



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

**Career and Technical Education
Statewide Annual Performance Report
for 2017-18 School Year**

Prepared by:
Office of Career and Technical Education
1050 First Street, NE, Fifth Floor
Washington, DC 20002

OVERVIEW

The Office of the State Superintendent of Education (OSSE) Office of Career and Technical Education (CTE) provides leadership, coordination, and technical assistance to ensure excellence in DC's statewide system of career and technical education by providing assistance to secondary, postsecondary, and correctional programs. CTE administers federal and local CTE funds, and monitors sub-grantees to ensure compliance with federal and local requirements and improve program quality. CTE also works to implement key components of the District's CTE Strategic Plan.

DESCRIPTION OF SERVICES

CTE programs and services aim to strengthen the pipeline from high school to college and careers. These services include coordinating high-quality professional development for educators and school leaders; developing policies and procedures for CTE programs and programs of study (POS)¹; supporting local CTE student organizations; conducting civil rights compliance monitoring; and supporting programs for non-traditional careers and special populations.

DC supports 27 programs across 13 career clusters at the secondary level, and 10 programs across 13 career clusters at the postsecondary level.

ELIGIBILITY

All public and public charter high schools and public postsecondary institutions in the District of Columbia are eligible to receive CTE funds provided they meet the minimal programmatic requirements as outlined by the guiding legislation.

REPORT BACKGROUND

Data presented in this report are based on the performance of CTE program completers. A CTE completer is a student who has met the requirements for a CTE concentration (sequence) and all requirements for high school graduation, or an approved alternative education program. A concentration is a coherent sequence of state-approved courses. Students may take additional CTE courses that will enhance their career pathway goals.

Completion of certain skill sets and coursework enable students to participate in approved external examinations that test essential employability and technical skills. Types of credentials include: full industry certification from a recognized industry, trade, or professional association; pathway industry certification-specific stackable credentials from a recognized industry that lead to a full industry certification; occupational competency assessment, a national standardized assessment of skills/knowledge in a specific career and/or technical area such as those recognized by the National Occupational Competency Testing Institute (NOCTI), et al; a state license for entry into a specific occupation; and Workplace Readiness Skills certificate for essential employability skills.

¹ Programs of study are a sequence of courses that prepares students for careers in a related field by: incorporating & aligning secondary and postsecondary elements; including academic & career content in a coordinated, non-duplicative progression of courses; offering the opportunity for college credit (where possible); leading to an industry-recognized credential (IRC)/certificate (college level); and supporting the tenants of the POS 10 Component Framework.

SECONDARY		POSTSECONDARY	
20	High schools offering CTE	1	UDC-CC
27	CTE Programs	10	CTE Programs
13	Career Clusters ⁴	13	Career Clusters ⁴
2,818	Participants ¹	883	Participants ¹
370	Cohort ² Concentrators	362	Cohort ² Concentrators

97.6%	12th grade concentrators who received a regular high school diploma, GED®, or Certificate of IEP completion	CLUSTERS⁴	Agriculture, Food & Natural Resources ^{a,b}	Human Services ^{c,d}
81.3%	Percentage of concentrators who gained employment and/or entered postsecondary education within two quarters of graduation		Architecture & Construction ^{c,d}	Information Technology ^{c,d}
			Arts, A/V Technology, & Communications ^{b,c}	Law, Public Safety & Security ^{c,d}
			Business Management, & Administration ^{a,d}	Marketing Sales & Services ^{a,b}
			Education & Training ^{a,d}	Science, Technology, Engineering & Math ^{b,c}
			Health Science ^{c,d}	Transportation, Distribution & Logistics
			Hospitality & Tourism ^{c,d}	

Notes:

1. The data reported for participants are based on one school year's enrollment (SY 2017-18) of individuals enrolled in CTE classes and that earned a credit.
2. The data reported for concentrators are organized by cohort. The secondary cohort, reported in FY 18, represents students who entered high school in school year 2014-15. The postsecondary cohort represents students over six semesters (2 fall, 2 spring, 2 summer).
3. Numbers for participants and concentrators cannot be compared (different data universes - School Year versus cohort).
4. Clusters have various participation levels by secondary/postsecondary partners - (a) secondary participants, but not completers; (b) postsecondary participants, but not completers; (c) secondary completers; and (d) postsecondary completers

STATE PERFORMANCE

<i>District of Columbia Career and Technical Education Indicators of Performance for the 2017-18 School Year</i>						
<i>Performance Standard</i>			Target	Performance	Met	Not Met
Secondary	1S1	Academic Attainment in Reading/Language Arts	20%	30.4%	✓	
	1S2	Academic Attainment in Mathematics	6%	9.67%	✓	
	2S1	Technical Skill Attainment	78%	59.57%		✓
	3S1	Secondary School Completion	97%	97.61%	✓	
	4S1	Student Graduation Rates	98%	95.5%	✓	
	5S1	Secondary Placement	66%	81.31%	✓	
	6S1	Nontraditional Participation	40%	40.97%	✓	
	6S2	Nontraditional Completion	34%	31.82%	✓	
Postsecondary	1P1	Technical Skill Attainment	52%	61.33%	✓	
	2P1	Credential, Certificate or Diploma	13%	24.03%	✓	
	3P1	Student Retention or Transfer	87%	72.62%		✓
	4P1	Student Placement	18%	Not Available		✓
	5P1	Nontraditional Participation	22%	32.55%	✓	
	5P2	Nontraditional Completion	12%	29.63%	✓	

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

<i>DCPS Career and Technical Education Indicators of Performance for the 2017-18 School Year</i>						
<i>Performance Standard</i>			Target	Performance	Met	Not Met
Secondary	1S1	Academic Attainment in Reading/Language Arts	20%	30.83%	✓	
	1S2	Academic Attainment in Mathematics	6%	10.22%	✓	
	2S1	Technical Skill Attainment	78%	59.57%		✓
	3S1	Secondary School Completion	97%	96.31%	✓	
	4S1	Student Graduation Rates	98%	96.31%	✓	
	5S1	Secondary Placement	66%	81.9%	✓	
	6S1	Nontraditional Participation	40%	41.87%	✓	
	6S2	Nontraditional Completion	34%	33.91%	✓	

FRIENDSHIP PUBLIC CHARTER SCHOOLS

<i>Friendship PCS Career and Technical Education Indicators of Performance for the 2017-18 School Year</i>						
<i>Performance Standard</i>			Target	Performance	Met	Not Met
Secondary	1S1	Academic Attainment in Reading/Language Arts	20%	12.5%		✓
	1S2	Academic Attainment in Mathematics	6%	N<5%		✓
	2S1	Technical Skill Attainment	78%	N<5%		✓
	3S1	Secondary School Completion	97%	82.93%		✓
	4S1	Student Graduation Rates	98%	89.47%	✓	
	5S1	Secondary Placement	66%	79.03%	✓	
	6S1	Nontraditional Participation	40%	38.55%	✓	
	6S2	Nontraditional Completion	34%	N<5%		✓

MAYA ANGELOU PUBLIC CHARTER SCHOOL

<i>Maya Angelou PCS Career and Technical Education Indicators of Performance for the 2017-18 School Year</i>						
<i>Performance Standard</i>			Target	Performance	Met	Not Met
Secondary	1S1	Academic Attainment in Reading/Language Arts	20%	N<5%		✓
	1S2	Academic Attainment in Mathematics	6%	N<5%		✓
	2S1	Technical Skill Attainment	78%	N<5%		✓
	3S1	Secondary School Completion	97%	N<5%		✓
	4S1	Student Graduation Rates	98%	N<5%		✓
	5S1	Secondary Placement	66%	77.78%	✓	
	6S1	Nontraditional Participation	40%	47.5%	✓	
	6S2	Nontraditional Completion	34%	N<5%		✓

WASHINGTON MATH AND SCIENCE PUBLIC CHARTER SCHOOL

<i>Maya Angelou PCS Career and Technical Education Indicators of Performance for the 2017-18 School Year</i>						
<u>Performance Standard</u>			Target	Performance	Met	Not Met
Secondary	1S1	Academic Attainment in Reading/Language Arts	20%	57.14%	✓	
	1S2	Academic Attainment in Mathematics	6%	N<5%		✓
	2S1	Technical Skill Attainment	78%	N<5%		✓
	3S1	Secondary School Completion	97%	87.5%	✓	
	4S1	Student Graduation Rates	98%	100%	✓	
	5S1	Secondary Placement	66%	75%	✓	
	6S1	Nontraditional Participation	40%	51.22%	✓	
	6S2	Nontraditional Completion	34%	50%	✓	

UNIVERSITY OF THE DISTRICT OF COLUMBIA – COMMUNITY COLLEGE

<i>UDC-CC Career and Technical Education Indicators of Performance for the 2017-18 School Year</i>						
<u>Performance Standard</u>			Target	Performance	Met	Not Met
Postsecondary	1P1	Technical Skill Attainment	52%	61.6%	✓	
	2P1	Credential, Certificate or Diploma	13%	23.97%	✓	
	3P1	Student Retention or Transfer	87%	72.72%		✓
	4P1	Student Placement	18%	Not Available	✓	
	5P1	Nontraditional Participation	22%	33.89%	✓	
	5P2	Nontraditional Completion	12%	29.63%	✓	

Definitions

Perkins funds: Formula funds awarded pursuant to the Carl D. Perkins CTE Act and subgranted to eligible recipients, including LEAs and postsecondary institutions.

Secondary:

- *Participants* - At least ½ CTE credit in any ½-credit course or at least 1 credit in any 1-credit course that is part of an OSSE-approved CTE POS (includes students who have earned credits at any point during their secondary enrollment).
- *Completers* - 3 or more credits (out of 3 or more credits) in a single, OSSE-approved CTE POS, or 2 out of 2 credits in a single OSSE-approved CTE POS (includes students who have met/exceeded the threshold at any point during their secondary enrollment).

Postsecondary:

- *Participants* - 1 or more credits in any CTE program of study.
- *Completers* - (1) 12 or more academic and technical credits within a single program sequence that terminates in the award of an industry recognized credential, certificate, or degree **or** (2) A short-term CTE program sequence of less than 12 credit units that terminates in an IRC, certificate, or degree.

How a standard is met: A standard is met when the performance is 90 percent of the target.