



Transition Planning for English Learners Webinar

Division of Elementary, Secondary, and Specialized Education



Agenda

- Welcome & Objectives
- Introduction Activity
- Who Are English Learner (EL) Students?
- Transition Planning Defined
- Fun Fact Chat
- College Access for ELs
- Group Think Activity
- Dually Identified Students
- Disclosure of Disability/EL Status
- What Are Employability Skills?
- Why Does This Matter for ELs?
- Developing and Fostering Employability Skills
- Resources



Training Objectives

In this half-day training, educators who support secondary English Learners (ELs) will learn processes to assist students with planning for life beyond high school.

- 1: Participants will be exposed to practices that lead ELs and ELs with identified disabilities to success in attaining postsecondary employment and completing postsecondary education.
- 2: Participants will work toward constructing a work plan for their school/LEA to support transitioning ELs in:
 - 1) high school completion
 - 2) postsecondary education
 - 3) postsecondary employment



Introduction Activity

- 1) In the chat box, type your name, title, and school name. Estimate the number of dually identified students who are served in your school/LEA.
- 2) Reflect on the following questions and jot down your thoughts for later reference:
 - Who are English learners?
 - How do these students fare in terms of academic success?
 - What are the outcomes for college and career readiness and success?



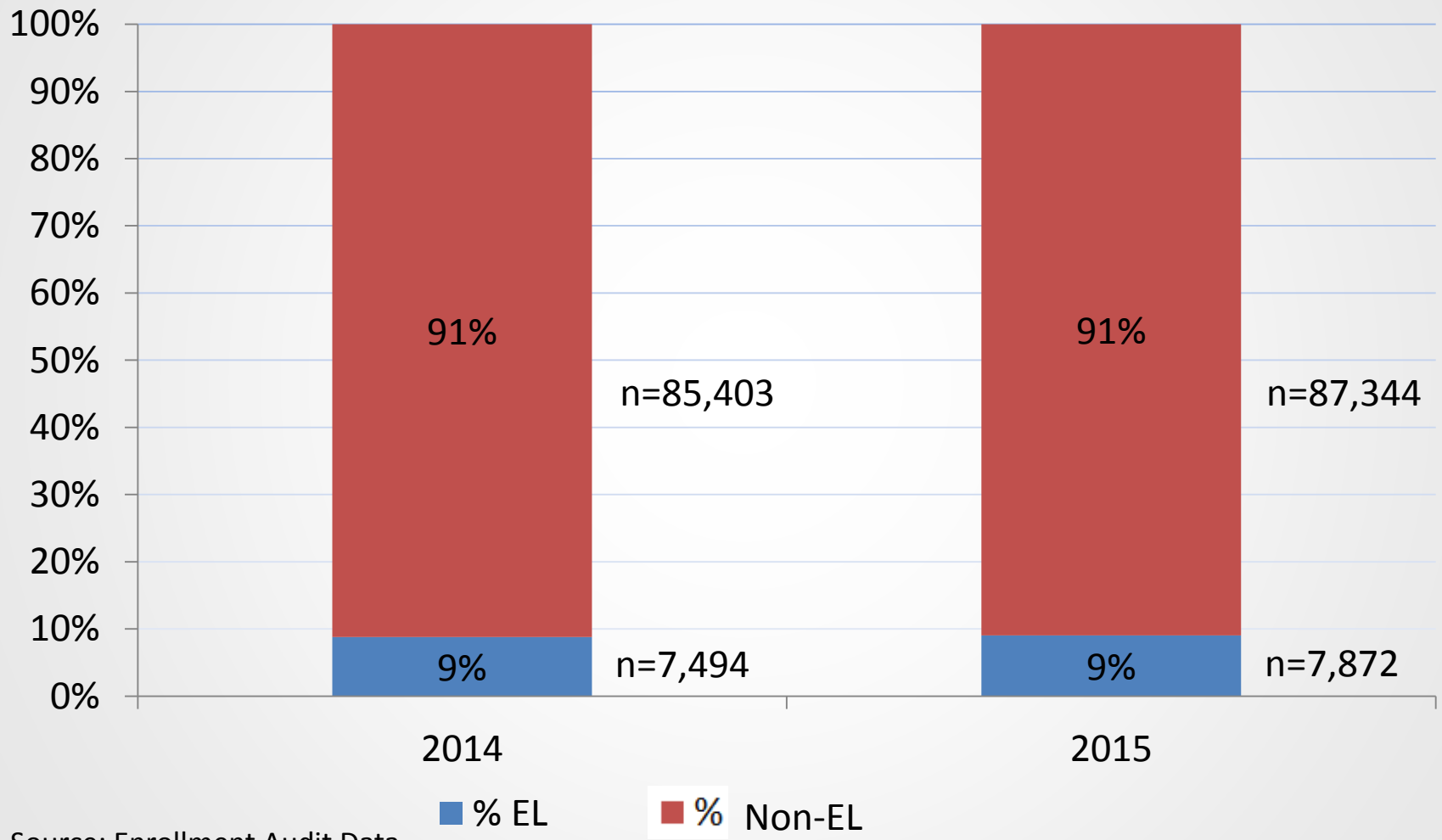
Who Are English Learner (EL) Students?



An English Learner is an individual who:

- who is aged 3 through 21;
- who is enrolled or preparing to enroll in an elementary school or secondary school;
- who was not born in the United States *or* whose native language is a language other than English;
 - including Native American or Alaska Native, or a native resident of the outlying areas; and comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or is migratory and comes from an environment where a language other than English is dominant; and
- whose difficulties in speaking, reading, writing, or understanding the English language deny the individual-
 - the ability to meet the challenging State academic standards;
 - achieve in classrooms with English Instruction; or
 - the opportunity to fully participate in society

EL Student Enrollment in DC



Source: Enrollment Audit Data



Demographic Trends

By 2060:

- **82 percent population growth due to immigration**
- 64 million will be immigrants
- 3 million will be their grandchildren

– Nonie Lesaux, Harvard Graduate School of Education,
The Opportunity of Bilingualism course, Fall 2016



NELS:88 Study

- 1 in 8 English learners (ELs) earned a B.A.
- 1 in 4 culturally and linguistically diverse students earned a B.A.
- 1 in 3 native English speakers earned a B.A.

1 in 5 ELs dropped out of school

-National Education Longitudinal Study of 1988
Conducted by the National Center for Education Statistics



NELS:88 Study Findings

Postsecondary preparation is now vital for entry into the workforce.

Bachelor's or undergraduate degree is now the minimum standard for a high-paying job.

Rampell, Catherine. "The college degree has become the new high school degree." *The Washington Post*. WP Company, n.d. Web. 04 Jan. 2017.



Transition Planning Defined

What is a transition plan?



A roadmap that informs instruction and leads to educational and postsecondary success.



Transition Plans for Students with Disabilities

Effective transition plans include:

- Transition assessments
- Postsecondary and annual transition goals
- Course of study
- Transition services and activities
- Interagency collaboration



Federal Transition Requirements

Transition Services

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include –

- 1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
- 2) The transition services (including course of study) needed to assist the child in reaching those goals.

—34 C.F.R. § 300.320(b)



Federal Transition Requirements

Transition services means a coordinated set of activities for a child with a disability that—

- 1) Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation



Federal Transition Requirements

Transition services, continued...

- 2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
- i. Instruction;
 - ii. Related services;
 - iii. Community experiences;
 - iv. The development of employment and other post-school adult living objectives; and
 - v. If appropriate, acquisition of daily living skills and provision of functional vocational evaluation.

—34 C.F.R. §300.43 (a)



EL Transition Regulations

- Currently, there is no federal, state, or local law governing postsecondary planning for ELs.
- Career and college planning for ELs typically occurs as part of the postsecondary counseling activities available at schools as offered for the general student body.
- Transition planning for dually identified students *may* include provisions for language support.



EL Transition – A New Paradigm

The value of “transition” planning for ELs:

- Includes student and adult input
- May address needs that are not addressed by college and career counseling
- At the discretion of the IEP team, ELs with identified disabilities can have language support documented on an IEP as part of their transition plan



College Access for ELs



Fun Fact Chat

Language is ***not*** the main factor inhibiting college access.

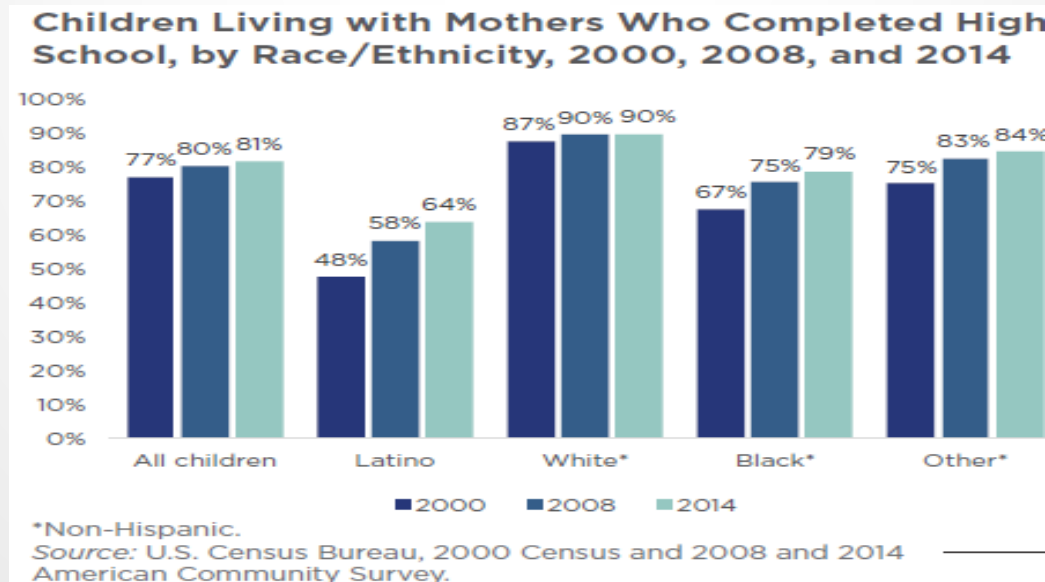
Can you guess what the other factors are???

Use chat box to name at least one other factor that inhibits college achievement.



Inhibiting Factors

- Economics – paying for school, family obligations
- Parents' socio-cultural situation – identity (race and ethnicity), less educated
- High school academic background – EL classes take time away from college prep courses; stigmatized by label
- External factors (e.g., family, jobs, living, transportation, etc.)



1) Economic capital:

The ability to pay for school, housing, fees, books, activities, travel, uniforms, meals, etc.





Being well-versed in the application process;

Ability to tap into the 'right code', writing and speaking as successful native English-speaking peers do.



3) Social capital:

Familial support (talking to student about post sec) and networks/being well-connected (the biggest lag)





Postsecondary Access for ELs – Elements

4) Academic capital:

Aptitude;
content mastery;
grades;
school quality; and
completion of college
preparatory courses



5) Language capital:

English fluency





Steps to College & Career Readiness: ELs

- **Trusting relationships that lead to strong guidance around postsecondary options**
- Create an awareness for families and students of postsecondary options
- Open an avenue for advising families and students about postsecondary options
- Create the time to assist families and students to prepare for postsecondary options





Steps to College & Career Readiness: ELs

Take a moment to reflect on the table below.

AWARE	ADVISE	PREPARE
Create an awareness for families and students of postsecondary options	Open an avenue for advising families and students about postsecondary options	Create the time to assist families and students to prepare for postsecondary options



Dually Identified Students



Dually Identified Students: English Learners and Special Education Students

- English learners who are also identified as having a disability under the IDEA have unique learning needs and challenges because of the interaction of their disability with learning a new language.
- These students are legally entitled to English Language Learner services and special education services.



Language Learning or Disability?

- Bilingual assessment issues:
 - Evaluations/assessments for special education eligibility are usually in English
 - Assessments are linguistically challenging
 - Many ELs are not proficient in their native language so bilingual assessments cannot tease out disability from learning the language
 - Special education referral process can be subjective



Over-Identification in Special Education

- Students who have a black, Latino, or Native American background tend to be overrepresented in special education as compared to white students.
- English Learners tend to be disproportionately labeled with a specific learning disability (SLD) or speech language impairment (SLI).



Consequences of Over-Identification

- Culturally and linguistically diverse students who have an SLD classification are less likely to go to college than white students with same disability.
- Large percentage of youth with disabilities are in detention and correctional facilities.



Prevention of Over-Identification

- Ensure that the person providing the assessment is completing in the student's native language.
- Be sure to have the assessor review existing data available regarding student's linguistic background and academic performance.
- Don't forget to review the ACCESS for ELLs scores!



Dually Identified Student's IEP Team

- The IEP team drives the IEP development process.
- EL coordinator or EL teacher **should be** a member of the IEP team.
- The IEP team must consider the language needs of the student and how those needs relate to the student's IEP goals.



Dually Identified Student's IEP Team

- The team must consider the language needs of the student:
 - The team must tease out the language proficiency needs of the student from the student's disability needs
 - Determine the language deficiencies and the most appropriate services for the student
- All decisions made by the team should be documented in the student's IEP



Delivery of Services

- The special education and EL programs must collaborate to determine the most effective approach to instructing the student.
 - The two departments must establish plan to address the special education and language needs of the student.
- Depending on the complexity of the student's disability, the team will need to determine where the special education and EL services will be delivered (according to student's least restrictive environment or LRE).



Teachers of Dually Identified Students

- Teachers of the student with dual needs should know the following information:
 - Level of English language proficiency
 - Level of home language proficiency
 - Information about the student's disability classification
 - How this disability affects the child's learning
 - Services and accommodations
 - Annual goals as prescribed in the IEP



Postsecondary Transition

- Transition should be culturally responsive
 - form relationships with families
 - avoid stereotypes/biases
 - build trust
- Individualize transition plans
 - linguistic diversity
 - cultural experiences
- Allow access to general and vocational education curricula
- Plan should foster positive:
 - racial identity
 - relationships with teachers and peers



Disclosure of Disability/EL Status



What is Disability Disclosure?

- Disclosure is necessary if the youth with a disability wants to receive accommodations at work or in a postsecondary setting.
- Disclosing one's disability is a personal decision that a young person with a disability chooses to make in a postsecondary environment or employment.
- Effective disclosure occurs when a person is knowledgeable about his or her disability and can talk about his/her needs, skills, and abilities.
- The decision to disclose one's disability is completely at the discretion of the person who has the disability.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities



EL Disclosure

- While the Americans with Disabilities Act (ADA) protects persons with disabilities who chose to disclose, there is no such protection afforded to students with an EL designation.
- Disclosing an EL designation might be important at the postsecondary level because educators will have information that may help inform instruction for that particular student.
 - That help may look like accommodations for class, study, and/or tests, direct language support with a trained English instructor, and/or counseling for culturally diverse students, among other supports.

Disclosure of EL status is **not mandatory** at any point in a person's educational career or employment.



Disadvantages of Disclosure

- Can lead to experiences of exclusion.
- Can cause others to treat the person differently.
- Others might view person with a disability as needy or unable to perform on par with peers.
- Can be difficult or embarrassing.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities



Advantages of Disclosure

- Allows a person with a disability to receive supports and reasonable accommodations.
- Provides legal protection against discrimination as specified in the Americans with Disabilities Act (ADA).
- Ensures that a person with a disability gets what s/he needs in order to be successful.
- Improves self-image through self-advocacy.
- Increases the level of comfort on a job or in a postsecondary institution.



Postsecondary Disclosure

- Once a young person with a disability enrolls in a postsecondary institute, s/he can request services and supports from the office or staff who oversees disability support services.
- Many postsecondary institutes have an office called Disability Supports Services.
- Accommodations at the postsecondary level need only be given when a student discloses his or her disability and requests accommodations.
- Staff is not required to provide accommodations to students who chose not to disclose their disabilities.



Postsecondary Disclosure

- It is not essential to divulge specific personal information about one's disability.
- It is important to disclose how that person's disability affects his/her capacity to learn and study effectively.
- It is also important to provide information about the environment, supports, and services the person with a disability needs in order to access, participate in, and excel in his or her area of study.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities



When to Disclose

- Four options for when to disclose:
 - Prior to enrollment
 - At the time of enrollment
 - During their course of study
 - Never



Disclosure on the Job

- Accommodations in the workplace are only provided when a worker discloses his/her disability and requests job accommodations.
- Employers and/or coworkers are not required to provide accommodations to workers who have chosen not to disclose their disabilities.
- A disability is only important to disclose if it affects a person's ability to perform the essential functions of a job.
- The prospective employer wants to know that the person being interviewed is qualified and can perform the core responsibilities of the job including with accommodations and supports.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities



Educators' Role in Disability Disclosure

- Our role as educators is to support the youth with a disability, as s/he decides whether or not to disclose his/her disability.
- Prepare the young person with a disability to feel empowered and secure in disclosing his/her disability in order to get accommodations.

Source: The 411 on Disability Disclosure: A Workbook for Youth with Disabilities



What Are Employability Skills?

Defining Employability Skills

Employability skills are the general skills and knowledge that are necessary for success in the labor market at all employment levels and in all sectors.



Adapted from College and Career Readiness & Success Center at American Institute for Research.



Activity 1: Identifying Employability Skills

Brainstorm activity:

1. On your own, generate a list of your **top five** most important employability skills.
2. Jot your list into the chat box.

Adapted from College and Career Readiness & Success Center at American Institute for Research.



Employability Skills Framework

The thoughtful integration of academic knowledge and technical skills, put to practical use in the workplace

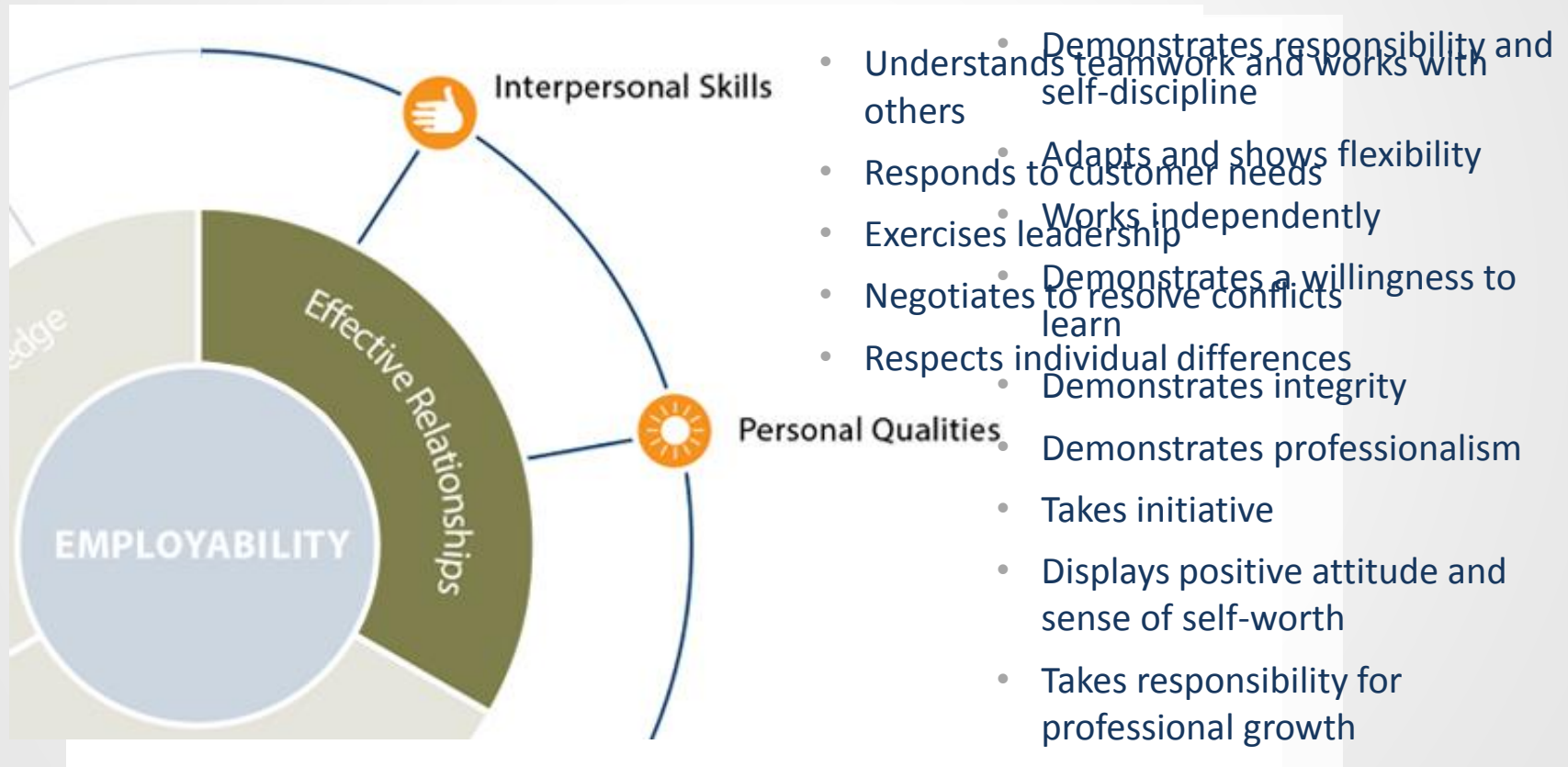


The skills that enable individuals to interact effectively with clients, coworkers, and supervisors

The skills employees need to successfully perform work tasks

Adapted from College and Career Readiness & Success Center at American Institute for Research.

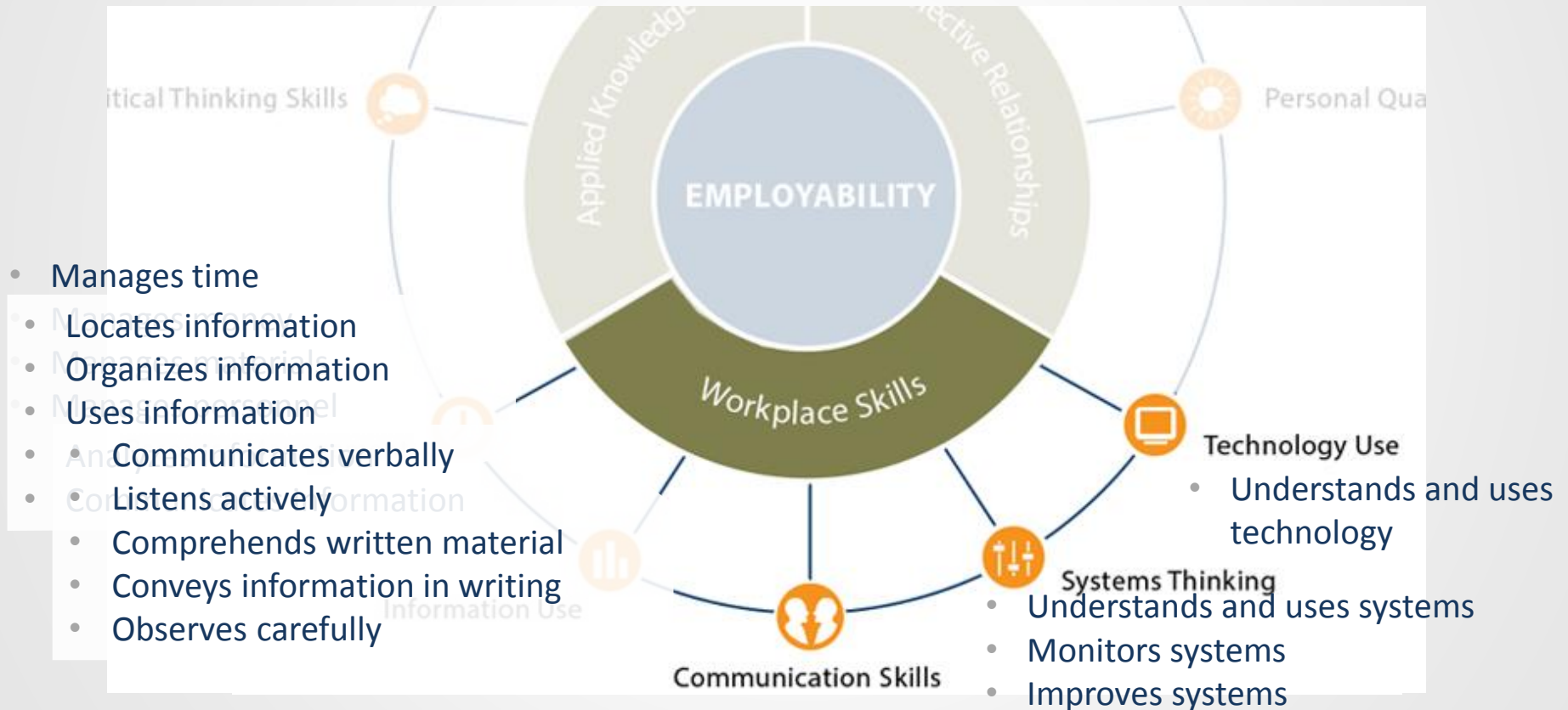
Effective Relationships



Adapted from College and Career Readiness & Success Center at American Institute for Research.



Workplace Skills



Adapted from College and Career Readiness & Success Center at American Institute for Research.

Time Management Across Different Cultures

- <https://www.youtube.com/watch?v=vYt7qPDnEyw>



Adapted from College and Career Readiness & Success Center at American Institute for Research.

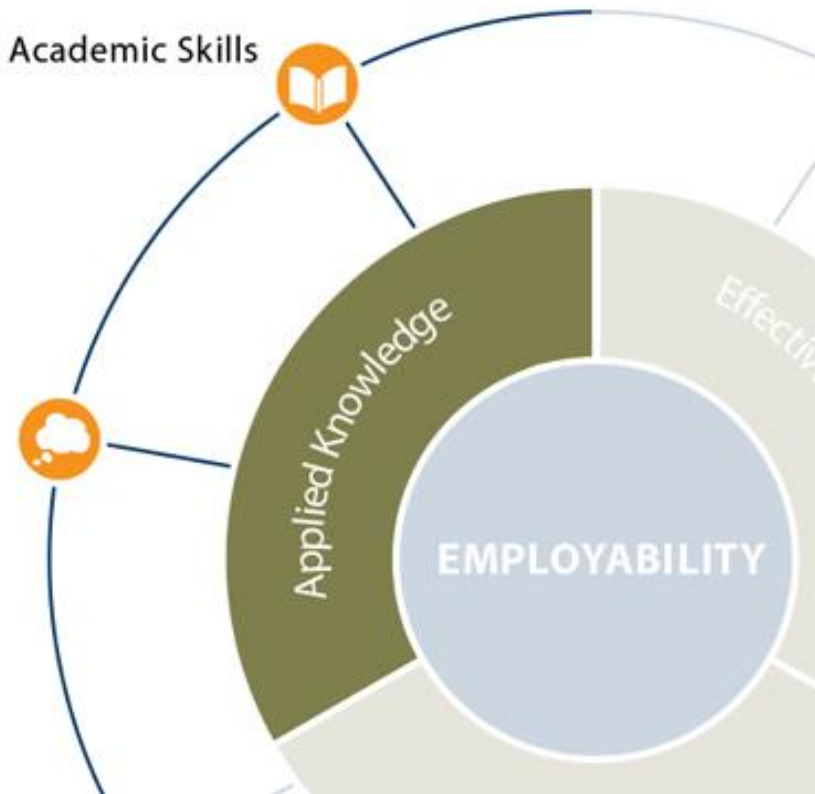
Applied Knowledge

- Uses reading skills
- Uses writing skills
- Uses mathematical strategies and procedures
- Uses scientific principles and procedures

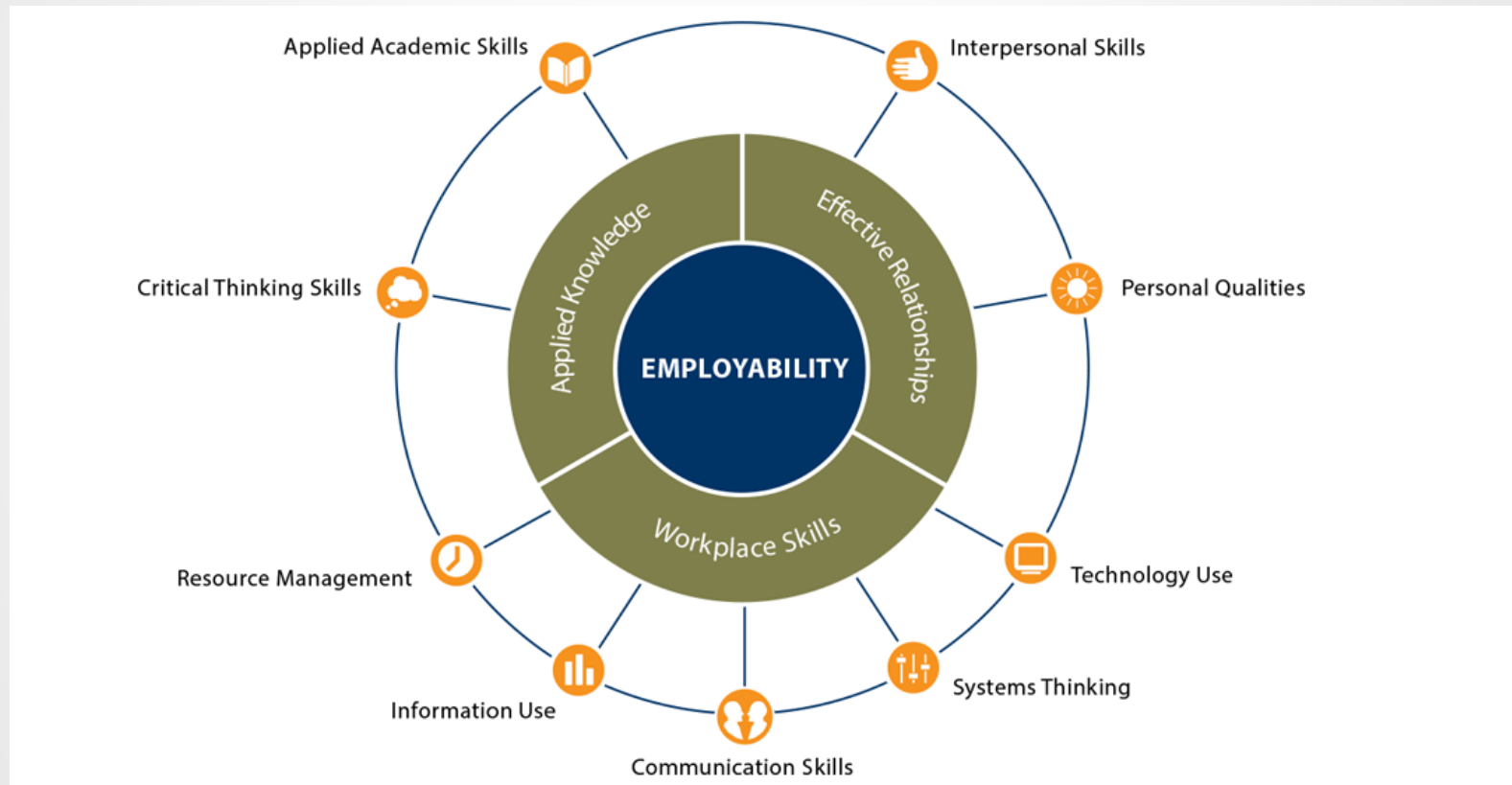
- Thinks critically
- Thinks creatively
- Makes sound decisions
- Solves problems
- Reasons
- Plans and organizes

Critical Thinking Skills

Applied Academic Skills



Employability Skills Framework



Adapted from College and Career Readiness & Success Center at American Institute for Research.



Discuss and Share

- How did your list of employability skills compare with those in the Employability Skills Framework?
- Were you surprised by any of the skills included in the Framework?



- Are these the same skills English learners will need to succeed in higher education and in their careers?
- What are the instructional implications of helping English learners develop these skills?



Why Does This Matter for ELs?



Academic Performance of ELs

- The National Assessment of Educational Progress (NAEP) has collected data on ELs in reading since 1998 and in mathematics since 1996
 - In 2015, the reading achievement gap between non-EL and EL students was **37 points** at the fourth-grade level and **48 points** at the eighth-grade level.
 - In 2015, the mathematics achievement gap between non-EL and EL students was **25 points** at the fourth-grade level and **38 points** at the eighth-grade level.

Source: National Center on Education Statistics (2016)



High School Graduation

- English learners have some of the lowest high school graduation rates, with only 59 percent of ELs completing high school in four years in school year 2011–12, more than 20 percentage points lower than the U.S. average.

Source: National Center for Education Statistics (2014)



Education and Income

	Median weekly earnings	Unemployment Rate
Doctoral degree	\$1,623	1.7%
Professional degree	\$1,730	1.5%
Master's degree	\$1,341	2.4%
Bachelor's degree	\$1,137	2.8%
Associate's degree	\$798	3.8%
Some college, no degree	\$738	5.0%
High school diploma	\$678	5.4%
Less than a HS diploma	\$493	8.0%
	\$860 All workers	4.3% All workers



Employability Skills and Workforce and Earnings

- Development of “soft skills” can predict employment and earnings.
- Youth who have had fewer educational opportunities can develop these skills to enhance their employment opportunities and success in the workforce.
- These skills are more influential on earnings among workers who earn less money.

Source: Lippman, Ryberg, Carney, & Moore (2015)



Importance of Employability Skills

- Employability skills are cited among the most important skills by employers (Hart Research Associates, 2015; Think Global and the British Council, 2011).
- A lack of employability skills may contribute to a “talent shortage” (ManpowerGroup, 2012).



Developing and Fostering Employability Skills



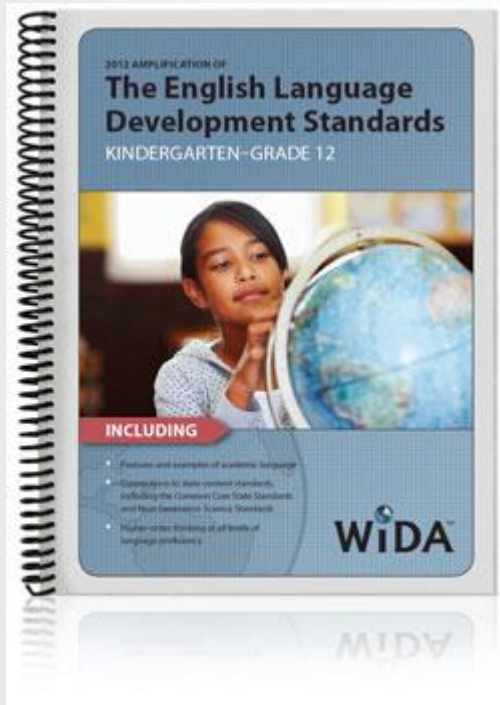
Connecting to Existing Work

- Part of other college and career readiness initiatives:
 - *Postsecondary preparedness expectations and definitions
 - *College and career-ready standards
 - *Development of English proficiency
- Materials focus on two relevant policy initiatives:
 - *State college and career-readiness standards
 - *WIDA English language development standards



WIDA English Language Development Standards

- WIDA website
- <https://www.wida.us/standards/eld.aspx>





Content and WIDA Standards

Employability Skills		WIDA	Common Core State Standards
Applied Knowledge	Applied Academic Skills	X	X
	Critical Thinking Skills	X	X
Effective Relationships	Interpersonal Skills	X	X
	Personal Qualities		
Workplace Skills	Resource Management		
	Information Use	X	X
	Communication Skills	X	X
	Systems Thinking		
	Technology Use	X	X



Working Session: Work Plan Development



EL Transition Planning Exemplar

- ✓ School recognizes the need for differentiated support (newcomer, long-term, or reclassified EL)
- ✓ ELs get appropriate assessments
- ✓ Schedule courses that lead to high school graduation and college entry, including college credit-bearing courses
- ✓ Instruction includes strategies to help ELs meet the language demand
- ✓ School support is specific to EL's needs



EL Transition Planning Exemplar

- ✓ Continuous PD for teachers and staff
- ✓ Students, teachers, and families are aware of academic and graduation goal
- ✓ Schools partner with CBOs, higher education institutes, apprenticeships on behalf of ELs
- ✓ Extended learning opportunities (afterschool programs, summer programs)
- ✓ Schools provide continuous yearlong PD on EL instructional support strategies for all teachers



Work Plan Sample

IMPLEMENTATION TOOLKIT

Positive Identity and Primary Language Development

GOAL 1: Reflect students linguistic and cultural diversity in curriculum and teaching and integrate this into daily practice

STRATEGY 1: Ensure social studies, English, science and other curricula are inclusive and culturally relevant

Potential Road Map Lead: Puget Sound Educational Service District (PSED)

Action Steps

Targets

Potential Funding

Project Team

- Review current district policies to ensure they are well implemented, ongoing, and functioning
- Establish review processes to screen for bias and name plan to address racial equity with appropriate stakeholders

Artifacts

TBD 2014

- Staff/faculty/leadership utilize data to develop deep understanding of their students cultural/ linguistic background and integrate this into daily practice
- Professional development for teachers/staff/faculty addresses white privilege/race, authentic relationship building, and supporting positive identity development for students and families
- Professional development infrastructure addresses culturally responsive teaching

Portfolio that demonstrates this

TBD 2014

- Instruction throughout the day and across K-12, as evidenced in Classroom Based Assessments (CBAs) and other student work, engages students in learning not only about multiple cultures, but also to reflect on relationships between cultures and themselves
- Social studies, English and science classroom materials and online content includes topics and authors that are representative of the school community and diverse student population

Portfolio that demonstrates this

TBD 2014



Work Plan

GOAL 1: Pave the way for high school completion

STRATEGY 1: Create individualized course maps with reduced barriers to completing graduation requirements.

Action Steps	Target Date	Team



Work Plan

GOAL 1: Pave the way for high school completion

STRATEGY 2: Connect schools to post-secondary education and vocational sites.

Action Steps	Target Date	Team



Work Plan

GOAL 1: Pave the way for high school completion

STRATEGY 3: Promote meaningful pathways for ELs into college through district and college partnerships.

Action Steps	Target Date	Team



Work Plan

GOAL 2: Provide outreach and guidance for postsecondary options

STRATEGY 1: Promote awareness, advising and preparation to ELs students and families in navigating the college-going and career-exploration process, starting in middle school, both in and out of school.

Action Steps	Target Date	Team



Work Plan

GOAL 2: Provide outreach and guidance for postsecondary options

STRATEGY 2: Provide information and resources to students and their families regarding their post-secondary options, funding opportunities (applicable for families along the continuum of citizenship including undocumented students), and planning for post-high school life and career.

Action Steps	Target Date	Team



Resources



EL Guidebook

- OSSE has released a new guidebook for “Delivering Education Services to English Learners”

<http://www.learndc.org/classrooms/resource/educational-approaches-outlined-el-guidebook>



Employability Skills Framework Website

- One-stop resource for information on employability skills for instructors, administrators, employers, and students
 - Key content:
 - Interactive Skills Framework
 - Assessment Comparison Worksheet
 - Lesson Planning Checklist
 - Access audience-specific landing pages
- <http://cte.ed.gov/employabilityskills/index.php/framework/>



Postsecondary Resources

- College Board Planning Resources in Spanish
 - <https://bigfuture.collegeboard.org/get-started/educator-resource-center/spanish-language-handouts>
- College Board Simplifies Request Process For Test Accommodations
 - <https://www.collegeboard.org/membership/all-access/counseling-academic/press-release-college-board-simplifies-request-process>
- College Board Site in Spanish
 - <https://padres.collegeboard.org/>
- DC Tuition Assistance Grant
 - <http://osse.dc.gov/dctag>
- Federal Student Aid website in Spanish
 - https://fafsa.ed.gov/es_ES/
- The Four Keys to College and Career Readiness
 - <http://www.epiconline.org/what-we-do/the-four-keys/>
- Mayor's Scholars Undergraduate Program
 - <http://osse.dc.gov/mayorsscholars>
- Scholarship Opportunity for Undocumented College-Bound Youth
 - <http://www.thedream.us/>



Transition Assessment Resource

- The *Envision Your Career* transition assessment is for adolescents and young adults “with limited or no English language skills, those with limited reading and writing skills, people who are deaf and hard of hearing, and other differently-abled people.”

<http://www.impactpublications.com/envisionyour-careeralanguage-freevideocareerinterestinventorydvd.aspx>



English Language Learner Work Group

- Work plan adapted from the Action Plan from the Road Map Project and One America:

<http://www.roadmapproject.org/wp-content/uploads/2014/01/ELL-Work-Group-Action-Plan.pdf>



Research

Integrating Employability Skills: A Framework for All Educators, Trainor, Audrey A.; Kim, Hyejung; and Murray, Angela, Wisconsin Center for Education Research, University of Wisconsin-Madison, August 2014.

<http://files.eric.ed.gov/fulltext/ED556483.pdf>

Credit for Proficiency: The Impact of the Road Map World Language Credit Program on Student Attitudes Toward Bilingualism and School, Motamedi, Jason Greenberg; Jaffery, Zafreen, Education Northwest, October 2014.

<http://educationnorthwest.org/sites/default/files/resources/road-map-credit-for-proficiency.pdf>



Research

Postsecondary Transition and English Learners with Disabilities: Data from the Second National Longitudinal Transition Study

<https://nces.ed.gov/surveys/nels88/>



Facilitator's Guide



Handouts



Workbook



Agenda



Joint Federal Guidance

Dear Colleague letter published by the Departments of Justice and Education on January 7, 2015 regarding the obligations of public schools to comply with Title VI of the Civil Rights Act of 1964.

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>



| Q & A



Professional Development Opportunities

The OSSE Teaching and Learning Team offers a wide variety of professional development opportunities.

Ways to stay informed:

1. LEA Look Forward Weekly Newsletter
osse.dc.gov/newsroom/newsletters
2. Teaching and Learning PD Calendar
osse.dc.gov/publication/2016-17-school-year-k-12-program-calendar
3. OSSE Events Calendar
osse.dc.gov/events



District of Columbia
Office of the State Superintendent of Education

LEA LOOK FORWARD

Oct. 26-Nov. 1, 2016

In this issue...

- [2017 DC Green Ribbon Schools Application Released](#)
- [Join RaiseDC for the Graduation Pathways Summit](#)
- [SLED Training](#)
- [Introduction to Secondary Transition for Middle Schools](#)
- [ESSA Engagement Update: Surveys and Upcoming Focus Groups](#) (webinar recap, surveys closing, and future engagement opportunities) (reminder)
- [Teacher Data Collections](#) (update and reminder)
- [Access to Emergency Epinephrine in Schools Amendment Act of 2015](#) (reminder)
- [OSSE Statewide Student Information System Lunch and Learn](#)

November 2016						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 RSP SEDS Train-the-Trainer ELA in the Math Classroom Book Study	4	5
6	7 DC STEM Summit "STEM in the City"	8	9	10	11 Holiday	12
13	14 ACCESS Test Prep	15 ACCESS Test Prep SY 2016-17 School Based Medicaid Re- imbursement Training	16 LEA Sped POC Monthly Webinar	17 ELA in the Math Classroom Book Study	18	19
20	21	22	23	24 Holiday	25	26
27	28	29 LEA Institute: It Takes a City	30 Nonpublic SEDS POC Webinar			



Educator Talent Pool

District of Columbia Educator Talent Pool

- The Office of State Superintendent of Education (OSSE) has formed the OSSE Educator Talent Pool to recognize and leverage the expertise of outstanding District of Columbia Educators. The Talent Pool includes teachers, specialists, and administrators who are outstanding, innovative, and dedicated to education. For more information and to make a recommendation visit: <https://seo.dc.gov/service/district-columbia-educator-talent-pool>



Closing Remarks

For more information, please contact:

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Acknowledgements

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Thank you!