Career Education and Workforce Partnerships, 2011-12

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At-a-Glance

The Carl 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, $2,841,581, 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. Beginning in 2006-07, the TEA organized CTE courses into 16 career pathways. As part of the transformation, the State Board of Education (SBOE) was required to revise the Texas Essential Knowledge and Skills (TEKS) for CTE, and the new TEKS were to be effective with the beginning of school year 2010-11. The transformation process required the assignment of some existing courses to the newly defined pathways, the launch of new courses based on the new TEKS, and the elimination of other courses.

Perkins IV stated the purpose of CTE to be preparation of students for college and/or workforce careers. The state’s goal was to reduce drop-out rates as a result of the transformation of CTE. The district’s goals for CTE were to provide students with a quality education to prepare them for college and career success and the skills to be competitive in a global economy; to recognize and meet the unique needs of a diverse student population; and to recruit, train, and retain qualified teachers.

Level of Student Participation

CTE students were categorized into three groups. High school students who had taken two or more courses for three or more credits within a specified pathway were classified as Coherent Sequence students. Tech Prep students had completed Coherent Sequence requirements, registered in the Tech Prep program with Dallas County Community College District, and accrued college credit for articulated Tech Prep courses they completed. Elective students were those who were enrolled in one or more CTE courses; this group included prospective Coherent Sequence students who had not yet acquired three credits. All middle school (grades 7-8) CTE students were elective students.

Out of 20,717 students in grades 7-8, 6,532, or 31.5 percent, were enrolled in elective CTE courses at the fall PEIMS snapshot date. In grades 9-12, out of 38,018 students, 25,075 participated in CTE (66.0%). Among these, 5,987, or 15.7 percent of all 9-12 students, were in a Coherent Sequence, and 711 (1.9%) were in a Tech Prep program.

All students at the Business Magnet, Education and Social Services Magnet, Health Professions Magnet, and Smith New Tech High School were CTE students, as were 74.9 percent at the Public Services Magnet. Four comprehensive high schools had more than 80 percent of students in CTE. These were Conrad (84.1%), Pinkston (82.4%), Samuell (80.9%), and Wilmer-Hutchins (80.9%). Six comprehensive high schools had CTE enrollments between 70 and 79 percent. At Manns, 92.1 percent were CTE students, all elective students.

The greatest percentages of students in either a Coherent Sequence or a Tech Prep program were found at the four Ewell Townview magnets named above, including 99.6 percent of Health Magnet, 97.3 percent of Business Magnet, 94.3 percent of Education Magnet, and 63.2 percent of Public Services magnet students. Skyline had 37.4 percent of students in career pathways, followed by Conrad (35.4%) and Adamson (26.2%).

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. As seen in Figure 1, CTE students exceeded state Performance-Based Monitoring Analysis System (PBMAS) standards on all tests. (Note: "CTE" includes combined results for both Coherent Sequence and Tech Prep students.)

![Figure 1 – TAKS passing rates for CTE students and PBMAS standards by subject](image-url)
The lowest reported passing rate for CTE students was in Mathematics, 88.7 percent, 18.7 percentage points above the standard of 70 percent.

The Limited English Proficient (LEP) and Economically Disadvantaged subgroups of CTE students also exceeded PBMAS standards in all subjects (Figure 2). Special Education CTE students did not meet state standards in Mathematics, Reading/ELA, or Science, but met the standard in Social Studies.

![Figure 2 – TAKS passing rates for CTE student subgroups and PBMAS standards by subject](image)

The PBMAS also provides data on the annual dropout rate for CTE students (Coherent Sequence and Tech Prep). These results are lagged one year, so that the 2012 report shows the dropout rate for 2010-11. The state standard for CTE students in grades 9-12 was a dropout rate of 3.0 percent; the rate for district CTE students was 1.2 percent, a decrease from the 2009-10 rate of 2.0 percent.

The PBMAS graduation rate for CTE students reported in 2012 was calculated using 2011 graduation data. The reported rate represented the percentage of students in the cohort graduating with a high school diploma in four years. For 2011, the state standard was 75.0 percent. District CTE students far exceeded the standard with a graduation rate of 93.3 percent, also outpacing the 2010 district CTE graduation rate of 92.1 percent and the 2009 CTE rate of 84.7 percent.

**College and Workforce Readiness**

Another PBMAS indicator is the percentage of CTE graduates who receive a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma. Again, district CTE students substantially exceeded the state standard. Nearly ninety percent (89.7%) of 2010 graduates received an RHSP or DAP diploma, compared to a state standard of 70 percent. This percentage was slightly lower than the rate of 92 percent for 2010 CTE graduates, and equal to the rate for 2009 graduates.

PBMAS criteria also include the percent of students completing nontraditional courses by gender. The TEA identified state-approved nontraditional courses, and reported the 2012 statewide rates at 37.7% for male and 40.3% for female students. (Note that this percentage does not represent a state standard, but is a reporting category only.) Dallas ISD was slightly below the state rate for male students with a nontraditional course completion rate of 37.1%, but exceeded the state rate with a completion rate of 44.1% for female students.

Data from the National Student Clearinghouse were used to assess the college-going rates of CTE students during their first year following high school graduation. Overall, 55.4 percent of all Dallas ISD 2011 graduates enrolled in college during the 2011-2012 school year, as of April, 2012. Graduates who completed a coherent sequence in high school enrolled at a slightly lower rate, 52.9 percent, while Tech Prep students enrolled at a considerably higher rate, 75.7 percent.

**Local Progress of the Radical Transformation**

In 2011-12, courses aligned with all 16 pathways were offered in Dallas ISD schools. In addition to traditional magnet programs and the 14 clusters of the Skyline Career Development Center, comprehensive high schools offered four satellite magnet programs, 21 career academies, and 41 career pathways. These programs were offered at all district high schools except for Early College high schools (Garza Early College, Gilliam Collegiate Academy, and Middle College). The number of career programs at each campus varied from one (North Dallas and Madison) to five (Conrad and Wilson). In addition, all campuses offered some career courses that were not embedded in a specific course sequence offered at the school.

Plans to develop career academies at some high schools continued to be affected by staffing cutbacks necessitated by state reductions in funding for school districts. However, high schools that participated in the required Year of Planning for proposed National Academy Foundation (NAF) academies were for the most part able to move ahead with resources and programs aligned prior to implementation.

A successful pilot program for the Career Cruising Online Course Planner at Skyline, Lincoln, and Jefferson resulted in adoption of the web-based scheduling tool for all high school campuses in 2011-12. High schools varied in their level of use of Career Cruising. In middle schools, all eighth-grade students were required to complete the Career Interest Inventory in the spring of 2012, and completed their ninth-grade course planning using Career Cruising.

**Recommendations**
The Superintendent has designated development of a career-ready certificate as a Key Action of the Dallas ISD’s Destination 2020 plan for 2012-2013. Actions associated with this Key Action include working with community groups to develop “career-ready” metrics; applying those metrics to the Class of 2013; identifying and acquiring, in collaboration with the business community, 1,000 career-ready positions for the graduates of the Class of 2013; and assigning career-ready positions to academic divisions, with priority given to Strategic Feeder Groups. Accomplishing this agenda will necessitate close work among CTE and other academic divisions and departments. The 2012-2013 evaluation should include assessment of the contribution of Perkins to this effort as it applies to the CTE goals of recognizing and meeting the needs of a diverse student population, while preparing those students for college and career success and teaching skills needed to be competitive in a global economy.

For more information, see EA12-195-2, available at http://www.dallasisd.org/inside_disd/depts/evalacct/.