
GATEWAYS COLLEGE AND CAREERS

Toward a
HIGH PERFORMANCE
WORKFORCE for a
HIGH CREATIVITY
ECONOMY

**District of Columbia
Transitional State Plan for
Career-Technical Education**

Under the Carl D. Perkins
Career and Technical
Education Act of 2006
(P.L. 109-270)

Program Year 2008

May 7, 2007



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U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act
of 2006

STATE PLAN COVER PAGE

State Name: **DISTRICT OF COLUMBIA**

Eligible Agency Submitting Plan on Behalf of State:

District of Columbia State Board of Education
State Office of Career and Technical Education

Person at, or representing, the eligible agency, responsible
for answering questions on this plan:

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Type of State Plan Submission (check one):

6-Year Full Plan – FY 2007 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II



SUMMARY

- The **District of Columbia State Office of Career and Technical Education** (DC SOCTE), acting on behalf of the **District of Columbia State Board of Education** (DC SBOE), is applying for Federal assistance for State and local career-technical education (CTE), available under **CFDA 84.048 (Career and Technical Education State Assistance Grants)** and **CFDA 84.243 (Tech Prep Education)**.
- Annual grants to States under CFDA 84.048 and 84.243 are authorized under Title I and Title II, respectively, of the **Carl D. Perkins Career and Technical Education Act of 2006** (P.L. 109-270—"Perkins IV"); the District of Columbia (DC) is defined as a State under Perkins IV §3(30), and the DC SBOE represents DC's State "**Eligible Agency**" under §3(12).
- Under the provisions of §122 and §201(c) of Perkins IV, applications for Federal assistance for CTE take the form of **State Plans for Career and Technical Education**; each State that seeks assistance must prepare, at a minimum, a **Transitional State Plan**, covering the first program year under Perkins IV, PY 2008, and subsequently a **Five-Year State Plan**, covering PY 2009 through PY 2013.
- In compliance with the **Guide for the Submission of State Plans** under Perkins IV, issued under **OMB Control Number 1830-0029** by the **Office of Vocational and Adult Education** (OVAE) of the U.S. Department of Education (ED), DC SOCTE (which serves as the staff of the SBOE for Perkins purposes) has prepared a **DC Transitional State Plan for CTE** for the **2007-2008** program year.
- Under Perkins §111(a)(2), Federal funds for CTE program improvement are allocated among the States in proportion to their relative population shares in specific age groups; DC receives the minimum annual allocation under Title I, **\$4,219,921**; for 2007-2008, DC has also been allocated **\$309,309** for Tech Prep Education programs, services and activities under Title II.
- Under §112(a)(1), not less than **85%** of each State's Title I allotment must be earmarked for distribution to either **secondary CTE programs under §131** or **postsecondary CTE programs under §132**; the ratio between the amounts distributed under §131 and §132 (commonly referred to as the "secondary/postsecondary split") is left to State discretion under §122(e)(3).



- States are afforded the option, under §112(c), of reserving up to 10% of the 85% portion for local distribution for special grants to recipients in high need areas, for high priority projects; in addition, States have the option under §202(a), a new feature with Perkins IV, of consolidating all or a portion of their Title II allotments into their Title I program.
- Given the compact size and limited number of CTE providers in the District, DC has elected once again to **waive utilization of the 8.5% reserve fund** allowable under §112(c); in addition, DC has **no plans to consolidate Title II funds into Title I**, since the Tech Prep Education program has been assigned a unique strategic role in the Transitional Plan.
- The 85% portion of DC's Title I allocation totals **\$3,582,683**; for PY 2008, DC plans to maintain established State policy, earmarking **\$3,000,000** (approximately 84%) for distribution under §131 to secondary "**Eligible Recipients**" as defined in §3(14) and **\$582,683** (approximately 16%) for distribution to postsecondary "**Eligible Institutions**" as defined in §3(13).
- At the postsecondary level, the **University of the District of Columbia** (UDC)—which simultaneously represents a State land grant university, a State technical college, and a city community college—constitutes the only public provider of CTE, and thus has been designated **the sole eligible institution under §3(13) and the sole recipient of funds made available under §132**.
- Within UDC, the **Office of Apprenticeship Technical and Industrial Trades** (OATIT—Dwayne A. Jones, Sr., Director) of the department of **Community Outreach and Extension Services** (COES—Dr. Gloria Wyche-Moore, Dean) has responsibility for management of §132 funds and coordination with other Perkins programming under §112(a)(2)(A) and Title II.
- At the secondary level, five **Local Education Agencies**—**District of Columbia Public Schools** (DCPS) and four public charter high schools—**Friendship Collegiate Academy** (FCA), **Integrated Design and Electronics Academy** (IDEA), **Booker T. Washington Public Charter School for the Technical Arts** (BTW), and **YouthBuild PCS**—are currently participating in the Perkins CTE assistance program.
- Section 131 calls for funds available for secondary CTE to be allocated among eligible recipients in proportion to the relative shares of State population in specific demographic groups within their service areas—**70%** in proportion to their shares of low-income 5-17 year olds, and **30%** in proportion to their shares of total 5-17 year olds.

- Within DC, the §131(a) formula can't be applied, since **all participating LEAs**—both DCPS and public charter high schools—**operate on a District-wide basis**, and thus have the same service area and serve the same shares of low-income and total 5-17 year olds; under the formula, **each LEA is entitled to 100%** of the available funds—and thus, **no allocation can be made to anyone**.
- Since no allocations can be made under §131(a), DC has organized **all** participating LEAs into a **DC Consortium for Secondary CTE**, operating under the provisions of §131(f)—which is designed to serve any LEA whose allocation under §131(a) is not sufficient to conduct a program meeting the minimum size, scope, and quality standards of Perkins IV [§135].
- Based on a ruling from ED's General Counsel, OVAE has required that a version of the approach used by DCPS for ESEA Title I allocations among DC LEAs be employed for the allocation of Perkins §131 funds among the consortium members—**70%** in proportion to the relative numbers of low-income students served by each LEA, and **30%** in proportion to the total numbers of students each serves.
- Unfortunately, used in isolation this formula would have the effect of virtually excluding the charter schools from the Perkins program, since DCPS enrollment K-12 dwarfs (**94% to 6%**) the enrollment in charter high schools, which are limited to grades 9-12—even while the ratio of DCPS to charter school CTE participation is approximately **70% to 30%**.
- To bring the allocation of Perkins dollars into alignment with the actual involvement of DC LEAs in CTE, **DC proposes to pool the first round allocations of all the consortium members, using the new Perkins IV provisions of §135(c)(19), and conduct a second round of allocations keyed to unduplicated counts of the numbers of students at each LEA participating in CTE programs of study.**
- In addition—for the transition year only—DC plans to combine PY 2008 allocations with PY 2007 §131 funds that were not distributed (due to a protracted dialog between DC and OVAE about alternative strategies for the allocation of §131 funds among the consortium members), and award consolidated two-year grants to each of the five LEAs.
- Based on this approach, **DC proposes to make the following second round allocations for the 2007-2008 program years to the members of the DC Consortium for Secondary CTE: DCPS/Office of Career and Technical Education, \$4,370,000; Friendship Collegiate Academy, \$1,200,000; IDEA PCS, \$200,000; Booker T. Washington PCS, \$170,000; YouthBuild PCS, \$60,000 (Total: \$6,000,000).**

- Out of the **15% portion** of each State's Title I allocation earmarked for **State-level activities**, §112(a)(3) requires that an amount equal to **5% of Title I funds, or \$250,000, whichever is greater**, be reserved for "administration of the State Plan"—including State plan development, local plan review, monitoring and evaluation, technical assistance, and the §113 State Performance Accountability System.
- In DC's case, the 15% portion totals **\$632,238**, and the mandatory set-aside for State Administration is thus \$250,000; §112(b) requires that this amount be matched by the State dollar-for-dollar from non-Federal resources; by agreement with OVAE, this \$250,000 annual State appropriation also satisfies the **Maintenance of Effort** requirements of **§311(b)** and **§323**.
- A combined total of **\$882,238** in Federal and State funds is thus available for State-level CTE activities in DC each year: **\$500,000** for **State Administration** under §112(a)(3) and §121, and **\$382,238** for **State Leadership** under §112(a)(2) and §124—including needs assessment, technology enhancement, program improvement, professional development, and business-education partnerships.
- As provided by §112(a)(2)(B) and §124(b)(5), DC earmarks **\$150,000 per year (the maximum allowable amount) 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).
- Activities to be supported out of the gender equity set-aside in PY 2008 include the salary and fringe benefits of a **State Gender Equity Coordinator** (who also serves as **Coordinator of Civil Rights Methods of Administration**), cosponsorship of the **Second Annual Young Women's Conference on Non-Traditional Careers**, and participation in the **National Alliance of Partnerships in Equity**.
- As provided by §112(a)(2)(A) and §124(b)(7), DC also earmarks **\$42,150 (again the maximum allowable amount) for CTE programs and services for inmates of State-operated correctional institutions**; for PY 2008, DC plans support for a **prison-to-school-college-or-apprenticeship transition program** at the Oak Hill Youth Correctional Facility, operated in partnership with UDC and JAG-DC.
- **Section 118** of Perkins IV, Title I preserves the Perkins III authorization for State and National **Occupational and Employment Information** dissemination, organized through OVAE's **America's Career Resource Network** (ACRN)—the successor to the previous nationwide network of National and State Occupational Information Coordinating Committees.

- Unfortunately, for PY 08 **Congress has made no appropriation for §118**; among the activities which could be underwritten given a resumption of Federal support are the salary and fringe benefits of a **DC ACRN Coordinator**, and expanded support for **The Real Game**, a US ED-endorsed career exploration/decision-making simulation system suitable for all DC public and public charter schools.
- DC's overall objective in the use of §118 funds has been the development and implementation of a **K-Adult Career Development System**, utilizing The Real Game and spanning career awareness in grades K-6, career exploration in grades 7-8, career-decision-making in grades 9-10, and comprehensive career counseling and guidance in grades 11-14 and beyond.
- In previous program years, state-level administration of the Perkins Act was the responsibility of the **State Administration and Accountability Unit** of the DCPS Office of CTE. But the **Public Education Reform Amendment Act of 2007**, signed into law on April 23, mandates that all State Education Agency (SEA) functions be transferred to the **Office of the State Superintendent of Education** (OSSE).
- Effective **July 1, 2007**, the beginning of both the 2008 program year and the implementation of Perkins IV, Perkins State Administration and State Leadership activities will be transferred from DCPS OCTE to the new **DC Department of Education** (DCDOE), and organized as the **State Office of Career and Technical Education** (SOCTE) within OSSE.
- Five positions will be encompassed within the SOCTE: **CTE State Director; Civil Rights & Gender Equity Coordinator; Accountability & Assessment Coordinator; Curriculum & Professional Development Coordinator; ACRN/Career Development Coordinator**; incumbents in the first two positions will be transferred from DCPS, while the following two vacant positions will be filled by competitive recruitment.
- DC's **Title II** allocation for **Tech-Prep Education** programs and services was reduced slightly for PY 2008 to **\$309,309**; since all DC LEAs have the same boundaries and only one public CTE provider has been established at the postsecondary level (UDC), all DC Tech-Prep funds are awarded to a single, statewide **DC Tech Prep Consortium**, organized under §203(a)(1).
- Under Perkins IV, **UDC will become the fiscal agent of the Tech-Prep consortium; DC will waive assessment of administrative costs at the State level and commit DC's entire Title II allocation to the consortium**; within UDC, COES/OATIT will have primary responsibility for leadership and oversight of the Tech Prep Education program.

- UDC/COES/OATIT will employ a full-time **Tech Prep Education Coordinator** supported with Title II funds, who will work in close cooperation with SOCTE, DCPS/OCTE, and the participating public charter high schools, and **maintain both a primary office on the main campus of the university and a satellite office within SOCTE.**
- The organizing focus of the Title II program for PY 2008 will be a feasibility study of a proposal to use Tech Prep Education as a vehicle for the establishment of a unique, secondary/postsecondary, accelerated workforce education system for DC: the **District of Columbia Gateways of Advanced Learning System** (DC GOALS).
- As the fiscal agent for the consortium, **UDC/OATIT will negotiate a contract with the National Institute for Work and Learning of the Academy of Educational Development (AED) to conduct the feasibility study—using PY 2008 and carryover Title II funds, and building on the existing AED, America's Choice and DC Education Compact partnership that is playing a leading role in DC school reform.**
- The DC GOALS proposal concept is keyed to the findings of **Tough Choices or Tough Times**, the **Report of the New Commission on the Skills of the American Workforce** (NCSAW), published by the **National Center on Education and the Economy** (NCEE) and America's Choice late last year—with the support of a broad range of political and educational leaders, including DCPS Superintendent Janey.
- The core concern of the NCSAW report is the threat posed to the standard of living of the large majority of Americans in the rapidly emerging "flat world," "virtual workplace" economy—where almost any work that can be routinized, even the work of highly skilled technicians and professionals, can be outsourced to lower wage areas around the world.
- The key to prosperity in the global economy of the 21st Century, the NCSAW report argues, is an "iPod" strategy: the United States must become, in effect, the Apple Inc. of the world economy: a global leader in research, invention, innovation, and quality design—a **engine of high creativity**, which competes globally based on **unique value-added** that is not susceptible to outsourcing.
- If a **high creativity economy** is the key to America's future prosperity, a **workforce of a new type** is an essential foundation for that new economy: a high performance, high creativity workforce, which is **college-trained, high skilled, and entrepreneurial at all levels**; to put it another way: *the entire U.S. workforce must become part of Richard Florida's "creative class."*

- The DC GOALS proposal envisions using Tech Prep Education and the Perkins program as a whole to leverage development of a **workforce education system of a new type**, dedicated to the establishment of this new type of workforce; the first step would be the yearlong “test of concept” feasibility, planning and development study, underwritten with Title II funds.
- Under the proposal, the existing DC Tech-Prep Consortium would be expanded into a broad and deep partnership between DCPS, UDC, Friendship Collegiate Academy and the other CTE charter schools, DCDOE/OSSE/SOCTE, the Chamber of Commerce, and other organizations: the **District of Columbia Gateways of Advanced Learning System Partnership**.
- The Partnership in turn would spearhead the establishment of DC GOALS, seamlessly integrating the secondary CTE programs of DCPS and the charter schools and the postsecondary CTE education programs of UDC into a coherent, “transparent” system—a District-wide, *virtual*, **Early College Tech-Prep High School/CTE Regional Skills Center/Community and Technical College**.
- Consistent with the framework set forth in the NCSAW report, the first task of the partnership would be promulgation of a **DC GOALS Exam**, ratified by the governing boards of the partners; the exam would offer DC students, typically beginning at around age 16, the opportunity to demonstrate **mastery of universal core academic knowledge and skills** and **readiness for postsecondary education**.
- All students who reach world class levels of achievement on the GOALS Exam would be eligible to **go directly on to college**—regardless of age, but typically at the end of the 10th grade—and **earn a high school diploma and an associate’s degree concurrently**, via the GOALS System, plus a **guarantee of eligibility to transfer to a four-year program at the junior year level**.
- Operated jointly by DCPS, UDC, and the charter schools—and potentially other CTE providers such as the Potomac Jobs Corps Center—DC GOALS would offer a wide range of **State-approved Programs of Study (POS)**, each preparing students for specific educational and career objectives, and all simultaneously satisfying requirements for *both* a high school diploma *and* an AAS degree.
- Each seamless, secondary/postsecondary, concurrent completion, CTE POS would targeted toward **high skills, high wage, high demand careers**, in current and emerging labor market sectors and **economic development target areas**—and all would feature preparation for lifelong learning and success as “**self-entrepreneurs**” and **creative knowledge workers**.

- In addition, a rich and diverse variety of learning environments would be available to all DC GOALS students (including former dropouts and adults in need of skill upgrading or retraining)—from **total immersion in the UDC campus** to **participation in classic Career Academies** (smaller learning communities, jointly operated by DCPS, public charter schools, and UDC).
- Courses and programs could be taught by either high school or UDC faculty—or multi-institution teams—in either high school or UDC classrooms—or facilities jointly renovated and operated by the GOALS Partnership (in the “A” wing of McKinley Technology High School, perhaps, or a newly reopened Phelps Career Center/Hilltop Community College Campus).
- Students who pass the GOALS Exam but prefer to remain in a traditional high school setting for two more years, at the “**advanced secondary**” level, would be eligible to choose between three other (*non-CTE*) Gateways to Advanced Learning, leading to **Advanced Placement (AP)**, **International Baccalaureate (IB)**, or **University of Cambridge (UC)** exams.
- The skill-specific, concurrent completion, “CTE/Early College” Gateways would also culminate in **end-of-program exams** (nationally validated and industry-based)—and both the CTE/Early College Gateways of Advanced Learning and the conventional academic Gateways would award successful completers a **Comprehensive College & Careers Credentials Portfolio**.
- Common to all portfolios would be a **DC GOALS Certificate** (certifying passage of the GOALS Exam), a **high school diploma**, a **DC State Scholars Medallion**, a **Workplace Readiness Certificate** or **Certificate of Employability**, and a **Certificate of Skill Mastery** or **AP, IB, or UC Certificate**; DC GOALS POS completers would also receive an **AAS Degree** and a **Guarantee of 4-Year Enrollment or Transfer**.
- The proposal to establish a seamless, secondary/postsecondary CTE system, organized around State-approved Programs of Study that lead simultaneously to both a high school diploma and an AAS degree, and are designed to ensure access to both further postsecondary education and high creativity careers, takes Tech Prep/CTE to a new level, fully expressive of the goals of Perkins IV.
- Prior to the preparation of the DC GOALS concept, however, DCPS/OCTE had already been involved for fully four years in an effort to renew and rebuild a District-wide, state-of-the-art CTE system, embedded in a universal high performance educational system, Pre-K-Adult. Selected elements set forth in previous OCTE plans and proposals include the following:

1. **Jobs for America's Graduates—DC**, a comprehensive dropout prevention/reentry system, based on the tested and proven models of the Jobs for America's Graduates network, including an early intervention middle school model, multi- and senior-year high school programs, a postsecondary retention system, and a corrections-to-school-college-or-careers transition program for Oak Hill inmates;
2. **District of Columbia State Scholars Program**, an academic recognition and scholarship program, affiliated with the U.S. ED's prestigious State Scholars Initiative (SSI), and made possible by DC's rigorous new graduation requirements—which combine "4x4" core academics with 2 CUs in a World Language, and thus will qualify all DC high school graduates as District of Columbia State Scholars;
3. **DC State Standards of Service to Students with Special Needs**, covering Federal and District requirements for full and equal access to CTE for members of special populations, and including standards of service both to students with disabilities, disadvantages, and other special needs, and to students preparing to enter careers that are nontraditional for their gender;
4. **Occupational Special Education**, diversified employment preparation and transition assistance programs offered by the DCPS Office of Special Education, designed to ensure that students with cognitive disabilities who are pursuing a Certificate of Completion, not a diploma, make a successful transition to independent living and sheltered, supported, or competitive employment;
5. **Career Academies**, twelve organizing frameworks for CTE Programs of Study (POS)—adapted from the 16 "Career Clusters" defined by OVAE, tailored to fit the DC metropolitan labor market and encompass all economic development target areas for DC, and geared toward implementation as smaller learning communities in schools with sufficient levels of participation in CTE;
6. **State-Approved CTE Programs of Study**, coherent sequences of courses that span secondary and postsecondary education, combine core academic knowledge with advanced technical knowledge and skills, lead to an AAS degree and/or a certificate or an industry-recognized credential, and are designed to prepare students for both college and high skills, high wage careers;
7. **State Minimum Criteria of CTE Program Quality**, subsuming: academic and technical skill development; universal core competencies; school- and work-based learning; articulated secondary/postsecondary education; comprehensive career exploration and guidance; educational and employment placement and follow-up; and, business-labor-education-community partnerships.

- DC has also proposed that each State-approved CTE Program of Study should also be characterized by (in no particular order):
- **National and local industry or trade association partners**, in addition to the **Industry Advisory Committees** of the Career Academies;
- **Nationally-validated, competency-based curricula and program standards**, registered with **VTECS** (the Vocational-Technical Education Consortium of the States);
- **Knowledge and skill assessments** developed and validated by industry partners at the national or State level, or by the **National Occupational Competency Testing Institute** (NOCTI);
- **CTE-Specific Teacher Certification** to ensure high level mastery of subject area knowledge and skills, with extensive, documented private sector experience required, in addition to high quality teacher preparation at the associate degree level or higher;
- **Open-ended, “2+2+2” articulation agreements** with UDC, DC region community colleges, and other appropriate institutions, providing for **transcripted credit, guaranteed admission, advanced placement, dual enrollment, concurrent completion, prerequisite waivers**, and/or other **accelerated transitions to postsecondary education**;
- Industry-backed, individualized (and “warranted”) **Certificates of Skill Mastery** (CSM) for all completers;
- Opportunities for all CTE students to earn membership in the **National Technical Honor Society** (NTHS);
- Active participation by all CTE students in the **career-technical student leadership organization** (CTSO) appropriate to their POS, including **National FFA** (formerly Future Farmers of America), **FBLA** (Future Business Leaders of America), **DECA** (Distributive Education Clubs of America), **HOSA** (Health Occupations Students of America), **FCCLA** (Family, Consumer and Career Leaders of America), or **SkillsUSA**;
- An **automated, web-based, curriculum, instruction, and student assessment management system**, cross-walked to both DC Learning Standards and VTECS skill standards, enabling real-time monitoring of student attainment of both core academic and program-specific knowledge and skills; and,
- **Program-specific performance targets and annual reports**, incorporating both US ED “FAUPLs” (Final Agreed-Upon Performance Levels) and the **Integrated Performance Indicators** (IPI) being promulgated by the U.S. Departments of Labor and Education.

- Fourteen DCPS high schools and four public charter high schools currently offer State-approved CTE Programs of Study; DC has also proposed that a series of structural changes be made to the framework of CTE programming, to restore a sense of a “**DC CTE Community of Practice**” in both the schools and the community at large:
- To ensure access to state-of-the-art CTE programs for every interested student in the District, at least one “**flagship**” **Career Academy or Program of Study** should be identified or established at every interested school; all programs should be able to recruit students on a citywide basis, and all students should be allowed to enroll in any program of their choice (using the out-of-boundary enrollment process);
- A **CTE School Coordinator** should be appointed at each participating school, to oversee all CTE program offerings (serving in the capacity of an **Assistant Principal for CTE**), assist teachers with the activities of CTSOs, and coordinate **internships, job shadowing, cooperative education, school-based enterprises**, and other **work-based learning** programs and activities;
- CTE School Coordinators should also work in partnership with the school career guidance counselors to ensure that **Individual Graduation Plans** are developed by each student, that the full range of accelerated transitions to postsecondary education are accessible to all students, and that all CTE high schools qualify as **Early College High Schools** (whether or not **DC GOALS** is implemented);
- A partnership should be formed between UDC, the Office of the Mayor, DCPS, and other agencies/organizations, to explore conversion of the Spingarn-Phelps “hilltop” campus into an “**All-DC Career-Tech/Early College Magnet High School**”—a *beacon facility* which could offer advanced CTE programming and simultaneously serve as a key site for the emerging “**Community College of the District of Columbia**”;
- The **District of Columbia Association for Career and Technical Education** (DCACTE) should be reactivated, with membership extended to every CTE teacher and administrator in national ACTE, DCACTE, and the appropriate CTE teacher professional association; in addition to an annual DCACTE conference, periodic meetings should be held of each affiliated association and the CTE School Coordinators;
- Finally, the District of Columbia should affiliate with the **Southern Regional Education Board** (SREB), joining all other States in the Southern and Middle Atlantic regions as a **High Schools That Work State**—bringing the proven pedagogy, curricula, and peer-to-peer professional development system of the HSTW and **Making Middle Grades Work** (MMGW) networks to every DC middle and high school.

INTRODUCTION

May 7, 2007: New State Plans for a New Career-Technical Education

The **District of Columbia State Office of Career and Technical Education** (DC SOCTE), acting on behalf of the **District of Columbia State Board of Education** (DC SBOE), is applying for Federal assistance for State and local career-technical education (CTE), available under **CFDA 84.048 (Career and Technical Education State Assistance Grants)** and **CFDA 84.243 (Tech Prep Education)**.

Annual grants to States under CFDA 84.048 and 84.243 are authorized under Title I and Title II, respectively, of the **Carl D. Perkins Career and Technical Education Act of 2006** (P.L. 109-270—"Perkins IV"); the District of Columbia (DC) is defined as a State under Perkins IV §3(30), and the DC SBOE represents DC's State "**Eligible Agency**" under §3(12).

Under the provisions of §122 and §201(c) of Perkins IV, applications for Federal assistance for CTE take the form of **State Plans for Career and Technical Education**; each State that seeks assistance must prepare, at a minimum, a **Transitional State Plan**, covering the first program year under Perkins IV, PY 2008, and subsequently a **Five-Year State Plan**, covering PY 2009 through PY 2013.

In compliance with the **Guide for the Submission of State Plans** under Perkins IV, issued under **OMB Control Number 1830-0029** by the **Office of Vocational and Adult Education** (OVAE) of the U.S. Department of Education (U.S. ED), DC SOCTE (which serves as the staff of the SBOE for Perkins purposes) has prepared the following **DC Transitional State Plan for CTE** for the **2007-2008** program year.

Due May 7, 2007, the PY 2008 State Plans—despite the "Transitional" designation—must effectively meet all the requirements of the newly reauthorized Perkins Act, and will clearly help shape the future course of secondary and postsecondary workforce education in America for the next six to ten years.

Federal support for State and local efforts to develop and improve career-specific, competency-based workforce education programs dates back to the early years of the 20th Century. The new State Plans for CTE will have a major impact on the prospects for those programs in the 21st Century.



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 Perkins IV.

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, again including DC, *CTE programs have begun rising to meet the standards set by Tech-Prep.*

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

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

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

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

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

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

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

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

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.*

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)].

CTE: A Nexus of Educational Reform and Economic Development

Despite the vaunted emphasis at the Federal level on research-based educational policy and programs, CTE still suffers occasional attacks by pundits that are without foundation in either research or practice.

The following are some lessons from recent research and practice about the actual reality of contemporary CTE:

- **The perceived association between low scores on standardized tests and CTE coursetaking—and more broadly, the stereotyping of CTE students as “Not College Material”—is an artifact of educational history, not of the intended or actual role of CTE.** Most standardized tests are administered in the 10th grade, but most CTE programs *don't even begin* until grade 11. *To accuse 11th grade studies of causing low scores in grade 10 is to violate the law of cause and effect.* The actual problem is that, traditionally, many schools have tracked educationally underserved, low scoring students into CTE—despite the fact that Federal law mandates that *all* CTE programs prepare students for *both* careers *and* college. By statute, career-tech programs must be designed around specific career objectives—high skills, high wage careers in the technical sector of the labor market—*not* around teacher perceptions (stereotypes) of students' “innate abilities.”

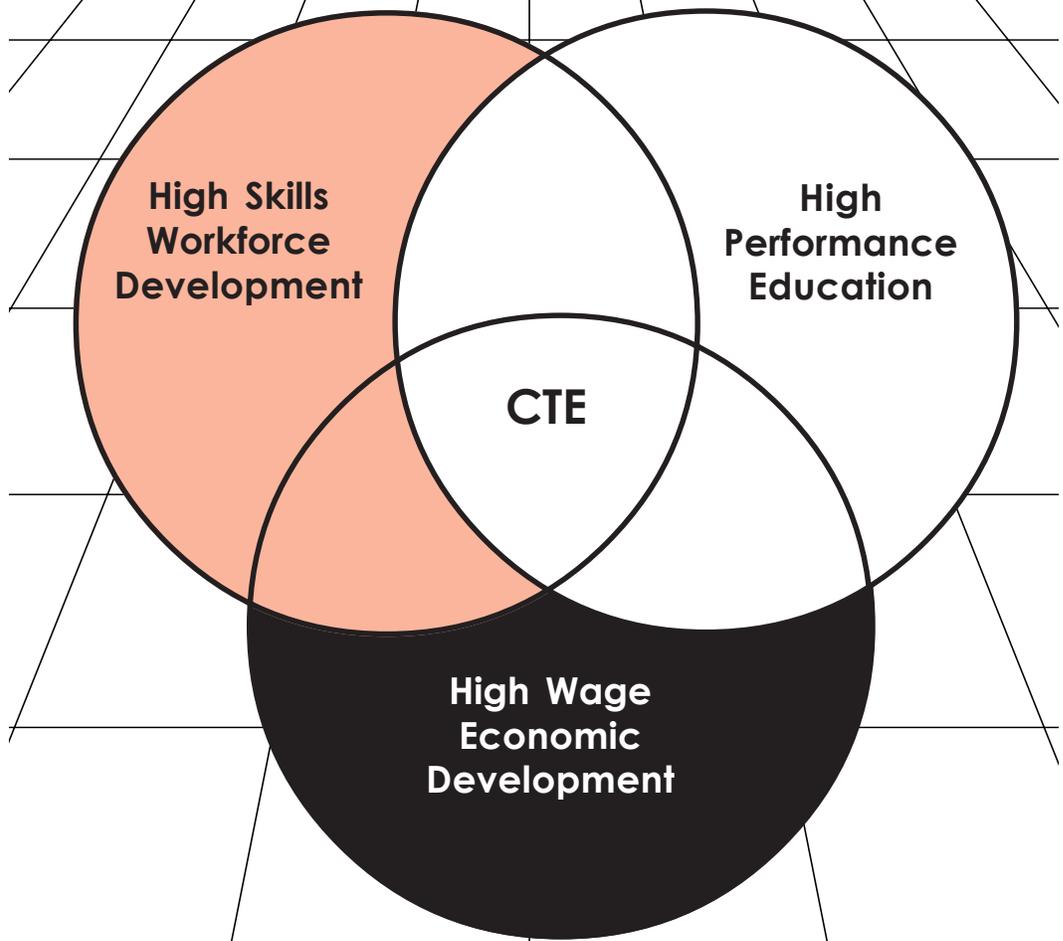
- **In reality, there is no evidence that enrolling in CTE programs obstructs academic achievement in any way.** Recent research sponsored by the U.S. Department of Education demonstrated once again that the key to academic achievement is completing high quality courses in core academic subjects. Students who complete both a rigorous academic curriculum and a CTE program score just as well, and are just as well prepared for postsecondary education, as students who complete only a traditional college prep course of study. (Steven Plank, *Career and Technical Education in the Balance*, National Research Center for Career and Technical Education (NCCTE), 2001; http://www.nccte.org/publications/infosynthesis/r&dreport/CTE_in_Blnce_Plank/CTE%20in%20Blnce_Plank.html).
- **Research currently underway suggests, on the contrary, that high quality CTE programs can actually raise academic achievement levels.** Logic indicates any independent impacts of CTE on academic achievement must necessarily be modest, since CTE credit hours represent a fraction of those devoted directly to core academics. Successful completers of CTE programs of study most commonly earn only *four* credits through CTE courses—*one-seventh* of the total of 28 credits high school students typically can earn over four years. Nevertheless, an NCCTE report on *The Effect of CTE-Enhanced Whole School Reform on Student Coursetaking and Performance* (Maria Castellano et. al, 2004) presents evidence that students engaged in three CTE-based whole-school reform projects (a CTE high school, a career academy, and a comprehensive high school organized around career pathways) are taking *more* math courses, taking *higher-level* math courses, and *passing* more math courses than students attending control schools (http://www.nccte.org/publications/infosynthesis/r&dreport/English_Science_Castellano/English_Science_Castellano.html).

More recently, the National Research Center for Career and Technical Education (NRCCTE) completed a group randomized trial (GRT) of a model for enhancing mathematics instruction in secondary CTE programs of study by emphasizing core mathematics knowledge already embedded in the CTE curriculum. The results were so encouraging that the study is being tested with additional programs of study and other core academic areas, and the model is being made available to the States with OVAE support as a "Math-in-CTE Technical Assistance Program." (<http://education.umn.edu/nrccte/>)

Students take too few CTE courses to fully make up for deficient academic instruction. But there is no longer any doubt that applied and contextual CTE courses can strongly reinforce and renew academic skills and knowledge acquired in conventional classroom settings. Real world relevance is a powerful stimulus to long-term retention.

- **Moreover, research clearly demonstrates that CTE makes the difference for many students between staying in and dropping out of school** (cf., for example, Michael E. Wonacott, "Dropouts and Career and Technical Education," ERIC Clearinghouse on Adult, Career, and Vocational Education, *Myths and Realities* No. 23, 2002; <http://www.cete.org/acve/docgen.asp?tbl=mr&ID=113>). The Steve Plank study cited above reached the same conclusion. In fact, a strong positive correlation between CTE enrollment and high school retention has been observed throughout the industrialized world (John H. Bishop and Ferran Mane, "The Impacts of Career-Technical Education on High School Labor Market Success," *Economics of Education Review* 23, 2004; <http://www.sciencedirect.com/science/article/B6VB9-4CDS0DX-1/2/ccfd47c644addef23524aa5f04fd479f>). Engagement is a key predictor of achievement. Students who have already left school are beyond the reach of any educational reforms.
- To be sure, there are many changes and improvements needed to elevate the often uneven status of CTE across the country to that of a world-class national workforce development system. Starved for resources for twenty-five years—and relegated to the sidelines for most of the last half century by the Cold War focus on preparing the "best and the brightest" for traditional professional careers—**secondary CTE (and even postsecondary technical education) needs substantial new investments to reach its full potential.**
- The near-unanimous passage of Perkins IV 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; and,
 - the competency-based, education engine of high wage economic development.

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



21ST CENTURY SKILLS
FOR 21ST CENTURY CAREERS



PART A: NARRATIVE

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ADMINISTRATION

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, has 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—has played a dual role as, in effect, the "New Columbia Department of Education" and the "City of Washington School Department."

Moreover, for the specific purposes of the Perkins Act, the DC BOE has 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)—an LEA (including a public charter school) eligible to receive assistance under §131.

Correspondingly, the DCPS Office of Career and Technical Education (OCTE) has been 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.

During the 2006-2007 program year, under the direction of the Executive Director, State-level functions were the responsibility of an OCTE State Administration and Accountability Unit, funded under §112, while Local-level functions were assigned to Program Development and Program Services units, funded under §131 [see the *Appendix* for a simplified PY 07 organizational chart].

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

But the final passage on April 19, 2007 of the Public Education Reform Amendment Act of 2007 (PERAA) has 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).



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 becomes exclusively a **DC State Board of Education**. All State-level functions are transferred from DCPS to the **Office of the State Superintendent of Education** (OSSE—previously the State Education Office, SEO).

With respect to Perkins Act programming, current transition plans call for Perkins State Administration and State Leadership activities to be transferred from DCPS OCTE to the new **DC Department of Education** (DCDOE), and organized as the **State Office of Career and Technical Education** (SOCTE) within OSSE—effective **July 1, 2007**, the beginning of both the 2007-2008 program year and the implementation of Perkins IV.

Five positions are projected to be encompassed within the SOCTE: **CTE State Director; Civil Rights & Gender Equity Coordinator; Accountability & Assessment Coordinator; Curriculum & Professional Development Coordinator; ACRN/Career Development Coordinator**; incumbents in the first two positions will be transferred from DCPS, while the following two vacant positions will be filled by competitive recruitment (see the *Appendix* for an SOCTE organizational chart for PY 08).

The position of ACRN [America's Career Resource Network]/Career Development Coordinator will remain vacant during PY 2008, Awaiting a renewal by the Congress of the appropriation authorized by Perkins IV under §118 ("Occupational and Employment Information").

The salary and fringe benefits of the Gender Equity Coordinator will be supported out of the gender equity set-aside authorized under §112(a)(2)(B) and §1124(b)(5); under Perkins IV, DC will reserve the maximum allowable amount, \$150,000 earmarked 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).

Local functions performed by DCPS/OCTE will be unaffected by the transfer of State functions to OSSE, as will the operations of the other four eligible recipients under §131—the four public charter high schools currently offering CTE programs of study:

- **Friendship Collegiate Academy** (FCA);
- **Integrated Design and Electronics Academy** (IDEA);
- **Booker T. Washington Public Charter School for the Technical Arts**;
- the Latin American Community Center's **YouthBuild Public Charter School**.

Postsecondary CTE and the University of DC: §132, 203, and 112(a)

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

The fact that UDC represents the sole postsecondary CTE participant—and that all DC LEAs (Local Education Agencies) operate on a citywide basis and thus have the same geographic boundaries, the boundaries of the District itself—has also meant that only one Tech-Prep consortium can be established under §203(a). Under PERAA, UDC will become the fiscal agent of the **DC Tech Prep Consortium**. DC will **waive assessment of administrative costs at the State level** and commit the District's entire Title II allocation to the consortium.

Within UDC, the **Office of Apprenticeship Technical and Industrial Trades** (OATIT—Dwayne A. Jones, Sr., Director) of the department of **Community Outreach and Extension Services** (COES—Dr. Gloria Wyche-Moore, Dean) has responsibility for management of §132 and 203(a) funds.

UDC/COES/OATIT will employ a full-time **Tech Prep Education Coordinator** supported with Title II funds, who will work in close cooperation with SOCTE, DCPS/OCTE, and the participating public charter high schools, and **maintain both a primary office on the main campus of the university and a satellite office within SOCTE**.

The organizing focus of the Title II program for PY 2008 will be a feasibility study of a proposal to use Tech Prep Education as a vehicle for the establishment of a unique, secondary/post-secondary, accelerated workforce education system for DC: the **District of Columbia Gateways of Advanced Learning System** (DC GOALS).

As the fiscal agent for the consortium, UDC/OATIT will negotiate a contract with the National Institute for Work and Learning of the **Academy of Educational Development** (AED) to conduct the feasibility study—using PY 2008 and carryover Title II funds, and building on the existing **AED, America's Choice** and **DC Education Compact** partnership that is playing a leading role in DC school reform.

OATIT will also administer \$42,150 (the maximum allowable amount) made available under §112(a)(2)(A) and §124(b)(7) for **CTE programs and services for inmates of State-operated correctional institutions**; for PY 2008, DC plans support for a UDC **prison-to-school-college-or-apprenticeship transition program** at the Oak Hill Youth Correctional Facility, operated in partnership with JAG-DC.

PROGRAMS OF STUDY

Perkins IV, the MEP, CTE, and High School Reform

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

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

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

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

Within the framework of the MEP—as “**Key Strategy 15**,” pages 62-64—Career-Technical Education (CTE) in the District of Columbia has been assigned a unique new role in both **the renewal of workforce education** and **high school redesign**.

Along with the International Baccalaureate (IB) program and traditional Liberal Arts, CTE is defined as a **College and Careers Preparation** program. The MEP calls for the creation of a *citywide college and career preparation system*, featuring a **thematic program focus at each high school**—and the majority of the themes identified are constituted by **CTE Programs of Study**, grouped into **CTE Career Academies**.

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



CTE in DC: Renewing the Legacy of a Century

In common with many other communities across the country, the District of Columbia has a workforce education tradition with very deep roots—predating the 1917 passage of the Smith-Hughes Act that established the program of Federal-State cooperative support for career-specific skill training at the secondary level—called “vocational education,” or “voc ed” throughout most of the 20th Century. In 1912, the Phelps Vocational School opened doors that remained open for the next 90 years, initially offering cosmetology and barbering training to African-American young people.

In the 1930s, DC operated a total of five vocational schools: two for “coloreds” (Phelps and Washington) and three for whites (Abbot [boys only], Dennison [girls only], and Chamberlain [both boys and girls]).

The 1960s saw the rapid expansion and diversification of vocational-technical education programs across the country, as technical education rose to prominence for the first time (in the post-Sputnik era), and youth unemployment became an increasing concern in both rural and urban areas. Spurred on by the passage of the first truly comprehensive Federal vocational education legislation, the Vocational Education Act of 1963, many States and communities, including DC, substantially expanded and upgraded their vocational programming.

By the end of the 1960s, DC supported a network of five full-time

Vocational High Schools:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Student, community and employer support for CTE has remained strong. CTE courses remain widespread and popular. But with no identifiable funding stream dedicated to CTE and each principal empowered to make their own program and curriculum decisions, coherent CTE programs of study enjoyed little more than a nominal existence by the time the 20th Century drew to a close.

The DC chapter of the national Association for Career and Technical Education (ACTE) has been moribund for over half a decade, and none of the ACTE-affiliated professional organizations of teachers in the career-tech discipline areas are currently active.

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

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

Toward a CTE Renaissance in the Nation's Capital

The ups and downs of District educational policy notwithstanding, the hard fact is that the 21st Century labor market needs and demands a rebirth of career-technical education in the District of Columbia. Five years into the latest economic expansion, average unemployment across the District remains at the recession level of 5.5%—and the DC-wide average masks huge disparities between Washington’s wards and neighborhoods, with full employment in Ward 3 (“west of Rock Creek Park”) contrasting sharply with double-digit unemployment in Ward 8 (“east of the Anacostia River”).

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

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

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

Included among the core components that have been promulgated for a District-wide CTE system are the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Each application offers intensive and individualized classroom instruction, academic remediation, career and college counseling, and employment development services, combined with membership in a student-led youth leadership organization (**DC Career Association**). Internships, community service, and work-based learning activities are all included.

After participants leave the school system, the senior year and dropout reentry programs offer at least 12 months of one-on-one educational and employment placement and retention assistance, and other follow-up and support services.

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

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

Key pilot test performance goals include: a 20% reduction in school dropout rates; a 90% rate of middle school participants transitioning to high school; a 90% graduation rate of high school participants; and an 80% employment and/or further education graduate placement rate. Annual evaluations of the pilot test will be conducted by the Center for Labor Market Studies of Northeastern University in Boston.

After the pilot test, full scale operation of JAG-DC could involve at least two sites at each of 12 high schools and at least one site at each of 12 middle schools, in addition to the reentry sites—a total of **40 sites at 28 schools, serving a total of 1,600 participants annually.**

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

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

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

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

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

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

4. College and Career Preparation Gateways

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

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

- **College/Tech-Prep** (CTE-Dual Path, or “**Career-Tech**”), serving students heading for either technical or professional careers;
- **Professional-Technical Prep** (CTE-B.S., or “**Pro-Tech**”), serving students focused exclusively on professional careers;
- **Pre-Apprenticeship Prep** (CTE-AT), serving students planning to enroll in a Registered Apprenticeship program, en route to a Journey Worker certificate and a high skills, high wage career;
- **Advanced Placement/Liberal Studies** (Pre-B.A.), serving students explicitly committed to a classic liberal arts curriculum;
- **International Baccalaureate** (IB), serving students headed for professional careers through an internationally standardized liberal arts program; and,
- **University of Cambridge** (UC), another international liberal arts examination program, which has been gaining support (including in the DC metropolitan area) as an alternate to IB.

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

5. “4x4” Core Academic Curriculum

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

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

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

6. District of Columbia State Scholars Program

Since the new graduation requirements adopted by the DC BOE on March 21, 2007 preserve the existing requirement that all students earn 2 CUs in a World Language, the new, 4x4 level of rigor will ensure that all DC high school graduates not only meet the minimum entry requirements of postsecondary education, but also qualify as a **District of Columbia State Scholar**—exceeding the challenging standards of the U.S. Department of Education's prestigious State Scholars Initiative (SSI) academic recognition and scholarship program.

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

7. Four-Credit College and Career Majors

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

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

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

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

Gateway Planning Templates: Pathways to College & Careers

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

8. State-Approved Programs of Study and Career Academies

For the purposes of the CTE Pathways—College/Tech-Prep, Pro-Tech, and Pre-Apprenticeship—sixty different **CTE Programs of Study** have been defined to date, grouped into 12 **Career Academies**:

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

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

Programs of Study under active development or already implemented include, among others: Biotechnology, Carpentry, Television & Video Production, Technical Theatre, Accounting & Finance, Marketing & Entrepreneurship, Nursing, Culinary Arts, Hospitality, Cosmetology, Information Technology, Engineering, Electronics & Robotics, Automotive Technology, and Electro-Mechanical Maintenance (the POS Plan is appended to this section).

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

The most recent data available from the DC STARS student information system, covering DCPS and three charter high schools, reflects 4,065 CTE participants, 1,335 concentrators, 40 programs of study, and all but one of the 12 Career Academies.

9. State Standards of CTE Program Quality

To meet DC "State" standards of quality all CTE programs at the secondary level, regardless of sponsor or site, should be targeted toward career fields with documented employment opportunities in the DC region.

In addition, all programs should be designed to:

- provide students with both core academic and advanced technical knowledge and skills;
- meet State and national academic standards;
- ensure comprehensive understanding of all aspects of the industry students are preparing to enter;
- utilize research-based educational technology and techniques;
- foster parent, community, and industry involvement;
- afford full and equal access to members of special populations;
- promote preparation for nontrad training and employment;
- create seamless linkages between secondary and postsecondary education.

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

- **National and local industry or trade association partners**, in addition to the **Industry Advisory Committees** organized to provide guidance and support to each of the Career Academies;
- **Nationally-validated, competency-based curricula and program standards**, registered with **VTECS** (the Vocational-Technical Education Consortium of the States) or published by national industry partners;
- **Knowledge and skill assessments** developed and validated by the **National Occupational Competency Testing Institute** (NOCTI) or other appropriate third parties;
- **CTE-Specific Teacher Certification** to ensure high level mastery of subject area knowledge and skills; extensive, documented private sector experience should be required, plus high quality teacher preparation at the associate degree level or higher; provisions should be made for both "Master Teacher" designations and periodic recertification (facilitated by both continuing professional education and teacher externships);
- **Open-ended, "2+2+2" articulation agreements** with the University of the District of Columbia, area community and technical colleges, and other appropriate institutions, providing for **transcripted credit, guaranteed admission, advanced placement, dual enrollment, simultaneous completion, prerequisite waivers**, and/or other accelerated transitions to postsecondary education;

- Industry-backed, individualized **Certificates of Skill Mastery** (CSM) for all completers;
- Opportunities for all CTE students to earn membership in the **National Technical Honor Society** (NTHS);
- Active participation by all CTE students in the **career-technical student leadership organization** (CTSO) appropriate to their program of study; for example:
 - National FFA** (formerly Future Farmers of America), for Biotechnology & Environmental Science programs of study;
 - FBLA** (Future Business Leaders of America), for Business and Finance programs;
 - DECA** (Distributive Education Clubs of America), for Marketing programs;
 - HOSA** (Health Occupations Students of America), for Health and Medical Sciences programs;
 - FCCLA** (Family, Consumer and Career Leaders of America), for Hospitality & Tourism and Human Services, Education & Training programs; or,
 - SkillsUSA** (formerly VICA, the Vocational Industrial Clubs of America), for programs of study in the Academies of: Construction & Design; Transportation; Arts, Media & Communication; Law, Public Safety & Security; Information Technology; and, Engineering & Robotics;
- Participation in an **automated, web-based, curriculum, instruction, and student assessment management system**, using the SchoolNet platform and cross-walked to both DC Learning Standards and VTECS skill standards, enabling real-time monitoring of student attainment of both core academic and program-specific knowledge and skills, and facilitating the preparation of individualized and “warranted” Certificates of Skill Mastery; and,
- **Program-specific performance targets and annual reports**, Perkins-compliant but intended for use by school administrators, teachers, career counselors, policy makers, students, parents, and community members, incorporating both Office of Vocational and Adult Education “**FAUPLs**” (Final Agreed-Upon Performance Levels) and the **Integrated Performance Indicators** (IPI) being promulgated by the U.S. Departments of Labor and Education.

10. Flagship Programs and Theme High Schools

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

All program hosts and operators should be empowered to recruit students on a citywide basis, and all students should be empowered to enroll in any program of their choice (using the out-of-boundary enrollment process).

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

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

- **Roosevelt** is well on its way to becoming the Hospitality and Tourism High School of the District of Columbia;
- An initiative is just getting underway to completely retrofit **M.M. Washington** as a center of Health and Medical Sciences programs, including Nursing, Dentistry, Pharmacy, and EMT;
- **Ballou** is emerging as a magnet for Media and Communications and Information Technology students, and also has implemented a state-of-the-art Automotive Technology center;
- A renovated **Spingarn-Phelps** campus is envisioned as another Construction and Design Academy, featuring pre-apprenticeship programs spanning the entire spectrum of construction trade specialty areas, with strong support from trade unions, the construction industry, the DC Department of Employment Services, and the University of the District of Columbia; a secondary focus on Education could also be supported on the Spingarn-Phelps campus (spanning Early Childhood Education and Teacher/Teacher Paraprofessional Preparation), again in partnership with UDC;
- **Wilson** has been suggested as a center for study in the Government and Public Administration cluster (a new venue for DCPS, with Program Majors in Diplomacy/Foreign Service and Public Administration), backed by high-level academic offerings in World Languages and International Studies, and with a secondary focus on Engineering;
- **Anacostia** may become the first DCPS high school to implement a Law, Public Safety and Security Academy;
- **Coolidge** will likely specialize in Business, Finance, Commerce and Entrepreneurship, while **Bell** could well become an Information Technology center, with a secondary focus on Health and Medical Sciences;
- **Friendship Collegiate Academy** is a large Early College CTE public charter high school, with Career Academies focused on Engineering/Robotics, Health and Medical Sciences, Visual and Performing Arts, and Media and Communications, among others.
- **Banneker** has already built a reputation as an IB High School; **Woodson** might achieve a similar status as an IB high school for eastern and southern neighborhoods;
- And finally, **Eastern** has been identified as the future host for a "District of Columbia Latin School," organized around classic liberal arts and humanities programs and modeled after the famous Boston Latin School; **School Without Walls** already emphasizes a traditional Liberal Studies curriculum, built around a broad spectrum of Advanced Placement courses.

11. District of Columbia CTE Community of Practice

To date, there are 14 DCPS high schools and four charter high schools offering CTE Programs of Study; together with UDC, they constitute the **District of Columbia Consortium for Career-Technical Education**. A series of structural changes to the framework of CTE programming should be made to restore a sense of a “CTE Community” in both these eighteen schools and the community at large:

- A **CTE School Coordinator** should be appointed for each of the thirteen participating DCPS high schools, to oversee all CTE program offerings (serving in the capacity of an **Assistant Principal for CTE**), assist teachers with the activities of CTSOs, and coordinate **internships, job shadowing, cooperative education, school-based enterprises**, and other **work-based learning** programs and activities for all students;
- CTE School Coordinators should also work in partnership with the school career guidance counselors to ensure that the full range of accelerated transitions to postsecondary education are accessible to all students, and that all CTE high schools qualify as **Early College High Schools** (Jobs for the Future’s dual completion postsecondary transition program);
- DCPS should explore the possibility of a partnership with UDC, the Office of the Mayor, and other agencies and organizations to convert the Spingarn-Phelps “hilltop” campus into an **“All-DC Career-Tech/Early College Magnet High School”**—a beacon facility which could offer highly advanced programming for residents from throughout DC and potentially play a dual role as the nucleus of a true “Community College of the District of Columbia”;
- The **District of Columbia Association for Career and Technical Education** (DCACTE) should be reactivated, with membership extended to every CTE teacher and administrator in national ACTE, DCACTE, and the appropriate CTE teacher professional association; in addition to an annual DCACTE conference, periodic meetings should be held of each affiliated association and of the CTE School Coordinators;
- Finally, the District of Columbia should affiliate with the Southern Regional Education Board (SREB), joining every other State in the Southern and Middle Atlantic regions as a **High Schools That Work State**—bringing the proven pedagogy, curricula, and peer-to-peer professional development system of the HSTW and **Making Middle Grades Work** (MMGW) networks to every high school and middle school in the District of Columbia.

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

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

- Reduced dropout rates in both middle school and high school.
- Increased enrollment in rigorous core academic courses, particularly math and science.
- Increased numbers of students completing advanced CTE programs.
- Increased numbers of students participating in community service and high quality, paid and unpaid, workplace learning opportunities.
- Increased attendance and graduation rates, and increased numbers of dropouts returning for an adult diploma or a GED.
- Increased numbers of students graduating prepared for both postsecondary education and high skills, high wage careers.
- Increased numbers of students graduating with certificates of employability and skill mastery, transcribed college credit, advanced placement, or guaranteed admission to postsecondary education.
- Increased numbers of students and graduates enrolling in apprenticeship, associate degree, and baccalaureate degree programs.
- Reduced postsecondary remediation and increased completion rates.
- Expanded partnerships between DCPS, UDC, business and labor, and the community at large.
- Reduced unemployment and underemployment in low-income neighborhoods and improved economic development.
- Improved balance between Federal and State funding for CTE, and compliance with maintenance of effort, matching, and supplanting rules.

DISTRICT OF COLUMBIA CAREER ACADEMIES AND PROGRAMS OF STUDY PLAN

- 1. Arts, Media & Communications**
 - Television & Video Production (CIP 09.0701)
 - Radio Broadcasting (CIP 10.0202)
 - Graphic Design (CIP 50.0409)
 - Visual Arts (05.0702)
 - Dance (05.0301)
 - Acting (05.0506)
 - Technical Theatre (CIP 50.0502)
 - Instrumental Music (05.0903)
 - Vocal Music (05.0903)
 - Media & Communications (09.0102)
 - Museum Services (CIP 30.1401)
- 2. Biotech. & Environmental Science**
 - Biotechnology (CIP 26.1201)
 - Plant Genetics (CIP 26.0805)
 - Environmental Science (CIP 03.0101)
 - Horticulture (CIP 01.0601)
- 3. Business, Finance, & Entrepreneurship**
 - Business Administration (CIP 52.0201)
 - Accounting & Finance (CIP 52.0304)
 - Marketing & Entrepreneurship (CIP 52.0701)
 - Admin. Support Services (CIP 52.0401)
- 4. Construction & Design**
 - Carpentry (CIP 46.0202)
 - Electricity (CIP 46.0303)
 - Plumbing (CIP 46.0505)
 - HVACR (CIP 47.0201)
 - Masonry (CIP 46.0101)
 - Architecture & Design (CIP 15.1301)
 - Construction Management (CIP 52.2001)
 - Landscape Design (CIP 04.0601)
- 5. Engineering & Robotics**
 - Engineering/PLTW (CIP 15.0000)
 - Electronics & Robotics Tech. (CIP 15.0405)



DISTRICT OF COLUMBIA CAREER ACADEMIES AND PROGRAMS OF STUDY PLAN

- 6. Government & Public Administration**
 - Diplomacy/Foreign Service (CIP 44.0601)
 - Public Administration (CIP 44.0401)
 - Public Policy Analysis (CIP 44.0501)
 - Language Translation (CIP 16.0103)
- 7. Health & Medical Science**
 - Dentistry (CIP 51.0601)
 - Emergency Medical Services (CIP 51.0904)
 - Nursing (CIP 51.1614)
 - Pharmacy (CIP 51.2001)
- 8. Hospitality & Tourism**
 - Culinary Arts (CIP 12.0503)
 - Hospitality Management (CIP 52.0901)
 - Convention & Event Planning (CIP 52.0906)
- 9. Human Services, Education & Training**
 - Early Childhood Education (CIP 19.0709)
 - Teacher/Teacher Paraprof. (CIP 13.0100)
 - Library Media Services (CIP 25.0101)
 - Cosmetology (CIP 12.0401)
 - Barbering (CIP 12.0402)
- 10. Information Technology**
 - Interactive Media (CIP 10.0304)
 - Web Development (CIP 11.0801)
 - Networking & Telecom. (CIP 11.0901)
 - Support & Services (CIP 47.0104)
 - Programming/Software Devel. (CIP 15.1204)
 - Database Admin. (CIP 11.0802)
- 11. Law, Public Safety & Security**
 - Law Enforcement (CIP 43.0107)
 - Protective & Security Services (CIP 43.0109)
 - Legal Services (CIP 22.0301)
 - Forensic Science (CIP 43.0106)
- 12. Transportation**
 - Planning/Operations/Logistics (CIP 15.0202)
 - Auto Body Collision Repair (CIP 47.0603)
 - Automotive Technology (CIP 47.0604)
 - Aerospace/Aviation/Aeronautics (CIP 49.0101)
 - Electromechanical Tech. (CIP 15.0403)



SPECIAL POPULATIONS

DC State Standards of Service for Students with Special Needs

To ensure that individuals who are members of special populations are provided with full and equal access to CTE programs, services, and activities, and are successfully prepared for postsecondary education and high skills, high wage, high demand careers, DC has adopted comprehensive **District of Columbia State Standards of Service for Students with Special Needs** (see *Appendix*).

Topics covered by these standards include:

1. **Full and Equal Access for Members of Special Populations;**
2. **Services for Students with Disabilities;**
3. **Services for Students with Disadvantages;**
4. **Services for Students Preparing for Nontraditional Employment;**
5. **Monitoring and Evaluation of the Progress of Special Populations.**

All current and prospective CTE providers—including DC PS 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 2008, DC's **Uniform Guidelines for Local Applications for Assistance** (available under separate cover) will also include 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.

In addition, as provided by §112(a)(2)(A) and §124(b)(7), DC earmarks **\$42,150** (the maximum allowable amount) for **CTE programs and services for inmates of State-operated correctional institutions**; for PY 2008, DC plans support for a **prison-to-school-college-or-apprenticeship transition program** at the Oak Hill Youth Correctional Facility, operated in partnership with UDC and JAG-DC.

DC CAR reports, based on data extracted from the DC STARS student information system, indicate that approximately 12% of CTE participants each year have been identified as special education students who have been mainstreamed without support; their performance, as well as that of others identified as members of special populations, broadly tracks that of the general student population.



Occupational Special Education (OSE)

Based on the experience of countries throughout the industrialized world, DC anticipates that 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 benchmark levels of mastery of common core knowledge and skills, and enter and succeed 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.

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.

ACCOUNTABILITY

State and Local Performance Accountability Systems under Perkins IV

Section 113 of Perkins IV (much like its immediate predecessor, §113 of Perkins III), mandates the establishment of “**State and local performance accountability systems,**” designed “to assess the effectiveness of the State and the eligible recipients of the State in achieving statewide progress in career and technical education, and to optimize the return on investment of Federal funds in career and technical education activities.”

Section 113(b)(2) promulgates extensive sets of “Core Indicators of Performance” for CTE Students at both the secondary and postsecondary levels, and requires each State, with input from its eligible recipients, to develop valid and reliable but State-specific student definitions and measurement approaches for each of the core indicators.

Section 113(b)(3) further requires each State to reach agreement with U.S. OVAE on annual performance targets for each indicator, which have come to be termed “FAUPLs” —Final Agreed-Upon Performance Levels (State Adjusted Levels of Performance, in the language of the Act)—and to negotiate “Local Adjusted Levels of Performance” with its eligible recipients and institutions, as necessary.

Wherever possible, Perkins IV requires that §113 measures and targets be aligned with corresponding measures and targets established in compliance with the Elementary and Secondary Education Act/No Child Left Behind (particularly with reference to academic achievement and high school graduation rates), and with other related Federal performance and reporting requirements.

Finally, §113(c) requires each State to submit an annual report to the Secretary of Education regarding “the progress of the State in achieving the State adjusted levels of performance on the core indicators of performance.”

OVAE has secured OMB approval for a “Consolidated Annual Performance, Accountability, & Financial Status Report” on State-administered Perkins programs (the “CAR”), which simultaneously satisfies Tech Prep reporting requirements in Perkins IV §205 and certain EDGAR annual reporting requirements (CFR Part 80, §840-841) .



DC State Performance Accountability System under §113

At the outset of efforts to implement Perkins III §113 accountability systems, wide disparities were apparent from State to State in measurement approaches and definitions—a clear reflection of the fact that the United States, almost alone among the industrialized nations, really has no national workforce development system.

(Instead, the US has a collection of different workforce development programs, scattered among different agencies and for the most part uncoordinated, some Federal, some State-operated but Federally standardized, and some—notably CTE—almost entirely State-determined.)

Over the nine program years under Perkins III authorization, OVAE led a major national campaign—under the heading of **Data Quality Initiative**—to promote standardization across the States of Perkins accountability definitions and measures; absent considerable comparability among accountability systems, meaningful comparisons of State performance are very difficult, if not impossible, and the use of accountability data for program improvement and development is severely compromised.

With extensive input from the States, mobilized over the last several years through the DQI, OVAE has issued non-regulatory guidance on addressing the accountability requirements of the new Act, setting forth proposed national “Student Definitions and Measurement Approaches for the Core Indicator of Performance Under Perkins IV.”

With the support of its eligible recipients, DC has incorporated those standardized measures and definitions into the **§113 DC State Performance Accountability System**. DC’s student definitions, measurement approaches, and negotiated “FAUPLs” for the first two program years under Perkins IV are set forth in Part C, below.

Following OVAE recommendations, the performance targets for three subindicators—**1S1** (Academic Achievement in Reading/English Language Arts); **1S2** (Academic Achievement in Mathematics); and **4S1** (Student Graduation Rates) coincide with “AYP” targets (“AMOs”) already negotiated for DC under the Title I of the ESEA/NCLB.

Baselines for those and other subindicators are provisional placeholders, pending receipt of data for the 2006-2007 program year (to be reported in the PY 2007 CAR due December 31, 2007). An inventory of State-specific data elements required for the PY 2008 CAR is appended to this section.

Key features of the planned DC State CTE Accountability System for Perkins IV include the following:

- Since all Perkins-eligible entities in DC operate on a statewide basis, and all Perkins recipients at the secondary level are eligible to serve all secondary school students in the District, there is no apparent rationale for negotiating "Local FAUPLs" under §113(b)(4); all Perkins recipients will be expected to meet the State Adjusted Levels of Performance, including all five members of the DC Consortium for Secondary CTE.
- To assure the validity, reliability, and comparability of the performance data for each CTE provider, all Perkins recipients will be required to utilize the District's automated student information system, DC STARS ("Student Tracking and Reporting System"), which is based on individual student and course records; CTE participants will be encouraged, but not required, to also adopt the SchoolNet web-based instructional management system;
- The Graduate and Sixth-Month Follow-up Surveys conducted annually by DCPS will be expanded by SOCTE to include all Perkins-recipients at the secondary level, carried out in conformity with the MPR/OVAE September 2006 "Guide for Conducting Perkins Placement Follow-up Surveys, for Use by States in Responding to the Accountability Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006";
- In addition, SOCTE plans to contract with David Stevens and the Academy of Educational Development to implement (ideally, in collaboration with Maryland and Virginia) an automated follow-up system based on UI wage records and National School Clearinghouse data, carried out in conformity with OVAE/AED's "Guide to the Use of Administrative Records to Achieve Data Quality Standards in Federal Reporting of CTE Performance";
- Two other major initiatives for PY 08 include the development of an Access-based data warehouse that can assimilate STARS data from multiple years and allow longitudinal measurements of student performance, and the identification of industry-based, nationally-validated skill standards and end-of-program assessments for each State-approved CTE Program of Study; a proxy skill attainment measure will be used pending assessment ratifications;
- DC will continue to view all CTE students as Tech Prep students for the purposes of CAR reporting; the initiatives outlined above should make it possible to address the new performance indicators set forth in §203(e); the proposed DC GOALS secondary/postsecondary Early College system will incorporate its own integrated student information and performance measurement system.

District of Columbia State and Local Performance Accountability System: Planned Data Topics

DC's goal is to bring all components of its comprehensive State/Local Performance Accountability System on line by the end of PY 08—with the exception of the technical skill assessments required for indicator 2S1, which DC anticipates phasing in over the life the current reauthorization, at the rate of approximately 10 per year.

Among the data topics which DC expects to be able to address—for the purposes of program accountability and evaluation—are the following:

Enrollment/Activity Measures:

- 1.** District-wide and by school, academy, program of study, grade, gender, ethnicity, and special population status, the number of high school CTE concentrators;
- 2.** District-wide and by school, academy, program of study, grade, gender, ethnicity, and special population status, the number of high school CTE concentrators who enrolled in a paid or unpaid internship program related to their Career Academy and Program of study;
- 3.** District-wide and by school, academy, program of study, grade, gender, ethnicity, and special population status, the attendance rate of high school CTE concentrators;
- 4.** District-wide and by school, the number of State-Approved Career Academies and Programs of Study;
- 5.** District-wide and by school, academy, and program of study, the number of professional development opportunities provided to CTE staff;
- 6.** District-wide and by school, academy, and program of study, the average annual expenditure per high school CTE concentrator;
- 7.** District-wide and by campus, program, year, gender, ethnicity, and special population status, the number of postsecondary CTE concentrators.

Performance/Outcome Measures:

1. District-wide and by school, academy, program of study, grade, gender, ethnicity, and special population status, the number and percent of secondary—

- CTE concentrators who achieved a score of "Proficient" or above in reading on the *DC Comprehensive Assessment System (DC CAS) exam* [**1S1**];
- CTE concentrators who achieved a score of "Proficient" or above in math on the *DC Comprehensive Assessment System (DC CAS) exam* [**1S2**];
- Concentrators who attained an overall GPA of 2.0 or greater;
- Concentrators who attained an academic GPA of 2.0 or greater;
- Concentrators who attained a CTE GPA of 2.0 or greater;
- Concentrators who completed their Program of Study;
- Completers who received an industry-validated skill certificate [**2S1**];
- Concentrators who received a high school diploma, GED, or Certificate of IEP Completion [**3S1**];
- CTE concentrators surveyed who were placed in postsecondary education or advanced training, employment, or military service in the second quarter after graduation [**5S1**];
- CTE completer/graduates placed in postsecondary education who needed remedial coursework in reading or math;
- Concentrators in nontraditional CTE programs of study who were members of the underrepresented gender groups [**4S1**];
- Completers of nontraditional CTE programs of study who were members of the underrepresented gender groups [**4S2**].

2. District-wide and by campus, program, year, gender, ethnicity, and special population status, the number and percent of postsecondary—

- Concentrators who attained an overall GPA of 2.8 or higher;
- Concentrators who attained a CTE GPA of 3.0 or greater [**1P1**];
- Concentrators who met the requirements of their major;
- Concentrators who met the requirements of their major and received a certificate or degree [2P1];
- Completer/graduates surveyed in the second quarter after graduation who reported status as placed in further education, employment, or the military [**4P1**];
- Completer/graduates reported placed on the three month survey who were reported in the same status after one year;
- Concentrators in nontraditional CTE programs who were members of the underrepresented gender groups [**6P1**];
- Completers of nontraditional CTE programs who were members of the underrepresented gender groups [**6P2**].

Employer/Student Satisfaction Measures

1. District-wide and by school, academy, and program of study, the percent of surveyed employers highly satisfied and satisfied with CTE interns;

2. District-wide and by school, academy, and program of study, the percent of surveyed employers highly satisfied and satisfied with CTE completers placed in employment after graduation;

3. District-wide and by school, academy, and program of study, the percent of surveyed completers highly satisfied and satisfied with their CTE programs.

CAR 2008: What Do We Need to Know?

SECONDARY DATA ELEMENTS:

1. During the 2007-2008 school year, the number of students in DC public high schools in grades 9-12 (male, female, and total) who 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 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: **32%**).
5. The number (and %) of DC-CAS Taker/Concentrators who scored proficient or advanced in mathematics (**1S2**; target: **29%**).
6. The number (and %) of 12th Grade Concentrators who attained a GPA of 2.0 or greater in their program of study (**2S1**; target: 75.50%).
7. The number (and %) of 12th Grade Concentrators who received a high school diploma, GED, or Certificate of IEP Completion (**3S1**; target: **95%**).
8. The number (and %) of 12th Grade Concentrators who were counted in the State NCLB graduation rate computation for the 2007-2008 school year.
9. Of those, the number (and %) who were counted as graduated (**4S1**; target: **51%**).
10. The number of 12th Grade Concentrators who responded to a follow-up survey or were identified via administrative record exchanges.
11. Of those, the number (and %) of who were reported placed, in the second quarter after graduation, in postsecondary education or advanced training, employment, or military service (**5S1**; target: **85.50%**).



12. The number of Participants in programs preparing students for occupations that are identified as "nontraditional" (i.e., *that reflect a gender imbalance of 75/25 or greater in the labor market*).

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

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

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

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

POSTSECONDARY DATA ELEMENTS:

1. The number of University of the District of Columbia students (male, female, and total) who had earned at least **one** credit by the end of the 2007-2008 school year in a recognized CTE program of study/major leading to the award of an industry recognized credential and/or a degree or certificate (i.e., **CTE Participants**).

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

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

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

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

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

7. Of those, the number (and %) who were reported placed, in the second quarter after graduation, in employment, military service, or a registered apprenticeship (**4P1**; target: **95.00%**).



8. The number of Participants who were enrolled in programs preparing students for occupations identified as “nontraditional” (i.e., that reflect a gender imbalance of 75/25 or greater in the labor market).

9. Of those, the number (and %) who were members of the underrepresented gender (**6P1**; target: **25.25%**).

10. The number of Concentrators who were enrolled in nontrad programs.

11. Of those, the number (and %) who were members of the underrepresented gender (**6P2**; target: **24.25%**).

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



TECH PREP

A Touchstone of Perkins IV: Tech Prep Hegemony in CTE

Title II of Perkins IV, continuing a program originally established under Perkins II, authorizes grants to States to support development and operation of Tech Prep Education programs.

Tech Prep's roots extend backward in time over a quarter century, to discussions about articulations between secondary and postsecondary vocational-technical education in the early 1980s. When Tech Prep began to cohere as a distinct national strand within workforce education, there was a clear differentiation between "Occupational Preparation" and "Technical Preparation" (Tech Prep).

Both programs were implicitly targeted toward high skills, high wage careers that required more than just "General Education" at the high school level as a prerequisite for entry. But Occupational Preparation programs were geared toward preparation for careers that required skill-based preparation at the secondary level but not postsecondary education—while Technical Preparation programs were focused on careers that required some postsecondary preparation but less than a four-year, baccalaureate degree.

Over the last twenty-fives years, a consensus has emerged among labor market economists and workforce educators that postsecondary preparation has become a universal prerequisite for success and self-sufficiency in the 21st Century, covering virtually all high skills, high wage, "family-supporting" careers.

The enactment of the School-To-Work Opportunities Act of 1994 enshrined in Federal law the idea that all students should be prepared for both college and careers. With each Perkins reauthorization since, pressure has increased on the States and local communities to assimilate occupational preparation into technical preparation—to upgrade all CTE programs to meet the standards of Tech Prep.

What was already manifest with Perkins III has become inescapable with Perkins IV: all Career-Technical Education programs should constitute Tech Prep Education programs—from the standpoint of policy and practice, the CTE Programs of Study mandated in §122(c)(1)(A) of Title I are indistinguishable from the Tech Prep Programs of Study defined in §203(c)(2)(A) of Title II. Or to put it another way: Tech Prep standards have become hegemonic in CTE.



Tech Prep in a “City-State”: DC Consortium for Tech Prep Education

The opportunity offered States in Title II §202 to consolidate their Title II allocation into their Title I funds is clearly in part a reflection of the accelerating convergence across the country between Tech Prep per se and CTE in general.

While appreciative of the Congressional intent to allow States maximum flexibility in the administration of Perkins funds, DC has no plans to dissolve its Title II allocation into Title I—rather, the Title II Tech Prep program has been assigned a unique strategic role in the District of Columbia Transitional Plan for PY 2008.

For PY 08, DC's **Title II** allocation for **Tech-Prep Education** programs and services was reduced slightly to **\$309,309**. Continuing with established practice under Perkins III, DC's PY 08 Tech Prep funds will be awarded to a single, statewide **DC Tech Prep Consortium**, organized under §203(a)(1).

Since all DC LEAs have the same boundaries and only one public CTE provider has been established at the postsecondary level (the University of the District of Columbia), there is no possible rationale or basis for establishing more than one consortium under Title II.

Under Perkins IV, **UDC will become the fiscal agent of the Tech-Prep consortium; DC will waive assessment of administrative costs at the State level and commit DC's entire Title II allocation to the consortium;** within UDC, COES/OATIT will have primary responsibility for leadership and oversight of the Tech Prep Education program.

UDC/COES/OATIT will employ a full-time **Tech Prep Education Coordinator** supported with Title II funds, who will work in close cooperation with SOCTE, DCPS/OCTE, and the participating public charter high schools, and will **maintain both a primary office on the main campus of the university and a satellite office within SOCTE.**

The organizing focus of the Title II program for PY 2008 will be a feasibility study of a proposal to use Tech Prep Education as a vehicle for the establishment of a unique, secondary/post-secondary, accelerated workforce education system for DC: the **District of Columbia Gateways of Advanced Learning System** (DC GOALS).

As the fiscal agent for the consortium, **UDC/OATIT will negotiate a contract with the National Institute for Work and Learning of the Academy of Educational Development (AED) to conduct the feasibility study—using PY 2008 and carryover Title II funds, and building on the existing AED, America's Choice and DC Education Compact partnership that is playing a leading role in DC school reform.**

The DC GOALS proposal concept is keyed to the findings of **Tough Choices or Tough Times**, the **Report of the New Commission on the Skills of the American Workforce** (NCSAW), published by the **National Center on Education and the Economy** (NCEE) and America's Choice late last year—with the support of a broad range of political and educational leaders, including DCPS Superintendent Janey.

The NCSAW report is impacting the development of Perkins IV plans in much the same way as its 1989 predecessor—**High Skills or Low Wages**, the report of the original Commission on the Skills of the American Workforce, also published by NCEE—heavily influenced the development of plans under Perkins II and the School to Work Opportunities Act.

American Education and the American Dream: a Dual Crisis

The development of the new Perkins IV State Plans is taking place against a backdrop of growing uncertainty in American education. Seven years into the first decade of the first century of the Third Millennium of the modern era, the schools of the Nation's Capital—indeed, of the nation as a whole—struggle with a chronic crisis: a crisis whose roots lie deep in the century past.

Almost 25 years have passed since the publication of *A Nation At Risk* helped launch the nationwide educational reform movement—a movement institutionalized today as “NCLB,” the No Child Left Behind Act of 2001 (P.L. 107-110, the current reauthorization of the Elementary and Secondary Education Act of 1965). So much has changed since 1983, and yet—so much remains the same.

A virtual tsunami of reform efforts has washed back and forth across the landscape of American education. Few school systems have been unaffected. Throughout the country, more is being spent on education, despite cuts imposed by recurrent budget crises. In general, teachers are increasingly better qualified and somewhat better paid. High school graduation requirements have been strengthened, sometimes dramatically.

And yet, for all our efforts, little tangible improvement can be confidently demonstrated. Test scores—the near-exclusive focus of NCLB—have been rising in some States and communities. But no one knows for certain if the higher scores are a valid and meaningful reflection of increased knowledge and skills, or in part an artifact of manipulations of the pool of tested students.

On the closest approximation we have of a standards-based, national assessment—the National Assessment of Educational Progress (NAEP)—scores have essentially been flat-lined for thirty years.

Nationwide, upwards of a third of our students drop out without receiving a high school diploma. In the District of Columbia and other urban areas, the dropout percentage exceeds 50%. Worse, the testing regimen actually seems to be driving dropout rates—in truth, *pushout* rates—*upward* in parts of the country.

Other students hang on for a diploma, but drift through secondary education without any real sense of accomplishment and with poor prospects after graduation. At the postsecondary level, enrollment levels are increasingly threatened by rising tuition and declining student aid—while remediation rates remain high and completion rates low.

Overall, the perception persists that American education is failing both our youth and our future. Research suggests that the violence and substance abuse that seem endemic in many schools are in key respects a *labor market* problem: dead-end choices made because no believable future is visible on the life horizons of young people.

Inner-city children are the coal mine canaries of 21st Century America. Their crisis, and the overall crisis of American education, is a not-too-distant early warning of a larger crisis in the American economy and American society as a whole: not just our schools, but our standard of living and quality of life are in serious and growing jeopardy.

Technological wizardry has brought wondrous changes to the look and feel of everyday life. But the real wages of ordinary Americans peaked in 1972-73 and have been falling or stagnant virtually ever since. Family income has so far avoided a fully proportionate fall—instead hovering near the levels of the middle 1970s—but only because of the wholesale entry of women into the labor force.

Today, the average family needs two working partners to support roughly the same standard of living secured by a single breadwinner in the 1970s. What OVAE describes informally as a “family-supporting wage” really represents 50% of the total income required to support an American family in minimum comfort and security.

The stock market has resumed climbing and new job creation has finally begun to outpace losses. But most of the jobs being created are lower-paying than the ones that have been lost. High-paying jobs are fleeing, not just from the North and the East to the South and the West, as in earlier decades, but from the United States to Mexico, Taiwan, Korea, China, India—and even from *higher-income regions within those countries to lower*—where they are reborn as *low-wage* jobs.

As income inequality in America reaches levels unknown in modern times, the middle class feels threatened and poverty is increasing. **Not just American education, but the American Dream itself seems at risk.**

The New CSAW Report: Tough Choices OR Tough Times

Unlike the reform efforts of the 1980s and 90s, many voices raising the alarm today about the interrelated crises in American education and the American economy are calling, not just for reform, but for systemic, root-and-branch change. In DC alone, the last year witnessed the publication of at least three major platforms for system-wide change:

- ***All Students Succeeding: A Master Education Plan for a System of Great Schools*** (February 2006), developed by the District of Columbia Public Schools under the leadership of Superintendent Clifford B. Janey;
- ***Double the Numbers for College Success: A Call to Action for the District of Columbia*** (October 2006), developed under the auspices of the DC State Education Office, in cooperation with DC Public Schools, the DC Education Compact, and the DC College Access Program; and,
- ***Fact-Base for DCPS Reform*** (December 2006), developed by the Parthenon Group on behalf of Mayor Andrian M. Fenty.

At the national level, perhaps no single report has posed the issues more sharply or offered more sweeping solutions than the just published (December 2006) ***Tough Choice OR Tough Times***.

Tough Choices or Tough Times (TCOTT) is a report of the “New Commission on the Skills of the American Workforce” (NCSAW), a distinguished panel of former Cabinet secretaries, governors, mayors, college presidents, school superintendents, and business, labor, and civic leaders—including DCPS Superintendent Dr. Clifford B. Janey and the former Assistant Secretary of the U.S. Office of Vocational and Adult Education (OVAE), Susan Sclafani. Marc Tucker, the President of the National Center on Education and the Economy (NCEE), served as the staff director of the commission and the principal author of the report.

Tough Times or Tough Choices echoes and reaffirms key themes of its 20th Century predecessor, ***America’s Choice: high skills or low wages***, released by the first Commission on the Skills of the American Workforce in 1990. But *Tough Choices*’ conclusion is that the problems analyzed in *America’s Choice* a decade and a half ago have only deepened in subsequent years—and that systemic change or systemic consequences is the stark choice we face.

America’s Choice focused on the plight of low-skills American workers losing jobs to lower-wage workers outside the United States—what has since been called the “Wal*Marting” of the world economy.

It argued that the creation of a high skills, high performance workforce was the only buttress against a race to the bottom in living standards—that America should compete in the global economy on the basis of working *smarter*, rather than *cheaper*.

In many States, themes and strategies from *America's Choice* were manifested in their State Plans for Vocational Education and School-to-Work, developed in response to Perkins II, the 1990 reauthorization, and the School-to-Work Opportunities Act of 1994 (STWOA). A notable feature of the STWOA was an emphasis on preparing *all* students for *both* postsecondary education *and* high skills, high wage careers.

Sixteen years later, **the *Tough Choices* report confronts the fact that the “virtualization” of the workplace, on a global scale, has opened up broader and broader layers of the U.S. labor market to wage competition from around the world.**

Not just low-skills workers, but ever growing numbers of *high-skills* workers as well—technicians, programmers, and engineers; accountants, budget officers, and middle managers; estimators, procurement specialists, and customer service representatives—almost anyone whose work can be routinized, modularized, or automated, especially if it can be performed at a distance—find themselves vulnerable to “flattening”: to seeing their work outsourced to lower-wage regions all over the globe.

As an antidote to increasingly tough times, the NCSAW report proposes reorienting the American economy around a new basis for international competition—competition not based on lower-wages, or even on higher skills and knowledge alone, but on “sole source” *high value-added* work: on innovation, creativity, and nimbleness; high-tech, high-concept, and quick-response design; continuous improvement and ceaseless learning; constant, real-time interaction between research, application, production, and distribution.

Just as Apple won hegemony over the music marketplace with its unique and unparalleled iPod design, so the American workforce as a whole must contend for leadership in the “flattened” global economy with invention/refinement/reinvention on an unprecedented scale.

In the demanding environment of such a high creativity economy, mastery at world class levels of core knowledge and skills in language arts, math, science, technology, and even the humanities will represent a universal prerequisite to success. Already, workers in all sectors of the labor market are finding a postsecondary credential a minimum prerequisite to high wage, high opportunity careers.

In addition, the entire labor force must also be able to exercise the full set of fundamental "SCANS" skills that have repeatedly been identified by business leaders and labor market research: flexibility, adaptability, resourcefulness; leadership, teamwork, self-discipline; analysis, abstract reasoning, imagination.

To build a workforce equipped for the future of a high innovation economy, the NCSAW report advocates a far-reaching set of changes in the basic structure of American education—changes that together constitute creation of a fundamentally new, state-of-the-global-art educational system—a system that can meet and exceed world-class learning standards and performance benchmarks at every level, from universal early childhood education through continuing and recurring professional and workforce education.

Career-Tech, Perkins IV, & Gateways to Postsecondary Education

Tough Choices calls upon the States to assume a primary leadership role with respect to multiple components of this new education system—the funding of public education using an equitable and supportive weighted student formula, for example, the recruitment and training of a high talent teacher corps, the provision of universal, high quality, early childhood education—but many of the report's proposals are outside the arena of career-technical education.

The central focus of the NCSAW report, however, is coterminous with that of the new Carl D. Perkins Act—i.e.: *the preparation of all students for success in both postsecondary education and the 21st Century economy—and in that context the evolving interface between secondary and postsecondary education.*

In the early years of the 20th Century, "**Vocational Education**" and "**College Prep**" represented mutually exclusive pathways into the labor market. College Prep constituted *pre-professional preparation*, preparing students for entry into four-year, baccalaureate degree programs, en route to a traditional professional career. "Voc Ed" was best understood as *occupational preparation*, preparing students for direct entry into semiskilled and skilled occupations that did not require postsecondary preparation as a prerequisite for entry.

The second half of the century witnessed a near-explosive growth of an entirely new sector of the labor market—a high skills/technical sector, which required more than a high school education but less than a baccalaureate degree. As community and technical colleges grew up rapidly across the country, two-year technical education, leading to Associate of Applied Science (AAS) degrees, became the postsecondary training of choice for this new sector.

Discussions about articulations between secondary vocational and postsecondary technical education began in the late 1970s, and a new form of voc ed had been institutionalized by 1990: **Tech Prep**—*pre-technical preparation*, designed to prepare students for entry into the two-year, AAS degree programs, en route to a technical career.

Barely four years later, the passage of the STWOA gave statutory expression to an emerging national consensus that a postsecondary credential had become a *universal* threshold requirement of success and self-sufficiency in labor market of the 21st Century.

By the time Perkins III was signed into law four years after the STWOA, on Halloween, 1998, occupational prep and technical prep had already begun converging in many States and localities—or to be more precise, an increasing proportion of CTE programs had begun rising to meet the standards of Tech-Prep.

Today, less than a decade later, a whole spectrum of what OVAE has called “accelerated transitions to postsecondary education” have flourished across the country:

- **College/Tech-Prep** (or **Dual Path**) programs that prepare students for entry into *either* two-year or four-year college programs;
- **Open-Ended Tech-Prep** (or “**2+2+2**”) programs that prepare students for entry into 2-year programs *en route* to a 4-year degree;
- **Pro-Tech** programs that employ CTE pedagogies to prepare students for direct entry into baccalaureate degree programs;
- **Tech-Prep Middle College** (or **Dual Enrollment**) programs that allow to students to study for a high school diploma *on the campus of a community or technical college*; and,
- **Early College High School** (or **Dual Completion**) programs that allow high school students to earn both a diploma and a postsecondary credential *concurrently*.

Perkins IV attempts to systematize and institutionalize these varied developments by calling on the States to develop and/or approve, ideally on a statewide basis, **seamless, fully articulated, competency-based, secondary/postsecondary Programs of Study**—unduplicated 4-year course sequences which span both secondary and post-secondary education, include both rigorous academic and high level technical knowledge and skills, result in both a high school diploma and an AAS degree or other postsecondary credential, and open the door to both high skills, high wages careers and further education.

Exemplifying the accelerating pace of change in both the world economy and education, the NCSAW report, published barely four months after Perkins IV was signed into law, proposes, in effect, *to take Perkins IV to the next higher level*—to reach the logical conclusion of the evolution of CTE programming over the last quarter century.

The TCOTT Gateway: Perkins IV Programs of Study “On Steroids”

The TCOTT report sets the stage for a bold new challenge for the States: to create, for the first time, **coherent, seamless, secondary/postsecondary Workforce Education Systems**.

The NCSAW commissioners propose that every State adopt a “**Board Examination**,” designed to assess both mastery of universal core academic and career skills and readiness for both postsecondary education and a high creativity economy.

TCOTT projects that most students would take and pass this Board Exam at the end of the tenth grade, but proposes that students be allowed to sit for the exam as soon as they feel ready—and that *any student who achieves a threshold qualifying score on the exam, regardless of age or grade in school, should be certified for immediate entry into postsecondary education.*

Anyone who fails the exam would be eligible and encouraged to continue core skills preparation, and to retake the exam as many times as necessary, until mastery of core knowledge and skills is achieved.

But every student who meets or exceeds the threshold mastery score would be invited to choose between a range of programmatic gateways to advanced learning, based on their educational and career objectives and personal preferences and perspectives.

On the one hand, students who pass the Board exam who prefer to remain in a traditional high school environment could choose between up to three “advanced secondary” gateways—variations on traditional liberal arts preparation, structured in terms of either:

- New York-based **Advanced Placement (AP)** classes;
- the Geneva-based **International Baccalaureate (IB)** curriculum; or,
- the London-based **University of Cambridge (UC)** examination (not yet available in DC).

Students who subsequently complete—typically at the end of *grade 12*—the end-of-course (or program) examinations aligned with these two-year programs of study would receive a high school diploma and be positioned to seek entry into competitive private college or university programs, possibly with advanced credit or standing.

On the other hand, students who pass the Board exam who are ready to leave the high school environment at that point—typically at the end of *grade 10*—would be eligible to proceed *directly to college*, into a dual secondary/postsecondary education program, at a community or technical college, a regional career-technical education center, or perhaps even an industry-backed workplace learning facility.

Successful completion of State-approved or nationally-validated end-of-program academic and technical examinations would typically secure these students **both a high school diploma and an associate's degree** (or other postsecondary credential), plus **guaranteed entry into a four-year degree program at a State college or university, at the junior year level.**

As appropriate, depending on their career objectives, students would also be certified eligible for a registered apprenticeship program.

This new workforce education system would be truly comprehensive, serving high school dropouts and unemployed and underemployed workers as well as young people. Anyone seeking educational or workforce advancement would be eligible to sit for the qualifying exam for the gateways to advanced learning programs.

In sum, from the standpoint of educational history, the workforce education system envisioned by the NCSAW report represents, in effect, a new stage in the evolution of career-technical education—a “highest and best” stage, perhaps, which transcends not merely the traditional separation between occupational prep and tech-prep, but the conventional silos of secondary and postsecondary education as well.

If the central thrust of Perkins IV is the development of State-approved Programs of Study that smooth the transition from high school into postsecondary education and thence into the high skills, high wage workforce, then the NCSAW report promulgates a kind of Perkins IV “on steroids”—a multifaceted but integrated, “jump-start” system, which opens gateways to advanced learning for all students and accelerates them through at least two years of postsecondary education into a lifetime of high skills, high creativity careers and lifelong learning.

Implementing TCOTT: An Opportunity for the Nation's Capital

Since the goals of Perkins IV should not merely be met, but exceeded, by successful implementation of the recommendations of *Tough Choices or Tough Times*, it would hardly be surprising to see any number of States incorporating those recommendations into their Transitional State Plans for Perkins IV. But in certain respects, few States are better positioned to follow that course than DC—the aspiring State of New Columbia.

- First of all, it goes almost without saying that the level of need for a new workforce development system in the District of Columbia is exceedingly high. The labor force of the DC metropolitan area has the highest percentage of baccalaureate degree holders in the United States—approximately 50%, far higher than the national average of 20 to 25%. But less than 10% of DC students attain *any* postsecondary credential—over 50% never even graduate from high school.

A building boom of historic proportions is transforming the landscape of the city—but only a handful of DC residents have even secured admission to apprenticeships in the construction trades. A strong traditional vocational education system with deep roots and citywide reach was decentralized to the point of dissolution in the 1990s. Efforts to rebuild and renew a state-of-the-art career-technical education system over the last four years have been hampered by intransigent structural and organizational obstacles.

- At the same time, the unique character of DC as a compact “city-State” that is also the Nation’s Capital presents opportunities for rapid change and dramatic innovation that may eventually outweigh its profound challenges.

Given a broad consensus on how to proceed, substantial, even profound, shifts in public policy and public institutions can be executed in the District of Columbia in a fraction of the time that would be required in typical States, which are much more decentralized, diffuse, and diverse than DC, both geographically and institutionally.

- Moreover, underlying the debate over school governance and structure emerged after the election of Mayor Adrian M. Fenty is in fact a broad consensus that both a renewal and rebuilding of career-technical education and fundamental changes in the structure of public education, particularly at the secondary level, are imperative if the future prosperity of the region is to be secured.
- Finally, the prospects for systemic change in public education in DC have also been greatly enhanced by the partnership just established between the DC Education Compact, the Bill & Melinda Gates Foundation, the Academy for Educational Development (AED), the National Center on Education and the Economy/ America’s Choice, the publisher of the NCSAW report, and DCPS.

With funding from the Gates Foundation, the new partnership is dedicated to successful implementation of comprehensive programmatic and organizational high school reform under the DCPS Master Education Plan.

Altogether, these facts—

—that the need for DC school transformation is acute;

—that a broad consensus for systemic change pervades the four leadership bodies which share responsibility for public education in DC: the Board of Education, the Office of the Mayor, the Council of the District of Columbia, and the Congress of the United States;

—that DCPS Superintendent Clifford B. Janey helped develop the NCSAW report; and,

—that DCPS has already formed a partnership for school transformation with the Gates Foundation, America's Choice, the Academy for Educational Development, and the DC Education Compact—

present the compact city/State of DC with an opportunity without real precedent in recent history: **the opportunity to reposition the schools of the Nation's Capital as a national laboratory of educational innovation**—to transform what has been seen as the “poster district” of the crisis of Great City Schools into **a beacon State for high creativity education**.

DC GOALS Planning and Development Project

To launch this transformation, the State Office of Career and Technical Education proposes to use funds available for Tech Prep education programs under Perkins IV to foster implementation of key recommendations of the *Tough Choices or Tough Times* report.

More concretely, SOCTE proposes to make the creation of a **seamless secondary/postsecondary CTE system accessible to every qualified DC resident from grade 10 and beyond** a centerpiece of DC's Transitional and Five-Year Plans for CTE under Perkins IV

As the platform for the establishment of this new system, the long-standing partnership between DCPS and UDC would be expanded into the **District of Columbia Gateways of Advanced Learning System (GOALS) Partnership**, constituted by DCPS, UDC, the DC Department of Education/Office of the State Superintendent, the DC Education Compact, the DC College Access Program, Friendship Collegiate Academy, the DC Chamber of Commerce, and other partners.

The first step would be the negotiation of a contract between UDC (as the fiscal agent of the DC Tech Prep Consortium) and AED, to use Tech Prep funds to underwrite the **DC Gateways of Advanced Learning System Planning and Development Project**: a needs assessment, feasibility, planning, and development study—to be carried out by the AED National Institute of Work and Learning, in collaboration with the National Center on Education and the Economy—of the **District of Columbia GOALS System Concept**, as outlined below.

DC proposes that the conduct of the GOALS planning project serve as a central organizing theme of the coming PY 08 Transition Year under Perkins IV, and in turn frame and set the stage for the new *Five Year State Plan for Career-Technical Education*, covering PY 09 - PY 13.

DC Gateways of Advanced Learning System: Proposed Parameters

The precise structure, function, and features of the new learning system to be developed in alignment with the NCSAW report would emerge out of the DC GOALS Project, with the input, and in interaction with, all of the members of the DC GOALS Partnership. In addition, many features of DC's existing CTE system concept, outlined on pages 32-44, above) will be preserved in the new GOALS framework. But certain unique attributes of the proposed DC GOALS System can be sketched out in advance:

1. JAG-DC College Retention and Transition Program

Under the umbrella of the DC GOALS Partnership, the senior-year JAG-DC program will be reconfigured to assume a major new role: that of a grades 11-14 **College Retention and Transition-to-Careers** program. The postsecondary JAG-DC model will adapt the basic JAG features set to serve students enrolled in the integrated secondary/postsecondary CTE system—will provide the supports necessary to assure that they meet academic and skill standards, receive a high school diploma and a college degree or other postsecondary credential, and make a successful entry into the high skills, high wage labor market.

The dropout reentry application will also be positioned to play an expanded role in DC GOALS as a **Reentry Portal and Support Program**, for out-of-school youth, unemployed, under-employed, and displaced workers, and other adults who need a high school diploma, a postsecondary credential, and/or other academic and skill upgrading.

2. Individual GOALS Plans (Education/Graduation/Career Opportunities)

Radical redesign of schooling in grades 11 and beyond will not help students who have already left the system without ever approaching the new gateways of advanced learning. The DC GOALS system concept is designed to attack the dropout crisis both directly—through the dropout prevention and retention support programs of JAG-DC—and indirectly—through raising student awareness of the huge return-on-investment of staying in school at least through high school graduation and an AAS degree.

Toward that latter end, it is essential that the recently adopted DCPS rules regarding individual graduation plans be universally, systematically, and energetically implemented. Before the end of the 8th grade, when it appears that a sixth or more of each student cohort simply walks away from education, each student must be invited to participate with teachers, parents, and counselors in the development of an **Individual GOALS Plan (IGP)**: a fully articulated and carefully documented individualized education/graduation/career opportunity plan, spanning grades 9-10, the DC GOALS Examination (see below), grades 11-14, and beyond.

3. Lower Secondary Education (Grades 9-10)

With full implementation of the new DC learning standards and graduation requirements, most students will follow the same course schedules for grades 9-10, leading up to sitting for the DC GOALS Exam near the end of the 10th grade.

Included among the minimum course requirements for the first two years of secondary school should be at least 2 credits (Carnegie Units) each in English Language Arts, Math (algebra I and geometry), Science (biology and physics), Social Studies (U.S. and world history), and a World Language other than English, plus one CU in art and music.

Entering ninth graders who are struggling academically will also be enrolled in the America's Choice "Ramp-Up" academic acceleration system, to ensure they are prepared to take the GOALS Exam by then end of grade 10. At-risk 9th graders will also be encouraged to enroll in the JAG-DC multi-year dropout prevention/school reconnection/academic achievement program.

Adults who have left school without earning a diploma—as well as incumbent, threatened, displaced, unemployed, or underemployed workers who need knowledge and skill upgrading—will all have the right to reenter the public educational system at the "lower secondary" level—through the STAY Schools or the Luke C. Moore Center, if desired, and/or with JAG-DC support—to prepare and sit for the GOALS Exam.

4. District of Columbia Gateways of Advanced Learning Exam

To be developed in cooperation with America's Choice/NCEE and promulgated by the Board of Directors of the DC GOALS Partnership—and mutually ratified by the State Board of Education and the Board of Trustees of the University of DC, in collaboration with the Board of Trustees of Friendship Public Charter School, and the Boards of Directors of other members of the DC GOALS Partnership—the **DC Gateways of Advanced Learning System Examination (DC GOALS Exam)** is a proposed implementation of one of the hallmark recommendations of the NCSAW Report, the **Board Examination**.

The GOALS Exam will be offered twice annually, each spring and fall. Students will be free to sit for the exam whenever they believe they are ready, regardless of age or grade in school. The expectation will be that the large majority of each cohort will take and pass the exam at around age 16, at the end of the 10th grade—the point at which students throughout Europe and in many other countries around the world are expected to complete universal lower secondary education.

The goal of the exam will be a valid, authentic assessment of student attainment of the core knowledge and skills that all students must master, regardless of their career objectives, to ensure successful entry into advanced secondary education and/or postsecondary education, and thence to high skills, high wage careers.

Students can sit for the exam, without penalty, as many times as necessary to demonstrate mastery of the universal skill and knowledge set required for entry into a DC Gateway of Advanced Learning. All students may participate in DC Goal Exam preparation programs, in a Lower Secondary or Adult Education setting, for as long as necessary until they achieve core mastery.

5. DC GOALS Certificate: Core Mastery and Postsecondary Readiness

Students who have met or exceeded the minimum qualifying scores on the GOALS Exam (benchmarked to world standards of achievement of universal core knowledge and skills) will be awarded a **DC GOALS Certificate**. Similar to the **Certificate of Initial Mastery (CIM)** which played a pivotal role in the *America's Choice* report, *the GOALS Certificate will certify both mastery of core knowledge and skills and readiness for postsecondary education.*

Serving as the entry threshold to the full range of DC Gateways of Advanced Learning, the GOALS certificate will mark the boundary between lower secondary education, ending in grade 10, and either advanced secondary education or direct entry into postsecondary education, beginning in grade 11.

6. Advanced Secondary Education

Whenever students pass the GOALS exam, they will face the challenge of "finalizing" their Individual GOALS Plans—of selecting between alternate gateways of advanced learning and programs of study, based on their educational and career objectives.

All students who have received a DC GOALS Certificate will be presented with two basic choices:

- a. to remain in a conventional high school setting for two years of **advanced secondary education**; or,
- b. to make an immediate entry into postsecondary education, via the very unconventional setting of the **DC GOALS Integrated Workforce Education System** (see next page).

In either environment, students will follow clearly defined **College and Career Preparation Pathways**, each leading toward a high school diploma, a postsecondary credential, and a family-supporting career. Within the advanced secondary high school environment, up to three distinct pathways may be available, each representing a variation on the classic liberal arts, "College Prep" curriculum:

- **Advanced Placement (AP);**
- **International Baccalaureate (IB);** and,
- **University of Cambridge (UC).**

7. DC GOALS Integrated Workforce Education System

The core of the DC GOALS proposal is the creation of a consolidated, integrated workforce education system: a coherent, District-wide career-technical education system, which seamlessly spans secondary and postsecondary education and “transparently” integrates the resources and programming of DCPS, UDC, and other GOALS Partners into a **coherent, District-wide, virtual CTE center/Early College High School/community and technical college.**

DC GOALS Certificate holders will be automatically eligible to enroll in a program of study offered by the DC GOALS system, with the status of matriculated students of UDC and candidates for an Associate of Applied Science degree or other credential.

At the same time, students who were enrolled in a public or public charter high school (or otherwise lacked a high school diploma) at the time they sat for the GOALS Exam will also retain the status of high school students, working toward a high school diploma simultaneously with earning an AAS degree.

Credits earned in POS given State-level approval by the DC GOALS Partnership and its member Boards will be applied concurrently to both high school diploma and associate degree requirements.

Toward this end, the resources of the participating GOALS Partners will be deployed on a democratically planned and rationalized basis, for maximum benefit to students, employers, and the community-at-large, with minimum regard to the formal silos of the member institutions.

- Some courses and programs will be taught by UDC faculty in college-owned facilities, either on campus or at industry-based or work-based learning sites.
- Some will be offered by DCPS or PCS teachers in traditional high school settings.
- Some will be presented by college faculty in high school classrooms, and some by high school teachers on the campus of UDC.

Still other programs, particularly in new and emerging technologies, will be made available by secondary/postsecondary, DCPS/PCS/UDC *teaching teams*, working out of new or renovated facilities jointly owned and operated by the DC GOALS Partnership and its member institutions—in the “A” wing of McKinley Technical High School, for example, or at a newly reconfigured and reopened Phelps Career Center.

8. Comprehensive College & Careers Credentials Portfolio

All GOALS-approved College and Career Preparation Programs of Study, whether high school-based or offered through the DC GOALS secondary/postsecondary system, will culminate in a second battery of Board-approved examinations.

Each of the three high school-based programs—AP, IB, and UC—culminate in examinations approved by their respective governing Boards:

- the **College Board**, based in New York, New York, which oversees and administers 37 AP course and exams, covering 22 subject areas;
- the **International Baccalaureate Organization**, based in Geneva, Switzerland, which administers IB Exams twice each year; and,
- the **University of Cambridge Examination Board**, based in Cambridge and London, England, which administers a variety of UC exams at sites around the world.

All three programs award, in effect, **Certificates of Advanced Mastery (CAM)** to successful completers (who also receive standard high school diplomas):

- AP participants who meet or exceed passing scores on AP exams receive **AP Grade Reports** and potentially **AP Scholar Awards**;
- IB students receive a special **International Baccalaureate Diploma**;
- UC students receive **University of Cambridge Certificates**.

All three credentials are understood to qualify recipients to compete for admission to competitive four-year colleges and universities, and sometimes to receive advanced standing or AP credit.

Consistent with the goals of Perkins IV, CTE POS offered under the auspices of the DC GOALS Partnership will all terminate in a third-party end-of-program exam, nationally-recognized and industry-validated, leading to a portable **Certificate of Skill Mastery (CSM)**. Ideally, a national industry partner will issue or authorize each skill certificate.

CTE program completers will also receive both a high school diploma from DCPS or a public charter high school and an AAS Degree or other credential from UDC, plus a **certification of their eligibility to transfer** into a four-year baccalaureate degree program (at UDC or other four-year institutions participating in the DC GOALS Partnership) at the junior year level.

Both liberal arts and CTE programs of study will also lead to a **Certificate of Employability**, issued by the GOALS Partnership in collaboration with the DC Chamber of Commerce.

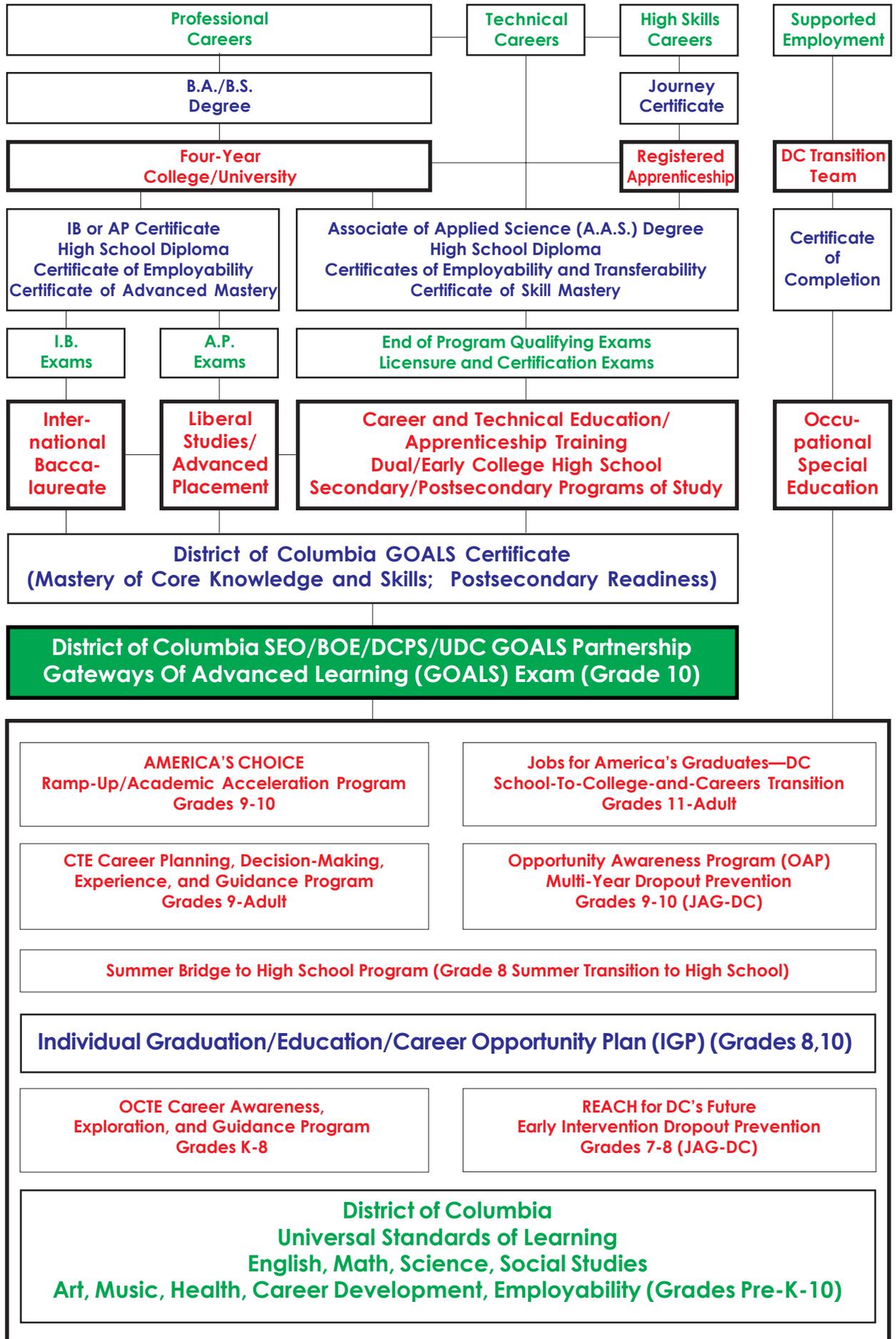
Summary: The DC GOALS Project: Taking Tech Prep to the Next Level

- The development of new, "Transitional" State Plans for Career and Technical Education (CTE), required by the newly-reauthorized Carl D. Perkins Career and Technical Education Act ("Perkins IV"), is taking place against the backdrop of a growing sense of uncertainty and doubt in American education.
- Despite all the educational reform efforts of the last quarter century, and intense focus on test scores in schools across the country, national achievement levels remain flat-lined, while dropout rates are increasing. At the postsecondary level, enrollment and completion rates are declining, while remediation rates are rising.
- At the same time, real wages peaked in 1972-73 and have been falling or stagnant virtually ever since. Two full-time incomes are required to support the family living standard secured by a single breadwinner in the 1970s. High paying jobs are disappearing, reborn as low-wage jobs elsewhere in the world.
- In the "flat world" economy, the work of even highly skilled and well-paid technicians and professionals can be outsourced electronically around the globe. High school dropouts face a lifetime on the labor market margins. Not just American education, but the American Dream itself seems at risk.
- **Tough Choices or Tough Times**, the *Report of the New Commission on the Skills of the American Workforce* (NCSAW), updates its 1990 predecessor, *America's Choice: high skills or low wages*, to meet the growing challenges of the "virtual workplace" of the 21st Century. Its solution involves a systemic overhaul of American education.
- *America's Choice* focused on the need to reengineer the American economy around a new strategy for international competition: a strategy based on working smarter, not cheaper. *Tough Choices* suggests an even more ambitious objective: a high innovation, high creativity, high knowledge economy, entrepreneurial at every level.
- If 21st century prosperity depends on the United States becoming, in effect, the Apple Inc. of the world economy—a global leader in research, invention, and quality design—then a new kind of workforce must be built—and to build a high-value-added workforce, a root-and-branch transformation of American education will be required.
- A broad range of mutually reinforcing "tough choices" is subsumed in the NCSAW report. The centerpiece from the CTE standpoint is a recommendation that a "Board Examination" be established at the State level that would serve nearly all students as a gateway to advanced learning and the knowledge economy.

- Aligned with a universal core curriculum, the exam would be designed to certify both student mastery of rigorous academic knowledge and skills and their readiness for postsecondary education. Students, including adults in need of skill upgrading, could sit for the exam at any age, typically at the end of grade 10.
- Every student who demonstrates core mastery and postsecondary readiness would be eligible to enter a range of pathways to advanced learning—either remaining in high school to pursue an AP, IB, or UC curriculum, or proceeding directly to postsecondary education, to pursue a high school diploma and an AAS degree concurrently.
- A second set of Board exams at the end of grades 11-12 would open further gateways, into postsecondary education at the 4-year level or the technical sector of the labor market. Graduates with an AAS degree would be guaranteed entry into baccalaureate degree programs at the junior year level, saving two years of tuition and time.
- As a compact, “city-State” where a broad consensus for educational transformation has already taken root, DC offers a unique arena for jump-starting implementation of the NCSAW report. The DC Transitional State Plan for CTE under Perkins IV could serve as a vehicle for exploring the feasibility of a Tough Choices strategy for DC.
- One possible starting-point would be attaching a rider to an existing partnership agreement between DC Public Schools, America’s Choice, the Academy for Educational Development (AED), and the Gates Foundation. This partnership has just launched a comprehensive middle school and high school reform effort.
- Funded out of Perkins VI Title II funds, the rider would provide for a needs assessment, feasibility, planning and development study, conducted by the AED National Institute of Work and Learning, in partnership with National Center on Education and the Economy (publisher of *Tough Choices* and *America’s Choice*).
- The foundation of a possible DC implementation of the NCSAW report would be the formation of a **DC Gateways of Advanced Learning System (GOALS) Partnership**, made up of DCPS, UDC, the DC Department of Education, Friendship Collegiate Academy, the DC Chamber of Commerce, and others.
- A primary task of the GOALS Partnership would be the promulgation of a **DC GOALS Examination**, mutually ratified by the governing boards of all the members, designed to assess mastery of all DC students of rigorous core learning standards, and certify their readiness for either advanced secondary or postsecondary education.

- Students who meet performance targets and secure a DC GOALS Certificate, regardless of age, would be eligible to either enter AP, IB, or UC programs in a conventional high school setting, or proceed directly to postsecondary CTE in a unique environment: a **DC GOALS integrated, secondary/postsecondary, virtual workforce education system**.
- Operated jointly by DCPS, UDC, Friendship CA and other charter schools, and SEO, the GOALS system would offer a wide range of State-approved programs of study, each preparing students for specific educational and career objectives, and all simultaneously satisfying requirements for both a high school diploma and an AAS degree.
- Courses and programs could be taught by either high school or UDC faculty or multi-institution teams, in either high school or UDC classrooms or in facilities jointly renovated and operated by the GOALS Partnership—in the “A” wing of McKinley Tech, perhaps, or a newly reopened Phelps Career Center.
- All GOALS pathways would culminate in a second set of Board exams (AP, IB, or UC exams, or technical knowledge and skill assessments) and would culminate in a high school diploma and certificates of advanced or skill mastery and employability. AAS degree recipients would also be guaranteed eligibility to transfer to a 4-year program as a junior.
- The GOALS partnership would approve and continuously revisit and refresh a program roster appropriate to the needs of a high innovation workforce, made up of self-entrepreneurial knowledge workers. As one starting point, DCPS has proposed 60 Programs of Study, grouped into 12 Career Academies.
- The Partnership would also adopt new standards of program quality, special needs services, and performance—taking DCPS State Standards for CTE as one starting point. The GOALS system would move the Perkins IV emphasis on seamless secondary/postsecondary articulations to the next higher level: a seamless secondary/postsecondary system.
- DCPS, UDC, the participating charter schools, and the DC Department of Education/State Education Office should jointly staff and support a **DC GOALS Partnership Central System Office**, to lead, coordinate, and oversee the operations of the GOALS system, including the administration of the DC GOALS Examination;
- The diagram that follows represents a schematic flow chart of the GOALS educational system—from the foundation of universal learning standards through the gateways of advanced learning into post-secondary education and the labor market. Horizontal lines connecting components should be understood as two-way arrows.

DC GATEWAYS OF ADVANCED LEARNING



ALLOCATIONS

Within State Allocations for CTE under Perkins IV §112, 118, 131, 132, 203

In common with other Federally-subsidized educational programs, Federal assistance to the States made available under the Carl D. Perkins Act is “forward funded”: the amounts appropriated by the Congress for any given Federal fiscal year (nominally beginning October 1) are not made available to the States until the following July 1. Typically, 25% of a given year’s grant is made available July 1, and the balance on the following October 1.

The total amounts appropriated for each Perkins title are allocated among the States on a formula basis, as set forth in §111(a)(2), tied to each State’s relative share of the population in specified age groups (with certain minimum allotment levels established for States with very low relative populations—the District of Columbia included).

Three separate annual appropriations are authorized under Perkins IV:

- **CTE State Assistance Grants** under Title I, §9;
- **Tech-Prep Education Grants** under Title II, §203; and,
- **Occupational and Employment Information Grants** under §118.

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

- The **§118** funds are meant to be employed *entirely at the State level*, to support the career, occupational, and employment information system activities of the **America’s Career Resource Network** (ACRN).
- Of the funds made available under **Title II**, Department of Education guidelines permit a “reasonable and necessary amount” (generally understood to be not more than 9%, and preferably 5%) to be reserved for grant administration at the State level, including indirect costs.

The balance of each State’s allocation under Title II must be expended *entirely at the local level*, through competitive or formula-based grants to **Tech-Prep Consortia**, established under §203(a)(1). By statute, each consortium must include at least one local educational agency (authorized to offer CTE at the secondary level) and at least one institution of higher education (authorized to offer 2-year associate degree, certificate, or apprenticeship programs).



- In contrast, the funds made available to each State under **Title I** are *split between the State and local levels*, with **15% earmarked for the State level, 85% for the local**.

At the State level, **either 5% or \$250,000 (whichever is greater)** must be committed to the **State Plan Administration** activities spelled out in §112(3) and the **State Performance Accountability System** requirements of §113. A dollar-for-dollar State match of Perkins State Administration funds is required under §112(b), and States are also mandated under §323 to provide at least as much for State Administration in any given program year as they did in the preceding year.

Not more than 10% of Perkins Title I funds may be budgeted for the “**State Leadership**” program improvement activities spelled out in §124—including **not more than 1% for services for individuals in State-operated institutions**, and **not less than \$60,000 nor more than \$150,000** for services that prepare individuals for **career fields that are nontraditional for their gender**.

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

Of the 85% portion—for distribution to local eligible agencies (for secondary CTE programs under §131) or eligible institutions (for postsecondary programs under §132)—the relative allocations for secondary and postsecondary programs (usually referred to as the “**secondary/postsecondary split**”) are left completely to State discretion.

No minimum allocation for either level is specified in Perkins III. The only requirement [under §122(e)(3)] is that, in the determination of “the split,” the Perkins Eligible Agency must consult with both **the State agency responsible for postsecondary technical education** and **the State agency responsible for secondary CTE**. In almost all States, the Eligible Agency is in fact one or the other of those two agencies.

Whatever the relative size of the two portions, Perkins spells out formulas for the in-state allocation of funds under §131 and §132:

- a).** Under §131(a), funds for secondary school CTE programs are to be allocated among eligible LEAs (or consortia) in proportion to their relative shares of certain population groups—**young people living in poverty and total young people**;
- b).** Under §132(a), funds for postsecondary CTE are to be allocated among eligible institutions in proportion to their relative numbers of Pell Grant (and Bureau of Indian Affairs assistance) recipients.

Perkins Allocations in the “City/State” of Washington, DC

For the purposes of the Carl D. Perkins Act, the District of Columbia is defined [in §3(30)] as a “State”—the **State of New Columbia**, so to speak (as DC statehood advocates would have it). At the same time, it also represents a single city: the **City of Washington, DC**. The unique character of the “city/State” of DC impacts the distribution and uses of Perkins Act funds in a variety of ways.

For the 2007-2008 program year—Program Year 1 from the standpoint of Perkins IV, School Year 2008, using appropriations for Federal Fiscal Year 2007—the District has been allocated a total of **\$4,524,230** under the Carl D. Perkins Act: **\$4,214,921 for CTE State Assistance under Title I**—the hold harmless minimum allocation for over a decade—and **\$309,309 for Tech-Prep Education under Title II** (a small decrease of \$12,328).

For the second year in a row, Congress has made **no** appropriation for **Occupational and Employment Information under §118**.

Of the **15%** earmarked for activities at the State level (**\$632,238**), DC has budgeted **\$250,000 for State Administration**, the minimum required amount under §112(a)(3). This amount must be matched by a DC **“State” appropriation of \$250,000**—which also represents, by agreement with the U.S. Office of Vocational and Adult Education, both the State CTE maintenance of effort level under §311(b) and the State administration maintenance of effort level under §323(a).

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

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

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

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

Under the unique circumstances of the District of Columbia, the formula-driven allocations set forth in the statute can't in fact be implemented for either §131 or §132 resource distributions, or for those under §203 of Title II:

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

2). Secondly, **since there is only one authorized postsecondary CTE provider, only one Tech-Prep Consortium can be formed**—in effect, on a “statewide” basis—and under §203, all Title II funds for Tech-Prep Education must necessarily be allocated to this single consortium.

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

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

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

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

But under the terms of the *District of Columbia School Reform Act of 1995*, each Public Charter School (PCS) constitutes a separate LEA. Any and all public charter high schools empowered to offer CTE programs meeting Perkins and State standards are also eligible for Perkins support. And since charter schools are all able to recruit on a citywide basis, *they all represent statewide LEAs, just like DCBOE/DCPS.*

In this context, the District has fallen back on the provisions of §131(f) of Perkins IV [formerly §131(g) of Perkins III] as a framework for allocating Perkins funds for secondary CTE among DCPS and participating charter schools. Beginning with the 2004-2005 program year, DC has channeled Perkins funds for secondary CTE through a **District of Columbia Consortium for Secondary Career-Technical Education**, established under §131(f).

The statutory rationale for this strategy is as follows:

- 1). Under the provisions of section 131(a) of Perkins III, each State is required to allocate funds available under section 112(a)(1) among Local Education agencies (LEAs) eligible to receive Perkins funds *in proportion to the relative shares of certain segments of the State's population served by each LEA*. The calculation of those relative population shares is based on *Census data for the tracts subsumed within the respective boundaries of each LEA*.
- 2). In the District of Columbia, there are currently five LEAs interested and eligible to participate in Perkins-funded programming: DCPS and four public charter high schools—Friendship Collegiate Academy, IDEA (Integrated Design and Electronics Academy), Booker T. Washington PCS for Technical Arts, and YouthBuild.
- 3). All five of these LEAs represent prospective candidates for a subgrant of funds under section 112(a)(1)—and *all five enroll students on a citywide basis*—meaning that *they all serve the same geographic area, with the same Census tracts*. Every LEA has the exact same boundaries—namely, *the boundaries of the District itself*—and thus serves the exact same relative shares of low-income and total individuals aged 5-17—namely, *100%*.
- 4). Section 131(a) *cannot* be employed to differentially allocate Title I funds among LEAs that all serve the same shares of the State's population groups; under these circumstances, each CTE provider is entitled under section 131(a) to the same share of section 112(a)(1) funds—namely, *100%*. **Since each cannot be awarded everything, no one can be awarded anything.**
- 5). Section 131(f) of Perkins IV explicitly *encourages* consortium formation by any LEA receiving an allocation under section 131(a) that is not sufficient to conduct a program that meets the requirements of §135.
- 6). Given that §131(a) cannot be applied, *no* DC LEA can receive an allocation under that paragraph that is sufficient to conduct a program that meets the requirements of §135—since no LEA can in fact receive *any allocation at all*.
- 7). Under these unique circumstances, therefore, every CTE-involved LEA in the District is eligible to join a §131(f) consortium, which can internally allocate the entire secondary portion under section 112(a)(1) in a manner that is mutually beneficial to all members of the consortium and best serves the interests of DC CTE as a whole.

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

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

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

But during the 2004-2005 and 2005-2006 program years, in lieu of formula-driven allocations, Perkins §131 awards in DC were made *competitively*.

Consistent with the revised DC State Plan approved by OVAE in June 2004 (*Gateways to DC's Future: Program Year 2004-2005 Revisions to the District of Columbia State Plan for Career-Technical Education Under the Carl D. Perkins Vocational and Technical Education Act of 1998*), the DCPS SOCTE accepted and processed applications for PY 2005 and PY 2006 awards of Perkins Basic State Grant program improvement funds under §131 on an rolling, case-by-case basis, evaluating each proposal individually in relation to the capabilities of the applicant and the quality of their proposal, to the demand for their CTE program offerings and their need for the programs, services, and activities to be supported with Perkins resources.

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

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

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

b), that **30%** of the funds be allocated in proportion to the total numbers of students served by each.

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

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

Unfortunately, if used in isolation from other formulas, *it would have a sharply negative impact in practice on the students and the future of CTE in the Nation's Capital.*

The problem, as the worksheet reveals, is that *this modified ESEA-based formula would cut all but the largest charter school (Friendship Collegiate Academy) out of the Perkins program entirely, and reduce Friendship's allocation to approximately 10% of what they believe they need.*

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

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

DCPS total enrollment subsumes grades K-12—but the four participating public charter high schools enroll grades 9-12 only. The total market share of charter schools in DCPS has reached approximately 25%. The charter school share of CTE participation is over 30%. But the total K-12 enrollment of DCPS dwarfs the total 9-12 enrollment of the four public charter high schools that offer CTE: **94% to 6%!**

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

**Perkins IV Initial Allocation Worksheet
District of Columbia**

ESEA-based Formula for the Allocation of Perkins Title I Funds
For Secondary Career-Technical Education (CTE) Programs
Among Members of the **DC Consortium for Secondary CTE**
Based 70% on Low-Income Students Served Under ESEA Title I
and 30% on Total Students (SY 2006)

A. 70% Portion

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

B. 30% Portion

LEA	# Students	% Students	Allocation
Booker T. Washington	171	.28	\$ 2,520
Friendship	3,136	5.08	45,720
IDEA	367	.59	5,310
YouthBuild	50	.08	720
DC Public Schools	58,000	93.97	845,730
Total	61,724	100.00	\$900,000

C. Total Allocation

LEA	70% Portion	30% Portion	Total Allocation
Booker T. Washington	\$ 7,350	\$ 2,520	\$ 9,870
Friendship	109,410	45,720	155,130
IDEA	11,550	5,310	16,860
YouthBuild	2,520	720	3,240
DC Public Schools	1,969,170	845,730	2,814,900
Total	\$2,100,000	\$900,000	\$3,000,000

Fortunately, **Perkins IV includes a new provision, §135(c)(19), that authorizes eligible recipients to pool all or portions of their §131 or §132 allocations at will, to support innovative initiatives.**

Thus, **beginning with the 2008 program year**, the District of Columbia will initially allocate §131(a) funds according to the worksheet on the preceding page, as required by a grant determination letter filed February 2, 2007, over the signature of OVAE Assistant Secretary Troy R. Justesen.

These allocations will be pooled in accordance with §135(c)(19) and then reallocated among the consortium members using the following alternative formula, which allocates funds among consortium members based on relative numbers of students participating in CTE:

a = A(c/C), where a = recipient allocation, A = total Section 131 funds, c = recipient's CTE participation level in the preceding school year, and C = total CTE participation level in the District of Columbia for the same year.

The following worksheet sets forth PY 2008 allocations generated by the allocation formula just described:

**Perkins IV Second Round Allocation Worksheet
District of Columbia**

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

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

Since a protracted dialogue with OVAE about the proper use of the two formulas during the 2007 program year precluded making grant awards to charter schools, DC proposes to augment SY 2008 awards with prior year carryover funds.

The combined grants, totaling \$6,000,000, will include: **Booker T. Washington PCS**, \$170,000; **Friendship Collegiate Academy**, \$1,200,000; **IDEA**, \$200,000; **YouthBuild PCS**, \$60,000; **DCPS**, \$4,370,000.

In summary, the following protocols will govern the allocation of Perkins IV funds for CTE program improvement under sections 131, 132, and 203:

**Protocols for the Allocation of Federal Funds Under Perkins IV
Sections 131, 132, and 203, Program Year 2007-2008**

- a. All participating CTE providers at the secondary level will constitute members of a **statewide secondary CTE consortium**, organized under the provisions of §131(f);
- b. The initial allocation of §131 funds among consortium members will mirror the allocation of ESEA Title I funds among the participating LEAs, except that 70% of the funds will be awarded in proportion to the number of low-income students served by each LEA and 30% in proportion to the total number of students served by each;
- c. Initial allocations will be pooled by the consortium members, to be reallocated for innovative projects in proportion to CTE participation levels at each member during the previous year;
- d. All participating CTE providers (both secondary and postsecondary) will constitute members of a **statewide Tech Prep Education consortium**, organized under the provisions of §203(a);
- e. DC's entire Title II allocation will be awarded to the DC Tech Prep Consortium as a single grant, with the University of the District of Columbia serving as the fiscal agent;
- f. Postsecondary funds reserved under §132 will be awarded in their entirety to the sole public provider of postsecondary technical education, the University of the District of Columbia.

CERTIFICATIONS

EDGAR Certifications

As required by the provisions of 34 CFR 76.104(a), paragraphs 1 through 8, inclusive, the District of Columbia hereby certifies that:

a. The District of Columbia State Board of Education constitutes the designated "eligible agency" under the provisions of section 3(12) of the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270, "Perkins IV"), and this Transitional State Plan for Career-Technical Education Under Perkins IV has been submitted on behalf of the DC SBOE;

b. Under the provisions of the District of Columbia Official Code, the SBOE plays an advisory oversight role at the State level with respect to all public education, including career-technical education (CTE); the State Office of Career and Technical Education of the Office of the State Superintendent of Education of the DC Department of Education serves as the staff of the SBOE for Perkins Act purposes;

c. The District of Columbia has the legal authority under District and Federal Law to carry out each provision of the Transitional State Plan;

d. All provisions of the Transitional State Plan are consistent with DC Official Code;

e. The Chief Financial Officer of the District of Columbia, acting on behalf of the State Director of Career and Technical Education, has the authority under DC Official Code to receive, hold, and disburse Federal funds made available to the District under Perkins IV and this plan;

f. This plan is submitted by the State Director of Career and Technical Education, who is authorized under District law and DC Government policy to prepare and submit the plan with the advice and consent of the DC SBOE;

g. The submission of this plan has the formal approval of the DC SBOE;

h. The Transitional State Plan will serve as the basis for operation and administration of career-technical education in the District of Columbia during the 2007-2008 program year.



Signature of Authorized Certifying Official <i>Robert Bobb</i>	Title President
Applicant Organization District of Columbia State Board of Education	Date Signed May 7, 2007

Signature of Authorized Certifying Official <i>Robert L. Kight</i>	Title State Director of CTE
Applicant Organization District of Columbia State Office of Career-Technical Education	Date Signed May 7, 2007

Certification Regarding Lobbying

ED 80-0013 06/04

Signature of this form assures compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." The certification shall be treated as a material representation of fact upon which reliance will be placed when the Department awards a grant or enter into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Signature of Authorized Certifying Official <i>Robert L. Kight</i>	Title State Director of CTE
Applicant Organization District of Columbia State Office of Career-Technical Education	Date Signed May 7, 2007

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions

ED 80-0014

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
10. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
11. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Signature of Authorized Certifying Official <i>Robert L. Kight</i>	Title State Director of CTE
Applicant Organization District of Columbia State Office of Career-Technical Education	Date Signed May 7, 2007

ASSURANCES

Assurances: Non-Construction Programs

OMB Approval No. 0348-0040

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management, and completion of the project described in its application.
2. Will give the awarding agency, the State, and the U.S. Comptroller General, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply as appropriate with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination



Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. As applicable, will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §§276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with

the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. 1451 et seq); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L.93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Official <i>Robert L. Kight</i>	Title State Director of CTE
Applicant Organization District of Columbia State Office of Career-Technical Education	Date Signed May 7, 2007

Statement of Equitable Access and Participation under Section 427 of the General Education Provisions Act

OMB Control No. 1801-0004 (Exp. 9/30/2004)

Equal access and full participation for students who are members of populations with special needs is a core quality criterion for every program or project operated or funded by the District of Columbia Public Schools. Discrimination in any form in employment or the provision of educational programs, services, and activities—on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identification or expression, family status, family responsibilities, matriculation, political affiliation, disability, limited English proficiency, source of income, or place of residence or business—is expressly prohibited by the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, section 2-1401.01, et. seq.

In addition, all programs and projects of the District of Columbia Public Schools (DCPS) are required to comply fully 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, and the Americans with Disabilities Act of 1990, as well as section 427 of the General Education Provisions Act (GEPA).

Beyond that, section 122 and numerous other sections of the Carl D. Perkins Vocational and Technical Education Act of 1998—the primary Federal authorization for the programs, services, and activities of the DCPS Office of Career and Technology Education (OCTE)—specifically mandate that equal access and full participation in OCTE programming be assured for members of special populations.

OCTE policy requires that comprehensive information and support services be provided to ensure that students who are members of special populations—including: individuals with disabilities, individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents and single pregnant women; displaced homemakers; English language learners; and individuals facing other barriers to educational achievement—have every opportunity to enroll and succeed in Career Academies, State-approved Program Majors, and all other programs, projects, and activities of OCTE.

In addition, increasing access for women students to high skills, high wage careers in current and emerging occupations that are nontraditional for their gender represents a priority objective for all OCTE program development and improvement projects.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above policies.

Signature of Authorized Certifying Official <i>Robert L. Kight</i>	Title State Director of CTE
Applicant Organization District of Columbia State Office of Career-Technical Education	Date Signed May 7, 2007

OMB Control No. 1801-0004 (Exp. 9/30/2004)

Miscellaneous Assurances

1. Compliance with the Carl D. Perkins Act

In accordance with §122(c)(11), the District of Columbia assures that it will comply with all requirements of the Carl D. Perkins Career and Technical Education Act of 2006 (P.L. 109-270, "Perkins IV"), including the provision of a financial audit of funds received under the Act (which may be included as part of an audit of other Federal or State programs), as well as with applicable provisions of the Education Department General Administrative Regulations (EDGAR, 34 CFR Parts 74-86 and 97-99), with other Federal and District of Columbia statutes and regulations, as applicable, and with the Transitional State Plan for Career-Technical Education under Perkins IV and the policies of the District of Columbia State Office of Career and Technical Education (SOCTE) of the State Education Office (SEO), including the DC State Criteria of Program Quality, Standards of Service to Special Populations, and CTE Performance Measures and Standards.

2. Non-Construction

In accordance with EDGAR Section 76.533, no funds will be budgeted or expended for construction.

3. Avoidance of Conflicts of Interest

In accordance with §122(c)(12), the Recipient assures that no funds awarded by SOCTE will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the Recipient or any subgrantee or their employees or any affiliate of such an organization.

4. Waiver of the Minimum Allocation Requirement

In accordance with §131(c)(2), the Recipient assures that it will waive enforcement of the \$15,000 minimum allocation requirement under section 131(c)(1) in any instance in which a public charter high school would be excluded from Perkins support by enforcement of the requirement.

5. State Administration Match

In accordance with §323(a), the Recipient assures that the State will provide each year, from non-Federal sources, an amount for State administration of programs under this Act that is not less than the amount provided for that purpose, from non-Federal sources, in the preceding fiscal year.

6. Participation of Private Schools in Professional Development

In accordance with §317(a), the Recipient assures that, to the extent practicable, appropriate personnel of nonprofit private schools that offer secondary CTE programs in the District of Columbia shall be permitted, upon written request, to participate in professional development programs for CTE teachers, administrators, and other personnel, supported at the SEA or LEA levels with funds made available under this Act.

7. Participation of Nonprofit Private School Students in Secondary CTE

In accordance with §317(b)(1), except as prohibited by DC Code, the Recipient assures that students attending nonprofit private secondary schools in the District of Columbia may be permitted, upon written request, to meaningfully participate in CTE programs, services, and activities supported with funds made available under this Act.

8. Consultation With Nonprofit Private School Representatives

In accordance with §317(b)(2), the Recipient assures that the State Office of CTE and all local eligible recipients will, upon written request, consult in a timely and meaningful manner with representatives of nonprofit private schools in the District of Columbia regarding the meaningful participation of students attending nonprofit private secondary schools in CTE programs, services, and activities supported with funds made available under this Act.

9. Non-Discrimination

In accordance with Federal law and DC Official Code and government policy, the Recipient will cooperate fully with the civil rights Methods of Administration guidelines promulgated by the Office of Civil Rights of the U.S. Department of Education; any and all activities funded by SOCTE will be carried out in a manner free from discrimination against anyone on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identification or expression, family status, family responsibilities, matriculation, political affiliation, disability, limited English proficiency, source of income, or place of residence or business.

10. Certification

The Recipient hereby certifies that all information contained in its request for Perkins support is accurate, true, correct, and complete.

<p>Signature of Authorized Certifying Official <i>Robert L. Kight</i></p>	<p>Title State Director of CTE</p>
<p>Applicant Organization District of Columbia State Office of Career-Technical Education</p>	<p>Date Signed May 7, 2007</p>

PART B: BUDGET

PERKINS IV BUDGET TABLE — DISTRICT OF COLUMBIA PROGRAM YEAR 1

July 1, 2007 - June 30, 2008

I. Title I: Career and Technical Education Assistance to States

A. Title I Allocation to the State of New Columbia	\$4,214,921
B. Title II Funds to Be Consolidated with Title I	0
C. Total Consolidated Title I and Title II Funds	4,214,921
D. Local Formula Distribution (85% of C)	3,582,683
1. Reserve (not more than 10% of Line D)	0
2. Total Allocation for Eligible Recipients	3,582,683
a. Secondary Programs (83% of Line D.2)	3,000,000
b. Postsecondary Programs (17% of Line D.2)	582,683
E. Total State Leadership (up to 10% of Line C)	382,238
1. Nontraditional Training and Employment	150,000
2. Services for Individuals in State Institutions	42,150
3. Other State Leadership Activities	190,088
F. State Administration (5% of Line C or \$250 K)	250,000
G. State Match & MOE (from non-Federal funds)	250,000
H. Total State-Level Federal Funding (15% of Line C)	632,238
I. Total State-Level Funding	882,238

II. Title II: Tech Prep Education Programs

A. Title II Allocation to the State	309,309
B. Title II Funds to Be Consolidated	0
C. Net Title II Funds for Tech Prep Education	309,309
D. Tech-Prep Funds for the DC Tech Prep Consortium	309,309
E. Tech-Prep Administration	0

III. Total, Titles I & II **\$4,524,230**

PART C: FAUPLS

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 **an 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
IS1 Academic Achievement: Reading/ Language Arts [§ 113(b)(2)(A)(i)]	<p>Numerator: Number of CTE concentrators who scored proficient or advanced in reading/ language arts on the DC-CAS. Denominator: Number of CTE concentrators who took the DC-CAS.</p>	State/Local Administrative Records (DC STARS Data)	25%	L: 32%	L: 46%
IS2 Academic Achievement: Mathematics [§ 113(b)(2)(A)(i)]	<p>Numerator: Number of CTE concentrators who scored proficient or advanced in mathematics on the DC-CAS. Denominator: Number of CTE concentrators who took the DC-CAS.</p>	State/Local Administrative Records (DC STARS Data)	25%	L: 29%	L: 43%
2S1 Technical Skill Attainment [§ 113(b)(2)(A)(iii)]	<p>Numerator: Number of CTE completers who passed industry-based technical skill assessments. <u>Proxy Measure:</u> Number of 12th grade CTE concentrators who attained a GPA of 2.0 or greater in their program of study. Denominator: Number of CTE completers who took technical skill assessments. <u>Proxy Measure:</u> Number of 12th grade CTE concentrators.</p>	State/Local Administrative Records (DC STARS Data)	75%	L: 75.50%	L: 76.00%
3S1 Secondary School Completion [§ 113(b)(2)(A)(iii)]	<p>Numerator: Number of 12th grade CTE concentrators who received a high school diploma, GED, or Certificate of IEP Completion. Denominator: Number of 12th grade CTE concentrators.</p>	State/Local Administrative Records (DC STARS Data)	95%	L: 95%	L: 95%

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

STATE: District of Columbia

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

Sub-Indicator	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 2007-2008	Year Two 2008-2009
<p align="center">1P1 Technical Skill Attainment [§ 113(b)(2)(B)(i)]</p>	<p>Numerator: Number of CTE concentrators who passed industry-based technical skill assessments. Proxy Measure: Number of CTE concentrators who attained a GPA of 3.0 or greater in their major. Denominator: Number of CTE concentrators who took technical skill assessments. <u>Proxy Measure:</u> Number of CTE concentrators.</p>	<p align="center">Institution Administrative Records</p>	<p align="center">40%</p>	<p align="center">L: 40.50%</p>	<p align="center">L: 41%</p>
<p align="center">2P1 Credential, Certificate, or Degree [§ 113(b)(2)(B)(ii)]</p>	<p>Numerator: Number of CTE concentrators who received an industry-recognized credential and/or a certificate or degree. Denominator: Number of CTE Concentrators.</p>	<p align="center">Institution Administrative Records</p>	<p align="center">70%</p>	<p align="center">L: 70.50%</p>	<p align="center">L: 71%</p>
<p align="center">3P1 Student Retention or Transfer [§ 113(b)(2)(B)(iii)]</p>	<p>Numerator: Number of second-year or higher CTE concentrators who remained enrolled or transferred to another postsecondary institution. Denominator: Number of second-year or higher CTE Concentrators.</p>	<p align="center">Institution Administrative Records</p>	<p align="center">20%</p>	<p align="center">L: 20.50%</p>	<p align="center">L: 21%</p>
<p align="center">4P1 Student Placement [§ 113(b)(2)(B)(iv)]</p>	<p>Numerator: Number of CTE concentrators who were reported placed in employment, military service, or a registered apprenticeship, in the second quarter following graduation. Denominator: Number of CTE concentrator/leavers who were surveyed or identified via administrative record exchanges.</p>	<p align="center">Institution Follow-Up Survey; Administrative Record Exchanges</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>6P1 Nontraditional Participation [§ 113(b)(2)(B)(v)]</p>	<p>Numerator: Number of CTE participants in programs preparing students for occupations that are identified as “nontraditional” (i.e., that reflect a labor market gender imbalance of 75/25 or greater) who were members of the underrepresented gender. Denominator: Number of CTE participants in programs preparing students for occupations that are identified as “nontraditional.”</p>	<p>Institution Administrative Records</p>	<p>25%</p>	<p>L: 25.25%</p>	<p>L: 25.50%</p>
<p>6P2 Nontraditional Completion [§ 113(b)(2)(B)(v)]</p>	<p>Numerator: Number of CTE concentrators in programs preparing students for occupations that are identified as “nontraditional” who were members of the underrepresented gender. Denominator: Number of CTE concentrators in programs preparing students for occupations that are identified as “nontraditional.”</p>	<p>Institution Administrative Records</p>	<p>24%</p>	<p>L: 24.25%</p>	<p>L: 24.50%</p>

APPENDIX

DOCUMENT	PAGE
Approved, Potential, & Legacy CTE POS with Active Enrollment, SY 07	109
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Approved, Potential, & Legacy CTE Programs of Study with Active Enrollment, SY 2007

Notes: By **Career Academy** and **Program of Study**; **Cluster Code** Order;
Concentrator Courses in **Red**; 03-28-07

Biotechnology & Environmental Science (1.0):

BIOTECHNOLOGY (26.1201):

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

PLANT GENETICS (26.0805):

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

Construction & Design (2.0):

CARPENTRY (46.0202):

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

ELECTRICITY (46.0303):

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

PLUMBING (46.0503):

G14, G15, **G16, G17** Plumbing I-IV

HVACR (47.0201):

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

Arts, Media & Communications (3.0):

VISUAL ARTS (05.0702)

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

TELEVISION & VIDEO PRODUCTION (09.0701):

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



RADIO BROADCASTING (10.0202):

Q85, QR1, QR2, QR3, QR4, QR9 Radio Broadcasting I-IV

GRAPHIC DESIGN (50.0409):

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

MEDIA & COMMUNICATIONS (09.0102):

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

DANCE (50.0301):

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

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT9, QTA-QTF Technical Theatre
Q29-Q31, Q32, Q33, Q34 Theatre/Stage Management
Q79, Q80, Q81, Q82 Theatre Operations I-IV

ACTING (50.0506):

E71-E72, E73-E75 Acting I-V

INSTRUMENTAL MUSIC (50.0903):

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

VOCAL MUSIC (50.0908):

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

MUSEUM SERVICES (30.1401):

AM0-AM1, AM2-AM9 Museum Services

Business, Finance & Entrepreneurship (4.0):

BUSINESS ADMINISTRATION (52.0201):

BA1, BA3, BA4-BA9 Business Admin./Managemnt.

ACCOUNTING & FINANCE (52.0304):

BF1-BF3, BF4-BF9 Accounting & Finance

MARKETING & ENTREPRENEURSHIP (52.0701):

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

Health & Medical Science (8.0):

NURSING (51.16.14):

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

DENTISTRY (51.0601):

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

Hospitality & Tourism (9.0):

CULINARY ARTS (12.0503):

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

HOSPITALITY MANAGEMENT (52.0901):

DH1, DH3, DH4, DH5-DH6, DH9 Hospitality

TOURISM & TRAVEL SERVICES MANAGEMENT (52.0903):

DT1-DT3, DT5, DT6, DT7, DT9 Tourism

Human Services, Education & Training (10.0):

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

BARBERING (12.0402):

KB1, KB2, KB3, KB9 Barbering I-III

Information Technology (11.0):

INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9 Interactive Media

WEB DEVELOPMENT (11.0801):

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

NETWORKING AND TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9 CISCO Networking
V05, V81, V91, V92

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9 IT Systems Support & Services
V60-V62, X81, X81A

Law, Public Safety & Security (12.0):

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9

Law Enforcement

Engineering & Robotics (15.0):

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

TE1, TE2, TE3-TE5, TE9

Engineering/Engin. Tech

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

TR1, TR2, TR3, TR4, TR9

Robotics Technology I, II

MANUFACTURING ENGINEERING (14.3601):

TM1-TM4, TM5-TM9

Manufacturing Engineering

T35, T35A, T37, T37A

Drafting/Design Engin. Tech

Transportation (16.0):

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

GB1, GB2, GB3

Auto Body Collision Repair

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3

Automotive Technology

PLANNING, OPERATIONS & LOGISTICS (52.0203):

GT1-GT3, GT4, GT5, GT9

Transportation I-V

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

GT6, GT7, GT8, GT8A

Electro-Mech. Maintenance

Approved/Potential/Legacy CTE Programs of Study By Dominant Gender Tradition

Traditionally Male-Dominated Occupational Objectives:

HORTICULTURE (01.0601):

G81, G82

Horticulture I, II

CARPENTRY (46.0202):

IC1, IC2, IC3, IC4

Carpentry I-IV

ELECTRICITY (46.0303):

IE1, IE2, IE3, IE4

Electricity I-IV

PLUMBING (46.0503):

G14, G15, G16, G17

Plumbing I-IV

HVACR (47.0201):

IH1, IH2, IH3, IH4

HVACR I, II, III, IV

ARCHITECTURE & DESIGN (15.1301):

TM6, TM7

Computer-Assisted Drafting I, II

TELEVISION & VIDEO PRODUCTION (09.0701):

QV1, QV2, QV3-QV5, QV9

Television & Video Production

RADIO BROADCASTING (10.0202):

QR1, QR2, QR3, QR4, QR9

Radio Broadcasting I-IV

BUSINESS ADMINISTRATION (52.0201):

BA1, BA2, BA3-BA9

Business Admin. & Managemnt.

MARKETING & ENTREPRENEURSHIP (52.0701):

KM1-KM3, KM4, KM5, KM9

Marketing & Entrepreneurship

BM2, BM7

Marketing I, II

CULINARY ARTS (12.0503):

DC1, DC2, DC3, DC4, DC9

Culinary Arts I-III

BARBERING (12.0402):

KB1, KB2, KB3, KB9

Barbering I-III



INTERACTIVE MEDIA (10.0304):

VI1, VI2, VI3, VI4, VI9 Interactive Media

WEB DEVELOPMENT (11.0801):

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

NETWORKING AND TELECOMMUNICATIONS (11.0901):

VN1, VN2, VN3-VN9 CISCO Networking

SUPPORT & SERVICES (47.0104):

VS1-VS3, VS9 IT Systems Support & Services

PROGRAMMING & SOFTWARE DEVELOPMENT (15.1204):

V05, V06 Computer Programming I, II

DATABASE ADMINISTRATION (11.0802):

VW1 Database Administration

LAW ENFORCEMENT (43.0107):

JL1-JL4, JL5, JL6, JL9 Law Enforcement

PROTECTIVE & SECURITY SERVICES (43.0109):

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

ENGINEERING & ENGINEERING TECHNOLOGY (15.0000):

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

ELECTRONICS & ROBOTICS TECHNOLOGY (15.0405):

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

MANUFACTURING ENGINEERING (14.3601):

TM1-TM4, TM5-TM9 Manufacturing Engineering

AUTOMOTIVE BODY COLLISION REPAIR (47.0603):

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

AUTOMOTIVE TECHNOLOGY (47.0604):

GA1, GA2, GA3 Automotive Technology I-III

PLANNING, OPERATIONS & LOGISTICS (52.0203):

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

ELECTROMECHANICAL MAINTENANCE TECHNOLOGY (15.0403):

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

Traditionally Female-Dominated Occupational Objectives:

NURSING (51.16.14):

OH1, OH2, ON1, OC1 Nursing Assisting

DENTISTRY (51.0601):

OH1, OH2, OD1, OC2 Dental Assisting

HOSPITALITY MANAGEMENT (52.0901):

DH1-DH3, DH4-DH6, DH9 Hospitality

TOURISM & TRAVEL SERVICES MANAGEMENT (52.0903):

DT1-DT4, DT5-DT7, DT9 Tourism

COSMETOLOGY (12.0401):

KC1, KC2, KC3, KC9 Cosmetology I-III

Gender Neutral Occupational Objectives:

BIOTECHNOLOGY (26.1201):

ZB1, ZB2, ZM3, ZM4, ZB9 Biotechnology

PLANT GENETICS (26.0805):

ZB1, ZB2, ZP3, ZP4, ZB9 Plant Biotechnology

VISUAL ARTS (05.0702)

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

GRAPHIC DESIGN (50.0409):

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

MEDIA & COMMUNICATIONS (09.0102):

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

TECHNICAL THEATRE (50.0502):

QT1-QT4, QT5-QT0 Technical Theatre
 Q29-Q31, Q32, Q33, Q34 Theatre & Stage Managemnt.
 G67, G68 Stage Craft I, II

DANCE (50.0301):

P54-56, 57-58, 59-61, 62-64

Dance I-V

ACTING (50.0506):

E71-E72, E73-E75

Acting I-V

INSTRUMENTAL MUSIC (50.0903):

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

Instrumental Music

VOCAL MUSIC (50.0908):

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

Vocal Music

MUSEUM SERVICES (30.1401):

AM0-AM9, AM2, AM4-9

Museum Services

ACCOUNTING & FINANCE (52.0304):

BF1, BE2, BF3, BF4-BF9

Accounting & Finance

DC State Minimum Criteria of Career-Technical Education Program Quality

1. Academic and Occupational/Technical Skill Development

Each Program of study and program of study offered in the District of Columbia (DC) under the auspices of the State career-technical education (CTE) system shall be constituted as a coherent and integrated sequence of courses and related learning opportunities, leading to the acquisition of both academic and occupational/technical competencies—including both basic and advanced academic competencies (meeting all applicable standards established at the State and national levels) and both basic and higher order employment, industrial, technical, and occupation-specific skills (meeting all applicable standards established by State and national skill standards boards).

In addition, each program shall incorporate, to the extent practicable, broad instruction and experience in all aspects, and a variety of the elements, of the industry students are preparing to enter.

At the secondary level, each CTE program of study 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, and earth science);
- four CUs of social studies (US history; world history; US and DC government; and .5 CUs each of geography and economics);
- two CUs of a world language;
- one CU of art and music; and,
- four CUs of career-technical education.

2. Universal Core Competencies

Each program of study shall be designed to impart or reinforce universal, core life, career, and employment competencies required for success and self-sufficiency in contemporary society—incorporating the U.S. Department of Labor/Employment and Training Administration “SCANS” competencies, and including:



- Reading, writing, and computation, both conceptual and applied;
- Information gathering and analysis;
- Reasoning and problem solving;
- Communication and self-expression;
- Self and family management;
- Self-discipline and productivity;
- Teamwork and leadership;
- Personal and workplace safety and health awareness; and,
- Social and global stewardship.

3. School-Based and Work-Based Learning

The curriculum of each program of study shall be competency-based, and shall incorporate both theoretical, practical, and experiential learning opportunities, and both school-based and workplace-based learning environments. To the extent possible, an organized program of related on-the-job training, including both paid work experience and workplace mentoring, shall be included in the individual education/career plan of study of each student (full-time or part-time work, full-year or seasonal employment, private sector or school-based enterprises, for-profit or community service activities), representing at least .5 CU or the equivalent.

4. Articulated Secondary and Postsecondary Education

Each program of study initiated at the secondary level shall incorporate at least two years of secondary study, or the equivalent, beginning with grade eleven—or other appropriate point when the student has demonstrated mastery of core competencies representing the gateway to advanced secondary (or postsecondary) education and career-specific CTE learning experiences—and at least one year of linked postsecondary study, or the equivalent.

Successful completers of secondary CTE programs shall receive an individualized certificate of skill mastery, and be awarded assured entry, transcribed credit, and/or advanced standing, as appropriate, in one or more articulated programs of study at the postsecondary level, leading to a certificate or an AAS degree (Associate of Applied Science).

Successful Pre-Apprenticeship Program completers shall be assured entry into a corresponding Registered Apprenticeship and related postsecondary study. Apprentices awarded journeyworker certificates shall have the option of continuing related instruction toward an associate degree. AAS degree recipients shall have the option of entering related baccalaureate degree study at the junior year level.

5. Comprehensive Career Exploration and Guidance

Prior to selection of a Career Academy or Program of Study, every student should be afforded a comprehensive program of career assessment, guidance, and counseling: utilizing *The Real Game*; beginning with a career awareness program in grades PK-6; continuing with a technology education/career exploration/life skills program in grades 7-8; highlighted by an occupational information/career-decision-making/pre-employment skills program in grades 9-10, plus Career Academy Transition and Foundation courses; and culminating in the development of an individualized education/employment/career/life plan of study and the selection of an Academy and a Program of Study by the end of grade 10.

6. Current and Projected Workforce Needs

The educational and employment objectives of each program of study should be keyed to a realistic, reliable, and timely assessment of the current and projected needs of the regional and national labor markets (utilizing resources made available by the DC Career Resource Network), and should be clearly and explicitly defined in terms that are both measurable and meaningful.

The skills and knowledge imparted—both basic and advanced academic skills and both basic and higher order occupational/technical competencies—should meet the real and emerging needs of the workplace and the current and anticipated requirements of employers, and should be continuously reviewed in light of technological and economic changes.

In addition, the curriculum, faculty, educational materials, technology, supplies, equipment, support services, and other resources of each program and program provider should represent the state-of-the-art and be appropriate and sufficient to the educational objectives and level of enrollment of the program.

7. Educational and Employment Placement and Follow-Up

The fundamental goal of each program of study must be that every student, as appropriate:

- a.** Will complete their program of study and master the competencies identified by State and national standards as prerequisites for entry into postsecondary education and their selected sector and career area;
 - b.** Will graduate from high school and complete at least one year of postsecondary study, or the equivalent, and achieve a certificate or associate degree, and be prepared for further education, as needed;
- and,

c. Will make a successful entry into the world of work by securing and maintaining full-time, full-year employment in occupations which offer family-supporting wages, fringe benefits, safe and satisfactory working conditions, and realistic prospects for personal growth and career advancement.

Toward this end, a full range of connecting services should be made available to each student, including: intensive and individualized job development, job search assistance, and job placement and retention services; systematic follow-up for at least nine months after program completion; and other student liaison and connecting and support services as necessary and appropriate.

8. CTE Student Leadership Organizations (CTSOs)

Every student enrolled in a CTE program of study in the District of Columbia should be afforded, as an integral component of their curriculum, membership in the career-tech student leadership organization (CTSO) appropriate to their area of study, career academy, and program.

Recognized national CTOS include:

- Agribusiness and Natural Resources Education:
FFA (formerly Future Farmers of America)
 [Biotechnology & Environmental Science Academy]
- Business and Office Education:
FBLA (Future Business Leaders of America)
 [Business, Finance & Entrepreneurship Academy]
- Marketing and Distributive Education:
DECA (Distributive Education Clubs of America)
 [Marketing & Entrepreneurship Program of Study]
- Health Occupations Education:
HOSA (Health Occupations Students of America)
 [Health & Medical Sciences Academy]
- Trade and Industrial Education:
SkillsUSA (formerly VICA, Vocational Industrial Clubs of America)
 [All Other Academies]

Although not eligible for support under the Carl D. Perkins Act, student leadership organizations are also recommended for students enrolled in technology education and family and consumer sciences education programs in grades 7-8:

- **TSA** (Technology Students Association, formerly American Industrial Arts Student Association [AIASA]); and,
- **FCCLA** (Family, Career and Community Leaders of America, formerly Future Homemakers of America [FHA]).

In addition, all CTE providers should be charter institutions of the National Technical Honor Society (**NTHS**, formerly the National Vocational-Technical Honor Society), the recognized national honor society for both secondary and postsecondary CTE—an affiliate of SkillsUSA, HOSA, FBLA, and NOCTI, the National Occupational Competency Testing Institute—and a primary forum for fostering and recognizing academic excellence and skill attainment in workforce education.

9. Equity, Equal Access, and Full Participation

Equal access to, and full participation in, a broad range of high quality workforce education programs of study must be afforded to all students in the District of Columbia who seek entry into high skills, high wage careers, either in the professional sector of the labor market or technical sectors requiring less than a baccalaureate degree as a prerequisite for entry.

Discrimination in any form in the provision of CTE programs services, and activities—on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identification or expression, family status, family responsibilities, matriculation, political affiliation, disability, limited English proficiency, source of income, or place of residence or business—is expressly prohibited.

Comprehensive information and support services should be provided to ensure that students who are members of special populations have every opportunity to enroll and succeed in CTE. In addition, increasing access for women students to high skills, high wage careers in current and emerging occupations that are nontraditional for their gender should represent a priority objective for program development and improvement projects.

10. Business-Labor-Education-Community Partnerships

Advisory councils or committees should be established for each CTE provider, Career Academy, and Program of Study—made up of industry and employer associations, labor unions, elected officials, students, parents, teachers and educational administrators, and community representatives—to provide oversight, advice and counsel with respect to curriculum, standards, and performance, and provide an opportunity for all CTE stakeholders to participate in decisions about the planning, operation, monitoring, and evaluation of CTE.

In addition, industry-validated, skill-based, national, regional, or District curriculum, assessments, and performance standards should be adopted for each CTE Program of Study, in partnership with appropriate national, regional, or State organizations or consortia.

District of Columbia State Standards of Service for Students with Special Needs

1. Full and Equal Access for Members of Special Populations

Equal access to a full range of high quality CTE programs, services, and activities should be provided to all secondary, postsecondary, and adult students in the District of Columbia, including members of special populations and target groups. Members of special populations shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities.

By statute, members of special populations include:

- **individuals with disabilities;**
- **individuals from economically disadvantaged families, including foster children;**
- **individuals preparing for nontraditional training and employment;**
- **single parents and single pregnant women;**
- **displaced homemakers; and,**
- **English language learners.**

Other District populations with special needs include:

- **adults in need of training or retraining;**
- **youth at risk of dropping out of school or becoming unemployed upon graduation, including homeless students;**
- **school dropouts; and,**
- **individuals in correctional institutions.**

Vocational assessment and career guidance, career development, and career counseling services should be provided to students who are members of special populations by professional counselors specializing in services to special populations, with particular emphasis on their prospects for successful program completion and entry into the world of work.

Comprehensive information on the educational and employment opportunities represented by CTE, and on the requirements and procedures for enrollment, should be made available to all DC students and their parents no later than the beginning of the ninth grade. CTE providers should offer timely information and enrollment assistance, in an appropriate and accessible form, to all prospective students.



2. Services for Students with Disabilities

Students with disabilities enrolled in career-technical education in the District of Columbia shall be afforded all the rights and protections guaranteed under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 (ADA).

CTE programs, services, and activities for students with disabilities should be provided in the least restrictive environment possible. In addition, consistent with their IEPs, a full range of supplementary services should be made available to facilitate enrollment and success of students with disabilities in workforce education programs, including:

- curriculum modification;
- equipment modification;
- classroom modification;
- special support personnel and services; and,
- special instructional aids, devices, and systems.

Although no longer eligible for Federal support under the current iteration of the Perkins Act, **occupational special education** programs (traditionally called "General Trades" or "Diversified Occupations" programs) should be made available (using other Federal or local funds) to students with disabilities for whom enrollment in CTE is inconsistent with their IEP and their educational and employment perspectives—i.e., students with the most significant cognitive disabilities, whose IEPs do not provide for high school graduation or postsecondary education and whose preliminary target points of entry to the labor market involve supported or sheltered employment.

3. Services for Students with Disadvantages

CTE programs, services, and activities for economically disadvantaged students, English language learners, and students facing other barriers to educational achievement, should be provided in the most integrated environment possible. A full range of supplementary services should be made available to facilitate the success of disadvantaged students in CTE, including:

- curriculum modification;
- special support personnel and services;
- special instructional aids, devices, and systems;
- child care;
- minority language instructional materials and translation; and,
- English language instruction.

4. Services for Students Preparing for Nontraditional Employment

In common with other programs supported with Federal assistance, CTE providers must foster gender equity in education and employment, and cooperate fully with District efforts to eliminate sex bias and stereotyping in secondary, postsecondary, and adult CTE.

All programs preparing students for further training and employment in occupational areas reflecting a gender imbalance in the labor market of greater than 75/25 are defined as "nontraditional" from the standpoint of gender equity. A full range of support services should be made available to ensure access and facilitate the success of students preparing to enter careers that are nontraditional for their gender. Particular emphasis should be placed on preparing women for nontraditional occupations in high skill, high wage sectors, and to ensuring access for women to newly established programs in emerging areas for which gender stereotypes have not yet crystallized.

Included among services to support gender equity should be:

- career guidance and counseling to combat sex bias and stereotyping;
- preparatory services and affirmative outreach and recruitment;
- support systems for students enrolled in nontraditional programs; and,
- dependent-care services and transportation.

5. Monitoring and Evaluation of the Progress of Special Populations

Each local recipient of Federal assistance under the Carl D. Perkins Act must establish effective avenues (including necessary information and assistance) for the direct involvement of parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals and area residents, in the development, implementation, and evaluation of CTE programs.

In cooperation with SOCTE, eligible recipients must monitor the provision of CTE programs, services, and activities to students who are members of special populations, to ensure that all goals and standards of service are being met, consistent with each student's plan of study and IEP, if any. Each recipient must also cooperate with an annual evaluation of programs assisted under Perkins IV, based upon DC Measures and Standards of Performance under § 113 (see PART C) and these Standards of Service. With the full and informed participation of representatives of special populations, all programs must be reviewed:

- a).** to evaluate the progress and success of students who are members of special populations in meeting state levels of performance; and,
- b).** to implement strategies to overcome barriers that lower rates of CTE access or success for members of special populations.

DIVISION OF ACADEMIC SERVICES

Department of Academic Support
Assistant Superintendent

Gloria Benjamin



State Office of CTE

Director, State Administration & Accountability
 Chris Lyons

Coordinator, Civil Rights & Gender Equity
 Julia Martas

Coordinator, Accountability & Assessment
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Coordinator, ACRN/Career Development
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Coordinator, Tech-Prep Education
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DCPS Office of Career & Technical Education

Executive Director

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Information Technology Engineering & Robotics
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Health & Medical Science Hospitality & Tourism
 Iris Wilson

Business, Finance & Entrepreneurship Biotechnology & Environmental Science
 Chiaying Chang

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 Ed Roebeck

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 David Thompson

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

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Director, Program Services & Special Projects
 Melissa Mowrey [on leave]

Coordinator, Marketing & Communications
 Dora Taylor

Specialist, CT Student Organizations
 Tracee Rhodes

Information Technology Technician
 Gregory Arthur

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 LaTanya Chauncey

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**Coordinator,
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State Board
of
Education/
State
Eligible
Agency

University of
the District
of Columbia/
OATIT
**DC Tech-Prep
Consortium**



Industries, Sectors, Clusters & Academies—A Crosswalk Matrix

NCES Specializations	NAICS Industries	NSSB Sectors	OVAE Career Clusters	DCPS Academies
Agriculture & Renewable Resources	11 Agriculture 21 Mining 22 Utilities	Agriculture Mining Utilities & Environment	01 Agriculture, Food & Natural Resources/ [Utilities]	Biotechnology & Enviro. Science
[Communications]	71 Arts & Entertainment	[Arts & Entertainment]	03 Arts, AV Technology & Communications	Arts, Media & Communications
Business	55 Company Management 56 Admin. Support 52 Finance & Insurance 44 Retail Trade 53 Real Estate	Business & Administrative Services Finance & Insurance Retail Trade/Wholesale Trade/ Real Estate	04 Business, Management & Administration 06 Finance [& Insurance] 14 Marketing, Sales & Serv.	Business [Administration], Finance, & Entrepreneurship
[Construction]	23 Construction	Construction	02 Architecture and Construction	Construction & Design
Health Care [Human Services] Child Care & Education Personal & Other Serv.	62 Health Care & Social Assistance 61 Educational Services 81 Other services	Health & Human Services Education & Training Personal Services	08 Health Science 10 Human Services 05 Education & Training [Personal Services]	Health & Med. Sciences Human Services, Educa. & Training [Personal Services]
Food Service & Hospitality	72 Accomoda./Food Serv.	Hospitality & Tourism	09 Hospitality & Tourism	Hospitality & Tourism
Public & Protective Services	92 Public Administration	Public Administration/ Legal/ Protective Services	07 Gov. & Public Admin. 12 Law, Public Safety & Security	Gov. & Public Admin. Law, Public Safety & Security
Technology	51 Information	Telecomm./Information	11 Information Technology	Information Technology
Trade & Industry	54 Prof./Sci./Tech. Serv. 31 Manufacturing	Scientific & Tech. Services Manufacturing	15 Sci./Tech./Engin./Math. 13 Manufacturing	Engineering & Robotics
[Transportation]	48 Transportation	Transportation	16 Transportation, Distribution & Logistics	Transportation

COLOPHON

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In accordance with the D.C. Human Rights Act of 1977, as amended, D.C. Official Code, §2-1401.01, *et seq.* (the Act), the District of Columbia Public Schools does not discriminate on the basis of actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identification or expression, family status, family responsibilities, matriculation, political affiliation, disability, limited English proficiency, source of income, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited by the Act. Discrimination in violation of the Act will not be tolerated. Violators will be subject to disciplinary action.

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

DCPS Office of Equal Employment Opportunity (OEEO)

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

Further information is available from OEEO regarding compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Individuals with Disabilities Education Act of 1975, the Americans with Disabilities Act of 1990, the Developmental Disabilities Assistance and Bill of Rights Act of 2000, the Assistive Technology Act of 2004, Section 427 of the General Education Provisions Act, or other Federal or District of Columbia antidiscrimination laws, or concerning other issues of equity and discrimination.

For additional information on career-technical education in the District of Columbia, please contact:

DCPS Office of Career and Technical Education (OCTE)

825 North Capitol Street, N.E., 8th Floor
Washington, DC 20002
Voice: 202-442-5062; Fax: 202-442-5081

