



District of Columbia  
Office of the State Superintendent

A decorative background pattern consisting of a grid of small gray squares. A vertical column of colored squares is positioned to the left of the main title. The colors in this column, from top to bottom, are: red, blue, teal, purple, magenta, orange, blue, green, red, blue, teal, purple, magenta, and orange.

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

FY 2018



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## HOW TO USE THIS DOCUMENT

The purpose of this document is to provide an overview of the Office of the State Superintendent of Education's (OSSE) Postsecondary and Career Education (PCE) division and to ensure that internal and external stakeholders have access to key information regarding PCE's programs and initiatives.

The first section provides the Assistant Superintendent's introduction of the division's work and the needs that the division's programs and initiatives address, as well as contact information for the staff leading those efforts.

The second section describes the goals, services, and key data points of the program offices: Adult and Family Education; Career and Technical Education; Career Education Development; College and Career Readiness; the DC ReEngagement Center; the GED® Program Office; the Higher Education Licensure Commission; and Scholarships and Grants (including the DC Tuition Assistance Grant (DCTAG) and Mayor's Scholars Undergraduate Program) managed through Higher Education Financial Services.

For additional information about programs within each office, as well as additional information about PCE, use the contact information provided on page 7.



## OVERVIEW OF THE POSTSECONDARY AND CAREER EDUCATION DIVISION

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Dear Friends, Colleagues, and Community Members,

One of the most meaningful aspects of our work at the Office of the State Superintendent of Education (OSSE) is helping District of Columbia residents achieve their educational goals. Our division, Postsecondary and Career Education (PCE), is uniquely positioned to support key transitions across a wide spectrum of learners – from eager middle schoolers to resourceful adults. Along with our partners, we are honored to be part of our learners' high school choices, college visits, job placements, and many other meaningful moments in between.

Successfully navigating each of these transition points along the way to obtaining postsecondary education is more relevant today than in previous generations. We know that students who enroll in postsecondary education or obtain a postsecondary degree or credential have higher earnings, lower rates of unemployment and poverty, and greater independence from their parents and guardians.<sup>1</sup> Over a lifetime, individuals with a Bachelor's degree earn 84 percent more than their peers with only a high school degree.<sup>2</sup> Further, the District of Columbia's economy depends on each resident's educational success. In two short years, by 2020, 76 percent of jobs in the District of Columbia will require some level of education beyond high school.<sup>3</sup> These figures pose a great challenge to DC 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.

The District of Columbia assesses college and career readiness in many ways. In the 2016-17 school year, 27 percent of high school students received a score of 4 or 5 (indicating that they met or exceeded expectations for grade-level learning standards) on the English Language Arts PARCC exam, and 13 percent met or exceeded expectations on the Math PARCC exam. In that same year, DC's average SAT score was 884, compared to the national average of 1060.<sup>4</sup> The District of Columbia's public high school graduation rate also falls short of national averages; however, we continue to see a growing college-going mindset among graduates. Forty-five percent of DC high school graduates from the class of 2008 enrolled in college within six months, 24 points below the national average.<sup>5</sup> Of those enrollees, 42 percent completed a Bachelor's degree within six years or an Associate's degree within three years.

Many residents in DC receive a great education and go on to pursue their career goals. Unfortunately, others face challenges in attaining high levels of education. At the same time, DC's status as the nation's capital draws a highly-educated workforce from other locations. As a result, we have a growing educational divide, which gets compounded each year with an estimated 28 percent of adults aged 25 and over whose highest education level is a high school diploma or less.<sup>6</sup> While these challenges are great, the District of Columbia believes that by working together we can put the systems and programs in place that will support every resident in realizing their potential and achieving at high levels.

As the state education agency for the District of Columbia, OSSE is charged with raising the quality of education for all DC residents. PCE supports programs that help students explore their options at every level and pursue postsecondary goals. Our eight program offices, with a portfolio of approximately \$61 million and 50 full-time employees (in fiscal year 2018), support this goal in many different ways.

For older learners, the Office of Adult and Family Education (AFE) provides funding for organizations that serve adults who lack a high school diploma or equivalency, or who need to improve their literacy and numeracy skills to gain employment. Similarly, the DC ReEngagement Center (REC) supports youth ages 16-24 to address barriers that

they face in reconnecting with educational options, earning a secondary credential, and transitioning to employment and/or postsecondary education. For these nontraditional students, the GED® Program Office (GEDPO) provides opportunities to sit for the GED® suite of exams.

To serve traditional secondary and postsecondary students, the Offices of Career and Technical Education (CTE) and Career Education Development (CED) provide funding to schools and the University of the District of Columbia for programs, especially in the DC's five "high-demand" sectors<sup>7</sup> – Business Administration and Information Technology, Construction, Healthcare, Hospitality, and Security and Law. These programs can also lead to students attaining industry credentials. The Office of College and Career Readiness (CCR) provides programming that helps develop a college-going culture in DC, with services that target middle and high school students. The Higher Education Licensure Commission (HELC or Commission) authorizes institutions of higher education (IHEs) to operate in the DC, ensuring that DC students have access to licensed and reliable higher education opportunities. Finally, to provide financial assistance as students move to and through college, PCE manages scholarships and grants such as the District of Columbia Tuition Assistance Grant (DCTAG) and Mayor's Scholars Undergraduate Program.

I am happy to share our Postsecondary and Career Education division overview with you. We truly value the support that each family and each of our partners provide to prepare our students for future success. We look forward to continuing this work and measuring its success.

Best,



**Antoinette S. Mitchell, Ph.D.**  
Assistant Superintendent

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<sup>1</sup> Pew Research Center (2014). The Rising Cost of Not Going to College.

<sup>2</sup> Carnevale, A. P., Rose S., & Cheah B. (2011). The College Payoff. Washington, DC: Georgetown University Center on Education and the Workforce.

<sup>3</sup> Carnevale, A. P., Smith N., & Strohl J. (2013). Recovery: Job Growth and Education Requirements Through 2020. Washington, DC: Georgetown University Center on Education and the Workforce.

<sup>4</sup> College Board (2017). SAT Suite of Assessments Annual Report.

<sup>5</sup> National Center for Education Statistics (2017). Digest of Education Statistics. Table 302.10.

<sup>6</sup> U.S. Census Bureau (2016). Educational Attainment: 2012-2016 American Community Survey 5-Year Estimates for Washington, DC.

<sup>7</sup> DC Workforce Investment Council (2015). District of Columbia High-Demand Sectors and Occupations List-Tables by Sector and Occupations.

## Contact Information for Assistant Superintendent, Administration, and Directors

ADMINISTRATION AND MANAGEMENT			
Role	Name	Email (@dc.gov)	Phone Number
Assistant Superintendent of Postsecondary and Career Education	Antoinette Mitchell, Ph.D.	Antoinette.Mitchell	(202) 741-0471
Deputy Assistant Superintendent of Adult and Career Education	Kilin Boardman-Schroyer	Kilin.Boardman-Schroyer	(202) 741-0277
Program Analyst/Division Coordinator	Alicia Gadsden	Alicia.Gadsden	(202) 741-5529

PROGRAM DIRECTORS			
Unit	Name	Email (@dc.gov)	Phone Number
Adult and Family Education	J. Michelle Johnson	JMichelle.Johnson	(202) 741-5533
Career and Technical Education	Chad Maclin	Chad.Maclin	(202) 727-8576
Career Education Development	Simone García	Simone.Garcia	(202) 727-4312
College and Career Readiness	Melissa McKnight	Melissa.McKnight	(202) 741-6413
DC ReEngagement Center	Ja'Sent Brown	JaSent.Brown	(202) 698-3532
DC Tuition Assistance Grant	Kenneth McGhee	Kenneth.McGhee	(202) 481-3946
GED® Program Office	Philip L. PremDas	Philip.PremDas	(202) 274-7173
Higher Education Licensure Commission	Angela Lee	Angela.Lee	(202) 724-2095
Policy and Planning	Byra Cole	Byra.Cole	(202) 724-7146





# **PCE PROGRAM OFFICES**

### Overview

The Office of Adult and Family Education (AFE) supports eligible providers (community-based organizations and local education agencies) by re-granting federal and local funds to support Integrated Education and Training (IE&T) which includes Adult Education and Literacy, Workforce Preparation, and Workforce Training. Approximately 95 percent of adults enrolled in AFE programs enter at an 8<sup>th</sup> grade reading or math level or below, and almost half of enrollees are English language learners.

### Description of Services

Through its Adult and Family Education team, OSSE:

- Awards federal and local funds to eligible providers to offer IE&T services to District residents;
- Facilitates state leadership activities including professional development, technical assistance, and monitoring;
- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in the city; and
- Maintains and reports state and local program performance, progress, and outcome data to the U.S. Department of Education, city officials, and other stakeholders in an attempt to facilitate continuous improvement at state and local program levels.

OSSE AFE partners with the Department of Employment Services, Department on Disability Services, Department of Human Services and other core partner agencies to implement the DC Data Vault, a transactional data system that facilitates and tracks the referral of customers to and from agency partners for assessment, education, training, and other related services. OSSE AFE also partners with the University of the District of Columbia (UDC) to provide a Graduate Certificate Program and Masters in Adult Education Program and professional development to adult educators in DC.

### Goals

- To improve the lives of adult DC residents, their families, and their communities by providing IE&T that will assist them in successfully connecting to and completing a career pathway.
- To improve the quality of adult education in DC by funding and providing professional development, technical assistance, monitoring, and educational and programmatic resources to high-quality adult education providers.
- To increase the percentage and number of adults who complete at least one educational functioning level in reading and/or math, earn a secondary diploma and/or industry recognized certification, and transition to postsecondary education, training, and/or employment.

### Eligibility

OSSE AFE awards, on a competitive basis, multi-year grants (minimum of three years) to eligible providers that have demonstrated effectiveness for the purpose of developing and implementing IE&T programs in DC.

### Contact

J. Michelle Johnson; State Director, Adult & Family Education; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [JMichelle.Johnson@dc.gov](mailto:JMichelle.Johnson@dc.gov); (202) 741-5533

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

3,902

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

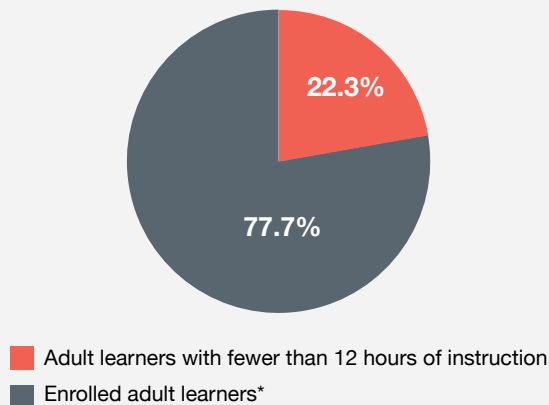
1,932

Total adult learners served who accomplished their self-identified goals

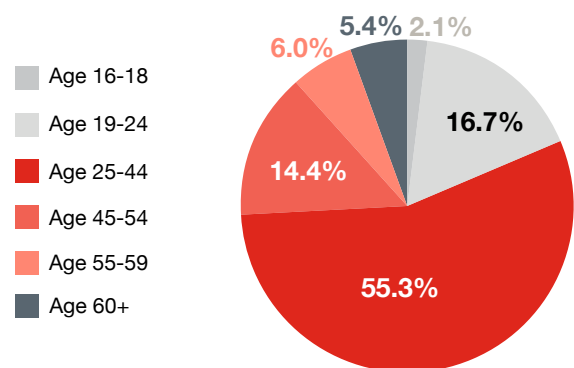
59.0%

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

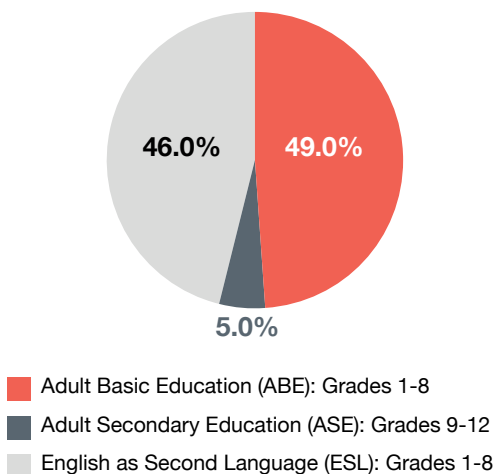
Adult Learners Served, by Level of Enrollment



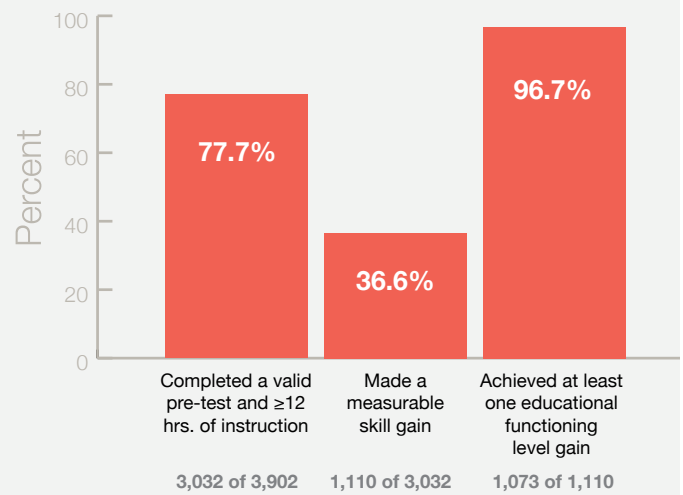
Enrolled Adult Learners, by Age Group



Enrolled Adult Learners by Entry Educational Functioning Level



Adult Learner Achievements



## The Workforce Innovation and Opportunity Act Performance Indicators

1. Employment (Second Quarter after Exit)
2. Employment (Fourth Quarter after Exit)
3. Median Earnings (Second Quarter after Exit)
4. Credential Attainment Rate
5. Measurable Skill Gains
6. Effectiveness in Serving Employers

Notes: \*Enrolled adult learners: Adult learners who completed a valid pre-test and 12+ hours of instruction.  
Data: Office of Career, Technical, and Adult Education (OCTAE) National Reporting System. 7/1/2016-6/30/2017.





### 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 by providing assistance to secondary, postsecondary, and correctional programs. This office administers federal and local CTE funds, and monitors sub-grantees to ensure compliance with federal and local requirements and improve program quality. This office also develops and implements the District of Columbia's CTE Strategic Plan.

### The Description of Services

The CTE programs and services this office provides aim to strengthen the pipeline from high school to college and careers. These services include coordinating high quality professional development for educators and school leaders; developing policies and procedures for CTE programs and programs of study (POS)<sup>1</sup>; supporting local CTE student organizations; conducting civil rights compliance monitoring; and supporting the successful engagement of underserved students and students who are considered "non-traditional" within a specific industry. DC supports 27 programs across [13 career clusters](#). In addition, this office sponsors two annual spring conferences for students on career opportunities in high-demand, high-growth, and high-skill fields.

### Goals

- To improve access to and quality of CTE programs.
- To increase the number of secondary and postsecondary students who complete a CTE program and graduate career-ready.
- To ensure school compliance with the Federal Office of Civil Rights regarding Methods of Administration.

### Eligibility

All public and public charter high schools and public postsecondary institutions in the District of Columbia are eligible to receive Carl D. Perkins funding provided they meet the minimal programmatic requirements as outlined by the Carl D. Perkins Career and Technical Education Act of 2006.

### Contact

Chad Maclin; State Director, Career & Technical Education; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Chad.Maclin@dc.gov](mailto:Chad.Maclin@dc.gov); (202) 727-8576

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<sup>1</sup> Programs of study are a sequence of courses that prepares students for careers in a related field by: incorporating & aligning secondary and postsecondary elements; including academic & career content in a coordinated, non-duplicative progression of courses; offering the opportunity for college credit (where possible); leading to an industry-recognized credential (IRC)/certificate (college level); and supporting the tenants of the POS 10 Component Framework.



## SECONDARY

## POSTSECONDARY

<b>20</b> High schools offering CTE		<b>1</b> UDC-CC	
<b>27</b> CTE Programs		<b>10</b> CTE Programs	
<b>13</b> Career Clusters		<b>10</b> Career Clusters	
<b>3,287</b> Participants <sup>1</sup>	<b>665</b> Cohort <sup>2</sup> Concentrators	<b>839</b> Participants <sup>1</sup>	<b>302</b> Cohort <sup>2</sup> Concentrators
<b>98.3%</b> 12 <sup>th</sup> grade concentrators who received a regular high school diploma, GED®, or Certificate of IEP completion		<div>CLUSTERS</div> <div><div><div>- Agriculture, Food, &amp; Natural Resources<sup>4</sup></div><div>- Architecture &amp; Construction</div><div>- Arts, A/V Technology, &amp; Communications</div><div>- Business Management &amp; Administration</div><div>- Education &amp; Training</div><div>- Health Science</div></div><div><div>- Hospitality &amp; Tourism</div><div>- Human Services</div><div>- Information Technology</div><div>- Law, Public Safety, &amp; Security</div><div>- Marketing<sup>4</sup></div><div>- Science, Technology, Engineering, &amp; Math</div><div>- Transportation, Distribution, &amp; Logistics</div></div></div>	
<b>66.1%</b> Percentage of concentrators who gained employment and/or entered postsecondary education within two quarters of graduation <sup>3</sup>			

### Notes:

1. The data reported for **participants** are based on one school year's enrollment (SY 2016-17) of individuals enrolled in CTE classes and that earned a credit.
2. The data reported for **concentrators** are organized by cohort. The secondary cohort, reported in FY 17, represents students who entered high school in SY 2013-14. The postsecondary cohort represents students over 6 semesters (2 fall, 2 spring, 2 summer).
3. Numbers for participants and concentrators cannot be compared (different data universes - School Year versus cohort).
4. Indicates no concentrators in this cluster in SY 2016-17.

## DEFINITIONS

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

**Secondary:** Students who earned:

- Participants - At least ½ CTE credit in any ½-credit course or at least 1 credit in any 1-credit course that is part of an OSSE-approved CTE POS (includes students who have earned credits at any point during their secondary enrollment).
- Completers - 3 or more credits (out of 3 or more credits) in a single, OSSE-approved CTE POS, or 2 out of 2 credits in a single OSSE-approved CTE POS (includes students who have met/exceeded the threshold at any point during their secondary enrollment).

**Postsecondary:** Students at the University of the District of Columbia (UDC) who completed:

- Participants - 1 or more credits in any CTE program of study.
- Completers - (1) 12 or more academic and technical credits within a single program sequence that terminates in the award of an IRC, certificate, or degree or (2) A short-term CTE program sequence of less than 12 credit units that terminates in an IRC, certificate, or degree.

### Overview

The Office of Career Education Development is responsible for targeting supports to CTE programs that will prepare District high school and community college students to succeed in a high-skill, high-wage, and high-demand career. The Office of Career Education Development accomplishes this by funding 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 (DCPS), public charter schools, and UDC-CC.

The Office of Career Education Development supports the improvement of CTE program quality and student outcomes through the establishment of 14 NAF Career Academies, collectively called the DC Career Academy Network (DC CAN). The NAF educational design 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.

This unit also supports CTE programs at UDC-CC through the Postsecondary Career Improvement Program<sup>2</sup> which promotes enhanced course opportunities, curricula, faculty supports, student success supports, capital improvement, and industry connections.

### Goals

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

### Eligibility

All local education agencies in DC, UDC-CC, 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, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Simone.Garcia@dc.gov](mailto:Simone.Garcia@dc.gov); (202) 727-4312

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<sup>2</sup> No grants were made for the Postsecondary Career Improvement Program in the 2017 fiscal year.

## DC Career Academy Network (DC CAN)

<b>14</b> Academies		<b>Academies, by Theme</b>	
Grant-funded personnel	<b>10</b>	Engineering <b>5</b>	Health Sciences <b>2</b>
<b>1,599</b> Students enrolled		Hospitality & Tourism <b>4</b>	Information Technology <b>3</b>

Note: Academies are currently in their first, second, or third year of student enrollment. Outcome data will not be available for at least one year.



## CTE Certification Program

<b>69%</b> Pass rate on certification exams	<b>1,291</b> Certification exams taken
<b>\$186,314</b> Cost of certification exams and IT licenses purchased	<b>3</b> Sub-recipients

### Overview

The Office of College and Career Readiness (CCR) is responsible for state-level activities focused on postsecondary access, awareness, and readiness, including 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

CCR promotes college access by exposing public school students to college and academically rigorous programs such as Dual Enrollment, Advanced Placement (AP) and International Baccalaureate (IB) exams, and the OSSE Scholars program. Similarly, this office supports college access by providing funding for the SAT and ACT college entrance exams and corresponding in-school preparation courses.

This office also focuses on increasing college persistence and completion rates for public school students in DC by implementing programs that promote Free Application for Federal Student Aid (FAFSA) and college application completion, information sharing for students and educators around making smart college choices, and supporting summer bridge programs with a local university to help ensure students are academically ready to be successful in a postsecondary setting.

Finally, CCR fosters collaboration among key college access stakeholders and local education agencies by bringing them together through the Postsecondary Access and Completion Change Network (PACCN) to share data, promising practices, and lessons learned, in addition to providing professional development opportunities for counselors at middle and secondary schools. CCR also helps lead the 9th Grade Counts Change Network – facilitating the sharing of critical student-level data across sectors for students making the transition from 8th to 9th grade.

### Goals

- To increase the number of DC students who enroll in and complete postsecondary education.
- To increase the number of DC students who access academically rigorous experiences and entrance exams.
- To increase the number of students who transition through secondary education and are ready to enter postsecondary education.

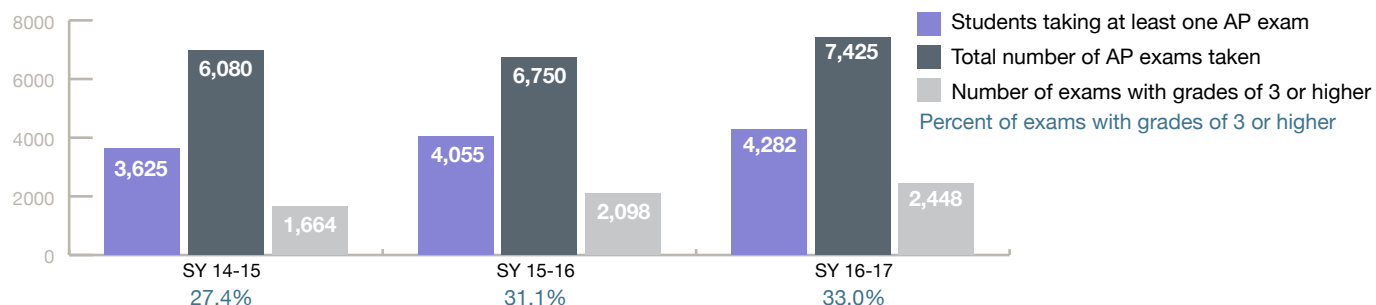
### Eligibility

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

### Contact

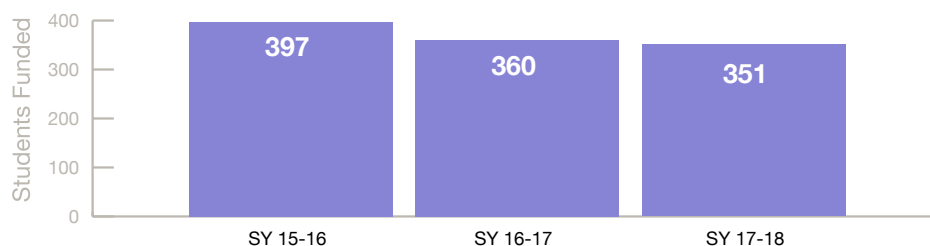
Melissa McKnight; Director, College and Career Readiness; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Melissa.McKnight@dc.gov](mailto:Melissa.McKnight@dc.gov); (202) 741-6413

## Access to Rigorous and Postsecondary Coursework

Advanced Placement Exams<sup>1</sup>

## Dual Enrollment Program

**4**  
Participating  
Institutions of  
Higher Education  
(IHEs) (SY 2017-18)



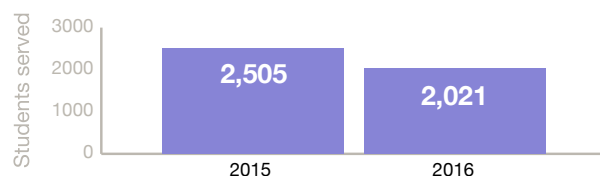
## College Awareness and Access

**37**  
Students Accepted  
(SY 2016-17)

## OSSE Scholars

## Partner IHEs

- Barnard College
- Brown University
- Columbia University
- Cornell University
- Duke University
- Emory University
- Harvard University
- Northwestern University
- Smith College
- Stanford University
- Syracuse University
- University of Chicago
- University of Pennsylvania

College Application and Exploration Month<sup>2</sup>

## FAFSA Completion

**63%**

High school seniors completing  
FAFSA (SY 16-17)

## SAT School Day

**6,200**

Students taking SAT during  
SAT School Day (SY 16-17)

## College Conversations

**34**

High school  
seniors

**21**

IHEs

SY 2017-18

## SAT Prep

**2,832**

Students taking SAT Prep  
courses (SY 17-18)

## Data Notes

- College Board data were provided for SY 2015-16 and reports over two years (2014-15 and 2015-16) don't match up. DAR analyzed AP data unavailable for SY 2016-17.
- Thirteen out of 21 schools reported data SY 2016-17, contributing to the lower number of students reported in 2016 versus 2015. Data are not available for SY 2017-18.

## Program Descriptions

- OSSE Scholars provides high-achieving, academically-motivated students who exhibit financial need with the opportunity to attend selective summer college programs.
- College Conversations is an invite-only non-traditional college fair created to address the issue of student "undermatching" at the postsecondary level.

### Overview

The DC ReEngagement Center (REC) is a “single door” through which youth ages 16-24 who have dropped out of school can reconnect to educational options and other critical services to support their attainment of a high school diploma or GED. OSSE 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, community-based organizations, and other key partner agencies.

### Description of Services

Services provided by the DC ReEngagement Center include conducting targeted outreach to students who have dropped out, 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 personalized reengagement plans; identifying good-fit educational options (including DCPS schools, public charter schools, 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.

The DC ReEngagement Center also conducts intakes at scheduled colocations with partners in located in targeted neighborhoods across the city.

### Goals

- To support students who have dropped out of high school by connecting them to services that address barriers to returning to school 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.

### Eligibility

- Age: 16 – 24 years old
- Residence: DC resident, ward of DC, or classified as homeless under the McKinney-Vento Homeless Assistance Act
- Education: No high school diploma or GED, and not currently enrolled in school

### 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) 698-3532

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**“I want people to know that the REC is a good choice for you to find the help you’re looking for, and need, to reach your goal...”**

– DC REC client

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## Intakes

**822**

Number of youth completing the full intake at the REC

**613**

Number of youth completing full intake who successfully enrolled in an academic program

**19**

Median age at intake (FY 17)

**10th Grade**

Median Last Grade Completed (FY 17)

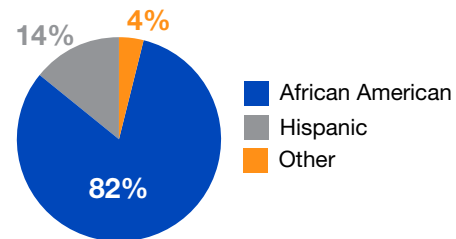
**4th Grade**

Median CASAS Math (FY 17)

**7th Grade**

Median CASAS Reading (FY 17)

## Youth Completing Full Intake, by Race/Ethnicity



**2 days**

Average length of time between intake and enrollment

**14%**

Percent of clients who previously had an IEP/504 Plan (FY 17)

**21%**

Percent of clients who are or have been involved with the criminal justice system (FY 17)

**61**

Number of clients who completed their secondary credential

**8,130**

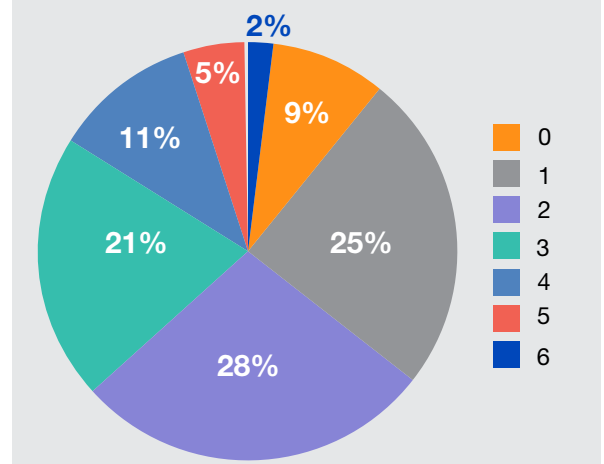
Size of known Educationally Disengaged population point in time (snapshot as of 2016)

## Barriers

Clients who completed the full intake identified the following barriers to returning to education. Youth can identify more than one barrier, with the number of barriers per client depicted in the chart below.

Barrier	Number with need	Percent with need met/service in progress
Child Care	164	49%
Employment	306	44%
Housing	225	39%
Mental Health	114	25%
Public Assistance	183	50%
Transportation (under 22)	456	63%
Transportation (22 and over)	208	60%

## Youth Completing Full Intake, by Numbers of Barriers Identified



Note: Data reflect all individuals completing intake from opening until September 30, 2017, unless otherwise noted.



### Overview

The DC GED Program Office (GEDPO) is an official GED® testing center under the GED® Testing Service (GEDTS) and Pearson VUE. This office serves as the single source in DC for administering the GED® Tests via computer and endorsing candidates who successfully pass the GED Tests to receive the DC State Diploma. GED® testing is offered in English and Spanish. Additionally, GEDPO offers Microsoft Certification exams.

### Description of Services

GEDPO offers the GED® Tests to DC residents who are first-time examinees and/or re-testers, and testing occurs in the computer laboratory on-site at One Judiciary Square, 441 Fourth Street, NW, Suite 370 North. Mobile laboratories allow Certified Test Administrators (CTAs) to conduct testing for adults in controlled life settings (Department of Corrections' Central Detention Center (DC Jail) and Correctional Treatment Facility), and for youth in controlled and/or transitional life settings (Capital Guardian Youth ChalleNGe Academy, New Beginnings Young Adult Learning Center, et al.).

GEDPO hosts a platform for taking the official GED® Practice Test (GED Ready®) and an array of Microsoft Office tests using the on-site computer laboratory. Other services include:

- Hosting annual commencement ceremony to celebrate DC residents who successfully earn a DC State Diploma upon passing the GED Tests.
- Awarding the GED Credential to all persons who pass the GED Tests administered internationally as well as to passers in the Federal Bureau of Prisons.
- Providing mentoring Pathways Consultants who engage GED® candidates in need of intervention in the testing process affording them a technology-rich pathway to success; strengthening test readiness through individual goal-setting; developing a personal study plan; and providing access to GED Academy, an online GED® test preparation program customized to meet GED® candidates' learning needs.
- A lending resource library at GEDPO for candidates to borrow study materials to prepare for GED® Tests.
- Addressing discrepancies of test-related records/transcripts requested through Parchment Exchange, in conjunction with GEDTS.
- Providing targeted professional development opportunities to improve GED instruction, and access to free GED Ready practice test vouchers for DC GED preparation programs

These services support GEDPO's intervention strategy without assuming a direct instructional role. A consumer counselor is available for all candidates to assist them in identifying resources and programs in DC that may provide a source(s) for development of readiness for testing through blended learning environments.

### Goals

- To provide DC residents with a second chance to earn a high school equivalency by demonstrating competency by passing all four GED® subject tests.
- To increase the number of adults who earn a DC State Diploma.
- To offer self-paced, online resources, individualized plan(s), and/or referral(s) to OSSE-funded GED Preparatory Programs/Public Charter Schools to support DC residents striving to pass the GED® Tests.

### Eligibility

For jurisdictional information, please visit [www.GED.com](http://www.GED.com).

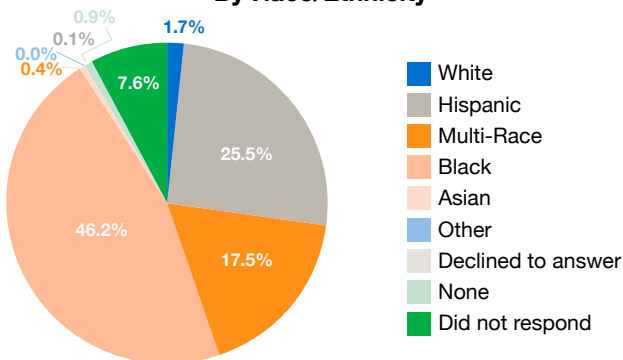
### Contact

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

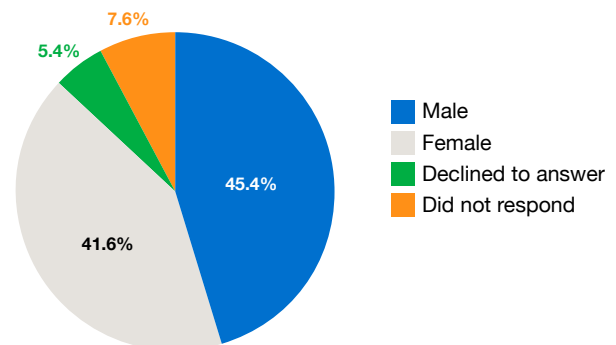


## GED® Test Takers

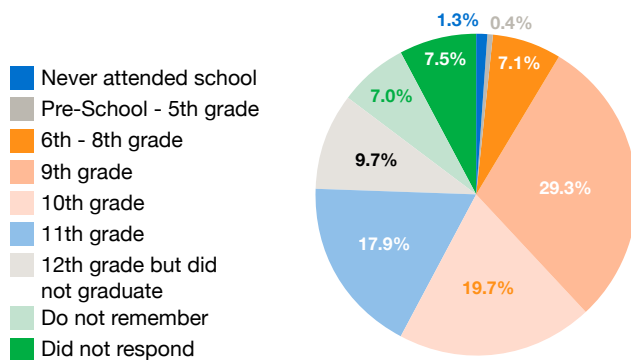
By Race/Ethnicity\*\*



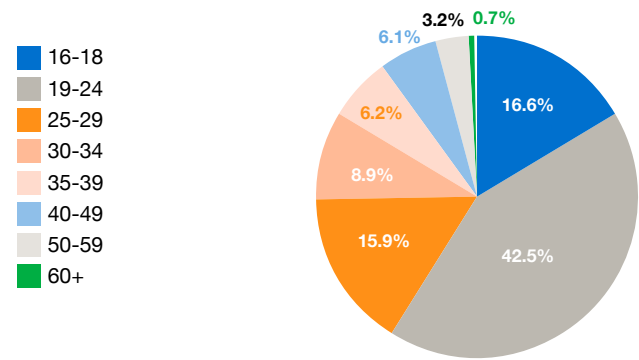
By Gender\*\*



By Highest Grade Completed\*\*



By Age Group\*\*



Average Age of GED® Test Takers: 25

760

GED® Test Takers

391

1st Time Completers

277

Passers

60.0%

Pass Rate\*

## DEFINITIONS

GED® Test Taker: An individual who took one or more GED® tests.

1st Time Completer: An individual who has completed all four GED® tests for the first time.

Passer: An individual who has passed all four GED® tests for the first time.

## Notes:

\*Calculation of Pass Rate is not directly derived from counts of Passers and 1st Time Completers, since not all Passers are 1st Time Completers.

\*\*Responses to these questions are not required to complete the GED, so some students did not respond  
All data are from FY 2017, as of 01/25/2018.

## Overview

The Higher Education Licensure Commission (HELC or Commission) is a five-member, Mayoral-appointed, consumer protection authority that is charged with regulating postsecondary education in DC. The Commission establishes standards for licensure and authorizes institutions desiring to offer postsecondary education in DC including colleges, universities, and trade/professional postsecondary educational operations. The Commission is responsible for ensuring 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 DC. The Commission has additional functions that include maintaining the student records of postsecondary institutions that close and have no other depository, issuing certified student transcripts, and investigating complaints against educational institutions under its jurisdiction.

## Description of Services

HELC 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 verifications, 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, HELC acts as the State Approving Agency (SAA) for veterans' education benefits and has been designated as the state portal entity responsible for coordinating State Authorization Reciprocity Agreements (SARA) for the purpose of regulating the interstate offering of postsecondary education via distance learning.

The current (as of May 2018) Commissioners are: Mary E. Dilworth, Ed.D. – Chair; John M. Cross – Vice Chair; JoAnne Joyner, Ph.D. – Secretary; Janette Hoston Harris, Ph.D.; and Anita Bellamy Shelton, MSW.

## 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 HELC process is efficient, fair and transparent by:
  - Increasing the percentage of completed applications processed within 60 days of submission.
  - Implementing a publicity plan designed to inform stakeholders about the Commission's charge.

## Eligibility

- Licensure requirements for postsecondary institutions can be found at: <http://osse.dc.gov/helc>
- Eligibility requirements for Commissioners can be found at:  
<http://osse.dc.gov/publication/education-licensure-commission-elc-commissioner-vacancy>

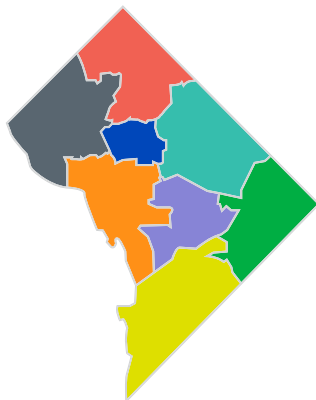
## Contacts

General Inquiries: [osse.elcmail@dc.gov](mailto:osse.elcmail@dc.gov)

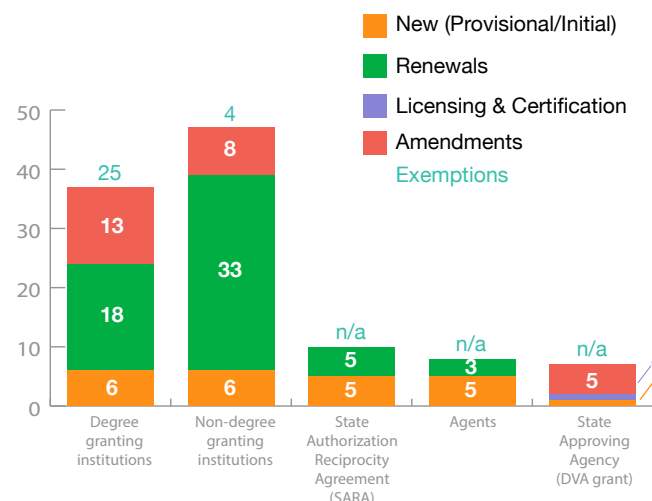
Angela Lee; Executive Director, Higher Education Licensure Commission; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Angela.Lee@dc.gov](mailto:Angela.Lee@dc.gov); (202) 724-2095

Approved Postsecondary Institutions, by Ward

Ward	Approved Institutions (%)
1	3.5%
2	26.6%
3	7.7%
4	2.8%
5	13.3%
6	9.1%
7	3.5%
8	6.3%
No physical presence	27.3%



Number of Applications Processed



143

Approved postsecondary institutions in DC

6

Licensed agents in DC

120	Number of student verification requests received and completed	426	Number of transcript requests received and completed
6	New applicant workshops offered	62	Participants at new applicant workshops
6	Complaints received	6	Complaints closed or withdrawn
7	Institutions closed	1	Investigations into unlicensed activity or regulation violations

## DEFINITIONS

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

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

**Amendments:** Applicants are licensed institutions that wish to change their licenses before required renewal date. Examples include changes of address or adding and dropping programs. Institutions may submit multiple amendments in a year, or submit an amendment after a new or renewal application, leading to more applications processed than approved institutions.

**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 DC who seek to recruit DC students.

Note: Applications processed may differ from the number of approved institutions because some institutions do not renew annually, and because institutions may submit multiple applications during one year (e.g. renewal and amendment).

### Overview

The Office of Higher Education Financial Services offers scholarships and grants for DC students to use as they enroll in and complete postsecondary study. These programs promote college affordability for DC students and support the overall goal of the division to improve enrollment, graduation, and employment rates for youth and adults in DC.

### Description of Services

Through 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 colleges and universities, including public Historically Black Colleges and Universities (HBCUs), or up to \$2,500 toward tuition at private institutions in the Washington, DC metropolitan area, and private HBCUs throughout the country.

Additionally, through the Mayor's Scholars Undergraduate Program (Mayor's Scholars) scholarship funds are available for postsecondary education. This program provides need-based funding for eligible DC residents earning their first associate's or bachelor's degree at select Washington, DC area colleges and universities. The program is a last-dollar award designed to fill the gap between a student's financial aid package and the cost of attendance. Recipients of Mayor's Scholars funding can receive up to \$4,000 per academic year, for up to four years for an associate's degree, and up to six years for a bachelor's degree.

### Goals

- To increase the number of students receiving financial support that will enable them to enroll in and complete a postsecondary program of study on time and with less debt.
- To increase the percent of high school seniors completing a DCTAG application.
- To increase the number of student who access Mayor's Scholars funds.
- 

### 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

Kenneth McGhee; Program Director, DCTAG; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Kenneth.McGhee@dc.gov](mailto:Kenneth.McGhee@dc.gov); (202) 481-3946

Kenneth Howard; Operations Manager, DCTAG; Operations; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Kenneth.Howard@dc.gov](mailto:Kenneth.Howard@dc.gov); (202) 741-6483

Melissa McKnight; Director, College and Career Readiness; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; [Melissa.McKnight@dc.gov](mailto:Melissa.McKnight@dc.gov); (202) 741-6413

## DCTAG

\$30M

DCTAG expenditures

4,477

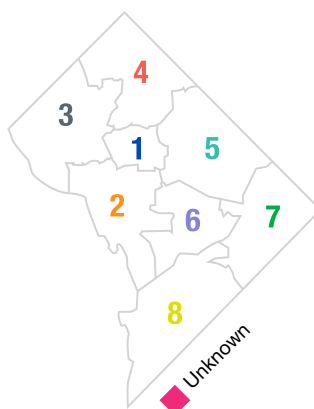
Students awarded

\$8,936

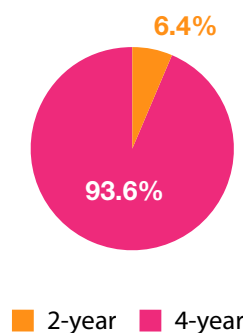
Average public, four-year  
per student award

## Percentage of Awarded Students, by Ward

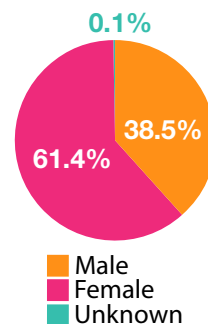
Ward	Percentage of Awarded Students
1	6.8%
2	3.6%
3	9.3%
4	19.7%
5	14.4%
6	8.1%
7	20.0%
8	17.1%
Unknown	0.3%



## Students Awarded, by Type of Institution



## Students Awarded, by Gender



52.7% DCTAG 6-year graduation rate (2008-09 cohort)

## Mayor's Scholars

\$1.07 M

Mayor's Scholars expenditures

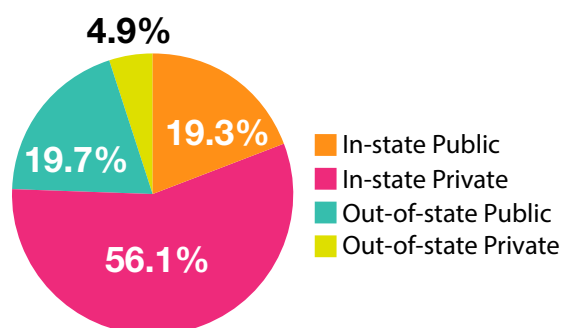
305

Students awarded

\$3,508

Average per-student award

## Mayor's Scholars Students Awarded, by Institution Type



## Percentage of Awarded Students, by Ward

Ward	Percentage of Awarded Students	Ward	Percentage of Awarded Students
1	12.7%	5	14.4%
2	DS	6	8.5%
3	DS	7	13.4%
4	23.2%	8	19.3%

Note: DS indicates that the data are suppressed because publishing the number would permit the calculation of suppressed data

There are not yet reliable retention or graduation data available for Mayor's Scholars.

Data are for the 2016-17 academic year, or the most recent years in which data are available. The 6-year graduation rate reflects students who graduated from any institution within six years of initial enrollment.

Mayor's Scholars awards were made separately during fall, spring, and summer; average per-student awards reflect all students, regardless of how many semesters they received an award.

## TEAM MEMBERS

### DIVISION OF POSTSECONDARY AND CAREER EDUCATION

#### ADMINISTRATION

**Antoinette Mitchell, Ph.D.**

Assistant Superintendent

**Alicia Gadsden**

Program Analyst

**Kilin Boardman-Schroyer**

Deputy Assistant Superintendent

#### PROGRAMS

##### ADULT AND FAMILY EDUCATION

**Julia (Michelle) Johnson**  
State Director

**Cynthia Brown**  
Staff Assistant

**Stacey Downey**  
Program Analyst

**Nakia Lynch**  
Program Analyst

**Tracy Richard**  
Management Analyst

##### CAREER AND TECHNICAL EDUCATION

**Chad Maclin**  
State Director

**Kim Freeland**  
Performance  
Accountability  
Coordinator

**Joseph Green**  
Performance  
Accountability  
Coordinator

**Tanya Mackall**  
Management Analyst

##### CAREER EDUCATION DEVELOPMENT

**Simone García**  
Director

##### COLLEGE AND CAREER READINESS

**Melissa McKnight**  
Director

**Tiffany DeJesus**  
Program Manager

**Janae Eason**  
Program Manager

**Jessica Jackson**  
Project Director

**Nicoisa Jones**  
Program Manager

**Janel Young**  
Program Manager

## POLICY AND PLANNING

**Byra Cole**  
Director

**Niranjan Murali**  
Policy Analyst

**Elizabeth Schiemann**  
Policy Analyst

## PROGRAMS

### DC REENGAGEMENT CENTER

**Ja'Sent Brown**  
Director

**Brian Diaz**  
ReEngagement  
Specialist

**Isaac Hammond-Paul**  
Deputy Director

**Brian Howard**  
ReEngagement  
Specialist

**Roderic Irby, Jr.**  
ReEngagement  
Specialist

**Dana Simpson**  
ReEngagement  
Specialist

### DCTAG

**Kenneth McGhee**  
Director, Program

**Kenneth Howard**  
Director, Operations

**Lincois Anderson**  
Management Analyst

**Lizette Brown**  
Customer Service  
Specialist

**Toshia Dark-Berry**  
Management Analyst

**Melanie Fleming**  
Program Analyst

**Scott Gilbert**  
Management Analyst

**SirWalter Hemphill**  
Management Analyst

**Tiffany Williams**  
Management Analyst

### GED PROGRAM OFFICE

**Philip PremDas**  
GED Administrator/Chief  
Examiner

**Deysi Ramirez**  
Staff Assistant

**Meta Trivers**  
Clerical Assistant

### HIGHER EDUCATION LICENSURE COMMISSION

**Angela Lee**  
Executive Director

**Michael Aniton**  
Attorney Advisor

**Maia Bailey-Turner**  
Administrative Assistant

**Jocelyn Harris**  
Education Compliance  
Specialist

**Alesia Henry**  
Education Compliance  
Specialist

**Everette Jackson, Jr.**  
SAA Compliance  
Specialist

**Dorothy Thomas**  
Education Compliance  
Specialist



District of Columbia  
Office of the State Superintendent of Education  
1050 First St. NE, Washington, DC 20002

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