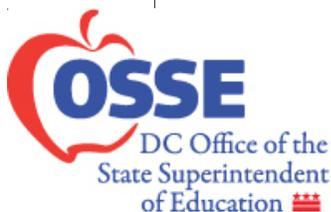


DC STATE OFFICE OF CTE

CAR 2008

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)



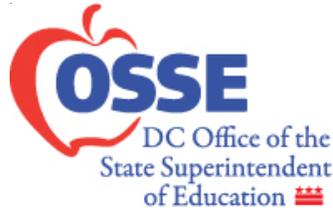
December 31, 2008

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December 31, 2008

Dr. John Haigh, Chief, Performance and Accountability Branch (PAB)
Division of Academic and Technical Education (DATE)
Office of Vocational and Adult Education (OVAE)
U.S. Department of Education (ED)
Potomac Center Plaza
550 12th Street, SW, Room 11023
Washington, DC 20202-7241

Dear Dr. Haigh:

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 2006-2008*.

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*, secondary and postsecondary;
- *Career-Technical Education Accountability Reports* covering the three performance subindicators specified in the CAR Checklist for the transitional program year 2008; and,
- a summary *Narrative*, covering activities during PY 2008 and plans for PY 2009.

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

Consolidated Annual Report on Programs Funded Under Perkins IV, District of Columbia, PY 2007-08

Section 113(c)(1) of the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270, "Perkins IV") requires each State that receives a Basic State Grant under Title I of Perkins IV 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 [ALPs] on the core indicators of performance" required under §113(b).

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 ALPs.

In addition, §205 requires each State that receives a Tech-Prep Education Grant under Perkins IV Title II to submit an annual report on the use of Title II funds and "the effectiveness of the tech-prep programs" assisted under that title.

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 Career and Technical Education Programs** (OMB Number 1830-0569, usually cited simply as the *Consolidated Annual Report*, or "CAR"), due by December 31 of each year.

The required, twenty-page narrative summary of the DC CAR for the 2008 program year, ending June 30, 2008, is set forth on pages 21-41.

The other three required components—financial status reports, career-technical education (CTE) enrollment tallies, 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. Only full-fledged career and technical education programs, services, and activities are eligible for Perkins IV support.

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

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

But since the passage of first the 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 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.

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**”). DC’s intent is that all CTE programs of study at the secondary level should in fact fall into this category.

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:

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

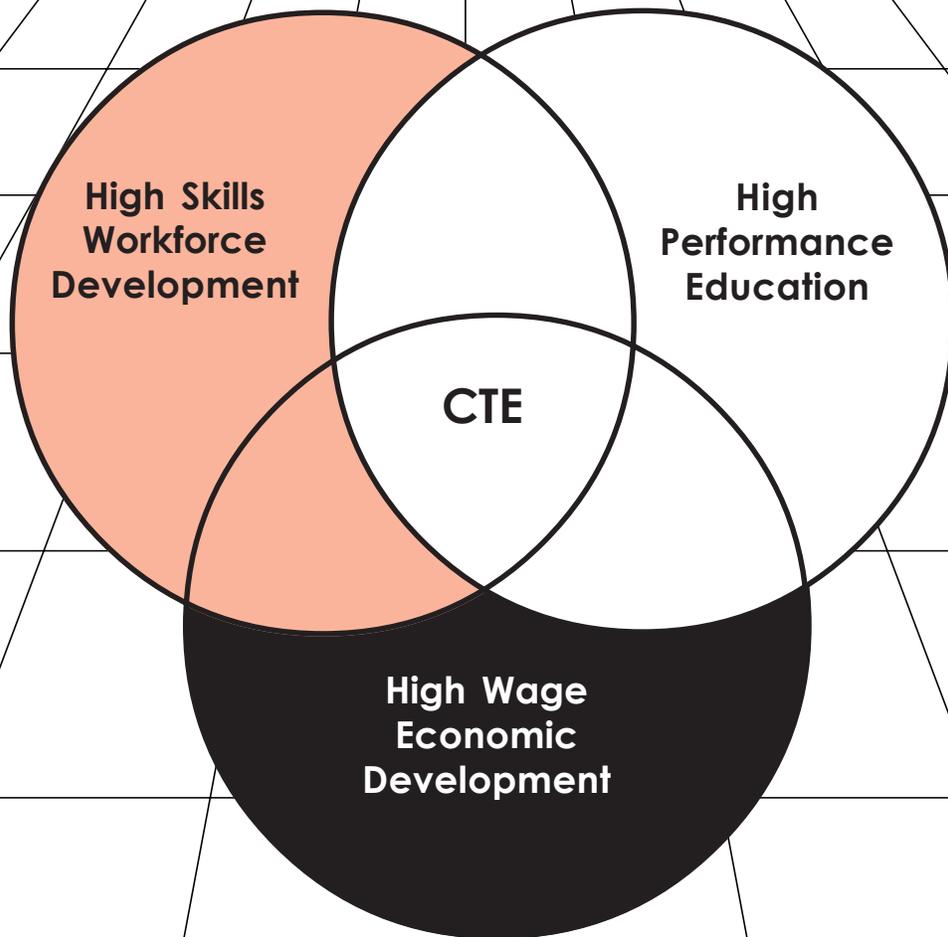
Selected Statutory Objectives of Perkins IV

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

Federal Domestic Assistance for Career-Technical Education

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 (**CFDA 84.048**);
- **Tech-Prep Education Grants** under Title II, §203 (**CFDA 84.243**); 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).

- 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:

- 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;**
- 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.

For the 2007-2008 program year—July 1, 2007 through June 30, 2008, Program Year 1 from the standpoint of Perkins IV, School Year 2008, using appropriations for Federal Fiscal Year 2007—the District was allocated a total of **\$4,524,230** under the Carl D. Perkins Act:

- **\$4,214,921 for CTE State Assistance under Title I**—the hold harmless minimum allocation for over a decade—and,
- **\$309,309 for Tech-Prep Education under Title II** (a small decrease of \$12,328 from the previous year).

Regrettably, for the second year in a row, Congress failed to make **any** appropriation for the America's career Resource Network, funded under the heading **Occupational and Employment Information under §118**.

Of the **15%** earmarked for activities at the State level (**\$632,238**), DC budgeted **\$250,000 for State Administration**, the minimum required amount under §112(a)(3).

This amount was matched by a DC **"State" appropriation of \$250,000**—which also represented, by agreement with the U.S. Office of Vocational and Adult Education, both the State CTE maintenance of effort level under §311(b) and the State administration maintenance of effort level under §323(a).

Out of the remaining State-level allocation of **\$382,238**, the District of Columbia again committed **\$42,150**—1%, the maximum allowable amount under §112(a)(2)(A)—to CTE and transition services for inmates of Oak Hill Academy, the youth correctional facility of DC, and **\$150,000**—the maximum allowable amount under §112(a)(2)(B)—to CTE programs, services, and activities preparing individuals for career fields that are nontraditional for their gender.

DC committed the balance of State-level funds, **\$190,088**, to other **State Leadership** activities under the provisions of §124.

Of the 85% portion of Title I funds—a total of **\$3,582,683**—the District elected to maintain its established policy of committing **\$3,000,000** (not quite 84%) to **secondary CTE under the provisions of §131** and **\$582,683** (just over 16%) to **postsecondary technical education under §132**.

Under Title II, DC elected to expend the entire allocation of **\$309,309** for **Tech-Prep programs at the "local" level**, waiving the option of expending up to 9% for grant administration at the State level, and of consolidating Title II funds with Title I under §202(a).

The DC Consortium for Secondary Career-Technical Education

Under the unique circumstances of the District of Columbia, the formula-driven allocations set forth in the statute cannot 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.

In addition to UDC, DC Public Schools and all four participating public charter high schools constituted the core members of the **District of Columbia Consortium for Tech Prep Education**. For the 2008 program year, **UDC served as the fiscal agent for the consortium.**

3). Finally, **since all LEAs at the secondary level serve the same geographic area, the formula set forth in §131(a) cannot 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 section 131 funds for secondary CTE among DCPS and participating charter schools.

Beginning with the 2004-2005 program year, DC has channeled Perkins funds for secondary CTE through a **District of Columbia Consortium for Secondary Career-Technical Education**, established under §131(f).

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 were five LEAs interested and eligible to participate in Perkins-funded programming during the 2008 program year: DCPS and four public charter high schools—Friendship Collegiate Academy, IDEA (Integrated Design and Electronics Academy), Booker T. Washington, and YouthBuild PCS.
- 3). All five of these LEAs constituted 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 CTE as a whole.

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

The establishment of a secondary CTE consortium in the fall of 2004 initially 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*), 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*.

Each proposal received from a consortium member was evaluated individually, and awards were made individually, based on the capabilities of the applicant and the quality of their proposal, 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, a version of the strategy approved for allocating ESEA Title I among DC LEAs was adopted in PY 2008 to allocate Perkins §131 funds among the CTE consortium members.

Beginning with funds allocated for PY 2007, **70%** of the §131 funds in the District of Columbia have been allocated in proportion to **the numbers of low-income students served by each LEA**, in grades 9-12, and **30%** in proportion to **the total numbers of 9-12th graders each serves**. As provided by the DC Five-Year State Plan for CTE for PY 2009-2013, this same strategy will be employed throughout the PY 2009-2013 period.

While obviously somewhat *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.

Originally, OVAE proposed a similar ESEA-based formula based on head counts of low-income and total students in grades K-12. But upon examination, it quickly became clear that this formula would have had 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.

During PY 2008, the participating members of the DC Consortium for Secondary CTE included **District of Columbia Public Schools (Office of Career and Technical Education)** and four public charter high schools: **Friendship Collegiate Academy; Integrated Design and Electronics Academy (IDEA) PCS; Booker T. Washington PCS;** and **YouthBuild PCS.**

If the original allocation formula had been employed, only two of resulting allocations would have even met the \$15,000 threshold under section 131(d), and only Friendship’s allocation would have reached 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 original ESEA-based formula would have had this impact: it was 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 not very 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%!*

As an alternative allocation strategy, the CTE Office proposed a formula which would have allocated 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.

Since all four of the participating charter schools in effect represent all-CTE high schools, this CTE-driven formula would have had the opposite impact from the K-12 ESEA formula, concentrating a larger share of section 131 funds among the charter high schools, reducing the DCPS share.

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*.

As a result, during the 2006-2007 program year, no grant awards were made in DC under the provisions of section 131. CTE programs, services, and activities at the local level—in both DCPS high schools and public charter high schools that offer CTE—were carried out using PY 2006 carryover and/or local funds.

Early in the 2008 school year, a third allocation formula was proposed by DCPS CTE staff (Dr. Chiaying Chang), based on the ESEA formula but employing data limited to grades 9-12.

Upon review of the three alternatives, OSSE and CTE concluded that the third alternative represented the formula preferred by DC for the allocation of the 85% portion of Perkins Title I funds among secondary-level eligible recipients organized in the DC Consortium for Secondary CTE. OVAE agreed, and on February 21, 2008, released a letter approving use of the 9-12 70/30 ESEA formula.

Since no §131 grants to eligible recipients were made during PY 07, DC elected to reallocate the entire secondary portion of the 85% funds for 2007, and to combine those funds with PY 08 §131 grants. Altogether, this strategy yielded the following table of grants, rounded to the nearest \$5,000 for planning purposes:

**Section 131 Allocation Worksheet
District of Columbia, PY 2007 and 2008**

ESEA-based Formula for the Allocation of Perkins Title I Funds
For Secondary CTE Among Members of the **DC Consortium for Secondary CTE**
Based 70% on Low-Income Students Grades 9-12 Served Under
ESEA Title I and 30% on Total Students Grades 9-12 (SY 2007)

LEA	PY 2007	PY 2008	Total
Booker T. Washington	40,000	45,000	85,000
Friendship	220,000	230,000	450,000
IDEA	65,000	80,000	145,000
YouthBuild	15,000	15,000	30,000
DC Public Schools	2,660,000	2,630,000	5,290,000
Total	3,000,000	3,000,000	6,000,000

Protocols for the Allocation of Federal Funds Under Perkins IV Sections 131, 132, and 203, Program Years 2007 and 2008, District of Columbia

In sum, the following protocols governed the allocation of Perkins IV funds for career-technical education program improvement under sections 131, 132, and 203 of the Carl D. Perkins Act:

- a. All participating CTE providers at the secondary level constituted members of a **statewide secondary CTE consortium**, organized under the provisions of §131(f).
- b. The allocation of §131 funds among consortium members mirrored the allocation of ESEA Title I funds among the participating LEAs during the same years, except that:
 - 70% of the funds were awarded in proportion to the number of low-income students in grades 9-12 served by each LEA; and,
 - 30% were awarded in proportion to the total number of students in grades 9-12 served by each.
- c. All participating CTE providers (both secondary and postsecondary) constituted members of a **statewide Tech Prep Education consortium**, organized under the provisions of §203(a).
- d. DC's entire Title II allocation was awarded to the DC Tech Prep Consortium as a single grant, with the University of the District of Columbia serving as the fiscal agent; no funds were expended at the State level for administration of the Title II grant.
- e. Postsecondary funds reserved under §132 were awarded in their entirety to the sole public provider of postsecondary technical education in DC, the University of the District of Columbia.
- f. Following final approval of the Transitional State Plan on February 21, 2008, a RFA for the combined 2007-2008 grants was issued on March 17. Issuance of grant awards began on April 7, and all checks had been issued and intra-district transfers completed by September 30.

**Carl D. Perkins Act Allocations
District of Columbia
Program Year 2007-2008**

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, 2007—June 30, 2008 Program Year (Federal Fiscal Year 2007) under Sections 111 and 201 of the Carl D. Perkins Career & Technical Education Act of 2006 (P.L. 109-270, “Perkins IV”)

Title I: Basic State Grant for Career-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 309,309

Overall Total: **\$4,524,230**

DC's Year of Transition: Perkins State Leadership Activities in PY 2008

CTE in the State of New Columbia and the City of Washington

From the standpoint of Federal education policy, DC has a unique dual character (without precedent elsewhere in the country) as both a "State"—the State of New Columbia, so to speak—and a city—the City of Washington, DC.

For almost 40 years, the District of Columbia Board of Education, established by DC's Home Rule Charter, played a corresponding dual role: as both DC's State Board of Education and Washington's Local Board of Education. Similarly, District of Columbia Public Schools (DCPS)—in its capacity as the staff of the DC BOE—played a dual role as, in effect, the "New Columbia Department of Education" and the "City of Washington School Department."

For the specific purposes of the Carl D. Perkins Vocational and Technical Education Act (P.L. 101-392, "Perkins III"), the DC BOE represented both a State "Eligible Agency" as defined in §3(9)—a State Board designated as the sole State agency responsible for the administration or oversight of CTE in the State—and a local "Eligible Recipient" as defined in §3(11)—a Local Education Agency eligible to receive assistance under §131.

Correspondingly, the DCPS Office of Career and Technical Education (OCTE) was assigned responsibility for both State Administration and State Leadership under Perkins sections 112 and 124 (among others), and Local Plans and Uses of Funds under sections 134 and 135.

The Public Education Reform Amendment Act of 2007: A New Era

On April 19, 2007, final passage of the Public Education Reform Amendment Act of 2007 (PERAA) set the stage for major structural changes in the administration of public education in the District of Columbia—including the administration of Federal education assistance programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270, "Perkins IV").

With the passage of PERAA, the role of the DC Board of Education has been recast in strictly State-level terms. Under the new framework, the DC BOE has become an advisory body, the **DC State Board of Education**. All State-level functions have been transferred from DCPS to the **Office of the State Superintendent of Education** (OSSE—previously the State Education Office, SEO) and other agencies under the umbrella of the new **DC Department of Education** (DC DOE).

All Federally-funded education programs at the State level are housed within a single division of the OSSE—the **Division of Education Excellence (EdEx)**—responsible to the Deputy Superintendent of Education Excellence, the State Superintendent of Education, the Deputy Mayor for Education, and the Mayor of DC.

The EdEx division is composed of five departments—Elementary and Secondary Education, Special Education, Early Childhood Education, Postsecondary Education & Workforce Readiness (**POWER**), and Accountability. Both Career and Technical Education and Adult and Family Education are included in the department of POWER.

A comprehensive and integrated OSSE strategic plan was published on October 9, 2008, organized around a common vision of ensuring an excellent education for success for all DC residents in the 21st century. Within that framework, individual strategic plans for each educational program are being developed jointly and concurrently, ensuring non-duplication, coordination, mutual support, and synergistic efforts—among all programs, at all levels, in all arenas of common concern.

District of Columbia Commission for Career and Technical Education (CCTE)

With respect to Perkins Act programming, the role of State Eligible Agency under §3(12) of Perkins IV has been assumed, with OVAE approval, by a new **District of Columbia Commission for Career and Technical Education** (DC CCTE). The State Board of Education plays this role in the majority of States, but the Office of the General Counsel of the U.S. Department of Education ruled that the DC State Board established by the PERAA lacks sufficient authority to meet the requirements of the Perkins Act.

Responsible under §121 for State Administration of the Perkins Act, the DC CCTE is comprised of representatives of four cabinet-level agencies that are key to education, workforce development, and economic development in the Nation's Capital:

- the **DC Department of Education**;
- the **Office of the State Superintendent of Education**;
- the **DC Department of Employment Services**; and,
- the **DC Department of Planning and Economic Development**.

The commission was established on November 20, 2007, upon the approval by State Superintendent of Education Deborah Gist of the CCTE By-Laws. As provided by §4.1 of those By-laws, the CCTE is made up of four ex-officio voting members (or their designees): the Deputy Mayor for Education, the State Superintendent of Education, the DC Director of Employment Services, and the Deputy Mayor for Planning and Economic Development.

The Deputy Mayor for Education, Victor Reinoso, is mandated by §5.1.b of the by-laws to serve as the chair of the commission. During the inaugural meeting of the DC CTE, on January 23, 2008, State Superintendent Deborah Gist was elected vice-chair, and former DOES Director Summer Spencer was elected secretary.

Under Perkins §121(a)(3), the commission is obligated to meet at least four times annually. Following the January 23 meeting, the commission held three quarterly meetings during calendar 2008, on March 12, July 7, and December 15. The new Director of DOES, Joseph Walsh, was elected Secretary during the meeting of December 15.

The responsibilities of the State Eligible Agency under the Perkins Act—as outlined in §121 and recapitulated in Article III of the CTE By-Laws—primarily involve oversight of State plan development and program evaluation, plus coordination of planning and operations with the State Governor [Mayor] and numerous agencies and constituencies interested in CTE.

During 2008, the DC CTE played an active role in organizing the inter-agency and public review and comment of new the *DC Five-Year CTE State Plan for PY 2009-2013*, and also oversaw the allocation and award of §131 funds for PY 2009

State Office of Career and Technical Education (SOCTE)

The **Office of the State Superintendent of Education (OSSE)**—and within OSSE, the **State Office of Career and Technical Education (SOCTE)**—serve as the staff of the DC Commission for CTE. Perkins State Administration and State Leadership activities were transferred from DCPS OCTE to the OSSE SOCTE effective **October 1, 2007**, the beginning of the Federal and DC 2008 fiscal years.

Five positions are encompassed within the new SOCTE: **State Director of CTE**, and the **Coordinators of: Civil Rights & Gender Equity, Accountability, Monitoring & Evaluation, Program & Curriculum Development and Career Development and Assessment**. Incumbents in the first two positions were transferred from DCPS, while three positions that were vacant on October 1 have since been filled by competitive recruitment (see SOCTE organizational chart, next page).

DC has reserved the maximum allowable amount, \$150,000, for programs, services, and activities to prepare students for employment in high skills, high wage careers that are nontraditional for members of their gender (i.e., that reflect a gender imbalance of 75/25 or greater in the labor market).

The personnel and all other costs of the Civil Rights [Methods of Administration] and Gender Equity Coordinator are being allocated between the State Leadership funds available under §112(a)(2)(B)—nontraditional preparation—and the State Administration funds under §112(a)(3), based on certified time distribution records meeting the standards of OMB Circulars A-87 and A-21.

Statewide Technical Assistance to Eligible Recipients & Institutions

Under the Perkins IV provisions of §122(c)(15) and §124(b)(9), and also §112(a)(3)(E), each State is mandated to provide technical assistance to eligible recipients at the secondary level and eligible institutions at the postsecondary level.

In DC, within the framework of the State Office of CTE of the Office of the State Superintendent of Education, each of the five staff members has specific responsibilities in the area of technical assistance to DCPS, the CTE public charter high schools, and UDC:

- The State CTE Director is responsible for technical assistance with: State level policy and programming and State Plan interpretation; local plan development and local applications for assistance; allowable uses of Perkins funds and compliance with all applicable Federal and District statutes and rules; budget management and modification; and, audit findings and resolution.
- The Gender Equity and Civil Rights Methods of Administration Coordinator is responsible for technical assistance with: programs, services and activities to prepare students for gender nontraditional careers; services to special populations; guidelines for nondiscrimination in CTE; and, civil rights monitoring visits and Letters of Finding, and preparation of Voluntary Compliance Plans (VCPs).
- The Accountability, Monitoring & Evaluation Coordinator is responsible for technical assistance with: reporting requirements and performance targets for the State and Local Performance Accountability Systems, and preparation of Local Program Improvement Plans; and, monitoring and evaluation desk reviews and site visits, and preparation of Corrective Action Plans (CAPs).
- The Program Development and Curriculum Coordinator is responsible for technical assistance with: State Approval of CTE Programs of Study; curriculum development, and standards of program quality, curriculum and pedagogy; dual enrollment and Tech-Prep articulation agreements; teacher certification; professional development; and Career-Technical Student Organizations (CTSOs).
- The Career Development and Assessment Coordinator is responsible for technical assistance with: adoption and implementation of nationally-validated, industry-based skill standards, assessments, and certifications; formation and operation of business-education partnerships and Industry Advisory Councils; services to correctional inmates; and, career development, counseling, and occupational information programs.

Postsecondary CTE and the University of the District of Columbia (UDC)

At the postsecondary level, the **University of the District of Columbia (UDC)**—which simultaneously represents a State land grant university, a State technical college, and a city community college—constitutes the only public provider of CTE in the District, and thus will continue, under Perkins IV and PERAA, to be designated **the sole eligible institution under §3(13)** and **the sole recipient of funds made available under §132**.

Within UDC, the **Division of Postsecondary Career and Technical Education** (DPCTE—Dwayne A. Jones, Sr., Director) of the department of **Community Outreach and Extension Services** (COES—Dr. Gloria Wyche-Moore, Dean) was assigned responsibility for management of §132 funds during PY 2008.

The fact that UDC represents the sole postsecondary CTE participant—and that all DC LEAs (Local Education Agencies) operate on a citywide basis and thus have the same geographic boundaries, the boundaries of the District itself—has also meant that only one Tech-Prep consortium could be established under §203(a).

During PY 08, under PERAA, UDC became the fiscal agent of the **DC Tech Prep Consortium**. DC **waived assessment of administrative costs at the State level** and committed the District's entire Title II allocation to the consortium.

However, the sharp reduction in DC's Title II allocation for the PY 2009 program year has since led the District to exercise its option under §202 to consolidate Title II funds into Title I, thus abolishing the separate Tech-Prep Consortium. For the PY 2009- 2013 period covered by the *Five-Year State Plan for CTE*, all programs of study in DC supported with Title I funds—under both §131 and §132—will be expected to meet the standards of Tech-Prep.

Under the terms of the *Memorandum of Understanding* between OSSE and the University of UDC, UDC has devoted a portion of the Title II funds and its annual allocation under §132 to support a full-time **Tech Prep Education Coordinator**, whose responsibilities focus on the negotiation of statewide, open-ended, secondary/postsecondary articulation agreements.

The coordinator has served as the Associate Director for Tech-Prep of UDC/ DPCTE, working in continuous close cooperation with SOCTE, the DCPS Office of CTE, and participating public charter high schools. Beginning in 2009, the Coordinator will serve as a member of an interagency team collaborating on the identification and development of State-approved CTE programs of study.

DC's long-range Tech-Prep goal is to integrate **all** existing and planned CTE programs, both secondary and postsecondary, into articulated, 2+2 (or concurrent completion) programs of study, meeting Perkins IV standards and leading to industry-based, nationally-validated, certificates of skill mastery.

Priority program targets for articulation include, but are not limited to:

- **Television and Video Production** (CIP 09.0701, housed in the Academy of Arts, Media & Communications at the secondary level, and UDC's Department of Mass Media, Visual, & Performing Arts at the postsecondary level); and,
- **Aerospace, Aviation & Aeronautics** (CIP 49.0101, housed in the secondary-level Academy of Transportation and the UDC Department of Engineering, Architecture, and Aerospace Technology).

In addition, under the provisions of §122(c)(4), each State is mandated to make efforts “to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education”—a new provision of Perkins IV, without precedent in earlier reauthorizations.

Toward this end, the provisions of §124(c)(3) specifically authorize the States to support, among other initiatives, both statewide articulation agreements between two-year and four-year degree-granting institutions, and dual and concurrent enrollment programs. Both of those strategies have a prominent place in DC's Five-Year State Plan for CTE.

First of all, the *DC State Minimum Criteria of CTE Program Quality* mandate seamless, secondary/postsecondary articulation agreements for all State-approved Programs of Study—and specify that such agreements should all be *open-ended*, that “AAS degree recipients shall have the option of entering related baccalaureate degree study at the junior year level.”

Secondly, both the *Transitional CTE State Plan for PY 2008* and the *Five-Year State Plan for PY 2009-2013* incorporated a **DC Gateways of Advanced Learning System** (DC GOALS) concept paper, outlining a multi-agency “CTE Early College” system—organized around concurrent enrollment in secondary and postsecondary CTE, and engineered to combat the culture of low achievement among many young people by jump starting their entry into postsecondary education and the emerging “creative economy.”

Under the proposal, qualified students would be able to enter postsecondary education at the end of the 10th grade and earn a high school diploma and an AAS degree simultaneously—with successful completers fully prepared for entry into high skills, high wage, high demand careers, and guaranteed entry into participating four-year, baccalaureate degree programs at the junior year level (see next page for a schematic overview of the GOALS system concept).

In cooperation with UDC, the **Academy for Educational Development (AED)** conducted a series of focus groups over the summer and early fall of 2008, testing the feasibility of the GOALS concept. In October 2008, the GOALS study was merged into a larger inquiry lead by OSSE Superintendent Deborah Gist into foundations of a **21st Century Education System**.

Joint Planning and Coordination with Workforce Investment Act Programs

Under the provisions of §122(c)(17), each State is mandated to propose methods for the joint planning and coordination of CTE programs carried out with Perkins support with other Federal education programs.

Section 122(c)(20) of Perkins IV requires that each State Plan for CTE include a description of procedures adopted by the State to ensure coordination and non-duplication between programs funded under the Workforce Investment Act (in particular One-Stop Career Centers) and Perkins-funded postsecondary education and dropout recovery programs.

Up to this time, no One-Stop Center in DC has been located on the campus of the only postsecondary Perkins provider, UDC, and no Perkins funds have flowed to WIA-funded programs. However, all DC One-Stop Centers are provided with continuously updated information on CTE program opportunities at UDC.

Current planning for a separate DC Community College under UDC auspices envisions broader and deeper linkages to WIA programs and services.

Coordination and non-duplication across all Federal programs with workforce and economic development implications is also ensured by the Mayor’s **Interagency Collaboration and Services Integration Commission (ICSIC)**. During PY 2008, SOCTE was mandated by ICSIC to coordinate joint discussions with DC Public Schools and the Department of Employment Services (DOES) on a **coordinated vision and implementation strategy for Career and Technical Education** (see Appendix for a summary report).

Comprehensive Professional Development Program

Under the provisions of §122(c)(2) and §124(b)(3) of Perkins IV, each State is mandated to support a comprehensive professional development program for both CTE teachers, faculty, and administrators, and career guidance and academic counselors—a “high quality, sustained, intensive, and classroom-focused” program, which emphasizes integration of rigorous academics and advanced technical skills into CTE programs, fostering applied learning, improving instruction for members of special populations, and coordination with professional development programs carried out under the Elementary and Secondary Education and Higher Education Acts.

The focus and centerpiece of DC’s strategy for meeting the requirements of §122(c)(2) is affiliation with the **Southern Regional Education Board (SREB)**. The District has joined all other States in the Southern and Middle Atlantic regions as a **High Schools That Work (HSTW) State**—bringing access to the proven, “best-in-class” pedagogy, curricula, and peer-to-peer professional development system of the HSTW and **Making Middle Grades Work** networks to every District of Columbia middle and high school.

In addition, the SOCTE has begun active support to the reactivation of the **District of Columbia Association for Career and Technical Education** (DCACTE), proposing collaborative State and local efforts to extend membership to every CTE teacher and administrator in national ACTE, DCACTE, and the appropriate CTE teacher professional association.

In addition to an annual DCACTE conference, SOCTE proposes that periodic meetings be held of each affiliated association and of CTE School Coordinators. Beyond fostering a “District of Columbia CTE Community of Practice,” these meetings—like the national ACTE conventions and conferences—should constitute ideal venues for both structured and informal professional development programs, uniquely responsive to emergent and time-sensitive needs.

Other components of DC’s overall professional development strategy continue to include support at both the State and local levels for participation in the annual **Career Clusters Institutes** sponsored by OVAE and NASDCTEc, and GESA training (**Generating Expectations for Student Achievement**) for State and local staff underwritten through the State Gender Equity Program.

CTE Teacher Recruitment and Retention

Under the provisions of §122(c)(3) and §124(c)(16), both States and local recipients of Perkins support are mandated and permitted, respectively, to “make efforts to improve the recruitment and retention of career and technical education teachers and faculty, and career guidance and academic counselors... and the transition to teaching from business and industry...”.

The issue of CTE teacher recruitment is keenly felt in the District of Columbia at the present time, since a fundamental challenge at both the State and local levels has been to renew and rebuild a District-wide, 21st Century CTE system almost from scratch—not just in the public charter high schools that have all come into existence only in the last decade, but in DCPS high schools as well.

In common with all other States, DC’s goal in the arena of CTE teacher recruitment and pre-service and in-service training is to convert individuals who are already highly accomplished master practitioners and workplace leaders—in high skills, high wage, high demand sectors of the labor market—into highly qualified master teachers and mentors.

One key to the signal success of several CTE program development efforts over the last five years has been a decision to bypass traditional channels of teacher recruitment completely and assemble a cadre of Career Academy teachers and coordinators directly from private industry, with the assistance of trade associations, business organizations, and private foundations.

The Academy of Construction and Design, opened in 2006 at Cardozo High School, is a notable example: the Academy Director and every member of the faculty was recruited, and is actually employed and paid, by the D.C. Students Construction Trades Foundation, not by DC Public Schools.

The existence of active Industry Advisory Councils for every Career Academy, and of energetic private sector partners for a growing number of (and eventually all) Career Pathways, has been and will remain an essential prerequisite to the development and implementation of new CTE programs of study in DC. Use of private sector partners as a recruitment and transition vehicle will continue and grow over the life of the new Five-Year State Plan.

Beyond that, SOCTE proposes to develop and implement an entirely new **CTE Teacher Recruitment and Certification System**—in conjunction with the OSSE Office of Educator Quality and in partnership with DCPS and the CTE public charter high schools.

State Approval of CTE Programs of Study/Career Pathways

In compliance with §134(b)(3)(A), *each Perkins applicant **must** describe, as a minimum precondition for the receipt of an award, how they will offer the courses comprising at least one Program of Study meeting the specifications of §122(c)(1)(A).*

The current roster of 60 Career Pathways/Programs of Study (POS) (see Appendix) integrates existing and planned CTE programs of the five current CTE providers at the secondary level. Continued development and implementation of “College/Tech Prep” POS that span secondary and postsecondary CTE—meeting *each* of the specific requirements of §122(c)(1)(A) and all of the State Minimum Criteria of CTE Program Quality set forth in the *Uniform Guidelines for Local Applications for Assistance to Eligible Recipients*—will be a collaborative process, led by the State Coordinator of Program Development & Curriculum, under the auspices of the DC Consortium for CTE.

All eligible recipients and institutions—DCPS, all participating PCS, and the University of DC—will not merely be consulted, but will be continuously engaged as full partners in the process, as well as many private sector partners and program sponsors.

The Associate Director for Tech Prep of UDC's DPCTE—working on behalf of in partnership with SOCTE, DCPS and participating charter schools—has been coordinating development and implementation of statewide articulation agreements linking every secondary and postsecondary POS and all CTE providers in DC. DC's immediate objective is the establishment of concurrent completion secondary/postsecondary POS that are fully compliant with §122(c)(1)(A) and establish seamless bridges between secondary CTE providers in DC and both UDC and other DC, area, and national postsecondary institutions.

Our long-range goal is establishment of a seamless, secondary/post-secondary workforce education system, to prepare DC citizens for a high creativity economy.

Additional Notes on Priorities for State Leadership and Administration Activities

- SOCTE, in collaboration with DCPS, the participating PCS, and UDC, is preparing to underwrite a systematic information and outreach program, aimed at ensuring that students and parents, teachers and guidance counselors, employers and economic developers, policy makers and public officials, members of special populations and the community at large, are all aware of the existing and emerging CTE Programs of Study of all eligible recipients, and of their potential impact on the future of our youth and the District economy as a whole.

- Consistent with the standard set forth in paragraph 3 under heading 6 ("Current and Projected Workforce Needs") of the *DC State Minimum Criteria of CTE Program Quality*—"The curriculum, faculty, educational materials, technology, supplies, equipment, support services, and other resources of each program and program provider should represent the state-of-the-art and be appropriate and sufficient to the educational objectives and level of enrollment of the program"—all CTE providers in the District will be expected to ensure that technology appropriate to each field of study and industry sector will be fully accessible to all CTE students in all Programs of Study.

As necessary, inclusion of efforts to develop, improve and expand access to appropriate technology, in both school-based and workplace-based learning environments, will be welcomed in local applications for Perkins assistance.

- All programs, services, and activities proposed in local applications for Perkins support in the District of Columbia will be assessed in relation to the DC State Standards of CTE Program Quality, Services to Special Populations, and Student Performance as set forth on pages 52-72 of the *Uniform Guidelines*—with a specific focus on continuous improvement in relation to Quality Criterion #1 ("Academic and Occupational/Technical Skill Development") and on Criterion #6 ("Current and Projected Workforce Needs").

- State CTE Quality Criterion #1 mandates that the total program of study of each CTE student *shall* include:
 - four Carnegie Units (CUs) or the equivalent of mathematics (algebra I and II, geometry, and trigonometry or calculus);
 - four CUs of English language arts, including .5 CUs in technical writing;
 - four CUs of science (biology, chemistry, physics, earth science);
 - four CUs of social studies (US and world history, US and DC government, geography and economics);

- two CUs of a world language;
- one CU of art and music; and,
- four CUs of career-technical education.

These credit requirements exceed the standards set for OVAE's State Scholars Initiative, and more than satisfy DC's rigorous new graduation requirements. All CTE completers, including members of special populations, will be assured of receiving a high school diploma. (For more information, see page 53).

- The core academic and career-technical requirements set forth in Quality Criterion #1 also ensure that all successful CTE completers, whether or not they are members of special populations, are fully prepared for entry and success in postsecondary education, at either the two-year or four-year level, and for subsequent entry into high skills, high-wage, or high-demand careers. Beyond that, the proposed DC GOALS system will afford all qualifying CTE students the opportunity to achieve both secondary and postsecondary credentials concurrently, graduating from grade 12 with both a high school diploma and an associate degree (plus a guarantee of entry into a four-year program as a junior).
- DC will restrict awards of Perkins funds (at both the secondary and postsecondary levels) to projects, services, or activities designed to improve or develop CTE Programs of Study that reflect all core components of Perkins IV Programs of Study—as set forth, for example, on page 24 of the Uniform Guidelines—and meet or aspire to meet State Criteria of CTE Program Quality—including the academic and CTE content standards of Criterion #1, which exceed State standards adopted under ESEA, and the current and projected workforce needs of Criterion #6.
- The DC Consortium for CTE, with the facilitation and coordination of the SOCTE Curriculum Development Coordinator and the DPCTE Associate Director for Tech Prep, will serve as a ready vehicle for the communication and replication of best and promising practices on program quality and student achievement.
- In addition to the activities of the UDC Tech Prep Coordinator, SOCTE is exploring the possibility of linking academic and career-technical education at the secondary and postsecondary levels through the establishment of the proposed “DC GOALS system, a seamless integration of secondary and postsecondary CTE into a unprecedented engine of student academic and technical achievement, building a workforce for a high creativity economy.
- SOCTE's Coordinators of Curriculum Development and Accountability and Assessment will collaborate on the establishment of a reporting, monitoring, and evaluation system capable of assessing the success of CTE providers (and potentially the DC GOALS system as a whole) with integration of challenging academic standards of Quality Criterion #1 into CTE.

Performance: CTE Courses, Participants, Concentrators, and Completers, SY 2008

CAR 2008: What Did We Need to Know?

As in past years, the preparation of the District of Columbia CAR Report for the 2007-2008 program year began with development of an inventory of the data requirements for the report, crafted for maximum consistency with the framework promulgated by the Accountability and Performance Branch of OVAE, and significantly refined from PY 2007. A copy of that inventory of secondary and postsecondary data elements is included in the Appendix to this narrative, under the heading "**CAR 2008: What Do We Need to Know?**".

Paramount among the upgrades reflected in the 2008 inventory is the conversion to the new measurement definitions and performance indicators keyed to the requirements of §1113 of Perkins IV.

Largely by coincidence, the Perkins IV framework incorporates the same number of performance indicators (14) as that of its predecessor Perkins III framework. But many of the indicators are brand new, including three tied—designated 1S1, 1S2, and 4S1—directly to the performance measures of the No Child Left Behind Act, and others are significantly revised (3S1, for example).

DC STARS: Student Tracking and Recording System

In the compilation of secondary student performance data for PY 2008—including data on members of special populations—the District of Columbia continued to rely on the individual student record system of DC Public Schools (DCPS)—DC STARS ("Student Tracking and Reporting System").

In contrast to those State Eligible Agencies (SEAs) that are dependent on data compiled at the Local Education Agency (LEA) level and forwarded in aggregate form to the State, direct access to unaggregated individual student records allows the State Office of Career and Technical Education (SOCTE) of the Office of the State Superintendent of Education (OSSE) to associate a specific individual student with each data point reported in the CAR. This affords the District a high level of confidence in the completeness, accuracy, and reliability of the data reported in the aggregate in the CAR.

However, since DC STARS has no data warehousing functionalities, the analysis reflected in DC's 2008 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.

From OLAMS to SLED

DC's hope had been that a broadly parallel individual student record system of the public charter schools of DC—OLAMS ("Online Account Management System")—would constitute a comparable source of student enrollment and performance data for participating public charter high schools.

Unfortunately, it became clear upon examination that the field set of the OLAMS database is far more restricted to basic demographic data than STARS. And in any case, the OLAMS system is being abandoned by the District's public charter school community, effective with the current school year.

In the absence of a system-wide source of the necessary student, program, and school data for the CTE-participating public charter high schools, all eligible recipients in PY 2009 and beyond will be obligated to individually supply comprehensive enrollment and performance data on all CTE participants and concentrators.

Initially, data submissions directly to the State Office of CTE will be necessary, in the form of Excel spreadsheets or Access reports. As DC's universal **State Longitudinal Education Data Warehouse ("SLED")** comes on line beginning later in calendar 2009 or 2010, the data necessary for CAR reporting and the measurement of local performance levels will simply be extracted from the SLED by SOCTE data stewards.

In addition, the activation of the SLED should make it possible for the SOCTE to access a full range of longitudinal participation, concentration, and performance data on every student in DC public and public charter high schools (and eventually UDC as well), potentially addressing every secondary and postsecondary subindicator of the Perkins performance accountability system.

Postsecondary vs. Adult CTE Data at UDC

Individual student records also underlie the postsecondary enrollment and performance data from the University of the District of Columbia (UDC) set forth in DC CAR reports. In previous years, however, this data has been shared with SOCTE in hard copy, limiting the scope and increasing the burden of analyzing and aggregating the data.

In the negotiation of the PY 2008 Memorandum of Understanding (MOU) between OSSE and UDC, SOCTE inserted new stipulations intended to ensure that individual student data for the purposes of the PY 2008 CAR and beyond is submitted to SOCTE on a timely basis (on or before October 1, 2008), in electronic format (Excel).

For the current CAR, UDC CTE enrollment data was submitted as requested in Excel format. Submission of performance data was waived, consistent with OVAE's determination that States would only be required, for the purposes of the 2008 CAR, to submit performance data for the three secondary indicators keyed to NCLB performance measures.

As in PY 2007, the data submitted by UDC on PY 2008 enrollment in CTE programs of study has been limited to programs under the purview of the UDC Division of Postsecondary Career and Technical Education (DPCTE), excluding students enrolled in AAS degree/technical education programs offered by other units. Although defined by the University as postsecondary programs, the DPCTE offerings might almost be better characterized as "Adult CTE" programs, since they all represent short-term, non-degree, certificate programs.

Beginning with the 2010 program year, all CTE programming at UDC will be subsumed under the umbrella of the emerging **Community College of the District of Columbia**. Correspondingly, beginning with the 2010 CAR, if not before, CTE enrollment and performance data at the postsecondary level will be inclusive of all students enrolled in degree, diploma, and certificate technical education programs of study offered anywhere within the UDC system.

Disaggregation of Postsecondary Data by Special Population Status

In common with a majority of LEAs, DCPS has built a number of fields into its student information system that capture data on the special populations status of secondary school students; these fields have served DC effectively as the basis for special populations disaggregation of secondary level performance data for CAR purposes.

In contrast, the fact that UDC has not been collecting special populations data on its student body has meant that performance data on UDC CTE students could not be disaggregated by special populations status for the purposes of the CAR. This omission from the District of Columbia CAR reports of special populations status data on postsecondary CTE participants and concentrators represents a serious deficiency, since it makes it impossible to determine whether the University and the State as a whole have been, in OVAE's words, "making progress in serving all students participating in CTE."

In response, the PY 2009 OSSE/UDC MOU incorporates a commitment from the University to reengineer its intake and enrollment process—to include, subject to the constraints of Federal and District law and regulations and University policy, the collection and reporting of data required for the purposes of the CAR on the special population statuses—as defined in Perkins IV §3(29) and ESEA §1111(h)(1)(C)(i)— of students enrolled in CTE/technical education programs and majors.

New protocols for collection of special populations data during the initial student intake process have already been implemented by the Division of Postsecondary CTE. As the new Community College of DC takes shape, these new intake protocols will be implemented system-wide.

Secondary CTE Participation and Concentration Levels in PY 2008

As the first step in the development of the 2008 CAR, SOCTE asked DCPS IT specialists to prepare a download from STARS, in Excel format, of grades 9-12 SY 2008 DCPS student enrollment by course and school; every course taken by every student in the system was reflected in the initial download.

In addition to student locator data (address, phone number, SSN), the following fields were represented in the master enrollment file:

- **Student Name**
- **Student ID**
- **Grade in School**
- **School Code**
- **School Name**
- **Course Code**
- **Course Title**
- **Student Mark**
- **Gender**
- **Ethnicity**
- **Disability/Special Education Status**
- **Language Proficiency**
- **Free/Reduced Lunch Status**
- **DC-CAS Reading Proficiency Level**
- **DC-CAS Math Proficiency**
- **Date Diploma Received**

The inclusion of DC-CAS proficiency levels and the date of diploma receipt (if any) represented a major advance over previous year's STARS downloads; the absence of such data was cited by OVAE as a material deficiency of DC's PY 2007 CAR Report.

Working from this complete course enrollment report, SOCTE isolated all coherent sequences of CTE courses with active enrollment in SY 2008; stand-alone elective offerings were excluded. See "CTE Career Academies and Course Sequences with Active Enrollment, SY 2008," 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 2007-2008 school year.

Augmented by the cluster code and dominant gender tradition of the identified course sequences, plus the non-trad status of each student, 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 in grades 9-12 who successfully completed at least three courses in a CTE program sequence, plus students in grades 10-12 who successfully completed *at least one advanced course* in a CTE sequence—constituted the CTE Concentrator roster for PY 2008.

Working with OSSE staff in the Department of Special Education and the Department of Accountability, SOCTE was subsequently able to incorporate three additional fields into the data profile of each 12th Grade CTE Concentrator:

- **Date Certificate of IEP Completion Received**
- **Counted as “Graduated” for the purposes of the NCLB Graduation Rate**
- **Counted as “Dropped Out” for the purposes of the NCLB Graduation Rate**

Altogether, the three files of data on CTE Participants, CTE Concentrators, and 12th Grade CTE Concentrators constituted the data foundation of DC's PY 2008 CAR Report.

As reflected in the CAR Enrollment Reports, an unduplicated head count of **2,390 CTE participants** were tallied for PY 2008 (again, *students in DC public high schools who successfully completed at least one course in a career-tech (CTE) program sequence, during the 2007-2008 school year*).

A total of **930** CTE Participants were further identified as **CTE Concentrators** (again, *students in DC public high schools who successfully completed at least three courses in a CTE program sequence, plus students in grades 10-12 who successfully completed at least one advanced course in a CTE program sequence, during the 2007-2008 school year*).

Out of the 930 Concentrators, 482 were identified as **CTE Completers** (i.e., *12th Grade Concentrators*). Of those, **465** (96.5%) were coded as **CTE Completer/Graduates** (i.e., high school diploma, Certificate of IEP Completion, or General Educational Development [GED] Certificate recipients).

Disaggregated in terms of the **16 OVAE Career Clusters**, the Concentrator percentages at the secondary level in PY 2008 were as follows:

- **Agriculture, Food & Natural Resources, 5%;**
- **Architecture & Construction, 2.4%;**
- **Arts, A/V Technology & Communications, 41%;**
- **Business, Management & Administration, 0%;**
- **Education & Training, 0%;**
- **Finance, 19%;**
- **Government & Public Administration, 0%;**
- **Health Science, 1.5%;**
- **Hospitality & Tourism, 3.5%;**
- **Human Services, 6%;**
- **Information Technology, 7.5%;**
- **Law, Public Safety & Security, 0%;**
- **Manufacturing, 2%;**
- **Marketing, Sales & Service, 2.5%;**
- **Science, Technology, Engineering & Mathematics, 4%;**
- **Transportation, Distribution & Logistics, 5.6%.**

Of the 930 concentrators, not quite 58% (538) were female, just over 42% (392) male—roughly the same percentages observed in previous program years. Over 91% (849) were tallied as “Black, non-Hispanic,” not quite 5% (44) as “Hispanic” (i.e., Latino), 1.5% (14) as “Asian or Pacific Islander,” 2.3% (21) as “White, non-Hispanic,” .2% (2) as “American Indian or Alaska Native,” none (0) as “Unknown/Other.”

Not quite 11% percent of concentrators (99) were identified as “Individuals With Disabilities/Special Education,” 45% (422) as economically disadvantaged (i.e., eligible for free or reduced price lunches). Just over 3.2% (30) were coded as Limited English Proficient, and 21.6% (189 women and 12 men) 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 reported no migrant students in SY 2008, and does not collect data on parental or family status. It also fails to differentiate in STARS between students with special population status under IDEA and students with disabilities under ADA.

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, again as a matter of policy, 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, UDC reported a total 2007-2008 concentrator count of 183 for less-than-baccalaureate, CTE programs. Of those, 56% (102) were women, 44% (81) men. 22% (41) were enrolled in programs in the Architecture and Construction Cluster, 46% (84) in the Education & Training Cluster, 26% (48) in the Health Science cluster, and not quite 6% (10) in Manufacturing.

PY 2008 Performance Levels for 1S1, 1S2, 2S1, 3S1, 4S1, 6S1, and 6S2.

As noted earlier, OVAE waived submission of performance data for the transitional 2008 program year for all but the three NCLB-related secondary indicators, 1S1 (Academic Achievement in Reading), 1S2 (Academic Achievement in Math), and 4S1 (Graduation Rate). Nevertheless, DC gathered performance data relative to all but one of the secondary performance indicators.

The sole secondary indicator for which data was not gathered in PY 2008 was 5S1, Placement; operation of the legacy system that DCPS had put in place to gather educational and employment placement data was suspended during PY 2006-2007, and OSSE was unable to restore that capability during PY 2008.

Under the direction of Alicia Freeman, OSSE's Coordinator of Accountability, Monitoring and Evaluation, efforts are currently underway to reestablish the annual mail and telephone High School Graduate and Sixth-Month Follow-up Surveys that were terminated two years ago due to a policy and operational breakdown of the HR office of DC Public Schools.

DC anticipates that a sixth-month follow-up survey of June 2007 graduates will be conducted in January, 2009, as a partial basis for responding to subindicator 5S1 for the 2009 CAR.

In addition, negotiations have begun with the Jacob France Institute of the University of Baltimore to add DC to the group of states currently involved in regional exchange of employment placement information extracted from the administrative records of the Unemployment Insurance (UI) and Federal Employment Data Exchange System (FEDES) systems.

Furthermore, early in 2009 DC will also begin a review OSSE's current contract with the National Student Clearinghouse, to determine if any modifications are needed to ensure full access to postsecondary educational placement data on DC completer/graduates.

In the meantime, however, **CTE performance at the secondary level during PY 2008 exceeded 90% of the Adjusted Level of Performance (ALP) for every indicator for which data was gathered, and exceeded the ALP itself for every indicator except 1S2.**

DC's target performance level for 2008 for **1S1, Academic Achievement in Reading**, was **46%**. The actual percentage of DC-CAS Taker/Concentrators who scored proficient or above in Reading was **51%**.

DC's 2008 target for **1S2, Academic Achievement in Mathematics**, was **43%**. The actual percentage of DC-CAS Taker/Concentrators who scored proficient or above in Math was **39%**, just over 90% of the target.

DC's target for **2S1, Technical Skill Attainment**, was **75.5%**. The actual percentage of 12th Grade Concentrators who received a grade of C or higher in the capstone course in their program of study was **91%**.

[Note: For the time being, DC plans to continue to rely on GPA as a proxy measure for technical skill assessment. For 2S1, at the secondary level, DC is using "percent of 12th grade CTE concentrators who received a grade of C or higher in the capstone course of their program of study" as a proxy for "percent of completers who passed industry-based technical skill assessments." For 1P1, at the postsecondary level, DC is using "percent of CTE concentrators who attained a GPA or 3.0 or greater in their major" as a proxy.

The State's goal, as set forth in DC's Five Year State Plan for CTE, is to identify and adopt—in the process of State upgrading and approval of all DC CTE programs of study—nationally-validated, industry-based standards, technical skill assessments, curricula, and certifications for every program of study, at both the secondary and postsecondary levels—ideally, at the rate of 12 per year, with all 60 programs on the current State roster upgraded and approved by the end of the current plan cycle, in 2013.

In January, 2009, OCTE expects to bring two coordinators on board (of technical skill assessment and curriculum development) to take charge of this process, and anticipates discontinuing use of the proxy measures as soon as significant numbers of assessments have been implemented.]

DC's PY 2008 target for **3S1, Secondary School Completion**, was **95%**. The actual percentage of 12th Grade Concentrators for whom dates of high school diploma receipt were recorded was **96%**.

[Note: Consistent with the provisions of Perkins IV, §113(b)(2)(A)(iii), DC's measurement definition for indicator 3S1 includes recipients of Certificates of IEP Completion and Certificates of General Education Development (GEDs). However, according to the OSSE Department of Special Education, no Certificates of IEP Completion were awarded during PY 2008. In addition, according to the OSSE Office of GED Administration, Federal law prohibits release of the names of GED recipients.]

DC's target for **4S1, Student Graduation Rate**, as calculated for the purposes of the No Child Left Behind Act, was **51%**. Of those 12th Grade Concentrators counted for the purposes of the NCLB Student Graduation Rate calculation for SY 2008, **100%** were counted as "graduated."

[Note: Out of a total of 482 12th Grade Concentrators, 457 were counted as graduated for the purposes of the NCLB Student Graduation Rate calculation for SY 2008 (including two for whom dates of diploma receipt were not entered into STARS).

A total of 25 were not included in the NCLB rate calculation at all—8 for whom dates of diploma receipt were recorded, and 17 without diploma dates. Presumably those 25 enrolled in DC Public Schools in 2006, 2007, or 2008, as 10 graders or higher—meaning that they were excluded from the NCLB graduation rate cohort for the class of 2008, which was constituted in 2005 out of the 9th graders of that year.

But no 12th Grade Concentrators were counted as "dropouts" for NCLB purposes—meaning that 100% of those included in the NCLB Student Graduation Rate calculation were counted as graduated.

On the face of it, this wide variance between DC's 3S1 APL and its actual performance appears anomalous. Two alternate interpretations are possible:

On the one hand, the 100% graduation rate of 12th Grade CTE Concentrators may simply be an artifact of the fact that DC's 2008 CAR is once again based on a single-year snapshot, not longitudinal data. Concentrators who dropped out in 2005, 2006, or 2007 could have been included in the fall of 2005 in DC's NCLB graduation rate cohort for 2008, but would not of course show up as 12th Grade Concentrators in the current year.

On the other hand—best case scenario—the 100% NCLB graduation rate of PY 2008 CTE Concentrators, compared to a target graduation rate of 51% for the general student population, could be (in whole or in part) a valid indication of a powerful impact of CTE participation on high school retention.

The issue will be resolved as soon as longitudinal data on CTE Concentrators comes on line, either through implementation of the DC SLED or through creation of a multi-year CTE Concentrator file by SOCTE itself (by merging the CAR Concentrator files for 2006, 2007, 2008, and 2009).]

Finally, DC's targets for indicators **6S1** and **6S2, Nontraditional Participation** and **Nontraditional Completion**, were **35.5%** and **39.5%**, respectively. DC's actual percentages of Nontraditional Participants and Nontraditional Completers were **41%** and **46%**, respectively.

[Note: The table below summarizes DC secondary performance data for School Year 2007-2008 relative to DC's negotiated performance targets for the 2007-2008 program year (excluding 5S1). The total level of performance was calculated as the arithmetic sum of the variances between the negotiated performance targets for each indicator and the actual recorded levels of performance.

This calculation follows the "bundling" methodology originally 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 could 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.]

District of Columbia "Bundled" Performance Levels, PY 2008							
(A) State	(B) Indicator	(C) Baseline	(D) 2008 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) +/- APL
DC	1S1	25	46	60	118	51	5
DC	1S2	25	43	46	118	39	-4
DC	2S1	75	75.5	440	482	91	15.5
DC	3S1	95	95	463	482	96	1
DC	4S1	50	51	457	457	100	49
DC	6S1	35	35.5	541	1312	41	5.5
DC	6S2	39	39.5	201	435	46	6.5
Total							78.5

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CAR 2008: What Do We Need to Know?

SECONDARY DATA ELEMENTS:

1. During the 2007-2008 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 9-12 who had earned at least **three** credits (Carnegie Units) in a recognized CTE program sequence of 4 CUs or more. (i.e., **CTE Concentrators**).

Proxy: the number of Participants in grades 10-12 who successfully completed an advanced course in a recognized CTE program sequence.

3. 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**).

4. Of those, the number (and %) who scored proficient or advanced in reading/language arts (**1S1**; target: **46%**).

5. The number (and %) of DC-CAS Taker/Concentrators who scored proficient or advanced in mathematics (**1S2**; target: **43%**).

6. The number (and %) of 12th Grade Concentrators who attained a GPA of 2.0 or greater in their program of study. Proxy: who received a grade of C or higher in their concentrator indicator (capstone) course (**2S1**; target: **75.50%**).

7. The number (and %) of 12th Grade Concentrators who received a high school diploma, GED, or Certificate of IEP Completion (**3S1**; target: **95%**).

8. The number of 12th Grade Concentrators who were counted as "graduated" or "dropped out" in the State NCLB graduation rate computation for the 2007-2008 school year.

9. Of those, the number (and %) who were counted as graduated (**4S1**; target: **51%**).

10. The number of 12th Grade Concentrators who responded to a follow-up survey or were identified via administrative record exchanges.

11. Of those, the number (and %) who were reported placed, in the second quarter after graduation, in postsecondary education or advanced training, employment, or military service (**5S1**; target: **85.50%**).

12. The number of Participants 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*).

13. Of those, the number (and %) who were members of the underrepresented gender (**6S1**; target: **35.50%**).

14. The number of 12th Grade Concentrators who were enrolled in nontrad programs.

15. Of those, the number (and %) who were members of the underrepresented gender (**6S2**; target: **39.50%**).

16. Breakouts of the 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 earned at least **one** credit by the end of the 2007-2008 school year in a recognized CTE program of study/major leading to the award of an industry recognized credential and/or a degree or certificate (i.e., **CTE Participants**).

2. The number of UDC students who had earned at least **12** credits in a CTE major requiring 12 credits or more (typically 48), or who had completed the requirements of a CTE program of study requiring less than 12 credits (i.e., **CTE Concentrators**).

3. The number (and %) of Concentrators who attained a GPA in their major of 3.0 or greater (**1P1**; target: **40.50%**).

4. The number (and %) of Concentrators who received a industry-recognized credential and/or a certificate or degree (**2P1**; target: **70.50%**).

5. The number (and %) of second-year or higher Concentrators who remained enrolled or transferred to another postsecondary institution (**3P1**; target: **20.50%**).

6. The number of Concentrators responded to a follow-up survey or were identified via administrative record exchanges.

7. Of those, the number (and %) who were reported placed, in the second quarter after graduation, in employment, military service, or a registered apprenticeship (**4P1**; target: **95.00%**).
8. The number of Participants 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).
9. Of those, the number (and %) who were members of the underrepresented gender (**6P1**; target: **25.25%**).
10. The number of Concentrators who were enrolled in nontrad programs.
11. Of those, the number (and %) who were members of the underrepresented gender (**6P2**; target: **24.25%**).
12. **Breakouts of the all of the above by ethnicity and special population status.**

State Performance Accountability System Under Perkins IV, Section 113

District of Columbia Student Definitions:

PARTICIPANTS in Secondary Career-Technical Education:

Students enrolled in DC public or public charter high schools in grades 9-12 who have earned at least **one** credit (Carnegie Unit) in a recognized CTE program sequence of four CUs or more.

Proxy Measure: Students enrolled in DC public or public charter high schools in grades 9-12 who have successfully completed **at least one course** in a recognized CTE program sequence.

Secondary CTE CONCENTRATORS:

Students enrolled in DC public or public charter high schools in grades 9-12 who have earned at least **three** credits (Carnegie Units) in a recognized CTE program sequence of 4 CUs or more.

Proxy Measure: Students enrolled in DC public or public charter high schools in grades 9-12 who have successfully completed **at least three courses** in a recognized CTE program sequence and students enrolled in DC Public or Public charter high schools in grades 10-12 who have successfully completed **at least one advanced course** in a recognized CTE program sequence.

PARTICIPANTS in Postsecondary Career-Technical Education:

Students enrolled at the University of the District of Columbia who have earned at least **one** credit in a recognized CTE program of study/major leading to the award of an industry-recognized credential and/or a degree or certificate.

Postsecondary CTE CONCENTRATORS:

UDC students who have who have earned at least **12** credits in a CTE major requiring 12 credits or more (typically 48), or who have completed a CTE program of study requiring less than 12 credits.

STATE: District of Columbia

Final Agreed-Upon Secondary Baselines and Adjusted Performance Levels (FAUPLs), Years 1-2
Under § 113(b)(2)(A) of the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)

Sub-Indicator	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 2007-2008	Year Two 2008-2009
1S1 Academic Achievement: Reading/ Language Arts [§ 113(b)(2)(A)(i)]	<p>Numerator: Number of CTE concentrators who scored proficient or advanced in reading/ language arts on the DC-CAS.</p> <p>Denominator: Number of CTE concentrators who took the DC-CAS.</p>	State/Local Administrative Records (DC STARS Data)	25%	L: 46%	L: 59%
1S2 Academic Achievement: Mathematics [§ 113(b)(2)(A)(i)]	<p>Numerator: Number of CTE concentrators who scored proficient or advanced in mathematics on the DC-CAS.</p> <p>Denominator: Number of CTE concentrators who took the DC-CAS.</p>	State/Local Administrative Records (DC STARS Data)	25%	L: 43%	L: 57%
2S1 Technical Skill Attainment [§ 113(b)(2)(A)(iii)]	<p>Numerator: Number of CTE completers who passed industry-based technical skill assessments. <u>Proxy Measure:</u> Number of 12th grade CTE concentrators who attained a GPA of 2.0 or greater in their program of study.</p> <p>Denominator: Number of CTE completers who took technical skill assessments. <u>Proxy Measure:</u> Number of 12th grade CTE concentrators.</p>	State/Local Administrative Records (DC STARS Data)	75%	L: 75.50%	L: 80%
3S1 Secondary School Completion [§ 113(b)(2)(A)(iii)]	<p>Numerator: Number of 12th grade CTE concentrators who received a high school diploma, GED, or Certificate of IEP Completion.</p> <p>Denominator: Number of 12th grade CTE concentrators.</p>	State/Local Administrative Records (DC STARS Data)	95%	L: 95%	L: 95%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<p>4S1 Student Graduation Rates [§ 113(b)(2)(A)(iv)]</p>	<p>Numerator: Number of CTE concentrators who were counted as graduated in SY 2008. Denominator: Number of CTE concentrators who were counted as graduated or dropped out in the State NCLB graduation rate computation for the reporting year.</p>	<p>State/Local Administrative Records</p>	<p>50%</p>	<p>L: 51%</p>	<p>L: 53%</p>
<p>5S1 Placement [§ 113(b)(2)(A)(v)]</p>	<p>Numerator: Number of 12th grade CTE concentrators who were reported placed in postsecondary education or advanced training, military service, or employment, in the second quarter following graduation. Denominator: Number of 12th grade CTE concentrators who were surveyed or identified via administrative record exchanges.</p>	<p>State/Local Follow-Up Survey; Administrative Record Exchanges</p>	<p>85%</p>	<p>L: 85.50%</p>	<p>L: 86%</p>
<p>6S1 Nontraditional Participation [§ 113(b)(2)(A)(vi)]</p>	<p>Numerator: Number of CTE participants in programs preparing students for occupations that are identified as "nontraditional" (i.e., that reflect a labor market gender imbalance of 75/25 or greater) who were members of the underrepresented gender. Denominator: Number of CTE participants in programs preparing students for occupations that are identified as "nontraditional."</p>	<p>State/Local Administrative Records (DC-STARs Data)</p>	<p>35%</p>	<p>L: 35.50%</p>	<p>L: 36%</p>
<p>6S2 Nontraditional Completion [§ 113(b)(2)(A)(vii)]</p>	<p>Numerator: Number of 12th grade CTE concentrators in programs preparing students for occupations that are identified as "nontraditional" who were members of the underrepresented gender. Denominator: Number of 12th grade CTE concentrators in programs preparing students for occupations that are identified as "nontraditional."</p>	<p>State/Local Administrative Records (DC-STARs Data)</p>	<p>39%</p>	<p>L: 39.50%</p>	<p>L: 40%</p>

STATE: District of Columbia

Final Agreed-Upon Postsecondary Baselines and Adjusted Performance Levels (FAUPLs), Years 1-2
Under §113(b)(2)(B) of the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270)

Sub-Indicator	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 2007-2008	Year Two 2008-2009
1P1 Technical Skill Attainment [§ 113(b)(2)(B)(i)]	Numerator: Number of CTE concentrators who passed industry-based technical skill assessments. Proxy Measure: Number of CTE concentrators who attained a GPA of 3.0 or greater in their major. Denominator: Number of CTE concentrators who took technical skill assessments. <u>Proxy Measure:</u> Number of CTE concentrators.	Institution Administrative Records	40%	L: 40.50%	L: 46%
2P1 Credentialed, Certificate, or Degree [§ 113(b)(2)(B)(ii)]	Numerator: Number of CTE concentrators who received an industry-recognized credential and/or a certificate or degree. Denominator: Number of CTE Concentrators.	Institution Administrative Records	70%	L: 70.50%	L: 71%
3P1 Student Retention or Transfer [§ 113(b)(2)(B)(iii)]	Numerator: Number of second-year or higher CTE concentrators who remained enrolled or transferred to another postsecondary institution. Denominator: Number of second-year or higher CTE Concentrators.	Institution Administrative Records	20%	L: 20.50%	L: 35%
4P1 Student Placement [§ 113(b)(2)(B)(iv)]	Numerator: Number of CTE concentrators who were reported placed in employment, military service, or a registered apprenticeship, in the second quarter following graduation. Denominator: Number of CTE concentrator/leavers who were surveyed or identified via administrative record exchanges.	Institution Follow-Up Survey; Administrative Record Exchanges	95%	L: 95%	L: 95%

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<p>6P1 Nontraditional Participation [§ 113(b)(2)(B)(v)]</p>	<p>Numerator: Number of CTE participants in programs preparing students for occupations that are identified as “nontraditional” (i.e., that reflect a labor market gender imbalance of 75/25 or greater) who were members of the underrepresented gender.</p> <p>Denominator: Number of CTE participants in programs preparing students for occupations that are identified as “nontraditional.”</p>	<p>Institution Administrative Records</p>	<p>25%</p>	<p>L: 25.25%</p>	<p>L: 25.50%</p>
<p>6P2 Nontraditional Completion [§ 113(b)(2)(B)(v)]</p>	<p>Numerator: Number of CTE concentrators in programs preparing students for occupations that are identified as “nontraditional” who were members of the underrepresented gender.</p> <p>Denominator: Number of CTE concentrators in programs preparing students for occupations that are identified as “nontraditional.”</p>	<p>Institution Administrative Records</p>	<p>24%</p>	<p>L: 24.25%</p>	<p>L: 24.50%</p>

DISTRICT OF COLUMBIA

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Adrian Fenty

DC Department of Education
Deputy Mayor for Education
Victor Reinoso

Office of the State Supt. of Ed.
State Superintendent
Deborah A. Gist

Division of Education Excellence
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Dept. of Postsec. Ed. & Workforce Red.
Assistant Superintendent
Dr. Glenda Partee

District of Columbia
Commission for Career &
Technical Education
Perkins IV State Eligible Agency

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Joseph Walsh, Secretary
Director of Employment Services

Neil O. Albert
**Deputy Mayor for Planning
& Economic Development**

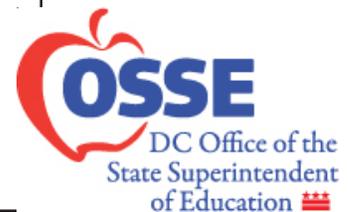
State Office of CTE
State Director
Chris Lyons

**Coordinator,
Civil Rights & Gender Equity**
Julia Martas

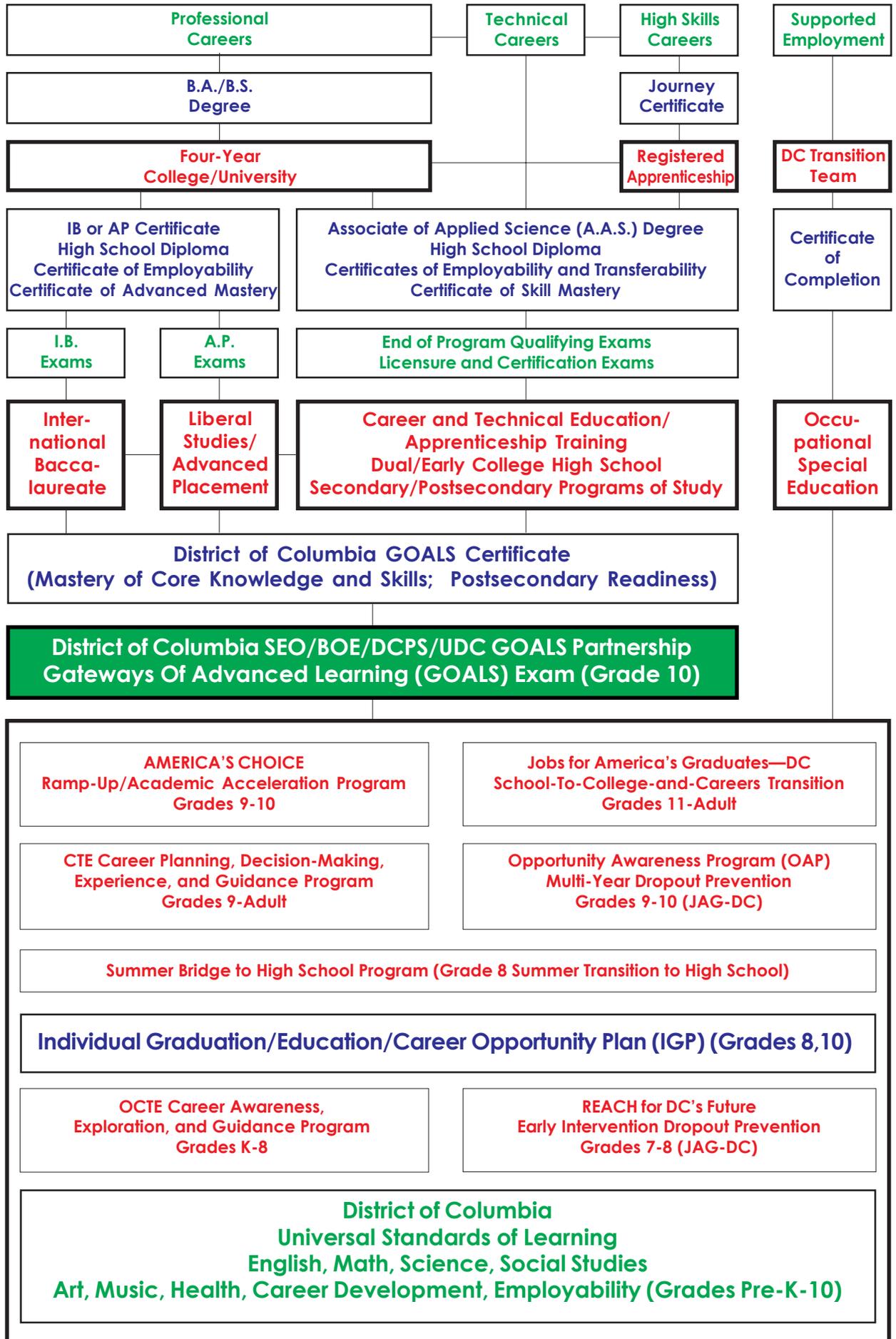
**Coordinator,
Accountability, Monitoring & Evaluation**
Alicia Freeman

**Coordinator,
Program Development & Curriculum**
[Vacant]

**Coordinator,
Career Development & Assessment**
[Vacant]



DC GATEWAYS OF ADVANCED LEARNING



Gateway Planning Templates: Doorways 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

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

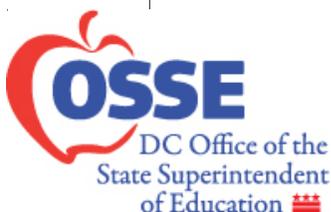
DC STATE OFFICE OF CTE

CTE 2008

District of
Columbia
Career-Technical
Education

STATE-APPROVED
PROGRAMS OF STUDY

Inventory
June 2008



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CTE PROGRAMS INVENTORY JUNE, 2008

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) Performing Arts: 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) Marketing & Entrepreneurship (CIP 52.0701)
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, 2008

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, 2008

CTE Career Academies & Course Sequences with Active Enrollment, SY 2008

Notes: By **Career Academy** and **Program of Study**; **Cluster Code** Order;
Concentrator Courses in **Red**; 6-30-2008

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

ZB1-ZB4, **ZM3, ZM4, ZB9, ZB0**

Biotechnology

Sites: McKinley, Ballou

PLANT GENETICS (26.0805):

ZB1-ZB4, **ZP3, ZP4, ZB9, ZB0**

Plant Biotechnology

Sites: McKinley

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1, IC2, **IC3, IC4**

Carpentry

Sites: Cardozo, Bell

ELECTRICITY (46.0303):

IE1, IE2, **IE3, IE4**

Electricity

Sites: Cardozo, Spingarn

HVACR (47.0201):

IH1, IH2, **IH3, IH4**

HVACR

Sites: Cardozo

Arts, Media & Communications (3.0):

VISUAL ARTS (05.0702)

A21, A22, **A23, A24**

A26, A27, **A28, A29**

A30, A31, **A32, A33**

Sculpture

Drawing

Painting

Sites: Ellington

CTE PROGRAMS INVENTORY JUNE, 2008

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, QV3-QV5, QV9, QV0 Television & Video Production

Sites: Ballou, McKinley, Roosevelt

RADIO BROADCASTING (10.0202):

QR1, QR2, QR3-QR5, QR9, QR0 Radio Broadcasting

Sites: Ballou, McKinley, Roosevelt

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9 Graphic Design

Sites: Anacostia, Wilson

MEDIA & COMMUNICATIONS (09.0102):

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

Sites: Ellington

PERFORMING ARTS: DANCE (50.0301):

P54-P62, P63-P67, P93-P97 Dance

Sites: Ellington

PERFORMING ARTS: ACTING (50.0506):

E71, E72, E73-E80 Acting

Sites: Ellington

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0, QTA-QTF Technical Theatre

Sites: Ellington

INSTRUMENTAL MUSIC (50.0903):

UD5, UD6, UD7, UD8 Jazz Band/Orchestra
U25, U26, U27, U28 Concert Band

Sites: Ellington

VOCAL MUSIC (50.0908):

U57, U58, U59, U60 Vocal Music
U51, U52, U53, U54 Concert Choir
UE5, UE6, UE7, UE8 Show Choir

Sites: Ellington

MUSEUM STUDIES (30.1401):

AM0, AM1, AM2-AM9 Museum Studies

Sites: Ellington

CTE PROGRAMS INVENTORY JUNE, 2008

Business, Finance & Entrepreneurship (6.0/14.0):

ACCOUNTING & FINANCE (52.0304):

BF1-BF3, BF4-BF9, BF0 Accounting & Finance

Sites: Dunbar, Roosevelt, Wilson, Woodson

MARKETING & ENTREPRENEURSHIP (52.0701):

BM1-BM3, BM4-BM9, BMO Business Marketing

Sites: M.M. Washington

Health & Medical Science (8.0):

EMERGENCY MEDICAL SERVICES (51.0904):

OH1, OH2, OC4, OE1, OC3 Emergency Medical Services

Sites: Eastern

NURSING (51.1614):

OH1, OH2, OC4, ON1, OC2 Nursing Assisting

Sites: M.M. Washington

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

DC0-DC2, DC3, DC4, DC9 Culinary Arts

Sites: Roosevelt, Ballou, M.M. Washington

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH3, DH4-DH6, DH9 Hospitality

Sites: Roosevelt, Woodson

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology

Sites: Ballou, Bell, Roosevelt, Spingarn

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering

Sites: M.M. Washington, Roosevelt, Woodson

CTE PROGRAMS INVENTORY JUNE, 2008

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9, VI0

Interactive Media

Sites: McKinley

NETWORKING AND TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9

Networking (CISCO)

Sites: McKinley, Spingarn

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

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering/Engin. Tech. (PLTW)

Sites: Ballou, Bell, Dunbar, Wilson

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9

Robotics Technology

Sites: Ballou, McKinley

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9

Manufacturing Tech. (Ford PAS)

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

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8

Electro-Mechanical Maintenance

Sites: Cardozo

CTE Course Sequences: Participation Counts by School/Academy/POS, SY 2008

Notes: By School, Career Academy and Program of Study;
Cluster Code Order; Concentrator Courses in Red; 6-30-2008

ANACOSTIA:

Arts, Media & Communications (3.0):

GRAPHIC DESIGN (50.0409):

QG1-QG3, QG4, QG5, QG9	Graphic Design I-IV	
Participants		25
Concentrators		5

Total, Anacostia:

Participants		25
Concentrators		5

BALLOU:

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, ZM3, ZM4, ZB9	Biotechnology	
Participants		33
Concentrators		1

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, QV3-QV5, QV9	Television & Video Production I-V	
Participants		42
Concentrators		11

RADIO BROADCASTING (10.0202):

Q60, QR1-2, QR3-4, QR9	Radio Broadcasting I-IV	
Participants		94
Concentrators		0

CTE PROGRAMS INVENTORY JUNE, 2008

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

Participants 40
Concentrators 2

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

Participants 12
Concentrators 4

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

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

Participants 27
Concentrators 0

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

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

Participants 13
Concentrators 13

Transportation, Distribution & Logistics (16.0):

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3 Automotive Technology I-III

Participants 31
Concentrators 12

Total, Ballou:

Participants 292
Concentrators 43

BELL:

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1-IC2, IC3, IC4 Carpentry I-IV

Participants 30
Concentrators 6

CTE PROGRAMS INVENTORY JUNE, 2008

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2-KC3, KC9

Cosmetology I-III

Participants

24

Concentrators

1

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering & Engineering Tech.

Participants

29

Concentrators

0

Total, Bell:

Participants

83

Concentrators

7

CARDOZO:

Construction & Design (2.0):

CARPENTRY (46.0202):

IC1, IC2, IC3, IC4

Carpentry I-IV

Participants

34

Concentrators

7

ELECTRICITY (46.0303):

IE1, IE2, IE3, IE4

Electricity I-IV

Participants

13

Concentrators

8

HVACR (47.0201):

IH1, IH2, IH3, IH4

HVACR I, II, III, IV

Participants

5

Concentrators

1

Transportation (16.0):

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8, GT8A

Electro-Mech. Maintenance I-IV

Participants

36

Concentrators

31

CTE PROGRAMS INVENTORY JUNE, 2008

Total, Cardozo:

Participants	88
Concentrators	47

DUNBAR:

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

BF1-3, BF4-BF9	Accounting & Finance	
Participants		83
Concentrators		8

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9	Engineering & Engineering Tech.	11
Concentrators		5

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9	Manufacturing Technology	
Participants		22
Concentrators		19

Total, Dunbar:

Participants	116
Concentrators	32

EASTERN:

Health & Medical Science (8.0):

EMERGENCY MEDICAL SERVICES (51.0904):

OC0, OH1-2, OC4, OE1, OC3	Emergency Medical Services	
Participants		39
Concentrators		14

Total, Eastern:

Participants	39
Concentrators	14

CTE PROGRAMS INVENTORY JUNE, 2008

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 **58**
Concentrators **28**

PERFORMANCE ARTS: ACTING (50.0506):

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

Participants **26**
Concentrators **10**

PERFORMING ARTS: DANCE (50.0301):

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

Participants **59**
Concentrators **57**

MEDIA & COMMUNICATIONS (09.0102):

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

Participants **53**
Concentrators **24**

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 **50**
Concentrators **50**

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

Participants **37**
Concentrators **27**

INSTRUMENTAL MUSIC (50.0903):

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

Participants **54**
Concentrators **31**

CTE PROGRAMS INVENTORY JUNE, 2008

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

102

Concentrators

41

Total, Ellington:

Participants

439

Concentrators

268

M.M. WASHINGTON:

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4, KM5, KM9

Marketing & Entrepreneurship

Participants

41

Concentrators

24

Health & Medical Science (8.0):

NURSING (51.0614):

OC0, OH1-2, OC4, ON1, OC2

Nursing Assisting

Participants

42

Concentrators

0

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

DC1, DC2, DC3, DC4, DC9

Culinary Arts I-III

Participants

28

Concentrators

6

Human Services, Education & Training (10.0):

BARBERING (12.0402):

KB1, KB2, KB3, KB9

Barbering I-III

Participants

27

Concentrators

14

Total, M.M. Washington:

Participants

138

Concentrators

44

CTE PROGRAMS INVENTORY JUNE, 2008

McKINLEY:

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, ZM3, ZM4, ZB9

Biotechnology

Participants

111

Concentrators

5

PLANT GENETICS (26.0805):

ZB1, ZB2, ZP3, ZP4, ZB9

Plant Biotechnology

Participants

5

Concentrators

5

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

Q85, QV1-2, QV3-5, QV9

Television & Video Production I-V

Participants

93

Concentrators

51

RADIO BROADCASTING (10.0202):

Q60, QR1-2, QR3-4, QR9

Radio Broadcasting I-IV

Participants

52

Concentrators

18

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VD1, VI1-VI2, VI3-VI4, VI9

Interactive Media

Participants

105

Concentrators

21

NETWORKING & TELECOMMUNICATIONS (11.0901):

VN1-VN2, VN3-VN9

CISCO Networking

Participants

41

Concentrators

25

Engineering & Robotics (15.0):

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1-TR3, TR4, TE9

Robotics Technology I, II

Participants

106

Concentrators

101

CTE PROGRAMS INVENTORY JUNE, 2008

Total, McKinley:

Participants	513
Concentrators	226

ROOSEVELT:

Arts, Media & Communications (3.0):

TELEVISION & VIDEO PRODUCTION (09.0701):

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

Participants	23
Concentrators	3

RADIO BROADCASTING (10.0202):

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

Participants	10
Concentrators	1

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

BF1-3, BF4-BF9 Accounting & Finance

Participants	85
Concentrators	35

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

Participants	25
Concentrators	4

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH3, DH4-DH6, DH9 Hospitality

DT1-DT4, DT5-DT7, DT9 Tourism

Participants	18
Concentrators	7

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

Participants	33
Concentrators	7

CTE PROGRAMS INVENTORY JUNE, 2008

BARBERING (12.0402):

KB1, KB2, KB3, KB9	Barbering I-III	
Participants		35
Concentrators		8

Total, Roosevelt:

Participants	229
Concentrators	65

SPINGARN:

Construction & Design (2.0):

ELECTRICITY (46.0303):

IE1, IE2, IE3, IE4	Electricity I-IV	
Participants		22
Concentrators		0

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9	Cosmetology I-III	
Participants		27
Concentrators		12

Information Technology (11.0):

NETWORKING & TELECOMMUNICATIONS (11.0901):

VN1-VN2, VN3-VN9	CISCO Networking	
Participants		26
Concentrators		1

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3	Auto Body Collision Repair I-III	
Participants		23
Concentrators		9

Total, Spingarn:

Participants	98
Concentrators	22

CTE PROGRAMS INVENTORY JUNE, 2008

WILSON:

Arts, Media & Communications (3.0):

GRAPHIC DESIGN (50.0409):

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

Participants	34
Concentrators	0

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

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

Participants	91
Concentrators	44

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

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

Participants	18
Concentrators	0

Total, Wilson:

Participants	143
Concentrators	44

WOODSON:

Business, Finance & Entrepreneurship (4.0):

ACCOUNTING & FINANCE (52.0304):

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

Participants	134
Concentrators	96

Hospitality & Tourism (9.0):

HOSPITALITY MANAGEMENT (52.0901):

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

Participants	30
Concentrators	6

CTE PROGRAMS INVENTORY JUNE, 2008

Human Services, Education & Training (10.0):

BARBERING (12.0402):

KB1, KB2, KB3, KB9

Barbering I-III

Participants

23

Concentrators

11

Total, Woodson:

Participants

187

Concentrators

113

CTE PROGRAMS INVENTORY JUNE, 2008

Total CTE Enrollment by School:

	Participants	Concentrators
Anacostia	25	5
Ballou	292	43
Bell	83	7
Cardozo	88	47
Coolidge	0	0
Dunbar	116	32
Eastern	39	14
Ellington	439	268
M.M. Washington	138	44
McKinley	513	226
Roosevelt	229	65
Spingarn	98	22
Wilson	143	44
Woodson	187	113
Total	2,390	930

CTE PROGRAMS INVENTORY JUNE, 2008

CTE Course Sequences: Participation Counts by Academy/POS/School, SY 2008

Notes: By **Career Academy**, **Program of Study**, and **School**;
Cluster Code Order; Concentrator Courses in **Red**; 6-30-2008

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

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

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

Ballou	33	1
McKinley	111	5
Total	144	6

PLANT GENETICS (26.0805):

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

McKinley	5	5
Total	5	5

Total, Biotech. & Environ. Science **149** **11**

Construction & Design (2.0):

CARPENTRY (46.0202):

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

Bell	30	6
Cardozo	34	7
Total	64	13

CTE PROGRAMS INVENTORY JUNE, 2008

ELECTRICITY (46.0303):

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

Cardozo	13	8
Spingarn	22	0
Total	35	8

HVACR (47.0201):

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

Cardozo	5	1
Total	5	1

Total, Construction & Design **104** **22**

Arts, Media & Communications (3.0):

MEDIA & COMMUNICATIONS (09.0102):

EA4, EA5, EA6, EA7 Media I-IV

Ellington	53	24
Total	53	24

TELEVISION & VIDEO PRODUCTION (09.0701):

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

Ballou	42	11
McKinley	93	51
Roosevelt	23	3
Total	158	65

RADIO BROADCASTING (10.0202):

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

Ballou	94	0
McKinley	52	18
Roosevelt	10	1
Total	156	19

CTE PROGRAMS INVENTORY JUNE, 2008

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9 Museum Services

Ellington	37	27
Total	37	27

GRAPHIC DESIGN (50.0409):

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

Anacostia	25	5
Wilson	34	0
Total	59	5

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	50	50
Total	50	50

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

Ellington	58	28
Total	58	28

PERFORMING ARTS: ACTING (50.0506):

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

Ellington	26	10
Total	26	10

PERFORMING ARTS: DANCE (50.0301):

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

Ellington	59	57
Total	59	57

CTE PROGRAMS INVENTORY JUNE, 2008

INSTRUMENTAL MUSIC (50.0903):

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

Ellington	54	31
Total	54	31

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	102	41
Total	102	41

<u>Total, Arts, Media & Communications</u>	812	357
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Business, Finance & Entrepreneurship (6.0/14.0):

ACCOUNTING & FINANCE (52.0304):

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

Dunbar	83	8
Roosevelt	85	35
Wilson	91	44
Woodson	134	96
Total	393	183

MARKETING & ENTREPRENEURSHIP (52.0701):

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

M.M. Washington	41	24
Total	41	24

<u>Total, Business, Finance & Entrepnship.</u>	434	207
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CTE PROGRAMS INVENTORY JUNE, 2008

Health & Medical Science (8.0):

EMERGENCY MEDICAL SERVICES (51.0904):

OH1, OH2, OC4, OE1, OC3 Emergency Medical Services

Eastern	39	14
Total	39	14

NURSING (51.1614):

OH1, OH2, OC4, ON1, OC2 Nursing Assisting

M.M. Washington	42	0
Total	42	0

<u>Total, Health & Medical Science</u>	81	14
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Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

Ballou	40	2
M.M. Washington	28	6
Roosevelt	25	4
Total	93	12

HOSPITALITY MANAGEMENT (52.0901):

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

Roosevelt	18	7
Woodson	30	6
Total	48	13

<u>Total, Hospitality & Tourism</u>	141	25
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CTE PROGRAMS INVENTORY JUNE, 2008

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

Ballou	12	4
Bell	24	1
Roosevelt	33	7
Spingarn	27	12
Total	96	24

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering I-III

M.M. Washington	27	14
Roosevelt	35	8
Woodson	23	11
Total	85	33

Total, Human Serv., Ed. & Training **181** **57**

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9 Interactive Media

McKinley	105	21
Total	105	21

NETWORKING & TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9 CISCO Networking

McKinley	41	25
Spingarn	26	1
Total	67	26

Total, Information Technology **172** **47**

CTE PROGRAMS INVENTORY JUNE, 2008

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

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

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

Ballou	27	0
Bell	29	0
Dunbar	11	5
Wilson	18	0
Total	85	5

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9 Robotics Technology

Ballou	13	13
McKinley	106	101
Total	119	114

MANUFACTURING TECHNOLOGY (15.0613):

TM1-TM4, TM5-TM9 Manufacturing Technology

Dunbar	22	19
Total	22	19

Total, Engineering & Robotics **226** **138**

CTE PROGRAMS INVENTORY JUNE, 2008

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

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

Spingarn	23	9
Total	23	9

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3 Automotive Technology I-III

Ballou	31	12
Total	31	12

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

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

Cardozo	36	31
Total	36	31

<u>Total, Transportation</u>	90	52
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<u>OVERALL TOTAL</u>	2,390	930
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CTE PROGRAMS INVENTORY JUNE, 2008

Total CTE Enrollment by Career Academy:

	Participants	Concentrators
Biotechnology & Environmental Science	149	11
Construction & Design	104	22
Arts, Media & Communications	812	357
Business, Finance & Entrepreneurship	434	207
Government & Public Administration	0	0
Health & Medical Science	81	14
Hospitality & Tourism	141	25
Human Services, Education & Training	181	57
Information Technology	172	47
Law, Public Safety & Security	0	0
Engineering, Robotics & Manufacturing	226	138
Transportation	90	52
Total	2,390	930

CTE PROGRAMS INVENTORY JUNE, 2008

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

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, 2008

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, 2008

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

MEDIA & COMMUNICATIONS (09.0102):

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

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0, QTA-QTF Technical Theatre

PERFORMING ARTS: DANCE (50.0301):

P54-P62, P63-P67, P93-P97 Dance I-V

PERFORMING ARTS: ACTING (50.0506):

E71-E72, E73-E80 Acting I-V

CTE PROGRAMS INVENTORY JUNE, 2008

INSTRUMENTAL MUSIC (50.0903):

UD5, 6, 7, 8, 25, 26, 27, 28 Instrumental Music

VOCAL MUSIC (50.0908):

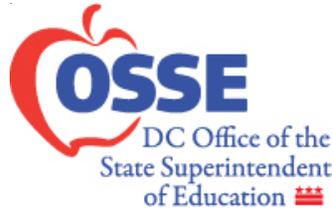
U51-52, 53-54, 57-58, 59-60, UE5, 6, 7, 8 Vocal Music

MUSEUM SERVICES (30.1401):

AM0-AM1, AM2-AM9 Museum Services

ACCOUNTING & FINANCE (52.0304):

BF-BF3, BF4-BF9, BF0 Accounting & Finance



**By Laws of the District of Columbia
Commission for Career and Technical Education (“CCTE”)**

**APPROVED BY THE STATE SUPERINTENDENT OF EDUCATION,
DEBORAH A. GIST, NOVEMBER 20, 2007**

WHEREAS, The District of Columbia Office of the State Superintendent of Education (“OSSE”) pursuant to its authority under Section 302 of the Public Education Reform Amendment Act of 2007 (“Education Reform Act”), effective June 12, 2007, D.C. Law 17-9, D.C. Official Code §38-2601 *et seq.* (2007 Supp.), hereby establishes the Commission for Career and Technical Education (“CCTE”) and the following By-Laws (the “By-Laws”) of the CCTE to meet the requirements for receiving funds under the Carl D. Perkins Career and Technical Education Act of 2006 (“Perkins Act”), 20 U.S.C. §2301 *et seq.*; and

WHEREAS, The CCTE shall be the “eligible agency” in the District of Columbia responsible for the administration of career and technical education (“CTE”) in accordance with the Perkins Act.

ARTICLE I

ESTABLISHMENT:

1.1 Establishment. There is established by the OSSE, under the direction and control of the OSSE, the CCTE.

ARTICLE II

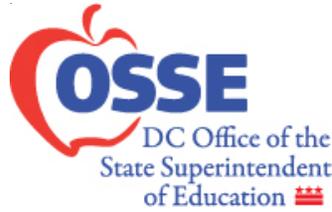
PURPOSE:

2.1 Purpose. The purpose of the CCTE is to act as the eligible agency responsible for the administration of the CTE in the District of Columbia in accordance with the Perkins Act.

ARTICLE III

FUNCTION:

3.1 Function. The CCTE shall be responsible for the administration of the CTE in the District of Columbia. The responsibilities of the CTE shall include:



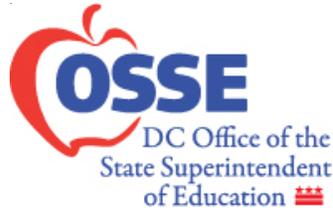
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- a) Coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under the Perkins Act [20 USCS §§ 2321 et seq.], including preparation for nontraditional fields.
- b) Consultation with the Mayor and appropriate agencies, groups, and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, State and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under the Perkins Act [20 USCS §§ 2321 et seq.].
- c) Convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency's responsibilities under the Perkins Act [20 USCS §§ 2321 et seq.], but not less than 4 times annually.
- d) The adoption of such procedures as the eligible agency considers necessary to:
- Implement State level coordination with the activities undertaken by the State Commissions under section 111 of Public Law 105-220 [29 USCS § 2821]; and
 - Make available to the service delivery system under section 121 of Public Law 105-220 [29 USCS § 2841] within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title [20 USCS §§ 2321 et seq.].
- e) These responsibilities shall not be delegated.

ARTICLE IV

GOVERNING BODY:

4.1 Membership. The CCTE shall be comprised of the following members:

- a) The Deputy Mayor for Education, or designee
- b) The State Superintendent of Education, or designee
- c) The Deputy Mayor for Economic Development, or designee
- d) The Director of the Department of Employment Services, or designee

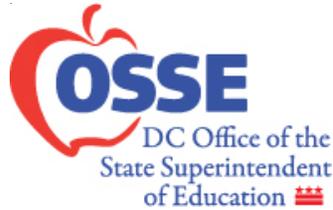


ARTICLE V

ORGANIZATION AND PROCEDURES:

5.1 Organization and Procedures: The CCTE shall have the following procedures:

- a) The officers of the CCTE shall be the Chairperson, the Vice Chairperson, and the Secretary.
- b) The Chair of the CCTE shall be the Deputy Mayor of Education, or designee.
- c) The CCTE shall elect by a majority vote of the CCTE, a member of the CCTE to serve as Vice Chairperson, and Secretary of the CCTE. A newly elected Vice Chair person, or Secretary shall take office immediately following their election. The term of office shall be for one (1) year. Officers may be reelected. Vacancies may be filled at any time.
- d) The CCTE Chairperson shall coordinate all the business of the CCTE; Call and preside at meetings of the CCTE; act as spokesperson for the CCTE; Coordinate the work of the CCTE.
- e) The Chairperson or his or her designee shall make all formal statements in the name of the CCTE. The Chairperson shall speak, write and act on behalf of the CCTE on the issues consistent with the functions, objectives and purposes of the CCTE.
- f) The CCTE Vice-Chairperson shall assist the Chairperson in the performance of the Chairperson's duties; and perform the duties of the Chairperson in the absence of the Chairperson.
- g) The CCTE Secretary shall be responsible for the preparation and distribution of the minutes and summary of attendance of CCTE meetings.
- h) CCTE members shall serve without additional compensation for their services on the CCTE.
- i) The CCTE shall refrain from taking action that would result in a conflict of interest or the appearance of a conflict of interest.
- j) The CCTE may have two (2) kinds of meetings: Public meetings, which shall be open to the public, and which shall be the only meetings at which official action of any kind may be taken; or Executive meetings, from which the CCTE may exclude the public.



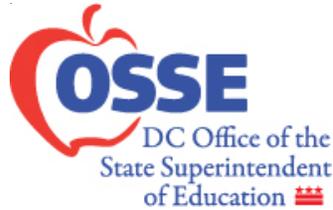
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- k) Public meetings of the CCTE shall be held at a time and place designated by the CCTE in one or more public notices, which shall be made at least five (5) days prior to the time of the meeting, showing the date, time and place thereof. Public notice shall consist of: publication of the CCTE’s meeting schedule in the District of Columbia Register; or posting the CCTE meeting schedule at the principal office of the CCTE, or by posting the meeting on the appropriation District of Columbia Internet web page.
 - l) The majority of the CCTE members present shall constitute a quorum for the transaction of official business at a meeting.
 - m) Each CCTE member shall have one vote on all matters coming before the CCTE. A roll call vote may be requested by any CCTE member.
 - n) The order of business before the CCTE at an official meeting shall be as shown on the agenda for the meeting, as accepted by the CCTE at the start of the meeting. Additions to the agenda may be accepted during the meeting.
 - o) The CCTE may utilize District public space to sponsor or hold meetings in accordance with District laws and regulations.
 - p) Meetings shall be held at the location designated by the CCTE Chairperson, and members shall receive notice of the date, time, location, and agenda for the next meeting not less than two (2) days before the meeting.

ARTICLE VI

AMENDMENTS OF BY-LAWS:

6.1 Amendments. The By-laws may be altered, amended or repealed, or new By-laws may be adopted, by the CCTE at any meeting or executive session after fifteen (15) days prior written notice of such an intention has been published in the District of Columbia Register; provided further, that no alteration, amendment or repeal may be made or new By-laws adopted in contravention of the Education Reform Act, Perkins Act, or any other applicable provision of law.

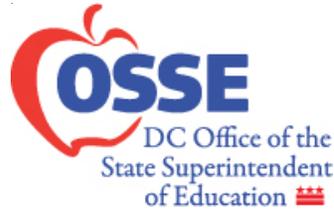
EFFECTIVE DATE: The CCTE By-Laws shall become effective immediately.



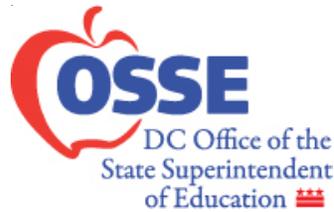
ICSIC Update: Career and Technical Education (CTE) Coordination

June 10, 2008

- A comprehensive vision and strategy for the renewal and rebirth of a state-of-the-art career-technical education system for the Nation's Capital was submitted for the approval of the U.S. Department of Education on April 1, 2008, in the form of a new **Five-Year State Plan for CTE**. Titled "Preparing All Learners for Success, Toward a High Performance District Workforce for a High Creativity District Economy," the plan was prepared in compliance with the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270), and covers the 2009 through 2013 program years (July 1, 2008 through June 30, 2013).
- Prepared by the **Office of the State Superintendent of Education**, and organized around the 21st century model of CTE as a seamless, secondary/postsecondary, college and career preparation system, the plan builds directly on the previous **Transitional State Plan for CTE**, developed for the current program year by the **CTE Office of DC Public Schools**. Among its central goals is to extend the recent development of exemplary new CTE programs—such as those at McKinley, Cardozo, Roosevelt, Ballou, Ellington, and, this September, Phelps—into a coordinated District-wide system, balanced across both public and public charter high schools throughout the District, and both the secondary and postsecondary levels.
- The plan was submitted after review and unanimous approval by the **DC Commission for Career and Technical Education (CCTE)**. The CCTE—the designated "State Eligible Agency" for the purposes of the Perkins Act—is made up of four ex-officio voting members, identified in §4.1 of the commission by-laws: the **Deputy Mayor for Education**, the **State Superintendent of Education**, the **DC Director of Employment Services**, and the **Deputy Mayor for Planning and Economic Development**. The composition of the governing commission of career-technical education is intentionally designed to ensure that high school reform, workforce education, employment training, and economic development in DC are all connected and coordinated at the highest policy levels.



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- Representatives of the **OSSE State Office of CTE**, the **DCPS Office of Career Pathways**, and the **UDC Division of Postsecondary CTE** all met on a regular basis during the development of the Five-Year Plan, to discuss issues of common concern, review recent developments in the field of CTE in local, regional, and national arenas, and coordinate CTE policy and programming across the District. Beginning with the 2009 Program Year (July 1, 2008 through June 30, 2009), plans call for the inclusion of representatives of participating public charter high schools in these cross-agency CTE planning meetings. Anticipated charter school participants include: Booker T. Washington; Friendship Collegiate Academy; IDEA; and, Young America Works.
 - In the development of the Five-Year State Plan, two public hearings were held—one physical, at McKinley Technology High School, and one “virtual,” via the OSSE website—and an open letter of invitation to comment on the plan and attend the McKinley hearing was forwarded to a very broad spectrum of individuals, agencies and organizations with an interest in CTE and educational policy, corresponding to categories spelled out in the Perkins Act. Participants in the hearings and other commentators included representatives of: public agencies; advocacy groups; nonprofit and community organizations; business, industry, and labor organizations; parent, teacher, and student groups; charter schools; and many others.
 - With the approval of the new plan effective July 1, 2008, DCPS and OSSE CTE staffs will begin work on a new **Memorandum of Understanding (MOU)** that will govern the award to DCPS of \$2.5 million in Perkins funds for the 2009 program year. Perkins funds are awarded among secondary-level recipients in the District by formula, and the MOU will incorporate a “Local Application” for Perkins support, detailing exactly how funds will be used and setting forth a strategic plan for coordinated development of CTE programs of study. Each participating public charter high school will also submit a Local Application, and a parallel MOU will also be developed between OSSE and UDC. OSSE anticipates development and State approval of up to 60 CTE programs of study (or “**Career Pathways**”) over the next five years, spanning 12 **Career Academies**.
 - Consistent with the standards of the recently-reauthorized Carl D. Perkins Act, the Five-Year Plan defines CTE programs of study as:
 - coherent, unduplicated sequences of courses, ideally spanning both secondary and postsecondary levels;



- which combine core academic knowledge with advanced technical knowledge and skills;
 - are organized around nationally-validated, industry-based, competency-driven standards, assessments, and curricula;
 - lead to a certificate or an industry-recognized credential, and an AAS degree or higher; and,
 - are designed to prepare students for both postsecondary education and high skills, high wage, high demand careers.
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- Under the umbrella of a current-year agreement between DCPS, OSSE, and UDC, the Academy of Educational Development is currently beginning a feasibility and planning study of a CTE/workforce development system of a new type, the **DC Gateways of Advanced Learning System** ("DC GOALS"). The proposed system, to be administered by a multi-agency partnership, would allow students of any age, but typically at the end of grade 10, to sit for a qualifying exam, developed by the partnership board. The GOALS exam would serve as a gateway to immediate entry to postsecondary education. DC GOALS participants would be able to **earn a high school diploma and an associate's degree concurrently**, with guaranteed transfer (if they choose) into a four-year degree program at the junior year level.
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- The OSSE **Division of Postsecondary Education and Workforce Readiness** (POWER)—which includes CTE, Adult Education, Postsecondary Education, and Correctional Education, among other units—has taken the lead in the formation of an **Interagency Task Force to Improve Education and Employment for Correctional Populations**, currently involved in the development of a "Framework for Cross-Agency Education Services at the DC Jail." In addition to OSSE, the agencies represented include: Department of Corrections (DOC), Department of Employment Services (DOES), Court Services and Offender Supervision Agency (CSOSA), and UDC.

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Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action.

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

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

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