & Textiles I, II

PHOTOGRAPHY (50.0605):

A42, A43, A44 Photography I-III

JOURNALISM (09.0401):

E42, E43, E44 Journalism I-III

MEDIA & COMMUNICATIONS (09.0102):

EA4, EA5, EA6, EA7 Media I-IV
EA0, EA1, EA2, EA3 Screenwriting I-IV
EA8, EA9 Playwriting I, II

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0 Technical Theatre
Q29-Q31, Q32, Q33, Q34 Theatre & Stage Management
G67, G68 Stage Craft I, II
G87, G88 Lighting Technology & Design

ACTING (50.0506):

E71-E72, E73-E75 Acting I-V

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

ACCOUNTING & FINANCE (52.0304):

BF1, BE2, BF3, BF4-BF9 Accounting & Finance
B46, B47 Accounting I, II
B50-B53, B54, B55 Financial Services

Industries, Sectors, Clusters & Academies—A Crosswalk Matrix

NCES Specializations	NAICS Industries	NSSB Sectors	OVAE Career Clusters	DCPS Academies
Agriculture & Renewable Resources	11 Agriculture 21 Mining 22 Utilities	Agriculture Mining Utilities & Environment	• Agriculture & Natural Resources/ [Utilities]	01.0 Biotechnology & Enviro. Science
[Communications]	71 Arts & Entertainment	[Arts & Entertainment]	• Arts/AV Technology/ Communications	03.0 Arts, Media & Communications
Business	55 Company Management 56 Admin. Support	Business & Administrative Services	• Business & Administration	04.0 Business Administration, &
[& Finance]	52 Finance & Insurance	Finance & Insurance	• Finance [& Insurance]	06.0 Finance, &
Marketing & Distribution	44 Retail Trade 53 Real Estate	Retail/Wholesale/ Real Estate/	• Retail/Wholesale/ [Real Estate]	14.0 Entrepreneurship
[Construction]	23 Construction	Construction	• Architecture and Construction	02.0 Construction & Design
Health Care [Human Services]	62 Health Care & Social Assistance	Health & Human Services	• Health Science	08.0 Health & Med. Sci.
Child Care & Education Personal & Other Serv.	61 Educational Services 81 Other services	Education & Training Personal Services	• Human Services • Education & Training [Personal Services]	10.0 Human Services, 05.0 Educa. & Train.
Food Service & Hospitality	72 Accomoda./Food Serv.	Hospitality & Tourism	• Hospitality & Tourism	09.0 Hospital. & Tourism
Public & Protective Services	92 Public Administration	Public Administration/ Legal/Protective Services	• Governmt./Public Admin. • Law & Public Safety	07.0 Governmnt./ PA 12.0 Law/ Public Safety
Technology	51 Information	Telecomm./Information	• Information Technology	11.0 Information Tech.
Trade & Industry	54 Prof./Sci./Tech. Serv. 31 Manufacturing	Scientific & Tech. Services Manufacturing	• Sci. Res. & Engineering • Manufacturing	15.0 Engineering & 13.0 Robotics
[Transportation]	48 Transportation	Transportation	• Transportation	16.0 Transportation

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In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, §2-1401.01, *et seq.* (the Act), the District of Columbia Public Schools does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family status, family responsibilities, matriculation, political affiliation, disability, 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 in the District of Columbia Public Schools, please contact:

Office of Equal Employment Opportunity (OEEEO)

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 OEEEO regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Individuals with Disabilities Education Act of 1975, the Americans with Disabilities Act of 1990, 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 career-technical education in the District of Columbia, 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

