

DC STATE OFFICE OF CTE

# CAR 2009

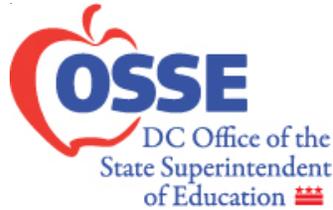
Consolidated  
Annual  
Performance,  
Accountability, &  
Financial Status  
Report  
For State-Administered  
Career-Technical  
Education Programs  
Under the Carl D. Perkins  
Career & Technical  
Education Act of 2006  
(P.L. 109-270)



January 31, 2010; Revised, April 20, 2010

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January 31, 2010

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 the State Superintendent of Education, Dr. Kerri L. Briggs, and the District of Columbia Commission for Career and Technical Education (DC 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 2008-2009*.

Submitted in fulfillment of the requirements set forth in §113(c) 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 all core indicators performance; and,
- a summary *Narrative*, covering activities during PY 2009 and plans for PY 2010.

Please let me know if you would like any additional information or clarification. Thank you very much for your generous, one-month extension of the deadline for submission of this report, and thank you once again for the generous advice and assistance rendered by Jay Savage and other members of your capable and conscientious staff, throughout the program year.

Sincerely,

**Chris Lyons**

Christopher D. Lyons  
State Director of Career-Technical Education

## Consolidated Annual Report on Programs Funded Under Perkins IV, District of Columbia, PY 2008-09

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. However, this requirement is waived for States that have opted to consolidate their Title II allocation into their Title I Basic State Grant.

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 document that follows was prepared in compliance with the CAR requirements by the District of Columbia State Office of Career and Technical Education (OCTE). Included are a cover sheet, narrative information on State-level activities, and supporting documents, as well as hard copies of the financial status reports, career-technical education (CTE) enrollment tallies, and secondary and postsecondary performance accountability data sheets that were filed electronically (via a web-based applications maintained by OVAE and the Department of Education's EDEN/EDFacts State data reporting system portal).

# 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 originally 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 every secondary and postsecondary recipient of Perkins IV funds to 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 have typically been categorized as “**College/Tech-Prep**” pathways, and students who complete such programs 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 secondary/postsecondary 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 at the secondary level should in fact fall into this category. (See also diagram, next page.)

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.**

# Gateway Planning Templates: Doorways to College & Careers

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

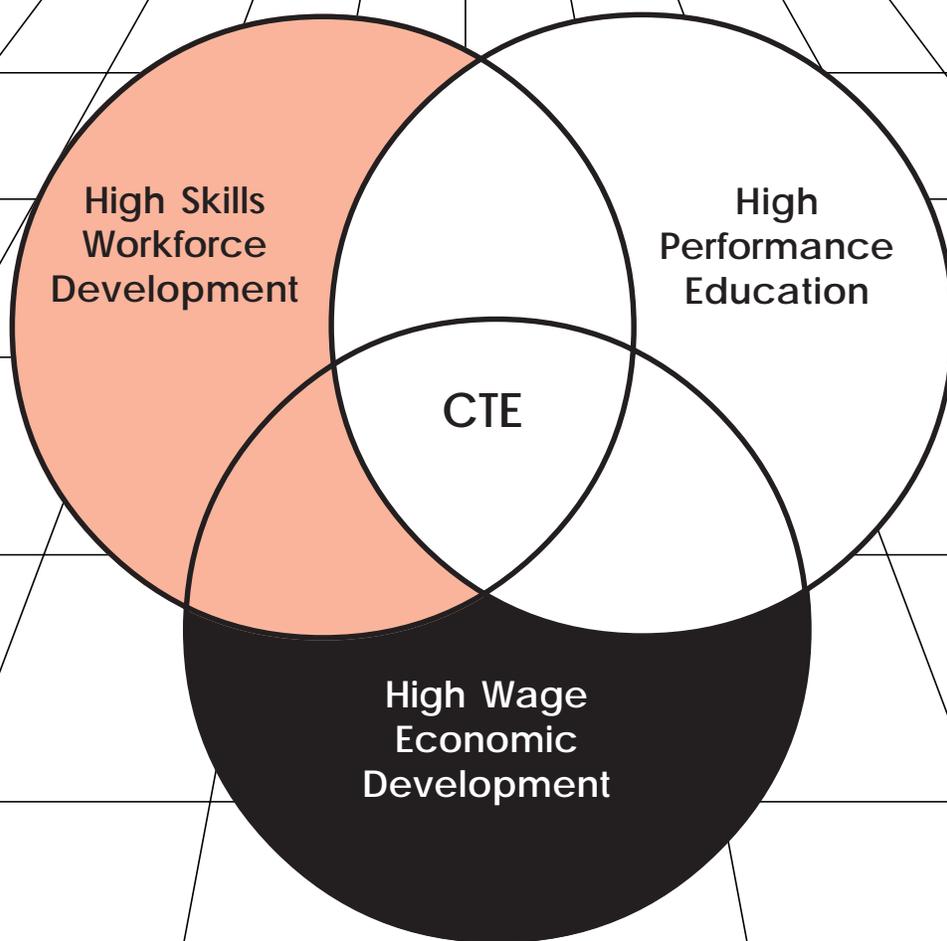
## Selected Statutory Objectives of Perkins IV

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

# State Administration and Leadership Activities under Perkins IV in the District of Columbia, SY 2008-2009

## 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).

**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 CCTE, on January 23, 2008, State Superintendent Deborah Gist was elected vice-chair, and former DOES Director Summer Spencer was elected secretary.

Deborah Gist’s successor as State Superintendent, Dr. Kerri L. Briggs, has since replaced her as Vice-Chair—while Summer Spencer’s successor at DOES, Director Joseph Walsh, has replaced her as Secretary. Neil Walsh, the Deputy Mayor for Planning and Economic Development at the time the CCTE was established has since been replaced on the commission by his successor at DPED,

Under Perkins §121(a)(3), the commission is obligated to meet at least four times annually. The responsibilities of the State Eligible Agency under the Perkins Act—outlined in §121 and recapitulated in Article III of the CCTE 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.

**State Office of Career and Technical Education (SOCTE)**

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

Five positions are encompassed within the OSSE OCTE: the **State Director of CTE**, and the **Coordinators of: Civil Rights & Gender Equity, Accountability, Monitoring & Evaluation, Program & Curriculum Development and Career Development & Assessment**. Incumbents in the first two positions were transferred from DCPS, while three positions that were vacant on October 12007 have since been filled by competitive recruitment (see SOCTE organizational chart, next page). Core responsibilities and activity areas of the five positions include:

- State CTE Director:  
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;
- Gender Equity and Civil Rights Methods of Administration Coordinator:  
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);
- Accountability, Monitoring & Evaluation Coordinator:  
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);
- Program Development and Curriculum Coordinator:  
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; and, professional development;
- Career Development and Assessment Coordinator:  
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; career development, counseling, and occupational information programs; and, Career-Technical Student Organizations (CTSOs).

**DISTRICT OF COLUMBIA**

**Mayor**  
Adrian Fenty

District of Columbia  
Department of Education  
**Deputy Mayor for Education**  
Victor Reinoso

Office of the State Superintendent  
of Education  
**State Superintendent**  
Dr. Kerri L. Briggs

Dept. of Postsecondary Education  
& Workforce Readiness  
**Assistant Superintendent**  
Dr. George Alan Smith

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

Victor Reinoso, Chair  
**Deputy Mayor for Education**

Dr. Kerri L. Briggs, Vice-Chair  
**State Superintendent of Education**

Joseph Walsh, Secretary  
**Director of Employment Services**

Valerie Santos  
**Deputy Mayor for Planning  
& Economic Development**

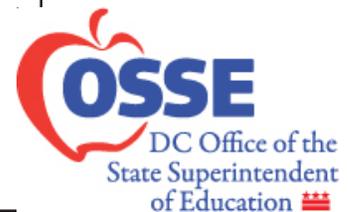
State Office of CTE  
**State Director**  
Chris Lyons

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

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

**Coordinator,  
Program Development & Curriculum**  
Dr. Ann Walkup

**Coordinator,  
Career Development & Assessment**  
Ed Roebuck



**Within State Perkins IV Allocations, District of Columbia, Program Year 2009**

For PY 2009, the District was allocated a total of **\$4,349,598** under Perkins IV:

- **\$4,214,921 for CTE State Assistance under Title I**—the hold harmless minimum allocation small States for over a decade—and,
- **\$134,677 for Tech-Prep Education under Title II** (a dramatic decrease from the previous year—the unintended result of a small across-the-board reduction in the allocation that pushed the District below a legacy hold harmless level).

In part as a consequence of the sharp reduction in the Title II allocation, the District elected to exercise the option available under §202 of Perkins IV to consolidate its Title II funds into the Title I Basic State Assistance Grant.

Of the amount allocated each year to each “State” (including, for this purpose, DC, Puerto Rico, and the Virgin Islands) under Title I of Perkins IV, not less than 85% must be earmarked under §112(a)(1) for subgrants to eligible recipients and institutions—secondary and postsecondary CTE program providers.

Grants to secondary-level recipients—typically Local Education Agencies—are awarded under the provisions of §131, while grants to postsecondary eligible institutions—typically community and technical colleges—are awarded under §132. Eligible uses of the funds at the local level (both required and “permissive”) are detailed in §135.

Out of the 85% portion of its consolidated Title I and Title II funds—a total of **\$3,717,360 in PY 2009**—the District elected to maintain its established policy of committing **\$3,000,000 to secondary CTE** (just over 80%) and the balance (**\$717,360**, not quite 20%) to **postsecondary technical education**.

The remaining 15% of each State’s annual allocation supports activities conducted at the State level. Under §112(a)(3), not more than 5% or \$250,000—whichever is greater—must be reserved for State administration of the Perkins plan. In addition, the State administration portion under §112(a)(3) must be matched dollar-for-dollar by the State under the provisions of §112(b), using non-Federal funds. The uses of the Federal and State matching funds earmarked for State Administration are detailed in sections 112(a)(3), 113, and 121-123.

Under the provisions of §112(a)(2), the remaining Title I funds, representing not more than 10% of each State’s allocation, must be reserved by the State for State Leadership activities—including not more than 1% for services to individuals in State-operated institutions (typically correctional institutions) and not less than \$60,000 nor more than \$150,000 for services to prepare students for career areas that are not traditional for members of their gender. Both required and permissible uses of State Leadership funds are detailed in §124.

In the majority of States, these provisions together mean that the agency with responsibility for Perkins administration at the State level is allocated funds equal to 20% of their Title I State allocation for State level activities, evenly divided between State Administration and State Leadership. But because of DC’s size, its allocation is frozen at the small State hold harmless level—and at that level, 5% of its annual grant represents only \$210,746—\$39,254 below the minimum \$250,000 threshold level for State Administration. To raise the State Administration allocation up to the minimum threshold, the shortfall must be deducted from State Leadership.

As a result, DC annually reserves a total of **\$500,000** in Federal and non-Federal matching funds for State Administration, equaling almost 12% of its Title I Perkins grant—but only **\$382,238** in Federal funds for State Leadership activities, representing barely 9% of its Title I grant. Because of its small size, DC is actually required to budget a figure equal to slightly more than 20% of its State allocation for activities at the State level—specifically, **\$882,238**, equaling not quite 21% of DC’s annual grant. But of that total State-level reserve—relatively large as a percentage of the grant, although still relatively small in terms of its dollar value—the State Leadership portion represents barely 43%, rather than 50% as in the large majority of States.

Of the total set-aside for State Leadership Activities, 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 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 time distribution records meeting OMB standards.

In DC’s case, the statutory maximum reserve for gender equity activities represents a far higher percentage of its total State Leadership reserve than would be typical in most States—over 39%. When this amount is subtracted from the total State leadership portion, together with the statutory maximum set-aside committed to State correctional CTE programs (1%, **\$42,150**), the net result is that DC has only **\$190,088** available each year for all “Other State Leadership Activities.”

Nine required State leadership activities are enumerated in §124(b). As detailed on the following page, preparation for nontraditional careers represents #5 [§124(b)(5)], while services to individuals in State [correctional] institutions represents #7 [§124(b)(7)]. This means that less than \$200,000 is available annually to address all seven of the remaining required activities—not to mention the 17 permissible uses, the majority of which represent high priorities from the standpoint of the DC Five-Year State Plan for CTE.

**Required State Leadership Activities under Perkins IV §124(b)**

For the purposes of the mandatory performance reporting process consolidated into the annual CAR reports, the primary focus of interest of the U.S. OVAE is on the State Leadership Activities required under §124(b) and the State and Performance Accountability Systems required under §113.

The nine State Leadership activities mandated by §124(b) might be paraphrased as follows:

1. An assessment of Perkins-funded CTE programs in the State, including their success in meeting the needs of special populations and achieving the goals of the Act with respect to special populations [§124(b)(1)];
2. Fostering, improving, or expanding the use of [advanced] technology in CTE, and supporting and encouraging the entry of CTE students (including women) into STEM programs and high technology career fields [§124(b)(2)];
3. Comprehensive professional development programs—high quality, intensive, sustained, and classroom-focused, both pre-service and in-service, both secondary and postsecondary—for CTE teachers and administrators, and career/academic counselors [§124(b)(3)];
4. Ensuring the attainment of both technical and academic knowledge and skills by CTE students, through the incorporation of core academic courses into CTE programs of study and the integration of rigorous and relevant academic content into CTE courses [§124(b)(4)];
5. Providing preparation for nontraditional fields in current and emerging career areas, and supporting other activities that expose students, including members of special populations, to high skill, high wage occupations;
6. Participating in partnerships for CTE and CTE student achievement, at both the local, regional, and national levels, among local educational agencies, institutions of higher education, parents, employers, unions, advocates, community organizations, and others [§124(b)(6)];
7. Serving individuals in State-operated institutions, such as State correctional institutions and institutions that serve individuals with disabilities [§124(b)(7)];
8. Supporting programs for members of special populations that lead to entry and success in high skills, high wage, high growth, or high demand occupations, in current or emerging sectors of the 21st century global economy [§124(b)(8)]; and,
9. Offering technical assistance to eligible recipients and institutions [§124(b)(9)].

**Required State Leadership Activities, District of Columbia, Program Year 2009**

Four tables of OCTE State Leadership Activities—involving three of the nine required areas, assessment, technology, and partnerships—have already been submitted to OVAE under separate cover. In addition to the activities outlined in those documents, the following are selected highlights of OCTE State Leadership activities during PY and Calendar Year 2009 that address the nine required uses of §112(a)(2) funds:

1. Assessment

**Verified State Assessment of CTE in DC**

As noted above, §124(b)(1) includes among the required uses of State Leadership funds “an assessment of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education... [or] training... [and] high skill, high wage, or high demand occupations.”

Detailed in the tables referenced above are notations about a wide variety of activities conducted over the last two program years that bear on the State’s assessment of the progress of CTE renewal and rebuilding in the District, and of its success at meeting the needs of members of special populations.

In common with other States, however, the District had interpreted the primary focus of §124(b)(1) to be, in effect, a one-time baseline assessment of CTE, to be conducted every five years during the development of the State Five-Year Plan for CTE—as opposed to an annual activity. Such a baseline assessment is woven in to DC’s current Five-Year State Plan for CTE, especially in pages 35-59. In terms of annual assessment activities, OCTE had focused instead on the annual performance accountability measurements required under §113, and the monitoring and evaluation requirements of §112(a)(c)(c).

But the November 5 final report on the on-site monitoring visit conducted by OVAE over August 10-14, 2009, cited OCTE for a failure to conduct a §124(b)(1) assessment during the 2009 program year. As a corrective action, OCTE has contracted with the Meeder Consulting Group, LLC (under the auspices of the National Association of State Directors of Career Technical Education Consortium) to carry out, by April 1, 2010, “a verified State assessment of the success of DC CTE in meeting the needs of special populations and preparing them to meet State performance targets and enter and succeed in postsecondary education and high skills, high wage, high demand careers.”

**CCSSO CTE State Collaborative on Assessment and Student Standards**

Another highlight of current and future DC activities in the assessment arena is represented by DC membership in the newly-established **CTE State Collaborative on Assessment and Student Standards** (CTE SCASS), hosted by the Council of Chief State School Officers (CCSSO). By participating with other State departments of education in the new CTE SCASS, DC OCTE expects to both learn best practices in CTE assessment, including technical skills assessment, to review applications of these best practices to State CTE policy and procedures, and to help shape the evolution of the national state-of-the-art.

**2. Technology**

**Good Jobs, Green Jobs National Conference and Expo, 02/05/09**

On October 15, 2008, the OSSE Office of CTE convened the first in a series of bimonthly meetings designed as a forum for communication and joint planning and collaboration among the four distinct CTE “communities” in DC: the DCPS Office of Career Pathways, the UDC Division of Postsecondary CTE, the CTE departments of the four participating public charter high schools, and OSSE’s State Office of CTE.

A highlight of that meeting was a presentation by Margrete Strand and Karin Lee from the Sierra Club and the Blue-Green Alliance on plans for the **Good Jobs, Green Jobs National Conference** scheduled for February 4-6, 2009, at the Marriott Wardman Park Hotel. Strand and Lee invited all DC schools to bring students to the **Green Jobs Expo** on February 5.

Based on the very positive response of the participants in the “Quattro” meeting, the Office of OCTE organized a **Green Jobs CTE Working Group** to help coordinate CTE involvement in the **Green Jobs Expo** and other CTE initiatives in this critical new arena.

In the event, over 400 DC students participated in the March 5 Expo and “GJGJ” educational presentations and demonstrations, including nearly 90 Jobs for America’s Graduates—DC (JAG-DC) dropout prevention program participants, 90 Young America Works PCS CTE students, and 200 students enrolled in DCPS middle and high schools (including a large contingent from an Environmental Science program at Wilson). School staff uniformly reported very positive reactions on the part of the students (particularly those engaged in a “Green Jobs Scavenger Hunt” organized by JAG-DC).

The Sierra Club’s David Foster, Executive Director of the Blue Green Alliance that spearheaded the event, sent a personal letter of thanks to Mayor Fenty, praising the support provided the conference by several District agencies, including (in fact, especially) the Office of CTE. Foster’s letter warmly praised the behavior, energy and interest of the DC students.

As a follow-up to the success of the GJGJ Expo, OCTE hopes to establish a **Green Jobs, Green Tech** (GJGT) task force to spearhead the development of new Career Pathways aimed at the Green Technology sector.

OCTE's belief is that the emerging green sector—variously dubbed **GT (Green Technology)** or **ET (Energy Technology or Ecology Technology)**—together with the newly-identified **Green Collar** career area (the focus of DC's **Green Collar Jobs Initiative**)—is fast becoming a priority target for investment of Federal funds available under the Carl D. Perkins Career and Technical Education Act.

One essential pivot of a comprehensive economic stimulus and recovery program must be the creation of a high skills, high performance workforce, equipped with solid core academic skills, advanced technical skills, and the 21st Century career and employment “soft skills” demanded by a globally competitive “creativity economy.” Research has shown that a high concentration of high skilled, high technology workers can serve as a “Great Attractor” of economic development—and the Green Jobs/Green Tech sector seems an ideal contemporary focus for such efforts.

OCTE welcomes both secondary and postsecondary CTE providers in DC to include programs, services, and activities addressing Green Collar career opportunities in their *Perkins Local Plans and Applications* for the 2009-2010 program year—particularly if developed in consultation with Mayor Fenty's **Green Collar Jobs Advisory Council**.

#### **McKinley Tech High School Science and Technology Innovation Center**

Another advanced technology initiative supported by OCTE during the 2009 program year was the Science and Technology Innovation Center proposed for the undeveloped A-wing of McKinley Technology High School.

With support from the Carnegie Academy for Science Education (CASE) and the National Science Foundation (NSF), and the leadership of minority scientists and engineers, the DCBioTech consortium has already played a key role in DC Public Schools, spearheading the establishment of Biotechnology programs, at not only McKinley Tech but also Ballou High School.

A new partnership between DCBioTech, the Bio IT Coalition, and the Emerging Technology Consortium, led by private sector biotech innovators and entrepreneurs ((notably Baltimore-based TBED21—Technology Based Economic Development for the 21st Century) has now launched even broader efforts to widen opportunities for urban minority students through biotech and entrepreneurship education. A centerpiece of their efforts is a proposal to transform the long-vacant A-wing at McKinley Tech into a multifaceted center of secondary and postsecondary STEM/CTE, research, and entrepreneurship.

Three distinct but complementary initiatives are being planned for the McKinley center:

- DCPS/CCDC STEM/Bioscience Education & Workforce Development Center;
- Genomics & Bioinformatics Research Center;
- Technology Business Incubator & Conference Center.

With laboratories, classrooms, and other facilities and services to house and incubate technology start-ups, minority small businesses, and graduate and post-doctoral research projects, the McKinley Science and Technology Innovation and Outreach Center—initially focused on Genomics—will offer rich and varied educational and career development experiences to DC students, including internships and apprenticeships (a perfect complement to the rigorous college and career preparation programs of McKinley Tech).

The foundations of the cutting-edge field of Genomics span biotechnology, information technology, and engineering—and programs of study keyed to those fields are all flagships of DC’s newly adopted Five-Year State Plan for the rebirth and renewal of a state-of-the-art career-technical education system for the District. In addition, they are all well-established as CTE programs at McKinley Tech.

CTE administrators and specialists from OSSE, DCPS, and the Community College of DC have all been actively involved in planning for the new STEM center.

### 3. Professional Development

#### **High Schools That Work/Making Middle Schools Work**

Under the provisions of §124(b)(3) [and also §122(c)(2)] , 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.

In addition to the newly launched participation in the Math-In-CTE program (see next section), the focus and centerpiece of DC’s strategy for meeting the requirements of §122(c)(2) has been 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 (MMGW)** networks to every District of Columbia middle and high school.

DC had long been the only State in the region yet to join the national High Schools That Work/Making Middle Grades Work (HSTW/MMGW) State network coordinated by the Southern Regional Education Board (SREB)—despite the deep roots and major roles played by the program in both Maryland and Virginia, and despite the fact that affiliation with the network has been a key component of DC’s State Plan for CTE since 2004.

On November 13-14, 2008, DC sent a State Team to the SREB-State Career/Technical Education Consortium State Leaders’ Forum, and indicated the State’s earnest intent to join the network and its interest in participating in a new SREB/HSTW effort in support of the development of State-approved, secondary/postsecondary Career Pathways. SREB leaders welcomed DC’s intent to join the network and assigned Nancy Headrick, SREB Director of State Services for School Improvement, to assist OCTE with preparing an application and developing a work plan for the first year of membership.

As a first step, funds have been reserved for support of up to three HSTW/MMGW pilot sites during the 2011 school year. Invitations have been forwarded to all five secondary participants in the Perkins program; DCPS has deferred consideration of all CTE-related initiatives until a recently begun discussion of alternative high school transformation strategies is concluded, but active conversations about an HSTW or MMGW pilot test are proceeding with Friendship Collegiate Academy, a Friendship middle school, and Young America Works.

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.

Still another components of DC’s overall professional development strategy is GESA training (**Generating Expectations for Student Achievement**) for State and local staff, underwritten through the State Gender Equity Program.

#### 4. Integration

##### **District of Columbia Math-In-CTE Initiative**

In partnership with the National Research Center for CTE (NRCCTE) and DCPS, OCTE has launched the implementation, in CTE programs in DC public high schools, of the tested and proven **Math-In-CTE** model for integrating and amplifying the mastery of core academic skills within CTE courses of instruction. The model pairs each CTE teacher with a high school math teacher, to identify math concepts in the CTE curriculum and develop lesson plans to enhance math instruction in CTE courses—with the goal of ensuring that CTE students master core math knowledge and skills to provide a foundation for advanced academic and technical skill development. A leadership team of CTE Coordinators and teachers is laying the foundation for extended training of a cadre of DC CTE teachers in Summer and Fall, 2010, and Spring, 2011. Plans are being made to take the model to scale at DCPS (and expand into public charter high schools) in subsequent years.

#### 5. Nontraditional Careers

##### **Annual State Technical Assistance Academy: Preparing Underrepresented Students for Success in Nontraditional Occupations**

On Thursday and Friday, June 24-25, 2008, on the eve of Program Year 2009, OCTE took part in an Annual State Technical Assistance Academy, “Preparing Underrepresented Students for Success in Nontraditional Occupations.”

Carried out by the Academy for Educational Development and MPR, organized by the National Research Center for Career and Technical Education, and sponsored by OVAE, the academy was awarded to OSSE based on a competitive application process. The DC State team, led by Julia Martas, included Glenda Partee and Chris Lyons from OSSE, JoVita Wells from UDC, Margaret Singleton from the DC Chamber of Commerce, and Walter Lundy and Ann Ziebeck-Walkup (now OSSE staff members, at the time participated as representatives of DCPS).

The Academy not only featured excellent updates on CTE research and presentations on current and unfolding equity issues and strategies, but also offered an ideal venue for an extended, facilitated dialog between OSSE, UDC, and DCPS CTE leaders and staff. DCPS representatives reaffirmed their agency’s commitment to CTE renewal and expansion, and pledged full cooperation for the creation of a **DC Career-Technical Education Equity Council** (DC CTEEC).

A second successful team meeting was held on August 20, 2008, at the headquarters of the DC Chamber of Commerce. Seven strategic action areas were the focus of the meeting:

- Improvement of equity-related data collection and analysis;
- Expansion of equity-related professional development programs (**GESA**);
- Creation of a DC CTEEC;
- Fostering of equity-related programming among career-technical student organizations (CTSOs);
- Utilizing the new Phelps High School and the Young America Works PCS as equity laboratories;
- Mobilizing private sector resources to support equity programming, such as the Young Women’s Conference; and,
- Continued development of an **OSSE/OCTE STEM Equity Pipeline** project.

### **The Third Annual Young Women’s Conference on Nontraditional Careers**

Since the spring of 2007, the organization of a District-wide **Young Women’s Conference on Non-Traditional Careers** has been a centerpiece of the efforts of the Office of CTE, under section 112(a)(2)(B) of the Carl D. Perkins Act, to help prepare individuals for high skills, high wage employment in career fields that are nontraditional for their gender. The first YWC was held under DCPS auspices in March of 2007, on the first floor of the City Club of DC. Then-Superintendent Deborah Gist was a keynote speaker at the highly successful event, planned and coordinated by Julia Martas, OCTE Coordinator of Civil Rights Administration and Gender Equity.

The following year, Martas successfully recruited representatives from a variety of local and national agencies and nonprofit organizations—including UDC, the American Federation of Teachers, NASA, Washington Teacher’s Union, and Jobs for America’s Graduates-DC—to be active participants on the planning committee for the 2nd Annual Young Women’s Conference, held under OSSE auspices on March 8th, 2008, at UDC. Over 100 young women in grades 8th through the first year of college participated.

For 2008 conference, staff of the newly-organized OSSE were highly instrumental in the success of the conference—volunteers from several different units, plus former members of the Communications Office, Maria Ibanez and John Stokes, who helped coordinate both publicity for the event (including a proclamation from Mayor Fenty’s office) and those logistical preparations that were not under the purview of UDC as the conference host.

In keeping with OCTE’s emerging focus on green careers in the green technology sector, the theme of this year’s conference—held on March 7, 2009, at the Mary Graydon Center of American University—was “Yes We Can! Growing Green!” Preparations for the Third Annual YMC were again supported by a planning committee recruited from a variety of public agencies, non-profits, and CBOs, in addition to the newly-expanded OSSE CTE office and OSSE communications staff.

New this year was the involvement of the American University Women's Initiative, which was very instrumental in OSSE's securing access to the AU site for the conference.

Once again, the overall goal, in the words of Mayor Fenty's proclamation last year, was to "introduce young women in grades 9-12 from public schools and public charter schools throughout the District to the broad and growing range of exciting nontraditional careers in high skills, high wage, high demand career areas, including: aerospace; engineering; robotics; law enforcement; architecture, construction and design; health; automotive tech; and many others..."

By all accounts, the event was a great success, with almost 150 highly engaged and responsive young women taking part. Both public charter schools and DCPS high schools and middle schools were represented. The Jobs for America's Graduates—District of Columbia (JAG-DC) dropout prevention program again brought a substantial contingent.

In addition to remarks by former Superintendent Gist, Councilmember Muriel Browser, and State Board member Laura Slover, highlights of the agenda included a keynote address by neuroscientist Katherine Szarama of the National Institute of Health and a series of exhibits and interactive workshops on nontraditional careers. OSSE's former Deputy Chief of Staff, Kristin Yochum, and WTTG Fox News Anchor, Allyson Wilson, served as "Mistresses of Ceremony."

## **6. Partnerships**

### **Bimonthly Joint Meetings of Secondary and Postsecondary DC CTE Providers**

Beginning on October 15, 2008, the State Office of CTE convened regular, bimonthly joint meetings of the administrative staff of all CTE offices in the District of Columbia: the OSSE State Office of CTE, the DCPS Office of Career Pathways, the University of DC Division of Postsecondary CTE, and the CTE departments of the four public charter high schools that currently offer CTE programs of study (Booker T. Washington, Friendship Collegiate Academy, IDEA, and Young America Works).

Typically held on the third Wednesday of every other month, in the DC Citywide Conference Center at One Judiciary Square, the meetings were planned in consultation with the participants, encompassing any and all areas of common concern to members of the DC CTE community.

In addition to fostering communication, coordination, and joint planning and operations among all CTE providers, the meetings were also designed to afford regular opportunities for technical assistance and technology transfer, from State staff and outside providers where appropriate.

In addition to updates, feedback, and sharing among all the agencies, policy discussions and educational presentations were a frequent feature of the interoffice CTE meetings—dubbed “Quattro” meetings to symbolize the four CTE communities involved (State CTE, DCPS CTE, UDC CTE, and public charter high school CTE). The agenda of the inaugural meeting, for example, included the following topics:

- introductions and updates from representatives of all CTE agencies;
- *PY 2009 Perkins Title I Request for Applications* (RFA) (released 10/01/08);
- DC membership in the High Schools That Work (HSTW) network;
- Establishment of the DC CTE Equity Council (CTEEC);
- Revival of the DC Association for CTE (DC ACTE);
- State-level administration of Career-Technical Student Organizations;
- Data requirements of the *2008 CAR*, due 12/31/08;
- Prospects for a DC-wide CTE outreach and communications campaign (“Succeed DC”);
- Implications for DC of Marc Tucker’s *Tough Choices or Tough Times* report;
- A presentation by Oracle representative Denise Hobbs on new opportunities for implementation of Oracle Academy and Oracle Foundation initiatives in DC schools.

### **National CTE Month Activities in DC: ACTE Visit to PACE**

As in the past several years, the preeminent national organization of the CTE community, the Association for Career and Technical Education, ACTE (formerly “American Vocational Association,” AVA) proclaimed February, 2009, as CTE Month—an outgrowth of the “CTE Weeks” held in earlier years. Although the DC chapter of ACTE is still in rebuilding mode, the national office of ACTE has twice elected to celebrate CTE Month in the Nation’s Capital with an visit to an exemplary CTE site, facilitated by DCPS. Last year’s visit was to McKinley High School; this year a visit was scheduled for February 12, 2009, to the newly-reopened **Phelps Architecture, Construction & Engineering High School** (PACE).

In addition to OCTE and DCPS staff, over a dozen members of the national office staff of ACTE took part, as well as a team of public relations consultants who were developing a new outreach and communications campaign for ACTE. The new principal gave an overview of the facility and his goals for the year—with perhaps a slight overemphasis on architecture at the expense of construction and engineering—and conducted an in-depth tour of the building. The new Phelps—to a significant degree due to the quiet but highly effective leadership of CTE Program Specialist David Thompson---fully lives up to its promise as a beautifully retrofitted, inspiring facility, even down to the smallest details, with state-of-the-art instructional technology throughout the building and state-of-the-enterprise, commercial-class technology for each CTE program. The new Phelps fulfills and renews the long, rich heritage of its predecessors in DC, exemplifying the promise of CTE today as a college-and-careers-prep system.

**7. Correctional CTE**

**CTE Programming for District of Columbia Youth Correctional Center Inmates**

Section 112(a)(2)(A) of Perkins IV authorizes each State to commit up to 1% of its annual CTE State Assistance Grant to service individuals in State-operated institutions. This set-aside of State Leadership funds was originally earmarked for correctional inmates only, but the scope was broadened with the passage of Perkins III to include clients of other State institutions, such as State schools for the deaf.

For PY 2009, DC elected to maintain a legacy focus on CTE programming for inmates of the DC youth correctional center, Oak Hill—now renamed New Beginnings Youth Development Center.

Although set aside each year, the youth correctional reserve was never transferred to Oak Hill during the 2006 and 2007 program years, due to administrative transitions and a lack of planning capability at the former program site, the secondary school at Oak Hill operated by DCPS. In 2008, the funds were committed to a prison-to-school-college-or-apprenticeship transition program for exiting Oak Hill inmates, operated by UDC.

For PY 2009, a new set of CTE program offerings were developed for New Beginnings inmates, through a collaboration between DC’s Department of Youth Rehabilitation Services (DYRS) and the See Forever Foundation. Based on a proposal submitted to OSSE in January, 2009, by Maurice Rawles and George Ferguson of DYRS, the set-aside funds have supported three intensive, eight-week CTE Career Academies/Career Pathways at the youth development center: Automotive Technology, Culinary Arts, and Carpentry.

In addition, Perkins funds have been used to support a Magellan Career Explorer career and academic assessment center at New Beginnings, capable of serving 50 concurrent users on one computer-based network, and setting the stage for the development of individual career/educational plans for every inmate.

Finally, the correctional set-aside funds have been used to underwrite six-week internships for exiting Oak Hill/New Beginnings students who have successfully completed an CTE program of study, to jump start their entry in the labor market in areas directly related to their training.

DYRS and See Forever were initially unsure if they had the capability to accept the subgrant and administer the program in the context of OSSE’s newly-adopted reimbursement-based funding protocols, but the new programs were implemented with great success and OCTE and DYRS anticipate continued operation of the New Beginnings youth correctional CTE programs throughout PY 2010 and beyond.

8. Special Populations

**DC State Standards of Service for Members of Special Populations**

The District of Columbia has adopted a threefold strategy for ensuring:

- (a), that members of special populations are provided with equal access to Perkins-funded programs, services, and activities;
- (b), that they are not discriminated against on the basis of their special populations status; and,
- (c), that they are provided with programs designed to enable them to meet or exceed State adjusted levels of performance and to prepare them for further learning and high skills, high wage, high demand occupations.

First, the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, §2-1401.01, *et seq.*, outlaws discrimination on the basis of (among other things) actual or perceived disability, family status, sex, family responsibilities, marital status, and limited English proficiency.

As a result, any discrimination against members of the special populations defined in §3(29) of Perkins IV—i.e., individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for [gender] nontraditional fields; single parents, including single pregnant women; displaced homemakers; and, individuals with limited English proficiency—is a violation of District law, and will subject the violator to a broad range of civil sanctions. Compliance with District and Federal civil rights statues and regulations will be monitored and tested through the Civil Rights Methods of Administration process.

Secondly, the **DC State Minimum Criteria of Career-Technical Education Program Quality** not only recapitulate the requirements for “Equity, Equal Access, and Full Participation” for members of special populations, and the express prohibition against discrimination in any form, but also set forth very comprehensive, highly detailed and appropriately challenging standards of program quality, designed to ensure that all successful completers of CTE programs of study in DC, including members of special populations, meet or exceed State performance targets and are fully prepared for both postsecondary education and lifelong learning and high skills, high wage, high demand careers.

Finally, the **District of Columbia State Standards of Service for Members of Special Populations** explicitly and unequivocally forbid discrimination against the Perkins IV special populations and other target groups, and require that full and equal access to Perkins-funded programs, services and activities be afforded to all members of special populations.

The State Standards of Service further set forth, in considerable detail, the special services and supports that should be provided to students with disabilities, students with disadvantages, students preparing for nontraditional careers, and special needs students in general, as well as the requirements for monitoring and evaluating the progress of those students.

All current and prospective CTE providers—including DCPS high schools and alternative education centers, participating public charter high schools, and UDC—must accept and abide by the State Standards as a precondition for the receipt of Perkins funds.

Beginning with PY 2009, DC’s **Uniform Guidelines for Local Applications for Assistance** (available under separate cover) have also included a requirement that all applications include a description of how the applicant proposes to ensure equitable access to, and participation in, its Perkins-funded programs, services, and activities, for both students *and teachers* with special needs, as required by §427(b) of the **General Education Provisions Act** (GEPA), as amended.

Although DC operates only one alternative education facility at the secondary level—DC Public Schools’ **Luke C. Moore Academy**—the Academy has enrollment levels too low to support CTE offerings meeting State minimum criteria of program quality. However, DCPS remains committed to the principle of open access to CTE for all District students, and pledges that arrangements can be made upon request for Luke C. Moore students to enroll on a shared-time basis in CTE programs of study hosted by other high schools.

Overall, DC CAR reports have indicated that approximately 12% to 13% of CTE participants each year have been identified as special education students who have been mainstreamed, typically without support; their performance, as well as that of others identified as members of special populations, has broadly tracked that of the general student population.

### **Occupational Special Education (OSE)**

Based on the experience of countries throughout the industrialized world, DC anticipates that only a relative handful of students—5% or less, students the U.S. Department of Education characterizes as “*students with the most significant cognitive disabilities*”—may never be able to reach the benchmark levels of mastery of common core knowledge and skills that are required for entry and success in CTE, postsecondary education, and high skills careers.

In general, these are students who—as specified by valid, negotiated, Individual Education Plans (IEPs)—

- a. are not candidates for mainstreaming into approved CTE programs of study, even with substantial support;

- b. are not preparing to graduate from high school (or enroll in an AAS or certificate program at the postsecondary level); and,
- c. are planning to make an initial entry into the labor market via a sheltered or supported employment environment.

To ensure that these students make a successful transition to adult life—ideally, to independent living and self-sufficiency—an **Occupational Special Education** program should be developed, to be administered by the DCPS Office of Special Education and supported with funds made available under the Individuals with Disabilities Education Act (IDEA).

OSE programs would not meet the quality standards of Perkins IV or the proposed DC GOALS Workforce Education System. But they would be employment-oriented and transition-focused, designed to ensure that *members of special populations who are not candidates for entry into mainstream CTE Programs of Study nevertheless make a successful and sustained entry into the labor market—into sheltered, supported, or competitive employment, as appropriate.*

Fundamental life and employment skills would be a major feature of all OSE programs, and occupations that do not require mastery of Algebra and other advanced academic topics would be the primary career targets. Completers would receive a **Certificate of Completion**, and the interagency **DC Transition Team** would coordinate the “hand-off” of special education students from DCPS to appropriate adult service agencies.

The shoe repair courses at Spingarn High School are often cited as an “archetypal” example of an occupational special education program. Although legacy offerings of the traditional vocational education system, these courses have never met the minimum requirements of contemporary CTE programs at the secondary level, much less secondary/postsecondary Programs of Study.

OSSE’s understanding is that all of the shoe repair students are enrolled in special education, and that few have plans to even obtain a high school diploma, let alone enroll in and succeed in postsecondary education—or even to simply enter the labor market in the field of shoe repair.

Perkins IV funds can of course be used to help ensure access to mainstream CTE programs for students with disabilities—but not to support stand alone courses in restricted environments that don’t meet any of the State program quality or performance standards for CTE.

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

9. Technical Assistance

**Five-Year Local Plans for CTE in Full Compliance with §134(a) and (b)**

OVAE’s November 5 final monitoring report also cited OCTE for approving local applications for the program years beginning July 1, 2008, and July 1, 2009, that did not meet the minimal requirements for local plans under section 134 of Perkins IV or conform to the District’s revised local application template in its approved Perkins IV State Plan: “Specifically, the State failed to ensure that secondary and postsecondary local applications address the required descriptions and assurances found in sections 134(b)(1)-(12)...”

OCTE concurred with this finding, which it stipulated to the monitoring team during the on-site. As part of corrective actions required by the Final Report on the 2006 OVAE on-site visit, the District made extensive revisions to its local applications template, to explicitly meet the requirements of Perkins section 134 of Perkins IV. In addition, it required all applicants for Perkins subgrants to meet the requirements of the revised template.

Unfortunately, as OCTE advised OVAE might be the case, all eligible recipients, to varying degrees, failed to comply. Under significant time and resource constraints, the District concluded it had no practical sanctions short of denying all subgrants under section 131 and returning the funds to the Treasury. Under the circumstances, the District elected not to let the Perfect (full and complete compliance) become the enemy of the Good (formally flawed but fundable applications).

As a corrective action, OCTE has further revised its application review policies and procedures, specifying that no subgrants will be awarded, and no reimbursement requests processed, until a submission has been received and approved that is fully and completely compliant with section 134(b).

But beyond that, again with the support of the National Association of State Directors of CTE Consortium (NASDCTEc), OCTE has secured the assistance of the Meeder Consulting Group, LLC of Columbia Maryland, with a three-months, comprehensive and intensive but individualized technical assistance and planning project.

MCG will work with all six secondary and postsecondary recipients on the development of **Five-Year Local Plans for CTE for PY 2009-2013**—fully compliant with *both* sections 134(b) and 134(a) of Perkins IV, and planned for submission to OVAE by April 1, 2010, in fulfillment of a requirement of the final monitoring report.

OCTE’s hope and expectation is that the process of the development of the Five-Year Local Plans will effect a lasting and substantial increase in the planning and program development capacities of the DC CTE community.

**Secondary/Postsecondary CTE Programs of Study/Career Pathways**

The final monitoring report from OVAE also found that OCTE had failed to meet a new requirement of Perkins IV that each State must offer at least two secondary/postsecondary programs of study meeting the standards of §122(c)(1)(A), and that the agency had further erred in approving applications for assistance from eligible recipients that had failed to offer at least one §122(c)(1)(A)-compliant POS.

As a point of fact, OCTE believes that at least two §122(c)(1)(A)-compliant POS are currently offered in the District. In addition, it demurs slightly from OVAE’s interpretation of §134(b)(3)(A) of Perkins IV. 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** [i.e., in the future] offer the courses comprising at least one Program of Study meeting the specifications of §122(c)(1)(A). That section does not mandate that recipients already offer at least one POS prior to the receipt of funds.

Regardless, however, as the DC Five Year State Plan for CTE makes clear, the District is fully and wholeheartedly committed to the underlying programmatic goals of Perkins IV, and to key policy thrusts involving the upgrading of secondary-level CTE programs into seamless, secondary-postsecondary, college-and-career preparation Programs of Study.

As a first step, OCTE is developing a detailed inventory of all CTE programs currently offered in DC at the secondary and postsecondary levels. 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—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.

To jump start the process, the technical assistance and planning project outlined on the previous page will feature the development and implementation of at least one Perkins IV-compliant POS by each eligible recipient.

**New Law and Public Safety Programs of Study: Law Enforcement, Pre-Law**

Also, OCTE has just released detailed development and implementation plan for two new State-approved, section 122(c)(1)(A)-compliant programs of study in the Law and Public Safety Career Cluster, **Law Enforcement** and **Pre-Law**, prepared in close collaboration with the Dr. Joseph N. Coffee, Executive Director of the National Partnership for Careers in Law, Public Safety, Corrections and Security.

**Perkins Targeting Criteria and Support for Cosmetology & Barbering Programs**

During the July 7, 2008, meeting of the DC Commission for CTE, a lively and wide-ranging conversation took place about development of targeting criteria for the use of Perkins funds by subgrantees, to foster maximum effective deployment of scarce Federal resources for CTE program improvement, and ensure that all CTE programming is consistent with DC economic development priorities and keyed to the emerging creativity economy of the 21st century.

As the upshot of that discussion, then Superintendent Deborah Gist proposed, and the commission agreed, that the use of Perkins funds under §§ 131 and 132 should be limited to CTE programs that:

- **incorporate seamless transitions between secondary and postsecondary education;**
- **offer open-ended potential for professional advancement;** and,
- **prepare students for high skills, high-wage, family-supporting careers, in high growth career clusters and economic sectors.**

These four targeting criteria subsequently became the foundation of the formal *Requests for Applications* (RFA) that were distributed to the five §131 recipients on October 1, 2008, and April 1, 2009, and were also incorporated into the CTE section of OSSE’s education strategic plan (see *District of Columbia State-Level Education Strategic Plan for Fiscal Years 2009-2013*, Strategy 5.1, page 13).

In practice, however, the only specific impact of the new targeting criteria on uses of Perkins funds in PY 2009 was the exclusion of barbering and cosmetology programs of study from eligibility for Perkins support.

This represented a distinct policy shift for the District, where barbering and cosmetology have deep roots in the CTE community—dating all the way back to at least 1912 (five years *before* the Federal vocational education program was established) when the original Phelps Vocational School opened to offer barbering to young African-American males.

Both programs continue to attract significant student interest today, and not infrequently are identified as entry or bridge occupations that can be pursued while students are enrolled in postsecondary education. As of June 2008, four cosmetology programs were offered in DCPS high schools (at Ballou, Bell/Columbia Heights, Roosevelt, and Spingarn); 96 students completed at least one course in the program sequence, but only 24 completed at least three. Three barbering programs were offered (at M.M. Washington, Roosevelt, and Woodson); 85 students completed at least one course in the sequence, but only 33 completed at least three. Since then, M.M. Washington has been closed, and the Woodson program was shut down due to the retirement of the barbering instructor.

Unfortunately, despite their historic status as legacy CTE programs in DCPS high schools, neither field currently meets *any* of the targeting criteria adopted by the CCTE. To begin with, they don't require postsecondary credentials as a prerequisite for entry—either a one-year certificate or a two-year Associate of Applied Science (AAS) degree—and they don't present open-ended opportunities for advancement into professional careers that require four-year degrees or higher.

In addition, according to the latest occupational employment statistics released by DOES, neither barbering nor cosmetology offers family-supporting wages; DOES/Bureau of Labor Statistics projections for 2006-2016 reported \$18,690 as the average annual wage for Barbers. Wage data for "Hairdressers, Hairstylists, and Cosmetologists" was omitted from the 2006-2016 projections, but the related occupation of "Shampooer" was identified with an annual wage of only \$22,170.

Finally, neither Barbers, Cosmetologists, nor Shampooers are included among the DOES list of the "Top 50 Fastest Growing Occupations 2006-2016." [Interestingly, "Manicurists and Pedicurists" do make the Top 50, albeit just barely, and also offer average annual wages of \$34,030, closer to a family supporting level.]

Under the targeting criteria, the use of Perkins funds to support these pathways is no longer seen as fully consistent with either Federal or State program standards. DCPS and other Perkins recipients retain the option, however, of using local funds to continue support for cosmetology and barbering.

The intent of the commission in adopting the criteria was *not* to amend the current roster of existing and planned CTE programs of study in the District, but simply to focus the application of scarce Perkins resources on high priority Career Clusters and Career Pathways, consistent with the educational reform and economic development strategies of the Fenty Administration and leaders of the DC private sector.

Nevertheless, the restriction on the use of Perkins funds to support Barbering and Cosmetology programs caused great distress in the barbering and cosmetology communities in DC, and three active practitioners and/or educators in the barbering and cosmetology industry attended the June 17 commission meeting as informal representatives of the DC Barber and Cosmetology Board. Their intent was to support the proposal that the targeting criteria be redefined as a recommendation, not a requirement—which would afford recipients the option of continuing to provide Perkins support for Barbering and Cosmetology programs, based on strong student and employer interest, and on emerging opportunities in the hospitality sector not fully reflected in the DOES projections.

During the June commission discussion, a number of new issues and topics were introduced that were not part of previous conversations, including new fields of specialization like clinical cosmetology (both gerontological and restorative), and new arenas for delivery, particularly multi-service salons and the rapidly expanding spa industry.

After the extensive dialog with the Barbering and Cosmetology representatives, the commission elected to table a vote on the proposal until the Fall Quarter meeting, and to request that OCTE staff gather comparative information on how this issue has been approached in other States.

Toward that end, OCTE requested a poll of the membership of the National Association of State Directors of CTE Consortium (NASDCTEC), posing the following two questions to each State:

1. Are Barbering and/or Cosmetology programs offered through the public education system in your State, at either the secondary, postsecondary, or adult levels?
2. If the answer is "Yes" at any of those levels, does State policy allow the use of Carl D. Perkins Act funds to support development, improvement, or operation of those programs?

The Barbering and Cosmetology poll was forwarded to the NASDCTEc listserv just after noon on Friday, July 10, 2009. A total of 17 States responded, just over one third of the total.

In three of those States—Maine, Montana, and Nebraska—barbering and cosmetology training is only accessible through private, proprietary schools, which are not eligible for subgrants under the Perkins Act. At the opposite extreme, three other States—Michigan, Missouri, and Virginia—offer cosmetology (and usually barbering as well) at all three levels of public education (secondary, postsecondary, and adult), and impose no restraints on the use of Perkins funds to support those Programs.

Three other States—Colorado, Texas and Washington—allow both secondary and postsecondary barbering and cosmetology programming, and Perkins support for those programs, but don't identify distinct program options for adults.

Three States—Florida, New Jersey, and Tennessee—offer cosmetology and barbering at both the high school and adult certificate levels, and impose no constraints on the use of Perkins funds, but don't offer any programs at the postsecondary level.

Conversely, two States—Kansas and Louisiana—only permit public barbering and cosmetology programming at the postsecondary level, but do allow Perkins support for those programs. Maryland, on the other hand, only permits public barbering and cosmetology programming at the secondary level, and limits Carl D. Perkins Act funding to cosmetology career pathways.

The remaining two States are the only members of the responding group who—like DC—currently allow cosmetology and barbering to be offered through public educational institutions, but deny the use of Perkins funds to support those programs. But each represents somewhat special case: in Nevada, barbering and cosmetology are only available at one high school in Las Vegas; in Idaho, there is only a single program offering at a technical college.

Also, Michigan believes that a cutoff of both Perkins and State support for barbering and cosmetology is imminent, and Washington suspects that any requests for Perkins funding for the development of new barbering or cosmetology programs would be denied.

In sum, a diversity of approaches to the question of public support for barbering and cosmetology programs of study is reflected across the country. Of the 17 responding States, over 80% allow barbering and cosmetology programs in public educational institutions: over two-thirds at the secondary level, over 50% at the postsecondary level, and over one-third at the adult, non-degree level. Of those, only two (12%) prohibit the use of Perkins resources to support their programs. Complete details on the program patterns of each responding State are set forth in a matrix available from OCTE on request.

One of the responding States, Virginia, offered some additional details about the career outlook for cosmetologists in that State that closely parallel and dovetail with the testimony of representatives of the DC Barber and Cosmetology Board to the DC CTE.

Elizabeth M. Russell, Virginia State Director of CTE, argued in effect that cosmetology programs in Virginia should be understood as meeting DC's targeting criteria, both since numerous programs are offered at the postsecondary level, including registered apprenticeships, and since they do in fact lead to high wage, high demand careers in new and emerging business sectors. She wrote:

"The prime example of this is the proliferation of spas — both day and extended stay. Our community colleges have co-op opportunities for postsecondary through the Homestead Spa (check out their spa prices!).

“When you start looking at the level of personal presentation and practice where one is working in such spas as Colonial Williamsburg, The Homestead, The Red Door, etc., then you are looking at wages that are much more attractive than those of some beginning teachers!

“Another example comes from one of our secondary programs in Chesterfield County. The young lady in the Cosmetology program graduated with an Advanced Studies high school diploma and a Cosmetology State License. She attended the University of Richmond and obtained her BS in Business Administration, with the ultimate goal of having her own chain of salons. When she spoke before the Virginia Board of Education, she said she had dreamed of owning a chain of salons but felt she first needed to know the “basics” before she could really understand how to build her dream!

“Granted everyone who takes Cosmetology/Barbering will not go into a high-wage job, but based on employment advertisements and signs that you see in nearly every salon, it is a high-demand job. To determine that anyone enrolled in these two programs will be limited to cutting hair, curling hair, etc. is to determine that students in these programs are not learning skills which can be transferred or lead to other careers, and is totally counter to the entire concept of Career Clusters and Career Pathways.”

Based on the diversity of approaches adopted across the national CTE community, and the complexity of the policy issues involved, the September meeting of the CCTE tabled the question be tabled a second time, to provide for formal review of the issues and options involved by the OSSE Staff and Executive Policy Committees.

A series of follow-up discussions were held within the Office of the State Superintendent of Education, and several policy papers prepared. At the conclusion of discussions within the OSSE, three separate options emerged as potential resolutions to the debate:

1. Support the proposal offered to the June 17 DCCTE meeting, to reframe the Perkins Targeting Criteria as recommendations, not requirements, thus leaving the use of Perkins funds for cosmetology and barbering programs up to subrecipient discretion;
2. Support reaffirmation of the mandatory targeting criteria that exclude Perkins support for cosmetology and barbering;

3. Support reaffirmation of the mandatory targeting criteria, but at the same time support an amendment to the criteria grandparenting eligibility for Perkins support to legacy programs of study implemented prior to the promulgation of the criteria (i.e., cosmetology and barbering programs).

The Office of CTE recommended option 3, that OSSE endorse a new proposal offered by the Staff Policy Committee on October 23, which would preserve the integrity of the targeting criteria but at the same time permit (at LEA discretion) resumption of Perkins support for cosmetology and barbering programs.

The OCTE rationale was as follows:

- The Targeting Criteria send a strong signal to the CTE community, the educational community as a whole, the community of employers, and the community at large, that the District of Columbia is committed to a vision of CTE as a rigorous, state-of-the-art, college and career preparation system.
- Grandparenting to subrecipients the option of continuing to make resource commitments to legacy cosmetology and barbering program improvement should not materially compromise DC’s vision of 21st century CTE, while it should help underline OSSE’s commitment to a mutually respectful partnership for CTE renewal with DCPS, the CTE charter schools, and the Community College of DC.
- Conversely, maintaining the current prohibition on the use of Perkins funds for cosmetology and barbering programs could lead to a divisive and distracting public confrontation with members and advocates of the barbering and cosmetology community—obscuring the vision of a new CTE while reinforcing the stereotype of a heavy handed central administration.

A further discussion with formal representatives of the DC Board of Barber and Cosmetology was held during the December, 2009, meeting of the CCTE, although no motions were entertained at that time. Five representatives of the cosmetology and barbering community participated in the December CCTE meeting, including Vera Winfield, who presented a prepared statement on behalf of the board, and Sharon Young, a former cosmetology teacher at UDC and the current president of the DC Association for CTE.

Further action on the question of revisions to the CTE Targeting Criteria awaits a request by a member of the CCTE to bring the issue back to the table of a future commission meeting.

**Permissible State Leadership Activities under Perkins IV §124(c)**

In addition to the required State Leadership Activities under §124(b), 17 permissible uses of funds reserved for State Leadership activities are set forth in §124(c). In brief, these uses encompass service and activities to support:

1. Career guidance and academic counseling programs;
2. Secondary/postsecondary articulation agreements and tech prep programs;
3. The transition of career and technical education students into baccalaureate degree programs;
4. Career-technical student organizations (CTSOs);
5. Public charter high schools offering CTE programs;
6. CTE programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;
7. Family and consumer sciences programs;
8. Education/business partnerships, cooperative education, and business-based adjunct faculty (both secondary and postsecondary);
9. New CTE initiatives, courses, programs, vehicles and venues, including career clusters, career academies, and distance CTE;
10. Incentive grants to eligible recipients for exemplary performance or innovative initiatives;
11. Entrepreneurship education and training;
12. CTE programs for adults and school dropouts;
13. Transition-to-college-and-careers assistance to CTE completers;
14. Technical skills assessment development and implementation;
15. State longitudinal education data system development;
16. CTE teacher, faculty, and administrator recruitment and retention, as well as that of career guidance and academic counselors; and,
17. Occupational and employment information systems.

## **Selected Optional State Leadership Activities, District of Columbia, PY 2009**

As noted on page 17, four tables of OCTE State Leadership Activities have already been submitted to OVAE under separate cover. Many of the activities and expenditures set forth in those tables simultaneously address both required and permissive State Leadership activities. In addition to activities outlined in those documents, the following are selected highlights of OCTE State Leadership activities during Program Year and Calendar Year 2009 that were tied to permissive uses of §112(a)(2) funds:

### **Secondary/Postsecondary Articulation Agreements:**

Although precipitated by administrative exigencies—the sharp Federal Fiscal Year 2008 reduction in Title II resources coinciding with the new Perkins IV Title II accountability overhead represented by §203(e)—DC’s decision to consolidate its Title II Tech-Prep funds into its Title I Basic State Grant, effective with the 2009 program year, was consistent with its long-range goal under both titles: to not merely rebuild a state-of-the-art CTE system for DC, but to elevate all CTE programs in the District to meet the standards of Tech-Prep—to integrate **all** existing and planned CTE programs, both secondary and postsecondary, into articulated, 2+2 (or concurrent completion) programs of study, meeting the standards of both §122(c)(1)(A) and §203(c) of Perkins IV.

OCTE believes that formal articulation agreements, as defined in §3(4) of Perkins IV—despite the fact that they are not explicitly referenced in §122(c)(1)(A)—are essential to operationalizing and institutionalizing secondary/postsecondary Programs of Study. The *DC State Minimum Criteria of CTE Program Quality* mandate seamless, secondary/postsecondary articulation agreements for all State-approved Programs of Study—and also 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.”

Reflecting this core belief, DC has dedicated significant resources every to fostering the development of articulation agreements, every year since concerted efforts began in 2003 to rebuild and renew CTE programming across the District. Prior to the formation of OSSE, the DCPS Office of CTE supported a full-time Tech-Prep Coordinator during the period 2003-2005; their role was primarily concerned with facilitating the development and negotiation of articulation agreements. Since that time, Perkins funds have underwritten a **Tech-Prep Articulation Agreement Coordinator** at UDC/CCDC, whose responsibilities have focused on the negotiation of articulation agreements between postsecondary programs offered by CCDC or other units of UDC and secondary offerings of DCPS and other CTE providers in the District. A recent focus of negotiation has been the **Aerospace, Aviation & Aeronautics** program (CIP 49.0101), housed in the secondary-level Academy of Transportation and the UDC Department of Engineering, Architecture, and Aerospace Technology).

Finally, earlier this year, OCTE was able to bring on board a full-time Coordinator of Program Development and Curriculum, whose portfolio includes convening an multi-agency team to collaborate on the identification and development of State-approved CTE Programs of Study.

The District’s long-range goal is the establishment of seamless bridges between all secondary CTE providers in DC and both UDC/CCDC and other District, Washington-area, and national postsecondary institutions—the foundations of a seamless, secondary/postsecondary workforce education system, to prepare DC citizens for a high creativity economy.

Unfortunately, progress in this area has been painfully slow. DC’s immediate objective, a key element of its corrective action plan developed in response to the findings of the OVAE monitoring visit in August of 2009, is the documentation or establishment of at least one secondary/postsecondary POS at every CTE provider in the District, fully compliant with §122(c)(1)(A). Under separate cover, two tables were submitted to OVAE on December 30, 2009, detailing activities carried out by OSSE/OCTE in support of the development of articulation agreements, accompanied by copies of articulation agreements meeting the Perkins IV definition in section 3(4).

**New CTE initiatives, courses, programs, vehicles and venues:**

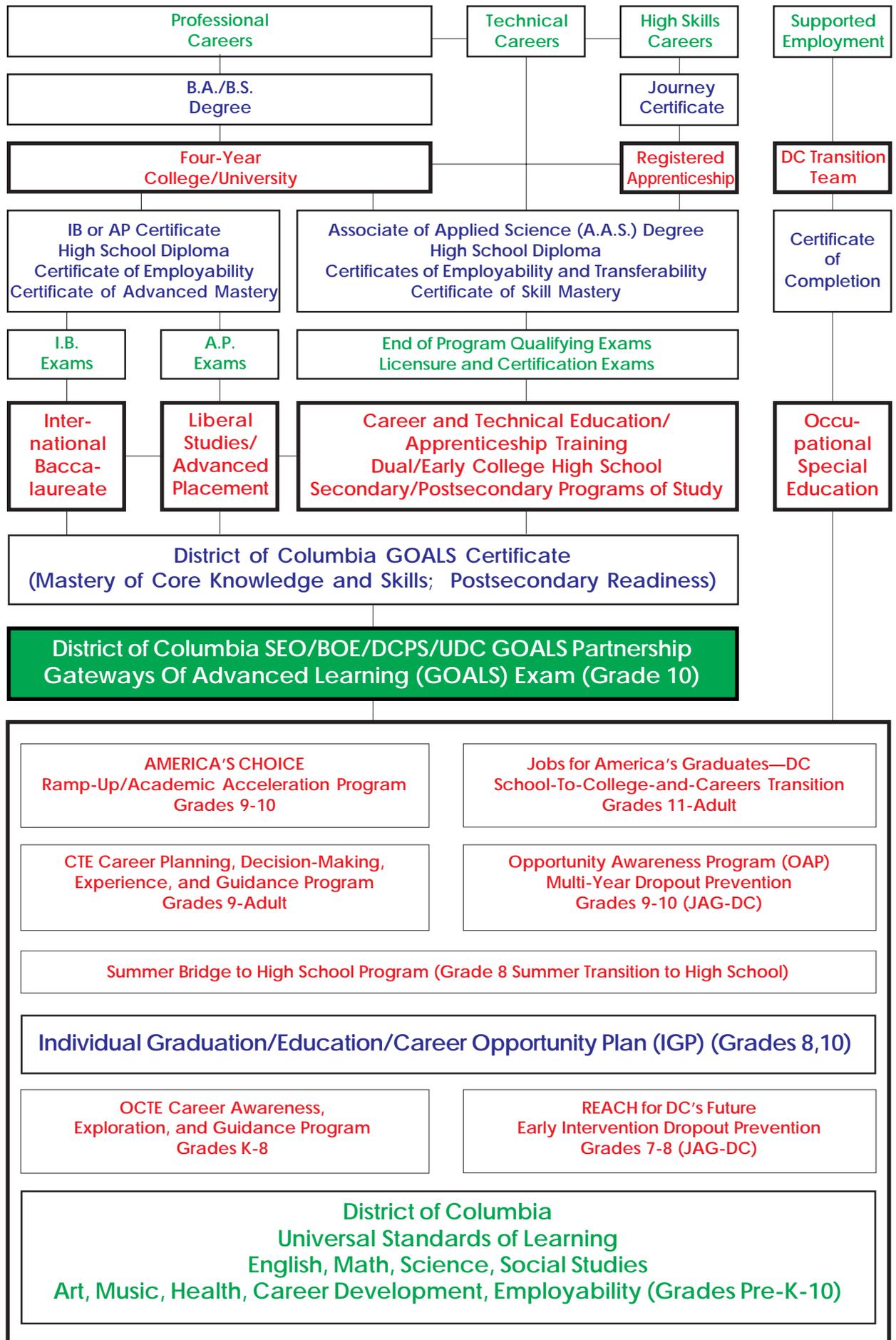
**DC Gateways of Advanced Learning Feasibility Study**

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 PY 2009, through a contract between UDC and the Academy for Educational Development’s National Institute for Work & Learning, OCTE underwrote a feasibility and planning study of the DC GOALS concept. A series of focus group meetings and interviews were held over the summer and fall of 2008, ultimately merging with the **21st Century Education Working Group**, a parallel OSSE exploratory project centered on the *Tough Choices or Tough Times* report of the New Commission on the Skills of the American Workforce.

# DC GATEWAYS OF ADVANCED LEARNING



**CTE Programs for Adults and School Dropouts:**

**New Adult CTE Programs at Cardozo Construction Academy and Roosevelt HS**

The **Get DC Residents Training for Jobs Now Emergency Act of 2008**, introduced by Councilmember Kwame Brown, set forth a mandate for Mayor Fenty to develop a plan for evening and weekend adult CTE programming at Cardozo, Roosevelt, and Phelps. Targeted toward adults in need of training or retraining, including high school dropouts, the proposed programs were envisioned as pre-apprenticeship training opportunities in the fields of construction, transportation, culinary arts, and hospitality.

Strong private industry support for the proposal was secured from foundation and trade associations long committed to CTE and pre-apprenticeship programs at the three schools. Temporary legislation was quickly enacted to implement the Brown proposal, and Eric Lerum, Claudia Lujan, and Andrea Wilson of the Office of the Deputy Mayor for Education worked successfully to implement two new adult CTE programs by the spring of 2009.

OCTE staff were involved in a series of email exchanges and meetings with the ODME team, exploring ways in which OSSE staff and Perkins funds could assist the development of the new programs. Multi-agency partnerships were the key, with the Office of the Deputy Mayor for Education, the Department of Employment Services, and the Workforce Development Program of the new Community College of DC all playing lead roles.

Ultimately, CCDC's Workforce Development Division, which includes CTE and is a key component of the new community college, agreed to administer the new programs, in collaboration with ODME, OSSE, DCPS, DOES, and the DC Apprenticeship School, starting at Cardozo and Roosevelt. With the involvement and endorsement of OCTE, two new adult CTE program offerings were implemented at DCPS high schools in the spring of 2009:

A **Construction Pre-Apprenticeship Certification Program** has been made available at the Cardozo Academy of Construction and Design, developed through a partnership between ODME, DOES, CCDC, and the DC Students Construction Trades Foundation, while a **Hospitality Industry Career Training Program** is being offered at Roosevelt High School through a partnership between ODME, DOES, CCDC, the Hotel Association of DC, the Washington Hospitality Foundation, and Hospitality Public Charter High School.

**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 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.

### **Career Guidance and Academic Counseling:**

#### **Revisions to DCMR Chapter 22, DC State Graduation Requirements**

DC's 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, environmental 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 graduation requirements. They ensure that all successful completers of quality-compliant CTE programs in DC , whether or not they are members of special populations, will not only receive a high school diploma, but, beyond that, be 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.

OCTE continues to advocate for revisions to the DC State graduation Requirements set forth in DCMR Chapter 22 (“Promotion and Graduation Requirements for Public Schools in the District of Columbia”) to ensure that all graduates will both meet the minimum academic requirements of DC CTE Program Quality Standards and complete a coherent course of study of at least four CUs—i.e., the secondary component of a CTE Program of Study, an International Baccalaureate (IB) diploma program, or an individualized Advanced Placement (AP) liberal arts college prep program.

OCTE’s hope and expectation is that such a revision to DC graduation requirements, in conjunction with the existing requirement that an Individualized Graduation Plan (IGP) be developed for every District student by the end of the 8th grade, will prompt the implementation of comprehensive career guidance and academic counseling programs in all DC public schools.

Empowering students to make realistic and achievable career plans, beginning in the 8th grade, and to chart secondary/postsecondary educational pathways keyed directly to those career plans, should have a powerful positive impact on the high school graduation rate in DC (currently the lowest in the nation at barely 50%) by giving students an authentic sense of the Return-On-Investment of high school completion.

#### **Additional Notes on DC State Leadership Activities:**

##### **Career-Technical Student Organizations**

DC’s Five-Year State Plan for CTE, consistent with State Criteria of CTE Program Quality, supports implementation of the appropriate CTSO for every CTE program in the District. Three of the eight national CTSO’s referenced in the State Plan are currently active in DCPS high schools—SkillsUSA, FBLA (Future Business Leaders of America), and HOSA (Health Occupations Students of America)—and OCTE has committed both staff time and State Leadership funds to support all three organizations. OCTE is in the process of meeting with the national leaders of all eight CTSOs to explore development of State implementation or growth plans for each.

### **Public Charter High Schools**

Proportionately, public charter schools (PCS) play a larger role in public education in the District of Columbia than in any other State, with a market share that has grown rapidly over the past decade and a half and now exceeds 30%. The majority of DC PCS are elementary or middle schools, but four public charter high schools are currently participants in the Perkins program; under the allocation formula negotiated with OVAE in 2008, they receive approximately 20% of the funds available for secondary CTE providers under §131 of Perkins IV, and a majority of the technical assistance provided to eligible recipients under §124(b)(9).

### **Entrepreneurship Education and Training**

DC's Uniform Guidelines for Local Applications for Assistance under the Carl D. Perkins Act identify entrepreneurship preparation as an integral component of quality CTE programs, and strengthening entrepreneurship programming in the District represents a continuing priority for OCTE. As first step toward a comprehensive State entrepreneurship education effort, DC has recently joined the national consortium for marketing and distributive education, the MBAResearch and Curriculum Center, and the Consortium for Entrepreneurship Education (CEE).

### **Technical Skills Assessment Development and Implementation**

The adoption of nationally-validated, industry-based technical skills assessments and certifications constitutes a core requirement of DC's State Standards of CTE Program Quality. DC looks first to national, regional, or local private sector partners as a source of knowledge and skill standards, curricula keyed to the standards, and assessments keyed to the curricula. When recognized and validated third party assessments are not available, DC's CTE State Plan provides for reliance on the National Occupational Competency Testing Institute (NOCTI). DC has long been an affiliate of the NOCTI consortium, and has recently established a resource account to underwrite widespread integration of NOCTI assessments into CTE programs throughout the District, beginning in the spring or fall of 2010.

### **State Longitudinal Education Data System Development**

State-level CTE staff have been actively involved in the effort to develop a State Longitudinal Education Datawarehouse (SLED) for the District of Columbia since before the OSSE transition took place, working to ensure that all data requirements of the State and local performance accountability systems under Perkins IV §113 are addressed by the new system. Alicia Freeman, OCTE Coordinator of Accountability, Monitoring, and Evaluation, serves as a SLED External Data Steward for CTE and DCPS data. In addition, OCTE has also participated in the development of a new "logical" course code taxonomy for use by the SLED—compatible with the "SIF" (Student Interoperability Framework) data exchange specifications—and will be carrying out the coding of all DC CTE courses based on the new taxonomy.

**Notes on State Administration Activities, District of Columbia, PY 2009**

As outlined in §112(a)(3), the responsibilities of each State for Perkins administration at the State level include:

- developing [and annually updating] the Five-Year State Plan for CTE;
- reviewing and approving local plans for CTE;
- monitoring and evaluating CTE program effectiveness;
- ensuring compliance with applicable Federal laws [including civil rights];
- providing technical assistance to eligible recipients and CTE providers; and,
- supporting State data and performance accountability systems.

In addition to quarterly meetings of the District of Columbia Commission for Career and Technical Education (DC CCTE), the Perkins eligible agency for DC as defined in §3(4) of Perkins IV, State administration activities in DC during the 2009 program year included the following:

**Program Year 2010 Revisions to the DC Five-Year State Plan for CTE**

On April 20, 2009, as required by an OVAE Program Memorandum issued by Acting Assistant Secretary Dennis Berry on February 6, OCTE submitted a “Perkins VI Year Three” document package, representing a request for a renewal for the 2010 program year of DC’s CTE State Assistance Grant under Tiles I and II of the Carl D. Perkins Act. Included in the package were a Cover Sheet, a Letter of Transmittal, a “Perkins IV Program Year 3” Budget Table, and “FAUPLs” (Final Agreed-Upon Performance Levels) for the section 113 State and Local Performance Accountability Systems for the first four years under Perkins IV. DC’s allocations under both Title I and Title II were unchanged for PY 2010 (Federal FY 2009) from PY 2009 (Federal FY 2008), the “Updated Budget” required by OVAE’s Program Memorandum was in fact identical to its PY 2009 predecessor.

“Section A” of the package, “Revisions to the Five-Year State Plan”, was omitted altogether, since no changes in the uses of Perkins funds for PY 2010 were anticipated that rose to the level of formal revisions of the plan. Prior to the implementation of corrective actions mandated by OVAE on November 5, 2009, via the Final Report on the on-site monitoring visit conducted the previous August, the only specific change for PY 2010 in the administration of Perkins funds in the District was the hand-off of responsibility for CTE programming at the New Beginnings youth correctional center (formerly Oak Hill Academy) from UDC to the DC Department of Youth Rehabilitation Services.

**Request for Applications for PY 2010 Under Perkins IV Section 131**

On April 1, 2009, as planned, and authorized by the common consent of the DC CCTE, a formal request for local applications for subgrants under section 131 of Perkins IV was emailed to DC’s five secondary-level eligible recipients: DCPS, and four public charter high schools: Booker T. Washington, Friendship Collegiate Academy, IDEA, and Young America Works.

Included in the application package were:

- a reprise of the OVAE-approved formula that allocated the \$3 M available for secondary subgrants among the five secondary eligible recipients;
- a summary of the application requirements set forth in the District’s “Uniform Guidelines for Local Applications for Assistance Under the Carl D. Perkins Act”;
- a reiteration of the Targeting Criteria for the use of Perkins funds in DC, adopted by the July, 2008, DC CTE meeting and set forth in the OSSE Strategic Plan; and,
- a timetable for the 2010 grant round, anticipating that grant award notifications can be issued by June 1, 2009, for all applications received by May 1.

Attached to the RFA itself were copies of:

- the DC Five-Year State Plan for CTE for PY 2009-2013;
  - required Financial and Progress Report templates;
  - Perkins IV;
  - a DOES roster of high growth careers (“Hot Occupations”), 2006-2016;
  - an inventory of data requirements for the 2010 CAR; and,
- an overview of OSSE’s new, reimbursement-based payment process.

Under separate cover, an updated 2010 edition of the Uniform Guidelines was forwarded to the CTE LEA listserv on April 15, 2009.

#### **On-Time Submission of the PY 2008 Consolidated Annual Report**

The programmatic components of the District of Columbia’s “CAR” for the 2008 Program Year (Consolidated Annual Performance, Accountability & Financial Status Report) were successfully uploaded to OVAE’s CAR submission website ([www.perkinscar.com/](http://www.perkinscar.com/)) on the afternoon of December 30, over 24 hours before the submission deadline.

In addition to outlining the protocols and formula for allocating the “85% portion” of Perkins Title I among the members of the then District of Columbia Consortium for Career-Technical Education, the narrative summary recapitulated the process of CAR development, summarized strengths and weaknesses of the data available for PY 2008, and previewed the qualitative improvements in the scope and validity of data collection anticipated for next year’s CAR—in particular, the inclusion of public charter school data, activation of the State Longitudinal Education Data Warehouse (SLED), the restoration of the High School Graduation and Sixth-Month Follow-Up Surveys, DC’s participation in a regional exchange of employment information based on the Unemployment Insurance reporting system, and the expansion of reporting from UDC to cover all technical degree and certificate programs, disaggregated by special population status.

For PY 2008, the CAR encompassed data on an unduplicated head count of **2,390 CTE Participants** at the secondary level, including **930 CTE Concentrators**, and **183 UDC CTE students**. All performance indicators required for the 2008 CAR were addressed, including the three key indicators keyed to NCLB targets: **1S1**, **1S2**, and **4S1**.

Data for 1S1 and 1S2 was extracted directly from the STARS system for the first time this year. Data for 4S1 was provided by OSSE's Division of Data Management Services, which is responsible for the State NCLB graduation rate computation each year.

At the secondary level, the performance of CTE concentrators met or exceeded the 90% threshold level for every performance indicator for which data was available, and exceeded the ALP itself for every indicator except 1S2; total performance exceeded 2008 target levels by **78.5 percentile points**.

Some specific highlights of PY 2008 levels of performance were as follows:

- 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 sequence was **91%**.
- 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%**.
- DC's PY 2008 target for **4S1, Student Graduation Rate**, as calculated for the purposes of the Elementary and Secondary Education Act (ESEA), 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."
- 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.

**CAR 2009: Results and Prospects**

**A.** For the purposes of the 2009 and 2010 CARs, as in 2008, DC plans to continue to rely on GPA as a proxy measure for technical skill assessment.

At the secondary level (for 2S1), DC is using “percent of 12th grade CTE concentrators who received a grade of C or higher in their concentration indicator or capstone course” 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 upgrading all DC CTE concentrations into Programs of Study—nationally-validated, industry-based standards, technical skill assessments, curricula, and certifications for every CTE concentration, at both the secondary and postsecondary levels—ideally, at the rate of 12 per year, with all 60 concentrations on the current State roster upgraded and approved by the end of the current plan cycle, in 2013.

On March 2, 2009, OCTE successfully brought on board two coordinators (of technical skill assessment and curriculum development) to take charge of this process. As previously indicated, OCTE anticipates discontinuing use of the proxy measures for technical skill attainment as soon as significant numbers of assessments have been implemented.

**B.** 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 (DSE), no Certificates of IEP Completion were awarded during PY 2009 (as in previous years). In addition, according to the OSSE Office of GED Administration, Federal law prohibits release of the names of GED recipients.

OCTE plans to continue a dialogue with the DSE in an effort to determine if Certificates of IEP Completion are in fact ever awarded by public providers of special education in the District, and if any source of data on those awards can be identified.

In addition, OCTE proposes that the statutory prohibitions on the release of data on awards of GED Certificates be reviewed by OVAE at the national level, to determine if blanket exemptions could be granted to States for the purposes of compliance with Perkins section 113(b)(2)(A)(iii)(II).

**C.** Out of a total of 458 12th Grade Concentrators in DC, 428 were counted as graduated for the purposes of the ESEA Student Graduation Rate calculation for SY 2009.

Seven concentrator/graduates reflected in the 2009 count for 3S1 were not reflected in the 4S1 count. Presumably those seven enrolled in DC Public Schools in 2007, 2008, or 2009, as 10th graders or higher—meaning that they were excluded from the ESEA graduation rate cohort for the class of 2009, which was constituted in 2006 out of the 9th graders of that year.

But no 12th grade concentrators who did not graduate were included in the 4S1 count—meaning that no 12th Grade Concentrators were counted as “dropouts” for ESEA purposes—meaning that 100% of those included in the ESEA Student Graduation Rate calculation were counted as “graduated.” Thus, DC’s 4S1 performance level was 100% again this year.

On the face of it, this wide variance between DC’s 4S1 APL (70%) and its actual performance appears anomalous. Two alternate interpretations are possible:

- a). On the one hand, the 100% graduation rate of 12th Grade CTE Concentrators may simply be an artifact of the fact that DC’s 2009 CAR is once again based on a single-year snapshot, not longitudinal data. Concentrators who dropped out in 2006, 2007, or 2008 could have been included in the fall of 2006 in DC’s NCLB graduation rate cohort for 2009, but would not of course show up as 12th Grade Concentrators in the current year.
- b). On the other hand—best case scenario—the 100% NCLB graduation rate of PY 2009 CTE Concentrators, compared to a target graduation rate of 70% 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 OCTE itself (by merging the CAR Concentrator files for 2006, 2007, 2008, and 2009). OCTE’s hope and intention is to bring longitudinal data on CTE Concentrators on line in time for incorporation into the PY 2010 CAR, due December 31, 2010.

In addition, during SY 2010, the District of Columbia is scheduled to adopt a new methodology for the calculation of the ESEA dropout rate. This new methodology may also shed light on the continuing variance between DC’s negotiated 4S1 targets and its recorded performance levels.

**D.** As a first step in the 2009 data gathering cycle, OCTE requested a download from STARS (in the form of Excel files) of the most recent course enrollment data on all students in grades 9-12 in DC public high schools (both DCPS high schools and DC public charter high schools).

Beginning with this cycle, this request was submitted through and under the auspices of the DC SLED, rather than directly to STARS administrators at DCPS. The following were key fields encompassed in the request:

- **Student Name**
- **Student ID**
- **Universal Student Identifier**
- **Social Security Number**
- **Grade in School**
- **School Code**
- **School Name**
- **Course Code**
- **Course Title**
- **Student Mark**
- **Gender**
- **Ethnicity**
- **Disability/Special Education Status**
- **Language Proficiency/ELL Status**
- **Free/Reduced Lunch Status**
- **Marital Status (if available)**
- **Pregnancy Status (if available)**
- **DC-CAS Reading Proficiency Level**
- **DC-CAS Math Proficiency Level**
- **Date Diploma Received (if any)**
- **Date Certificate of IEP Completion Received (if available)**

E. As previously reported, DC’s original plan for PY 2008 was to solicit from the DC Public Charter School Board a download from the OLAMS public charter school student information system of a data set on the public charter high school cohort of SY 2008 equivalent to that obtained from STARS on DC public high school students. Late in the fall of 2008, however, it was determined that the OLAMS system omits all course and program enrollment and completion data, making it useless for Perkins purposes.

An alternate strategy for gathering charter school data could not be developed in time to meet the deadline for the 2008 CAR—and, in any case, the charter schools were not in reality participants in the Perkins program during the 2007 and 2008 school years.

Since then, the charter school community has discontinued use of the OLAMS system, so data from the four public charter high schools receiving Perkins funds in PY 2009 was solicited directly from the schools. All PY 2009 Perkins subgrant agreements included specific provisions mandating full cooperation with the gathering of the data required for the State and Local Performance Accountability System. Happily, these provisions were honored by all four PCS recipients, with the result that data from every section 131 CTE provider was reflected in DC’s CAR for the first time this year.

F. A 2008-2009 MOU between UDC (specifically, the Division of Postsecondary Career and Technical Education—DPCTE) and OSSE (specifically, the Office of CTE) was signed by Dr. Eurmon Hervey, formerly OSSE’s Assistant Superintendent of Postsecondary Education and Workforce Readiness and at the time serving as UDC’s Campus CEO and Executive Director of the Community College Initiative.

As indicated in DC’s August 1, 2008 State Plan Revision, the new MOU included expanded stipulations that timely submission of all data required for the purposes of the CAR, in electronic format, is a fundamental obligation of all DC recipients of section 132 funds.

For PY 2009, the UDC-OSSE MOU sustained the focus of previous years on the operation of CTE certificate and credential programs by the DPCTE, as well as on the development of secondary-postsecondary articulation and dual enrollment agreements between DCPS and UDC. With the launch of the new Community College of the District of Columbia in September of 2009, OSSE and UDC agreed to expand their partnership to include active commitments to the development of new AAS degree programs, as well as the development of CTE “Early College/ Collegiate High School” programs.

Again as indicated in OCTE’s August 1, 2008, submission, the 2008-2009 MOU included specific stipulations concerning the collection and reporting of data required for the CAR on the special populations status of students enrolled in CTE/technical education programs and majors at UDC.

In compliance with those stipulations, the DPCTE immediately modified the intake forms and procedures for its CTE certificate and credential programs, providing for disaggregation of all their enrollment and performance data by special population status beginning with 2009 CAR.

In addition, OCTE met with CCDC data specialists, to set the stage for expansion of postsecondary data coverage to include all UDC students matriculated in CTE-related associate degree programs—beginning with the 2009 CAR—and to ensure that the intake forms and protocols of CCDC provide for gathering of the special populations data required for CAR purposes.

The upshot of these efforts is the fact that the 2009 CAR contains a complete postsecondary accountability data set for the first time, including comprehensive breakouts of all performance data by special population status.

It should also be noted that the levels of performance reported by CCDC exceeded the performance targets (FAUPLs) for all six postsecondary indicators.

**G.** OCTE’s Coordinator of Accountability, Monitoring and Evaluation, Alicia Freeman, successfully reestablished the two annual surveys—the in-school High School Graduate Survey (distributed by teachers and counselors) and the mail and telephone Sixth-Month Follow-up Survey—that were terminated in 2006 due to a policy and operational breakdown of the HR office of DC Public Schools.

A follow-up survey of June 2008 graduates was conducted as the basis for responding to indicator 5S1 for the 2009 CAR. In addition, OCTE is exploring development of a CTE accountability website that will allow students to submit on-line responses to both surveys.

**H.** In the interests of further increasing coverage for 5S1, Alicia Freeman was also successful in establishing a cooperative agreement with the Jacob France Institute of the University of Baltimore (David Stevens, Executive Director) 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.

As a result of the new agreement, data on the labor market experience of SY 2008 12th grade CTE concentrators in the second quarter after graduation will be reflected in the 2010 CAR. In addition, OSSE is exploring participation in a new Jacob France Institute initiative to build stronger bridges between K-12 and postsecondary and workforce data in the emerging State longitudinal data systems of the mid-Atlantic region.

**I.** Of the six subgrantees who submitted enrollment and performance data for the 2009 CAR, complete data sets were received from four: DCPS, Friendship Collegiate Academy, IDEA PCS, and CCDC.

All secondary subgrantees submitted individual student record data to OCTE, which itself carried out data tabulation and analysis (as well as forwarding the required worksheets to the OSSE EDEN/EDFacts coordinator). CCDC submitted completed enrollment and accountability workbooks, in lieu of individual student records, but formally assured OCTE that they can associate an individual student record with every data point in their submission—the same capability which OCTE possesses with respect to the secondary-level workbooks.

Young America Works PCS, a Perkins participant for the first time in PY 2009, submitted comprehensive data on all their students, but reported no concentrators; their CTE concentrations were all launched in September of 2008, and thus no students had the opportunity to reach concentrator status during the 2009 school year. As a result, no performance levels for YAW PCS could be calculated except for indicator 6S1.

Booker T. Washington PCS submitted basic demographic data on all their students in SY 2009, but, because of a technical breakdown, was unable to retrieve any course or program data. Thus, Booker T. data is only reflected in the form of an “Enrollment of CTE Participants” worksheet. As a condition of receipt of 2011 funds, BTW PCS will be required to present a Local Improvement Plan detailing how they will ensure that a complete, CAR-compliant data set on all students is made available to OCTE for the purposes of the PY 2010 CAR.

**J.** The performance of CTE students and schools in the District of Columbia generally met or exceed 90% of the targets agreed-upon for DC for PY 2009 (Perkins Year Two), with the notable exception of the two ESEA-based academic achievement indicators, 1S1 and 1S2.

Of DCPS CTE concentrators who had sat for the DC CAS reading assessment by June of 2009, only 50% were scored as “proficient” or above—below both the target level of 59% and the 90% threshold of 53.1%. Friendship Collegiate Academy concentrators scored only 42.11%, while DC as a whole scored 45.12%.

Of DCPS CTE concentrators who had sat for the DC CAS math assessment by June of 2009, 45% were scored as “proficient” or above—below the target level of 47%, but above the 90% threshold of 42.3%. Friendship Collegiate Academy concentrators, on the other hand, scored only 38.84%, and DC as a whole scored only 40%.

All three entities are obligated under the provisions of Perkins section 123 to prepare improvement plans for PY 2011, detailing a strategy to raise their performance levels to meet or exceed at least the threshold levels.

Like other States and localities, DC, DCPS, and FCA are each faced with a seemingly intractable dilemma, since CTE has no direct leverage over DC CAS scores: the DC CAS is administered in grade 10, but CTE concentrations don’t typically begin until grade 11.

If, as is sometimes suggested, the unacknowledged purpose of subindicators 1S1 and 1S2 is not to measure CTE impacts on academic achievement, but to ensure that States and localities don’t routinely segregate low academic achievers into CTE courses and concentrations, the District appears blameless: CTE concentrators failed to reach the targets for 1S1 and 1S2, but their scores exceeded those of the tested population in general.

But for the purpose of addressing the mandates of sections 123, the State and its two largest CTE providers would appear to be limited to setting forth their overall plans for transforming high schools and raising academic achievement across the board.

K. The following charts summarize 2009 performance levels of DCPS, FCA, IDEA, and DC as a whole, as well as CCD—beginning with DCPS and FCA:

**1. DC Public Schools:**

District of Columbia CTE Performance Levels, PY 2009							
(A) School Indicator	(B)	(C) Baseline	(D) 2009 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) 90%?
DCPS	1S1	25	59	30	60	50.00	N
DCPS	1S2	25	47	27	60	45.00	Y
DCPS	2S1	75	80	325	348	93.39	Y
DCPS	3S1	95	95	321	348	92.24	Y
DCPS	4S1	50	70	321	321	100.00	Y
DCPS	5S1	85	86	171	181	94.48	Y
DCPS	6S1	35	36	433	1093	39.62	Y
DCPS	6S2	39	40	57	134	42.54	Y

**2. Friendship Collegiate Academy:**

District of Columbia CTE Performance Levels, PY 2009							
(A) School Indicator	(B)	(C) Baseline	(D) 2009 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) 90%?
FCA PCS	1S1	25	59	64	152	42.11	N
FCA PCS	1S2	25	47	56	152	38.64	N
FCA PCS	2S1	75	80	92	108	85.19	Y
FCS PCS	3S1	95	95	108	108	100.00	Y
FCA PCS	4S1	50	70	105	105	100.00	Y
FCA PCS	5S1	85	86	N/P	N/P	N/P	N
FCA PCS	6S1	35	36	81	187	43.32	Y
FCA PCS	6S2	39	40	27	65	41.54	Y

The next two charts summarize 2009 performance levels of IDEA and DC as a whole:

### 3. Integrated Design and Electronics Academy (IDEA):

District of Columbia CTE Performance Levels, PY 2009							
(A) School Indicator	(B)	(C) Baseline	(D) 2009 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) 90%?
IDEA	1S1	25	59	3	3	100.00	Y
IDEA	1S2	25	47	3	3	100.00	Y
IDEA	2S1	75	80	2	2	100.00	Y
IDEA	3S1	95	95	2	2	100.00	Y
IDEA	4S1	50	70	2	2	100.00	Y
IDEA	5S1	85	86	N/P	N/P	N/P	N
IDEA	6S1	35	36	84	132	63.64	Y
IDEA	6S2	39	40	1	1	100.00	Y

### 4. District of Columbia (SEA):

District of Columbia CTE Performance Levels, PY 2009							
(A) School Indicator	(B)	(C) Baseline	(D) 2009 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) 90%?
DC	1S1	25	59	97	215	45.12	N
DC	1S2	25	47	86	215	40.00	N
DC	2S1	75	80	419	458	91.48	Y
DC	3S1	95	95	431	458	94.10	Y
DC	4S1	50	70	428	428	100.00	Y
DC	5S1	85	86	171	181	94.48	Y
DC	6S1	35	36	664	1412	47.03	Y
DC	6S2	39	40	85	200	42.50	Y

The final chart summarizes 2009 performance levels of the new Community College of the District of Columbia (CCDC):

**6. Community College of the District of Columbia (CCDC):**

District of Columbia CTE Performance Levels, PY 2009							
(A) School Indicator	(B)	(C) Baseline	(D) 2009 APL	(E) Numerator	(F) Denominator	(G) % E/F	(H) 90%?
CCDC	1P1	40	46	922	1689	54.59	Y
CCDC	2P1	70	71	448	577	77.64	Y
CCDC	3P1	20	35	571	684	83.48	Y
CCDC	4P1	95	95	44	44	100.00	Y
CCDC	6P1	25	25.50	517	1423	36.33	Y
CCDC	6P2	24	24.50	86	127	67.72	Y

L. Based simply on performance levels set forth in the PY 2009 accountability workbooks, IDEA PCS is easily the top performer among the six CTE providers who participated in the Perkins program during the program year. However, the number of 12th grade concentrators reflected in the school's student MIS would appear to be too few for IDEA's performance levels to be viewed as statistically significant.

OCTE anticipates that a new approach to the organization of CTE programs at IDEA will be articulated in the new Five-Year Local Plan which IDEA is expected to submit on April 1, 2010—and will lead to a substantial increase in CTE concentration levels no later than the 2011 program year.

One remaining omission from the accountability workshops of the four public charter high schools is represented by data for indicator 5S1, on education and employment follow-up of concentrator graduates from the preceding program year. This omission was simply an artifact of the fact that no enrollment or performance data for Perkins-participating PCS was included in the 2008 CAR. Since no concentrators were identified for the public charter high schools for PY 2008, they could not be surveyed for follow-up purposes during the current year.

For the PY 2010 CAR, OCTE plans to gather follow-up data for 2009 concentrator-graduates for all participating LEAs and CCDC as well, using both mail, phone, and web-based surveys, and regional record-matching with UI, FEDES, Pentagon, and National Student Clearinghouse databases.

# DC CAR 2009 DATA INVENTORY

## CAR 2009: What Do We Need to Know?

### **SECONDARY DATA ELEMENTS:**

1. During the 2008-2009 school year, the number of students in DC public high schools in grades 9-12 (male, female, and total) who have earned at least **one** credit (Carnegie Unit) in a recognized CTE program sequence of four CUs or more. (i.e., **CTE Participants**).
2. The number of Participants in grades 10-12 who have earned at least **three** credits (Carnegie Units) in a recognized CTE program sequence (concentration) of 4 CUs or more. (i.e., **CTE Concentrators**).
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: **59%**).
5. The number (and %) of DC-CAS Taker/Concentrators who scored proficient or advanced in mathematics (**1S2**; target: **47%**).
6. The number (and %) of 12th Grade Concentrators who attained a GPA of 2.0 or greater in their CTE concentration. Proxy: who received a grade of C or higher in their concentrator indicator or capstone course (**2S1**; target: **80%**).
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 (and %) of 12th Grade Concentrators who were counted in the State NCLB graduation rate computation for the 2008-2009 school year.
9. Of those, the number (and %) who were counted as graduated (**4S1**; target: **70%**).
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 %) of who were reported placed, in the second quarter after graduation, in postsecondary education or advanced training, employment, or military service (**5S1**; target: **86%**).

# DC CAR 2009 DATA INVENTORY

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: **36%**).

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: **40%**).

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

## **POSTSECONDARY DATA ELEMENTS:**

1. The number of University of the District of Columbia students (male, female, and total) who had earned at least **one** credit by the end of the 2008-2009 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 CTE Concentrators who attained a GPA in their major of 3.0 or greater (**1P1**; target: **46%**).

4. The number (and %) of CTE Concentrators who received an industry-recognized credential and/or a certificate or degree (**2P1**; target: **71%**).

5. The number (and %) of second-year or higher CTE Concentrators who remained enrolled or transferred to another postsecondary institution (**3P1**; target: **35%**).

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

# DC CAR 2009 DATA INVENTORY

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%**).
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: **25.50%**).
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: **24.50%**).
12. **Breakouts of all of the above elements by ethnicity and special population status.**

**Note:** In its review of the DC CAR Report for 2007, OVAE noted that the data submitted on student enrollment and performance at the postsecondary level was not disaggregated by special population status, making it impossible for OVAE to make a determination about the extent to which DC is making progress in preparing all students participating in CTE programs of study for entry and success in postsecondary education and high skills, high wage careers.

As a special condition attached to DC’s February 21, 2008 grant award of Carl D. Perkins Act funds for the 2008 program year, OVAE required that the Five-Year State Plan describe new policies and procedures intended to ensure that accountability data reported in subsequent CARS is not only complete, accurate, valid, and reliable, but disaggregated into special population categories.

Toward fulfillment of this condition, the OCTE hired a full-time Accountability, Monitoring & Evaluation Coordinator in September of 2008, among whose core responsibilities is ensuring that special population data is appropriately gathered for CTE students at both the secondary and postsecondary level.

In addition, the provisions of the October 1, 2008 Memorandum of Understanding between OSSE/SOCTE and the University of DC pertaining to Program Accountability, Assessment, and Evaluation were expanded to include special reference to the need to gather complete, accurate, valid and reliable data on the enrollment and performance of members of special populations in postsecondary CTE programs.

# DC CAR 2009 PREPARATION ALGORITHMS

## DC CAR 2009: Preparation Algorithms

1. Merge the two grade 9-12 DCPS STARS Excel files into a single Access file.
2. Save as "2009 CAR Master Course Enrollment File (DCPS)".
3. Sort by Student Mark; save as "2009 CAR CTE Enrollment File (DCPS)".
4. Delete all enrollments EXCEPT Student Marks A through D.
5. Sequential sort by Course Code, then School Name, then Student Name.
6. Delete all Arts course enrollments EXCEPT at Ellington.
7. Delete all other non-CTE, academic course enrollments.
8. Sequential sort by School Name, then Course Code, then Student Name.
9. Review relative to CTE programs inventory.
10. Delete stand-alones, electives, miscodes, redundancies, etc.; save.
11. Update roster of CTE programs/schools with active enrollment.
12. Add a **Program CIP** field; code all enrollments by Program (CIP).
13. Add a **Dominant Gender** field, code all programs by Dominant Gender.
14. Add a **Career Cluster** field; code all programs by Cluster.
15. Sequential sort by Student Name, then Student ID, then Course Code.
16. Add a **Participant** field to the file structure.
17. Place one X in the P column for each student, in the most advanced course taken.
18. Select the most advanced program in cases of multiple program enrollments.
19. Add a **Concentrator** field to the file structure.
20. Place an X in the C column for each student whose P-coded course is a "C" course.
21. Sort by Participant; save as "2009 CAR Participants Workfile (DCPS)".

# DC CAR 2009 PREPARATION ALGORITHMS

22. Delete all records EXCEPT those with an X in the Participant column; save.
23. Add a **Nontraditional** field; code all Nontrad records as M or F, as appropriate; save.
24. Sort by Concentrator; save as "2009 CAR Concentrators Workfile (DCPS)".
25. Delete all records EXCEPT those with an X in the Concentrator column.
26. Sort by Grade in School; delete all records EXCEPT grades 10-12; save.
27. Sort the Participants Workfile by Cluster into 16 Cluster workfiles,
28. Sort each Cluster Workfile by Gender, Ethnicity, Disability, Lunch, Language, and Nontrad.
29. Tally each sort, prepare Participant enrollment worksheet for DCPS.
30. Repeat process with Concentrators Workfile, prepare DCPS Concentrators worksheet.
31. Sort the Concentrators Workfile by Reading Proficiency.
32. Delete all records without DC-CAS scores.
33. Save as "2009 CAR Concentrator-Takers Workfile (DCPS)".
34. Tally records as **Denominator** for **IS1** and **IS2**, Reading and Math Achievement, DCPS.
35. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheets.
36. Delete records with Reading Proficiency scores below "Proficient."
37. Save as "2009 CAR Reading Achievers Workfile (DCPS)".
38. Tally records as **Numerator** for **1S1**, Reading Achievement (DCPS).
39. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
40. Reopen Concentrator-Takers Workfile; sort by Mathematics Proficiency.
41. Delete all records with Mathematics Proficiency scores below "Proficient".
42. Save as "2009 CAR Mathematics Achievers Workfile (DCPS)".

# DC CAR 2009 PREPARATION ALGORITHMS

43. Tally records as **Numerator** for **1S2**, Mathematics Achievement (DCPS).
44. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
45. Reopen Concentrator Workfile; sort by Grade in School.
46. Delete all records EXCEPT grade 12; save as "2009 CAR Completers Workfile (DCPS)".
47. Tally records as **Denominator** for **2S1** and **3S1** for DCPS.
48. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
49. Sort by Student Mark; delete all records below C.
50. Save as "2009 CAR Skill Attainers Workfile (DCPS)."
51. Tally records as **Numerator** for **2S1** for DCPS [Technical Skill Attainment].
52. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
53. Reopen Concentrator-Takers Workfile, sort by Date Diploma Received.
54. Delete all records with no entry in Date Diploma Received field.
55. Save as "2009 CAR Diploma Recipients Workfile (DCPS)".
56. Tally records as **Numerator** for **3S1** for DCPS [Secondary School Completion].
57. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
58. Reopen Participants Workfile; sort by Nontraditional.
59. Delete all records with no entry for Nontraditional.
60. Save as "2009 CAR Nontrad Participants Workfile (DCPS)".
61. Tally records as **Denominator** for **6S1** for DCPS [Nontraditional Participation].
62. Sort by Dominant Gender, then Gender; delete records with matching entries (M/M, F/F).
63. Save as "2009 CAR Underrep Nontrad Participants Workfile (DCPS)".

# DC CAR 2009 PREPARATION ALGORITHMS

64. Tally records as **Numerator** for **6S1** for DCPS.
65. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
66. Reopen Concentrators Workfile; sort by Nontraditional.
67. Delete all records with no entry for Nontraditional.
68. Save as "2009 CAR Nontrad Concentrators Workfile (DCPS)".
69. Tally records as **Denominator** for **6S2** for DCPS [Nontraditional Completion].
70. Sort by Dominant Gender, then Gender; delete records with matching entries (M/M, F/F).
71. Save as "2009 CAR Underrepresented Nontrad Completers Workfile (DCPS)".
72. Tally records as **Numerator** for **6S2** for DCPS.
73. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
74. Obtain rosters of DCPS SY 2009 NCLB Graduation Cohort and NCLB Graduates [Teko F.?].
75. Reopen Completers Workfile; sort by Student Name, Student ID.
76. Sort NCLB rosters by Student Name, Student ID; review Completers Workfile for matches.
77. Tally matches to the Cohort file as the **Denominator** for **4S1** for DCPS.
78. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
79. Tally matches to the Graduates file as the **Numerator** for **4S1** for DCPS.
80. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
81. **Repeat previous 80 steps, as appropriate, for FCA, IDEA, BTW, YAWPCS.**
82. Prepare consolidated worksheets for upload to CAR website by **COB January 29.**
83. Open **SY 2008 Completers** file, sort by Student Name, Student ID.

# DC CAR 2009 PREPARATION ALGORITHMS

84. Sort Follow-up Survey file by Student Name, Student ID; review Completers for matches.
85. Add **Surveyed** and **Placed** fields to Completers file.
86. Place X in Surveyed column of matched records.
87. Place X in Placed column of matched records reported "Placed"; save.
88. Sort by Surveyed; delete all records without an X in the Surveyed column.
89. Save as "2009 CAR Follow-Up Survey Workfile (DCPS)".
90. Tally records as the first component of the **Denominator** for **5S1** for DCPS.
91. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
92. Sort by Placed; delete all records without an X in the Placed column.
93. Save as "2009 CAR Survey Placements Workfile (DCPS)".
94. Tally records as the first component of the **Numerator** for **5S1** for DCPS.
95. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
96. Reopen **SY 2008 Completers** file, sort by Social Security #.
97. Sort JFI employment placement file by Social Security #; review Completers for matches.
98. Add **Identified** and **Employed** fields to 2008 Completers file.
99. Place X in Identified column of matched records.
100. Place X in Employed column of matched records reported "Employed"; save.
101. Sort by Identified; delete all records without an X in the Identified column.
102. Save as "2009 CAR Employment Record Match Workfile (DCPS)".
103. Tally records as the second component of the **Denominator** for **5S1** for DCPS.

# DC CAR 2009 DATA INVENTORY

104. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
105. Sort by Employed; delete all records w/o an X in the Employed column.
106. Save as "2009 CAR Employed Completers Workfile (DCPS)".
107. Tally records as the second component of the **Numerator** for **5S1** for DCPS.
108. Sort by Gender, Ethnicity, Disability, Lunch, Language, Nontrad; tally each for worksheet.
108. Consolidate Survey and Record Match worksheets for upload to CAR website.

[First Draft; 1-14-2010; CDL]

**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
<p align="center"><b>1S1</b> Academic Achievement: Reading/Language Arts [§113(b)(2)(A)(i)]</p>	<p><b>Numerator:</b> Number of CTE concentrators who scored proficient or advanced in reading/language arts on the DC-CAS. <b>Denominator:</b> Number of CTE concentrators who took the DC-CAS.</p>	<p>State/Local Administrative Records (DC STARS Data)</p>	<p align="center">25%</p>	<p align="center">L: 46%</p>	<p align="center">L: 59%</p>
<p align="center"><b>1S2</b> Academic Achievement: Mathematics [§113(b)(2)(A)(i)]</p>	<p><b>Numerator:</b> Number of CTE concentrators who scored proficient or advanced in mathematics on the DC-CAS. <b>Denominator:</b> Number of CTE concentrators who took the DC-CAS.</p>	<p>State/Local Administrative Records (DC STARS Data)</p>	<p align="center">25%</p>	<p align="center">L: 43%</p>	<p align="center">L: 47%</p>
<p align="center"><b>2S1</b> Technical Skill Attainment [§113(b)(2)(A)(ii)]</p>	<p><b>Numerator:</b> 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. <b>Denominator:</b> Number of CTE completers who took technical skill assessments. <u>Proxy Measure:</u> Number of 12th grade CTE concentrators.</p>	<p>State/Local Administrative Records (DC STARS Data)</p>	<p align="center">75%</p>	<p align="center">L: 75.50%</p>	<p align="center">L: 80%</p>
<p align="center"><b>3S1</b> Secondary School Completion [§113(b)(2)(A)(iii)]</p>	<p><b>Numerator:</b> Number of 12th grade CTE concentrators who received a high school diploma, GED, or Certificate of IEP Completion. <b>Denominator:</b> Number of 12th grade CTE concentrators.</p>	<p>State/Local Administrative Records (DC STARS Data)</p>	<p align="center">95%</p>	<p align="center">L: 95%</p>	<p align="center">L: 95%</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<p><b>4S1</b> Student Graduation Rates [§113(b)(2)(A)(iv)]</p>	<p><b>Numerator:</b> Number of CTE concentrators who were counted as graduated in SY 2008. <b>Denominator:</b> 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: 70%</p>
<p><b>5S1</b> Placement [§113(b)(2)(A)(v)]</p>	<p><b>Numerator:</b> 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. <b>Denominator:</b> 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><b>6S1</b> Nontraditional Participation [§113(b)(2)(A)(vi)]</p>	<p><b>Numerator:</b> 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. <b>Denominator:</b> 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><b>6S2</b> Nontraditional Completion [§113(b)(2)(A)(vi)]</p>	<p><b>Numerator:</b> Number of 12th grade CTE concentrators in programs preparing students for occupations that are identified as "nontraditional" who were members of the underrepresented gender. <b>Denominator:</b> 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)]	<b>Numerator:</b> Number of CTE concentrators who passed industry-based technical skill assessments. <b>Proxy Measure:</b> Number of CTE concentrators who attained a GPA of 3.0 or greater in their major. <b>Denominator:</b> 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)]	<b>Numerator:</b> Number of CTE concentrators who received an industry-recognized credential and/or a certificate or degree. <b>Denominator:</b> Number of CTE Concentrators.	Institution Administrative Records	70%	L: 70.50%	L: 71%
3P1 Student Retention or Transfer [§113(b)(2)(B)(iii)]	<b>Numerator:</b> Number of second-year or higher CTE concentrators who remained enrolled or transferred to another postsecondary institution. <b>Denominator:</b> 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)]	<b>Numerator:</b> Number of CTE concentrators who were reported placed in employment, military service, or a registered apprenticeship, in the second quarter following graduation. <b>Denominator:</b> 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><b>6P1</b>  <b>Nontraditional Participation</b>            [§113(b)(2)(B)(v)]</p>	<p><b>Numerator:</b> 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><b>Denominator:</b> 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><b>6P2</b>  <b>Nontraditional Completion</b>            [§113(b)(2)(B)(v)]</p>	<p><b>Numerator:</b> Number of CTE concentrators in programs preparing students for occupations that are identified as "nontraditional" who were members of the underrepresented gender.</p> <p><b>Denominator:</b> 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>

# COLOPHON

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

**DC Office of Human Rights (OHR)**  
441 4th Street, NW, Suite 570 North  
Washington, DC 20001  
Voice: 202-727-4559  
TTY: 202-424-2050  
[www.ohr.dc.gov](http://www.ohr.dc.gov)

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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Office of the State Superintendent of Education (OSSE)  
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