

# POST-ESSER SUSTAINABILITY PLANNING SUPPORTS FOR LEAS



This guide is part of OSSE's post-ESSER sustainability planning supports for LEAs. We have a four-pronged approach to helping LEAs prepare for the end of ESSER funding in September 2024 and to sustain their highest-impact ESSER investments. [See here for more details.](#)



To continue learning acceleration and addressing the effects of the COVID-19 pandemic beyond the ESSER grant period, OSSE encourages LEAs to prioritize the following **six evidence-based strategies** in their budgeting and strategic plans for Fiscal Year 2025 and beyond:

- 1 [Implement High-Quality Instructional Materials with Aligned Professional Development](#)
- 2 [Expand Access to High-Impact Tutoring](#)
- 3 [Extend Learning with Summer and After School Opportunities](#)
- 4 [Invest in Mental Health Supports for Students](#)
- 5 [Reduce Chronic Absenteeism](#)
- 6 [Reimagine High School through Strengthened Career and College Connections](#)

These strategies are consistent with OSSE's own [recovery investment areas](#) and [FY23-25 Strategic Plan](#), as well as recent guidance from [U.S. Department of Education](#) on ESSER-ARP liquidation extension and the [White House](#).

Throughout the spring and summer, OSSE will provide supports to LEAs to leverage local and/or federal grant funds to continue these strategies, as well as opportunities to learn and share resources and best practices in implementation from other LEAs, OSSE and other District agencies, and external partners.

## Implement High-Quality Instructional Materials in English Language Arts (ELA) and Math with Aligned Professional Development

**STRATEGY** OSSE supports strategies that strengthen the quality of classroom instruction for all students and offer targeted interventions for students with greater needs. Research<sup>1</sup> shows that providing teachers with high-quality instructional materials (HQIM) and the support to use those resources well is one of the best ways to improve student learning. HQIM are defined as sequential, comprehensive materials that are evidence-based and aligned with District of Columbia content standards. OSSE strongly encourages all LEAs to select, adopt and implement HQIM through the purchase of curricula and accompanying professional development training for educators who will use the curricula.

### OSSE RESOURCES

- OSSE developed the following resources to support LEAs through the [Six Steps of HQIM Adoption](#) for ELA and Math materials:
  - [English Language Arts High-Quality Instructional Materials Guidance](#)
  - [Math High-Quality Instructional Materials Guidance](#)
  - [Compare and Investigate Materials Guidance](#)
  - [Materials Adoption Guidance](#)
- **Zearn:** OSSE purchases this high-quality digital math curriculum for LEAs across the District and provides related professional development. LEAs who are interested in a license for school year 2024-25 can contact Miryam Oziel at [Miryam.Oziel@dc.gov](mailto:Miryam.Oziel@dc.gov).

### EXTERNAL RESOURCES

- **Review Tools (EdReports):** Set of review criteria and evidence guides for ELA, math, and science curriculum at K-2, 3-8 and high school levels.
- **Curricula Reports (EdReports):** Free reviews of K-12 instructional materials that offer comprehensive information about standards alignment and quality.
- **Curriculum Evaluation Guidelines (The Reading League):** Free resource to help curriculum review teams review Tier I literacy curricula to ensure instructional practices are aligned with the scientific evidence base of how children learn to read.

### SUPPORT & TECHNICAL ASSISTANCE

- **Community of Practice: HQIM Literacy Focus:** This CoP open to all LEAs will launch in Spring 2024 and will focus on supporting LEAs with planning and change management when rolling out new literacy instruction and materials to educators.
- **OSSE's Learning Management System (LMS) platform:** OSSE provides content-specific professional development offerings focused on content and pedagogy. This includes offerings aligned to HQIM that incorporate time to plan. LEAs and educators can find upcoming opportunities and registration links on the LMS.
- **OSSE TAL PD Bulletin Monthly Newsletter:** LEAs and educators can subscribe for updates and information about upcoming professional development opportunities as they become available.

### EVIDENCE BASE

Chingos, M., Whitehurst, G. (2012). [Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core](#). Brown Center on Education Policy at Brookings.

Koedel, C., Polikoff, M. (2017). [Big Bang for Just a Few Bucks: the Impact of Math Textbooks in California](#). Economic Studies at Brookings, Evidence Speaks Reports, Vol 2 (5).

Boser, U., Chingos, M., Straus, C. (2015). [The Hidden Value of Curriculum Reform: Do States and Districts Receive the Most Bang for Their Curriculum Buck?](#) Washington, DC: Center for American Progress.

To learn more about OSSE's High Quality Instructional Material resources and supports for LEAs, please contact:

- *Math Standards and Instruction* | Miryam Oziel, [Miryam.Oziel@dc.gov](mailto:Miryam.Oziel@dc.gov)
- *Literacy & ELA Standards and Instruction* | Vaani Gupta, [Vaani.Gupta@dc.gov](mailto:Vaani.Gupta@dc.gov)

<sup>1</sup> Achieve (2017). *What the Research Says*. Accessed March 7, 2024. [achieve.org/files/IMResearch2.0.pdf](https://achieve.org/files/IMResearch2.0.pdf)

## Expand Access to High-Impact Tutoring

<b>STRATEGY</b>	<p>OSSE supports strategies that strengthen the quality of classroom instruction for all students and targeted interventions for students with greater needs. There is a strong body of evidence demonstrating the effectiveness of High-Impact Tutoring (HIT) in producing dramatic gains in student learning, particularly for low-income students. HIT programs are grounded in trusting relationships between tutors and students; focused on tutor effectiveness; supported by high-quality curriculum; occur multiple times per week for at least 90 minutes per week; organized in small student groups; data-driven; and directly connected to what students are learning in school. OSSE strongly recommends LEAs work to expand access to HIT to provide targeted support to students who are furthest behind.</p>
<b>OSSE RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">High-Impact Tutoring Guide for Local Education Agencies</a></b>: OSSE developed this guide to help school leaders and educators understand the essential components of a strong HIT program.</li> <li>• <b><a href="#">High-Impact Tutoring Toolkit</a></b>: In partnership with OSSE, CityTutor DC (CTDC) developed this toolkit of resources and supports to help school leaders implement HIT in their schools, drawing on national research and standards. The toolkit also includes a <a href="#">Tutoring Cost Estimator Tool</a> to help LEAs and schools make informed decisions around budgeting for HIT programming.</li> <li>• <b><a href="#">SOAR LEA Formula Grant &amp; Third-Party Competitive Programs</a></b>: These grant programs can provide support for charter schools to cover the cost of their in-house or third-party tutoring programs as well as DC-based nonprofit organizations that offer tutoring services for students in multiple DC public charter schools.</li> </ul>
<b>EXTERNAL RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">High-Impact Tutoring Math Curriculum (CityTutor DC)</a></b>: OSSE provided funding for CityTutor DC (CTDC) to develop open-sourced, turnkey tutor lesson plans, aligned to DC grade-level standards for grades 3-8, and intended for tutors who are not trained educators.</li> <li>• <b><a href="#">High-Impact Tutoring Tools (National Student Support Accelerator)</a></b>: Guidance, assessments, professional learning toolkits, cost calculators and other resources for implementing HIT.</li> <li>• <b><a href="#">Raise the Bar: Strategies to Improve Student Achievement (U.S. Department of Education)</a></b>: Compiled resources to support high-dosage tutoring as well as federal grants that can be used to fund tutoring programming.</li> <li>• <b><a href="#">Design Principles for Accelerating Student Learning with High-Impact Tutoring (EdResearch for Action)</a></b>: Research compiled by Annenberg, Results for America, and the University of Virginia's School of Education and Human Development.</li> </ul>
<b>SUPPORT &amp; TECHNICAL ASSISTANCE</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">Design Sprints</a></b>: OSSE's strategic program supports partner, <a href="#">CityTutor DC (CTDC)</a>, leads multi-week learning series that support school teams in designing and implementing high-impact tutoring into their intervention work during the school day. So far, 80 schools have participated in Design Sprints. Schools that are interested in learning more or applying for a future cohort can contact Deidra Bailey at <a href="mailto:dbailey@citybridge.org">dbailey@citybridge.org</a>.</li> <li>• <b><a href="#">High-Impact Tutoring Community of Practice</a></b>: CTDC runs a quarterly community of practice for schools who have participated in Design Sprints and/or are offering HIT at their schools as an opportunity to convene and discuss challenges and best practices for HIT implementation.</li> <li>• <b><a href="#">Tutor Provider Matchmaking Supports</a></b>: CTDC and OSSE can help connect schools with tutoring providers that meet their specific goals for their students. Visit the <a href="#">provider list on the CTDC website</a> for a list of tutoring organizations in the District and their services.</li> </ul>

**EVIDENCE  
BASE**

Nickow, A. J., Oreopoulos, P., and Quan, V. (2020). [The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence](#). (EdWorkingPaper: 20-267). Annenberg Institute at Brown University.

Lipsey, M. W., Puzio, K., Yun, C., Hebert, M. A., Steinka-Fry, K., Cole, M. W., Roberts, M., Anthony, K. S., and Busick, M. D. (2012). [Translating the Statistical Representation of the Effects of Education Interventions Into More Readily Interpretable Forms](#). Institute of Education Sciences, National Center for Special Education Research, U.S. Department of Education.

Guryan, J., Ludwig, J., Bhatt, M. P., Cook, P. J., Davis, J.M.V., Dodge, K., Farkas, G., Fryer Jr, R. G., Mayer, S., Pollack, H., Steinberg, L. (2021). [Not Too Late: Improving Academic Outcomes Among Adolescents](#). National Bureau of Economic Research.

To learn more about OSSE's High Impact Tutoring initiative and supports for LEAs, please contact Jessica Sobin, [Jessica.Sobin@dc.gov](mailto:Jessica.Sobin@dc.gov).

## Extend Learning with Summer and After School Opportunities

<b>STRATEGY</b>	Research <sup>2</sup> indicates that students who regularly participate in quality afterschool and summer programs see gains in their academic performance and benefits in social and emotional learning and health and wellness. OSSE strongly encourages LEAs to prioritize equitable access to high quality out-of-school time (OST) opportunities for students, including summer and after school programming.
<b>OSSE AND DISTRICT RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">SOAR Third-Party Competitive Grant Program</a></b>: This grant program can provide support to DC-based nonprofit organizations working on projects that have a direct impact on the academic achievement and outcomes for public charter school students across multiple charter LEAs, including out of school time programming.</li> <li>• <b><a href="#">Out-of-School Time Resources</a></b>: As part of the <a href="#">Nita M. Lowey 21st Century Community Learning Centers Program</a>, OSSE compiled this list of key resources on out of school time programs and opportunities.</li> <li>• <b><a href="#">Learn 24 Funding Opportunities (DC Deputy Mayor for Education)</a></b>: A network of afterschool and summer opportunities supported by the Bowser Administration to ensure children and youth in the District have access to quality educational and enrichment activities beyond the school day.</li> <li>• <b><a href="#">List of OST Program Providers (DC Deputy Mayor for Education)</a></b>: This vetted list of OST program providers indicates who is currently receiving funding through Learn24 or the 21<sup>st</sup> Century grant and/or are a DCPC partner.</li> </ul>
<b>EXTERNAL RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">Making Summer a Successful and Sustainable Strategy for Student Growth (National Comprehensive Center)</a></b>: Best practices for implementing summer programming and offers examples of how a district implemented and is sustaining a successful summer program.</li> <li>• <b><a href="#">Advancing Student Learning and Opportunity Through Voluntary Academic Summer Learning Programs (EdResearch for Action)</a></b>: Research compiled by Annenberg, Results for America, and others focused on providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students.</li> <li>• <b><a href="#">Raise the Bar: Strategies to Improve Student Achievement</a></b> (U.S. Department of Education): Compiled resources to support high-quality summer and expanded/afterschool learning programs as well as federal grants that can be used to fund these programs.</li> </ul>
<b>SUPPORT &amp; TECHNICAL ASSISTANCE</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">Learn24 Institute for Youth Development</a></b>: Free professional development opportunities, program quality improvement assessments, and technical assistance provided on a rolling basis through Learn24's Institute for Youth Development.</li> </ul>
<b>EVIDENCE BASE</b>	<p>McCombs, J.S., Augustine, C.H., Pane, J.F., Schweig, J. (2020). <a href="#">Every Summer Counts: A Longitudinal Analysis of Outcomes from the National Summer Learning Project</a>. The RAND Corporation.</p> <p>Neild, R.C., Wilson, S.J., &amp; McClanahan, W. (2019). <a href="#">Afterschool programs: A review of evidence under the Every Student Succeeds Act</a>. Philadelphia: Research for Action.</p>

To learn more about resources and supports for summer and after school programming, please contact:

- *Deputy Mayor for Education Office of Out of School Time, Grants* | Shanna Samson, [Shanna.Samson@dc.gov](mailto:Shanna.Samson@dc.gov)
- *Deputy Mayor for Education Office of Out of School Time, Institute for Youth Development* | Kevin Cataldo, [Kevin.Cataldo@dc.gov](mailto:Kevin.Cataldo@dc.gov)
- *OSSE Special Populations & Programs* | Karen Rivas, [Karen.Rivas1@dc.gov](mailto:Karen.Rivas1@dc.gov)

<sup>2</sup> Afterschool Alliance (2014). Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices. Accessed March 7, 2024. [files.eric.ed.gov/fulltext/ED557914.pdf](https://files.eric.ed.gov/fulltext/ED557914.pdf)

## Invest in Mental Health Supports for Students

<b>STRATEGY</b>	Healthy bodies and minds are the foundation of academic success. Research <sup>3</sup> shows that children who experience unaddressed mental health issues are more likely to repeat a grade, experience chronic absenteeism, and drop out of school. OSSE strongly encourages LEAs to continue to make mental health supports available to help ensure every student can succeed in school and in life.
<b>OSSE RESOURCES</b>	<ul style="list-style-type: none"> <li>• <a href="#"><b>Data to Action: Addressing Youth Risk Behavior Through Health Education</b></a>: This guide from OSSE is designed to provide LEAs and schools with planning and implementation resources aligned to DC Health Education Standards and the Whole School, Whole Community, Whole Child (WSCC) model.</li> <li>• <a href="#"><b>Safe and Supportive Schools Resources</b></a>: OSSE compiled a list of essential local DC programs and services available to schools that support staff, student and family safety, mental wellness, and crisis stabilization.</li> <li>• <a href="#"><b>Advancing the Recruitment and Retention of Our Workforce (ARROW) of Our Workforce (ARROW)</b></a>: Funded through a grant from the U.S. Department of Education, ARROW is an opportunity for the District of Columbia to launch recruitment and retention activities that build knowledge, skills, professional opportunities and job satisfaction for school behavioral health professionals.</li> <li>• <a href="#"><b>Mental Health Guidelines</b></a>: These guidelines highlight effective, evidence-based mental and behavioral health policies in the District and across the country, and are intended to offer a starting point for local education agencies (LEAs) to implement, or adopt and adapt, effective mental health policies and procedures.</li> <li>• <a href="#"><b>Responding to a School Crisis</b></a>: OSSE provides guidance to LEAs and schools in developing and adopting policies and procedures to respond during and in the immediate aftermath of a crisis.</li> </ul>
<b>EXTERNAL RESOURCES</b>	<ul style="list-style-type: none"> <li>• <a href="#"><b>Supporting Child and Student Social, Behavioral, and Mental Health Needs (U.S. Department of Education)</b></a>: A resource guide highlighting seven key challenges to providing school- or program-based mental health support in school settings and corresponding recommendations.</li> <li>• <a href="#"><b>Raise the Bar: Mental Health Supports (U.S. Department of Education)</b></a>: Compiled resources related to mental health supports as well as federal grants that can be used to fund support programming.</li> <li>• <a href="#"><b>School Mental Health Quality Guides (National Center for School Mental Health)</b></a>: Guides contain information, best practices, possible action steps, examples from the field, and resources on seven domains of school mental health.</li> <li>• <a href="#"><b>Research Briefs: Social-Emotional Learning and Trauma-Informed Practice (EdResearch for Action)</b></a>: Research compiled by Annenberg, Results for America, and others focused on providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students.</li> </ul>

<sup>3</sup> National Institutes for Health (2016). Mental Health Problems in a School Setting in Children and Adolescents. Accessed March 7, 2024. [ncbi.nlm.nih.gov/pmc/articles/PMC4850518/](https://ncbi.nlm.nih.gov/pmc/articles/PMC4850518/)

**SUPPORT & TECHNICAL ASSISTANCE**

- **[Citywide School Behavioral Health Community of Practice](#)**: OSSE directs school-based clinicians and staff to this citywide monthly community of practice, offered in partnership with the Department of Behavioral Health. Contact Claudia Price for more information: [Claudia.Price@dc.gov](mailto:Claudia.Price@dc.gov).
- **[OSSE School Climate and Culture Resources](#)**: OSSE offers trainings, resources, and technical assistance in Social and Emotional Learning, Restorative Justice and Trauma-Informed Practices.
- **[Professional Development for Administrators, Educators, School Behavioral Health Providers, and Other Staff](#)**: OSSE-provided professional development and training for LEAs and staff.
- **[ARROW First Year Cadre and Learning Community](#)**: OSSE provides ongoing learning opportunities for school-based behavioral health providers (e.g., social workers, psychologists, counselors) at various career levels. Additional opportunities will be made available to train and retain the workforce.
- **[Evidence-Based Programs and Curricula](#)**: OSSE provides training, technical assistance and resources to school-based behavioral health providers on mental health topics such as suicide prevention and violence prevention and violence prevention.

**EVIDENCE BASE**

Adelman, H., & Taylor, L. (2021a). [Embedding mental health as schools change](#). University of California at Los Angeles: The Center for Mental Health in Schools & Student/Learning Supports.

Richter A., Sjunnestrand M., Romare Strandh M., Hasson H. (2022). [Implementing School-Based Mental Health Services: A Scoping Review of the Literature Summarizing the Factors That Affect Implementation](#). National Institutes for Health.

Maag, J.W., Katsiyannis, A. (2010). [School-Based Mental health Services: Funding Options and Issues](#). Journal of Disability Policy Studies.

For more information about OSSE's mental health supports and resources for LEAs, please contact Claudia Price, [Claudia.Price@dc.gov](mailto:Claudia.Price@dc.gov).



## Reduce Chronic Absenteeism

<b>STRATEGY</b>	Regular school attendance is key to student academic success. OSSE’s 2022-23 school year attendance report found that a 10-percentage-point increase in a student’s in-seat attendance was associated with an English language arts (ELA) Student Growth Percentile (SGP) that was 2.5 percentiles higher, and a math SGP that was 2.8 percentiles higher, on average. OSSE urges LEAs to continue to adopt evidence-based strategies to help address chronic absenteeism.
<b>OSSE RESOURCES</b>	<ul style="list-style-type: none"> <li>• <a href="#">DC Attendance Report: 2022-23 School Year</a>: OSSE collects attendance for all students in a school, regardless of age, and compiles that data in an annual public report.</li> <li>• <a href="#">Bridge to High School Data Exchange</a>: OSSE and a network of collaborators facilitate the Bridge to High School Data Exchange to equip participating high schools with key student-level data for their incoming ninth-graders quickly, securely and consistently. The Data Exchange has served as a launch pad for members to scale effective practices, develop middle-to-high school partnerships, and elevate to key citywide leaders specific infrastructure and policy barriers that need to be addressed.</li> <li>• <a href="#">Using Data to Improve School Attendance</a>: This OSSE webinar reviews best practices for effectively using data at your school or LEA to improve student attendance.</li> <li>• <a href="#">Attendance and Truancy Resources for Parents</a>: This Resource Guide includes information on what parents or legal guardians can do to prevent truancy, an explanation of the District of Columbia’s laws and regulations related to absenteeism and truancy, and a list of organizations that can help families address chronic absenteeism and truancy.</li> </ul>
<b>EXTERNAL RESOURCES</b>	<ul style="list-style-type: none"> <li>• <a href="#">Every Day Counts! Taskforce (DC Deputy Mayor for Education)</a>: Partnership of diverse District of Columbia agencies and stakeholders that collectively advance and coordinate strategies to increase student attendance and reduce truancy.</li> <li>• <a href="#">Reducing Chronic Absenteeism Overview Brief (EdResearch for Action)</a>: Compiled resources on strategies to address chronic absenteeism as well as federal grants that can be used to fund strategies.</li> <li>• <a href="#">Raise the Bar: Addressing Chronic Absenteeism (U.S. Department of Education)</a>: Compiled resources related to strategies to address chronic absenteeism as well as federal grants that can be used to support those strategies.</li> <li>• <a href="#">Resources (Attendance Works)</a>: Resources for monitoring, understanding, and addressing chronic absence in the early grades through secondary school.</li> <li>• <a href="#">Student Engagement and Attendance Center (U.S. Department of Education)</a>: Direct supports for school districts in addressing chronic absenteeism, including access to resources on multi-tiered systems of support, home visiting, and understanding root causes and strategies to address absenteeism.</li> <li>• <a href="#">Strategies to Address Chronic Absenteeism (Institute of Education Sciences)</a>: Menu of evidence-based practices to increase student attendance, including early warning systems, mentoring, and text-based “nudges” to families.</li> </ul>



**SUPPORT &  
TECHNICAL  
ASSISTANCE**

- **Attendance Works** offers a three-part training series for educators to learn proven, evidence-based tiered strategies to engage students and promote attendance. All three sessions are eligible for Title I and Title II funds.
- **Restorative Justice Community of Practice (CoP):** RestorativeDC has partnered with OSSE to convene a monthly CoP on the implementation of Restorative Justice practices in DC schools. Restorative Justice practices center on building a safe and effective learning environment through positive relationships, connection, and accountability. CoP participants will have opportunities for peer support and professional development. Contact Jessica Dulay for more information at [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov).
- **Social and Emotional Learning (SEL) Community of Practice:** This CoP will be open to all educators in DC, starting in Fall 2024 to support the implementation of DC's SEL standards. Educators and leaders will share best practices and resources on how to integrate SEL across educational settings while supporting student and staff wellness. Contact Marcus Hughes for more information at [Marcus.Hughes@dc.gov](mailto:Marcus.Hughes@dc.gov).

**EVIDENCE  
BASE**

Rogers, T., Feller, A. (2018). [Reducing student absences at scale by targeting parents' misbeliefs](#). National Institutes of Health.

Mapp, K., Rogers, T. (2023). [Investigating the relationship between pre-pandemic family engagement and student and school outcomes](#). Learning Heroes and The New Teacher Project.

For more information on OSSE resources and supports for LEAs in addressing chronic absenteeism, please contact OSSE Healthy Schools and Wellness Programs, [osse.hydt@dc.gov](mailto:osse.hydt@dc.gov).

## Reimagine High School through Strengthened Career and College Connections

<b>STRATEGY</b>	<p>OSSE is committed to ensuring all DC learners have access to robust and sustainable pathways to a fulfilling career and life by reimagining high school and providing relevant and accessible postsecondary programming. Evidence shows that students with greater exposure to Career and Technical Education (CTE) are more likely to graduate from high school and ultimately earn higher wages. Similarly, participation in early college credit coursework, such as through dual enrollment, increases the likelihood that students enroll in a four-year college. OSSE encourages LEAs to continue to strengthen college and career connections for their students, especially at the high school level.</p>
<b>OSSE RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">OSSE Career and Technical Education (CTE)</a></b>: OSSE CTE provides leadership, coordination, and technical assistance to ensure excellence in DC’s statewide CTE system. OSSE receives and awards local and federal funds to LEAs provide equitable and high-quality programs of study.</li> <li>• <b><a href="#">Advanced Technical Center (ATC)</a></b>: The ATC, located at Penn Center, is a centralized OSSE-run program in a well-equipped facility which provides CTE course access to District students from high schools from across the city to prepare them for high-wage, high-skill, and/or in-demand careers. Any student attending a public high school in the District that receives federal Carl D. Perkins funding for their CTE programming is eligible to enroll into ATC courses.</li> <li>• <b><a href="#">Advanced Internship Program (AIP)</a></b>: The CTE AIP is an academic year capstone internship model run by OSSE that places eligible high school seniors into paid and credit bearing internship opportunities during the school year which are aligned to the scholars’ CTE program of study. For more information, contact <a href="mailto:OSSE.CTE.AIP@dc.gov">OSSE.CTE.AIP@dc.gov</a>.</li> <li>• <b><a href="#">OSSE Dual Enrollment Consortium</a></b>: The Consortium enables participating high school students to enroll in approved college courses at a postsecondary institution and potentially earn college and/or high school credit.</li> </ul>
<b>EXTERNAL RESOURCES</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">Learning that Works Resource Center (Advance CTE)</a></b>: Repository for high-quality resources to support Career Technical Education (CTE) policy and practice at the local, state and national level.</li> <li>• <b><a href="#">DC Talent Pipeline Toolkit (CityWorks DC)</a></b>: Locally developed repository for guidance documents associated with work-based learning (WBL) in DC, including glossary of terms, WBL rubrics, audience-specific WBL frameworks, and industry-specific tools.</li> <li>• <b><a href="#">Promoting Student Success in Early College Credit Courses (EdResearch for Action)</a></b>: Research compiled by Annenberg, Results for America, and others focused on providing K-12 education decision makers and advocates with an evidence base to ground discussions about how to best serve students.</li> </ul>
<b>SUPPORT &amp; TECHNICAL ASSISTANCE</b>	<ul style="list-style-type: none"> <li>• <b><a href="#">Dual Enrollment Consortium Community of Practice</a></b>: OSSE facilitates these quarterly sessions with institutes of higher education (IHEs) and LEAs who are part of the Consortium, to discuss and collaborate on program progress, goals and shared challenges. Contact Kalecia Baity for more information: <a href="mailto:Kalecia.Baity1@dc.gov">Kalecia.Baity1@dc.gov</a>.</li> <li>• <b><a href="#">Career and Technical Education (CTE) Leader Meeting</a></b>: OSSE facilitates quarterly meetings with the CTE leaders from all Perkins-funded LEAs and UDC CC to discuss any major programming updates, upcoming deadlines/events, and shared challenges. Contact Clifton Martin for more information: <a href="mailto:Clifton.Martin@dc.gov">Clifton.Martin@dc.gov</a>.</li> <li>• <b><a href="#">Work-Based Learning (WBL) Working Group</a></b>: OSSE facilitates monthly meetings with LEA WBL coordinators from all LEAs participating in the DC CTE Network to discuss and jointly plan for the implementation of OSSE’s internship programming and other large-scale WBL initiatives. Contact Simone Garcia for more information: <a href="mailto:Simone.Garcia@dc.gov">Simone.Garcia@dc.gov</a></li> <li>• <b><a href="#">Career and Technical Education Student Organizations (CTSO)</a></b>: Guidance on how to establish a school CTSO chapter. CTSOs provide co-curricular opportunities for students to receive career and technical education support designed to enhance school-based and work-based learning.</li> </ul>

**EVIDENCE  
BASE**

Olivera-Aguilar, M., Kell, H.J., Ezzo, C., Robbins, S.B. (2022). [Investigating the Relationship Between Career and Technical High School Course-Taking and Early Job Outcomes](#). ETS.

Dougherty, Shaun M. (2016). [Career and Technical Education in High School: Does it Improve Student Outcomes?](#) Thomas B. Fordham Institute.

An, B. P. (2012). [The Influence of Dual Enrollment on Academic Performance and College Readiness: Differences by Socioeconomic Status](#). Research in Higher Education, 54(4), 407–432.

Hemelt, S. W., Schwartz, N. L., & Dynarski, S. M. (2020). [Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee](#). Journal of Policy Analysis and Management, 39(3), 686-719.

For more information on resources and supports for LEAs to strengthen college and career connections, please contact:

- *Career and Technical Education* | Clifton Martin, [Clifton.Martin@dc.gov](mailto:Clifton.Martin@dc.gov)
- *Advanced Internship Program* | Simone Garcia, [Simone.Garcia@dc.gov](mailto:Simone.Garcia@dc.gov)
- *Dual Enrollment* | Kalecia Baity, [Kalecia.Baity1@dc.gov](mailto:Kalecia.Baity1@dc.gov)