



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Office of Career and Technical Education

Carl D. Perkins Grant Administration Priorities

To ensure the progression of the Carl D. Perkins IV Act, and subsequent Acts in the District of Columbia, the State Office of Career and Technical Education (SOCTE) has adopted twenty priorities. These priorities have been divided into three categories, to guide the implementation and advancement of career and technical education (CTE) programs.

The categories of administration, guidance and advisement, and programs encompass critical foci of CTE implementation and align with the SOCTE Local Perkins Plan that local education agencies (LEA) submit to the SOCTE for review and approval of CTE program implementation.

Further, as part of an integrated approach to Perkins implementation, it is expected that LEA shall incorporate these priorities into their five-year Local Perkins Plan utilizing a tiered approach to priority integration. Each annual Local Perkins Plan will identify the SOCTE priorities that the LEA will focus for that respective year.

Administration

1. Programmatic uniformity exists across all CTE programs through common structure of standards and course elements
 - a. Standards Benchmarks and Indicators
 - i. Workplace Readiness
 - ii. All Aspects of industry
 - iii. CTSO
 - iv. Content
2. CTE courses are academically rigorous and aligned to business and industry workforce needs
 - a. Indicators are aligned to the Common Core Standards
 - b. Indicators are aligned to Business and Industry Standards
3. Utilization of data quality standards and analysis practices for continuous CTE program review and improvement
 - a. Data integrity standards are established and followed
 - b. Data analysis standards are established and followed
4. CTE programs are implemented with fidelity across all schools in the District
 - a. LEA's have a process to monitor fidelity of program implementation
 - b. LEA's monitor site implementation of CTE programs and make appropriate adjustments
5. Positive placement data and practices meet the Carl D. Perkins Act definitions and intentions
 - a. LEAs have a means to obtain positive placement data two quarters after graduation
 - i. Positive Placement means continuing education in the same subject area or employment in the same subject area of study.
6. Business and Industry participate in curriculum reviews and provide ongoing input with regards to the evolution of CTE programs based on workforce needs
 - a. Experts in the field provide curriculum review and make recommendations for course learning outcomes on a regular basis.
 - b. Experts in the field provide workforce outlook for CTE programs
7. Relevant Professional Development opportunities are provided for CTE leaders, school counselors, and CTE teachers for the advancement of CTE programs
 - a. LEAs provide research based professional development for CTE stakeholders
 - b. LEAs conduct analysis of professional development to track the impact of the professional development on instructional practices

Guidance and Advisement

8. Seamless transitions exist for students to matriculate from middle school CTE programs to high school CTE programs, and from high school CTE program to postsecondary CTE programs and/or career entry
 - a. Programs of study exist for all CTE programs and are easily accessible by parents and students
9. Seamless transitions exist for students to matriculate from workforce development training programs to two-year degree programs and from two-year degree programs to four-year degree programs
 - a. Programs of study exist for all CTE programs and are easily accessible by students and employers
10. Parents, students, and the community are aware of CTE program offerings and their benefits
 - a. LEAs have a marketing plan for CTE promotion
 - b. LEAs conduct informational meeting for parents, students, and the community
11. CTE students receive support with academic skill attainment
 - a. School counselors provide early identification, monitoring, and support of students' academic success
12. All students have equal access to CTE programs
 - a. School counselors educate and inform prospective students about the benefits of CTE programs
 - b. LEAs work to remove barriers to CTE program access (scheduling, program offerings, etc.)
13. All students will have access to a career awareness program
 - a. LEAs make available a career awareness program for all secondary students
14. Nontraditional careers are promoted and students enrolled in nontraditional CTE programs receive academic and technical skill attainment support
 - a. School counselors educate and inform prospective students about the benefits of nontraditional CTE programs
 - b. School counselors provide early identification, monitoring, and support of students' academic success

Programs

15. Articulation and/or dual enrollment opportunities exist in every CTE program of study
 - a. LEAs have a published program of study which includes articulation or dual enrollment courses for all CTE programs easily accessible to students and parents
16. CTE students have access to participate with the aligned career and technical student organization ("CTSO")
 - a. LEAs promote a coherent program of work for CTSSO's
 - b. LEAs promote membership and participations in CTSSO's
17. Middle school CTE programs (business and Information technology, family and consumer sciences, and technology and engineering education) exist and support a student's academic and career planning
 - a. LEAs offer an exploratory career awareness course for middle school students
18. CTE students have access to, and successfully perform on, relevant industry credentials/certifications/licenses
 - a. Industry valued industry certifications are offered to students
19. CTE programs are equipped to current business and industry standards and students are receiving instruction that meets business and industry employment needs
 - a. CTE classrooms and labs model current industrial and business environments with current technology and equipment
 - b. CTE classrooms are equipped with modern business technology
20. Work-Based Learning opportunities exist in every CTE program of study
 - a. LEAs develop partnerships with business and industry and offer work-based learning experiences
 - b. LEAs have a means to accurately report work-based learning experiences
 - c. LEAs have a means to accurately monitor available work-based learning experiences