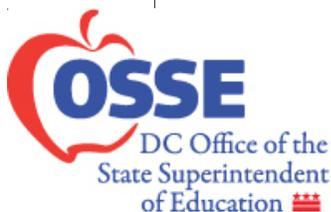


DC STATE OFFICE OF CTE

CAR 2007

Consolidated
Annual
Performance,
Accountability, &
Financial Status
Report
For State-Administered
Career-Technical
Education Programs
Under the Carl D. Perkins
Career & Technical
Education Act of 2006
(P.L. 109-270)



December 31, 2007; Revised, April 15, 2008

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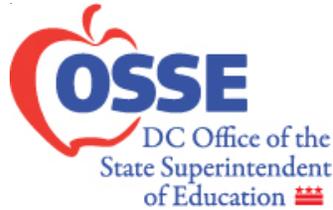
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December 31, 2007

Dr. Sharon Lee Miller
Director, Division of Academic and Technical Education (DATE)
Office of Vocational and Adult Education (OVAE)
U.S. Department of Education (ED)
400 Maryland Avenue, S.W.
Washington, DC 20202-7100

Dear Dr. Miller:

On behalf of Superintendent Deborah A. Gist of the Office of the State Superintendent of Education (OSSE) and the District of Columbia Commission for Career and Technical Education (CCTE), 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 Career and Technical Education Act of 2006 (P.L. 109-270), Program Year 2006-2007*.

Submitted in fulfillment of the requirements set forth in §113(c) and §205 of the Carl D. Perkins Act (“Perkins IV”) and sections 840 and 841 of the *Education Department General Administration Regulations (EDGAR)* [34 CFR §80.40(b)(1) and §80.41(b)(4)], the report is comprised by four major components:

- *Financial Status Reports* (SF 269) on State expenditures under Title I and Title II;
- *Career-Technical Education Student Enrollment Reports* for both titles;
- *Career-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 2007 and plans for SY 2008.

Additional documents on file in our office that might be of interest include: the *Summary Annual Performance Report for 2006-2007* submitted to SOCTE by our Perkins-eligible postsecondary institution, the University of the District of Columbia (UDC); the formal *Memorandum of Agreement* that structures the partnership between SOCTE 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,

Chris Lyons

Christopher D. Lyons
State Director of Career and Technical Education

cc: John Haigh; Sharon Head; Marjorie Beaulieu; Jay Savage; Andy Johnson; Len Lintner

Consolidated Annual Report on Programs Funded Under “Perkins III,” District of Columbia, PY 2006-07

Section 113(c)(1) of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332, “Perkins III”) required 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 required 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. Virtually the exact same provisions were carried over last year into “Perkins IV”—the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270), the latest reauthorization

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.

The pages that follow constitute the narrative summary of the DC CAR for the 2007 program year, ending June 30, 2007. The other three required components—financial status reports, career-technical education (CTE) enrollment tallies by Career Cluster, and secondary and postsecondary performance accountability data sheets—were filed electronically (via a web-based application), as requested by OVAE. Copies are attached.

The Carl D. Perkins Career & Technical Education Act of 2006: “Perkins IV” Goals and Objectives

Perkins IV: Preparing All Students for Both College and Careers

Signed into law on August 12, 2006—the latest reauthorization of Federal vocational education legislation dating back to the Smith-Hughes Act of 1917—Perkins IV represents the sixth major rewrite since the inception of the modern vocational education program in 1963, and the fourth version to carry the name of the late Representative Carl D. Perkins (D-Kentucky), a stalwart champion of what was formerly called “vocational education.”

Under Perkins IV, the term “**career and technical education**” (CTE) refers to **coherent sequences of courses**, which:

- are offered at either the secondary or postsecondary/adult levels, or **span both secondary and postsecondary education**;
- combine both **rigorous core academic knowledge** and **advanced technical and workplace knowledge and skills**;
- lead to an **AAS Degree** (Associate of Applied Science) and/or a certificate or an **industry-recognized credential**; and,
- are designed to prepare students for **both college and careers**,
- in current or emerging **high skills, high wage, high demand** occupational areas or clusters.

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

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

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

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

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- **occupational preparation** programs, designed to prepare students for immediate labor market entry, into occupations that don't require postsecondary education as a prerequisite; and,
- **technical preparation** programs ("Tech-Prep" or "2+2"), designed to prepare students for enrollment into an associate degree, certificate, or apprenticeship program (at a community or technical college), en route to a technical career.

But since the passage of first the STWOA 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, including DC, *CTE programs have begun rising to meet the standards set by Tech-Prep*.

One centerpiece of Perkins IV—set forth in §122(c)(1)(A)—is a clear manifestation of this trend: the concept of **fully integrated secondary/postsecondary CTE Programs of Study that seamlessly span grades 11-14**. Section 135(b)(2) mandates that every secondary and postsecondary recipient of Perkins IV funds must offer at least one program of study meeting §122(c)(1)(A) specifications.

DC's aspiration, in common with other States, is to ensure that *all* CTE offerings in the District become State-Approved Programs of Study meeting §122(c)(1)(A) standards.

Beyond that, the District's long-range goal, as set forth in the proposal for a **DC Gateways of Advanced Learning System** (DC GOALS), is to *universalize dual enrollment and concurrent completion*—to reconfigure all CTE programs as State-Approved Programs of Study jointly offered by secondary providers and UDC, allowing students to **enter college in the 11th grade and earn a high school diploma and an AAS degree simultaneously** (with a guarantee of entry into four-year, baccalaureate degree program if desired).

A complementary trend that is emerging in the District of Columbia and other States is the involvement of the career-tech community in preparing secondary students for entry into *both* associate degree and baccalaureate degree programs. **A number of States—again including DC—have established rigorous core academic requirements for all CTE programs that satisfy the minimum entry standards of four-year as well as two-year postsecondary education programs.**

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

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

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

As an overall category, these emerging pre-baccalaureate career-tech programs are sometimes categorized as “Professional-Technical Education” (“PTE” or “**Pro-Tech**”).

Overall, Perkins IV, like its predecessor, sends a clear and compelling message about equipping America's youth for an increasingly challenging future:

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

The near-unanimous passage of Perkins IV in 2006 underlines the fact that career-technical education serves as a **critical nexus of education and the economy in the 21st century**.

CTE has a triple role to play in U.S. high schools, career-tech centers, and community and technical colleges. At one and the same time, it represents:

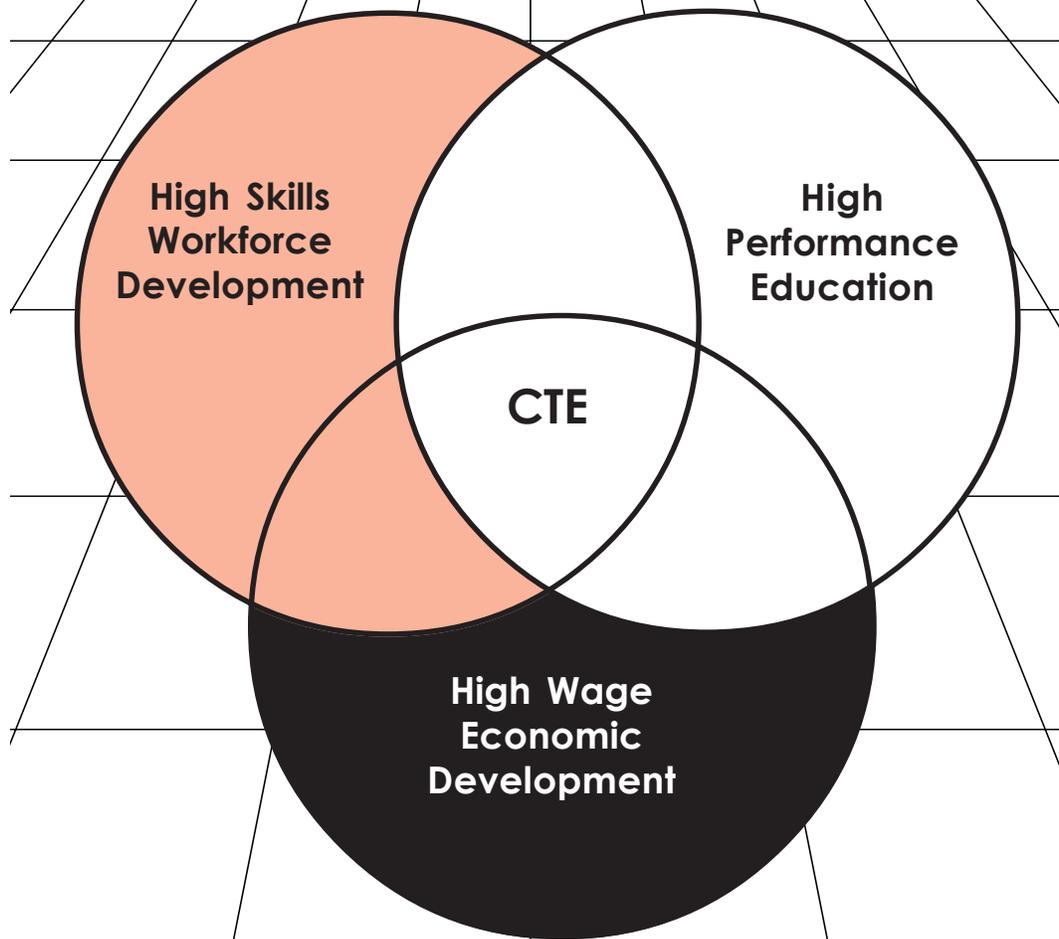
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- **the career-specific component of high performance public education;**
- **the school-based, first-chance arm of high-skills workforce development; and,**
- **the competency-based, education engine of high wage economic development.**

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

1. Ensuring that all career-tech students master State-established academic and skill standards, enroll in and complete postsecondary education (without the need of remediation), and make a successful entry into a high skills, high wage career [§113(b)(2)(A)];
2. Affording equal, nondiscriminatory access to a full range of quality CTE programs for individuals who are members of special populations, and providing the services and supports needed to ensure their success in those programs [§122(c)(9)];
3. Fostering career-tech programs that prepare women for nontraditional training and employment in current and emerging high skills, high wage sectors [§134(b)(10)];
4. Developing, increasing, and expanding the use of state-of-the-art technology in CTE, and increasing access for CTE students to high tech, high growth industries [§124(b)(2)];
5. Providing comprehensive professional development programs for CTE teachers, designed to ensure they stay current with industry standards and are prepared for Perkins IV accountability requirements [§135(b)(5)];
6. Supporting high quality career-tech and career exploration and guidance programs for individuals incarcerated in State correctional institutions, including women and young people [§122(c)(19)];
7. Fostering partnerships to support high achievement by CTE students—among secondary, postsecondary, and adult education; school-to-work programs; employers and unions; parents and students; elected officials; and members of the community at large [§124(b)(6)].

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



21ST CENTURY SKILLS
FOR 21ST CENTURY CAREERS

Within-State Allocations for CTE Under Perkins IV: Sections 112, 118, 131, 132, and 203

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. Typically, 25% of a given year’s grant is made available July 1, and the balance on the following October 1.

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—the District of Columbia included).

Three separate annual appropriations are authorized under Perkins IV:

- **CTE State Assistance Grants** under Title I, §9;
- **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.

The balance of each State’s allocation under Title II must be expended *entirely at the local level*, through competitive or formula-based grants to **Tech-Prep Consortia**, established under §203(a)(1). By statute, each 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).

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- 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** activities spelled out in §112(3) and the **State Performance Accountability System** requirements of §113. A dollar-for-dollar State match of Perkins State Administration funds is required under §112(b), and States are also mandated under §323 to provide at least as much for State Administration in any given program year as they did in the preceding year.

Not more than 10% of Perkins Title I funds may be budgeted for the “**State Leadership**” program improvement 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 **career fields that are nontraditional for their gender.**

Section 112(c) permits States (but does not require them) to reserve up to 10% of the 85% portion committed to program improvement at the local level for grants targeted to particular areas or particular priorities of the State.

Of the 85% portion—for distribution to local eligible agencies (for secondary CTE 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 IV. 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 §131 and §132:

- a).** Under §131(a), 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;**

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b). Under § 132(a), funds for postsecondary CTE 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, the formula-driven allocations set forth in the statute can't in fact be implemented for either § 131 or § 132 resource distributions, or for those under § 203 of Title II:

1). First of all, **since the University of the District of Columbia is the only authorized public CTE provider at the postsecondary level, it must necessarily be allocated 100% of funds made available under § 132.**

2). Secondly, **since there is only one authorized postsecondary CTE provider, only one Tech-Prep Consortium can be formed**—in effect, on a “statewide” basis—and under § 203, all Title II funds for Tech-Prep Education must necessarily be allocated to this single consortium: the **District of Columbia Consortium for Tech-Prep Education**, made up UDC, DCPS and any participating charter schools.

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

Given that the boundaries of the City of Washington are coterminous with those of the State of DC, the DC Public Schools has always represented a *statewide* Local Education Agency.

Moreover, until 1995, DCPS not only represented a *statewide LEA*, it also constituted a *sole State LEA*. Under those circumstances, DCPS necessarily received the entire allocation for secondary CTE programming.

But under the terms of the *District of Columbia School Reform Act of 1995*, each Public Charter School (PCS) constitutes a separate LEA. Any and all public charter high schools empowered to offer CTE programs meeting Perkins and State standards are also eligible for Perkins support.

In addition, since charter schools are all able to recruit on a citywide basis, *they all represent statewide LEAs, just like DCPS.*

In this context, the District has fallen back on the provisions of **§ 131(f)** of Perkins IV [formerly **§ 131(g)** of Perkins III] as a framework for allocating Perkins funds for secondary CTE among DCPS and participating charter schools. Each year, 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 § 131 (g)/§ 131 (f).

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The statutory rationale for this strategy is as follows:

- 1). Under the provisions of section 131(a), **each State is required to allocate funds available under section 112(a)(1) among Local Education agencies (LEAs) eligible to receive Perkins funds in proportion to the relative shares of certain segments of the State's population served by each LEA.** The calculation of those relative population shares is based on *Census data for the tracts subsumed within the respective boundaries of each LEA.*
- 2). In the District of Columbia, there are currently five LEAs interested and eligible to participate in Perkins-funded programming: DCPS and four public charter high schools—Friendship Collegiate Academy, IDEA (Integrated Design and Electronics Academy), Booker T. Washington PCS for Technical Arts, and YouthBuild PCS.
- 3). All five of these LEAs represent prospective candidates for a subgrant of funds under section 112(a)(1)—and *all five enroll students on a citywide basis—meaning that they all serve the same geographic area, with the same Census tracts.* **Every DC 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%.**
- 4). Section 131(a) **cannot be employed to differentially allocate Title I funds among LEAs that all serve the same shares of the State's population groups;** under these circumstances, each LEA is entitled under section 131(a) to the same share of section 112(a)(1) funds—*namely, 100%.* **Since each cannot be awarded everything, no one can be awarded anything.**
- 5). Section 131(f) of Perkins IV explicitly *encourages* consortium formation by **any LEA receiving an allocation under section 131(a) that is not sufficient to conduct a program that meets the requirements of §135.**
- 6). Given that §131(a) 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 §135—**since no LEA can in fact receive *any allocation at all.*
- 7). Under these unique circumstances, therefore, **every CTE-involved LEA in the District is eligible to join a §131(f) 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 career-technical education as a whole.

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Formula-Driven Allocations among Members of a §131(f) Consortium

The establishment of a secondary CTE consortium in the fall of 2004 left open the question of a formula-driven process for allocating Perkins §131 funds among the consortium members.

During the 2004-2005 and 2005-2006 program years, in lieu of formula-driven allocations, Perkins §131 awards in DC were made *competitively*. 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*), the DCPS SOCTE accepted and processed applications for PY 2005 and PY 2006 awards of Perkins Basic State Grant program improvement funds under §131 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.

In contrast, 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), won approval to allocate ESEA Title I funds solely on the basis of the relative numbers of low-income students served by each LEA.

Based on a ruling from the Office of the General Counsel of the U.S. Department of Education, OVAE in the spring of 2006 proposed that, beginning with the 2006-2007 program year, a modified version of the approach used by OFGP for ESEA Title I allocations among DC LEAs be employed for the allocation of Perkins §131 funds among the members of the secondary CTE consortium—more specifically:

- a)**, that **70%** of §131 funds be allocated among the participating LEAs in proportion to the relative numbers of low-income students served by each LEA;
- b)**, that **30%** of the funds be allocated in proportion to the total numbers of students served by each.

The worksheet on the following page illustrates the application of this methodology using most recent data available on the numbers of students served by each of the five LEAs participating in the secondary CTE consortium.

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Perkins Allocation Worksheet District of Columbia

ESEA-based Formula for the Allocation of Perkins Title I Funds
For Secondary Career-Technical Education (CTE) Programs
Among Members of the **DC Consortium for Secondary CTE**
Based 70% on Low-Income Students Served Under ESEA Title I
and 30% on Total Students (SY 2007)

A. 70% Portion

<u>LEA</u>	<u># Low-Income</u>	<u>% Low-Income</u>	<u>Allocation</u>
Booker T. Washington	151	.35	\$ 7,350
Friendship	2,265	5.21	109,410
IDEA	238	.55	11,550
YouthBuild	50	.12	2,520
DC Public Schools	40,750	93.77	1,969,170
Total	43,454	100.00	\$2,100,000

B. 30% Portion

<u>LEA</u>	<u># Students</u>	<u>% Students</u>	<u>Allocation</u>
Booker T. Washington	171	.28	\$ 2,250
Friendship	3,136	5.08	45,720
IDEA	367	.59	5,310
YouthBuild	50	.08	720
DC Public Schools	58,000	93.97	845,730
Total	61,198	100.00	\$900,000

C. Total Allocation

<u>LEA</u>	<u>70% Portion</u>	<u>30% Portion</u>	<u>Total Allocation</u>
Booker T. Washington	\$ 7,350	\$ 2,250	\$ 9,870
Friendship	109,410	45,720	155,130
IDEA	11,550	5,310	16,860
YouthBuild	2,250	720	3,240
DC Public Schools	1,969,170	845,730	2,814,900
Total	\$2,100,000	\$900,000	\$3,000,000

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While obviously quite *ad hoc* from the standpoint of the *literal* language of the Carl D. Perkins Act, this approach is plausible on its face and is demonstrably faithful to the *intent* of the Perkins section 131(a) formula, to allocate funds in proportion to the levels of poverty among the student populations served.

At the same time, the modified ESEA-based formula would potentially have the effect of reducing public charter high school participation in the Perkins program to levels much lower than previously anticipated.

Out of four potential PCS participants, only two would even meet the \$15,000 threshold under section 131(d), and only Friendship would reach a level high enough to unquestionably offset the energy and opportunity costs of preparing a local application and submitting financial and performance reports.

It's not hard to understand why the ESEA-based formula would have this impact: it is based on *the total student population of each LEA, grades K-12*—very appropriate for a program like ESEA that primarily serves grades K-8, but perhaps not so suitable for a program like CTE that primarily serves grades 11-12.

DCPS total enrollment subsumes grades K-12—but *three of the four participating public charter high schools enroll grades 9-12 only*. The total market share of charter schools in DCPS has reached nearly 30%. *The charter school share of CTE participation is over 30%. But the total K-12 enrollment of DCPS dwarfs the total 9-12 enrollment of the four public charter high schools that offer CTE: 92% to 8%!*

Limiting the annual allocations of Perkins funds to this methodology would thus have the unintended result of minimizing charter school involvement in the Perkins program—thus partially undermining DC's effort to establish a seamless career-technical education system for DC that spans both public and public charter high schools.

As an alternative, the CTE Office proposed an alternative formula which would allocate 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 2007, and C = total CTE participation level in the District of Columbia.

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The following worksheet sets forth the allocations that would have been generated for the 2006- 2007 program year following the allocation formula just described:

Alternative Perkins Allocation Worksheet District of Columbia

Formula for the Allocation of Perkins Title I Funds
For Secondary Career-Technical Education (CTE) Programs
Pooled Under the Provisions of §135(c)(19)
Among Members of the **DC Consortium for Secondary CTE**
Based on CTE Participation Levels (SY 2007)

<u>LEA</u>	<u># CTE Participants</u>	<u>% CTE</u>	<u>Allocation</u>
Booker T. Washington	176	.03	\$ 90,000
Friendship	1,185	.23	690,000
IDEA	225	.04	120,000
YouthBuild	52	.01	30,000
DC Public Schools	3,612	.69	2,070,000
Total	5,250	100.00	\$3,000,000

Both formulas were submitted to OVAE for review and final disposition on February 16, 2007, in a letter submitted in compliance with a letter from Assistant Secretary Troy R. Justesen dated February 2, 2007.

Unfortunately, competing policy priorities and the complexities of the issues involved prevented the Office of the General Counsel from issuing a final ruling prior to the end of the 2007 program year. Instead, a final decision about which formula would be authorized for use by DC was deferred to the review of DC's Transitional State Plan for CTE for PY 2008.

Since that time, a third allocation formula has been suggested by DCPS CTE staff (Dr. Chiaying Chang), based on the ESEA formula but employing data limited to grades 9-12.

During the 2006-2007 program year, however—in the absence of authorization from OVAE—no grant awards were made in DC under the provisions of section 131.

PY 2007 Allocations: Federal, State, and Local Funds, Roles, and Responsibilities

For the 2006-2007 program year (School Year 2007, Federal fiscal year 2006), DC's Perkins III allocation totaled \$4,536,558:

- \$4,214,921 under Title I (the Basic State Grant); and,
- \$321,637 under Title II (Tech-Prep Education)

Unlike previous years, Congress made no appropriation for Occupational and Employment Information activities mandated under §118.

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);
- \$150,000 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,
- \$190,088 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). Under Title II, a "reasonable and necessary amount" (less than 10%) can be budgeted for grant administration, while the balance must be committed to the specific goals, objectives, and activities of each program.

For PY 2007, DCPS/OCTE—acting in a unique dual capacity as the staff of an agency that served 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. A summary of the PY 2007 budget and an organizational chart are set forth on the following two pages.

**Carl D. Perkins Act Allocations
District of Columbia
Program Year 2006-2007**

Within-State Allocation, under Sections 112 and 203, of Career-Technical Education Program Improvement Funds Allotted to the District of Columbia for the July 1, 2006—June 30, 2007 Program Year (Federal Fiscal Year 2006) under Sections 111 and 201 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)]	150,000
Services for Individuals in State Institutions [§112(a)(2)(A)]	42,150
State Leadership Activities [§124]	190,088
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 321,637

Overall Total: **\$4,536,558**

DIVISION OF ACADEMIC SERVICES

Department of Academic Support
Assistant Superintendent

Gloria Benjamin



State Office of CTE

Director, State Administration & Accountability
 Chris Lyons

Coordinator, Civil Rights & Gender Equity
 Julia Martas

Coordinator, Accountability & Assessment
 [Vacant]

Coordinator, ACRN/Career Development
 [Vacant]

Coordinator, Tech-Prep Education
 [Vacant]



DCPS Office of Career & Technical Education **Executive Director** Robert Kight

PROGRAM DEVELOPMENT UNIT:
Director, Program Development & Implementation
 [Vacant]

Information Technology Engineering, Robotics & Manufacturing
 Terri Prayer

Health & Medical Science Hospitality & Tourism
 Iris Wilson

Business, Finance & Entrepreneurship Biotechnology & Environmental Science
 Chiaying Chang

Transportation Law, Public Safety & Security
 Ed Roeback

Arts, Media & Communications Construction & Design
 David Thompson

Human Services, Education & Training Government & Public Administration
 Ann Ziebeck-Walkup

PROGRAM SERVICES UNIT:
Director, Program Services & Special Projects
 Melissa Mowrey [on leave]

Coordinator, Marketing & Communications
 Dora Taylor

Specialist, CT Student Organizations
 Tracee Rhodes

Information Technology Technician
 Gregory Arthur

Office of CTE Staff Assistant
 LaTanya Chauncey

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 to meet the growing challenges of the 21st Century—permeates both Perkins IV and 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).

Also common to both documents is a focus on **CTE Programs of Study** as a driving force of both academic achievement and technical skill development, of both college and career preparation.

As highlighted in §122(c)(1)(A), the term “Programs of Study” in Perkins IV entails coherent, nonduplicative sequences of CTE courses—ideally promulgated by the State and adopted by both secondary eligible recipients and postsecondary eligible institutions—that:

- subsume both rigorous core academic content and advanced career-specific technical skills;
- span both secondary and postsecondary education, ideally on a concurrent (dual enrollment) basis; and,
- lead to an industry-recognized credential or certificate at the postsecondary level, and/or an associate or baccalaureate degree.

Within the framework of the MEP—as “**Key Strategy 15**,” pages 62-64—Career-Technical Education (CTE) in the District of Columbia has been assigned a unique new role in both **the renewal of workforce education** and **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 are constituted by **CTE Programs of Study**, grouped into **CTE Career Academies**.

The central thrust of DC’s strategy for CTE renewal is to continue and accelerate development and implementation of CTE Programs of Study and Career Academies that both meet the standards of Perkins IV and serve as catalysts and drivers of school-wide high school reform.

DISTRICT OF COLUMBIA CAREER PLAN 2007

CTE in DC: Renewing the Legacy of a Century

In common with many other communities across the country, the District of Columbia has a workforce 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—called “vocational education,” or “voc ed” throughout most of the 20th Century. 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 a total of five vocational schools: two for “coloreds” (Phelps and Washington) and three for whites (Abbot [boys only], Dennison [girls only], and Chamberlain [both boys and girls]).

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. Spurred on by the passage of the first truly comprehensive Federal vocational education legislation, the Vocational Education Act of 1963, many States and communities, including DC, substantially expanded and upgraded their vocational programming.

By the end of the 1960s, DC supported a network of five full-time **Vocational High Schools**:

- **Bell** (Hiatt Place and Lamont, NW, Ward 1);
- **Burdick** (13th and Allison, NW, Ward 4),
- **Chamberlain** (14th and Potomac Avenue, SE, Ward 6);
- **Phelps** (24th and Benning, NE, Ward 5); and,
- **M.M. Washington** (1st and O, NW, Ward 5).

Between them, the five schools offered—under a variety of names—over 40 traditional vocational programs, including:

Auto Mechanics; Auto Body Repair; Baking; Cabinet Making; Cosmetology/ Barbering; Child Care; Commercial Art; Small Engine Repair; Drafting; Dressmaking and Tailoring; Dry Cleaning and Dyeing; Electricity; Food Service; Home Appliance Repair; Housekeeping; Industrial Electronics; Jewelry and Watch Repair; Landscaping and Groundskeeping; Machine Shop; Masonry; Office Machine/Typewriter Repair; Painting; Paper Hanging; Photography; Plumbing; Practical Nursing; Printing and Lithography; Radio-TV Repair; Refrigeration; Retailing; Secretarial Science, as well as Typing and General Office Work; Sheet Metal Fabrication; Shoe Repair; Upholstery; and, Welding.

DISTRICT OF COLUMBIA CAREER EDUCATION 2007

In addition to the secondary voc-ed programs offered through the network of five vocational high schools, at the end of the 1960s DCPS offered **adult voc ed** through the **Armstrong Adult Education Center** (1st and P Streets, NW), and **employment and training** programs through the **D.C. Skills Center**.

The self-contained, diploma granting vocational high schools that flowered in the 1930s delivered a wide range of solid occupational preparation programs for the better part of the 20th Century. However, many students remained reluctant to end ties to their neighborhood high schools, thus encountering de facto limitations to their access to quality workforce education programs.

A decade of relative stability during the 1970s was followed in the 1980s by a period of rapid change in vocational-technical education, highlighted at the national level by the passage of the Carl D. Perkins Vocational Education Act (Perkins I), and growing emphasis on secondary/postsecondary articulation (Tech Prep) and structured work-based learning ("youth apprenticeships").

In DCPS, under the leadership of Superintendent Floretta D. McKenzie and State Director of Vocational Education Ortho E. Jones, a major transformation of the VTE delivery system was carried out over the period 1982-1983. With the goal of increasing access to quality career-tech programming throughout the District, the full-time vocational high schools were all converted to shared-time, area "**Career Development Centers**."

As the 1980s were drawing to a close, the District-wide VTE network included a total of seven sites: the **Penn Career Development Center**, and the **Far Southeast CDC**, in addition to the five converted high schools. In addition, the network boasted a number of school-based enterprises; the *Inter-High Connection*, for example—a student-run variety store in Adams-Morgan—featured floral arrangements and greeting cards produced by CTE students, as well as manicures.

But in 1989, DCPS abruptly reversed course and moved back toward full-time "**Career Senior High Schools**" as the primary delivery mode for workforce education—and in so doing set in motion a process of devolution that virtually dismantled vocational-technical education in less than ten years.

The brief, 1980s experiment with shared-time career development centers (CDCs) successfully broadened student access to CTE, but at a cost that proved unsupportable: threats to the integrity of the core academic program and sometimes CTE itself, arising out of what might be described as a "half-day dropout" phenomenon.

DISTRICT OF COLUMBIA CAREER PY 2007

The retreat from shared-time Career Development Center's began on May 18, 1989, when the Board of Education concluded that large numbers of CTE students, scheduled to attend a CDC for half of each day and their sending high school for the other half, were skipping the academic half of their studies.

In July 1989, the Board focused on Phelps CDC as a proverbial "poster child" for the failure of the shared-time CTE format: 500 students from Eastern High School and Spingarn High School were enrolled in CTE programs of study at Phelps during the 1988-89 school year, but a high percentage frequently failed to return to Eastern and Spingarn after their half days of technical study at Phelps were concluded. Increased access to a broad range of CTE programs was coming at the cost of decreased exposure to the core academic curriculum.

In retrospect, it may have been a mistake to blame the CDC's for attendance problems at the sending high schools; it might have been more effective to launch a systemic program of high school reform, rather than reorganizing CTE again. But the Board elected to begin reconverting the CDC's to full-time "**Career Senior High Schools**" (CSHS), beginning with Phelps and M.M. Washington.

Bell CDC was merged with the Multicultural Career Intern program to become Bell Multicultural Senior High School, while the small Penn CDC was downgraded to a multipurpose administrative and specialized program facility. Both Burdick CDC and the fledgling Far Southeast CDC were closed. Chamberlain initially retained the status of shared-time CDC, but soon it too had been closed. Today, only one legacy vocational school remains open—M.M. Washington—and Chancellor Michelle Rhee plans to close it as well.

As the return to career high schools in the 1990s quickly dissolved into a general decentralization of CTE throughout the comprehensive high schools of the District, CTE itself virtually disintegrated as a tangible gateway to the labor market and further education.

Student, community and employer support for CTE has remained strong. CTE courses remain widespread and popular. But with no identifiable funding stream dedicated to CTE and each principal empowered to make their own program and curriculum decisions, coherent CTE programs of study enjoyed little more than a nominal existence by the time the 20th Century drew to a close. The DC chapter of the national Association for Career and Technical Education (ACTE) has been moribund for over half a decade, and none of the ACTE-affiliated professional organizations of teachers in the career-tech discipline areas are currently active.

DISTRICT OF COLUMBIA CAR PY 2007

The adoption of the “Weighted Student Formula” (WSF) methodology for allocating District funds among the schools unintentionally accelerated the eclipse of CTE in DC schools, since it omitted skill-based programming as a weighting factor—placing equipment- and expertise-intensive CTE programs at a severe disadvantage as school funding declined, and robbing DCPS CTE leadership of leverage to promote program improvement.

The inappropriate allocation of Federal Perkins funds by the WSF (eventually triggering a program finding by OVAE staff) further intensified these problems. As Deputy Mayor Victor Reinoso recently noted, CTE in DC was “underfunded almost to the point of extinction.”

Toward a CTE Renaissance in the Nation’s Capital

The ups and downs of District educational policy notwithstanding, the hard fact is that the 21st Century labor market needs and demands a rebirth of career-technical education in the District of Columbia. Five years into the latest economic expansion, average unemployment across the District remains at the recession level of 5.5%—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—over *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 promulgated for a District-wide CTE system are the following:

1. Universal High Performance Education, Pre-K to Adult

The idea that all students must be prepared for both college and careers first surfaced in the CTE community, but it is fast becoming conventional wisdom throughout most of American education. Not only are postsecondary credentials a threshold to careers in high-tech sectors, but studies have also shown that being able to read well, communicate effectively, and use mathematical and scientific reasoning has become essential for entry and success at virtually every level of the labor market.

The segregation of students, from kindergarten on, into the “College Bound” and the “Not College Material” must be *eradicated*. **In place of tracking, high achievement must become the standard.** Instead of stigmatizing the majority of students as predestined to failure, schools must *internalize an expectation that all students will succeed*, and provide all the support necessary to ensure that they do.

The foundation of a universal high performance education system must be **tested, proven, world-class standards of learning**: objective, reality-based statements of the essential knowledge and skills students must master to pass through the gateways to success in postsecondary education and 21st century careers.

Keyed directly to those real world, world-class standards must be an **authentic, performance-based accountability system**: valid and reliable assessments of student, teacher, and school achievement.

Keyed directly to those authentic assessments must be **core curriculum frameworks** for all educational levels and every content area, and **research-based, nationally-validated instructional strategies**, adaptable and scalable to meet the needs of various sizes and types of schools and different student populations.

Other essential elements include a **dynamic professional development system**, aligned with the core curriculum and instructional strategies, and **supplementary educational services**, to meet the unique and specific needs of both high performing and struggling students.

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

A second urgent priority is development and implementation of a powerful engine of school reengagement and retention—an intensive support system for low-achieving and at-risk middle and high school students, in danger of failing to meet the new learning standards or of dropping out of school. If students have walked away from the system, in-school performance gains, no matter how dramatic, will not matter.

DISTRICT OF COLUMBIA CAREER PLAN 2007

At over 50%, the dropout rate in the District of Columbia is intolerable by any standard. An estimated 15% of DC's young people never even enroll in high school. Students who drop out typically face a lifetime of unemployment, underemployment and poverty, if not imprisonment. Something must—and can—be done.

DCPS is pursuing a number of initiatives which have the potential to impact the DC dropout crisis, including truancy prevention, after-school programs, Summer Bridge, and high school reform in general.

But in addition, the Department of Academic Services is currently supporting a pilot test of a new program directly targeted at dropout prevention and reentry: **Jobs for America's Graduates—District of Columbia, Inc.** (JAG-DC), a dropout-prevention-and-reentry, school-to-college-and-careers-transition system, designed to serve at-risk students at middle schools, high schools, and STAY schools throughout DC.

Development of the JAG-DC program began in the Office of Career and Technical Education (CTE) over three years ago. Awarded concept approval by the Superintendent in October of 2004, the initiative was incorporated into the *DCPS Master Education Plan* in February of 2006, under the heading "**Key Strategy 18: Develop a Comprehensive Dropout Prevention and Re-Entry System**" (page 71).

Formal start-up was announced by DCPS on August 1, 2006, and nine JAG-DC sites—at four middle schools (**Hart, Kelly Miller, MacFarland, and Sousa**) and five high schools (**Anacostia, Ballou, Eastern, Roosevelt and Woodson**)—began operations last month, at the beginning of the third advisory. A full-time **JAG-DC Specialist** staffs each site, in cooperation with a **JAG-DC School Advisory Committee**. At the present time, a total of 190 students are enrolled (65 middle school students and 125 high school students).

Organized as a private, not-for-profit corporation, JAG-DC is governed by an independent board of directors; Superintendent Janey serves as one of three **Initial Members of the JAG-DC Board**. Frances Hughes Glendening is the CEO of JAG-DC.

A total of **\$1,700,000** was budgeted for the first year of the program's operation, representing \$1,200,000 in Federal funds made available under Title I of the Carl D. Perkins Act and Title V of the Elementary and Secondary Education Act, and \$500,000 in District funds earmarked for Master Education Plan initiatives.

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JAG-DC, Inc. represents the District's affiliate of a proven national network of state-based programs, **Jobs for America's Graduates, Inc. (JAG)**. JAG has an unparalleled, quarter-century record of high impact high performance; today, the network enrolls over 35,000 students annually, at over 700 schools in 30 states. Over 500,000 students have been served by JAG since 1979.

Four applications of the national JAG Program Model will be involved in the planned three-year JAG-DC pilot test: an **early intervention** program for grades 7-8; a **multi-year** program for grades 9-11; a **senior year** program for 12th graders; and, a **dropout reentry** program for out-of-school-youth.

Each application offers intensive and individualized classroom instruction, academic remediation, career and college counseling, and employment development services, combined with membership in a student-led youth leadership organization (**DC Career Association**). Internships, community service, and work-based learning activities are all included. After participants leave the school system, the senior year and dropout reentry programs offer at least 12 months of one-on-one educational and employment placement and retention assistance, and other follow-up and support services.

If funding permits, a total of **18 sites at 12 schools** are planned for the second and third years of the pilot test. Each site will serve 35-40 participants per year. The five high schools will each host both a multi-year and a senior year site, while the four middle schools continue to host the early intervention sites. The three after-school "STAY" schools (located at **Ballou, Roosevelt, and Spingarn**) will host the dropout reentry sites.

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 application might be developed in cooperation with UDC: a **postsecondary-retention/college-to-careers-transition program**.

Key pilot test performance 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. Annual evaluations of the pilot test will be conducted by the Center for Labor Market Studies of Northeastern University in Boston.

After the pilot test, full scale operation of JAG-DC could involve 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 reentry sites—a total of **40 sites at 28 schools, serving a total of 1,600 participants annually**.

3. K-Adult Career Development System/Individual Graduation Plan

To empower students to make meaningful educational, career, and life choices—to take advantage of the opportunities and rise to the challenges of a universal high performance educational system—a **comprehensive, K-adult, career awareness, exploration, decisionmaking, and guidance and counseling system** must be put in place in every school, featuring the internationally tested and proven *Real Game* and meeting the National Career Development Guidelines promulgated by OVAE.

Key dimensions of the planned **District of Columbia Comprehensive Career Development System** include:

- a **Career Awareness and Guidance** program for grades K-5, infused into the elementary school curriculum;
- a **Career Exploration and Planning** program for grades 6-8, linked to an **Eighth Grade Summer Bridge Program** to smooth and secure the transition from middle school to high school; and,
- an **Occupational Exploration and Career-Decisionmaking** program for grades 9-12, linked to a **9th Grade Success Academy** to underwrite student adaptation and achievement in the first year of high school.

A centerpiece of the system must be the development of an **individual education/graduation/career plan** (included in the new DC Graduation Requirements as an “**Individual Graduation Plan**”—IGP) for each student—a plan that sets forth a clearly defined, realistic path through high school into postsecondary education and the labor market.

Each student's plan should be developed by the end of the 8th grade, and revisited by the end of the 10th, as well as at other times as needed.

4. 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 explicit educational and career outcomes. Based on common and emerging practices across the county, as many as six categories of *college and careers planning templates* might appropriately be defined:

- **College/Tech-Prep** (CTE-Dual Path, or “**Career-Tech**”), serving students heading for either technical or professional careers;

DISTRICT OF COLUMBIA CAR PY 2007

- **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;
- **Advanced Placement/Liberal Studies** (Pre-B.A.), serving students explicitly committed to a classic liberal arts curriculum;
- **International Baccalaureate** (IB), serving students headed for professional careers through an internationally standardized liberal arts program; and,
- **University of Cambridge** (UC), another international liberal arts examination program, which has been gaining support (including in the DC metropolitan area) as an alternate to IB.

Each of the six Gateways would incorporate one or more “**Majors**”—either State-approved CTE Programs of Study, in the case of the College/Tech-Prep, Pro-Tech, and Pre-Apprenticeship Gateways, or other coherent course sequences targeted toward specific educational and career objectives.

5. “4x4” Core Academic Curriculum

Out of a possible 28 Carnegie Units (CUs) in each Major—the nominal total high school students can earn, assuming four years of study at the secondary level and a conventional seven-period school day—16 CUs should be allocated to a universal, “4x4,” core academic curriculum, common to all four Gateways—4 CUs each in:

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

Research suggests, and a gradually growing number of States agree—notably including the District of Columbia—that taking four years each of math, science, and language arts in high school significantly increases the likelihood that a student will be successful in postsecondary education.

6. District of Columbia State Scholars Program

Since the new graduation requirements adopted by the DC BOE on March 21, 2007 preserve the existing requirement that all students earn 2 CUs in a World Language, the new, 4x4 level of rigor will ensure that all DC high school graduates 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.

As soon as a new round of SSI grants is announced by OVAE, the DC Chamber of Commerce or the DC Education Compact will be well positioned to partner with SBOE and DCPS to apply for DC membership in the national network of SSI States.

7. Four-Credit College and Career Majors

In addition to the 16 CU academic core and 6 CUs in supplementary academic requirements (2 CUs in a World Language, .5 CUs each in Art and Music, 1.5 CUs in Health and Physical Education, and 1.5 Elective CUs), each Major in a College and Career Preparation Pathway should also include at least four CUs in courses that are specific to the unique curriculum and career objectives unique of the Major—plus a senior thesis, project, seminar or internship representing at least .5 CUs.

DC's new graduation requirements demand 2 college and career preparation credits as a prerequisite to a high school diploma, a down payment on the 4 CU minimum imposed by each of the pathways and majors themselves.

International Baccalaureate diplomas, for example, require all IB students to complete two additional CUs in a World Language (World Language III and IV), plus two courses unique to the IB curriculum, Theory of Knowledge and Creativity.

Liberal Studies Majors, made up of **Advanced Placement** (AP) courses, can be more individualized, but might typically include, say, four CUs in English Literature, Creative Writing, Psychology, and Economics.

On the following page are sample schedule templates illustrating how a highly rigorous academic core curriculum and a college and career preparation pathway totalling at least four CUs can both be readily accommodated within a standard, four-year, seven-hour day high school career.

Gateway Planning Templates: Pathways to College & Careers

Gateway/Component	9th Grade	10th Grade	11th Grade	12th Grade
Core Acads. (16 CUs)	English I Algebra I Biology DC Government	English II Geometry Chemistry World History	English III Algebra II Physics U.S. History	English IV Trig./Pre-Calculus Enviro. Science U.S. Government
Supplemt. Acads. (3)	World Language I Art (.5 CU)	World Language II Music (.5 CU)		
Other (1.5 CUs)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)	Health/Phys. Ed. (.5)	
Electives (3 CUs)	Elective	Elective	Elective (.5 CU)	Elective (.5 CU)
College/Tech Prep (CTE-Dual Path) (4.5 CUs)			Career-Tech I Career-Tech II	Career-Tech III Career-Tech IV Internship (.5 CU)
Professional-Technical Prep (CTE-B.S.) (4.5 CUs)			Pro-Tech I Pro-Tech II	Pro-Tech III Pro-Tech IV Internship (.5 CU)
Liberal Studies/AP (Pre-B.A.) (4.5 CUs)			English Literature Junior Seminar	Creative Writing Senior Seminar Senior Thesis (.5 CU)
International Baccalaureate (IB) (4.5 CUs)			World Language III Theory of Knowledge	World Language IV Creativity/Action/Sev. Senior Thesis (.5 CU)
Total CUs: 28	7	7	7	7

DISTRICT OF COLUMBIA CAREER PATHWAYS 2007

8. State-Approved Programs of Study and Career Academies

For the purposes of the CTE Pathways—College/Tech-Prep, Pro-Tech, and Pre-Apprenticeship—sixty different **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 & Manufacturing;**
- 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 under active development or already implemented include, among others: Biotechnology, Carpentry, Television & Video Production, Technical Theatre, Accounting & Finance, Marketing & Entrepreneurship, Nursing, Culinary Arts, Hospitality, Cosmetology, Information Technology, Engineering, Electronics & Robotics, Automotive Technology, and Electro-Mechanical Maintenance (the POS Plan is appended to this section).

Each reflects at least four CUs at the secondary level. In addition, articulation agreements with UDC and other area colleges and universities are being negotiated or planned for every CTE Program of Study.

The most recent data available from the DC STARS student information system, covering the 2007 school year, 14 DCPS high schools, reflects 2,866 CTE participants, 980 concentrators, 38 programs of study, and all but one of the 12 Career Academies.

9. State Standards of CTE Program Quality

To meet DC "State" standards of quality all CTE programs at the secondary level, regardless of sponsor or site, 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 nontrad training and employment;
- create seamless linkages between secondary and postsecondary education.

Each State-approved CTE program of study at the secondary level 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 Academies;
- **Nationally-validated, competency-based curricula and program standards**, registered with **VTECS** (the Vocational-Technical Education Consortium of the States) or published by national industry partners;
- **Knowledge and skill assessments** developed and validated by the **National Occupational Competency Testing Institute** (NOCTI) or other appropriate third parties;
- **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;

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- 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 of study; for example:
 - National FFA** (formerly Future Farmers of America), for Biotechnology & Environmental Science programs of study;
 - 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, the Vocational Industrial Clubs of America), for programs of study in the Academies of: Construction & Design; Transportation; Arts, Media & Communication; Law, Public Safety & Security; Information Technology; and, Engineering & Robotics;
- Participation in an **automated, web-based, curriculum, instruction, and student assessment management system**, using the SchoolNet platform and 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**, Perkins-compliant but intended for use by school administrators, teachers, career counselors, policy makers, students, parents, and community members, incorporating both Office of Vocational and Adult Education “**FAUPLs**” (Final Agreed-Upon Performance Levels) and the **Integrated Performance Indicators** (IPI) being promulgated by the U.S. Departments of Labor and Education.

10. Flagship Programs and Theme High Schools

To ensure access to state-of-the-art CTE programs for every interested student in the District, DC proposes that at least one “**flagship**” **Career Academy or Program of Study** be identified or established at every public high school or public charter high school offering CTE.

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).

This flagship concept was ratified in Key Strategy 15 of the MEP, and subsequently reaffirmed in the DCPS **Master Facilities Plan** (MFP). The MEP calls (on pages 62-63) for one or more programmatic themes to be identified for every high school; CTE Programs of Study or Career Academies constitute most of the themes promulgated to date. Some examples of established and proposed programmatic themes include the following:

- **Ellington** High School was designed and serves as an exceptional regional CTE magnet school, focused on careers in the Visual and Performing Arts (including technology-intensive programs such as Technical Theatre);
- Newly reopened **McKinley Tech** is easily the equal of the famed “High Tech High School” in Los Angeles, with flagship programs in Biotechnology, Information Technology and Radio Broadcasting;
- **Cardozo** is the host of the just-opened, state-of-the-art Cardozo Construction Academy, and has also established a reputation as an area-wide hub of Transportation programs, including Planning, Operations and Logistics (“TransTech”) and Aeronautics;
- Nearby **Booker T. Washington** Public Charter School for the Technical Arts is a single academy school, also focused on Construction, as is the small **YouthBuild** PCS (an adult CTE high school, catering to Spanish speakers, which combines construction education with housing rehabilitation and neighborhood revitalization);
- **Dunbar** has long been known as an Engineering, Electronics and Robotics center, affiliated with the national Project Lead the Way initiative;
- **IDEA** (Integrated Design and Engineering Academy), as its name suggests, is focused on Electronics and Information Technology, and also Military Science and Technology;
- **Roosevelt** is well on its way to becoming the Hospitality and Tourism High School of the District of Columbia;

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- An initiative has been proposed to completely retrofit **M.M. Washington** as a center of Health and Medical Sciences programs, including Nursing, Dentistry, Pharmacy, and EMT;
- **Ballou** is emerging as a magnet for Media and Communications and Information Technology students, and also has implemented a state-of-the-art Automotive Technology center;
- Closed since 2002, the former **Phelps** Career High School is scheduled to reopen in the fall of 2008—not just retrofitted by completely transformed—as another state-of-the-art construction and design academy: **Phelps Architecture, Construction and Engineering High School (PACE)**, featuring pre-apprenticeship programs spanning the entire spectrum of construction trade specialty areas, with strong support from trade unions, the construction industry, the DC Department of Employment Services, and the University of the District of Columbia;
- A focus on Education is being considered for **Spingarn** (which shares the “Hilltop Campus” with Phelps), spanning Early Childhood Education and Teacher/Teacher Paraprofessional Preparation, also offered in partnership with UDC;
- **Wilson** has been suggested as a center for study in the Government and Public Administration cluster (a new venue for DCPS, with Program Majors in Diplomacy/Foreign Service and Public Administration), backed by high-level academic offerings in World Languages and International Studies, and with a secondary focus on Engineering;
- **Anacostia** may become the first DCPS high school to implement a Law, Public Safety and Security Academy;
- **Coolidge** will likely specialize in Business, Finance, Commerce and Entrepreneurship, while **Bell** could well become an Information Technology center, with a secondary focus on Health and Medical Sciences;
- **Friendship Collegiate Academy** is a large Early College CTE public charter high school, with Career Academies focused on Engineering/Robotics, Health and Medical Sciences, Visual and Performing Arts, and Media and Communications, among others.
- **Banneker** has already built a reputation as an IB High School; **Woodson** might achieve a similar status as an IB high school for eastern and southern neighborhoods;
- And finally, **Eastern** was identified by former superintendent Janey as the future host for a “District of Columbia Latin School,” organized around classic liberal arts and humanities programs and modeled after the famous Boston Latin School.

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11. District of Columbia CTE Community of Practice

To date, there are 14 DCPS high schools and four charter high schools offering CTE Programs of Study; 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 these eighteen schools and the community at large:

- 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);
- DCPS should 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.

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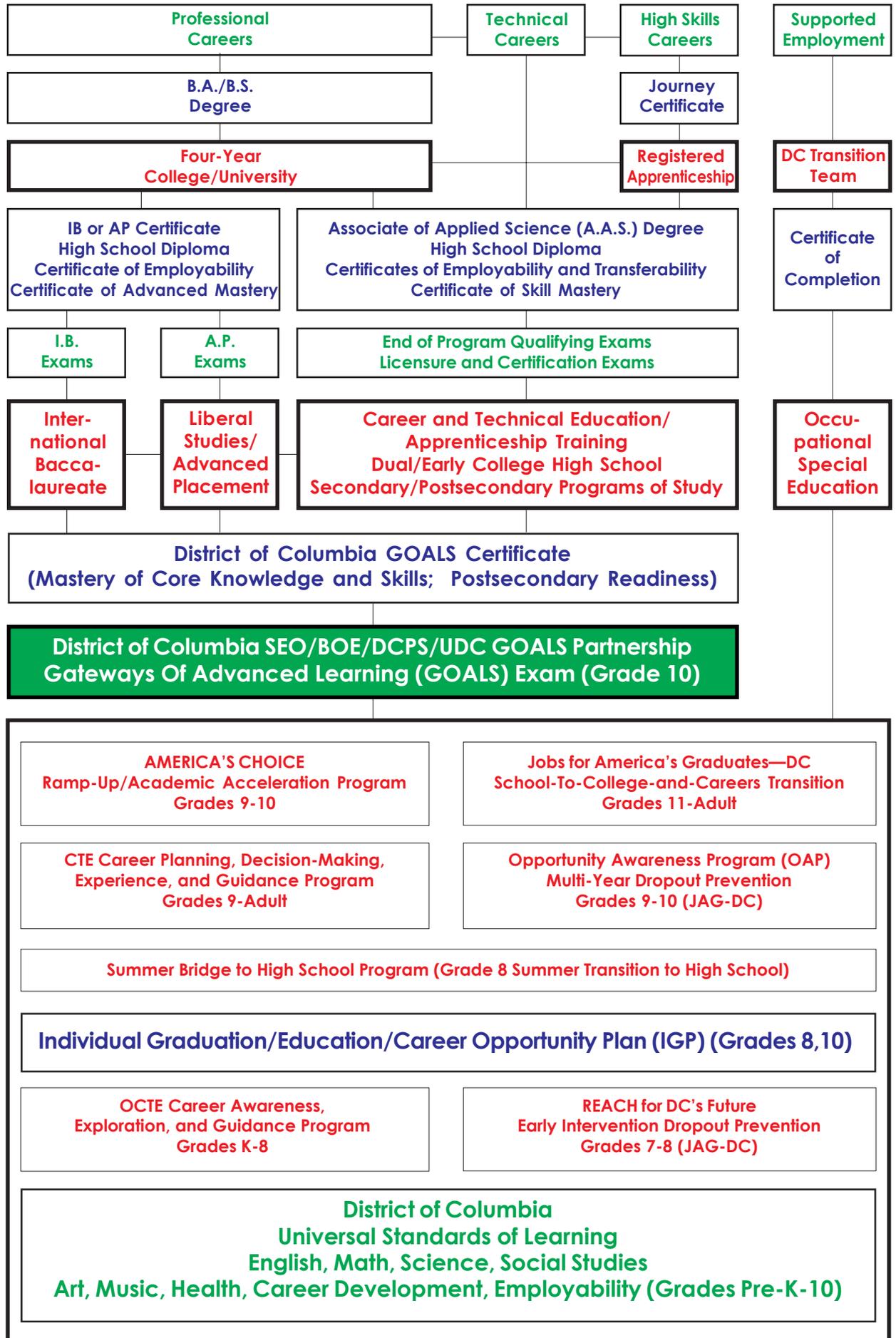
The diagram on the following page represents a somewhat schematic flow chart of the educational transformation outlined above—from the foundation of universal standards of learning and high performance education through the DC Career Development System, the JAG-DC dropout prevention program, and the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

Projected Outcomes and Impacts of High School Reform and CTE Renewal in the District of Columbia

Altogether, the State Office of Career and Technical Education projects the following outcomes and performance impacts from the reinvention of high schools and CTE renewal in DC:

- Reduced dropout rates in both middle school and high school.
- Increased enrollment in rigorous core academic courses, particularly math and science.
- 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, and/or guaranteed college admission.
- 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.

DC GATEWAYS OF ADVANCED LEARNING



Performance: CTE Courses, Concentrators, and Completers, SY 2007

As in past years, the preparation of the District of Columbia CAR Report for the 2006-2007 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 2006. A copy of that inventory of secondary and postsecondary data elements is included in the Appendix to this narrative, under the heading "CAR 2007: What Do We Need to Know?".

On the postsecondary side, the reorganization of CTE within UDC partially compromised systems that had been in place to gather the required data. The secondary side also 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 last four program years, OCTE was able to secure the assistance of the DCPS 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 for the 2006 and 2007 program years from a new SIS, DC STARS (Student Tracking and Retrieval System). However, since DC STARS has no data warehousing functionalities, the analysis reflected in DC's 2007 CAR once again represents a single year "snapshot" of student coursetaking and performance, utilizing proxies for certain measures that would otherwise have been based on longitudinal data.

Beginning with the 2008 CAR, the SOCTE should be able to access a full range of longitudinal performance data on every student in DC public and public charter high schools and UDC, potentially addressing every secondary and postsecondary subindicator of the Perkins performance accountability system. OSSE and the DC Office of the Chief Technology Officer (OCTO) are collaborating on the development of a truly comprehensive, state-of-the-art **Statewide Longitudinal Education Datawarehouse** (SLED).

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Unfortunately, the current year's CAR, developed without benefit of this extremely powerful tool for educational and economic development planning and administration, exhibits significant deficiencies, much like its predecessors.

As the first step in the development of the SY 2006-2007 CAR, OIT generated a comprehensive report of grades 9-12 SY 2007 DCPS 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 course enrollment report, SOCTE isolated all coherent sequences of CTE courses with active enrollment in SY 2007; stand-alone elective offerings were excluded. See "CTE Career Academies and Course Sequences with Active Enrollment, SY 2007," 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 (NAPE), with the support of OVAE.

SOCTE then generated an unduplicated list, by name, of each student who successfully completed at least one course in a course sequence associated with an approved or legacy CTE program of study during the 2006-2007 school year. This Participant file served as the basis for completion of the secondary-level Basic Grant and Tech Prep Student Enrollment Reports.

A subset of the Participant file made up of students who successfully completed an advanced course in a CTE sequence constituted the Concentrator roster, which served as the foundation for the secondary Performance Reports.

A total of 24 fields were designed into the Concentrator file (an Excel worksheet), set up to capture all of the data needed to address all ten of the secondary subindicators (seven required and three optional) of the PY 2007 CAR performance reports. Included among those fields were:

- Dominant gender tradition, if any, of the CTE course sequence;
- Grade received;
- Student's year in school;
- Gender, and all available ethnicity and special population data;
- DC CAS scores, if taken; and,
- NCLB graduation information, as applicable.

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As reflected in the CAR Enrollment Reports, an unduplicated head count of **2,866 CTE participants** were tallied for PY 2007: *students in DC public high schools who successfully completed at least one course in a career-tech (CTE) program sequence, during the 2006-2007 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**, 4.8%;
- **Architecture & Construction**, 4.6%;
- **Arts, A/V Technology & Communications**, 30%;
- **Business, Management & Administration**, 4.6%;
- **Education & Training**, 0%;
- **Finance**, 9.9%;
- **Government & Public Administration**, 0%;
- **Health Science**, 1.7%;
- **Hospitality & Tourism**, 5.6%;
- **Human Services**, 7.1%;
- **Information Technology**, 17.9%;
- **Law, Public Safety & Security**, 3.1%;
- **Manufacturing**, 1.1%;
- **Marketing, Sales & Service**, 3.6%;
- **Science, Technology, Engineering & Mathematics**, 3.6%;
- **Transportation, Distribution & Logistics**, 2.4%.

A total of **980** CTE Participants were further identified as **CTE Concentrators**: *students in DC public high schools in grades 10-12 who successfully completed an advanced course in a CTE program sequence, during the 2006-2007 school year.*

Of the 980 concentrators, not quite 60% were female, just over 40% male—the same percentages observed in the previous program year. Over 83% were tallied as “Black, non-Hispanic,” not quite 11% as “Hispanic” (i.e., Latino), and not quite 3% as “Asian or Pacific Islander.” Over 3% were identified as “White, non-Hispanic.” No concentrators were coded as “American Indian or Alaska Native” or “Unknown/Other.”

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Eleven percent of concentrators were identified as "Individuals With Disabilities," 40% as economically disadvantaged (i.e., eligible for free or reduced price lunches). Not quite 4% were coded as Limited English Proficient, and almost 30% 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 2006-2007 concentrator count of 332 for less-than-baccalaureate, CTE programs.

The table on the following page summarizes DC performance data for School Year 2006-2007 relative to DC's negotiated performance targets for the 2006-2007 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.

In previous years, the achievement of a positive bundle score was a high stakes challenge, since States would only qualify for incentive grants if they exceeded performance targets for CTE, WIA, and adult education programs. But the Section 503 program has been discontinued, effective with the current program year.

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The meaningfulness of the chart is limited in part by the fact that data was once again unavailable for a key subindicator: procedural barriers at DCPS made it impossible to continue the follow-up surveys that have been DC's only source of data for 3S1.

At the same time, academic achievement data at the secondary level, although delayed, was ultimately secured for the 2007 school year, and DC's performance comfortably exceeded its negotiated targets for every secondary subindicator for which data was available. In addition, as reflected in the web-based Accountability Reports appended to this report, DC's performance even exceeded the prescribed target level for one of the optional subindicators for PY 2007, Z2. For PY 2008, the creation of the SLED is anticipated to finally remedy all remaining data collection deficiencies.

District of Columbia "Bundled" Performance Levels PY 2007

(A) State	(B) Indicator	(C) Baseline	(D) 2007 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) +/- APL
DC	1S1	37.10	23.46	346	448	77.23	53.77
DC	1S2	58.55	69.98	831	980	84.80	14.82
DC	2S1	94.31	95.00	499	499	100.00	5.00
DC	2S2	95.84	95.00	499	499	100.00	5.00
DC	3S1	83.33	84.13	0	0	0.00	-84.13
DC	4S1	10.24	19.16	891	1930	46.17	27.01
DC	4S2	10.26	17.01	143	293	48.81	31.80
Secondary Total							53.27
DC	1P1	42.97	45.78	73	332	21.99	-23.79
DC	1P2	36.98	39.55	58	332	17.47	-22.08
DC	2P1	71.08	75.27	99	104	95.19	19.92
DC	3P1	97.32	95.00	79	87	90.80	-4.20
DC	3P2	97.32	95.00	79	87	90.80	-4.20
DC	4P1	26.00	27.22	11	127	8.66	-18.56
DC	4P2	12.08	13.66	11	104	10.58	-3.08
Postsecondary Total							-55.99
Overall Total							-2.72

CTE Programs, Services, and Activities, PY 2007— Selected Highlights

Within the framework 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 2006-2007 program year. Some selected highlights of those activities include the following:

Academy of Biotechnology & Environmental Science (ABES):

Biotechnology Program Implementation

- Collaborated with Carnegie Academy of Science Education (CASE) to win a 3-year, \$829,000 grant ("DC Biotech") from the National Science Foundation for the Biotechnology programs in DCPS. The grant will be used to support teacher professional development, curriculum development, expansion of work-based learning opportunities for teachers and students, production of instructional videos, and the strengthening of partnerships with business and postsecondary education. DCPS hopes to play a national leadership role in the establishment of best-practice Biotechnology programs of study.
- Collaborated with the academy staff at McKinley Technology High School to build a business case, and successfully convinced the principal to add a full-time teaching position to the Biotech program at McKinley for SY2007-08.
- Obtained the commitment from the principal at Ballou SHS to add one teacher and to expand the Biotechnology program at Ballou during SY2007-08.
- Organized a Speakers Bureau subcommittee (part of the Industry Advisory Committee) to invite guest speakers from Biotech industry and postsecondary institutions to enrich the biotech programs in the schools with real-world knowledge and experiences.
- Prepared purchase order requests to procure textbooks, equipment, and materials and supplies needed for implementing the programs at both Ballou and McKinley.

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- Coordinated with Montgomery College via the DC Biotech grant to provide Biotech courses for the Biotech teachers at Ballou and McKinley.
- Collaborated with CASE to obtain work-based learning opportunities for teachers and students in summer, 2007, in laboratories in private industry and postsecondary institutions (funded by the DC Biotech grant).
- Established a contract with CASE to provide an intensive 6-week teacher training program, to significantly enhance school-based staff competencies in teaching Biotech courses and implementing and managing successful Biotech programs in DCPS, and to oversee instructional programs for students in summer, 2007.

Environmental Science Program Development

- Collaborated with industry and postsecondary institution partners to develop course sequences and identify curricula for the planned Environmental Science program of study.
- Identified an NSF-funded project that was awarded to Boston College to develop an Urban Ecology curriculum for urban high schools, and then established a partnership with Boston College—who, in turn, obtained NSF approval to include DCPS in the project. This curriculum will become the core of the Environmental Science program.
- Obtained a commitment from the principal and the regional assistant superintendent for Eastern SHS to be the first DCPS implementation site of the Environmental Science program.
- Made arrangements to send two science teachers from Eastern SHS to a professional development workshop at Boston College in summer, 2007.

Academy of Construction & Design (ACAD):

- Opened Cardozo Construction and Design Academy:
 - a. Monitored progress of the Cardozo project during weekly meetings;
 - b. Ordered and arranged for installation of all equipment;
 - c. Facilitated the staffing of two additional CTE teachers.
- Began preliminary planning for the Phelps Architecture, Construction and Engineering (PACE) High School:
 - a. Developed implementation/revitalization plan;
 - b. Reviewed the Facility Renovation plan for Phelps;
 - c. Planned a groundbreaking ceremony for Phelps.

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- Completed Memorandums of Agreement with:
 - a. Associated General Contractors (AGC) for \$5 million;
 - b. Pepco for new electrical program and Spingarn/Phelps;
 - c. Joint School of Carpentry (Carpenter's Union) for Phelps Construction Training.
- Began discussions with potential future Phelps Partners:
 - a. AFL-CIO for \$20 million;
 - b. Carpenter's Union for \$5 million.

Academy of Arts, Media & Communications (AAMC):

- Supervised the installation of new Audio Sound Booth at McKinley.
- Supported McKinley students in several competition trips including the World Youth Broadcast Conference in South Africa and the Student Television Network Conference in Anaheim, California. The SkillsUSA competition, in Kansas City, netted a fourth place finish in the National Radio Broadcasting competition.
- Developed a contract with Prime Movers of George Washington University that links High School students with colleges, through the use of Professional Journalists working with DC students.
- Supported the process of incorporating programs at Duke Ellington School for the Arts into CTE programs of study at the school. This process enabled the entire school to become a CTE high school.

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

Business, Finance & Entrepreneurship Programs of Study Implementation

- Coordinated with school administrators to schedule the required courses in Business Administration and Finance programs.
- Obtained \$3,000 grant from Citigroup Foundation for each of the four operating academies.
- Provided professional development opportunities for teachers, e.g. NAF conferences, NFTE University, FORD PAS curriculum workshops, and a Stock Market Game training workshop.
- Prepared purchase order requests to procure textbooks, equipment, and materials and supplies needed for implementing academy programs.

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- Began working with the Industry Advisory Committee and postsecondary institutions (such as Southeastern University and Howard University) to develop an Entrepreneurship program of study.
- Collaborated with NFTE to hold in-school Entrepreneurship events in three DCPS high schools (Anacostia, Bell and Coolidge) on March 1st to promote Entrepreneurship education and to celebrate the Entrepreneurship Week USA - February 25th and March 3rd, 2007.
- Coordinated with National Academy Foundation (NAF) to have two of DC IAC members and one school-based academy coordinator present on the panel for the "NAF Internship Toolkit" workshop at the 2007 NAF Annual Institute for Staff Development.
- Assisted Wilson Senior High School in obtaining the Aldo Papone Award for the most improved Academy of Finance in the mid-Atlantic region at NAF conference.

Academy Program Partnerships

- Conducted bimonthly Industry Advisory Committee (IAC) meetings for each of the two academies (Business and Finance) from September, 2006 to May, 2007.
- Continuously recruited qualified new members for the two IACs.
- Organized Speaker Bureau subcommittees (part of each Industry Advisory Committee) to invite guest speakers from businesses and postsecondary institutions to enrich the Business and Finance programs in the four academy schools with real-world knowledge and experiences. Topics were requested by the school teachers and students.
- Worked with industry partners to increase both paid and unpaid internship opportunities for students and externship opportunities for teachers.

Certificate of Employability (COE) Program Implementation

- Served as the DCPS focal point of the COE program to the DC Chamber of Commerce and the COE business partners.
- Provided orientation to the school based coordinators and oversaw the implementation of the 10th grade COE program at five COE pilot schools.

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- Developed the COE Directive and obtained the final approval for the Directive and a signature from the Superintendent.
- Coordinated and successfully delivered the kickoff event for the DCPS COE program.
- Collaborated with the DC Chamber Education Committee to develop the COE Business Plan to be presented and approved by the Chamber's Board of Directors.
- Created a contract vehicle to allow DCPS to provide matching fund to the contribution made by the business community for delivering the 10th grade COE curriculum.

Financial Literacy Education Program

- Collaborated with Greater Washington Jump\$tart Coalition for Personal Financial Literacy (GWJ\$) to deliver basic financial lessons at all 17 DCPS senior high schools. GWJ\$ sent a team of three speakers and one coordinator to each of the 17 schools simultaneously to deliver lessons on budgeting, credit and identity theft. Approximately 1000 DCPS high school juniors and seniors received the lessons and the printed materials. The feedback from the schools was overwhelmingly positive.
- Collaborated with the Greater Washington Jump\$tart Coalition to sponsor the first DCPS Financial Literacy event on April 25th to celebrate the financial literacy month.
- Worked with DCPS General Counsel and Operation HOPE staff to establish a partnership agreement with Operation HOPE to implement their Banking on Our Future curriculum in DCPS.

Academy of Health & Medical Sciences (AHMS):

- The Academy of Health and Medical Sciences at Eastern SHS received a \$90,000 grant from the American Association of Medical Colleges and sponsored many excellent, student-centered activities. Some of the highlights include: students participating in the Emergency Medical Response Team training sponsored through the Washington Hospital Center; students participating as a part of the Rapid Response Team serving visitors to the National Mall on the Fourth of July; a senior graduation ceremony at the Sumner School; George Washington University students serving as mentors to the students; and more.

DISTRICT OF COLUMBIA CAREER YEAR 2007

- The Academy of Health and Medical Sciences hosted its first summer internship program for students at Eastern SHS. The six week program was highly successful, as students increased their knowledge in the basic sciences as well as improved their basic academic skills. Students took part in field trips, heard from guest lecturers, and participated in many hands-on activities.
- Exploratory planning for a possible transformation of MM Washington Career Senior High School into the Health and Medical Sciences High School was begun by a Steering Committee organized by the Division of Academic Services and OCTE.
- The Health and Medical Sciences Business Advisory Committee (BAC) met monthly to manage grant funds allocated to Health programs of study at Eastern High School. This Committee remains instrumental in the success of the Academy at Eastern.
- Two teachers from Eastern SHS accompanied ten students from the Academy of Health and Medical Sciences to the Health Occupation Students of America (HOSA) Leadership Conference in Orlando, FL. The students participated in various health career-related competitions (including emergency medical service competitions).
- The Health and Medical Sciences teacher at Eastern SHS will complete EMS training in September 2007. The train-the-trainer portion of his certification will be administered through the DC Department of Health, Emergency Health and Medical Services Administration.

Academy of Hospitality & Tourism (AHAT):

- Careers through Culinary Arts Program (C-CAP) held its annual Culinary Arts Competition and Scholarship Awards Breakfast on Monday, May 1st and Tuesday, May 2, 2007. Sixteen students from three schools—Ballou Senior High School, MM Washington Career Senior High School and Roosevelt Senior High School—participated in the competition.
- Scholarships totaling \$261,000 were awarded among the students. Top scholarship honors went to Janea Owens of Ballou SHS, Benta Davis of MM Washington CSHS, and Ashley Smith of Roosevelt SHS who received full-tuition scholarships to Monroe College in New York, to pursue a Culinary Arts major. Kendra Martin received a full-tuition scholarship to the Restaurant School at Walnut Hill College in Philadelphia, PA. Other honors included \$15,000 to \$1,000 scholarships and \$400 knife sets.

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- Four Master Chefs from the Culinary Institute of America (CIA) came to Ballou Senior High School on Tuesday, May 1, 2007, and made a presentation to over fifty students from four schools on their culinary skills development program. The program was cosponsored by the Restaurant Association of Metropolitan Washington Education Foundation. The event featured four of only 66 Master Chefs in the world.
- The participating students enjoyed live cooking demonstrations, and tasting the prepared recipes as the chef explained their culinary techniques. *The Washington Post* and DC Channel 99 covered the event, filming the cooking demos and interviewing students, the chefs, industry partners and DCPS personnel.
- Students from three schools participated in the local ProStart Competition at Roosevelt SHS. The winner of the competition, Ballou SHS, traveled to Charlotte, NC to participate in the National ProStart Student Invitational. The teacher and a business partner traveled with the five students. Students won over \$50,000 in scholarship awards to colleges and universities.
- Developed and won approval for memorandums of agreement with both the Restaurant Association of Metropolitan Washington Education Foundation (RAMWEF) and the Hotel Association of Washington, DC (HAWDC). Each of these agreements provided for a multitude of services to students participating in Academy of Hospitality and Tourism programs.
- Completed development and launched the Roosevelt Inn at Roosevelt Senior High School, and facilitated the co-location of Hospitality High Public Charter School at Roosevelt.
- The Industry Advisory Committee (IAC) for the Academy of Hospitality and Tourism met quarterly in the past school year and was instrumental in the renovations of the Roosevelt Inn. A Roosevelt subcommittee met weekly at the school during the renovations.
- In cooperation with RAMWEF, sponsored a Culinary Math Workshop for DCPS Culinary Arts and Hospitality Management teachers. Teachers learned the intricacies of integrating core academics into career and technical education courses. The Hotel Association of Washington DC also participated in the all-day workshop.
- Two culinary arts teachers continued their training in culinary skills at Prince Georges Community College.

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Academy of Information Technology (AOIT):

- Worked with AOIT teachers to procure program equipment, materials and supplies, and textbooks for all AOIT schools.
- Assisted in organizing a Cisco Networking Academy Maryland/DC Conference at Howard Community College, in which DCPS AOIT teachers participated. The professional development sessions provided instruction for teachers in the areas of A+ Certification, Networking and best practices for teaching difficult program concepts to students.
- Recruited students and staff to participate in the Cisco Job Shadow Day.
- Coordinated AOIT teacher's participation in PGCC Cisco Networking Academy Curriculum revision training.
- Arranged with the Department of Transportation (DOT) to donate equipment and supplies to DCPS AOIT programs.

Academy of Electronics, Robotics & Manufacturing (AOERM):

- Worked with the pre-engineering program committee consisting of UDC (the university and community outreach program), FIRST, and DCPS to enhance the Robotics and Electronics programs.
- Strengthened a memorandum of understanding with UDC governing secondary-postsecondary engineering program articulations.
- Continued to strengthen the FORD PAS partnership with Howard University School of Engineering.
- Assisted in recruiting four new DCPS Robotics teams that competed in the 2007 FIRST Robotics competition. A total of seven teams—six DCPS and one public charter school team—participated.
- Held the second annual Pre-Engineering and FIRST Robotics program recognition ceremony, for students and their mentors, in partnership with UDC School of Engineering.
- Arranged for five DCPS teachers to participate in Project Lead The Way (PLTW) summer professional development.
- Procured equipment and supplies for the PLTW programs at all four PLTW schools.

DISTRICT OF COLUMBIA CAR PY 2007

- Began working with McKinley and Ballou Senior High School teachers and other DCPS instructors on the identification, review and adoption of the academy robotics curriculum.
- Participated in regional and national PLTW Directors meetings.
- Initiated discussions with University of Maryland College Park Engineering Department staff on a partnership to develop and pilot a middle school engineering mentoring program.
- Held regular, well-attended AOERM and AOIT IAC Meetings.
- Lead the development of a new Digital Print and Document Management Program, in partnership with Xerox.
- Helped develop, and recruited students for, three new summer internship/summer enrichment programs—for the Ford PAS, Digital Print, and UDC–Pre-Engineering programs.
- Supported Ballou Senior High Robotics Team attendances at a Robotics competition and teacher/student development conference in Hawaii.
- Began discussions with NASA on establishing Washington, DC as a Regional site for the FIRST Robotics competition.

Academy of Government & Public Administration (AOGPA):

- Researched and identified postsecondary institutions in the DC region offering dual enrollment programs with multiple paths to completion for students in Government and Public Administration and International Studies.
- Designed fully articulated secondary/postsecondary course sequences for approved Government & Public Administration programs of study.
- Identified curricula for new AOGPA courses, aligned with national industry skill standards, employability skills standards, and certification/licensure requirements, and Identified and adopted textbooks and supplementary instructional materials.
- Identified and selected appropriate DCPS core academic standards to be integrated into new course curricula (e.g. DCPS English Language Arts standards, DCPS Social Studies standards).

DISTRICT OF COLUMBIA CAREER CENTER 2007

- Collaborated with principals to identify certified teachers for programs in Government and Public Administration, and developed professional development plans for new Government teachers in summer 2007.
- Assigned course codes, developed brochures and other marketing materials, and collaborated with school counselors and GWU tutors to recruit and enroll students into two new Government courses, to be launched in fall 2007.
- Initiated partnerships with UDC, GWU, and Trinity, for Government and Public Administration program support and potential dual enrollment agreements.
- Partnered with Reach For College!, and provided textbooks, curriculum development, professional development and instructor support, funding for student visits to local colleges, and tutoring.
- Partnered with the GWU Graduate School of Public Administration to provide tutoring support for students and logistical support for the Government program.
- Partnered with the American Society for Public Administration (ASPA) and the National Career Academy Association (NCAA) to generate recommendations for Industry Advisory Committee Partners and plans.
- Served on the National Advisory Committee for the Government and Public Administration Career Cluster.

Academy of Human Services, Education & Training (AOHSET):

- Researched and identified postsecondary institutions in the DC region offering dual enrollment programs with multiple paths for completion for students in Early Childhood Education and Teacher/ Teacher Paraprofessional programs.
- Designed fully articulated secondary/postsecondary course sequences for approved Early Childhood Education, and Teaching/Teacher Paraprofessional programs of study, and developed course descriptions and course outlines for Teaching/Teacher Paraprofessional I & II courses.
- Partnered with Early Childhood Leadership Institute Director Maurice Sykes to obtain resources and develop an agreement with UDC allowing students to obtain dual enrollment credit toward postsecondary credentials in Early Childhood Education.

DISTRICT OF COLUMBIA CAREER CENTER 2007

- Initiated a partnership with Principal Maria Tukeva to develop an Early Childhood Education program at Bell Multicultural HS.
- Developed and implemented a professional development plan for cosmetology and barbering teachers, to improve classroom instruction in both core academics and career-specific skills.
- Organized field trips to professional industry shows for approximately 150 barbering and cosmetology students, and organized barbering and cosmetology student participation in Skills USA Career Technical Student Organization (CTSO) competitions. DCPS student competitors from four high schools brought home 5 trophies in SY 2007, and at least \$1,800 for the programs at their schools (as well as personal monetary awards).
- Supported instructional delivery and program development by processing supplies requests for Barbering and Cosmetology programs, and worked with contractors to provide equipment for new barbering and cosmetology labs in Anacostia and MM Washington High Schools.
- Served on the National Advisory Committee for the Human Services, Education and Training Career Cluster, and solicited the support of the local business community through the Industry Advisory Committee.

Cross-Academy Activities:

- Fall 2006 CTE Professional Development Summit (at McKinley Technology High School);
- Business Partnership Awards Breakfast;
- the Spring 2007 CTE Career Fair and Expo, involving over 1700 students, 130 business and postsecondary representatives, and a host of DCPS and charter school teachers;
- the Washington/CTE Career and Auto Show; and,
- The National Academy Foundation Annual Summer Institute in July 2007. Over 1200 members from across the country spent a week in Washington, DC. CTE arranged the presentations of a Proclamation from the Office of the Mayor and several plaques. CTE also staffed the tourist desk, compiled packets with information from across the region, and sponsored several bus trips to sites of interest.

CAR 2007: What Do We Need to Know?

SECONDARY DATA ELEMENTS:

1. During the 2006-2007 school year, the number of students in DC public high schools in grades 9-12 (male, female, and total) who earned at least **one** credit (Carnegie Unit) in a recognized CTE program sequence of four CUs or more (i.e., **CTE Participants**).
2. The number of Participants in grades 10-12 who successfully completed at least **one advanced course** in a recognized CTE program sequence of 4 CUs or more (i.e., **CTE Concentrators**).
3. The number of 12th grade Concentrators (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 school year (i.e., **DC-CAS Taker/Concentrators**).
5. Of those, the number (and %) who scored **proficient or advanced** in **reading/language arts** (**Z1**; target: **46%**).
6. The number (and %) of DC-CAS Taker/Concentrators who scored **proficient or advanced** in **mathematics** (**Z2**; target: **29%**).
7. The number (and %) of DC-CAS Taker/Concentrators who scored **basic or above** in **both reading/language arts and mathematics** (**1S1**; target: **23.46%**).
8. The number (and %) of Concentrators who attained a **grade of C or higher** in their **capstone course** (**1S2**; target: **69.98%**).
9. The number (and %) of Completers who received a **high school diploma** (i.e., **Completer/Graduates**) (**2S1**; target: **95%**).
10. The number (and %) of Completers who received **either a high school diploma or a certificate of completion** (**2S2**; target: **95%**).
11. The number (and %) of Completers who were **counted in the State NCLB graduation rate computation** for the 2007 school year.
12. Of those, the number (and %) who were counted as **graduated** (**Z3**; target: **51%**).

DC CAR 2007: APPENDIX

13. The number of Completer/Graduates who responded to a follow-up survey or were identified via administrative record exchanges.

14. Of those, the number (and %) of who were reported **placed, within six months**, in postsecondary education or advanced training, employment, or military service (**3S1**; target: **84.13%**).

15. The number of **Participants** 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*).

16. Of those, the number (and %) who were **members of the underrepresented gender** (**4S1**; target: **19.16%**).

17. The number of **Completers** who were enrolled in nontraditional programs.

18. Of those, the number (and %) who were **members of the underrepresented gender** (**4S2**; target: **17.01%**).

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

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 2006-2007 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 2.0 or greater during the year (**1P1**; target: **45.78**).

4. The number (and %) of Concentrators who achieved a GPA in their major of 3.0 or greater (**1P2**; target: **39.55%**).

5. The number (and %) of Completers who received a certificate or degree (i.e., **Completer/Graduates**) (**2P1**; target: **75.27%**).

6. The number of Completer/Graduates from the **2005-2006** school year who responded to a follow-up survey.

DC CAR 2007: APPENDIX

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: **27.22%**).
11. The number of Completers who were enrolled in nontraditional programs.
12. Of those, the number (and %) who were members of the underrepresented gender (**4P2**; target: **13.66%**).
13. **Breakouts of the all of the above by ethnicity and special population status.**

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	01 Agriculture, Food & Natural Resources/ [Utilities]	Biotechnology & Enviro. Science
[Communications]	71 Arts & Entertainment	[Arts & Entertainment]	03 Arts, AV Technology & Communications	Arts, Media & Communications
Business	55 Company Management 56 Admin. Support 52 Finance & Insurance 44 Retail Trade 53 Real Estate	Business & Administrative Services Finance & Insurance Retail Trade/Wholesale Trade/ Real Estate	04 Business, Management & Administration 06 Finance [& Insurance] 14 Marketing, Sales & Serv.	Business [Administration], Finance, & Entrepreneurship
[Construction]	23 Construction	Construction	02 Architecture and Construction	Construction & Design
Health Care [Human Services] Child Care & Education Personal & Other Serv.	62 Health Care & Social Assistance 61 Educational Services 81 Other services	Health & Human Services Education & Training Personal Services	08 Health Science 10 Human Services 05 Education & Training [Personal Services]	Health & Med. Sciences Human Services, Educa. & Training [Personal Services]
Food Service & Hospitality	72 Accomoda./Food Serv.	Hospitality & Tourism	09 Hospitality & Tourism	Hospitality & Tourism
Public & Protective Services	92 Public Administration	Public Administration/ Legal/ Protective Services	07 Gov. & Public Admin. 12 Law, Public Safety & Security	Gov. & Public Admin. Law, Public Safety & Security
Technology	51 Information	Telecomm./Information	11 Information Technology	Information Technology
Trade & Industry	54 Prof./Sci./Tech. Serv. 31 Manufacturing	Scientific & Tech. Services Manufacturing	15 Sci./Tech./Engin./Math. 13 Manufacturing	Engineering & Robotics
[Transportation]	48 Transportation	Transportation	16 Transportation, Distribution & Logistics	Transportation

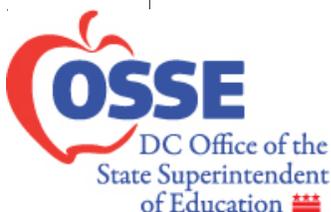
DC STATE OFFICE OF CTE

CTE 2007

District of
Columbia
Career-Technical
Education

STATE-APPROVED
PROGRAMS OF STUDY

Inventory
June 2007



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CTE PROGRAMS INVENTORY JUNE, 2007

DISTRICT OF COLUMBIA CAREER ACADEMIES AND PROGRAMS OF STUDY PLAN

ACADEMY	PROGRAMS OF STUDY [Existing/Planned]
1. Arts, Media & Communications	Television & Video Production (CIP 09.0701) Radio Broadcasting (CIP 10.0202) Graphic Design (CIP 50.0409) Visual Arts (05.0702) Dance (05.0301) Acting (05.0506) Technical Theatre (CIP 50.0502) Instrumental Music (05.0903) Vocal Music (05.0903) Media & Communications (09.0102) Museum Studies (CIP 30.1401)
2. Biotechnology & Environmental Science	Biotechnology (CIP 26.1201) Plant Genetics (CIP 26.0805) Environmental Science (CIP 03.0101) Horticulture (CIP 01.0601)
3. Business, Finance & Entrepreneurship	Business Administration (CIP 52.0201) Accounting & Finance (CIP 52.0304) Administrative Support Services (CIP 52.0401)
4. Construction & Design	Carpentry (CIP 46.0202) Electricity (CIP 46.0303) HVACR (CIP 47.0201) Plumbing (CIP 46.0505) Masonry (CIP 46.0101) Concrete Finishing (CIP 46.0402) Sheet Metal Assembly (CIP 46.0411) Construction Equipment Operation (CIP 46.0202) Construction Management (CIP 46.0412) Architectural Technology (CIP 04.0901) Computer-Aided Drafting & Design (CIP 15.1301) Interior Design (CIP 50.0408) Landscaping (CIP 01.0605) Electronic Systems Installation (CIP 47.0101)

CTE PROGRAMS INVENTORY JUNE, 2007

DISTRICT OF COLUMBIA CAREER ACADEMIES AND PROGRAMS OF STUDY PLAN

ACADEMY	PROGRAMS OF STUDY [Existing/Planned]
5. Engineering, Robotics & Manufacturing	Engineering/PLTW (CIP 15.0000) Electronics & Robotics Technology (CIP 15.0405) Manufacturing Technology (CIP 15.0613)
6. Government & Public Administration	Diplomacy & Foreign Service (CIP 44.0601) Public Administration & Policy (CIP 44.0401)
7. Health & Medical Science	Dentistry (CIP 51.0601) Emergency Medical Services (CIP 51.0904) Nursing (CIP 51.1614) Pharmacy (CIP 51.2001)
8. Hospitality & Tourism	Culinary Arts (CIP 12.0503) Baking & Pastry Arts (CIP 12.0501) Hospitality Management (CIP 52.0901) Event Planning (CIP 52.0906)
9. Human Services, Education & Training	Early Childhood Education (CIP 19.0709) Teaching (CIP 13.1206) Cosmetology/Barbering (CIP 12.0400)
10. 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)
11. Law, Public Safety & Security	Law Enforcement (CIP 43.0107) Protective & Security Services (CIP 43.0109)
12. 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)

CTE PROGRAMS INVENTORY JUNE, 2007

CTE Career Academies & Course Sequences with Active Enrollment, SY 2007

Notes: By **Career Academy** and **Program of Study**; **Cluster Code** Order;
Concentrator Courses in **Red**; 12-10-2007

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

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

Biotechnology

Sites: Ballou, McKinley

PLANT GENETICS (26.0805):

ZB1, ZB2, **ZP3, ZP4, ZB9**

Plant Biotechnology

Sites: McKinley

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1, IC2, **IC3, IC4**

Carpentry I-IV

Sites: Bell, Cardozo

ELECTRICITY (46.0303):

IE1, IE2, **IE3, IE4**

Electricity I-IV

Sites: Cardozo, Spingarn

HVACR (47.0201):

IH1, IH2, **IH3, IH4**

HVACR I, II, III, IV

Sites: Cardozo

Arts, Media & Communications (3.0):

VISUAL ARTS (05.0702)

A21, A22, **A23, A24**

A26, A27, **A28, A29**

A30, A31, **A32, A33**

Sculpture I-V

Drawing I-V

Painting I-V

Sites: Ellington

CTE PROGRAMS INVENTORY JUNE, 2007

TELEVISION & VIDEO PRODUCTION (09.0701):

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

Sites: Ballou, McKinley, Roosevelt

RADIO BROADCASTING (10.0202):

Q60, Q85, QR1-2, QR3-4, QR9 Radio Broadcasting I-IV

Sites: Ballou, McKinley, Roosevelt

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design I-IV

Sites: Anacostia, Eastern, Wilson

MEDIA & COMMUNICATIONS (09.0102):

EA4, EA5, EA6, EA7 Media I-IV
EA0, EA1, EA2, EA3, EA8, EA9 Writing I-IV

Sites: Ellington

DANCE (50.0301):

P54-62, 63-67, 93-97 Dance I-V

Sites: Ellington

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0, QTA-QTF Technical Theatre
Q29-Q31, Q32-Q34 Theatre & Stage Management
Q79, Q80, Q81, Q82 Theatre Operations I-IV
E81-E84, E85 Theatre Arts

Sites: Ellington

ACTING (50.0506):

E71-E72, E73-E80 Acting I-V

Sites: Ellington

INSTRUMENTAL MUSIC (50.0903):

U63, 61-62, UD5-6, 7-8, UE1-2, 3-4 Instrumental Music
U25-26, U27-28 Concert Band

Sites: Ellington

VOCAL MUSIC (50.0908):

U57-58, 59-60, UF1-2 Vocal Music
U51-52, U53-54 Concert Choir
UE5-6, 7-8 Show Choir

Sites: Ellington

CTE PROGRAMS INVENTORY JUNE, 2007

MUSEUM STUDIES (30.1401):

AM0-AM1, AM2-AM9

Museum Studies

Sites: Ellington

Business, Finance & Entrepreneurship (4.0/6.0/14.0):

BUSINESS ADMINISTRATION (52.0201):

BA1, BA3, BA4-BA9

Business Administration/Management

Sites: Bell, Eastern

ACCOUNTING & FINANCE (52.0304):

BF1-BF3, BF4-BF9

Accounting & Finance

Sites: Bell, M.M. Washington, Roosevelt, Wilson, Woodson

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4-KM9

Marketing & Entrepreneurship

BM1-BM3, BM4-BM9

Business Marketing

Sites: M.M. Washington, Roosevelt, Woodson

Health & Medical Science (8.0):

NURSING (51.16.14):

O11, OC0, OH1-2, OC4, ON1, OC1 Nursing Assisting

Sites: Eastern

DENTISTRY (51.0601):

O11, OC0, OH1-2, OC4, OD1, OC2 Dental Assisting

Sites: M.M. Washington

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

DC0-DC2, DC3, DC4, DC9

Culinary Arts I-III

Sites: Ballou, Eastern, M.M. Washington, Roosevelt

CTE PROGRAMS INVENTORY JUNE, 2007

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH4, DH5, DH6, DH9 Hospitality
DT1-DT5, DT6, DT7, DT9 Tourism

Sites: Roosevelt

Human Services, Education & Training (10.0/5.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

Sites: Anacostia, Bell, Roosevelt, Spingarn

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering I-III

Sites: M.M. Washington, Roosevelt, Spingarn, Woodson

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

QG1, VD1, VI1, VI2, VI3, VI4, VI9 Interactive Media

Sites: McKinley

WEB DEVELOPMENT (11.0801):

VD1, VW2-VW4, VW5, VW9 Web Development & Design

Sites: Wilson

NETWORKING AND TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9 CISCO Networking

Sites: McKinley, Wilson

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06, V31, V41 Computer Science I-II

Sites: Ballou, Bell, Wilson

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9 IT Systems Support & Services

Sites: McKinley, Roosevelt

CTE PROGRAMS INVENTORY JUNE, 2007

Law, Public Safety & Security (12.0):

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9

Law Enforcement

Sites: Anacostia, Eastern

Engineering, Robotics, & Manufacturing (15.0/13.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering/Engin. Technology

Sites: Ballou, Bell, Dunbar

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9

Robotics Technology I, II

Sites: Ballou, McKinley

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9

Manufacturing Technology

Sites: Dunbar

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3

Auto Body Collision Repair

Sites: Spingarn

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3

Automotive Technology

Sites: Ballou

PLANNING, OPERATIONS & LOGISTICS (52.0203):

GT1-GT3, GT4, GT5, GT9

Transportation I-V

Sites: Cardozo

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8, GT8A

Electro-Mechanical Maintenance

Sites: Cardozo

CTE PROGRAMS INVENTORY JUNE, 2007

CTE Course Sequences: Participation Counts by School/Academy/POS, SY 2007

Notes: By School, Career Academy and Program of Study;
Cluster Code Order; Concentrator Courses in Red; 12-10-2007

ANACOSTIA:

Arts, Media & Communications (3.0):

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design I-IV

Participants	19
Concentrators	1

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

Participants	48
Concentrators	1

Law, Public Safety, & Security (12.0):

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9 Law Enforcement

Participants	69
Concentrators	10

Total, Anacostia:

Participants	136
Concentrators	12

CTE PROGRAMS INVENTORY JUNE, 2007

BALLOU:

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, ZM3, ZM4, ZB9	Biotechnology	
Participants		20
Concentrators		0

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, QV3-QV5, QV9	Television & Video Production I-V	
Participants		39
Concentrators		6

RADIO BROADCASTING (10.0202):

Q60, QR1-2, QR3-4, QR9	Radio Broadcasting I-IV	
Participants		61
Concentrators		0

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

DC1, DC2, DC3, DC4, DC9	Culinary Arts I-III	
Participants		41
Concentrators		3

information Technology (11.0):

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06, V31, V41	Computer Science I-II	
Participants		58
Concentrators		0

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9	Engineering & Engineering Technology	
Participants		10
Concentrators		0

CTE PROGRAMS INVENTORY JUNE, 2007

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TE9 Robotics Technology I, II

Participants 8
Concentrators 0

Transportation, Distribution & Logistics (16.0):

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3 Automotive Technology I-III

Participants 22
Concentrators 6

Total, Ballou:

Participants 259
Concentrators 15

BELL:

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1-IC2, IC3, IC4 Carpentry I-IV

Participants 34
Concentrators 2

Business, Finance & Entrepreneurship (4.0):

BUSINESS ADMINISTRATION (52.0201):

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

Participants 82
Concentrators 72

ACCOUNTING & FINANCE (52.0304):

BF1-3, BF4-BF9 Accounting & Finance

Participants 18
Concentrators 2

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2-KC3, KC9 Cosmetology I-III

Participants 35
Concentrators 11

CTE PROGRAMS INVENTORY JUNE, 2007

Information Technology (11.0):

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06, V31, V41

Computer Science I-II

Participants

6

Concentrators

5

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering & Engineering Tech.

Participants

37

Concentrators

10

Total, Bell:

Participants

212

Concentrators

102

CARDOZO:

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1, IC2, IC3, IC4

Carpentry I-IV

Participants

27

Concentrators

4

ELECTRICITY (46.0303):

IE1, IE2, IE3, IE4

Electricity I-IV

Participants

21

Concentrators

8

HVACR (47.0201):

IH1, IH2, IH3, IH4

HVACR I, II, III, IV

Participants

5

Concentrators

5

Transportation (16.0):

PLANNING, OPERATIONS & LOGISTICS (15.0202):

GT1-GT3, GT4, GT5, GT9

Transportation I-V

Participants

23

Concentrators

9

CTE PROGRAMS INVENTORY JUNE, 2007

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8, GT8A Electro-Mech. Maintenance I-IV

Participants 12
Concentrators 5

Total, Cardozo:

Participants 88
Concentrators 31

DUNBAR:

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9 Engineering & Engineering Tech.

Participants 38
Concentrators 28

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9 Manufacturing Technology

Participants 31
Concentrators 21

Total, Dunbar:

Participants 69
Concentrators 49

EASTERN:

Arts, Media & Communications (3.0):

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design I-IV

Participants 36
Concentrators 0

Business, Finance & Entrepreneurship (4.0):

BUSINESS ADMINISTRATION (52.0201):

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

Participants 50
Concentrators 36

CTE PROGRAMS INVENTORY JUNE, 2007

Health & Medical Science (8.0):

NURSING (51.1614):

OC0, OH1-2, OC4, ON1, OC1 Nursing

Participants	43
Concentrators	23

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

Participants	5
Concentrators	0

Law, Public Safety, Corrections & Security (12.0):

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9 Law Enforcement

Participants	19
Concentrators	0

Total, Eastern:

Participants	153
Concentrators	59

ELLINGTON:

Arts, Media & Communications (3.0):

VISUAL ARTS (05.0702):

A21, A22, A23, A24	Sculpture I-IV
A26, A27, A28, A29	Drawing I-V
A30, A31, A32, A33	Painting I-V

Participants	60
Concentrators	21

ACTING (50.0506):

E71-E72, E73-E78, E81 Acting I-V

Participants	43
Concentrators	12

CTE PROGRAMS INVENTORY JUNE, 2007

MEDIA & COMMUNICATIONS (09.0102):

EA4-EA5, EA6-EA7 Media I-IV
EA0-EA2, EA3, EA8-EA9 Writing

Participants 36
Concentrators 15

DANCE (50.0301):

P54-62, 63-64, 93-94 Dance I-V

Participants 72
Concentrators 21

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0, QTA-QTD Technical Theatre
Q29-Q31, Q32-Q34 Theatre & Stage Management
Q79, Q80, Q81, Q82 Theatre Operations I-IV
E80-E84, E85 Theatre Arts

Participants 23
Concentrators 8

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

Participants 36
Concentrators 18

INSTRUMENTAL MUSIC (50.0903):

U63, 61-62, UD5-6, 7-8, UE1-2, 3-4 Instrumental Music
U25-26, U27-28 Concert Band

Participants 65
Concentrators 30

VOCAL MUSIC (50.0908):

U57-58, 59-60, UF1-2 Vocal Music
U51-52, U53-54 Concert Choir
UE5-6, 7-8 Show Choir

Participants 103
Concentrators 37

Total, Ellington:

Participants 438
Concentrators 162

CTE PROGRAMS INVENTORY JUNE, 2007

M.M. WASHINGTON:

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

BF1-3, BF4-BF9 Accounting & Finance

Participants 6
Concentrators 4

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4, KM5, KM9 Marketing & Entrepreneurship

Participants 36
Concentrators 26

Health & Medical Science (8.0):

DENTISTRY (51.0601):

OC0, OH1-2, OC4, OD1, OC2 Dentistry

Participants 6
Concentrators 6

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

Participants 20
Concentrators 16

Human Services, Education & Training (10.0):

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering I-III

Participants 37
Concentrators 26

Total, M.M. Washington:

Participants 113
Concentrators 78

CTE PROGRAMS INVENTORY JUNE, 2007

McKINLEY:

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, ZM3, ZM4, ZB9 Biotechnology

Participants **71**

Concentrators **24**

PLANT GENETICS (26.0805):

ZB1, ZB2, ZP3, ZP4, ZB9 Plant Biotechnology

Participants **46**

Concentrators **15**

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

Q85, QV1-2, QV3-5, QV9 Television & Video Production I-V

Participants **120**

Concentrators **84**

RADIO BROADCASTING (10.0202):

Q60, QR1-2, QR3-4, QR9 Radio Broadcasting I-IV

Participants **86**

Concentrators **13**

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VD1, V11-V12, V13-V14, V19 Interactive Media

Participants **297**

Concentrators **52**

NETWORKING & TELECOMMUNICATIONS (11.0901):

VN1-VN2, VN3-VN9 CISCO Networking

Participants **30**

Concentrators **3**

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9 IT Systems Support & Services

Participants **10**

Concentrators **0**

CTE PROGRAMS INVENTORY JUNE, 2007

Engineering & Robotics (15.0):

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1-TR3, TR4, TE9	Robotics Technology I, II	
Participants		9
Concentrators		0

Total, McKinley:

Participants	669
Concentrators	191

ROOSEVELT:

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1-QV2, QV3-QV5, QV9	Television & Video Production I-V	
Participants		24
Concentrators		2

RADIO BROADCASTING (10.0202):

Q60, QR1-2, QR3-4, QR9	Radio Broadcasting I-IV	
Participants		18
Concentrators		0

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

BF1-3, BF4-BF9	Accounting & Finance	
Participants		58
Concentrators		39

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4-KM5, KM9	Marketing & Entrepreneurship	
Participants		48
Concentrators		21

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

DC1-DC2, DC3-DC4, DC9	Culinary Arts I-III	
Participants		32
Concentrators		4

CTE PROGRAMS INVENTORY JUNE, 2007

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9	Cosmetology I-III	
Participants		22
Concentrators		7

BARBERING (12.0402):

KB1, KB2, KB3, KB9	Barbering I-III	
Participants		14
Concentrators		6

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3	Auto Body Collision Repair I-III	
Participants		13
Concentrators		7

Total, Spingarn:

Participants	93
Concentrators	20

WILSON:

Arts, Media & Communications (3.0):

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9	Graphic Design I-IV	
Participants		21
Concentrators		6

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

BF1, BF2, BF3, BF4-BF9	Accounting & Finance	
Participants		91
Concentrators		55

Information Technology (11.0):

NETWORKING & TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9	CISCO Networking	
Participants		7
Concentrators		0

CTE PROGRAMS INVENTORY JUNE, 2007

WEB DEVELOPMENT (11.0801):

VW2-VW4, VW5, VW9, VD1 Web Design

Participants 41
Concentrators 0

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06, V31, V41 Computer Science 1-II

Participants 21
Concentrators 8

Total, Wilson:

Participants 181
Concentrators 69

WOODSON:

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

BF1, BF2, BF3, BF4-BF9 Accounting & Finance

Participants 112
Concentrators 93

MARKETING & ENTREPRENEURSHIP (52.0701):

BM1-BM3, BM4-BM7, BM9 Business Marketing

Participants 19
Concentrators 3

Human Services, Education & Training (10.0):

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering I-III

Participants 25
Concentrators 14

Total, Woodson:

Participants 156
Concentrators 110

CTE PROGRAMS INVENTORY JUNE, 2007

Total Enrollment by School:

	Participants	Concentrators
Anacostia	136	12
Ballou	259	15
Bell	212	102
Cardozo	88	31
Coolidge	0	0
Dunbar	69	49
Eastern	153	59
Ellington	438	162
M.M. Washington	113	78
McKinley	669	191
Roosevelt	299	82
Spingarn	93	20
Wilson	181	69
Woodson	156	110
Total	2,866	980

CTE PROGRAMS INVENTORY JUNE, 2007

CTE Course Sequences: Participation Counts by Academy/POS/School, SY 2007

Notes: By **Career Academy**, **Program of Study**, and **School**;
Cluster Code Order; Concentrator Courses in **Red**; 12-10-2007

Academy/Program/School **Participants** **Concentrators**

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

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

Ballou	20	0
McKinley	71	24
Total	91	24

PLANT GENETICS (26.0805):

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

McKinley	46	15
Total	46	15

Total, Biotech. & Environ. Science **137** **39**

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1, IC2, **IC3, IC4** Carpentry I-IV
G63, G64, **G65, G66**

Bell	34	2
Cardozo	27	4
Total	61	6

CTE PROGRAMS INVENTORY JUNE, 2007

ELECTRICITY (46.0303):

IE1, IE2, IE3, IE4 Electricity I-IV
G70, G71, G72, G73

Cardozo	21	8
Spingarn	44	0
Total	65	8

HVACR (47.0201):

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

Cardozo	5	5
Total	5	5

Total, Construction & Design **131** **19**

Arts, Media & Communications (3.0):

MEDIA & COMMUNICATIONS (09.0102):

EA4, EA5, EA6, EA7 Media I-IV

Ellington	36	15
Total	36	15

TELEVISION & VIDEO PRODUCTION (09.0701):

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

Ballou	39	6
McKinley	120	84
Roosevelt	24	2
Total	183	92

RADIO BROADCASTING (10.0202):

QR1, QR2, QR3, QR4, QR9 Radio Broadcasting I-IV

Ballou	61	0
McKinley	86	13
Roosevelt	18	0
Total	165	13

CTE PROGRAMS INVENTORY JUNE, 2007

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

Ellington	36	18
Total	36	18

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design I-IV

Anacostia	19	1
Eastern	36	0
Wilson	21	6
Total	76	7

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0 Technical Theatre
 Q29-Q31, Q32-Q34 Theatre & Stage Management
 Q79, Q80, Q81, Q82 Theater Operations I-IV
 E80-E84, E85 Theatre Arts

Ellington	23	8
Total	23	8

VISUAL ARTS (05.0702):

A21, A22, A23, A24 Sculptur I-IV
 A26, A27, A28, A29 Drawing I-V
 A30, A31, A32, A33 Painting I-V

Ellington	60	21
Total	60	21

ACTING (50.0506):

E71-E72, E73-E78, E81 Acting I-V

Ellington	43	12
Total	43	12

DANCE (50.0301):

P54-62, 63-64, 93-94 Dance I-V

Ellington	72	21
Total	72	21

CTE PROGRAMS INVENTORY JUNE, 2007

INSTRUMENTAL MUSIC (50.0903):

U63, 61-62, UD5-6, 7-8, UE1-2, 3-4 Instrumental Music
U25-26, U27-28 Concert Band

Ellington	65	30
Total	65	30

VOCAL MUSIC (50.0908):

U57-58, 59-60, UF1-2 Vocal Music
U51-52, U53-54 Concert Choir
UE5-6, 7-8 Show Choir

Ellington	103	37
Total	103	37

<u>Total, Arts, Media & Communications</u>	862	274
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Business, Finance & Entrepreneurship (4.0/6.0/14.0):

BUSINESS ADMINISTRATION (52.00201):

BA1, BA2, BA3-BA9 Business Administration & Management

Bell	82	72
Eastern	50	36
Total	132	108

ACCOUNTING & FINANCE (52.0304):

BF1, BE2, BF3, BF4-BF9 Accounting & Finance

Bell	18	2
M.M. Washington	6	4
Roosevelt	58	39
Wilson	91	55
Woodson	112	93
Total	285	193

CTE PROGRAMS INVENTORY JUNE, 2007

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4, KM5, KM9 Marketing & Entrepreneurship
 BM1-BM3, BM4-BM9 Business Marketing

M.M. Washington	36	26
Roosevelt	48	21
Woodson	19	3
Total	103	50

Total, Business, Finance & Entrepnship. **520** **302**

Health & Medical Science (8.0):

NURSING (51.1614):

OH1, OH2, OC4, ON1, OC1 Nursing Assisting

Eastern	43	23
Total	43	23

DENTISTRY (51.0601):

OH1, OH2, OC4, OD1, OC2 Dental Assisting

M.M. Washington	6	6
Total	6	6

Total, Health & Medical Science **49** **29**

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

Ballou	41	3
Eastern	5	0
M.M. Washington	28	16
Roosevelt	32	4
Total	106	23

CTE PROGRAMS INVENTORY JUNE, 2007

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9 Interactive Media

McKinley	297	52
Total	297	52

NETWORKING & TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9 CISCO Networking

McKinley	30	3
Wilson	7	0
Total	37	3

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06, V31, V41 Computer Science I-II

Ballou	58	0
Bell	6	5
Wilson	21	8
Total	85	13

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9 IT Systems Support & Services

McKinley	10	0
Roosevelt	42	0
Total	52	0

WEB DEVELOPMENT (11.0801):

VW2-VW4, VW5, VW9 Web Design & Development

Wilson	41	0
Total	41	0

<u>Total, Information Technology</u>	512	68
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CTE PROGRAMS INVENTORY JUNE, 2007

Law, Public Safety, & Security (12.0):

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9 Law Enforcement

Anacostia	69	10
Eastern	19	0
Total	88	10

Total, Law, Public Safety, & Security **88** **10**

Engineering, Robotics, & Manufacturing (15.0/13.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9 Engineering & Engineering Technology

Ballou	10	0
Bell	37	10
Dunbar	38	28
Total	85	38

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9 Robotics Technology

Ballou	8	0
McKinley	9	0
Total	17	0

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9 Manufacturing Technology

Dunbar	31	21
Total	31	21

Total, Engineering & Robotics **133** **87**

CTE PROGRAMS INVENTORY JUNE, 2007

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

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

Spingarn	13	7
Total	13	7

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3 Automotive Technology I-III

Ballou	22	6
Total	22	6

PLANNING, OPERATIONS & LOGISTICS (15.0202):

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

Cardozo	23	9
Total	23	9

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

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

Cardozo	12	5
Total	12	5

<u>Total, Transportation</u>	70	27
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<u>OVERALL TOTAL</u>	2,866	980
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CTE PROGRAMS INVENTORY JUNE, 2007

Total Enrollment by Academy:

	Participants	Concentrators
Biotechnology & Enviro. Science	137	39
Construction & Design	131	19
Arts, Media & Communications	862	274
Business, Finance & Entreprenship.	520	351
Government & Public Admin.	0	0
Health & Medical Science	49	29
Hospitality & Tourism	161	33
Human Serv., Education & Training	203	71
Information Technology	512	68
Law, Public Safety & Security	88	10
Engineering, Robotics & Manufacturing	133	59
Transportation	70	27
Total	2,866	980

CTE PROGRAMS INVENTORY JUNE, 2007

District of Columbia CTE Programs of Study By Dominant Gender Tradition

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

PLUMBING (46.0503):

G14, G15, G16, G17 Plumbing I-IV

HVACR (47.0201):

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

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, QV3-QV5, QV9 Television & Video Production

RADIO BROADCASTING (10.0202):

QR1, QR2, QR3, QR4, QR9 Radio Broadcasting I-IV

BUSINESS ADMINISTRATION (52.0201):

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

MARKETING & ENTREPRENEURSHIP (52.0701):

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

CTE PROGRAMS INVENTORY JUNE, 2007

WEB DEVELOPMENT (11.0801):

VW2-VW4, VW5, VW9, VD1 Web Development & 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

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9 Law Enforcement

PROTECTIVE & SECURITY SERVICES (43.0109):

JP1-JP4, JP5, JP6, JP9 Protective & Security Services

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9 Engineering & Engin. Technology

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

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

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9 Manufacturing Engineering

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3 Auto 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

CTE PROGRAMS INVENTORY JUNE, 2007

Traditionally Female-Dominated Occupational Objectives:

NURSING (51.16.14):

OH1, OH2, ON1, OC1 Nursing Assisting

DENTISTRY (51.0601):

OH1, OH2, OD1, OC2 Dental Assisting

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH3, DH4-DH6, DH9 Hospitality
DT1-DT4, DT5-DT7, DT9 Tourism

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

VISUAL ARTS (05.0702)

A21, A22, A23, A24 Sculpture I-V
A26, A27, A28, A29 Drawing I-V
A30, A31, A32, A33 Painting I-V

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

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
Q79, Q80, Q81, Q82 Theatre Operations I-IV
E80-E84, E85 Theatre Arts

CTE PROGRAMS INVENTORY JUNE, 2007

DANCE (50.0301):

P54-56, 57-58, 59-61, 62-64 Dance I-V

ACTING (50.0506):

E71-E72, E73-E75 Acting I-V

INSTRUMENTAL MUSIC (50.0903):

UD5, 6, 7, 8, UE1, 2, 3, 4 Instrumental Music

VOCAL MUSIC (50.0908):

U51, U52, U53-U63, UE5, 6, 7, 8 Vocal Music

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

ACCOUNTING & FINANCE (52.0304):

BF1, BF2, BF3, BF4-BF9 Accounting & Finance

COLOPHON

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

DC Office of Human Rights (OHR)
441 4th Street, NW, Suite 570 North
Washington, DC 20001
Voice: 202-727-4559; TTY: 202-424-2050

Further information is available from OHR 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 (CTE) in the District of Columbia, please contact:

State Office of Career and Technical Education (SOCTE)
Office of the State Superintendent of Education
51 N Street, NE, Seventh Floor
Washington, DC 20009
Voice: 202-442-5068; Fax: 202-442-5081