



The purpose of the Dallas ISD Career and Technical Education (CTE) program is to prepare students for college and career success by equipping them with the skills needed to compete in the global economy. To support this goal, the CTE Department offers 51 unique programs of study (POS) under 13 career clusters to students in grades six through 12. Students can also participate in CTE through National Academy Foundation (NAF), Career Institutes, or Pathways in Technology Early College High Schools (P-TECH) programs.

Key Findings

Implementation

- 42,704 students participated in CTE in 2024-25. CTE Concentrators and CTE Completers accounted for 39% of students.
- CTE students enrolled in one to five different career clusters. The cluster with the highest enrollment was Business, Marketing, and Finance, followed by Engineering.
- A total of 14,102 high school students were enrolled in CTE courses through one or more specialized programs, including:
 - Career Institutes: 5,268 students (a 17% increase from 2023-24).
 - NAF Academies: 4,091 students across 28 academies (a 29% decrease from 2023-24).
 - P-TECHs: 5,252 students (a 7% increase from 2023-24).

Stakeholder Feedback

CTE Teacher Survey

- 88% of teachers indicated that the CTE program was implemented effectively at their campus.
- 91% of teachers indicated that CTE programs help students discover career opportunities they might not have otherwise considered.
- The most frequently reported strengths of CTE programs included (a) hands-on learning and real-world experience, (b) qualified staff/leadership and teamwork, and (c) student success and preparation.
- Suggestions for improving the CTE program included (a) facilities, resources, and equipment upgrades, (b) student engagement and motivation, and (c) technology integration/upgrades.

CTE Senior Exit Survey

- Most CTE senior students responded positively about their CTE programs. Specifically, 93% agreed the program provided valuable skills and knowledge, helped them explore career paths, and offered satisfying hands-on learning experiences.
- Students most often identified work-based learning experiences (52%) and career exploration opportunities (48%) as the most valuable aspects of their CTE programs.
- Most students also felt their high school helped them understand post-secondary options well, giving good or excellent ratings for college options (87%), career opportunities (86%), college financing (82%), and military/ROTC (76%).

Student Internship Survey

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

Employer/Supervisor Internship Survey

- 94% of respondents were satisfied or very satisfied with their internship program experiences.
- 94% of respondents expressed willingness to participate in the Dallas ISD internship program again.
- Almost all respondents agreed or strongly agreed that the interns met their expectations throughout the internship.
- The most common suggestions for improvement included (a) program organization, logistics and support, (b) intern preparation and skill development, and (c) program expansion and promotion.



Student Outcomes

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

- The percentage of graduates in the Class of 2024 who were CCMR Met was 91.4%, consistent with the Class of 2023 (90.5%).
- Graduates achieved the highest CCMR met percentage among similar districts in Texas.
- Compared to other districts, Dallas ISD had the highest percentage of Class of 2024 graduates earning associate degrees, industry-based certifications and level I or level II certificates.

Course Completion Rates (CTE and CTE Dual Credit Courses)

- In 2024-25, 42,704 CTE students enrolled in 71,514 CTE courses, with a 92% completion rate, similar to 2023-24 (91%). Additionally, 7,014 students took 15,921 CTE dual credit courses, with a 92% completion rate, a 3% increase from 2023-24.

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

- Overall, 77% of CTE high school students took one or more STAAR EOC exams in 2024-25, a 3% decrease from 2023-24. Across subjects, the percentage of non-CTE students meeting performance standards was higher than that of CTE students.

Credentials Earned

- In 2024-25, 8,622 CTE students earned 10,646 credentials (9,907 IBCs and 739 educational certificates), a 2% decrease from 2023-24. Certifications identified by TEA for the A to F accountability system accounted for 88% of all IBCs earned.
- A total of 5,550 students met the 2024-25 CCMR IBC accountability requirements by earning an IBC and completing at least 2 aligned courses in their program of study (POS).

Associate Degrees

- In 2024-25, 820 CTE graduates earned an associate degree, an 8% increase from 2023-24. Students in a program of study (CTE Concentrators and CTE Completers) earned 563 associate degrees (69%), a 13% increase from 2023-24 ($n = 499$).

College Enrollment

- Within one year of graduation, the Class of 2024 college enrollment rate was 55%, a 4% increase from the Class of 2023.
- A higher proportion of graduates enrolled in four-year institutions than in two-year institutions.

Recommendations

- **Ensure the internship survey is administered and collected during the internship period to improve the response rate**

The 2024-25 summer internship survey response rate was 45%. While most respondents reported increased career awareness and that the internship met their expectations, increasing participation is important to ensure results accurately reflect all interns' experiences. Administering and collecting the survey during the internship period, along with continued collaboration between the Evaluation & Assessment and Workforce Development departments, will support timely administration and more representative data.

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

During the 2024-25 school year, the CCMR Leadership Team met weekly to share updates and discuss CCMR topics and included representatives from multiple departments. This collaboration has been essential in strengthening CTE program implementation. Moving forward, ongoing communication and collaboration through the CCMR Leadership Meeting will remain critical for maintaining alignment, program coherence, and the success of CTE initiatives.

- **Continue to promote student participation in and completion of industry-based certifications (IBCs), and ensure campuses accurately document and submit POS alignment for each IBC earned**

In 2024-25, CTE students earned 9,907 IBCs (a 4% decrease from 2023-24), with a 64% success rate among IBCs attempted. Given the importance of IBCs for high-skill employment and updated 2024-25 TEA CCMR requirements (earning an IBC and completing at least 2 aligned courses in the student's POS), it is essential that campuses track, document, and submit POS alignment for each IBC earned to ensure an accurate count for CCMR accountability purposes.