



# DC Career and Technical Education State Plan

*Public Feedback Session*

February 2024

# Public Comment Meeting Objectives

**By the end of this meeting, we will have:**

- Identified connections and points of alignment between the proposed four-year CTE State Plan and the District's other major workforce development initiatives.
- Reviewed major suggested goals and strategies for the proposed four-year CTE State Plan, including new locally created performance indicators and outcomes.
- Reviewed federally mandated performance indicator targets.
- Discussed the next steps in finalizing the CTE State Plan for submission to the US Department of Education in May 2024.
- Invited YOUR feedback on the new CTE State Plan!

# Agenda

- Overview of CTE State Plan process and timeline
- Presentation: CTE State Plan
  - Connection to District-level work
  - Look back on the FY 2021-2024 State Plan
  - State Plan key themes, goals, and strategies
  - Federal and local targets and indicators
- Next steps: Public comment period

# CTE State Plan Development Timeline





**Connection to Other District-Level  
Work**

# Alignment of Key Work across District-wide Initiatives

Throughout the State Plan development process OSSE worked closely with key partners in the District to include strategies and commitments that align with city-wide initiatives to create connections that ultimately ensure residents' experience within the education-to-employment continuum is seamless and supportive. Supportive strategies/commitments included in the plan:

## Mayor's Comeback Plan

- Building quality CTE programs that prepare students for high-wage, in-demand careers in the District.
- Strengthening pathways to targeted sectors by focusing on improving/growing programs aligned to high-growth target sectors.
- Updating state-wide course standards in CTE to stay up to date with industry trends; including employability skills, digital literacy skills (hardware and software), and workforce-aligned industry-recognized credentials (IRCs).

## WIOA State Plan

- Adopting a universal work-based learning rubric.
- Using Workforce Investment Council (WIC) Career Pathway maps to inform the creation of visual depictions of secondary CTE to postsecondary pathway options (including apprenticeships and other workforce options).
- Developing a Statewide approach to career readiness with the alignment of industry-recognized credentials, employability skills, and digital literacy competencies.

# Alignment of Key Work across District-wide Initiatives (Cont.)

Supportive strategies/commitments included in the plan:

## Education Through Employment Project

- Developing and making publicly available additional DC-specific local indicators that track CTE persistence and students' post-graduation pathways and early career outcomes for CTE participants and CTE concentrators.
- Developing or identifying a mechanism to track and report data associated with CTE students earning early college credit, post-high school, due to city-wide articulation/dual enrollment agreements.

## State Graduation Requirement Initiative

- Exploring the establishment of a CTE Diploma that would highlight CTE pathway completion and potentially allow CTE students to delve deeper into CTE coursework.
- Exploring additional course equivalency and simultaneous credit opportunities or guidance for LEAs.
- Developing a comprehensive dual enrollment strategy focusing on CTE students taking CTE program-aligned college courses.



## FY 2021-2024 DC CTE State Plan



# FY 2021-2024 DC CTE State Plan Outcomes

Over the last four years, DC CTE has made immense progress to accomplish goals set in the last State Plan. By 2023, DC CTE aimed to achieve the following:

- Require 100 percent of all CTE programs receiving federal and/or state funds for career education to adopt and fully implement state-approved programs of study and course standards – **Met the goal: 100 percent of CTE programs implemented state standards.**
- Expand access to high-quality CTE programs across existing and new school partners to increase the number of CTE participants by at least 15 percent – **Met and exceeded the goal. In FY23, 5019 secondary students participated in a recognized CTE program of study, this represents more than a 60 percent increase from the initial baseline outcome.**
- Create systems and supports to ensure at least 65 percent of CTE students advance to concentrator status, significantly closing the gap between CTE participants and concentrators – **Did not meet the goal. In FY23, 32 percent of CTE students advanced to concentrator status.**
- Maintain a four-year graduation rate of at least 97 percent for CTE concentrators. – **Met the goal. In FY23, 97 percent of CTE concentrators graduated.**

# FY 2021-2024 DC CTE State Plan Outcomes (Cont.)

- Increase the academic proficiency of CTE concentrators in reading/language arts and math by at least 12 and 16 percentage points, respectively. – **Met and exceeded the goals. In FY22 (last pre-COVID data set), CTE concentrator assessment results increased in reading/language arts and math proficiency by 15 and 26 percentage points from initial baseline outcomes.**
- Ensure at least 45 percent of all CTE concentrators successfully complete an internship or apprenticeship aligned with their program of study. – **Met and exceeded the goal. In FY23, 56 percent of CTE concentrators participated in an internship or apprenticeship.**



**FY 2025-2028 State Plan Key Themes,  
Goals, and Strategies**

# We Want to Hear your Input!

- For each key theme, we are looking for your input – what feels exciting, what might be missing, and what questions you have.
- After our team shares about the planned strategies for each theme, we will open up for discussion.
- You can add a sticky note on the whiteboard for that theme, use the chat, or come off mute to share your input.
- We also have two short surveys for you to share additional feedback about the CTE State Plan.

# FY 2025-2028 CTE State Plan Key Themes

In collaboration with stakeholders in four working groups, OSSE identified several key areas of focus for the CTE State Plan. Each of these is described in the next few slides, along with an overview of how OSSE would like to move forward to improve results for students, support subgrantees, and strengthen our CTE offerings and outcomes state-wide.

- Funding Updates
- Special Populations
- CTE Program Quality
- Focus on Secondary-Postsecondary Alignment and Pathways
- Data Availability and Integration
- CTE Educator and Staff Training, Recruitment, and Retention
- Communications and Marketing

# State Plan Funding Model Updates

Update 1: Over the past four years, CTE secondary enrollment has increased by more than 50 percent and several new Local Education Agencies (LEAs) have become DC Perkins Funding recipients. Since the federal Perkins allocation has only experienced small annual increases during the time and the local CTE allocation has actually been reduced, this has meant that per LEA and per student CTE funding allotments have decreased overall. To adjust for growth, the State Plan will use an updated split between secondary and postsecondary.

**As part of the State Plan, DC CTE will implement a new funding split which will raise secondary's portion of funding to 85 percent and postsecondary will receive 15 percent.**

Update 2: At the end of FY24, ARPA recovery funds will no longer be available. The Bowser Administration invested a significant amount of federal recovery funds to support the development and rapid growth of CTE programming, in-particular; internships, middle school CTE, work-based learning support, and the ATC. OSSE is exploring creative funding models to offset the impact of recovery funds ending this fiscal year.

**Over the state plan period, OSSE will explore additional local investment and creative funding strategies such as, local budget enhancements for specific projects, a UPSFF-based formula allocation for CTE, or a large discretionary enhancement request for OSSE to augment existing CTE grants.**

# Special Populations

## The State Plan will...

Identify strategies to prepare special populations for postsecondary and high-skill, high-wage, in-demand occupations, including expanding access to training for CTE teachers, centering student voice in decision-making at the state level, and incorporating standards around self-advocacy skills.

### Proposed Goals:

Special Populations - Reduce Perkins Secondary Performance Indicator outcomes gap between CTE English learners (EL) and special education students and their CTE peers by 25 percent by the end of the 2027-28 school year.

Special Population Program Persistence - CTE English learners and students with disabilities will persist from a level 1 CTE course to a level 3 CTE course at an equal rate or within a specific percentage (to be determined) of their CTE peers.

## Strategies include:

- Provide oversight and support to LEAs in accessing, understanding, and improving access and outcome data related to special populations, in alignment with the federal target and locally created indicators.
- Continue the special populations working group.
- Ensure marketing and communications efforts speak directly to and resonates with all CTE populations, but especially CTE special populations.
- Make all marketing and communications resources available in multiple languages spoken most frequently in DC.
- Develop additional strategies to prepare students in alternative education settings and incarcerated students for postsecondary and high-skill, high-wage, in-demand occupations.



# Discussion



# CTE Program Quality

## The State Plan will...

Include an intentional focus on access to CTE programs, as well as quality to ensure CTE programs across the District are engaging, high-quality, show results for students, and are setting up students for success in high-wage, high-growth, and high-demand career pathways.

## Proposed Goal:

Concentrators - By the 2027-28 school year, increase the rate of CTE participants advancing to the concentrator level by 20 percentage points (current rate – 32 percent). OR Create systems and supports to ensure at least 65 percent of CTE students advance to concentrator status, significantly closing the gap between CTE participants and concentrators.

## Strategies include:

- Creation of and regular reporting on robust local indicators that point to program quality. Expansion of the types and frequency of data about student outcomes to which LEAs have access.
- Updating state-wide course standards in CTE to stay up to date with industry trends; including more detailed employability skills, digital literacy skills, and workforce-aligned IRCs; providing limited flexibility to schools/LEAs about sequencing; and exploring adding fifth and sixth courses for select programs of study.
- Deliver training for professional school counselors to better understand the requirements of a CTE program of study and alignment to graduation and preparation for post-graduate opportunities as it relates to scheduling.
- Conducting a focused effort on understanding which programs and CTE pathways are moving students from participant to concentrator levels, with targeted support where appropriate.

# CTE Program Quality (Cont.)

## Strategies include:

- Adopt a universal work-based learning rubric that is used across CTE, adult education and workforce development to enhance program monitoring.
- Development of a monitoring rubric for desk and in-person programmatic audits that measures program improvement over time as well as indicators of overall success.
- Continued investment in middle school CTE as part of early awareness, early start, and intentional CTE outreach/recruitment strategy.
- Exploring middle school expansion opportunities, such as:
  - Developing an eighth-grade "digital literacy/financial literacy/career awareness" course culminating in UDC conference with break-out sessions on career cluster pathways.
  - Providing summer camps for rising eighth and ninth graders across several career clusters (possibly hosted at ATC and various LEA campuses).
  - Creating nine-week CTE module elective courses that middle schools could pick from.



# Discussion

# Dual Enrollment

There are three offerings for dual enrollment in DC:

1. OSSE Dual Enrollment (DE) Consortium (filled approx. 691 seats in SY2022-23);
2. Partnerships between LEAs and Institutions of Higher Education (IHEs) (served approx. 530 DCPS students in SY2022-23); and
3. The Advanced Technical Center (ATC) (served 96 students in SY2022-23).

Strategies include:

- A recent DME report [“Strengthening Student Access and Success in Dual Enrollment in Washington, DC”](#) highlights the need to expand dual enrollment significantly.
- Key recommendations from the report include:
  - Offering more DE courses during the day and summer, increasing marketing and awareness of DE opportunities to students and families, improving data collection, and exploring a sustainable local funding stream to support programming.
  - Develop a CTE DE structure that encourages CTE students to enroll in DE courses that are aligned to their programs of study.

# Focus on Secondary-Postsecondary Alignment and Pathways

## The State Plan will...

Connect and align the wealth of career readiness, early college, dual enrollment, and work-based learning opportunities and systems to build strong and accessible pipelines and pathways to careers for District students.

## Proposed Goal:

State Standards - By the 2025-26 school year, 100 percent of CTE state standards will have been updated to include employability skills, digital literacy, early college credit opportunities, and workforce aligned IRCs.

## Strategies include:

- Refine CTE standards to speak to career-ready skills that are uniformly defined across the system (CTE, adult education, and workforce development).
- Create a uniform approach to IRCs to identify a list of allowable entry-level/stackable and high-value credentials across CTE, adult education, and workforce development programs.
- Strengthen Industry Advisory Board (IABs) engagement in CTE programming by maintaining recent growth in internships; increasing involvement in the creation of CTE standards and IRCs; offering additional teacher supports; and deputizing existing industry led boards to act as OSSE's official IABs.
- Develop a comprehensive dual enrollment strategy focusing on CTE students taking CTE program-aligned college courses and entering into citywide articulation agreements and dual enrollment MOUs aligned to degree pathways.

# Focus on Secondary-Postsecondary Alignment and Pathways (Cont.)

## The State Plan will...

Connect and align the wealth of career readiness, early college, dual enrollment, and work-based learning opportunities and systems to build strong and accessible pipelines and pathways to careers for District students.

## Proposed Goal:

ATC Expansion - By the 2027-28 school year, the ATC will have been expanded to serve more students and offer more programming to students from across the city.

## Strategies include:

- Work with current and potential LEA and school partners to codify annual student recruitment targets and protocols in a Memorandum of Agreement (MOA) to ensure we grow the number of students participating in the ATC.
- Explore expanding the programming available at the ATC, through additional space at the current location and/or by opening a new location. Take student and family interest and needs into consideration alongside other factors.
- Explore providing ATC programming that may be more accessible for students in alternative programming – for example, at night or during the summer months.

# Focus on Secondary-Postsecondary Alignment and Pathways (Cont.)

## The State Plan will...

Place an emphasis on creating connections to postsecondary pathway options with degree programs, job training programs, and/or apprenticeship programs identified and aligned to specific occupations.

## Proposed Goal:

Apprenticeships - By the 2027-28 school year, 10 percent of CTE concentrators will participate in pre/youth apprenticeships annually and 10 percent of CTE concentrator graduates will participate in a registered apprenticeship within six months of high school graduation.

## Strategies include:

- Leverage future, planned education to employment data system to understand student pathways into careers.
- Align initiatives in this area and connections with postsecondary partners to possible future CTE diploma available for District of Columbia public school students.
- Explore additional course equivalency and simultaneous credit opportunities or guidance for LEAs.
- Use WIC Career Pathway maps and create a visual depiction of secondary to postsecondary pathway options, including degree programs, job training programs, and/or apprenticeship programs.
- Improve industry awareness and expand partnership opportunities not-exclusive to IAB participation.



# Discussion



# Data Availability and Integration

## The State Plan will...

include proposals to make data about programmatic quality and student outcomes more accessible and actionable, and to integrate data sources to inform programmatic decision-making and future investments.

## Proposed Goal:

Data Systems - By the 2025-26 school year, OSSE will launch a new data system, streamlining the data collection process and improving data accessibility for subgrantees. The system will track students earning college credit as a result of an articulation agreement or dual enrollment partnership. Data will capture at least 80 percent of IHE partners with an established MOU.

## Strategies include:

- Through the development of additional DC-specific local indicators, identify targets for CTE participants in addition to CTE concentrators, and make data more available to LEAs and other stakeholders.
- Disaggregate information by student sub-population and program of study to monitor CTE program access and performance for all students.
- Expand the types and frequency of student outcome data that LEAs have access to, either through Tableau or another data reporting platform.
- Develop or identify a mechanism to track and report data associated with CTE students earning early college credit as a result of city-wide articulation/dual enrollment agreements.

# Data Availability and Integration (Cont.)

## Strategies include:

- Explore possibilities for students to have access to their own educational and career preparation documents (e.g., resume), including after completing high school; explore ways for interested employers to access documents while protecting student data and privacy.
- Support grantees in using Career Coach DC to find and connect to career pathways and make programmatic decisions.
- Work with the WIC to explore ways to strengthen alignment of LMI data sections with the WIOA State Plan and attempt to identify a common definition for high-wage, high-skill, and in-demand careers.



# Discussion

# CTE Educator and Staff Training, Recruitment, and Retention

## The State Plan will...

focus on supporting educators through professional development opportunities, mentorship, and by exploring innovative strategies for staffing.

## Proposed Goal:

Educators - By the 2025-26 school year, OSSE will institute a CTE teacher licensure policy that includes multiple pathways to licensure for current educators and professionals transitioning from industry.

## Strategies include:

- Explore creative and innovative strategies for CTE teacher recruitment, support, and retention, including:
  - Understanding the possibility of alternative staffing models, such as adjunct or part-time instructors, shared positions, and/or a teaching fellowship for industry professionals.
  - Coordinate between LEAs and postsecondary institutions to share job postings for open positions.
  - Bolster support for CTE teachers during onboarding to new positions, particularly for instructors coming directly from industry positions.
  - Finalize a CTE Teacher Licensure structure with the Office of Teaching and Learning to implement the policy starting in the 2025-26 school year.

# CTE Educator and Staff Training, Recruitment, and Retention (Cont.)

## Strategies include:

- Expand the availability of robust professional development and training opportunities, including:
  - Providing a spectrum of virtual and in-person opt-in training opportunities based on the diverse set of content expertise and experience levels of CTE educators;
  - Developing routine pedagogical training opportunities that provide teachers with materials to implement in their classrooms;
  - Identifying further educator learning opportunities at UDC Community College;
  - Establishing educator-to-industry mentorship opportunities.



# Discussion

# Communications and Marketing

## **The State Plan will...**

Include additional communications and marketing about the availability and benefits of CTE programs in response to widespread feedback from stakeholders involved with the first portion of the CTE State Plan development process.

## **Proposed Goal:**

Non-Traditional Postsecondary Pathways - By the 2027-28 school year, increase the percentage of under-represented gender concentrators in non-traditional postsecondary CTE pathways by 15 percent.

## **Strategies include:**

- Develop a comprehensive marketing strategy for CTE programs in the District of Columbia, to connect with students, families, educators, and other residents.
- Coordinate outreach with partners, such as My School DC, DC Public Libraries, DC Department of Motor Vehicles, DC Department of Human Services, DC public tv station, Board of Trade/Chamber of Commerce/Industry associations, etc. to increase awareness and engagement among students, parents, and potential industry partners.
- Ensure marketing and communications efforts speak directly to and resonate for CTE populations.
- Leverage student voice and tap the possibilities of peer-to-peer and social media content to share about CTE opportunities in a way that resonates with middle and high school students.

# Communications and Marketing (Cont.)

## Strategies include:

- Explore the possibility of an annual CTE showcase or fair to bring the possibilities of CTE to life for District students and families.
- In marketing materials, utilize visual approaches and engaging graphics to illustrate how CTE pathways from middle school to postsecondary can result in high-wage, high-growth career opportunities and decreased postsecondary costs. Share these materials with key staff (e.g., school counselors) at the secondary and postsecondary level.





# Discussion

# State Plan Goals

<b>Goal 1: Special Populations</b>	Reduced Perkins Secondary Performance Indicator outcomes gap between CTE English learners and students with disabilities and their CTE peers by 25 percent by the end of the 2027-28 school year.
<b>Goal 2: Special Populations Pathway Persistence</b>	CTE English learners and special education students will persist from level 1 to level 3 at an equal rate or within a specific percentage (to be determined) of their CTE peers.
<b>Goal 3: Apprenticeships</b>	By the 2027-28 school year, 10 percent of CTE concentrators will participate in pre/youth apprenticeships annually and 10 percent of CTE concentrator graduates will participate in a registered apprenticeship within 6 months of graduating from high school.
<b>Goal 4: ATC Expansion</b>	By the 2027-28 school year, the ATC will have been expanded to serve more students and offer more programming to students from across the city.
<b>Goal 5: Educator Licensure</b>	By the 2025-26 school year, OSSE will institute a CTE teacher licensure policy that includes multiple pathways to licensure for current educators and professionals transitioning from industry.

# State Plan Goals

<b>Goal 6: State Standards</b>	By the 2025-26 school year, 100 percent of state standards will have been updated to include employability skills, digital literacy, and workforce aligned IRCs.
<b>Goal 7: Non-Traditional Postsecondary Pathways</b>	By the 2027-28 school year, increase the percentage of under-represented gender concentrators in non-traditional postsecondary CTE pathways by 15 percent.
<b>Goal 8: Concentrators</b>	By the 2027-28 school year, increase the rate of CTE participants advancing to the concentrator level by 20 percentage points. <b>OR</b> Create systems and supports to ensure at least 65 percent of CTE students advance to concentrator status, significantly closing the gap between CTE participants and concentrators.
<b>Goal 9: Data Systems</b>	By the 2025-26 school year, OSSE will launch a new data system, streamlining the data collection process and improving data accessibility for subgrantees. The system will track students earning college credit as a result of an articulation agreement or dual enrollment partnership. Data will capture at least 80 percent of IHE partners with an established MOU.
<b>Goal 10: Teacher Retention</b>	By the 2027-28 school year, CTE teacher retention levels will equal the average secondary teacher retention rate or increase by 10 percentage points.



## Federal and Local Targets and Indicators

# Overview: Required Secondary Core Indicators

**Required Secondary Core Indicators of Performance include:**

Indicator 1S1: Four-Year Graduation Rate. The percentage of CTE concentrators who graduate high school, as measured by:

- a. the four-year adjusted cohort graduation rate; and
- b. Graduates are defined in section 8101 of the Elementary and Secondary Education Act of 1965.

Indicator 2S1: Academic Proficiency in Reading/Language Arts; 2S2: Academic Proficiency in Mathematics; 2S3: Academic Proficiency in Science. CTE concentrator proficiency in the challenging state academic standards adopted by the state under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act. 3.

# Overview: Required Secondary Core Indicators

Indicator 3S1: Postsecondary Placement. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

Indicator 4S1: Non-traditional Program Enrollment. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Indicator 5S3: Program Quality--Participated in Work-Based Learning. The percentage of CTE concentrators graduating from high school having participated in work-based learning.

# Overview: Required Postsecondary Core Indicators

## Required Postsecondary Core Indicators of Performance include:

1. 1P1: Postsecondary Retention and Placement. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
2. 2P1: Earned Recognized Postsecondary Credential. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.
3. 3P1: Non-Traditional Program Enrollment. The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields.

# Proposed SDPLs - Draft Plan Targets - Secondary

Secondary		Performance Levels			
Indicator	Baseline Level	2024	2025	2026	2027
1S1: Four-Year Graduation Rate	98%	98%	98%	98%	98%
2S1: Academic Proficiency in Reading / Language Arts	45%*	45%	49%	53%	57%
2S2: Academic Proficiency in Mathematics	22%*	22%	26%	30%	34%
2S3: Academic Proficiency in Science	6%**	6%	7%	8%	9%
3S1: Postsecondary Placement	78%	78%	79%	80%	81%
4S1: Non-traditional Program Enrollment	44%	44%	45%	46%	47%
5S3: Program Quality--Participated in Work-Based Learning	57%	57%	59%	61%	63%



\*Targets were developed using an adapted formula to adjust for missing data as a result of the Covid-19 pandemic.

\*\*Baseline testing data is not available.



# Proposed SDPLs - Draft Plan Targets – Postsecondary

Postsecondary		Performance Levels			
Indicator	Baseline Level	2024	2025	2026	2027
1P1: Postsecondary Retention and Placement	60%	60%	62%	64%	66%
2P1: Earned Recognized Postsecondary Credential	39%	39%	40%	41%	42%
3P1: Non-Traditional Program Enrollment	18%	18%	19%	20%	21%

# Proposed CTE Local Indicators

- **Enrollment:** Monitoring the percentage of students participating and/or concentrating in CTE compared to the total school population.
- **Industry Recognized Certifications (IRC):** Measuring the percentage of students participating and passing an IRC.
- **CTE Early College:** Calculating the percentage of students who participate and ultimately earn credit through dual enrollment or articulated credit opportunity.
- **Instructional Quality:** Capturing the percentage of CTE teachers participating in quality CTE professional development opportunities and documenting the percentage of CTE teachers meeting or exceeding effectiveness.
- **Program Impact:** Develop a Student and Teacher CTE survey to measure engagement, satisfaction, and program quality.
- **Work-based Learning:** Expand the current performance target to measure the percentage of students participating in at least two quality work-based learning events; events include awareness, exploration, and preparation.

# Proposed CTE Local Indicators (Cont.)

- **Program of Study (POS) Retention:** Developing a series of measures to track the percentage of students who persist through the four-course sequence.
- **SAT College and Career Readiness Benchmark:** Monitoring the number of CTE students meeting the College and Career Readiness benchmarks on the SAT and drilling down based on the number of CTE courses a student completes during their time in high school.
- **Post-Program Placement:** Understanding the rate at which students matriculate to each of the following postsecondary opportunities: postsecondary education, advanced training, military service, registered apprenticeship, national community service program/Peace Corps, and employment
- **In-Seat Attendance:** Evaluating the CTE in-seat attendance rate compared to LEA's overall in-seat attendance rates.
- **Grant Funding:** Evaluating the spending of grant dollars awarded to sub-grantees.



# Discussion

# Share Your Input

- What do you think of the proposed strategies and State Plan goals? Scan the QR code to share your feedback!



# Share Your Input

- What do you think of the required federal targets and proposed CTE local indicators?  
Scan the QR code to share your feedback!



# Notice of Public Comment Period

The Plan and proposed levels of performance on the required core indicators for secondary and postsecondary programs receiving Carl D. Perkins funds are available on the OSSE website at: <https://osse.dc.gov/publication/carl-d-perkins-application-forms>.

To ensure an opportunity for the public to provide input prior to submission, the proposed State Plan and State Determined Performance Levels will be posted on OSSE's website for 35 calendar days and open for written public comment within the same period. The public comment period on the District of Columbia's CTE State Determined Performance Levels opened on Feb. 26, 2024 and will close March 31, 2024.

Specifically, OSSE is soliciting comments regarding the following:

- How the levels of performance meet the requirements of the law;
- Support the improvement of performance of all CTE concentrators, including subgroups of students and special populations; and
- Support the needs of the local education and business community.

All persons desiring to comment on the proposed State Determined Performance Levels should submit comments in writing not later than **March 31, 2024** via email to: [ossecomments.proposedregulations@dc.gov](mailto:ossecomments.proposedregulations@dc.gov).

## Next Steps

- CTE State Plan Community Sessions:
  - March 14 from 4-6 p.m. (in-person at OSSE)
  - RSVP here: [bit.ly/3uvSXaF](https://bit.ly/3uvSXaF)
- Draft State Plan and Proposed Federal Perkins SDPLs (Perkins Federal Proposed Indicator Targets) will be available for public comment tentatively between Feb. 26 to March 30 (through the OSSE CTE Website and DC Register respectively).