



The purpose of the Dallas ISD Career and Technical Education (CTE) program is to prepare students for college and career success by providing them with the skills needed to compete in the global economy. The district offers courses across 103 comprehensive CTE pathways for students in grades six through 12. Students can also participate in CTE through National Academy Foundation (NAF), Career Institutes, or Pathway to Technology High Schools (P-TECH) programs.

Key Findings

Implementation

- In 2023-24, the CTE department offered courses across 103 CTE pathways to students in grades six through 12.
- CTE students enrolled in one to five career clusters. Career clusters with the highest enrollment were Business, Marketing, and Finance (22%), followed by Arts, A/V Technology, and Communications (10%).
- A total of 42,388 middle and high school students participated in CTE, with 43% identified as CTE Participants, 24% each as CTE Concentrators and CTE Explores, and 9% as CTE Completers.
- 14,428 high school students enrolled in CTE courses through one or more specialized programs including:
 - Career Institutes: 4,489 students (increased by 286 students from 2022-23).
 - NAF Academies: 5,754 students across 32 academies on 14 campuses (decreased by 2,729 students from 39 academies).
 - P-TECHs: 4,919 students (increased by 251 students)

Stakeholder Feedback

CTE Teacher Survey

- The most frequently mentioned strengths of the CTE program identified by teachers were (a) qualified staff/leadership and teamwork, (b) student success and preparation, and (c) hands-on learning and real-world experience.
- Major challenges included student absenteeism (52%), keeping students engaged (13%), and holding students accountable for completing schoolwork (11%).
- The most common suggestions for improving the CTE program included (a) facilities, resources, and equipment upgrades, (b) curriculum enhancement and program development, and (c) hands-on learning and real-world experience.
- 94% of teacher respondents indicated that CTE programs allow students to discover career opportunities they might not have otherwise considered.

Student Intern Survey

- Most interns agreed that they understood the internship's purpose and expectations, were adequately prepared by the pre-internship workshops, and received sufficient program information beforehand.
- Almost all interns (96%-99%) agreed that they produced valuable work, had opportunities to learn, and received professional support from supervisors. Overall, the internship increased their career awareness and met their expectations.
- The most frequently mentioned experiences that stood out were (a) meaningful work/learning, (b) positive work environment, and (c) networking and relationship.
- The most common suggestions for improving the program included (a) better promotion and awareness, (b) program organization and structure, and (c) more program information.

Employer/Supervisor Internship Survey

- All respondents reported being satisfied or very satisfied with their internship program experiences.
- 90% of respondents expressed interest in participating in the Dallas ISD internship program again.
- All respondents agreed or strongly agreed that the interns met their expectations throughout the internship.
- The most common suggestions for improvement included (a) program structure and support, (b) communication and feedback, (c) better student preparation, and (d) more opportunities.

NAF Debriefs with Industry Partners

- Suggestions for improving the NAF internship program included (a) providing hands-on support and structured resources to ensure students are well-prepared with essential skills, (b) streamlining the internship application process by ensuring students submit all necessary documents, confirm resource access, and understand eligibility requirements, and (c) providing thorough training for summer internship coordinators and maintaining consistent communication.



Student Outcomes

College, Career, and Military Readiness (CCMR) Accountability Indicators

- The percentage of Dallas ISD graduates who were CCMR increased significantly, from 67% in 2021-22 (2023 TAPR report) to 91% in 2022-23 (2024 TAPR report), the highest among similar districts in Texas.
- Dallas ISD had the highest percentage of graduates earning an industry-based certification (IBC; 60% vs ≤39%) and level I or level II certificates (4% vs ≤1%).

Course Completion Rates (CTE and Dual Credit Courses)

- In 2023-24, 42,388 CTE students enrolled in 69,427 CTE courses with a 91% passing rate, while 6,806 students participated in 16,272 CTE dual credit courses with an 89% passing rate.
- CTE Completers had the highest passing rates in both CTE courses (96%) and dual credit courses (92%).

State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC)

- The percentage of CTE and non-CTE students at Approaches+ was similar across subjects, except in English I. However, at Meets+ and Masters, the percentage for non-CTE students was higher than CTE students, except in Algebra I at Meets+.

Credentials Earned

- In 2023-24, 8,332 Dallas ISD CTE students earned 10,857 credentials, including 10,335 IBCs and 522 educational certificates. This was a decrease of 2,315 credentials from 2022-23 (N = 13,094).
- Of the IBCs earned, 76% were certifications identified by Texas Education Agency (TEA) for the A-F accountability system.
- Overall, 2,324 Career Institute students earned 3,389 IBCs, which included 1,967 A-F certifications.

Associate Degrees

- In 2023-24, 759 CTE graduates earned an associate degree, a decrease of 24 from 2022-23 (n = 783). While the overall number of graduates with associate degrees decreased, the number for P-TECH students increased from 503 to 560.
- Students in a program of study (CTE Concentrators and CTE Completers) earned 499 associate degrees (66%), a 7 percentage-point increase from 59% (n = 460) in 2022-23.

College Enrollment

- According to the 2023-24 National Student Clearinghouse (NSC) data, a higher percentage of 2022-23 CTE graduates (50%) enrolled in college within one year of graduation, compared to 45% of non-CTE graduates.

Recommendations

- **Continue communication and collaboration on CTE-related initiatives through the CCMR Leadership Meeting.**

During the 2023-24 school year, the CCMR Leadership Team met weekly under the guidance of Deputy Superintendent of Academics and Transformation to provide updates and discuss various CCMR topics. The leadership team included representatives from key areas such as College Readiness, Career Readiness, Workforce Development, High School Transformation/Counseling/Advanced Academic Services, and Military. This inter-departmental collaboration has been essential in improving the implementation of CTE programs. Moving forward, it will continue to play a critical role, especially in the Summer Internship Program for CTE students. Since the 2023-24 school year, the Workforce Development Department has overseen the district's internship program, and ongoing collaboration through the CCMR Leadership Meeting will ensure continued success and alignment with CTE program goals.

- **Continue to promote the participation and completion of educational certificates and industry-based certifications (IBCs) among CTE students.**

In the 2023-24 school year, CTE students earned a total of 10,857 credentials, including 10,335 IBCs and 522 educational certificates. While the number of IBCs decreased by 2,291 compared to 2022-23, the number of educational certificates increased slightly by 54. Of the total number of IBCs attempted, 64% were successfully earned. Additionally, 76% (n = 7,841) of the IBCs earned were A-F certifications, which contribute points toward TEA's A-F accountability system. Given the crucial role that credentials play in securing employment, it is important for CTE program management to continue focusing on promoting both participation in and completion of IBCs and educational certificates.