



District of Columbia  
Office of the State Superintendent



**Postsecondary and Career Education:**  
A DIVISION OVERVIEW

Information in this document is accurate as of May 2015

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## PURPOSE OF THIS DOCUMENT

The purpose of this document is to provide an overview of the main programs and initiatives supported by the Division of Postsecondary and Career Education (PSCE) in order to share key information about these programs with internal and external stakeholders.

This document is organized as follows: the first section provides the overarching goal and corresponding key objectives of the division, in addition to contact information for program directors and key staff; the second section describes the goals, services and key data points of PSCE's eight main offices: a) Adult and Family Education; b) Career and Technical Education; c) Career Education Development; d) College and Career Readiness; e) Education Licensure Commission; f) GED Program Office; g) Higher Education Financial Services; and h) The DC ReEngagement Center.

## OVERVIEW OF THE POSTSECONDARY AND CAREER EDUCATION DIVISION

The importance of obtaining a postsecondary education is more relevant today than in previous generations (Pew Research Center, 2014). Students who enroll in postsecondary education and/or obtain a postsecondary degree or credential have higher earnings, lower rates of unemployment and poverty, and greater independence from their parents or guardians (Pew Research Center, 2014). Furthermore, by 2020, seventy-six percent of jobs in Washington, DC will require a postsecondary education (Carnevale, Smith, & Strohl, 2013). This poses a great challenge to the District because while many students are prepared for education after high school, many of their peers are not adequately prepared to enroll in or persist through certificate training or undergraduate programs. Approximately half of all DC students score at least proficient on the DC-CAS, and the average SAT score is 1120, compared to 1497 nationally (OSSE, 2014; College Board, 2013). The District's public high school graduation rate for the class of 2013 was sixty-two percent (OSSE, 2014). Of those who graduated from high school, fifty percent enrolled in college, leaving half of all high school graduates with no immediate plan for postsecondary education (OSSE, 2015). Even if students enroll in an Associate or Baccalaureate program, analysis of recent DC enrollees shows that only thirty-five percent complete a degree within six years (OSSE, 2014). As a result, generations of DC residents are underprepared to earn a living wage, resulting in close to 60,000 adults aged 18 or older who lack a high school credential and are not enrolled in any education program in the District (U.S. Census Bureau, 2014).

With this great challenge comes great opportunity for OSSE to improve the state of education in the District of Columbia. As the State Education Agency in the District of Columbia, OSSE is charged with raising the quality of education for all DC residents. The Division of Postsecondary and Career Education

within OSSE supports programs that improve the overall postsecondary enrollment, graduation, certificate completion, and employment rates for youth and adults in the District of Columbia. Additionally, PSCE assists District youth with career awareness, exploration and preparation. Through financial and programmatic support, PSCE creates opportunities for District youth and adults to attend postsecondary institutions and earn certifications and/or college degrees. Because students throughout the District will reach their goals via differing paths, PSCE also assists residents in obtaining adult literacy proficiency and acquiring a GED or other similar credential. As of October 2014, PSCE expanded to include the DC ReEngagement Center. The REC supports stopped-out youth ages 16-24 as they reconnect to educational options, earn a secondary credential and transition to employment and/or postsecondary education.

With a portfolio of approximately \$53 million and 44 full time employees in FY15, the Division of Postsecondary and Career Education supports the following eight offices in order to improve the overall enrollment, postsecondary and certificate completion, and employment rates for youth and adults in the District of Columbia:

1. Adult and Family Education
2. Career and Technical Education
3. Career Education Development
4. College and Career Readiness
5. Education Licensure Commission
6. GED Program Office
7. Higher Education Financial Services
8. The DC ReEngagement Center

The Division of Postsecondary and Career Education has the following four key performance indicators for FY15:

- Increase the percentage of DC youth and adults who attain a college degree or industry-recognized license/certification.
- Promote accountability and continuous improvement across the District's education landscape.
- Ensure opportunities for youth and adults to gain skills and re-engage in education and career programs.
- Provide effective and efficient operational support services to achieve programmatic goals.

The following document provides an overview, including key statistics, of the eight offices within the division. For more specific information about programs within each office, as well as additional information about the division, visit [osse.dc.gov](http://osse.dc.gov) or use the contact information on page 5.

## Contact Information for Administration, Management, and Directors

ADMINISTRATION AND MANAGEMENT			
Division	Name	Email	Phone Number
Assistant Superintendent of Postsecondary and Career Education	Antoinette Mitchell, Ph.D.	<a href="mailto:antoinette.mitchell@dc.gov">antoinette.mitchell@dc.gov</a>	(202)741-0471
Deputy Assistant Superintendent of Adult and Career Education	Kilin Boardman-Schroyer	<a href="mailto:kilin.boardman-schroyer@dc.gov">kilin.boardman-schroyer@dc.gov</a>	(202)741-0277
Program Analyst/Division Coordinator	Alicia Gadsden	<a href="mailto:alicia.gadsden@dc.gov">alicia.gadsden@dc.gov</a>	(202)741-5529
POLICY AND PLANNING			
Division	Name	Email	Phone Number
Director of Policy and Planning	Erin Krivicky	<a href="mailto:erin.krivicky@dc.gov">erin.krivicky@dc.gov</a>	(202)724-7146
PROGRAM DIRECTORS			
Program	Name	Email	Phone Number
Adult and Family Education	J. Michelle Johnson	<a href="mailto:jmichelle.johnson@dc.gov">jmichelle.johnson@dc.gov</a>	(202)741-5533
Career and Technical Education	Tony D. Johnson, Ed.D.	<a href="mailto:tony.johnson@dc.gov">tony.johnson@dc.gov</a>	(202)727-8576
Career Education Development	Simone García	<a href="mailto:simone.garcia@dc.gov">simone.garcia@dc.gov</a>	(202)727-4312
College and Career Readiness	Melissa McKnight	<a href="mailto:melissa.mcknight@dc.gov">melissa.mcknight@dc.gov</a>	(202)741-6413
Education Licensure Commission	Angela Lee	<a href="mailto:angela.lee@dc.gov">angela.lee@dc.gov</a>	(202)724-2095
GED Program Office	Philip L. PremDas	<a href="mailto:philip.premdas@dc.gov">philip.premdas@dc.gov</a>	(202)274-7173
Higher Education Financial Services	Terrence Albert	<a href="mailto:terrence.albert@dc.gov">terrence.albert@dc.gov</a>	(202)481-3946
	Kenneth Howard	<a href="mailto:kenneth.howard@dc.gov">kenneth.howard@dc.gov</a>	(202)741-6483
The DC ReEngagement Center	Ja'Sent Brown	<a href="mailto:jasent.brown@dc.gov">jasent.brown@dc.gov</a>	(202)671-2539



### Overview

The Office of Adult and Family Education (AFE) re-grants federal and local funds to eligible providers of adult education services, maintains compliance with federal and local reporting requirements, and facilitates professional development and technical assistance with sub-grantees. Approximately 95 percent of adults enrolled in AFE programs enter at an 8<sup>th</sup> grade reading level or below, and over half of enrollees are English language learners.

### Description of Services

AFE re-grants federal and local funds to eligible adult education service providers who focus on helping district residents improve their basic literacy and numeracy skills, earn their GED® credential or high school diploma, and/or transition to postsecondary education, training, or employment. Additionally, AFE provides professional development, technical assistance, monitoring, and resources to local program providers. Recently, AFE entered into a partnership with the Department of Employment Services (DOES) to create a shared data vault that will streamline service delivery by aligning the customer intake and referral processes across both agencies. AFE also partners with the University of the District of Columbia (UDC) to provide a Graduate Certificate Program and Masters in Adult Education.

### Goals

- To improve the lives of adult District residents, their families, and their communities by providing education and training that will assist them in successfully connecting to and completing a career pathway.
- To improve the quality of adult education in the District by funding and providing professional development, technical assistance, and monitoring to high-quality community based organizations.
- To increase the number of adults who earn their GED® credential or high school diploma.
- To increase the number of adults who improve their basic literacy and numeracy skills.

### Eligibility

AFE funds are available to adult education service providers in DC that serve District residents who:

- Are 18 years of age and older;
- Are not enrolled in school nor required to be enrolled in school;
- Do not have adult basic or adult secondary education skills;
- Do not have a high school diploma or GED®;
- Need to improve their ability to speak, read, or write the English language.

### Contact

J. Michelle Johnson; State Director, Adult & Family Education; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 2nd Floor, Washington, DC 20002; [jmichelle.johnson@dc.gov](mailto:jmichelle.johnson@dc.gov); (202)741-5533

**27**

Partnerships with DC government, public, private, and community-based agencies

**4,133**

Total adult learners served by AFE programs (with or without pre-test)

**2,698**

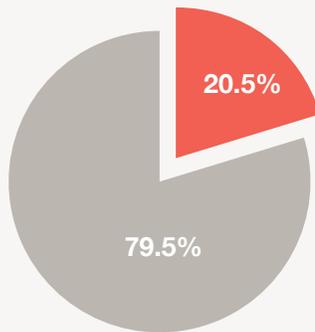
Total adult learners served who accomplished their self-identified goals

**65.3%**

Percentage of adult learners served who accomplished their self-identified goals

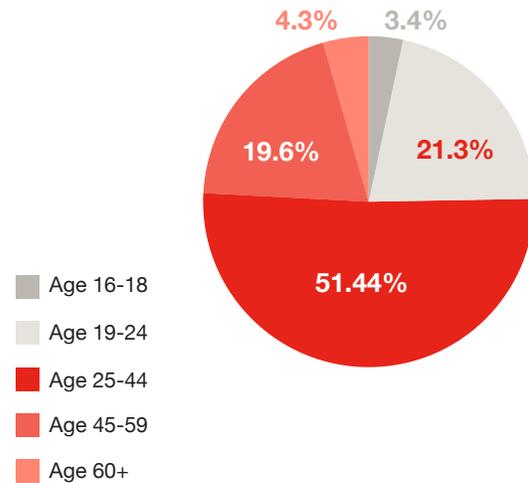
Notes: Enrolled adult learners: Adult learners who completed a valid pre-test and 12+ hours of instruction.  
Data: OCTAE National Reporting System; 7/1/2013-6/30/2014

**Adult Learners Served, by Level of Enrollment**



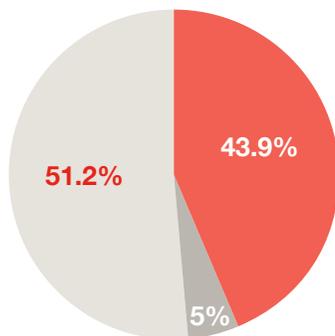
- Adult learners with fewer than 12 hours of instruction
- Enrolled adult learners

**Enrolled Adult Learners, by Age Group**



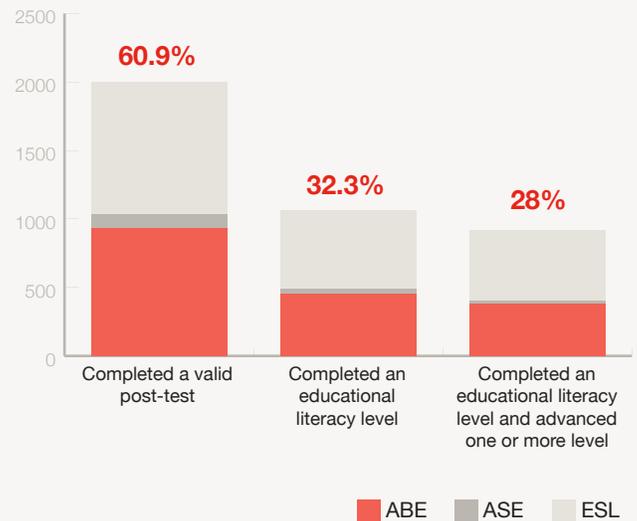
- Age 16-18
- Age 19-24
- Age 25-44
- Age 45-59
- Age 60+

**Enrolled Adult Learners, by Entering Educational Literacy Level**



- Adult Basic Education (ABE): Grades 1-8
- Adult Secondary Education (ASE): Grades 9-12
- English as Second Language (ESL): Grades 1-8

**Enrolled Adult Learners Who:**



- ABE
- ASE
- ESL

## Overview

The 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. Funded through federal and local funds, the Office of CTE provides assistance to secondary and postsecondary programs to improve the outcomes of career and technical education students, ease the transition from high school to postsecondary programs, and improve state and local accountability. The Office of CTE administers federal and local CTE funds, and monitors sub-grantees to ensure compliance with federal and local requirements and improve program quality. The Office of CTE also works to implement key components of the CTE Strategic Plan.

## Description of Services

The Office of CTE manages programs and services aimed at strengthening the pipeline from high school to college and careers. These services include high quality professional development for educators and school leaders; policies and procedures for CTE programs and programs of study (POS); support of local CTE student organizations; civil rights compliance monitoring; implementation of Common Career Technical Core; and programs for non-traditional careers and special populations. The Office of CTE supports thirty-four programs of study across eleven career clusters. Examples of career clusters include business administration, health and medical sciences, information technology, and science, technology, engineering, and mathematics. In addition, the Office of CTE sponsors two annual spring conferences for students on career opportunities in STEM fields, as well as in manufacturing, skilled trades, business industry, and others.

## Goals

- To improve access to and quality of CTE programs, which prepare students for lifelong learning and employment through the development of academic and technical skills.
- To increase the number of high school students who concentrate, complete and graduate from career and technical education programs funded by OSSE.
- To increase the number of CTE concentrators who graduate high school with a standard high school diploma or GED.
- To increase the number of CTE concentrators who earn an industry recognized credential.

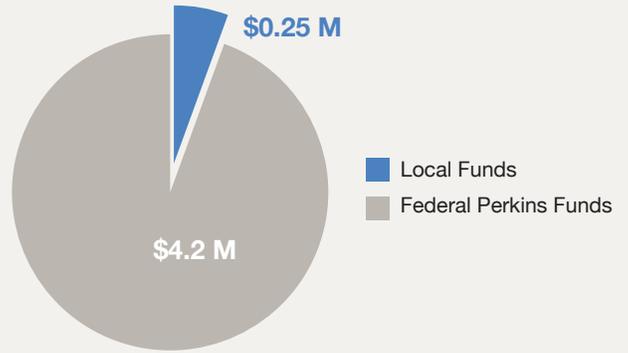
## Eligibility

All public and charter high schools and public post-secondary institutions in the District of Columbia are eligible to receive CTE funds.

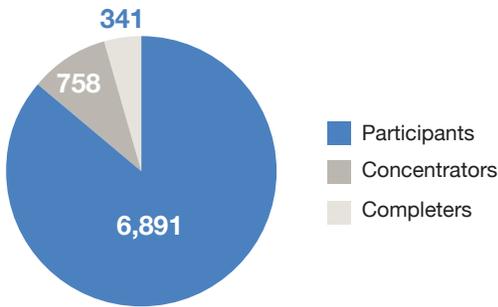
## Contact

Tony D. Johnson, Ed.D.; State Director, Career & Technical Education; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 2nd Floor, Washington, DC 20002; [tony.johnson@dc.gov](mailto:tony.johnson@dc.gov); (202)727-8576

**\$4.45 Million**  
FY15 funding for CTE



**High School CTE Students, by Progress**



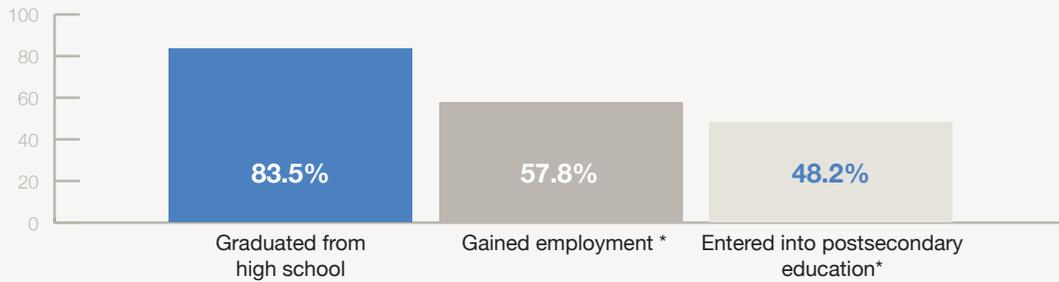
**20**  
High schools offering CTE

**34**  
CTE Programs of Study

**11**  
Career Clusters

**7,990**  
High school students served

**Percentage of High School CTE Concentrators and Completers Who:**



**DEFINITIONS**

**Perkins Funds:** Formula funds awarded pursuant to the Carl D. Perkins Career and Technical Education Act and subgranted to eligible recipients, including LEAs and postsecondary institutions.

**CTE Program of Study (POS):** A sequence of courses that prepares students for careers in a related field.

**CTE Participant:** A student who has completed at least one course and less than 50% of the courses in a POS.

**CTE Concentrator:** A student who has completed 51-99% of the courses in a POS.

**CTE Completer:** A student who has completed 100% of the courses in a POS.

Notes: (\*) SY 12-13 concentrators and completers who could be matched to postsecondary and/or labor market data. Unless otherwise noted, all data are for SY 13-14.

## Overview

The Office of Career Education Development is responsible for targeting supports to Career and Technical Education (CTE) programs that will prepare District high school and community college students to succeed in a high-wage and high-demand career. The Office of Career Education Development accomplishes this by offering financial assistance to support improvements in DC's statewide system of career and technical education.

## Description of Services

The Office of Career Education Development supports activities that improve the quality, structure, and student outcomes of CTE programs administered by DC Public Schools, public charter schools, and the University of the District of Columbia Community College. The Office of Career Education Development supports the improvement of CTE program quality and student outcomes through the establishment of nine new National Academy Foundation (NAF) Career Academies, collectively called the DC Career Academy Network (DC-CAN). The NAF model includes rigorous, industry-focused curricula, integrated partnerships, and work-based learning experiences. Additionally, the office promotes student access by paying for eligible students to take CTE certification exams through the CTE Certification Program. Career Education Development also supports CTE programs at the University of the District of Columbia Community College through the Postsecondary Career Improvement Program which promotes enhanced course opportunities, curricula, faculty supports, student success supports, capital improvement, and industry connections.

## Goals

- To increase the number of District students concentrating in CTE programs who complete a certification, credential, or diploma associated with one of the District's most promising occupations.
- To increase the number of students who earn industry certification within high wage, high skill and high demand fields and to provide employers with qualified District resident applicants.

## Eligibility

All DC Public Schools, DC public charter schools, the University of the District of Columbia Community College, and other local institutions receiving local or federal funding for CTE programming are eligible to receive Career Education Development funding.

## Contact

Simone García; Director, Career Education Development; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 2nd Floor, Washington, DC 20002; [simone.garcia@dc.gov](mailto:simone.garcia@dc.gov); (202)727-4312

**Postsecondary Career Improvement Program at UDC - Community College**

OSSE granted \$500,000 to support UDC-CC's efforts to improve its hospitality programming and facilities. The revised hospitality program includes a non-credit program and a credit-bearing program.

Facilities	Non-credit program	Credit-bearing program
 <p><b>1</b> New Hospitality Lab</p>	<p><b>6</b> Stackable and transferrable courses to help students articulate to the credit-bearing program</p>	<p><b>4</b> Areas of concentration: Hotel Operations Management Food Service Management Event Management Mobile Catering</p>

**DC Career Academy Network (DC-CAN)**

**9**  
Academies

**ACADEMY THEMES**

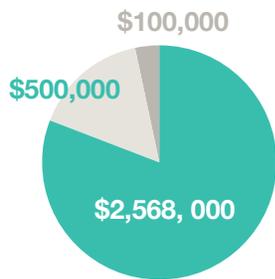
- Engineering
- Hospitality & Tourism
- Information Technology

**18**  
Total personnel

**570**  
Students enrolled

Note: Academies are currently in their first year of student enrollment for freshmen and sophomores. Outcome data will not be available for at least three years.

**Grant Allocations**



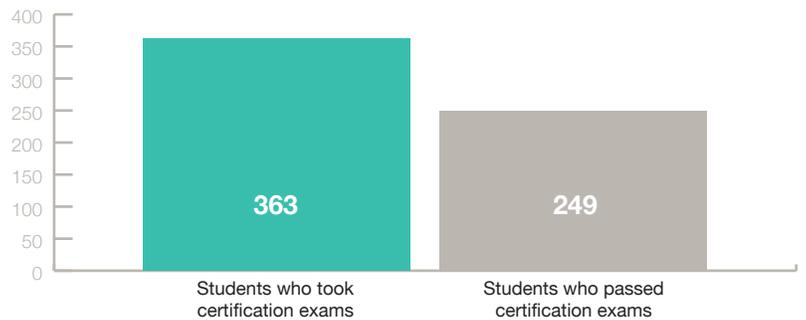
- DC Career Academy Network (DC-CAN)
- CTE Certification Program
- Postsecondary Career Improvement Program

**CTE Certification Program**

**6**  
Sub-recipients

**\$80,300**  
Cost of certification exams and IT licenses purchased

**69%**  
Passing rate on certification exams



### Overview

The Office of College and Career Readiness in the Division of Postsecondary and Career Education is responsible for state-level activities focused on postsecondary access, awareness and readiness, including but not limited to early college programming; college readiness metrics; career exploration; access to academically rigorous coursework; postsecondary entrance exams; and resources and professional development to promote smart college choices.

### Description of Services

The Office of College and Career Readiness promotes college access by exposing low income students to college and academic rigor through programs such as Dual Enrollment, Advanced Placement Testing and the OSSE Scholars program—an academic enrichment opportunity that exposes students to university campus life for several weeks in the summer. Additionally, this office supports college access by providing funding for the SAT and ACT college entrance exams, and test preparation in a target set of schools for the SAT. This office also focuses on increasing college persistence and completion rates for DC public students through implementing programs that promote FAFSA and college application completion, information sharing for students and educators around making smart college choices, and postsecondary peer-to-peer mentoring programs. The Office of College and Career Readiness fosters collaboration among key college access stakeholders by bringing them together through the College and Credential Completion Network (C3N) to share data, promising practices and lessons learned in addition to providing professional development opportunities for guidance counselors at middle and secondary schools.

### Goal

- To increase the number of underrepresented students who enroll in and complete postsecondary education.

### Eligibility

Programs and initiatives targeting District of Columbia residents pursuing postsecondary education are eligible for funding from the Office of College and Career Readiness.

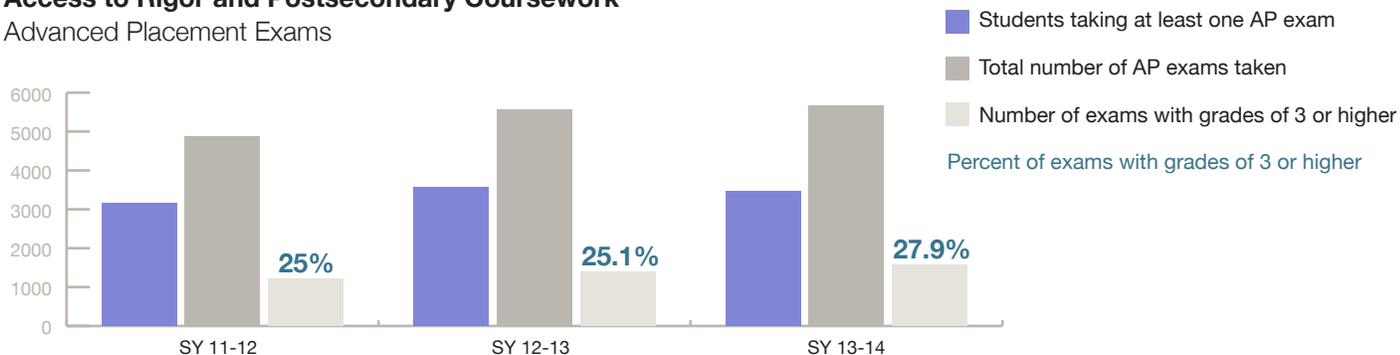
### Contact

Melissa McKnight; Director, College and Career Readiness; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 3rd Floor, Washington, DC 20002; [melissa.mcknight@dc.gov](mailto:melissa.mcknight@dc.gov); (202)741-6413



## Access to Rigor and Postsecondary Coursework

### Advanced Placement Exams



### Advancement Via Individual Determination (AVID) Program

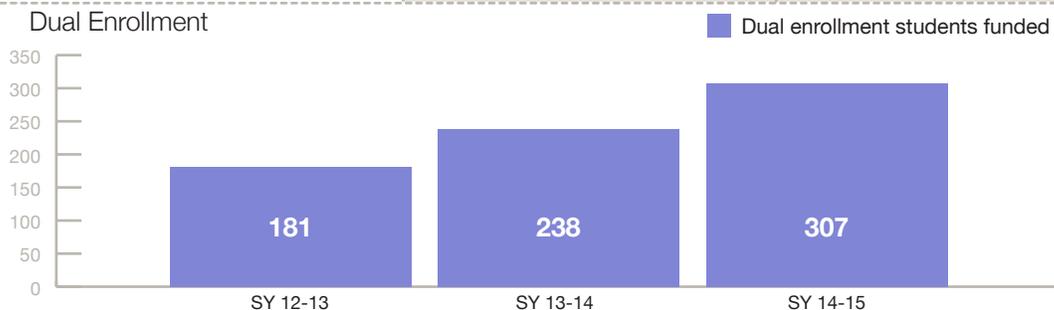
A school improvement system that targets traditionally underrepresented students in the “academic middle” to help them become college ready.

**389**  
Total AVID students in grades 6-12 (SY 14-15)

**7**  
Schools offering AVID

### Dual Enrollment

**9**  
Participating Institutions of Higher Education (IHEs)



### OSSE Scholars

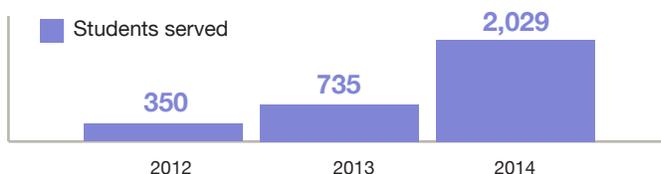
**50**  
Students served (SY 14-15)

#### Partner IHEs

- Barnard College
- Boston University
- Carnegie Mellon University
- Columbia University
- Cornell University
- Duke University
- Emory University
- Harvard University
- Massachusetts Institute of Technology
- Northwestern University
- Smith College
- Stanford University
- Syracuse University
- University of Pennsylvania

### College Awareness and Access

#### College Application Week



### Professional Development

#### Counselor Professional Development Sessions

**8**  
Counselor Professional Development sessions (SY 14-15)

**30**  
Average attendance at each session (SY 14-15)

#### SAT Preparation

**231**  
Students taking SAT Prep courses (SY 14-15)

#### SAT School Day

**5,094**  
Students taking SAT during SAT School Day (SY 13-14)

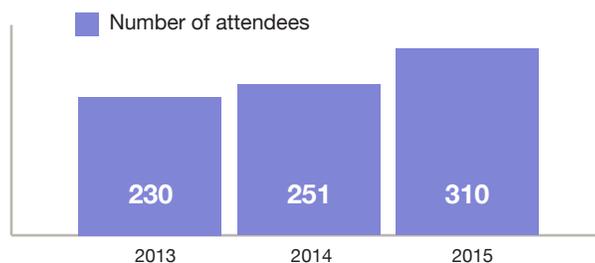
#### FAFSA Completion

**68%**  
High school seniors completing FAFSA (SY 13-14)

#### Middle Grades Summer Programming

**50**  
Students served in 2014

### OSSE Postsecondary and Career Education Conference



## Overview

The Education Licensure Commission (“ELC”, the “Commission”) is a five-member, Mayoral-appointed, consumer protection authority that is charged with regulating postsecondary education in the District. The Commission establishes standards for District colleges, universities, and trade/professional postsecondary educational operations, authorizes operations, approves programs, issues or denies licenses, and ensures that all postsecondary educational institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations.

The Commission is the Mayor’s only entity authorized to issue postsecondary educational licenses to institutions and is tasked with advising the Mayor and City Council regarding postsecondary education needs of the District. The Commission has additional functions that include, but are not limited to, maintaining the student records of institutions that close and have no other depository, issuing certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

## Description of Services

ELC services include: processing new and renewal applications for institutions, onsite and desktop monitoring of institutions, technical assistance and customer support to applicants, organizing and leading new applicant workshops, processing transcripts and student verification, managing school closures, responding to and investigating public complaints, and liaising with other regulatory bodies and partner organizations (i.e. Nursing Board, Emergency Medical Services, and Barber and Cosmetology Board). In addition, ELC acts as the State Approving Agency for veterans’ education benefits and regulates postsecondary institutions that offer distance learning.

The current Commissioners are:

- Gailda Davis, Ed.D.; Chair
- Johnetta Davis, Ph.D.; Vice Chair
- Mary Dilworth, Ed.D.; Secretary
- JoAnne Joyner, Ph.D.

There is one vacancy on the Commission.

## Goals

- To ensure that quality postsecondary education and training exist in the District of Columbia and provide for the protection, education, and welfare of the residents of the District of Columbia enrolled in postsecondary training and education.
- To ensure the ELC process is efficient, fair and transparent by:
  - Increasing the percent of completed applications processed within 60 days of submission.
  - Increasing the percentage of postsecondary institutions monitored annually.

## Eligibility

Licensure requirements for postsecondary institutions can be found at:

[osse.dc.gov/service/education-licensure-commission-etc](https://osse.dc.gov/service/education-licensure-commission-etc)

Eligibility requirements for Commissioners can be found at:

[osse.dc.gov/publication/education-licensure-commission-etc-commissioner-vacancy](https://osse.dc.gov/publication/education-licensure-commission-etc-commissioner-vacancy)

## Contact

Angela Lee; Executive Director, Education Licensure Commission; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 2nd Floor, Washington, DC 20002; [angela.lee@dc.gov](mailto:angela.lee@dc.gov); (202)724-2095

115

Number of licensed postsecondary institutions in D.C.

82

Student transcript requests received and completed

11

New application workshops offered

37

Participants at new application workshops

\$500,000

Funding allocated

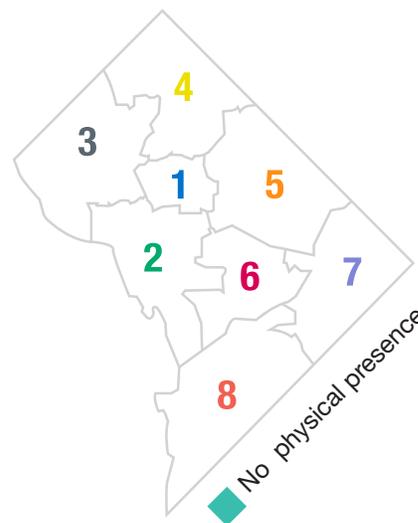
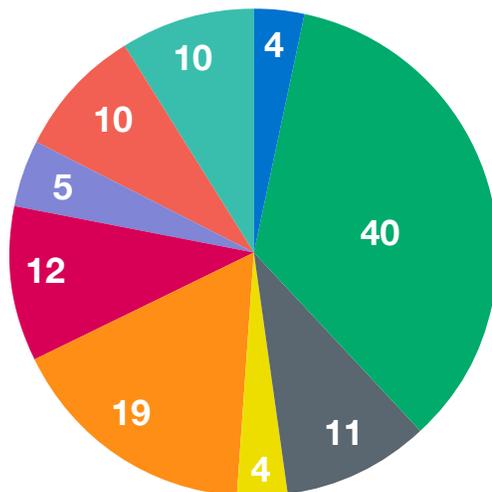
3

Complaints received and closed or withdrawn

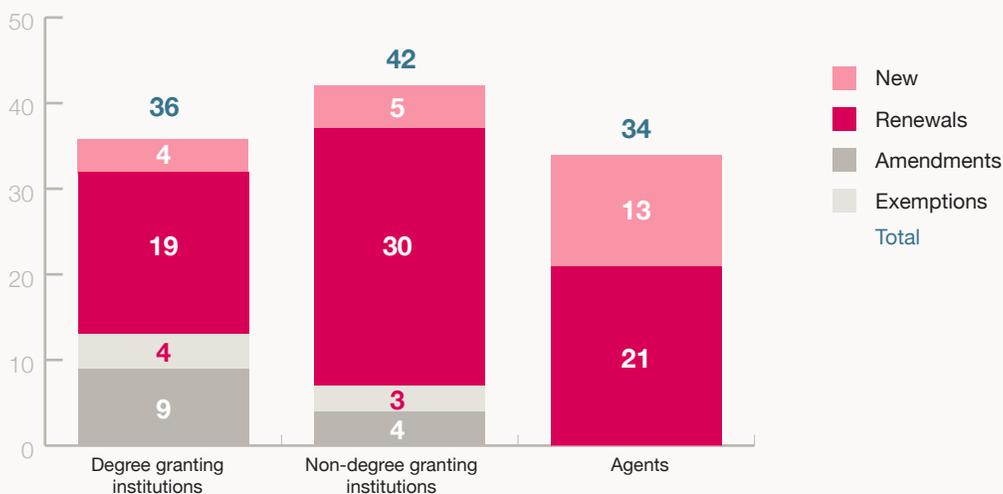
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Institutions closed

Licensed Postsecondary Institutions, by Ward



Number of Applications Processed



DEFINITIONS

**New Applicants:** First-time applicants for review by the ELC.

**Renewals:** Returning applicants seeking license renewal.

**Amendments:** Applicants are licensed institutions that wish to change their licenses before required renewal date. Examples of amendments include changes of address or adding and dropping programs.

**Exemptions:** Applicants that are seeking an exemption to standard licensure requirements based on a limited scope of service delivery, as defined in DCMR 38-1301.

**Agents:** Applicants are representatives of postsecondary institutions located outside the District who seek to recruit DC students.

Note: Institutions with permanent licenses or exemptions by Congressional charter do not renew annually. Data are from FY 14.

### Overview

The District of Columbia GED Program Office (GEDPO) is an official GED® testing center under the GED® Testing Service (GEDTS). The GEDPO serves as the single source in DC for administering the GED® Tests via computer and awarding the jurisdictional GED® credential. The GEDPO offers GED® testing in English, French, and Spanish. The GEDPO adheres to all regulations established by the GEDTS in administering the GED® Tests. It also offers certification exams, in addition to the GED®.

### Description of Services

The GEDPO offers the GED® Tests to first-time examinees and re-testers at a computer laboratory on-site. Through the use of GEDPO mobile laboratories, Certified Test Administrators (CTAs) conduct testing for adults in controlled life-space settings, (Department of Corrections and Corrections Corporation of America/Central Treatment Facility), and for youth in controlled and/or transitional life-space settings, (National Guard Challenge Academy, See Forever Foundation and the DC Receiving Home.) The GEDPO hosts a platform open to the public for taking the official GED® Practice Test (GED Ready®) in the office computer laboratory. In conjunction with GEDTS, the GEDPO addresses discrepancies of test-related records/transcripts requested through Parchment Exchange. The GEDPO also organizes and hosts the annual GED® Commencement with a traditional cap and gown ceremony to recognize the most current GED® credential-holders. With resources and support from GEDTS, the GEDPO plans to establish several new GED® testing centers throughout the city. The GEDPO also serves as a testing center for Microsoft® certifications.

### Goals

- To provide DC residents with a second chance to earn a high school equivalency by demonstrating competency through GED® tests.
- To increase the number of adults who receive a GED®.
- To make testing available via computer-based testing lab sites and offer remediation plans to support DC residents in passing the exam.

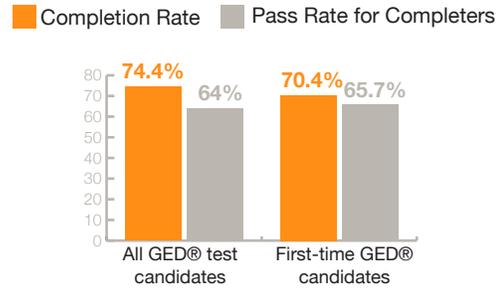
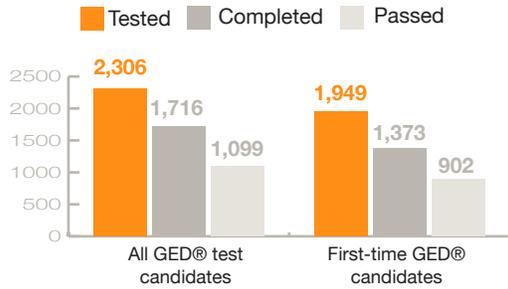
### Eligibility

Open to all District of Columbia residents 18 years of age and older who have not completed high school. Proof of current DC residency is required. For eligibility information, please visit [ged.com](http://ged.com).

### Contact

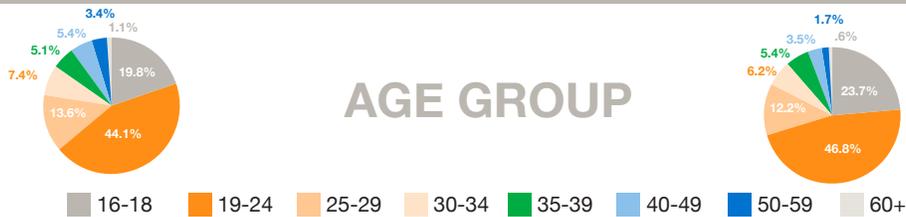
Philip L. PremDas; GED Administrator and Chief Examiner; OSSE/Division of Postsecondary and Career Education, 441 Fourth Street NW, Suite 370N, Washington, DC 20001; [philip.premdas@dc.gov](mailto:philip.premdas@dc.gov); (202)274-7173

Number of GED® test candidates who:



Percentage of GED® Test Candidates, by:

Percentage of GED® Test Passers, by:

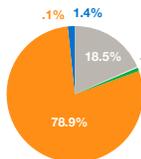
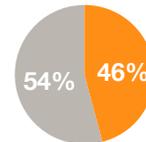


AGE GROUP



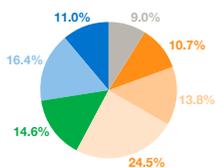
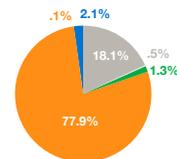
GENDER

Male  
Female



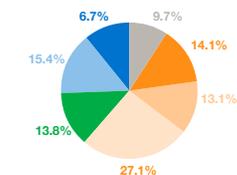
ETHNICITY

Hispanic Origin  
African American  
American Indian / Alaska Native  
Pacific Islander / Hawaiian  
Asian  
White



YEARS OUT OF SCHOOL

<1  
1  
2  
3-5  
6-10  
11-20  
21+



Data are from 2013 Annual Statistical Report on the GED® Test. 2013 was the final year of the 2002 Series GED® Test prior to the introduction of the 2014 Series GED® Test.

Note: Total percentages may not add to 100 due to rounding.

DEFINITIONS

**GED® Test Candidate:** An individual who sat for any part of the GED® test in 2013.

**First-time GED® Candidate:** An individual who sat for any part of the GED® test for the first time in 2013.

**GED® Test Completer:** A Candidate who tested in all five content areas of the GED® test in 2013.

**GED® Test Passer:** A Completer who met the minimum passing standard for the GED® test in 2013.

## Overview

The Office of Higher Education Financial Services (HEFS) offers financial assistance for District students to enroll in and complete postsecondary study. Rising college tuition and associated costs continue to dissuade students from accessing higher education, yet research shows that financial assistance contributes to higher rates of college enrollment and success for students from traditionally underrepresented backgrounds. HEFS' overall purpose is to support students in accessing, enrolling in, and completing postsecondary study by minimizing their financial costs.

## Description of Services

HEFS makes earning a postsecondary degree easier for students by minimizing the overall cost of attending and enrolling in higher education. Through the District of Columbia Tuition Assistance Grant (DCTAG), DC residents receive funding for tuition at public and private universities, with up to \$10,000 toward the difference between in-state and out-of-state tuition at public four-year colleges and universities, including public HBCUs; and up to \$2,500 toward tuition at two-year private institutions in Washington, DC, private HBCUs, and two-year public colleges throughout the country. HEFS also distributes scholarship funds for postsecondary education through the Mayor's Scholars Undergraduate Program (Mayor's Scholars), a program available to financially-needy District residents enrolled in an institution of higher education in Washington, DC. For FY 14, maximum Mayor's Scholars grant awards were \$3,000 for UDC-CC, \$7,000 for UDC, and \$10,000 for private institutions. These programs promote college affordability for District students and support the overall goal of the division to improve enrollment, graduation, certificate completion, and employment rates for youth and adults in the District.

## Goal

- To ensure students receive financial support that will enable them to enroll in and complete a postsecondary program of study on time and with less debt.

## Eligibility

Applicants must be District of Columbia residents admitted into or enrolled in an eligible first undergraduate degree program. Further eligibility requirements vary by scholarship program. Please visit the OSSE website for specific program eligibility.

## Contacts

Terrence Albert; Program Director; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 3rd Floor, Washington, DC 20002; [terrence.albert@dc.gov](mailto:terrence.albert@dc.gov); (202)481-3946

Kenneth Howard; Operations Manager; OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 3rd Floor, Washington, DC 20002; [kenneth.howard@dc.gov](mailto:kenneth.howard@dc.gov); (202)741-6483

Melissa McKnight; Director, OSSE/Division of Postsecondary and Career Education, 810 First Street NE, 3rd Floor, Washington, DC 20002; [melissa.mcknight@dc.gov](mailto:melissa.mcknight@dc.gov); (202)741-6413

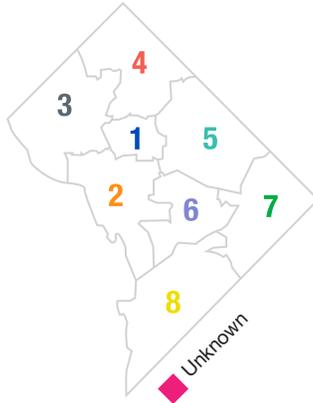
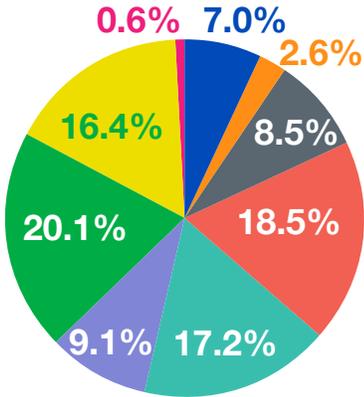
## DCTAG

**\$30M**  
DCTAG funding

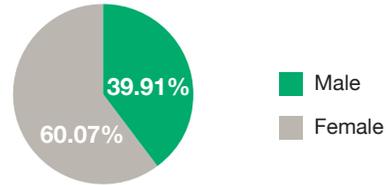
**4,570**  
Students Awarded

**\$7,153**  
Average per-student award  
(at 4-year institutions)

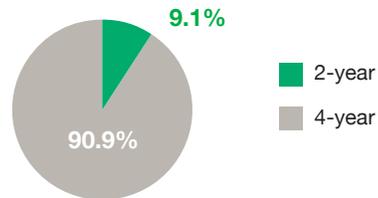
### Students Awarded, by Ward



### Students Awarded, by Gender



### Students Awarded, by Institution Level



**62.1%**  
DCTAG retention rate

**34.8%**  
DCTAG 4-year graduation rate

**51.0%**  
DCTAG 6-year graduation rate

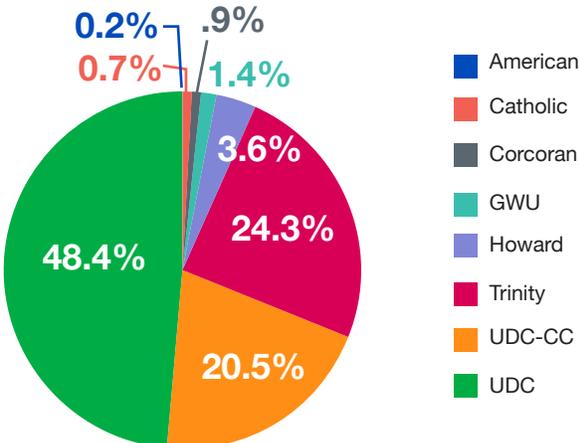
## Mayor's Scholars

**\$1.196 M**  
Mayor's Scholars funding

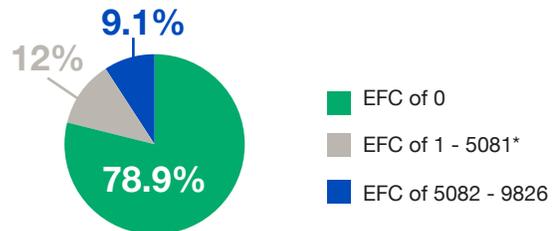
**441**  
Students awarded

**\$2,713**  
Average per-student award

### Students Awarded, by Institution



### Students Awarded, by Expected Family Contribution (EFC)



\*For SY 13-14, 5081 was the EFC threshold for Federal Pell Grant eligibility.

There are no reliable retention or graduation data available for Mayor's Scholars.

Notes: Data are for SY 13-14, or the most recent years in which data are available. The retention rate reflects students who enrolled in an institution using DCTAG funds, then enrolled in the same institution the following year using DCTAG. The 4-year graduation rate reflects students who graduated from any institution within four years of their initial enrollment. The 6-year graduation rate reflects students who graduated from any institution within six years of their initial enrollment.



### Overview

The DC ReEngagement Center (REC) is a “single door” through which youth ages 16-24 who have dropped out can reconnect to educational options and other critical services to support their attainment of a high school diploma or GED. The Office of the State Superintendent of Education opened the REC in fall 2014 with strong support from the Office of the Deputy Mayor for Education, the Department of Employment Services, Raise DC’s Disconnected Youth Change Network, schools, and community-based organizations and other key partner agencies.

### Description of Services

Services provided by the DC ReEngagement Center include conducting targeted outreach to a defined list of dropouts, as well as engaging walk-ins and referrals; assessing academic status and non-academic needs of youth and using this information to help them develop individualized education plans; identifying good-fit educational options (including DCPS alternative schools, public charters, and community based organizations); supporting the re-enrollment process (e.g. collecting required documents, accompanying youth on site visits, connecting to resources that will address reconnection barriers); and providing ongoing support for at least one year once re-enrolled.

### Goals

- To support students who have dropped out of high school by connecting them to barrier remediation services and reconnecting them to “best fit” secondary credentialing options.
- To increase the number of disconnected youth who are re-enrolled in educational programs through the REC.

### Contact

Ja’Sent Brown; Director; OSSE/Division of Postsecondary and Career Education, 4058 Minnesota Avenue NE, 2nd Floor, Washington, DC 20019; [jasent.brown@dc.gov](mailto:jasent.brown@dc.gov); (202) 671-2539

Note: Given the DC ReEngagement Center’s opening in fall 2014, the data dashboard will be available in FY16 after sufficient data have been collected.

- Carnevale, A. P., Smith, N., & Strohl, J. (2013). *Recovery: Job Growth and Education Requirements Through 2009*. Washington, DC: Georgetown University Center on Education and the Workforce.
- College Board. (2013). Retrieved February 20, 2015, from [professionals.collegeboard.com/testing/sat-reasoning/scores/averages](http://professionals.collegeboard.com/testing/sat-reasoning/scores/averages)
- OSSE. (2014). *Data Analysis*.
- OSSE. (2015). *Connecting Data to Practice: Sharing and Use of District Data*. Postsecondary and Career Education Conference.
- Pew Research Center. (2014, February). *The Rising Cost of Not Going to College*.
- U.S. Census Bureau. (2014). *American Community Survey 3-Year Estimates 2011-2013 for the District of Columbia*.

## TEAM MEMBERS

### DIVISION OF POSTSECONDARY AND CAREER EDUCATION

#### ADMINISTRATION

**Antoinette Mitchell, Ph.D.**

Assistant Superintendent of Postsecondary and Career Education

**Kilin Boardman-Schroyer**

Deputy Assistant Superintendent of Adult and Career Education

**Alicia Gadsden**

Program Analyst/Division Coordinator

#### PROGRAMS

##### AFE

**Julia Michelle Johnson**  
State Director, Adult &  
Family Education

**Cynthia Brown**  
Staff Assistant

**Nakia Lynch**  
Program Analyst

**Tracy Richard**  
Management Analyst

##### CTE

**Tony D. Johnson, Ed.D.**  
Career & Technical  
Education State Director

**Kim Freeland**  
Career & Technical  
Education State  
Performance  
Accountability  
Coordinator

**Maurace "Ed" Roebuck**  
Career & Technical  
Education State  
Performance  
Accountability  
Coordinator

**Kendra Smith**  
Career & Technical  
Education State  
Performance  
Accountability  
Coordinator

##### Career Education Development

**Simone García**  
Director, Career Education  
Development

**Tanya Mackall**  
Management Analyst

##### College and Career Readiness

**Melissa McKnight**  
Director, College and  
Career Readiness

**Mike Andrews**  
Program Manager

**Tiffany DeJesus**  
Program Manager

**Amelia Hogan**  
Early College Coordinator

**Michael Longaro**  
Program Manager

**Chloe Woodward-  
Magrane**  
Program Manager

## POLICY AND PLANNING

**Erin Krivicky**

Director of Policy and Planning

**Jessica Rodriguez**

Deputy Director of Policy and Planning

**Kim Goodman-Celay**

Manager of Program Performance

**Niranjan Murali**

Policy Analyst

## PROGRAMS

### ELC

**Angela Lee**

Executive Director,  
Education Licensure  
Commission

**Alesia Henry**

Education Compliance  
Specialist

**Dorothy Thomas**

Education Compliance  
Specialist

### GEDPO

**Philip L. PremDas**

GED Administrator and  
Chief Examiner

**Deysi Ramirez**

Staff Assistant (Bilingual)

**Meta Trivers**

Clerical Assistant

### HEFS

**Terrence Albert**

Program Director

**Kenneth Howard**

Operations Manager

**Lincois Anderson**

Management Analyst

**Lizette Brown**

Customer Service  
Specialist

**Toshia Dark**

Program Analyst

**Melanie Fleming**

Program/Disbursement  
Analyst

**Scott Gilbert**

Management Analyst

**Sir Walter Hemphill**

Management Analyst

**Tiffany Williams**

Management Analyst

### REC

**Ja'Sent Brown**

Director

**Luis Garcia-Cruz**

ReEngagement Specialist  
(Bilingual)

**Isaac Hammond-Paul**

Strategic Planning Officer

**Roderic Irby, Jr.**

ReEngagement Specialist

**Michael Lewis**

ReEngagement Specialist

**Dana Simpson**

ReEngagement Specialist



District of Columbia  
Office of the State Superintendent of Education

810 1st Street NE, 9th Floor,  
Washington, DC 20002

[osse.dc.gov](http://osse.dc.gov)



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202.727.6436

