Career Education and Workforce Partnerships, 2009-10

At-a-Glance

T eachi o D. Perkins Career and Technical Education Act of 2006 (Perkins IV) helped support the Career Education and Workforce Partnerships (CEWP) Department of the Dallas Independent School District, commonly known as Career and Technical Education (CTE). Perkins funds, $3,007,495, were received through a Texas Education Agency (TEA) grant. In an effort to improve the quality of the Texas workforce, House Bill 3485 (2006) required a radical transformation of CTE, to be accomplished by the beginning of school year 2010-11. The State Board of Education (SBOE) was required to revise the essential knowledge and skills (TEKS) for CTE and the TEKS were to be effective with the beginning of school year 2010-11.

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For more information, see EA10-195-2, available at http://www.dallasisd.net/office_dis/dstd/depth/eval/act/.

4,886 students were in a coherent sequence track and 1,591 were in a tech prep program.

Academic Effectiveness

The CTE program was highly effective for students in the two career pathway tracks, as measured by performance on Texas Assessment of Knowledge and Skills (TAKS) tests, enrollment in college readiness courses, and twelfth grade graduation rates. As seen in Figure 1, only in social studies did elective students and district-not-CTE students meet the district performance goals.

Figure 1 – Percentages of high school students who passed TAKS vs. district performance goals.

Coherent sequence students exceeded goals in all tests: Reading, Math, Science, and Social Studies. Coherent sequence and tech prep students outperformed the other groups on reading, math, and science tests. All three groups of CTE students outperformed the remaining district students on the social studies tests.

Figure 2 – Percentages of students passing all four sections with passing or commended scores on TAKS.

Even more impressively, the percent of career pathway students who passed all sections of TAKS far exceeded the elective and district-not-CTE students.

Effectiveness for College Readiness

CTE students participated in three types of college readiness courses: articulated tech prep, dual credit, and advanced placement. While 4,479 students enrolled in an articulated tech prep course, only 1,760 were in the tech prep program. The others would need to qualify for that program in order for their credits to be accorded for college credit that is received after a student enrolls in a Dallas County Community College within 15 months of graduating from high school and met certain other college curriculum requirements.

Effectiveness for Workforce Readiness

During the year 1,556 CTE students, 74.5% of whom were in career pathways, worked in paid (1,219) and unpaid (337) internships for 698 employers. Their employers included restaurants, grocery stores, law firms, the EEOC, the justice system, and health care providers. The average wage for the paid intern was $7.41 and they averaged 22.1 hours per week on jobs.

Data on certifications and licenses lags one year. In 2008-09, 177 students obtained one of four certifications or licenses: Cosmetology Operator License (13.5%), Certified Dental Assistant (7.3%), Microsoft Office Specialist (60.5%), or NetWare 6 Certified Novell Administrator (18.6%).

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