



District of Columbia
Office of the State Superintendent of Education

DISTRICT OF COLUMBIA CAREER AND TECHNICAL EDUCATION STATE PLAN

May XX, 2024



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Postsecondary and Career Education Division
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Overview of Perkins V and the State Plan

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V, the Act, legislation, statute) was signed into law by President Trump on July 31, 2018. This bipartisan bill reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006, providing roughly \$1.3 billion in annual federal funding, which is administered by the U.S. Department of Education (USED), to support career and technical education (CTE) for our nation's youth and adults.

Perkins V presents an opportunity to expand high-quality CTE, career advisement, and work-based learning (WBL) programs so that students in the District of Columbia, have the opportunity to explore, choose, and follow vertically integrated career pathways—which include early-college and career experiences—that seamlessly lead to postsecondary programs and high-quality employment.

Key provisions of Perkins V include:

- Requiring extensive collaboration among state and local secondary education, postsecondary education, and business and industry partners to develop and implement high-quality CTE programs of study.
- Introducing a comprehensive needs assessment to align CTE programs to state-identified high-wage, high-skill, and in-demand career fields.
- Strengthening the CTE teacher and faculty pipeline, especially in hard-to-fill program areas.
- Promoting innovative practices to reshape where, how, and to whom CTE is delivered.
- Expanding the reach and scope of career guidance and academic counseling.
- Revising and expanding the list of students traditionally underrepresented in CTE to be served and requiring states to set aside funds to recruit and serve these students in CTE programs.
- Shifting responsibility to states to determine their performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students.

The District of Columbia Office of the State Superintendent of Education (OSSE) serves as the eligible state agency for the Perkins V grant and is responsible for the administration of funds associated with the Perkins Act.

Building on Our Foundation: 2024-2028 Vision for Career and Technical Education in DC

The District of Columbia is at a critical moment in the work of changing outcomes for all learners attending public and public charter schools. In several areas, the District has made continued progress in high school graduation rate, moving from 68.2 percent in the 2018-19 school year to 76.14 percent in the 2022-23 school year. In other academic areas, student progress is closing the

gap between pre- and post-pandemic academic performance. From 2021-22 to 2022-23, students gained in both English language arts and mathematics proficiency on the District’s state assessment, including most racial and ethnic groups and students who are economically disadvantaged. DC Public Schools (DCPS), the District of Columbia's largest local education agency (LEA), saw a historic number of students enrolling in the 2023-24 school year – more than 51,000 for the first time since OSSE began collecting these data in 2007. Enrollment in the District's nearly 70 public charter LEAs has also increased over the past two years.

These advances, while they are causes for celebration, must be seen in the larger context of the past four years and the impact of the coronavirus pandemic on the District’s economy, school systems, and educational outcomes. While District of Columbia students saw gains on the 2022-23 state assessments, those gains were largely isolated to elementary and middle school. Overall, rates remain lower than 2018-19 levels, highlighting the impact of critical learning time lost and the continued need for acceleration and student support.

OSSE’s vision is that the District of Columbia is a national leader in CTE based on its implementation of best-in-class programs of study, promotion of innovative strategies to connect students to the workforce, provision of a cutting-edge and rigorous culture of learning, and development of students who are passionate about their college or career pathway of choice.

The District of Columbia CTE system (DC CTE) has made measurable progress made towards achieving this vision. Still, there are remaining areas in need of improvement to ensure access and opportunity for all District of Columbia students. OSSE is proud of the strong foundation established under the 2020 CTE State Plan. During that time, the District sustained a 97 percent graduation rate for concentrator students in CTE programs through the impact of the pandemic in the 2020-21 school year and 2021-22 school year. CTE secondary student enrollment in the District of Columbia has grown by 64 percent since the 2020-21 school year.

OSSE is proud that the District met or exceeded five of the six goals set in the 2020 CTE State Plan:

Goal:	Outcome:
1) 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.
2) 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. As of the 2022-23 school year, 5,019 secondary students participated in a recognized CTE program of study, this represents more than a 60 percent increase from the initial baseline outcome.

<p>3) 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</p>	<p>Did not meet the goal. In FY23, 32 percent of CTE students advanced to concentrator status.</p>
<p>4) Maintain a four-year graduation rate of at least 97 percent for CTE concentrators</p>	<p>Met the goal. As of the 2022-23 school year, the District's CTE concentrators maintained at least a 97 percent graduation rate and, in some years, exceeded that goal, achieving as high as a 99 percent graduation rate in the 2021-22 school year.</p>
<p>5) Increase the academic proficiency of CTE concentrators in English language arts/literacy and math by at least 12 and 16 percentage points, respectively.</p>	<p>Met and exceeded the goals. As of the 2021-22 school year, CTE concentrator assessment results increased in English language art/literacys and math proficiency by 15 and 26 percentage points from initial baseline outcomes.</p>
<p>6) Ensure at least 45 percent of all CTE concentrators successfully complete an internship or apprenticeship aligned with their program of study.</p>	<p>Met and exceeded the goal. As of the 2022-23 school year, 56 percent of CTE concentrators participated in an internship or apprenticeship.</p>

The District of Columbia has also taken innovative approaches to expand CTE access to more students. In 2022, the District opened the Advanced Technical Center (ATC), a centralized program temporarily housed on a college campus, which provides CTE courses to students across the District, irrespective of which high school they attend. The ATC enrolled 96 students from eight schools across two programs – cybersecurity and nursing – during its inaugural year. In the 2023-24 school year, the ATC moved into its permanent home at the Penn Center and expanded enrollment to nearly 200 students from 15 high schools. These students are earning college credits and industry certifications in high-wage, high-growth career pathways while they complete their high school degree. In January 2024, the ATC received an additional investment of \$4.1 million through the USED’s Career Connected High Schools Program grant. With this new funding, OSSE will be able to further expand the ATC to serve 300 students per year.

Further, the District of Columbia has been recognized by USED as a leader in gender equity in CTE programs, particularly in Science, Technology, Engineering, and Mathematics (STEM) programs and Construction Trades areas. OSSE will continue to support students of all genders to access diverse CTE pathways in non-traditional areas.

While OSSE is proud of the District’s progress, we know there is more work to do. The District did not meet one of our six goals from the 2020 CTE State Plan, which was to ensure at least 65

percent of CTE students advance to concentrator status, significantly closing the gap between CTE participants and concentrators. In the District, to be a concentrator, students must earn three CTE credits in a program of study. In FY23, 32 percent of CTE participants advanced to concentrator status. OSSE is pleased with the expansion in CTE programs and numbers of students accessing CTE since the 2018-19 school year. DC remains committed to supporting students' persistence in a program of study and is including a goal focused on increasing the number of concentrators as part of the CTE State Plan (see page 7).

Further, access to CTE programs is not yet completely accessible across all groups of students. Students with disabilities and students receiving English learner services experience lower levels of access, and lower rates of movement from participant to concentrator status, on average, than their peers.

CTE programs in the District of Columbia have been fortunate to benefit from a large infusion of funding through the American Rescue Plan Act (ARPA). This funding supported internships, middle school CTE, WBL support, and the ATC. Fortunately, city and educational leadership who understand how CTE programs will support the District's long-term recovery from the impacts of the COVID-19 pandemic.

The ARPA funding, however, will expire at the end of FY24. Over the state plan period, OSSE will pursue additional local investments and creative funding strategies to sustain programming while exploring new funding opportunities for further innovation and growth. The District of Columbia will seek to continue robust financial support for CTE programs.

Based on the success of the 2020 CTE State Plan, the District is positioned to build on previous successes. As we work to close gaps, strengthen program quality, and accelerate outcomes for all students, we are guided by our values and our vision. We believe CTE students in the District of Columbia:

- Are capable, lifelong learners who will be rewarded with a high quality of life through hard work and achievement. It is our responsibility to empower this mindset through the planning, development, funding, and support of CTE programs and personnel in the District.
- Will thrive in a learning environment that values students, families, teachers, administrators, and the community. It is our responsibility to work in concert with all of our stakeholders as we strengthen pipelines to career and postsecondary programs throughout our region.
- Deserve to be challenged. It is our responsibility to provide defined programs of study, industry-validated standards, and world-class professional development programs that provide clear expectations of rigor, transforming our classrooms into learning centers where excellence is expected.
- Must be active participants in their educational journey. It is our responsibility to promote a culture of safe learning and inquiry, where all partners, including students, accept responsibility, take initiative and risk, and showcase their achievements.

OSSE's 10 ambitious goals for CTE programs in the District of Columbia will accelerate progress on federal targets and, with the collaboration of our community of stakeholders, transform outcomes for students.

1. By the 2027-28 school year, DC CTE will reduce the Perkins Secondary Performance Indicator outcomes gap between CTE English learners and students with disabilities and their CTE peers by 25 percent (see page 69).
2. By the 2027-28 school year, CTE English learners and students with disabilities will persist from level one to level three courses at an equal rate or within 5 percentage points of their CTE peers, based on data from the 2022-23 school year.
3. 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 graduating from high school.
4. 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.
5. By the 2025-26 school year, 100 percent of state standards will include employability skills, digital literacy, and workforce aligned industry-recognized credentials (IRCs).
6. By the 2027-28 school year, 15 percent increase in the percentage of under-represented gender concentrators in non-traditional postsecondary CTE pathways.
7. By the 2027-28 school year, increase the rate of CTE participants advancing to the concentrator level by 20 percentage points.
8. By the 2025-26 school year, 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 institution of higher education (IHE) partners with an established Memorandum of Understanding (MOU).
9. By the 2027-28 school year, CTE teacher retention levels will equal the average secondary teacher retention rate or increase by 10 percentage points.
10. By the 2027-28 school year, the ATC will have been expanded to serve at least 300 students a year and offer more programming to students from across the city.

As part of our commitment to these goals and efforts to aspire to our vision for CTE in the District of Columbia, OSSE has identified additional state-level performance indicators to be collected and reviewed annually as part of a continuous improvement cycle. OSSE state-level performance indicators will help benchmark progress toward goals and federal targets. These state-level performance indicators include:

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 (WBL): Expand the current performance target to measure the percentage of students participating in at least two quality WBL events; events include awareness, exploration, and preparation.

Program of Study 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, and how their program of study aligns with student choices after high school graduation:

- 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.

Once the data infrastructure is fully in-place, these indicators will be disaggregated by LEA, school, program of study, and student sub-population to help inform program improvement strategies.

NARRATIVE DESCRIPTIONS

Plan Development and Consultation

Describe how the State Plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State Plan consultation under section 122(c)(1) of Perkins V.

OSSE is deeply committed to developing a statewide vision and State Plan for CTE rooted in feedback and input from stakeholders. In mid-2023, OSSE began the process of assembling a diverse group of stakeholders to provide consultation and feedback on the state of CTE in the District of Columbia.

As required by statute, OSSE engaged the following representatives of CTE programs:

LEA or educational service agency representatives including

- Teachers
- Professional school counselors
- Principals and other school leaders
- Administrators
- Specialized instructional support personnel and paraprofessionals

Postsecondary education representatives

- Faculty members
- Administrators

Industry representatives:

- State board or local workforce development boards
- Local and regional businesses/industries

Community representatives:

- Families
- Students, including students underrepresented in CTE
- Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth.

August 2023 Kickoff Meeting and Working Groups Formation

In August 2023, OSSE invited 50 stakeholders to form four working groups on key topics critical to re-creating the vision for CTE in the District of Columbia. The key topics included

- 1) Accountability, monitoring, and performance
- 2) Special populations

- 3) Preparing an educated and skilled workforce
- 4) Postsecondary and the ATC

OSSE convened a kickoff meeting on Aug. 10, 2023, at Gallaudet University to share progress since the release of the previous State Plan. At the meeting, OSSE shared an overview of CTE programming over the past five years, presenting the relevant components of Perkins V, sharing information about the vision for the future of CTE in the District and, providing the time frame and process for completing the District’s 2024 CTE State Plan.

State Plan Kickoff Meeting Agenda:

Welcome & Introductions

Overview of Career and Technical Education (CTE) in the District of Columbia

- CTE Showcase: DCPS
- CTE Showcase: Charter
- Questions and Feedback

Perkins V Overview & Future Vision of CTE

- CTE Showcase: ATC
- Questions and Feedback

Development of Four Year CTE State Plan

- CTE Showcase: University of the District of Columbia Community College (UDC-CC)
- Questions and Feedback

Working Group Meetings

The four working groups included LEA leaders, school staff, CTE staff, industry partners, and other District of Columbia agencies including the Workforce Investment Council (WIC) and the Deputy Mayor for Education (DME) charged with workforce development and career and technical education. Each group met three times (September, November, and December 2023) to discuss topics within the respective working group’s focus.

During each meeting, OSSE shared data and information, and stakeholders responded to OSSE’s proposals for policy and programmatic work moving forward, engaged with each other to answer on discussion questions, and provided ideas about how to strengthen CTE in the District. Stakeholders also had the opportunity to share additional written feedback after each meeting. Overarching goals and areas of the State Plan development under each working group are included below.

Accountability, monitoring, and performance

Working Group 1 advised on the best strategies for OSSE to consider in the development of robust CTE accountability and monitoring systems. This group provided input on:

- Federal and state performance indicators and targets;

- Ways to address disparities or gaps in federal performance indicators;
- A possible update to DC's comprehensive needs assessment;
- Monitoring process inclusive of local improvement plans and site visit structure for LEA CTE programming site visits;
- A process to stay abreast and keeping local grantees abreast of current labor market data on high-skill, high-wage, or in-demand industry sectors or occupations; and
- Utilize CTE data collection platform that allows LEAs and OSSE to gather and use real time CTE data for programmatic decision making.

Special populations

Working Group 2 examined ways that the District can recruit and ensure that special populations are active participants in CTE. This group examined and provided input on the following topics:

- Providing equal access and supports to ensure success and inclusiveness in CTE programs;
- Preparing special populations for high-skill, high-wage, or in-demand industry occupations;
- Preparing special populations for nontraditional careers;
- Preventing and addressing barriers to success;
- Identifying ways to support students at opportunity academies and alternative schools, and individuals who have been incarcerated; and
- Identifying ways to monitor and hold local grantees accountable to making progress in closing opportunity and educational gaps among special populations.

Preparing an educated and skilled workforce

Working Group 3 provided input on the current strength of and future improvements to the academic and programmatic components of CTE programming, including pathway and course content and teacher preparation. This group provided input on:

- Career guidance and academic counseling to ensure success of students in CTE programs of study;
- Ensuring CTE programs of study align to industry-recognized credentials, employability skills, and digital literacy competencies needed in high-wage, in-demand occupations.
- Providing adequate and equitable professional learning opportunities for educators;
- Expanding upon the recruitment and preparation of teachers, including pre-service teachers, in CTE programs of study;
- Updating the District's Industry Advisory Board structure;
- Reviewing and providing input on current youth apprenticeship structure;
- Developing a marketing strategy to inform District residents about CTE programming across the District;
- Assisting in development of state-approved CTE middle school courses/curriculum and programming;
- Adjusting program of study standards/courses to allow students to begin earlier and go beyond four courses potentially allowing for expansion of WBL opportunities (for example, full-year/multiyear apprenticeships/internships); and

- Enabling multi-disciplinary, credit/graduation requirement flexibility approach (e.g., CTE concentrator-level courses may be accepted as graduation requirements in lieu of some core course graduation requirements).

Postsecondary and the Advanced Technical Center (ATC)

Working Group 4 helped identify further opportunities for CTE programs across the District to develop or strengthen current partnerships with postsecondary institutions and organizations – both while students are enrolled in secondary programs, and after graduation. This group provided input on:

- Expanding early college credit opportunities through dual enrollment and statewide articulation agreements with postsecondary partners;
- Improving vertical content alignment with secondary programs;
- Developing a system to support students, LEAs, and institutions of higher education (IHE) in tracking articulation credits;
- Identifying funding to sustain and grow the ATC within current space/informing the possibility of adding another location;
- Creating a system in which students can easily enroll in ATC without barriers (open enrollment structure);
- Strengthening relations with UDC Community College to better support their CTE programming and student outcomes; and
- Revisiting secondary/postsecondary federal funding split.

Subgrantee State Plan Feedback Session

On Nov. 15, 2023, OSSE met in person with CTE leaders at secondary LEAs as well as with UDC, our postsecondary subgrantee, to share an update about the working group progress and gather input on key questions. OSSE shared proposed federal performance targets and new proposed state indicators and recapped the topics covered in working group meetings to date (two out of three meetings for each of four working groups).

Feedback Survey and January 2024 In-Person Summit

Bolstered and shaped by stakeholder feedback from the working groups and LEA and IHE CTE leaders, OSSE developed a set of proposed strategies across six themes:

- 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

These themes, and related proposals, were included in an online survey shared with stakeholders during December 2023. The survey asked for feedback on the proposals across themes, as well as input on overarching goals, federal targets, and state indicators.

To further ensure that all CTE stakeholders had an opportunity to continue engaging with the State Plan development, OSSE held a CTE Stakeholder Summit on Jan. 30, 2024, at UDC. The goal of the Summit was to share updates from across the working groups with all CTE stakeholders, as well as provide updates on OSSE's proposals for goals, federal targets, and new proposed state-level indicators. During the session, stakeholders weighed in on the proposed strategies and performance targets to be included in the new CTE State Plan.

CTE Stakeholder Summit Agenda:

Welcome and Introduction:

- Overview of the timeline and process for the CTE State Plan
- Alignment with District-wide initiatives
- Overview of federal and state goals, targets, and indicators
- Q&A Session

Small Group Discussion:

- Groups of three to four participants discussed overarching ideas, questions, and concerns after hearing the State Plan presentation.

Closing:

- Large group debrief and Q&A
- Overview of next steps in developing and submitting the CTE State Plan

Public Feedback Sessions and Comment Period:

[Hold for further stakeholder content as it happens:

- Public feedback sessions
- Sharing near-final draft of the state plan]

OSSE hosted a virtual meeting on Feb. 15, 2024, where the public received an overview of the State Plan development process and was invited to provide feedback on strategies featured in the draft plan.

OSSE partnered with the WIC to host a joint in-person meeting for the public on March 14, 2024. The WIC and OSSE presented important components of the WIOA and CTE State Plan and highlighted some shared strategies that support work in both plans. The public received an overview of the State Plan development process and was invited to provide feedback on key strategies featured in the draft plan.

In addition, from Feb. 26, 2024, to March 31, 2024, the public had the opportunity to provide input on the new CTE State Plan and the CTE state-determined performance levels, made available on the OSSE website along with a draft of the new CTE State Plan. (osse.dc.gov/publication/carl-d-perkins-application-forms);

The public had the option of submitting feedback directly to the DC CTE team or completing a set of surveys seeking more targeted feedback on how strategies meet the requirements of the law, how strategies support the improvement of the performance of all CTE concentrators, including specific student groups and students underrepresented in CTE, and how strategies support the needs of the local education and business communities.

Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the state agencies identified in section 122(e)(1)(A)-(C) of the Act. If a state agency, other than the eligible agency, finds a portion of the final State Plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).

There were no objections to this State Plan. Under the current State Plan, the District of Columbia plans to reserve 15 percent of eligible funds to spur statewide innovation, including summer CTE enrichment to promote CTE programs with rising ninth-graders and the creation of a statewide data system for industry-recognized credentials, work-based learning, and earned postsecondary credit. We will continue to fund charter schools with low enrollment to increase their capacity to deliver programs in high-wage, high-skill, and/or in-demand fields. Reserve funds will be distributed to secondary and postsecondary institutions; secondary LEAs will receive 95 percent of the funds, and our IHE will receive 5 percent. All funds will be distributed to subrecipients on a competitive basis.

The District will make smart and effective choices as ARPA funding sunsets in FY24. We are proud that over the past four years, CTE secondary enrollment has increased by more than 60 percent, and several new LEAs have become DC CTE Perkins Funding recipients – however, the growth in students and LEAs with a consistent level of federal funding has meant that per LEA CTE funding allotments have decreased overall while the number of CTE students they are supporting has increased. To help adjust for growth, the State Plan includes an updated allocation to eligible recipients split between secondary and postsecondary: Secondary LEAs will be allocated 85 percent of these funds, and our IHE will be allocated 15 percent. This represents a shift from current and previous allocations, where secondary LEAs were allocated 80 percent of these funds, and our IHE, UDC-CC was allocated 20 percent. UDC and OSSE discussed this shift in depth and UDC leadership agreed with the reallocation.

During this plan period, the District will continue to explore additional opportunities to bolster funding available for expansion and strengthening of CTE programming to continue to meet the commitments referenced above. OSSE is excited to have already secured an additional \$4.1 million to expand the ATC as described on page 37. Funding opportunities for specific projects or to increase support for CTE schools as the number of CTE students continue to grow will continue to be pursued over the next four years.

The District of Columbia will continue to comply with the required percentages in Perkins V in how it allocates its funding. Consultation will continue to occur with the industry advisory boards, our secondary and postsecondary partners, and other relevant agencies and organizations in determining the allocation of funds to community colleges and secondary school systems, should adjustments beyond the one referenced above be necessary. Currently, the District of Columbia does not allocate funds for adult education through the Perkins grant.

“Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V).”

Many opportunities have been provided for the public to comment on the State Plan, as well as various components of its development, in both in-person and virtual formats. As described previously, on pages 10 - 12 OSSE convened four working groups of education and workforce stakeholders during September-December 2023, and held two day-long, large group meetings on August 10, 2023, and Jan. 30, 2024, to invite input on the State Plan development and in-progress draft. Stakeholders were also invited to share their thoughts via an online survey, which was open from Dec. 22, 2023, to Jan. 17, 2024.

[TBD - Public Comment Period details]

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In addition, from Feb. 26, 2024, to March 31, 2024, the public had the opportunity to provide input on the new CTE State Plan and the CTE state-determined performance levels, made available on the OSSE website along with a draft of the new CTE State Plan.

(<https://osse.dc.gov/publication/carl-d-perkins-application-forms>)

The public had the option of submitting feedback directly to the DC CTE team or completing a set of surveys seeking more targeted feedback on how strategies meet the requirements of the law, how strategies support the improvement of the performance of all CTE concentrators, including specific student groups and students underrepresented in CTE; and how strategies support the needs of the local education and business communities.

Text Box 1: Statutory Requirements for State Plan Consultation

(c) PLAN DEVELOPMENT. —

(1) IN GENERAL. —The eligible agency shall—

(A) develop the State plan in consultation with—

- (i) representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals;
- (ii) interested community representatives, including parents, students, and community organizations;
- (iii) representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”);
- (iv) members and representatives of special populations;
- (v) representatives of business and industry (including representatives of small business), which shall include representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State;
- (vi) representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3));
- (vii) representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State; and
- (viii) individuals with disabilities; and

(B) consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan.

(2) ACTIVITIES AND PROCEDURES. —The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to participate in State and local decisions that relate to development of the State plan.

(3) CONSULTATION WITH THE GOVERNOR. —The consultation described in paragraph (1)(B) shall include meetings of officials from the eligible agency and the Governor’s office and shall occur—

(A) during the development of such plan; and

(B) prior to submission of the plan to the Secretary.

(Section 122(c)(1) of Perkins V)

Program Administration and Implementation

State’s Vision for Education and Workforce Development

Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).

The District of Columbia supports several workforce development initiatives aimed at supporting residents (both youth and adults) led by many agencies or institutions. The most prominent workforce entities, programs, and efforts include:

The Department of Employment Services (DOES):

- Job training programs – DOES uses state and federal Workforce Innovation and Opportunity Act (WIOA) funds to support job training in the six high-demand industry sectors identified by the District’s WIC: Business and information technology, construction, health care, hospitality, security and law, and infrastructure. These funds are distributed through the District’s Individual Training Account (ITA) process for providers on the Eligible Training Provider List (ETPL), which is overseen by the WIC. Additionally, the DC Infrastructure Academy (DCIA), which trains DC residents for high-pay and in-demand infrastructure careers, is an entity within DOES.
- On-the-job training programs – DOES supports on-the-job training programs through several locally funded initiatives, such as Career Connections and Project Empowerment, which both provide intensive job-readiness skills training upfront, followed by several months of subsidized employment for hard-to-employ older youth and adults. Additionally, DOES provides funding and guidance for youth pre-apprenticeships and they monitor the District’s registered apprenticeship programs to ensure compliance with all relevant federal and local laws.
- Youth programs – DOES offers one of the nation’s most robust summer youth employment programs (SYEPs), which places 14- to 24-year-olds into six-week paid summer work experiences. DOES also provides year-round work experiences for eligible in-school and out-of-school youth up to age 24 through their School Year Internship Program (SYIP).
- Microsoft certification – Beginning in summer 2019, OSSE created a multisite Microsoft certification program in collaboration with DOES and several SYEP employers. This program enables students from across the District to gain Microsoft Office training and certifications while working in a paid internship. |

OSSE’s Office of Adult and Family Education (AFE) funds integrated education and training (IE&T) grants. These grants are the result of a collaboration among OSSE, AFE, and the District’s WIC, in which federal WIOA Title II funds are combined with OSSE and WIC local funding to support 11 subgrantees (five adult-serving charter schools and six community-based organizations) to offer IE&T services to District residents (18 and older) who lack a high school diploma, are English learners, or who are found to lack basic skills based on the Comprehensive Adult Student Assessment System. IE&T is a programmatic model that provides instruction in reading, writing, and math concurrently and contextually with workforce preparation and workforce training in key high-demand sectors. This allows students to improve their basic academic/English skills and/or work toward attaining a high school diploma/General Education Development (GED) credential while earning an industry-recognized certification.

The District’s WIC has developed a set of Career Pathway maps; these tools help individuals explore available opportunities in the District’s high-demand industries. They also serve as a tool for professionals in education, workforce development, and human resources, as they support job seekers and employees in choosing among the opportunities that interest them. The career pathway maps include information about credentials, labor market value, and wages relevant to the local context. OSSE and other District agencies use the maps with students and job-seekers.

OSSE plans to incorporate the Career Pathway Maps into Career Coach DC to increase access to them for secondary LEAs. Career Coach DC is a website designed to help District residents with career exploration by providing the most current labor market information regarding salaries, employment, job postings, and related education and training. Career Coach DC users gain information about national and regional in-demand industries as well as the occupations and skills associated with these industries. With Career Coach DC, users can look at the transferability of skills between occupations, see local employers' skills needs, and analyze career paths.

The UDC's Workforce Development and Lifelong Learning Division (UDC WDLL) provides District residents with free job skills training that enables them to pursue employment opportunities in the District's high-demand industries.

Adult-serving public and public charter schools DC is one of the only jurisdictions in the country that has no age cap on the Uniform Per-Student Funding Formula. Instead, there is a specific funding rate for adult students who attend a public or public charter school in the District. This has led three DCPS schools and nine charter schools to offer education and workforce training to older youth and adults.

In addition to the workforce development programming listed above, the District's Department of Human Services and the Department of Disability Services/Rehabilitation Services Administration both offer access to workforce training and supports aimed at helping their specific clients (Temporary Assistance for Needy Families [TANF] recipients and those with a documented disability that creates a substantial impediment to employment) prepare for, secure, regain, or advance in employment. Although this is not an exhaustive accounting of all state-supported workforce development activities, it does represent a majority of this type of programming.

With the exception of the public and public charter schools in the District, and DOES's on-the-job training programs, the aforementioned programs require training to align with the WIC's eight high-demand industry sectors. Although the District's CTE offerings include additional career sectors outside of these industries, it is important to note that all eight of these sectors are represented in the District's CTE programs of study.

Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V).

OSSE's vision for CTE in the District is rooted in connecting students to the workforce and preparing them for success through a coordinated series of engaging and rigorous programs operating in middle and high schools and at the postsecondary level. These programs offer high-quality curricula, instruction, and assessment and are linked to industry in ways that promote real-world experiences and state-of-the-art learning. CTE programs are accessible to students in special

populations, and the District sees equitable outcomes for CTE students in special populations and their peers.

To remain focused on connecting CTE programs, at all levels, with existing and emerging in-demand industry sectors and occupations, OSSE will meet or exceed these 10 goals:

1. By the 2027-28 school year, DC CTE will reduce the Perkins Secondary Performance Indicator outcomes gap between CTE English learners and students with disabilities and their CTE peers by 25 percent (see page 69).
2. By the 2027-28 school year, CTE English learners and students with disabilities will persist from level one to level three courses at an equal rate or within 5 percentage points of their CTE peers, based on data from the 2022-23 school year.
3. 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 graduating from high school.
4. 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.
5. By the 2025-26 school year, 100 percent of state standards will include employability skills, digital literacy, and workforce aligned industry-recognized credentials IRCs.
6. By the 2027-28 school year, 15 percent increase in the percentage of under-represented gender concentrators in non-traditional postsecondary CTE pathways.
7. By the 2027-28 school year, increase the rate of CTE participants advancing to the concentrator level by 20 percentage points.
8. By the 2025-26 school year, 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 Memorandum of Understanding MOU.
9. By the 2027-28 school year, CTE teacher retention levels will equal the average secondary teacher retention rate or increase by 10 percentage points.
10. By the 2027-28 school year, the ATC will have been expanded to serve at least 300 students a year and offer more programming to students from across the city.

Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V).

The WIC, DOES, and OSSE have partnered to align on several specific strategies included in the WIOA State Plan with those in the Perkins V State Plan. This effort will help assemble an education to employment continuum, in which CTE, adult education, and traditional workforce development are coordinated components of that larger continuum. Alignment between the two plans will ensure residents have access to quality education and training to achieve a career in a high-wage, in-demand fields and, in turn, accelerate inclusive economic growth for all District residents.

Cross-Agency Planning Language:

The WIC and OSSE regularly attend cross-agency working groups to develop the WIOA and Perkins state plans to strengthen alignment between agencies and create connections to ensure residents' experience within the education-to-employment continuum is seamless and supportive. Through the coordinated effort of the State Plan working groups, the WIC and OSSE have identified a set of joint strategies to achieve the goals outlined in each plan. Strategies include:

- Working in partnership to connect CTE pathways to workforce options, including workforce development programs, pre/youth apprenticeship programs and registered apprenticeships.
- Expanding shared data practices by disaggregating postsecondary placement data for CTE students.
- Developing a statewide approach to career readiness with the alignment of industry-recognized credentials, employability skills, and digital literacy competencies.
- Developing and implementing a statewide approach to measuring the quality of WBL opportunities.

These strategies are further detailed below and are aligned to the following strategies outlined in the District's Comeback Plan (dmped.dc.gov/page/dcs-comeback-plan):

- 1: Create 35,000 new jobs in high-growth target sectors, which will include increasing apprenticeship programs and filling gaps in training and credentialing;
- 3b: Bridge the digital divide by supporting digital literacy skills; and
- 6: Increase economic prosperity in the District by lifting the median household income of Black residents by \$25,000.

Over the last five years, the District has made immense progress using data to examine the impact of education on employment outcomes, and the District continually refines its practices to better inform citywide services while creating pipelines to good jobs. Data provided by DOES, the State Wage Interchange System (SWIS), and the National Student Clearinghouse (NSC) deliver a more comprehensive understanding of the employment outcomes for residents. With the Mayor's recent \$1.2 million investment to develop an Education to Employment data system, the District will expand its data practices to build an even more robust system. This effort includes a new partnership with Equifax which will hopefully capture new data, providing greater insight into the impact of K–grade 12 education, CTE, IE&T for adults, and workforce programming on employment outcomes.

Shared Strategies:

- **Working in partnership to connect CTE pathways to workforce options, including workforce development programs, pre/youth-apprenticeship programs, and registered apprenticeships.** In alignment with the Perkins performance indicator for postsecondary placement and WIOA Title I Youth Education and Employment Rates, OSSE will work with DOES, other workforce providers, and LEAs to build articulated pathways that include workforce development programs, pre/youth-apprenticeship programs, and registered apprenticeships as alternative next steps to traditional postsecondary education. This effort will initially focus on the District's top eight high-demand career sectors and will be aligned with the WIC's Career Pathway maps.
- **Expanding shared data practices by disaggregating postsecondary placement data.** OSSE will attempt to expand our partnership with the DOES to enhance data-sharing practices to capture the extent to which residents completing a CTE program matriculate to a registered workforce development program in the District. In alignment with the Perkins performance indicator for postsecondary placement and WIOA Title I Youth Education and Employment Rates, OSSE will examine the rate of which CTE participants and concentrators successfully enroll in a postsecondary opportunity, inclusive of and broken out by postsecondary education, pre/youth apprenticeships, registered apprenticeships, and workforce development programs. In addition to placement, OSSE will review wage data as aligned with the WIOA Title I Medium Earnings.
- **Developing a statewide approach to career readiness with the alignment of in-demand industries, industry recognized credentials and employability skills:** OSSE, in coordination with the WIC, other workforce development partners, and industry representatives, will work to identify high-leverage credentials and skillsets (including both technical skills and general employability skills) that align with the in-demand careers in the District. OSSE will refine the state standards for CTE programs of study to incorporate the alignment of these credentials and skills. Alignment of industry recognized credentials will support OSSE's new local indicator for recognized postsecondary industry credential and WIOA Title I Youth Credential Attainment, thus allowing the District to collect and report credential attainment rates that are more aligned and comparable. This effort will also include identifying or developing an agreed-upon rubric and/or assessment to measure the employability skills identified by the District's employers and that the CTE, adult education, and workforce development system can incorporate into their programming. Once implemented, tracking performance on this metric will help inform how these skills are taught and will allow the District to set specific performance targets regarding District resident's mastery of key employability skills. To support this approach, OSSE is also exploring the establishment of a new CTE Diploma that would highlight CTE pathway completion and potentially allow CTE students to delve deeper into CTE coursework.
- **Developing and implementing a statewide approach to measuring the quality of WBL opportunities.** WBL is a critical component to any education or training program aligned to specific career sectors. OSSE, in collaboration with the WIC, other workforce development partners and City Works DC have begun developing a shared WBL toolkit that helps

government agencies and workforce partners throughout the education to employment continuum think about WBL the same way and evaluate these opportunities based on a shared rubric. Moving forward, this work will shift to incorporating these tools into program implementation and evaluation across all partners. For OSSE, this will include adopting and/or adapting the rubric into our program monitoring for both Perkins funded CTE programming and WIOA Title II funded adult education programming.

Individuals from the WIC and UDC participated in the CTE State Plan working groups, described above, and provided significant feedback on priorities in the plan, federal targets, and overarching goals.

OSSE and the WIC have engaged in collaborative work in developing this CTE State Plan under Perkins V and DC's WIOA State Plan.

These four joint strategies outlined above were shared with all CTE stakeholders for awareness and feedback during the January 2024 CTE Stakeholders Summit. Furthermore, OSSE and the WIC held a joint public feedback session on March 14, 2024 to present an aligned CTE/workforce development vision for the District while presenting the WIOA and CTE State Plan and highlighting shared strategies. Members of the public were invited to ask questions and provide feedback on the plans.

In addition, in the first part of the CTE State Plan development process, OSSE heard widespread feedback from stakeholders about the need for additional communications and marketing about the availability and benefits of CTE programs and related opportunities across the workforce development continuum. OSSE will coordinate outreach with partners – including the WIC, DOES, DC Public Library, DC public television station, industry partners, and others – to increase awareness and engagement among students, parents, and potential industry partners. As part of this coordinated marketing and outreach effort, OSSE will work with partners to leverage student voice and tap the possibilities of peer-to-peer and social media content to share about CTE and workforce development opportunities in a way that resonates with middle and high school students. This effort will also include strategic uses of career awareness and preparation resources created by partner agencies, such as the Career Pathway Maps created by the WIC, which OSSE plans to incorporate in Career Coach DC for more accessible use by schools, students, and families.

Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V).

OSSE continues to use state leadership funds in ways that create excellent opportunities for students in the District of Columbia. OSSE plans to use funds to re-invest in existing resources that

have proven to be impactful, as well as explore new opportunities to enhance programming and data reporting. Through the *Perkins V* State plan, OSSE will:

- Maintain our relationship with Career Coach DC for students to use as they prepare for the transition to college and career. Career Coach DC helps users connect to a career pathway by providing the most current local data on wages, employment, job postings, and related education and training opportunities. Representatives provide teachers and counselors with in-depth, hands-on training to support effective implementation. OSSE will continue to utilize CTE State Leadership funds for this purpose.
- Continue to provide Perkins funding to support CTE programs for adults and youth who have dropped out or are at risk of dropping out to complete their secondary school education. Three of the DCPS schools that focus on this population offered CTE programs that received Perkins funding: Ballou STAY, Luke C. Moore, and Roosevelt STAY. The CTE programs offered to students in the above-mentioned alternative high schools, or opportunity academies, were in the hospitality and tourism and the business management and administration career clusters.
- Assist with federal law and regulation compliance monitoring, which governs civil rights and equity in all public schools that offer CTE programs, by managing and implementing the Methods of Administration (MOA), or civil rights review. The schools selected for MOA review during this reporting period were based on OSSE's MOA targeting plan, which requires review of LEAs with the highest disparities between their total enrollment and their CTE enrollment on the basis of race, ethnicity, gender, and disability.
- Continue efforts and collaboration with the Department of Corrections (DOC), which offers telecommunications technologies, copper-based network cabling, commercial cleaning, digital literacy, graphic design, guest services, professional/hospitality and tourism programs. Guest lectures by representatives from local industries, higher education partners, and community-based organizations inspire students to explore various career pathways leading to sustainable wages, entrepreneurship, and promotional potential. The DOC also offers literacy tutoring for English learners.
- Explore providing support and programming for juveniles who have been incarcerated; ensuring that engaging CTE programming is available and accessible to students receiving their education under the care of the Department of Youth Rehabilitation Services (DYRS).

Text Box 2: Required Uses of State Leadership Funds

(a) GENERAL AUTHORITY. —

From amounts reserved under section 112(a)(2), each eligible agency shall—

- 1) conduct State leadership activities to improve career and technical education, which shall include support for—
 - (A) preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
 - (B) individuals in State institutions, such as State correctional institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities;
 - (C) recruiting, preparing, or retaining career and technical education teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs; and
 - (D) technical assistance for eligible recipients; and
- 2) report on the effectiveness of such use of funds in achieving the goals described in section 122(d)(2) and the State determined levels of performance described in section 113(b)(3)(A), and reducing disparities or performance gaps as described in section 113(b)(3)(C)(ii)(II).

Implementing Career and Technical Education Programs and Programs of Study

Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V).

OSSE is dedicated to supporting, developing, and improving programs of study that 1) provide learners with academic and technical skills and knowledge, 2) align to workforce needs, 3) progress in specificity and rigor, 4) culminate in a portable credential that is aligned and recognized across educational and industry bodies and 5) allow for entry-level employment directly after high school graduation as well as opportunities for postsecondary education leading to more advanced career opportunities; which also may include dual and/or articulated credit, and embedded WBL within each course. Currently, OSSE offers 39 state-approved programs of study, each aligned to one of the 16 National Career Clusters, preparing students for the workforce in high-skill, high-wage, and/or in-demand professions. Each program of study offers four non-duplicative, sequential courses. OSSE has created 152 individual CTE course standards, validated through a rigorous industry validation process that initially took place in 2019. All OSSE-approved CTE programs of study must be aligned to these course standards. The entire list of OSSE CTE Programs of Study can be found on the [OSSE CTE Website](#).

Required Components of a DC CTE Program of Study

- Must be approved through the DC CTE Program of Study Application process.
- Aligned with one of the National Career Clusters.
- Use the most recently available labor market information (LMI) data to meet the state definitions for high-wage, high-skill, and/or in-demand careers (see page 32-33 for more information about LMI definitions).
- Consists of a non-duplicative, sequential course of study consisting of four courses.
- Incorporate industry-validated and OSSE-approved CTE standards.
- Offer WBL experiences that align with OSSE's WBL program framework and course-level standards.
- Aligned with recognized industry standards, as evidenced by business and industry advisory support.
- Include, where appropriate, opportunities for students to pursue dual enrollment courses, early college programs, or opportunities established through articulation agreements with local colleges, postsecondary institutions, and/or apprenticeship programs.
- Result in an industry-recognized credential (or postsecondary degree program if a credential is not recognized or valued by the business community).

New Programs of Study Standards

To ensure that we are providing high-quality learning experiences for students while allowing for maximum flexibility and educator innovation, OSSE is in the process of revising CTE program standards. The standards revision process began in July 2023 and will continue until July 2024. The new standards will be effective by the start of the 2024-25 school year and will include program standards by recommended course to allow for more curricular flexibility and educator innovation. The standards revision process includes the addition of newly created standards as well as the modification of existing courses and programs. This process will include another round of industry validation and will incorporate workforce-aligned employability skills, digital literacy skills, and IRCs.

Middle School Programs

OSSE is committed to the continued expansion of middle school courses that introduce students to college and career options, provide access to appropriate industry credentials, create opportunities to earn high school credit, and educate students about various programs of study at local high schools. Working in collaboration across LEAs and with educators and business partners, OSSE will continue to support the development of curriculum and content, various instructional supports, and WBL opportunities for middle school CTE programming throughout the District.

Secondary Programs

Students participating in CTE at the secondary level will work towards completing four courses in a program of study. The first-level course will introduce all aspects of that industry and key occupations in demand. The second- and third-level courses will require students to understand the key components of the program of study that will help prepare them for a recognized

postsecondary/industry credential. If students complete levels two and three, they will have attained concentrator status. Concentrator status is measured for federal accountability purposes and is seen as the threshold for which the federal government measures all CTE-related student outcomes. Third- and fourth-level classes may be offered through dual enrollment (early college) courses. For each course level, students will engage in progressive WBL opportunities. In their fourth-level course, students will take a capstone course, which will offer internship or apprenticeship opportunities in related occupational fields. Students will also have the opportunity to attain nationally recognized industry credentials, where possible, while enrolled in each program of study. For select programs of study, OSSE will also develop additional advanced course standards (potentially inclusive of practicum courses) that schools can offer when students' schedule and interest allow for it. As mentioned above, OSSE is also exploring the creation of a new CTE Diploma option for students, which would highlight CTE pathway completion, and potentially create additional opportunities for students to explore CTE pathways, while meeting the District's graduation requirements. OSSE is working actively to find additional CTE course equivalency and simultaneous credit opportunities with guidance for LEAs.

Postsecondary Programs of Study

At the postsecondary level, OSSE is focused on supporting UDC-CC students enrolling in CTE courses and successfully completing industry-recognized certifications (IRCs), career certificates, and degree programs (e.g., Associate of Applied Science and Associate of Science) through traditional and non-traditional pathways. Perkins-funded program offerings are aligned with secondary programs of study and industry needs through a statewide process that identifies targeted occupations meeting high-skill, high-wage, and/or in-demand criteria.

OSSE will continue to expand access to and/or improve traditional and non-traditional postsecondary CTE in the District of Columbia by increasing articulation agreements, dual enrollment opportunities, programmatic investments, competency-based education, student support, and career pathway alignment/mapping.

Appendices:

- Appendix A: Program of Study Matrix
- Appendix B: Example of Program of Study Standards

“Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will promote continuous improvement in academic achievement and technical skill attainment.”

Although OSSE has 39 state-approved programs of study, LEAs have the opportunity to develop local ones to meet the needs of their students. As such, OSSE has established an application and review processes to support the improvement and creation of locally developed programs of study. The purpose of these processes is to ensure OSSE and local recipients make effective

decisions for program development, resource allocation, and compliance. By requiring specific data and background information, the processes ensure appropriate consistency and care when designing and presenting new programs of study proposals and comprehensive reviews of existing programs. The processes also support OSSE's organizational procedures that govern programmatic and financial considerations to eliminate confusion and unnecessary delays during implementation.

DC CTE Programs of Study Application

OSSE's Program of Study Application consists of the following components:

- Needs assessments including student survey results, community stakeholder survey results, business/industry survey results, campus endorsement form, LEA endorsement form, advisory board endorsement form, and LMI data.
- Recommendations for applicable IRCs or licenses.
- Content standards for the proposed program of study.
- Plans for instructional support and professional development.
- Evidence of student voice, choice, and support for the proposed program of study.
- Evidence of material and supply budgeting, and assurances of financial support for the proposed program of study.

DC CTE Program of Study Application process requirements:

1. Applications for new programs of study must be completed by the LEA and submitted to OSSE by the LEA CTE director.
2. The application must be submitted to OSSE during the designated time frame. Applications will open Nov. 1 annually and close Jan. 1. Applicants will be notified March 1 of their approval.
3. The LEA/IHE agree to a 16-month implementation process, after approval, for new program of study.
4. The LEA/IHE is required to convene a local stakeholder committee or use an existing stakeholder group to determine the community need and support of the requested program of study.
5. The LEA/IHE must use LMI data to determine the requested program of study's alignment to workforce needs.
6. LEA/IHE partners should provide essential knowledge and skill requirements for each course in the proposed sequence.
7. The process allows for LEA/IHE partners to identify nationally recognized standards or course standards adopted by other states to be included in the application, which may expedite the implementation process.

To be approved, programs of study must include the required components detailed on page 25.

OSSE envisions CTE program offerings across the District that are of high-quality, show results for students, and prepare students for success in high-wage, high-growth, and in-demand career pathways. Among other strategies, OSSE will encourage program quality and continuous

improvement by creating a set of robust local indicators – discussed on page 7 – and regular reporting of our performance on those indicators.

OSSE’s plan includes making these data more frequently and easily available to LEAs via Tableau or another reporting platform, which will help LEAs understand their points of strength and areas of opportunity and growth within their programs. Expanding our data reporting, reviewing outcomes for special populations and other sub-groups of students more frequently, and meeting with colleagues and the secondary and post-secondary level to share these data and develop plans for program improvement will strengthen DC’s CTE implementation and identify potential barriers as they arise.

Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will expand access to career and technical education for special populations.

Data Collection Process to Determine Professional Development Training or Technical Assistance for Teachers Who Work with Special Populations

CTE enrollment data will be collected and disaggregated by each special population category to determine whether LEA/school policies ensure students have equitable access to resources and supports needed to participate and ultimately persists in a CTE program. As part of the data collection integrity process, OSSE will continue to contract with Education Northwest to analyze data by LEA/school and key special population data points. As we have done over the past four years, OSSE will use the data to inform professional development on how to recruit and retain students in special populations. In 2024 and beyond, OSSE will expand our partnerships with organizations such as the National Alliance for Partnerships in Equity to provide training and technical assistance to the state office and LEAs staff.

Advocacy

One of OSSE’s CTE staff members sits on the DC Secondary Transition Community of Practice Committee, an interagency consortium of professionals who support District youth with disabilities as they transition into an independent lifestyle. The committee is a statewide cross-section of stakeholders who meet monthly to propose and institute strategies to train and employ students with disabilities. OSSE’s Division of Postsecondary and Career Education hosts the Secondary Transition Community of Practice, which is open to all LEAs and community stakeholders. Over the past four years, committee members have shared best practices and they have announced college and career fairs and wraparound services for students with disabilities. OSSE and the community of practice will continue to build and capitalize on career awareness and assessment tools, such as Career Coach and Pathful (formerly known as Virtual Job Shadow), to provide all students in the District with information on career opportunities and agencies supporting wraparound services, especially for students with disabilities.

Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V).

As a part of our statewide process to approve programs of study, OSSE consults with business and industry partners representing each program of study. This consultation ensures that OSSE includes high-valued employability skills by industry and program within our CTE program of study course standards. Moving forward, this will also include additional coordination with the adult education and workforce development system partners to ensure the District as a whole is working off a shared set of employability skills that have been informed and validated by the District's business and industry representatives.

Further, OSSE will continue to integrate WBL requirements into our revised and/or new statewide CTE program of study course standards. This integration will continue to largely be based on the FHI 360/Succeed 2020 framework, which outlines progressive opportunities for CTE students to experience WBL in and out of the classroom:

Level I Course: Career Exploration

- Example experiences: Guest speakers, workplace tours
- Standards language: "Students will participate in at least two career exploration WBL learning experiences in this course, which might include guest speakers and workplace tours in industries relevant to the program of study."

Level II Course: Career Awareness

- Example experiences: Informational interviews, job shadows
- Standards language: "Students will participate in at least two career awareness WBL experiences in this course, which might include informational interviews or job shadowing relevant to the program of study."

Level III Course: Career Preparation

- Example experiences: Paid or unpaid internships
- Standards language: "Students will participate in a career preparation work-based learning experience in this course, which might include paid or unpaid internships that are aligned to the program of study."

Level IV Course: Career Preparation

- Example experiences: Cooperative education

- Standards language: “Students will participate in a career preparation work-based learning experience in this course, which includes paid or unpaid internships, pre-apprenticeships, or apprenticeships relevant to the program of study.”

All programs of study integrate these WBL statements into the course level standards. OSSE is also working CityWorks DC and other stakeholders to further define what constitutes quality WBL (see page 35 for additional information).

Another strategy OSSE has used and will continue to use to incorporate employability skills into our approved program of study is the inclusion of Career and Technical Student Organizations (CTSOs). CTSOs are co-curricular/extracurricular groups for secondary and/or postsecondary CTE students that allow them to further their knowledge and skills by participating in activities, events, and competitions. CTSOs work as an integral component of classroom curriculum and instruction, building on career skills and concepts through the application and engagement of students in hands-on demonstrations and real-life and/or work experiences through a CTE program. CTSOs help students develop a career path, as well as a program of study, and give them opportunities to gain skills and abilities through activities, programs, and competitions. Also, students have opportunities to hold leadership positions at the local, state, and national level and attend leadership development conferences to network with other students, as well as business and industry partners. OSSE will continue to support CTSOs at the state level and through the local Perkins grant application. All approved programs of study are required to integrate CTSO opportunities, where applicable.

Text Box 3: Statutory Definition of Career Pathways

The term ‘career pathways’ has the meaning given the term in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102)

- (7) Career pathway. –The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—
- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved;
 - (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);
 - (C) includes counseling to support an individual in achieving the individual’s education and career goals;
 - (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
 - (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
 - (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
 - (G) helps an individual enter or advance within a specific occupation or occupational cluster.
- (Section 3(7) of the Workforce Innovation and Opportunity Act [Public Law 113- 128])

(Section 3(8) of Perkins V)

Describe how the eligible agency will make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand.

One of the District's strategies for strengthening and expanding CTE access in DC is to ensure all stakeholder groups – including students, families, and educators – know about the benefits and opportunities of CTE. To that end, starting in the 2024-25 school year, OSSE will develop a comprehensive communications and marketing strategy to connect with these key audiences. This will include increased coordination with agency partners across the District of Columbia including: My School DC, DC Public Libraries, Department of Motor Vehicles, Department of Human Services, and the Office of Cable Television, Film, Music, and Entertainment (OTFME). OSSE will also work with industry associations such as the Greater Washington Board of Trade, DC Chamber of Commerce, the Federal City Council, and others to increase awareness and engagement among potential industry partners.

Strategies for expanding awareness of approved programs of study and career pathways might include tapping into the student voice via social media or other peer-to-peer channels. OSSE will also explore utilizing more visual and graphical approaches to driving home the immediate and long-term benefits of CTE and how programs align with dual enrollment, dual credit, WBL, and postsecondary opportunities including degree programs, job training programs, and/or apprenticeship programs. OSSE will also explore the possibility of an annual CTE showcase or fair to bring awareness of the District's CTE ecosystem to students and families.

Beyond communicating directly with students and families, another key constituency for outreach is middle and high school counselors, as they are the primary professional resource for students and families in postsecondary planning. In addition to sharing high-quality, visual and graphically oriented materials with school counselors, OSSE will support the knowledge and capacity of professional school counselors by providing training designed to help counselors better understand the requirements of a CTE program of study as it relates to scheduling, alignment to graduation, and preparation for post-graduate opportunities.

The District of Columbia has a diversity of languages and, as required by the District's Language Access Act of 2004, OSSE will ensure that these materials are available for students and families in languages commonly spoken in the District, including Spanish and Amharic.

These outreach efforts will be informed by the special populations working group, which OSSE plans to continue from the CTE State Plan development period. Made up of educators, school leaders, industry partners, and students and families, the group will be an important source of ideas and feedback on how to effectively share information about CTE programs with students in special populations.

Describe how the eligible agency will facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points.

OSSE facilitates quarterly convenings of all LEA and IHE CTE leaders from August to June each year. The goal of these convenings is two-fold: 1) for OSSE to share directly with LEA partners pertinent information and resources regarding grant technical assistance and professional development opportunities, and 2) to provide LEA partners with the opportunity to share ideas and concerns, connect with other LEAs and leaders.

OSSE will continue to coordinate with eligible recipients, adult education providers, and workforce development programs to update Career Coach DC. This resource combines career interest assessments, LMI data, and information on education and training programs at all levels and with multiple entry and exit points to provide all District residents with key information that can help them select, connect, and advance along a career pathway. This centralized resource will continue to help stakeholders identify labor market and resource trends, greatly enhancing the development and alignment of career pathways at all levels of education. As mentioned previously, OSSE plans to strengthen this product and its alignment with the District's workforce system by including career pathway maps created by the WIC within Career Coach DC. This enhancement will provide students, counselors, and CTE educators with accessible and visual representations of the District's most in-demand career pathways.

Describe how the eligible agency will use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.

OSSE uses different LMI data analytic tools managed by Lightcast, a leading labor market analytics firm, to determine the alignment of eligible recipients' programs of study to the needs of the local economy, ensuring that its CTE programs are meeting the needs of the workforce demands. Each of OSSE's CTE program of study standards packages contains District of Columbia labor market data (see Appendix B) detailing local high-wage, high-skill, and in-demand information. Further, the DC comprehensive needs assessment requires each LEA and IHE to use LMI data to evaluate the needs of the state, regional, and local economies and to engage in meaningful conversations with their stakeholder groups as each program of study is evaluated.

In order for programs of study to be state-approved, they must be aligned to careers considered high-wage, high-skill, and/or in-demand, based on the definitions below:

- High-Skilled: Those occupations located within the District of Columbia metropolitan statistical area with education or training requirements of completion of an apprenticeship program; completion of an IRC or credential and completion of an associate degree or higher.

- High-Wage: Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia, and/or leads to a position that pays at least the median hourly or annual wage for the District of Columbia metropolitan statistical area. Note: In the 2023-24 school year, a 25th percentile hourly wage of \$23.13 or greater is required to meet this definition.
- In-Demand: Those occupations in the District of Columbia metropolitan statistical area having more than the median number of total (growth plus replacement) annual openings over a five-year period. Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2021-2026 to meet this definition.

Further, OSSE will support secondary and postsecondary grantees in utilizing Career Coach DC to find and connect to career pathways and make programmatic decisions. This platform provides up-to-date local and regional data on wages, employment, job postings, and associated education and training. OSSE plans to provide professional development on the usage of the Career Coach DC platform and the importance of staying up to date on current labor market data.

Describe how the eligible agency will ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.

Supporting students in special populations is at the center of our vision for strengthening CTE in the District. It is critical that the District continue to expand access to CTE programs and other activities to students with disabilities, students receiving English learner services, and other special populations.

To support this goal, OSSE will expand data collection and reporting to ensure LEAs and schools have access to key data points that identify discrepancies among student subpopulations in CTE participation, persistence, concentration, and the federally required SDPLs (as outlined on page 69) and local indicators (as outlined on page 7). Any significant disparities between student subpopulations will inform OSSE provided guidance, professional development, technical assistance, and possibly future funding requirements.

OSSE will also provide robust professional development for LEAs, schools, and educators on how to work successfully with students in special populations. This includes training and guidance on providing accommodations to students with different learning needs, including modifications and scaffolding of content.

Further, OSSE's monitoring structure will ensure compliance with required access and support for special populations, particularly for students with disabilities, which has been a particular gap in access and performance for the District in the past.

Further details regarding access and support for special populations can be found on page 46.

Describe how the eligible agency will coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate.

(Note: In the District of Columbia, OSSE is the agency responsible for the Perkins grant, which includes the development of career pathways for secondary and postsecondary programs.)

In the District of Columbia, several opportunities for coordinated planning between the workforce development and CTE systems exist that will help lead to a fully articulated career pathways system. Key to this is the connection of CTE to the District's WIC which acts as both the state and local workforce board in the District. The assistant superintendent of Postsecondary and Career Education (which includes OSSE's CTE work) is a member of the WIC, and other division leaders participate in several WIC subcommittees. Further, the WIC is represented on OSSE's CTE Executive Advisory Board. These existing boards and committees work to create more comprehensive and cohesive career pathways and ensure the sharing of key information by bringing together diverse stakeholders, including secondary and postsecondary education partners; industry partners; policy makers; community-based job training providers; education and workforce development experts and advocates; and student and parent representatives.

Describe how the eligible agency will support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities.

OSSE's Office of Industry Engagement, developed in fiscal year 2021 (FY21), significantly increases the WBL opportunities provided to students to enhance their career education experience. These opportunities include internships, apprenticeships, mentorship, simulated work environments, and classroom projects. The Office of Industry Engagement has collaborated with business leaders and schools to lead three primary efforts to expand WBL: 1) development and management of Industry Advisory Boards (IABs), 2) implementation of the summer Career Ready Internship program (CRI), and 3) creation and implementation of the school-year Advanced Internship Program (AIP).

Industry Advisory Boards (IABs)

OSSE currently manages eight IABs: Architecture & Construction; Arts, A/V, Technology, & Communication; Education & Training; Engineering; Finance & Business Management; Health Science; Hospitality & Tourism; and Information Technology. The purpose of the IABs is to bring together industry advisors, school leaders, LEA and OSSE leaders to identify and support learning opportunities for students. Ideally, industry board members will leverage their network to provide opportunities for CTE students and to ensure CTE teachers are exposed to industry practices and needs. Industry board members come from the private, public, and nonprofit sectors, and

represent a variety of functional roles in their industries, exposing students to a diversity of careers and types of roles.

Based on stakeholder feedback, OSSE plans to strengthen the role of Industry Advisory Boards even further in the following areas:

- IAB members support in identifying mentorship opportunities for educators.
- IAB members support talent development by validating standards, reviewing certifications, and expanding access to work-based opportunities in the career field.
- IAB members support connection between CTE programs and youth apprenticeship programs in the District.

OSSE will also explore a more flexible approach for industry board members to participate in boards to broaden access to industry professionals. OSSE will also explore partnering with existing industry-led groups as the recognized IAB for the respective career cluster in an attempt to empower industry-led efforts while minimizing unnecessary duplication of efforts.

Career Ready Internship Program (CRI) & Advanced Internship Program (AIP)

CRI is a summer internship program that places eligible high school CTE students (typically in 11th grade) into paid internship opportunities which are aligned to the scholars' CTE industry. Interns may work up to 25 hours per week for six weeks over the summer and are paid minimum wage.

AIP is an academic year capstone internship that places eligible high school students who are enrolled in the fourth-level course of an approved CTE program of study into paid and credit-bearing internship opportunities during the school year which are aligned to the scholars' program of study. Interns may work 8-12 hours per week over the course of approximately 30 weeks, are paid minimum wage, are provided professional coaching for the duration of the program, and transportation services are available as needed.

OSSE worked with employers and secondary schools to implement these two high-impact internship programs, which together provided 817 industry-aligned internships to CTE students in the 2022-23 school year. With a variety of student readiness activities embedded into the CTE programs, students work with staff to be prepared for these experiences and gain meaningful career and leadership skills during their internships.

Measuring the Quality of Work-Based Learning (WBL)

OSSE, in collaboration with the WIC, other workforce development partners, and CityWorks DC have begun developing a statewide approach to assessing the quality of the vast number of WBL activities available to students and residents in the District, in particular internships and apprenticeships. These partners have come together to develop a shared set of definitions and other resources via a WBL toolkit that helps government agencies and workforce partners throughout the education to employment continuum think about and evaluate these programs with a shared rubric. Moving forward, this work will shift to incorporating these tools into program implementation and evaluation across all partners.

Data Availability and Integration

Availability of information will further help to clarify the ties across the secondary, postsecondary, and workforce development systems and support access to WBL experiences for students. As part of this work, OSSE hopes to more accurately track and share information about the WBL experiences students are accessing. Sharing access to this information with all partners will further support students' ability to engage in WBL each year.

Finally, providing students with the ability to own their own postsecondary and CTE journey is of critical importance; students should understand how their experiences to date connect to a longer career preparation and access pathway. Under this State Plan, OSSE will explore possibilities for students to have easy and consistent access to their own educational and career preparation documents (e.g., resume), including after they complete high school. In collaboration with partner organizations, we may also explore ways for interested employers to access documents while protecting student data privacy and security.

Describe how the eligible agency will improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V).

As described in the introduction, reducing access and performance gaps for CTE students with disabilities and English learners and their peers are key goals for the District of Columbia (see goals 1 and 2 on page 7). Our proposed approach includes:

- Supporting and expanding training and guidance for CTE teachers serving students in special populations;
- Incorporating student voice into programmatic decision-making, perhaps through engaging CTE students in the existing special populations stakeholder working group or through creating a separate DC CTE student committee; and
- Supporting increased access to data and information for LEAs and ensuring that OSSE provides targeted oversight and monitoring for how LEAs are meeting their goals related to special populations.

Given the importance of these groups of students, the District also plans to continue the special populations stakeholder working group convened during the development of the State Plan. This group will consist of CTE and industry leaders, teachers, school staff, individuals from partner organizations, and possibly students and families who are members of special populations and will guide the District's ongoing work to meet CTE student needs and close gaps between special populations and other students. More detailed information is included in the section on *Meeting the Needs of Special Populations* on page 46.

OSSE also plans to develop strategies to prepare students who are in alternative education settings and/or students who are incarcerated for postsecondary and high-skill, high-wage, in-demand occupations. The expanded definition of what constitutes a CTE program included in Perkins V allows further opportunity for the District to meet the needs of students who are attending LEAs with alternative education units or competency-based education, agencies that

serve students who are incarcerated, or that serve high percentages of individuals with disabilities. The ability to fund career programming more broadly, beyond a defined sequence of courses, will allow OSSE to reach more of the District's most vulnerable students.

Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

OSSE is committed to providing high-quality dual enrollment and early college opportunities for students in public and public charter schools in the District. Dual enrollment is a proven strategy for increasing college enrollment and completion, especially for low-income and underrepresented students. High school students participating in OSSE's Dual Enrollment Consortium, which is composed of 27 LEAs and 13 universities, enroll in approved college courses and may earn college and/or high school credit, at no cost to the student and/or their family. In the 2022-23 school year, 691 dual enrollment seats were filled in the Consortium program with students coming from 50 high schools and adult-serving charter schools from across all eight wards of DC. Moving forward, OSSE plans to continue to grow program enrollment year over year through additional IHE partnership and additional strategies.

OSSE is committed to increasing dual enrollment offerings for both CTE students and all high school students in public and public charter schools in the District. OSSE is making available several resources for CTE students to take advantage of program-aligned courses, including:

1. An OSSE CTE Dual Enrollment and Articulation Guide for CTE educators and students;
2. Perkins funding for a limited number of targeted dual enrollment spaces for CTE students;
3. Expanded Articulation Agreements with postsecondary partners;
4. Development of system to support students, LEAs, and IHEs in tracking articulation credits; and
5. Improvement in vertical content alignment with secondary programs;

Furthermore, as a way to increase CTE-aligned dual enrollment while combatting inequitable access to key CTE pathways, in the 2022-23 school year, OSSE used federal ARPA funding to partner with Trinity Washington University (Trinity) to establish and pilot the District's first ATC. The ATC allowed students from different LEAs and schools across the city to take in-person dual-credit CTE courses in either Nursing or Cybersecurity pathways. Both pathways also include substantial WBL opportunities, including paid internships, and the opportunity to earn IRCs. The creation of a central hub at the ATC has eliminated the substantial capital costs that can prevent high schools from offering CTE coursework while allowing students to maintain enrollment in their home high school.

OSSE opened the ATC in August 2022, with nearly 100 students enrolled in the inaugural class from eight public and public charter high schools in the District—doubling the anticipated enrollment. At the end of the first year, students earned 740 college credits, equivalent to \$570,000 in higher education tuition. At the beginning of the 2023-24 school year, 191 students

from 15 different public and public charter schools in the District enrolled in the ATC, including 57 students returning from the first year to complete their final two courses of their program of study.

In the 2023-24 school year, the ATC continued to work with Trinity as the instructional partner for the nursing program of study and we added UDC as our instructional partner for the cybersecurity pathway. By design, these instructional partners offer college degree programs aligned to the pathway for which they are providing instruction. These dual-credit ATC courses offer transcribed college credit that can be applied to UDC or Trinity's aligned degree programs or can be transferred to any IHE that will accept the credits. Moreover, Trinity has recently agreed to offer all ATC graduates that complete the nursing program of study pathway automatic admission into their pre-licensure Bachelor's of Science in Nursing (B.S.N.) program and will offer ATC graduates from either pathway (Nursing or Cybersecurity), who enroll at Trinity, an annual scholarship of \$15,000 to offset tuition. Coupled with earned dual credits, this makes the attainment of a college degree much more feasible, regardless of students' socioeconomic status. Based on the success of the first year of ATC programming and the growing demand seen in the beginning of the 2023-24 school year, OSSE will use the \$4.1 million investment (over three years) received as part of USED's Career Connected High Schools Program to explore ways to not only maintain and improve the existing ATC offerings but also expand ATC programming over the next several years.

To improve the existing programming offered by the ATC and to further increase student enrollment, OSSE is:

- Working with current and potential LEA and school partners to codify annual student recruitment targets and protocols in a Memorandum of Agreement to ensure we sustainably grow the number of students participating in the ATC. This would clarify the ATC's expectations of our school partners, ensure a clean and coordinated enrollment process for students and families, and create enrollment targets as well as a process to prioritize students should we have more students register to enroll than we can support at that time.
- Working to add new IRCs and their aligned courses to the existing nursing pathway. For the nursing pathway, OSSE has worked closely with the District's Healthcare Workforce Partnership, convened by the DC Hospital Association (DCHA), to help determine which pathways and associated IRCs to offer. In their Annual Occupations Report, the District's Health Care Workforce Partnership has prioritized the 10 occupations most in need in the District. Among these are Certified Nursing Assistant (CNA); Licensed Practical Nurse (LPN); and Registered Nurse (RN). Currently, our nursing pathway only includes First Aid/CPR certification aligned with the first course. However, in the 2024-25 school year, the ATC will offer a course aligned to the CNA credential that our advanced nursing students will have the option to take. We also intend to incorporate the Patient Care Technician (PCT) certification into the nursing pathway as an enhancement to the CNA course option by fall semester of the 2025-26 school year based on input from local hospital partners. These courses would come with the college credits connected to Trinity's B.S.N. program (which is aligned with the RN credential) and Trinity's forthcoming Associate in Science (AS) in

Nursing degree (which will be aligned with the LPN credential). The courses would also allow students to graduate high school with marketable certifications that would allow them the option to enter the workforce immediately while continuing to pursue one of the two aligned nursing degrees.

To further expand ATC programming and students' access to it, OSSE is currently pursuing the following expansion opportunities:

- Expanding the ATC's existing footprint to support more students and center employer partnerships in our programming: In the 2023-24 school year, the ATC was able to move into its own building after working closely with the District's Department of General Services to fully renovate approximately 20,000 square feet on the second floor of the Penn Center building in Ward 5. This space includes five classroom spaces, intentionally designed and equipped to meet the instructional needs of our CTE pathways. However, we anticipate that based on our current scheduling structure we will likely meet our annual student capacity of 300 in the next couple of years. Therefore, OSSE is pursuing local and private philanthropic dollars to renovate another 20,000 square feet of the first floor of the ATC. If funded, this would allow OSSE to build out additional classroom space for the ATC to support the enrollment and attendance of approximately 75-100 additional students at the ATC each year starting in the 2026-27 school year. Additionally, this renovation would also support a possible partnership with a local health care provider to open an Urgent Care Center, clinic, or primary care facility that will provide healthcare services to the surrounding community which is deemed a "healthcare professional shortage area" by the District's Department of Health. This would not only support the health care needs of the surrounding community but would enhance the ATC programming as well. OSSE has had several exploratory discussions with health care providers about how this strategic partnership would strengthen the ATC's instruction by supporting the WBL needs of our health science students including providing guest speakers, workplace tours, industry mentors, and internship opportunities; by providing instructional supports such as co-teaching, and advising on course standards, curriculum, and industry-recognized credentials; and eventually providing job opportunities to our ATC graduates.
- Opening a second ATC location East of the River housed with key healthcare partners: OSSE, in collaboration with the Deputy Mayor for Education, is actively seeking philanthropic funding to establish a second ATC location in Ward 8, across the District from the current ATC location, to expand access for students who live east of the Anacostia River, where there are higher unemployment rates, lower household income levels, and high concentrations of poverty. Ward 8 was also selected for an additional site of the ATC because there are currently no health science programs of study found in Ward 8 and it is the location of the Cedar Hill Regional Medical Center, opening in early 2025, creating opportunities to build a partnership with this hospital from the ground up. Similar to the expansion of the current ATC outlined above, this new, Ward 8, ATC location would be co-located with a health care provider, specifically Whitman-Walker Health which offers a comprehensive health clinic, a dentist office, phlebotomy, a pharmacy, and behavioral

health resources, and is two blocks from the new Cedar Hill Hospital. Both Whitman-Walker Health and Cedar Hill Hospital have committed to providing instructional supports similar to those outlined above (WBL, co-teaching, etc.) for students enrolled in the Ward 8 ATC location. The Ward 8 ATC will base its specific pathways on the high-need occupations identified by the Health Care Workforce Partnership, as well as the specific needs of the employer partners, including Whitman-Walker and Universal Health Services, which is committed to identifying talent pipelines, including for its new Cedar Hill Hospital. Through coursework and work experience aligned to these pathways, this new ATC location will build the talent pipeline to directly address employers' needs and prepare District of Columbia students for good jobs in the District's economy. If funding is secured, construction would begin in FY25 and programming would hopefully launch in the 2025-26 school year.

In addition, OSSE plans to explore the following areas of expansion over the next few years:

- The addition of new ATC scheduling options (fourth period during the school day, evening classes, weekend classes, summer classes). This would not only potentially allow more students to participate in our ATC programming without the need for additional space, but it could also provide access to students who are currently enrolled in alternative educational programs that do not follow the same schedule as traditional high schools.
- The replication of lessons learned from the ATC that could create additional access to CTE programming for students across the city. This could include taking lessons learned around transportation and coordinated scheduling to allow schools that offer CTE programming that requires specialized equipment or highly qualified teachers that are in short supply to open their programming to students from other schools and LEAs.

Moreover, OSSE plans to establish an ATC Advisory Committee to provide oversight, feedback, and guidance on all programmatic decisions related to the ATC. The ATC Advisory Committee will include, but not be limited to, representatives from our higher education instructional partners, our participating LEA/school partners, our industry partners, and other stakeholders including student and parent representatives. The Committee meets no fewer than three times a year, including:

- A meeting at the start of the school year to review the finalized annual report from the previous school year; review enrollment trends over the years; outline the enrollment and high-level plans for that school year; and discuss any proposed new courses, industry-recognized certifications, or partners.
- A meeting after the completion of the first semester to review the student performance for that year to date, including the number of students who completed and successfully passed the first semester courses, the number of postsecondary credits earned, the number of IRC exams taken and passed, high-level breakdown of grades and WBL opportunities offered, and any significant accomplishments or challenges.
- A meeting after the end of the school year to review the initial student performance data from that school year (inclusive of the elements listed in the mid-year review) and discuss

any lessons learned and/or potential changes that will be considered for the following school year.

Any updates to the program of study standards or what programs of study are offered at the ATC would also be presented to the advisory committee for initial feedback before being validated by the relevant IABs and other industry partners to ensure all standards and pathways are industry-validated.

Lastly, starting in the 2027-28 school year and occurring once every four years, OSSE CTE will conduct an analysis of the CTE landscape to identify any programmatic expansion for the ATC, including the introduction of new program of study at existing ATCs or potentially opening new ATC sites. This analysis will result in a report that will be presented to the ATC Advisory Committee for their feedback and then submitted to the Superintendent and Mayor for their consideration. The analysis will include the following:

- A LMI analysis to identify any gaps in the District’s CTE programming. This analysis would focus on identifying any occupations that meet or exceed both the District’s high-wage and in-demand definitions that are not sufficiently available to students in the District. The analysis will also include local discussions with IHEs and industry partners to identify any emerging industries that may not yet be reflected in most LMI trends that take a longitudinal approach. If there are missing programs of study identified or key programs of study that are not equitably accessible, the following guiding questions would be considered:
 - Would the program of study be best offered through the ATC model or the school-based model? For a program of study to be offered through the ATC model, it must require expensive specialized equipment and/or highly qualified faculty that are hard to find. This determination will be based on national research regarding program of study equipment costs and CTE teacher shortages by program of study.
 - Is it a program of study that could include at least one meaningful IRC that would be attained prior to graduation and offer dual credit opportunities aligned to an associate or bachelor’s degree program offered at a local IHE partner?
 - Is there student and parent interest in participating in the program of study? This would be informed by a citywide survey and possibly additional focus groups.

Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Highly effective CTE programs rely on the involvement of families, educators, industry partners, and community partners. To that end, there are several ways in which OSSE plans to meaningfully

engage these essential stakeholders in the planning, development, implementation, and evaluation of its CTE programs, as detailed below:

Families including, but not limited to Parents

- Improving family involvement across the entire education landscape is very important for OSSE. The OSSE intends to engage families in CTE planning and evaluation through multiple engagement opportunities across the District of Columbia. This includes working with existing community organizations and government agencies to better promote and engage families, hosting a family open house at the ATC to expand access to programs, distributing resources as part of an intentional marketing strategy to build connectedness with families and improve awareness of CTE programs and early college credit opportunities, making data more accessible so families can make more informed decisions about programming for their students, and exploring the possibility of an annual CTE showcase to bring the possibilities of CTE to life for families.

Educators (including core and CTE teachers, administrators, faculty, and career and academic counselors)

- As noted above, OSSE facilitates quarterly convenings of all LEA and IHE CTE leaders each year. The goal of these convenings is two-fold; 1) for OSSE to share directly with LEA partners pertinent information and resources around grant technical assistance, professional development opportunities, new resources, and support, and 2) for LEA partners to have the opportunity to share ideas and concerns, connect with other LEAs and leaders, and learn and share best practices with other CTE program leaders in the District.
- OSSE facilitates an annual professional development conference for citywide CTE educators, including teachers, administrators, and counselors, at the secondary and postsecondary levels to take an active role in relevant topics like programs of study and career pathways, labor market data, course standards and the creation of lesson plans, access and equity for students, instructional strategies to support mixed ability classrooms, IRCs and WBL systems and supports, and effective ways to evaluate course and program outcomes and impact.
- The OSSE CTE team is coordinating with the OSSE College and Career Readiness unit to create and provide professional development to guidance counselors to assist them in providing clear and accurate information to students and parents about CTE programming at their campus.

Industry Partners (including local businesses)

- As detailed above, OSSE engages industry partners, including local business partners and larger organizations on an ongoing basis through our IAB. OSSE manages eight IABs (Architecture & Construction; Arts, A/V, Technology, & Communication; Education & Training; Engineering; Finance & Business Management; Health Science; Hospitality & Tourism; and Information Technology). The goal of the IABs is to bring together industry advisors, school leaders, LEA and OSSE leaders to identify and support learning opportunities for students. Ideally, industry board members will leverage their network to provide opportunities for CTE students and teachers.

- The Comprehensive Local Needs Assessment, which OSSE requires LEAs to complete bi-annually, provides an opportunity for OSSE to identify and grow its relationships with key industry champions that support and guide the curriculum and opportunities for CTE programs and students.
- Business and industry members have participated in past rigorous standards validation process (2019) this process included over 100 industry representatives from all career clusters coming together to review OSSE's proposed course standards, including the associated IRCs, and provide feedback and approval to ensure they align with the most recent needs and expectations of industry. This process will be replicated in 2024 to update the course standards and IRCs for all OSSE approved programs of study. Additionally, local business and labor organizations will have opportunities to engage with CTE programs through various Advisory Boards, through the Comprehensive Local Needs Assessment, and as necessary through state program compliance monitoring events.

Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

The local application template is attached as Appendix C and D.

Text Box 4: Statutory Requirements for Local Application

(b) CONTENTS. —The eligible agency shall determine the requirements for local applications, except that each local application shall contain—

- (1) a description of the results of the comprehensive needs assessment conducted under subsection (c);
- (2) information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—
 - (A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded;
 - (B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and
 - (C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study;
- (3) a description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, will provide—
 - (A) career exploration and career development coursework, activities, or services;
 - (B) career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the comprehensive needs assessment described in subsection (c); and
 - (C) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program;
- (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965);
- (5) a description of how the eligible recipient will—
 - (A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;
 - (B) prepare CTE participants for non-traditional fields;
 - (C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and,
 - (D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations;
- (6) a description of the work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable;
- (7) a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable;
- (8) a description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements (including any requirements met through alternative routes to certification), including individuals from groups underrepresented in the teaching profession; and
- (9) a description of how the eligible recipient will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps.

(Section 134(b) of Perkins V)

Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

The local application template is attached as Appendix C and D.

Text Box 5: Statutory Requirements for Comprehensive Local Needs Assessment

(c) COMPREHENSIVE NEEDS ASSESSMENT. —

- (1) IN GENERAL. —To be eligible to receive financial assistance under this part, an eligible recipient shall—
 - (A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and
 - (B) not less than once every 2 years, update such comprehensive local needs assessment.
- (2) REQUIREMENTS. —The comprehensive local needs assessment described in paragraph (1) shall include each of the following:
 - (A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.
 - (B) A description of how career and technical education programs offered by the eligible recipient are—
 - (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and
 - (ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.
 - (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.
 - (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.
 - (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—
 - (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
 - (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and
 - (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(Section 134(c) of Perkins V)

Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

CTE programs in the District of Columbia must meet the criteria for sufficient size, scope, and quality to receive funding under Perkins V.

Size

- To be of a sufficient size, eligible recipients must offer at least one state-approved program of study in the recognized career clusters for the District of Columbia.

Scope

- CTE state-approved programs of study align to high-skill, high-wage, and/or in-demand careers associated with the economic and workforce development needs in the state or region.
- CTE programs lead to an industry-recognized credential, postsecondary credits, and/or an associate or baccalaureate degree.
- Students are provided with equitable access to CTE programs of study.

Quality

- Local recipients achieve local targets established for state and federal indicators of performance.
- Programs of study are delivered by instructors who meet the state requirements to teach at the secondary and/or postsecondary level.
- Programs of study are informed and supported by Industry Advisory Boards.
- CTE programs of study provide students with strong experience in and a comprehensive understanding of the industry for which the program is preparing students.
- Professional development is provided for administrators and faculty members to enhance student learning and ensure the implementation of high-quality CTE programs of study.
- State and local reporting requirements are met to ensure CTE programs are continuously improved to meet industry standards.
- LEAs must meet the requirements for CTE program approval by OSSE, including alignment with state approved programs of study and implementation of individual course standards.

Meeting the Needs of Special Populations

Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—will be provided with equal access to activities assisted under this Act; will not be discriminated against on the basis of status as a member of a special population; be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; will be provided with appropriate accommodations; and will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V).

As the District of Columbia's state education agency, OSSE has identified the closure of gaps in performance among special populations as a key priority. Starting with OSSE's 2019-2023 strategic plan, the agency has significantly focused on accelerating outcomes for special populations, including a particular focus on students receiving special education services. This focus is continued in [OSSE's 2023-25 strategic plan](#), which includes commitments to serve students with disabilities across the seven priority areas included in the agency's overall strategic plan. This includes new approaches to holding LEAs accountable for serving students with disabilities well and supporting secondary transition and postsecondary planning for students with disabilities.

Similarly, OSSE's vision for CTE programs and opportunities in the District of Columbia centers around students in special populations – which are the majority of students attending public schools in the District. Two of our State Plan's 10 goals speak to changing outcomes for students with disabilities and students receiving English learner services:

- Special Populations - Reduce Perkins Secondary Performance Indicator outcomes gap between CTE EL and students with disabilities and their CTE peers by 25 percent by the end of the 2027-28 school year.
- Special Population Program Persistence - CTE EL and students with disabilities will persist from level one to level three at an equal rate or within 5 percentage points of their CTE peers, based on data from the 2022-23 school year.

This section covers OSSE's approach to supporting greater accessibility and outcomes for CTE students in special populations in the District, including compliance and monitoring, data reporting, professional development and support for educators and LEAs, and marketing and communications to connect with students in special populations and their families about the benefits of CTE programs.

MOA/Civil Rights Monitoring

To ensure equal access to approved CTE programs of study, OSSE will continue to conduct Methods of Administration (MOA) monitoring of LEAs and UDC-CC.

Overview

The purpose of the MOA program is to ensure all students, regardless of race, ethnicity, national origin, sex, or disability, have equal access to high-quality CTE programs. OSSE created a targeting plan as a part of its biennial MOA report to USED's Office for Civil Rights, which is due in September of each odd-numbered year.

The targeting plan is a data analysis report covering CTE enrollment at all campuses in the District that offer CTE programs, including those funded by Perkins and those that are not. The purpose of the targeting plan is to select for review subrecipients with the greatest potential for civil rights noncompliance. Those with the highest potential for noncompliance are ranked by noting the highest data disparities between general and CTE enrollment by school campus and aggregated by gender, race, ethnicity, and disability. Schools are also tracked and ranked based on the year of their last MOA visit. While on-site, OSSE CTE staff members will expect to see (at a minimum) evidence indicating

that:

- Course descriptions are available and accessible to all students and prospective students, including English learners, prior to and during registration.
- The LEA or IHE provides support for English learners enrolled in CTE courses to succeed in those courses, such as note-taking assistance, translation for technical terms, or designated office hours with the CTE instructors.
- The LEA and/or IHE have procedures in place for providing counseling services for students who speak other languages or have hearing loss.
- Class schedules do not limit the access of certain student groups (e.g., English learners) to various CTE programs or other course offerings. In addition, course objectives should reflect multicultural and gender-neutral instructional approaches.
- Special population support personnel, instructors, and administrators have consistently provided accurate and detailed information to students and their advocates about access to CTE programs, safety, available accommodations and/or modifications, and any relevant adaptive equipment or supplementary aids.

After the on-site visit and any subsequent request by OSSE for data or other documentation, the LEA or IHE will receive a letter of findings that summarizes observations and any required corrective actions in the following eight areas:

1. Administrative requirements
2. Recruitment, admissions, and counseling
3. Accessibility
4. Comparable facilities
5. Services for students with disabilities
6. Financial assistance
7. Work-study, cooperative programs, and job placement
8. Employment

During the letter of findings stage, designated LEA and/or IHE staff members will negotiate with OSSE's MOA coordinator to determine appropriate deadlines for compliance.

Monitoring, Compliance, and Data Reporting

In addition to the MOA monitoring outlined above, to ensure LEAs and UDC-CC adhere to OSSE expectations, OSSE will strengthen our overall monitoring of CTE program quality by developing a monitoring rubric for desk and in-person programmatic audits that measures program improvement over time as well as indicators of overall success. Annually, each LEA and UDC-CC will receive a report for each of the performance measures for the core indicators of performance, as well as the designated state performance measures for program quality. These reports will include current year performance, trend data, and state comparison points. Each recipient will be required to provide an analysis of CTE special population student performance and specific improvement efforts as a part of the annual local application. If the 90 percent performance target is consistently not achieved for the same indicator over time, OSSE may take steps to ensure appropriate LEA/IHE response and intervention, including:

- Year 1: Desk audit and required spending targets for affected areas. OSSE technical assistance may be required.
- Year 2: Desk audit (with the option of an on-site audit), required spending targets for affected areas, and required interventions (such as professional development or staff supports) for affected areas. These interventions may require a comprehensive corrective action plan negotiated with OSSE.
- Year 3: On-site audit, required spending targets for affected areas, and required interventions (such as professional development or staff supports) for affected areas. These interventions will require a comprehensive corrective action plan negotiated with OSSE.

If, through the annual review process, data indicate a dramatic underperformance of any state-determined performance level (including performance disaggregated by special population sub-groups) or underperformance across several state-determined performance levels, OSSE may choose to elevate the associated risk level, conduct an on-site monitoring visit, and mandate spending targets/interventions sooner than outlined above.

Professional Development and Support for Educators and LEAs

During the development portion of the State Plan, District of Columbia stakeholders expressed an additional need for professional development and training for general and special education educators, as well as support for LEAs serving special populations.

OSSE plans to:

- Expand access to training and guidance for CTE teachers serving students in special populations, with a focus on students with disabilities and English learners. This work may include: publishing a field guide (online and printed) for CTE programs to better support special populations, expanding access to professional development around secondary transition planning for CTE educators, and expanding access to professional development around social-emotional competencies and employability skills.
- Incorporate standards around self-advocacy skills for students with disabilities in updated CTE state-level standards, supporting students in participating in secondary transition planning and advocating for their needs in the workforce.
- Draft and publish a Predictor Implementation School/District Self-Assessment tool to help track data metrics of success for English learners and students with disabilities.
- Meet monthly with LEAs to monitor how well they are meeting their annual SMART goals related to special populations, which are set annually during the local application process for CTE funds.
- Measure current enrollment levels against equity gaps noted from a special populations dashboard.
- Conduct technical assistance meetings in preparation for LEAs' Comprehensive Local Needs Assessment (CLNA) reports and their annual local applications as needed.
- Expand shared data practices by disaggregating postsecondary placement data.

Marketing and Communications for Special Populations

Given OSSE’s focus on improving outcomes for the District’s special populations in CTE programming, the District’s comprehensive marketing and communications efforts must consider special populations – particularly students with disabilities and students receiving English learner services – as the primary audience for outreach efforts. OSSE will ensure that any marketing and communications efforts speak directly to the needs, perspectives, and opportunities for special populations in CTE programs. Further, we will ensure that marketing and communications are available in multiple languages spoken most frequently in the District of Columbia, per the requirement of the DC Language Access Act.

Teachers and Faculty

Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V).

CTE educators and staff are a critical component of offering high-quality and effective CTE programs. OSSE will support educators through professional development opportunities, mentorship, and by exploring innovative strategies for staffing. OSSE’s approach includes the following:

- 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-CC;
 - Establishing educator-to-industry mentorship opportunities.
- Explore, with LEA partners, 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.

Fiscal Responsibility

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how each eligible recipient will promote academic achievement.

All programs of study must include opportunities to attain academic and technical skills, and opportunities to earn postsecondary credit. Programs of study must also fully align with OSSE's updated statewide CTE course standards. OSSE is using the opportunities for system improvement provided by Perkins V to create systemic alignment among all CTE programs, which will then allow our LEAs and IHEs to create multidisciplinary connections between career education programs and the content from core subjects.

Additionally, OSSE will continue to evaluate and monitor the academic performance of students through the state determined performance levels in math, English language arts, and science. Math and English language arts baseline 2024-25 school year targets were calculated by taking the most recent recorded indicator outcome from the 2021-22 school year and averaging it with the District's most recent state assessment outcomes for all high school students in the 2022-23 school year. DC Science was a new assessment in the 2018-19 school year. As a result, targets were calculated using two most recent years of District-wide assessment data from school year 2021-22 and school year 2022-23 and the average was used to calculate the baseline. The state accountability system annually monitors the academic performance and graduation rates of every CTE concentrator in the District, and LEAs demonstrating low performance are subject to various stages of interventions. As an initial response to low performance, LEAs will be put on a performance improvement plan requiring them to complete a self-assessment and disparity analysis. Further failure to improve or meet performance targets will result in LEAs completing additional action plans. Ultimately, if LEAs fail to demonstrate improvement, OSSE may require LEAs to obligate a proportion of funding to resources directly tied to performance indicators.

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential.

Each state-approved CTE program of study includes a progressive sequence of courses that spans secondary and postsecondary education; combines core academic knowledge with advanced technical knowledge and skills; leads to an associate degree, certificate, license, and/or industry-recognized credential; and designs and prepares students for both postsecondary and career opportunities. Multiple opportunities for skill attainment are embedded in the industry-validated course level standards, which are required for each LEA receiving Perkins V funds.

Industry-based certifications that are selected and approved by OSSE, with input and feedback from our business and industry partners, are a student's passport to entering the workforce. As representatives of their industry, employers participate in setting the standards and creating criteria for certificate acquisition. An annual review of current and proposed industry certifications will ensure all approved industry certifications align with OSSE's course level standards and the workforce needs of our community.

For clarity and consistency, OSSE defines IRCs as:

- *Certificate*: Awarded upon the successful completion of a brief course of study, usually one year or less (but at times longer), primarily in public or private two-year IHEs, university extension programs, or non-degree-granting postsecondary institutions (such as area CTE schools). Upon completion of a course of study, a certificate does not require any further action to retain.
- *Certification*: Indicates mastery or competency in specific knowledge, skills, or processes that can be measured against a set of accepted standards. These are not tied to a specific educational program but are typically awarded through assessment and validation of skills in cooperation with a third-party entity (such as a business, a trade association, or other industry group). After attaining a certification, individuals often must meet ongoing requirements to retain it.
- *License*: Legal permission, typically granted by a government agency, to allow an individual to perform certain regulated tasks or occupations. A license can be obtained by meeting certain requirements established by the licensor, usually by completing a course of education and/or assessments. Upon receipt of a license, ongoing requirements may be necessary to maintain it.
- *Degree*: An award or title conferred upon an individual for the completion of a program or courses of study over multiple years at a postsecondary education institution.

Throughout the previous and upcoming industry validation process, multiple IRCs were and will be evaluated for their alignment with the state-approved programs of study. The validation and alignment of IRCs enable OSSE to view student passing rates as one of several metrics to evaluate overall programmatic quality.

To this end, IRCs data (including passing rates) will be analyzed annually. Subrecipients not meeting performance targets will be required to submit a corrective action plan. OSSE will provide technical assistance to all subrecipients, with the goal of meeting and exceeding all performance levels related to IRCs. Although this performance indicator will not be federally reported data, it will be a state-reported and state-monitored metric that helps inform programmatic quality.

Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V).

OSSE evaluates and approves programs of study designed to reflect statewide labor, economic, and postsecondary opportunities that provide students with viable career paths. This focus gives schools the ability to offer high school students coursework that provides sequential and progressive learning and allows them to transition seamlessly into postsecondary education and/or industry.

To ensure students have relevant options for a career path in the District of Columbia, OSSE will periodically review its programs of study and courses using labor and economic development data, as well as postsecondary program and certificate offerings from IHEs, to determine which programs of study should be promoted. As a result of this process, OSSE will adjust programs of study and the corresponding courses to continue the vertical alignment among secondary education, postsecondary

education, and the statewide labor market. This can result in the creation of new courses to fill a gap for growing occupations or the retirement of courses and programs of study that may have become obsolete or no longer represent areas of growth in the statewide labor market.

The program of study justification process will be required at the LEA and IHE levels to verify that the programs offered in schools are leading to postsecondary education and employment in the region. CTE directors will be required to use the data to decide which programs of study provide students with the most appropriate career paths. This will help determine which programs of study to open to address a growing workforce need or to close due to lack of opportunities for students in the occupation.

Definitions for LMI

To properly evaluate whether a program of study or course should be created or phased out, the District of Columbia will rely on LMI data. To provide the most consistent conclusions and meet federal guidance, OSSE will rely on the definitions laid out on page 32-33 for High Skills, High-Wage, and In-Demand.

These definitions were created in collaboration with CTE leaders from District of Columbia LEAs and UDC-CC, as well as national guidance from Research Triangle International and Pathways2Careers. Additionally, previous work was consulted with researchers at MIT's Labor Wage Index Project and the DC CTE task force's 2012 strategic plan for the District of Columbia.

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace.

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary CTE programs. The District of Columbia is shifting from an 80/20 secondary and postsecondary split to an 85 percent to secondary CTE programs and 15 percent to postsecondary CTE programs (It is important to note that the District of Columbia has only one postsecondary subgrantee). This distribution methodology was determined appropriate for the District of Columbia during the transitional planning stakeholder meetings held between August 2023 and February 2024. As stated on page 14, this shift is primarily based on the fact that over the past four years, CTE secondary enrollment has increased by more than 60 percent, and several new LEAs have become DC CTE Perkins funding recipients while the District continues to only have one postsecondary subgrantee. Our formula-funding split ensures adequate support for quality secondary and postsecondary CTE programs, as well as appropriate levels of funding for our subrecipients at both the secondary and postsecondary levels, leading to stronger and more consistent academic and CTE educational linkages throughout the District of Columbia. In addition, financial agreements to support faculty at the ATC offset the impact of the 5 percent reduction to UDC. This funding consistency, combined with increased stakeholder engagement through the planning process will provide the financial means necessary for students' success as they prepare to enter the workforce.

Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Currently, the District of Columbia does not support any Perkins consortia entities. However, as OSSE continues to onboard LEAs through the Perkins V State Plan, it is conceivable a consortium would be necessary at some point. A consortium is required when an LEA is eligible for federal Perkins allocations, but the total allocation to the LEA is projected to be less than \$15,000. The eligible LEA would need to enter in to a consortium with at least one other LEA so that the total combined Perkins allocation is \$15,000 or greater.

For Perkins funding purposes, each consortium would be treated like a single LEA. The formula for determining a consortium's Perkins allocation is identical to the formula applied to other LEAs that are eligible for Perkins funding. The consortium would be responsible for:

- Determining the fiscal agent (usually a member of the consortium);
- Agreeing on mutually beneficial programs of study for all members of the consortium; and
- Creating a CTE plan, as a part of the local application, which describes how the consortium will ensure equitable access and high-quality programming for all members.

OSSE funding of the consortium grant application depends on members of the consortia indicating agreement with and support for the local application for Perkins funding.

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)

According to Section 131(a)(1) of the Act, the traditional distribution of funds to secondary school programs will be based on the following criteria:

- 30 percent based on the number of 5- to 17-year-olds who reside in the school district served by the LEA
- 70 percent based on the number of 5- to 17-year-olds who reside in the school district served by the LEA and are from families below the poverty level

However, based on a November 2009 Office of Vocational and Adult Education communication, Section 131(a)(3)(b) allows for the creation of custom formulas for areas like the District of Columbia, where most of the schools do not have discrete geographic service areas. As such, District LEAs are funded according to these criteria:

- 30 percent based on the total enrollment of grade 9–12 students served by the LEA.

- 70 percent based on the number of students in grades 9–12 served by the LEA and are from families that qualify for the Free and Reduced-Price Meals program or the Community Eligibility Provision.

For the 2024-25 school year, the following allocations are planned for secondary LEAs:

- DC Public Schools (DCPS): \$2,673,228.48
- Friendship Public Charter School: \$228,799.95
- IDEA Public Charter School: \$68,999.59
- Maya Angelou Public Charter School: \$47,647.93
- DC International Public Charter School: \$180,702.51
- Girls Global Public Charter School: \$36,634.96
- KIPP Public Charter School: \$258,692.28
- Sojourner Truth Public Charter School: \$9,889.19
- Paul Public Charter School: \$94,172.08

For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

The District of Columbia has just one IHE that receives Perkins funding: The University of the District of Columbia's Community College (UDC-CC). As a result, and similar to previous years, we will not use a formula to distribute funds. The institution is the sole recipient of the postsecondary portion of the Perkins V funding. For the upcoming grant year, 15 percent of the available funds (\$635,076.52) will be allocated to UDC-CC.

If the eligible agency will award reserve funds to eligible recipients under section 112 (c) of Perkins V, describe the process and criteria for awarding those funds.

The District of Columbia will place into reserve 12.5 percent of eligible funds (\$747,148.85) to spur statewide innovation, including summer coding camps to promote CTE programs with rising ninth graders. Reserve funds will also be used to create a statewide data system for IRCs, WBL, and earned postsecondary credit. OSSE will explore small grant opportunities as a source of funding for LEAs to propose innovative solutions to close the performance gap between select special populations, such as English learners and students with disabilities. Further, OSSE will continue to fund public charter schools with low enrollment to increase their capacity to deliver programs in high-wage, high-skill, and/or in-demand fields. Reserve funds will be distributed to secondary and postsecondary institutions; secondary LEAs will receive 95 percent of the funds (\$709,791.41), and OSSE's IHE partner will receive 5 percent (\$37,357.44). All funds will be distributed to subrecipients on a competitive basis.

Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment

data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

None of the LEAs in the District of Columbia operate within defined geographic boundaries.

If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a) include a proposal for such an alternative formula; and describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

OSSE does not intend to apply for a waiver to the secondary allocation formula.

If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a) include a proposal for such an alternative formula; and describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)

OSSE does not intend to apply for a waiver to the secondary allocation formula.

Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Using aggregate expenditures from the state, the baseline, for the secretary's annual determination, is at a new level. Below are the aggregate expenditures for the state, for the preceding fiscal years:

- FY22: \$269,636.70
- FY23: \$280,730.30
- FY24: \$292,999.55

Accountability for Results

Identify and include at least one (1) of the following indicators of career and technical education program quality the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential.

OSSE intends to collect and analyze LEA data related to this indicator for state accountability purposes. As such, this indicator will not be reported federally via the Perkins consolidated annual report.

Text Box 6: Statutory Definition of CTE Concentrator

The term 'CTE concentrator' means—

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses* in a single career and technical education program or program of study; and
 - (B) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
- (Section 3(12) of Perkins V)

* This means that once a student completes 2 courses in a single CTE program or program of study, they are counted as a CTE concentrator.

Identify and include at least one (1) of the following indicators of career and technical education program quality the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement.

OSSE intends to collect and analyze LEA data related to this indicator for state accountability purposes. As such, this indicator will not be reported federally via the Perkins consolidated annual report.

Identify and include at least one (1) of the following indicators of career and technical education program quality the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)

OSSE has selected the work-based learning (WBL) performance indicator as our federally reported program quality metric. This indicator aligns with OSSE's efforts to create a consistent statewide sequence of CTE courses within a program of study, each of which incorporates a WBL experience. As detailed in our WBL framework, the type and intensity of this experience will vary by course level, with more advanced coursework offering students more intensive experiences. While students are expected to participate in some form of WBL in each CTE course, for federal accountability purposes, OSSE will focus on student participation in a Level III or Level IV course, which is directed at career preparation. This would include students who participated in a paid or unpaid internship, pre-apprenticeship or apprenticeship experience, or cooperative education experience that is relevant to their CTE program of study. The measure construction is as follows:

- Numerator: The number of CTE concentrators graduating in the reporting year who, while enrolled, participated in, and successfully completed a paid or unpaid internship, pre-apprenticeship or apprenticeship experience, or cooperative education experience aligned with their program of study.
- Denominator: The number of CTE concentrators graduating in the reporting year.

Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

The information has been provided on the designated form.

Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V).

[TBD - Public Comment Period details]

Text Box 7: Statutory Requirements for Consultation on State Determined Performance Levels

(B) PUBLIC COMMENT. —

- (i) **IN GENERAL.** —Each eligible agency shall develop the levels of performance under subparagraph (A) in consultation with the stakeholders identified in section 122(c)(1)(A).
- (ii) **WRITTEN COMMENTS.** —Not less than 60 days prior to submission of the State plan, the eligible agency shall provide such stakeholders with the opportunity to provide written comments to the eligible agency, which shall be included in the State plan, regarding how the levels of performance described under subparagraph (A)—
 - (I) meet the requirements of the law;
 - (II) support the improvement of performance of all CTE concentrators, including subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (III) support the needs of the local education and business community.
- (iii) **ELIGIBLE AGENCY RESPONSE.** —Each eligible agency shall provide, in the State plan, a written response to the comments provided by stakeholders under clause (ii).

(Section 113(b)(3)(B) of Perkins V)

Provide an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

See appendix G for the notice of public comment and appendix H for the descriptions related to each performance level and their respective formulations.

Provide a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

See appendix G for the notice of public comment and appendix H for the descriptions related to each performance level and their respective formulations.

Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

[TBD - Public Comment Period details]

Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V).

The Carl D. Perkins Career and Technical Education Act of 2006 as amended in 2018, “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V) states that if sub-grantees (LEAs and UDC-CC) fail to meet at least 90 percent of an agreed-upon local level of performance for any of the core indicators of performance for all CTE concentrators, the sub-grantee shall develop and implement a program improvement plan (that includes an analysis of the performance disparities or gaps and actions that will be taken to address such gaps) in consultation with local stakeholders.

Elements of the Local Improvement Plan shall include:

- The indicator or indicators for which the LEA/Postsecondary did not meet the 90 percent of the State Determined Performance Level (SDPL) threshold;
- The action steps that will be implemented to improve the performance levels for the performance indicator/measure that did not meet the 90 percent of SDPL threshold;
- LEA/Postsecondary must show how Perkins funds will be used to support improvement plan;
- The staff member(s) that will be responsible for each action step; and
- The timeline for completing each action step; and
- Assigned OSSE CTE Program Technical Lead(s) will provide support for LEA/Postsecondary during the implementation of improvement plan(s).

If LEA/Postsecondary doesn't not meet the 90 percent of SDPL threshold for a given indicator for two years straight, OSSE CTE will have the following options:

- Withhold part of allocated Perkins funding from LEA/Postsecondary.
- Dictate how a percentage of allocated Perkins funding must be used to address the issue.

Assurances, Certificates, and Other Forms

Budget

Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; (c) educational institutions that serve individuals with disabilities; or (d) other State institutions pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

- Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

DC Budget Form

State Name: District of Columbia

Fiscal Year: 2025

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$
2	State Administration	%	\$
3	State Leadership	%	\$
4	<ul style="list-style-type: none"> • Individuals in State Institutions 	%	\$
4a	<ul style="list-style-type: none"> – Correctional Institutions 	Not required	\$
4b	<ul style="list-style-type: none"> – Juvenile Justice Facilities 	Not required	\$
4c	<ul style="list-style-type: none"> – Institutions that Serve Individuals with Disabilities 	Not required	\$
4d	<ul style="list-style-type: none"> – Other State Institutions 	Not required	\$
5	<ul style="list-style-type: none"> • Non-traditional Training and Employment 	Not applicable	\$
6	<ul style="list-style-type: none"> • Special Populations 	%	\$
7	Local Formula Distribution	%	\$
8	<ul style="list-style-type: none"> • Reserve 	%	\$
9	<ul style="list-style-type: none"> – Secondary Recipients 	%	\$
10	<ul style="list-style-type: none"> – Postsecondary Recipients 	%	\$
11	<ul style="list-style-type: none"> • Allocation to Eligible Recipients 	%	\$
12	<ul style="list-style-type: none"> – Secondary Recipients 	%	\$
13	<ul style="list-style-type: none"> – Postsecondary Recipients 	%	\$
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$

State Determined Performance Levels (SDPLs)

Overview and Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-27⁸, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 3). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the DCPL form, provide-

Column 2: Baseline level

Columns 3-10: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(i)(III) of Perkins V.

3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

⁸ Eligible agencies submitting new 4-year State Plans in FY 2024 must provide SDPLs for FYs 2024 through 2027 while those submitting revisions to 4-year State Plans submitted in FY 2020 must only provide SDPLs for FY 2024.

Text Box 8: Statutory Requirements for State Determined Performance Levels

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
 - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
 - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
 - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
 - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(i)(III) of Perkins V)

Table 3: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
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 in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
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 in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
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 in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
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.	3S1	Post-Program Placement

Table 3: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ⁹	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (<i>optional</i>): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

⁹ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the

Table 3: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
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.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. ¹⁰	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ¹¹	3P1	Non-traditional Program Concentration

¹⁰ This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

¹¹ This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the

B:State Determined Performance Levels (SDPL) Form

State Name: **District of Columbia**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Indicators	Baseline Level ¹²	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
Secondary Indicators									
1S1: Four-Year Graduation Rate	97%	97%	97%	97%	97%	98.1%	98.2%	98.3%	98.4%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	25%	28%	31%	34%	37%	45%	49%	53%	57%
2S2: Academic Proficiency in Mathematics	8%	12%	16%	20%	24%	22%	26%	30%	34%
2S3: Academic Proficiency in Science	N/A	N/A	N/A	N/A	N/A	6%	7%	8%	9%
3S1: Post-Program Placement	74%	75%	76%	77%	80%	78%	79%	80%	81%
4S1: Non-traditional Program Concentration	33%	34%	35%	36%	37%	44%	45%	46%	47%
5S1: Program Quality – Attained Recognized Postsecondary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

¹² A State may establish a baseline level of performance in the event the State adds a new indicator of performance as part of subsequent revisions to its State Plan.

B: State Determined Performance Levels (SDPL) Form (continued)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Indicators	Performance Levels								
	Baseline	PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
5S2: Program Quality – Attained Postsecondary Credits	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5S3: Program Quality – Participated in Work-Based Learning	25%	28%	31%	37%	45%	57%	59%	61%	63%
5S4: Program Quality – Other ¹³	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

¹³The Perkins V State Plan Portal will allow an eligible agency to include on this form as many “other” program quality indicators as they choose.

B: State Determined Performance Levels (SDPL) Form (continued)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8	Column 9	Column 10
Indicators	Baseline Level	Performance Levels							
		PY 2020-21	PY 2021-22	PY 2022-23	PY 2023-24	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28
Postsecondary Indicators									
1P1: Post-Program Placement	18%	20%	22%	24%	26%	60%	62%	64%	66%
2P1: Earned Recognized Postsecondary	19%	21%	23%	25%	27%	39%	40%	41%	42%
3P1: Non-traditional Program Concentration	21%	22%	23%	24%	25%	18%	19%	20%	21%

Provide any additional information regarding SDPLs, as necessary:

Appendix A

Career and Technical Education State Approved Programs of Study

Agriculture, Food, and Natural Resources

Program	Course 1	Course 2	Course 3	Course 4
Energy and Natural Resource Technology	Principles of Agriculture, Food, and Natural Resources	Energy and Natural Resource Technology II	Advanced Energy and Natural Resource Technology Or Apprenticeship in Energy and Natural Resource Technology I	Practicum in Agriculture, Food, and Natural Resources Or Apprenticeship in Energy and Natural Resource Technology II
Horticulture Science	Principles of Agriculture, Food, and Natural Resources	Horticulture Science II	Greenhouse Operation and Management Or Apprenticeship in Horticulture Science I	Practicum in Agriculture, Food, and Natural Resources Or Apprenticeship in Horticulture Science II

Architecture and Construction

Program	Course 1	Course 2	Course 3	Course 4
Architectural Design	Principles of Architecture	Architectural Design II	Architectural Design III Or Apprenticeship in Architectural Design I	Practicum in Architectural Design Or Apprenticeship in Architectural Design II
Construction Management	Principles of Construction	Construction Management II	Construction Management III Or Apprenticeship in Construction Management I	Practicum in Construction Technology Or Apprenticeship in Construction Management II
Electrical Technology	Principles of Construction	Electrical Technology II	Electrical Technology III Or Apprenticeship in Electrical Technology I	Practicum in Construction Technology Or Apprenticeship in Electrical Technology II
Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC-R)	Principles of Construction	Heating, Ventilation, Air Conditioning, and Refrigeration Technology II	Heating, Ventilation, Air Conditioning, and Refrigeration Technology III Or Apprenticeship in Heating, Ventilation, Air Conditioning, and Refrigeration Technology I	Practicum in Construction Technology Or Apprenticeship in Heating, Ventilation, Air Conditioning, and Refrigeration Technology II

Plumbing Technology	Principles of Construction	Plumbing Technology II	Plumbing Technology III Or Apprenticeship in Plumbing Technology I	Practicum in Construction Technology Or Apprenticeship in Plumbing Technology II
Carpentry	Principles of Construction	Construction Technology II	Construction Technology III Or Apprenticeship in Carpentry I	Practicum in Construction Technology Or Apprenticeship in Carpentry II

Arts, A/V Technology and Communications

Program	Course 1	Course 2	Course 3	Course 4
Audio/Video Production	Principles of Arts, Audio/Video Technology, and Communications	Audio/Video Production II	Audio/Video Production III Or Apprenticeship in Audio/Video Production I	Practicum in Audio/Video Production Or Apprenticeship in Audio/Video Production II
Animation	Principles of Arts, Audio/Video Technology, and Communications	Animation II	Animation III Or Apprenticeship in Animation I	Practicum in Animation Or Apprenticeship in Animation II
Graphic Design and Illustration	Principles of Arts, Audio/Video Technology, and Communications	Graphic Design and Illustration II	Graphic Design and Illustration III Or Apprenticeship in Graphic Design and Illustration I	Practicum in Printing and Imaging Technology Or Apprenticeship in Graphic Design and Illustration II

Business Management

Program	Course 1	Course 2	Course 3	Course 4
Business Management	Principles of Business, Marketing, and Finance	Business Management II	Entrepreneurship Or Apprenticeship in Business Management I	Practicum in Business Management: Entrepreneurship Or Apprenticeship in Business Management II
Business Information Management	Principles of Business, Marketing, and Finance	Business Information Management II	Business Information Management III Or Apprenticeship in Business Information Management I	Practicum in Business Information Management Or Apprenticeship in Business Information Management II

Education and Training

Program	Course 1	Course 2	Course 3	Course 4
Child Care and Development	Principles of Child Care and Development	Childcare and Development II	Childcare and Development III Or Apprenticeship in Child Care and Development I	Practicum in Child Care and Development Or Apprenticeship in Child Care and Development II
Teacher Education and Training	Principles of Education and Training	Human Growth and Development	Instructional Practices Or Apprenticeship in Teacher Education and Training I	Practicum in Education and Training Or Apprenticeship in Teacher Education and Training II

Finance

Program	Course 1	Course 2	Course 3	Course 4
Accounting	Principles of Accounting	Accounting II	Accounting III Or Apprenticeship in Accounting I	Practicum in Finance: Accounting Or Apprenticeship in Accounting II
Finance	Principles of Finance	Private and Public Finance	Apprenticeship in Finance I Or Principles of Accounting Or Banking and Financial Services Or Securities and Investments	Practicum in Finance Or Apprenticeship in Finance II

Government and Public Administration

Program	Course 1	Course 2	Course 3	Course 4
Public Management and Administration	Principles of Public Management and Administration	Government Policy and Planning	Apprenticeship in Public Management and Administration I Or Economics (.5) And Public Relations (.5)	Practicum in Local, State, and Federal Government Or Apprenticeship in Public Management and Administration II
Foreign Service and Diplomacy	Principles of Foreign Service and Diplomacy	Political Systems and Economics	Apprenticeship in Foreign Service and Diplomacy I Or International Relations (.5) And National Security (.5)	Apprenticeship in Foreign Service and Diplomacy II OR Practicum in Foreign Service and Diplomacy
Army Junior Reserve Officers' Training Corps (JROTC)	Army Junior Reserve Officers' Training Corps (JROTC) I	Army Junior Reserve Officers' Training Corps (JROTC) II	Army Junior Reserve Officers' Training Corps (JROTC) III	Army Junior Reserve Officers' Training Corps (JROTC) IV
Navy Junior Reserve Officers' Training Corps (JROTC)	Navy Junior Reserve Officers' Training Corps (JROTC) I	Navy Junior Reserve Officers' Training Corps (JROTC) II	Navy Junior Reserve Officers' Training Corps (JROTC) III	Navy Junior Reserve Officers' Training Corps (JROTC) IV

Health Science

Program	Course 1	Course 2	Course 3	Course 4
Biomedical Science (PLTW)	Principles of Biomedical Sciences	Human Body Systems	Medical Interventions Or Apprenticeship in Biomedical Science I	Biomedical Innovation Or Apprenticeship in Biomedical Science II
Biotechnology	Principles of Biosciences	Biotechnology II	Biotechnology III Or Apprenticeship in Biotechnology I	Practicum in Health Science: Biotechnology Or Apprenticeship in Biotechnology II
Health Science	Principles of Health Science	Medical Terminology	Apprenticeship in Health Science I Or Health Science Theory and Practice Or Anatomy and Physiology*	Apprenticeship in Health Science II Or Certified Nursing Assistant Clinical Practicum Or Medical Microbiology
General Nursing (ATC)	Principles of Health Science and Medical Terminology	Anatomy and Physiology and Allied Health I	Anatomy and Physiology and Allied Health II	Certified Nursing Assistant Clinical Practicum Or Pathophysiology

Hospitality and Tourism

Program	Course 1	Course 2	Course 3	Course 4
Culinary Arts	Principles of Culinary Arts	Culinary Arts II	Culinary Arts III Or Apprenticeship in Culinary Arts I	Practicum in Culinary Arts Or Apprenticeship in Culinary Arts II
Hospitality Services	Principles of Hospitality Services	Travel and Tourism Management	Hotel Management Or Apprenticeship in Hospitality Services I	Practicum in Hospitality Services Or Apprenticeship in Hospitality Services II

Human Services

Program	Course 1	Course 2	Course 3	Course 4
Cosmetology	Principles of Cosmetology	Cosmetology II	Apprenticeship in Cosmetology I Or Cosmetology III	Apprenticeship in Cosmetology II Or Practicum in Cosmetology
Barbering	Principles of Barbering	Barbering II	Apprenticeship in Barbering I Or Barbering III	Apprenticeship in Barbering II Or Practicum in Barbering

Information Technology

Program	Course 1	Course 2	Course 3	Course 4
Digital Media	Principles of Digital Media	Digital Media	Apprenticeship in Digital Media I Or Web Technologies	Apprenticeship in Digital Media II Or Practicum in Digital Media
Computer Maintenance Technician	Principles of Computer Maintenance	IT Software & Hardware II	Apprenticeship in Computer Maintenance Technician I Or IT Software & Hardware III	Apprenticeship in Computer Maintenance Technician II Or Practicum in Computer Maintenance Technician
Networking	Principles of Networking	Networking II	Apprenticeship in Networking I Or Networking III	Apprenticeship in Networking II Or Practicum in Networking
Computer Science	Principles of Computer Science	Computer Science II	Apprenticeship in Computer Science I Or Computer Science A Or Game Design and Development Or Cybersecurity	Apprenticeship in Computer Science II Or Computer Science III

Cybersecurity (ATC)	Fundamentals of IT & Cybersecurity I	Internetworking Technologies	Digital Forensics & Cybersecurity II	Cybersecurity Capstone
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Law, Public Safety, corrections, and Security

Program	Course 1	Course 2	Course 3	Course 4
Law Enforcement	Principles of Public Safety	Public Safety II	Public Safety II Or Apprenticeship in Public Safety I	Practicum in Law, Public Safety, Corrections, and Security Or Apprenticeship in Public Safety II

Manufacturing

Program	Course 1	Course 2	Course 3	Course 4
Welding	Principles of Welding	Welding II	Welding III Or Apprenticeship in Welding I	Practicum in Manufacturing Or Apprenticeship in Welding II

Marketing

Program	Course 1	Course 2	Course 3	Course 4
Marketing	Principles of Marketing	Entrepreneurship	Apprenticeship in Marketing I Or Advertising Or Fashion Marketing Or Social Media Marketing Or Sports and Entertainment Marketing	Apprenticeship in Marketing I Or Practicum in Marketing

Science, Technology, Engineering, and Mathematics

Program	Course 1	Course 2	Course 3	Course 4
Engineering	Introduction to Engineering	Applied Engineering II	Apprenticeship in Engineering I Or Aerospace Engineering Or Civil Engineering and Architecture Or Computer Integrated Manufacturing Or Computer Science Principles Or Digital Electronics Or Environmental Sustainability	Apprenticeship in Engineering II Or Engineering Design and Development

Transportation and Logistics

Program	Course 1	Course 2	Course 3	Course 4
Automotive Technology	Principles of Automotive Technology	Automotive Technology II	Automotive Technology III Or Apprenticeship in Automotive Technology I	Practicum in Automotive Technology Or Apprenticeship in Automotive Technology II

Appendix B

CULINARY ARTS





OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Postsecondary and Career Education Division

Career and Technical Education Department

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**DC CTE Program of Study Academic and
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OVERVIEW



The DC Career and Technical Education (CTE) Programs of Study Academic and Technical Standards publications are structured to be a versatile resource, either as a comprehensive guide or for focused exploration of specific industries and programs of study. The academic and technical standards within this document encompass both theoretical and performance-based elements that business and industry partners in the District of Columbia have rigorously validated.

In addition to the DC CTE Program of Study Academic and Technical Standards, incorporated the following components in this document:

- DC CTE Career Ready Standards
- Program of Study Summary
- Program of Study Courses
- Labor Market Information (LMI)
- Aligned Industry Credentials
- Work-Based Learning
- Mosel 6-Six Graduation Plan

This document is intended to be used by educators, administrators, counselors, postsecondary and industry partners, and any CTE collaborators.

DC CTE CAREER READY STANDARDS

The DC CTE Career Ready Standards draw their foundation from the AdvanceCTE Career Ready Practices framework of the Common Career Technical Core (CCTC). The DC CTE Career Ready Standards articulate the skills educators should aim to cultivate in their students, regardless of the program of study. DC CTE Career Ready Standards should be implemented and reinforced in all aspects of CTE programming, with their complexity and expectations increasing as students progress through their educational journey.

These standards listed below reflect the expectations established by business and industry stakeholders, labor representatives, community organizations, and both secondary and postsecondary education professionals within the District, incorporating input and insights from various sources to serve the needs of our students.

- Academic and Technical Skills Attainment
- Applying Technology
- Cultural and Global Competence
- Effective Communication
- Environmental Literacy
- Ethical and Legal Responsibilities
- Health and Safety Practices
- Postsecondary Readiness
- Problem Solving and Critical Thinking
- Professionalism and Adaptability
- Work-Based Learning

1. Academic and Technical Skills Attainment

Career-ready persons will have the academic and technical skills necessary to succeed in their chosen field. This includes having a strong foundation in core subjects such as English, math, science, and social studies, as well as the technical skills required for their specific career path. They should also be able to apply their academic and technical skills to problem solve by combining real-world issues with abstract concepts.

DC CTE CAREER READY STANDARDS

2. Applying Technology

Career-ready persons should be able to apply technology to their work and personal lives. This means that they should be proficient in using a variety of technology tools and applications and that they should be able to use technology to solve problems and to improve their efficiency and productivity. They should be exposed to and comfortable with technology that is currently used within their chosen career field while also using technology for day-to-day life and problem-solving.

3. Cultural and Global Competence

Career-ready persons will be culturally and globally competent. This means that they should be able to understand and appreciate different cultures and perspectives and that they should be able to communicate and collaborate effectively with people from different backgrounds. They should be able to find ways to communicate effectively with people who speak different languages, and they should be able to understand and respect different cultural values and norms. Lastly, culturally and globally competent persons are also able to think critically about the world around them. They are able to identify and challenge biases, and they are able to develop solutions to problems that take into account different perspectives.

4. Effective Communication

Career-ready persons will be able to communicate effectively in a variety of settings. This means that they should be able to write clearly and concisely, to speak confidently and persuasively, and to listen actively and empathetically; they should be able to do all of these within and beyond their chosen career field. They should also be able to communicate effectively using technology. This means that they should be able to use a variety of communication tools, such as email, social media, and video conferencing.

DC CTE CAREER READY STANDARDS

5. Environmental Literacy

Career-ready persons will be environmentally literate. This means that they should understand the relationship between human activity and the environment, communicate effectively about environmental issues, and should be able to make informed decisions about how to protect the environment. They should be able to consider how their career field can support positive environmental efforts. They are able to identify and analyze environmental problems and develop and evaluate solutions to the problems.

6. Ethical and Legal Responsibilities

Career-ready persons understand their ethical and legal responsibilities. This means that they should be able to make ethical decisions in the workplace, and that they should be aware of the laws and regulations that apply to their field. They should also be able to resolve ethical dilemmas in a fair and just manner and be able to advocate for themselves and for others in the workplace.

7. Health and Safety Practices

Career-ready persons are able to follow health and safety practices in the workplace. This means that they should be aware of the hazards associated with their job, and that they should take steps to protect themselves and others from harm. They should also be able to identify and report unsafe conditions in the workplace and respond to emergencies in a safe and effective manner

8. Postsecondary Readiness

Career-ready persons will be postsecondary-ready. This means that they should have the academic and technical skills necessary to succeed in college or vocational training. They should also have a clear understanding of their career goals and how to achieve them; able to apply the skills necessary to navigate the college/vocational admissions and job application process and to succeed in a postsecondary environment.

DC CTE CAREER READY STANDARDS

9. Problem Solving and Critical Thinking

Career-ready persons are able to solve problems and think critically. This means that they should be able to identify and analyze problems, develop and evaluate solutions, and make informed decisions. They should also be able to think critically about information and to identify biases, using these skills to adapt their thinking to new situations and to learn from their mistakes.

10. Professionalism and Adaptability

Career-ready persons are professional and adaptable. This means that they should be able to conduct themselves in a professional manner in the workplace, and that they should be able to adapt to change. They are respectful of their colleagues and supervisors while being reliable and responsible. They put in the effort needed to learn new concepts as quickly as possible and are able to work effectively under pressure.

11. Work-Based Learning

Work-based learning is a valuable experience that can help prepare people for careers. Work-based learning experiences can include internships, apprenticeships, job shadowing, and participating in career and technical student organizations (CTSOs). Work-based learning experiences allow people to apply their academic and technical skills in a real-world setting, learn about different career paths, and develop their professional skills.



PROGRAM OF STUDY OVERVIEW

The Culinary Arts Program of Study offers students a comprehensive learning experience for those interested in the food service industry. Students will learn food service management, restaurant operations, cooking, baking, and industry-related skills. They will have opportunities to earn industry certifications and acquire the skills necessary for success in higher education or immediate employment. The program also provides real-world industry experiences through practicums and internships, fostering interdisciplinary instruction and strong community partnerships to prepare students with versatile skills for a dynamic workplace.



COURSES

Level 1

Introduction to Culinary Arts
OSSEID: 16052G1.0014
Grades: 9-12
Prerequisite: None
Credit: 1

Introduction to Culinary Arts will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Introduction to Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. This is an entry-level course for students interested in pursuing a career in the food service industry.

Level 2

Culinary Arts I
OSSEID: 16052G1.0024
Grades: 10-12
Prerequisite: Introduction to Culinary Arts
Credit: 1

Culinary Arts I begins with the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Students can pursue a national sanitation certification or other appropriate industry certifications. This course is offered as a laboratory-based course.

Level 3

Culinary Arts II
Practice OSSEID: 16052G1.0034
Grades: 11-12
Prerequisite: Culinary Arts I
Credit: 1

Culinary Arts II will extend content and enhance skills introduced in Culinary Arts I by in-depth instruction of industry-driven standards in order to prepare students for success in higher education, certifications, and/or immediate employment.

Level 4

Practicum in Culinary Arts
OSSEID: 16950G1.0044
Grades: 12
Prerequisite: Culinary Arts II
Credit: 1

Practicum in Culinary Arts is a unique practicum that provides occupationally specific opportunities for students to participate in a learning experience that combines classroom instruction with actual business and industry career experiences. Practicum in Culinary Arts integrates academic and career and technical education; provides more interdisciplinary instruction; and supports strong partnerships among schools, businesses, and community institutions with the goal of preparing students with a variety of skills in a fast-changing workplace.

INDUSTRY CREDENTIALS

**National Restaurant Association ServSafe Manager NRA
(National Restaurant Association)
ManageFirst Professional® (MFP) Credential
Prostart Level I and II**

WORK-BASED LEARNING

The work-based learning continuum offers students a seamless progression from classroom instruction to practical workplace experiences, encompassing internships, apprenticeships, and cooperative education. It bridges the gap between academic learning and hands-on skill development. Work-based learning should occur at each CTE course level.

Level 1 Course	Level 2 Course	Level 3 Course	Level 4 Course
<p>Career Exploration Industry Visits Guest Speakers Participate in a CTSO</p>	<p>Career Awareness All of Level I, in addition to: Postsecondary Visits Program-Specific Site Tours Mock Interviews</p>	<p>Career Preparation All of Level I and II, in addition to: Job Shadow Paid/Unpaid Internships</p>	<p>Career Preparation Paid/Unpaid Internships Apprenticeships</p>

LABOR MABOR INFORMATION (LMI)

In the District of Columbia, Career and Technical Education programs of study are required to align with at least one of the following definitions below. These criteria have been developed through collaboration with Career and Technical Education leaders from the District of Columbia Local Education Agencies (LEAs), the University of the District of Columbia Community College, and guidance from national experts at Research Triangle International (RTI) and Education Northwest.

These definitions have been informed by prior research, including input from MIT's Labor Wage Index Project.

High Wage: Those occupations that have a 25th percentile wage equal to or greater than the most recent MIT Living Wage Index for one adult in the District of Columbia and/or leads to a position that pays at least the median hourly or annual wage for the Washington, DC, metropolitan statistical area.

In-Demand: Those occupations in the Washington, DC, metropolitan statistical area having more than the median number of total (growth plus replacement) annual openings over a five-year period.

High Skill: Those occupations located within the Washington, DC, metropolitan statistical area with the following education or training

Indicator	Definition	Data for the Culinary Arts Program of Study (source: EMSI, August 2022)
High-Wage	A 25th percentile hourly wage of \$23.13 or greater is required to meet this definition for Culinary Arts.	Standard Occupational Code (SOC): 35-1011.00 Chefs and Head Cooks Hourly Wages 25th Percentile: \$23.31 50th Percentile: \$30.29 75th Percentile: \$38.84
High-Skill	Requires ompletion of an apprenticeship program; completion of an industry-recognized certification or credential; associate's degree or higher.	Typical Entry-Level Education: High school diploma or equivalent
In-Demand	Annual growth plus replacement rate of 105 openings, or greater, between 2021-2026 to meet this definition.	Total Rate: 876

SIX-YEAR PLANS



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
Foundational Standards				
<p>Culinary Arts A.1-6 The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:</p> <ol style="list-style-type: none"> 1. identify and demonstrate the role of mise en place in the professional food service setting; 2. identify and use large and small equipment in a commercial kitchen; 3. develop and practice food production and presentation techniques; 4. identify and use the appropriate application of moist, dry, and combination cookery methods; 5. demonstrate the preparation skills of items commonly prepared in food service operations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry, meat, pastas and grains, and fruits and vegetables; and 6. demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts. 	<p>***</p>			
<p>Culinary Arts B.1-4 The student understands the various food service operations such as quick service, fast casual, casual, fine dining, institutional, and beverage service. The student is expected to:</p> <ol style="list-style-type: none"> 1. explain quality customer service; 2. demonstrate types of table settings, dining, and service skills; 3. differentiate between service styles; and 4. compare and contrast the roles of the front of the house and the back of the house in the various food service operations. 	<p>***</p>			
<p>Culinary Arts C.1-6 The student uses technology and computer applications to manage food service operations. The student is expected to:</p> <ol style="list-style-type: none"> 1. use technology tools appropriate for the industry; 2. operate technology applications to perform workplace tasks; 3. explain and use point-of-sale systems in various food service operations; 4. demonstrate knowledge in computer programs used for food management; 5. evaluate information sources for culinary arts; and 6. interpret data such as spreadsheets, databases, and sales reports 	<p>***</p>			



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts D.1-7 The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:</p> <ol style="list-style-type: none"> determine the basics of safety in culinary arts; assess workplace conditions and identify safety hazards; determine the basics of sanitation in a professional kitchen; determine proper receiving, storage, and distribution techniques; demonstrate proper cleaning of equipment and maintenance in the commercial kitchen; assess food hazards and determine ways to prevent food hazards; and prepare for a state or national food sanitation certification or other appropriate certifications. 	<p>★ ★ ★</p>			
<p>Culinary Arts E.1-5 The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:</p> <ol style="list-style-type: none"> explain the different types and functions of kitchen, front-of-the-house, and support roles; investigate quality-control standards and practices; differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service; illustrate various place settings using proper placement of dining utensils; and demonstrate the proper service techniques in food service operations. 		<p>★ ★ ★</p>		
<p>Culinary Arts F.1-7 The student understands the importance of health, safety, and environmental management systems in organizations and their importance to organizational performance and regulatory compliance. The student is expected to:</p> <ol style="list-style-type: none"> assess workplace conditions with regard to safety and health; analyze potential effects caused by common chemicals and hazardous materials; demonstrate first aid and cardiopulmonary resuscitation skills; apply safety and sanitation standards common to the workplace; research sources of food-borne illness and determine ways to prevent them; determine professional attire and personal hygiene for restaurant employees; and prepare for a state or national food sanitation certification or other appropriate certifications. 		<p>★ ★ ★</p>		



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts G.1-5 The student understands the use of technical knowledge and skills required to pursue careers in the restaurant food service industry, including knowledge of design, operation, and maintenance of technological systems. The student is expected to:</p> <ol style="list-style-type: none"> 1. define job-specific technical vocabulary; 2. analyze customer comments to formulate improvements in services and products and training of staff; 3. detail ways to achieve high rates of customer satisfaction; 4. use different types of payment options to facilitate customer payments for services; and 5. demonstrate technical skills used in producing quality food service. 		★ ★ ★		
<p>Culinary Arts H.1-3 The student understands factors that affect the food service industry. The student is expected to:</p> <ol style="list-style-type: none"> 1. outline the history and growth of the food service industry; 2. identify an entrepreneur who has made significant contributions to the food service industry; and 3. explain cultural globalization and its influence on food. 		★ ★ ★		
<p>Culinary Arts I.1-9 The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:</p> <ol style="list-style-type: none"> 1. identify the role of mise en place; 2. identify and use large and small equipment in the professional food service setting; 3. identify the types of knives and proper usage in a commercial kitchen; 4. demonstrate proper knife safety, handling, cleaning, and storage; 5. differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage; 6. differentiate between dry goods and identify factors such as purchasing and storage; 7. differentiate between proteins and identify factors such as types, grades, purchasing, and storage; 8. describe the methods of cooking, including dry heat, moist heat, and combination heat; and 9. differentiate between common baking methods and identify common ingredients used in baking. 		★ ★ ★		



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts J.1-7 The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:</p> <ol style="list-style-type: none"> 1. determine the basics of safety in culinary arts; 2. assess workplace conditions and identify safety hazards; 3. determine the basics of sanitation in a professional kitchen; 4. determine proper receiving, storage, and distribution techniques; 5. explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; 6. assess food hazards and determine ways to prevent food hazards; and 7. prepare for a state or national food sanitation certification or other appropriate certifications. 			★ ★ ★	
<p>Culinary Arts K.1-3 The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:</p> <ol style="list-style-type: none"> 1. replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian; 2. synthesize indigenous ingredients from global cuisine to create innovative dishes; and 3. justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development. 			★ ★ ★	
<p>Culinary Arts L.1-3 The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:</p> <ol style="list-style-type: none"> 1. evaluate practices for water and energy conservation across the food service industry; 2. identify waste management options to promote sustainability; and 3. evaluate current sustainable food practices. 			★ ★ ★	
<p>Culinary Arts M.1-6 The student demonstrates comprehensive protein product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ol style="list-style-type: none"> 1. assess grading and classifications; 2. identify primal, sub-primal, and retail cuts; 3. demonstrate fabrication techniques on proteins; 4. evaluate purchasing practices according to various food service operations; 5. model appropriate cooking methods for proteins; and 6. evaluate appropriate cooking methods in regard to various protein selections. 			★ ★ ★	



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts N.1-5 The student demonstrates comprehensive fish and shellfish product knowledge as it relates to flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ol style="list-style-type: none"> 1. categorize classifications of fish and shellfish; 2. evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions; 3. demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish; 4. model appropriate cooking methods for fish and shellfish; and 5. evaluate the effects of cooking methods on product presentation. 			★ ★ ★	
<p>Culinary Arts O.1-5 The student demonstrates comprehensive knowledge of fruits, vegetables, grains, herbs, spices, and other dry goods as related to presentation, flavor, texture, visual appeal, taste, and customer satisfaction and establishes quality standards. The student is expected to:</p> <ol style="list-style-type: none"> 1. compare types of commonly available produce; 2. identify factors contributing to cost and quality such as seasonality, market volatility, and transportation; 3. compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications; 4. model appropriate cooking methods for produce; and 5. evaluate the effects of cooking methods on produce. 			★ ★ ★	
<p>Culinary Arts P.1-3 The student understands advanced baking and pastry principles. The student is expected to:</p> <ol style="list-style-type: none"> 1. use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools; 2. apply proper measuring and scaling techniques; and 3. compose various plated desserts appropriate for various food service operations. 			★ ★ ★	
<p>Culinary Arts Q.1-3 The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:</p> <ol style="list-style-type: none"> 1. differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity; 2. prepare soft, hard, and artisanal breads through proper baking techniques; and 3. differentiate between quick breads such as muffins, scones, and biscuits. 			★ ★ ★	



Culinary Arts Program of Study	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts R.1-6 The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:</p> <ol style="list-style-type: none"> 1. compare different types of pastry crusts and usage in pies and tarts; 2. prepare pie fillings such as fruit, soft, and custard fillings; 3. prepare different types of pastry dough such as Pate a Choux, Pate Sucrie, and laminated dough; 4. differentiate between various cookie preparation methods; 5. determine the causes of crispness, moistness, chewiness, and the spread of cookies; and 6. bake, cook, and store cookies properly. 			★ ★ ★	
<p>Culinary Arts S.1-6 The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:</p> <ol style="list-style-type: none"> 1. differentiate between cake preparation methods; 2. differentiate the functions of icings and determine appropriate application; 3. assemble and ice simple layer cakes, sheet cakes, and cupcakes; 4. demonstrate the ability to identify criteria for evaluation of cake products; 5. prepare various icings such as fondant, buttercreams, flat, royal, and glazes; and 6. perform basic piping skills with a parchment cone and pastry bag with tips. 			★ ★ ★	
<p>Culinary Arts T.1-2 The student demonstrates and practices the basic procedures for the production of custards, creams, and mousse. The student is expected to:</p> <ol style="list-style-type: none"> 1. compose desserts such as ice creams, custards, mousse, and other desserts; and 2. identify the roles of desserts such as ice creams, custards, mousse, and other desserts. 			★ ★ ★	
<p>Culinary Arts U.1-8 The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:</p> <ol style="list-style-type: none"> 1. differentiate between the types of advanced confections; 2. model methods of preparation in each type of confection; 3. use chocolate as a major ingredient in dessert or food production; 4. temper chocolate; 5. use tempered chocolate in dessert preparation; 6. cook sugar syrups to various stages of hardness; 7. prepare dessert sauces such as custard, chocolate, caramel, fruit fillings, and coulis; and 8. serve attractively plated desserts with appropriate sauces and garnishes. 			★ ★ ★	



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts V.1-2 The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:</p> <ol style="list-style-type: none"> analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices; and research and develop menus for populations with dietary requirements or restrictions. 			★ ★ ★	
<p>Culinary Arts W.1-4 The student analyzes the components of cost controls in a food service operation and develops a plan to manage cost. The student is expected to:</p> <ol style="list-style-type: none"> differentiate between the major costs in food service such as food, beverage, and labor costs; validate the effect of controlling costs on the success of a food service operation; compare and contrast the concept of fixed costs, variable costs, and controllable costs; and compare and contrast the relationship between inventory management and cost control in food service operations. 			★ ★ ★	
<p>Culinary Arts X.1-5 The student uses concepts and skills related to safety in the workplace. The student is expected to:</p> <ol style="list-style-type: none"> identify and apply safe working practices; solve problems related to unsafe work practices and attitudes; explain Occupational Safety and Health Administration regulations in the workplace; analyze health and wellness practices that influence job performance; and prepare for a state or national food sanitation certification or other appropriate certification. 				★ ★ ★
<p>Culinary Arts Y.1-6 The student determines how successful marketing impacts a food service operation. The student is expected to:</p> <ol style="list-style-type: none"> explain marketing, product, service, presentation, and communication mixes; generate a marketing plan for multiple food service operations; evaluate the marketing plans based on various demographics; conduct market analysis and predict impact on current economy; identify marketing communication formats across multiple platforms; and design the menu as a marketing tool. 				★ ★ ★



<i>Culinary Arts Program of Study</i>	Level 1	Level 2	Level 3	Level 4
<p>Culinary Arts Z.1-8 The student demonstrates proper culinary techniques and knowledge of the professional kitchen. The student is expected to:</p> <ol style="list-style-type: none"> 1. use large and small equipment in a commercial kitchen; 2. develop food production and presentation techniques; 3. demonstrate moist, dry, and combination cookery methods; 4. demonstrate food preparation skills used in commercial food service preparations such as breakfast cookery, salads and dressings, soups and sandwiches, stocks and sauces, appetizers, seafood, poultry cookery, meat cookery, pastas and grains, and fruits and vegetables; 5. demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts; 6. demonstrate proper receiving and storage techniques; 7. demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and 8. compare and contrast the pairing of cuisine and service styles in food service operations. 				<p>★ ★ ★</p>

Appendix C



Secondary Local Application

for the

*Strengthening Career and Technical Education
for the 21st Century Act*

Background

The District of Columbia has a vibrant economy with an array of promising career opportunities for its residents. To take full advantage of the region’s workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in the District of Columbia helps to prepare students for college and careers—both options, and not one or the other.

The federal *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Application** must be completed by all secondary and postsecondary CTE providers seeking federal funding through the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. Staff from the Office of the District of Columbia, Office of the State Superintendent of Education (OSSE) have created this document to assist you in developing a strong application for *Perkins V* funding, one based on information surfaced as part of your **Comprehensive Needs Assessment**.

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Developing SMART Goals

Use this local application to describe how you will use your federal *Perkins V* funds to improve your CTE programming. When developing plans, you should try and specify in detail how you will go about making change. Consider using the SMART approach to state clear and actionable goals.

What are SMART Goals?

Strategic and Specific: Based on an analysis of data and deemed a priority by the LEA and indicates specific groups of students, content areas, and behaviors.

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Time Bound: Specifies when the goal will be accomplished or measured to determine impact.

SMART Goal Measurement Statement

[What] for **[who]** will **[measurement]** based upon **[evidence/ tool]** during the **[timeframe]**.

What	The focus of the goal: what the future state will be
Who	The target population or subgroup
Measurement	The target assessment objective written as a quantifiable action (e.g. <i>increase, improve, maintain, decrease</i>) that includes the results (written as a percentage) from the previous year
Evidence/Tool	The measurement tool or evidence used to gauge success
Timeframe	The current academic year

EXAMPLE

Graduation rates for **CTE concentrators** will **increase by 5 percentage points** based upon **the four-year graduation cohort** between the **2024-2025 and 2027-2028 academic years**.

SMART Goals

This template is provided as a resource to assist in the SMART goal writing process. Creating SMART goals helps you identify if what you want to achieve is realistic and determine a deadline. When writing SMART goals, use concise language with relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal *(Describe the goal you have in mind.):*

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?):*

2. Measurable *(How can you measure progress and know if you've successfully met your goal? What data will be used to measure the goal?):*

3. Achievable *(Do you have the skills required to achieve the goal? Is it doable?):*

4. Results *(What will be the outcome of your work? Will it align with overall objectives?):*

5. Time-bound *(What's the deadline, and is it realistic?):*

Section 1: Industry Advisory Council

An Industry Advisory Council is a formalized partnership that bridges the gap between industry and the classroom. Council members volunteer to work in partnership with CTE administrators, teachers, faculty, and other community stakeholders to improve CTE curricula, expand work-based learning opportunities, and identify industry-recognized skills and certifications that students need to achieve workforce success.

Councils are composed of representatives of business, industry, and labor operating within the region. These individuals are responsible for:

- validating and reviewing CTE curriculum;
- identifying appropriate assessments and recognized postsecondary credentials;
- evaluating equipment, facilities, and supplies to ensure they are consistent with industry standards;
- providing input on current and future workforce demand and skill needs;
- offering input on the education and training required for different career pathways;
- providing and evaluating work-based learning experiences for students;
- participating in CTSO activities; for example, by serving as mentors and judges;
- offering opportunities, such as externships, for educators to learn about industry-relevant needs; and
- supporting programs in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet POS goals.

Use the chart below to map the pathway offerings at your site to the Industry Advisory Council charged with providing District-wide guidance.

Cluster	Pathways Offerings at Your Site (Check all that apply.)	Contact
1. Agriculture, Food, & Natural Resources		TBD
2. Architecture & Construction		TBD
3. Arts, A/V Technology, & Communications		TBD
4. Business Management & Administration		TBD
5. Education & Training		TBD
6. Finance		TBD
7. Government & Public Administration		TBD
8. Health Science		TBD
9. Hospitality & Tourism		TBD
10. Human Services		TBD
11. Information Technology		TBD
12. Law, Public Safety, Corrections, & Security		TBD
13. Manufacturing		TBD
14. Marketing		TBD
15. Science, Technology, Engineering, & Mathematics		TBD
16. Transportation, Distribution, & Logistics		TBD

Section 2: Aligning Program Offerings with Workforce Needs

Students participating in CTE programming should graduate with the skills and credentials necessary to find employment, preferably in high-wage, high-skill, in-demand fields. In this section, you will use the results of your Comprehensive Needs Assessment to develop a SMART goal for improving the alignment between your educational programming and regional labor market needs.

Activity 2.1: Establishing a Vision

In conducting Section 3: Labor Market Alignment of your Comprehensive Needs Assessment, you identified strategies you might use to improve programmatic alignment to labor market conditions. This includes potential improvements you might make to existing programs, as well as the addition of new POS or sunseting of outdated ones. Review the strategies you identified previously, and in the space below, detail your vision you would like to achieve in the next four years.

Vision for Improving Education and Labor Market Alignment

Activity 2.2: Prioritizing Goals

Strengthening the alignment between educational programming and regional marketplace needs will require careful planning and targeted investment. Given resource constraints, you will need to choose where you will initially focus your program improvement efforts. To help you choose where to begin, look over the data you entered in Activity 1.1 (above) and review the labor market data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- *What CTE POS do you currently offer that you propose to fund with the Perkins V grant?*
 - *Based on your review of labor market data and student enrollment in CTE POS, why are these program offerings justified?*
- *What new CTE POS are you proposing to fund with the Perkins V grant?*
 - *Based on your review of labor market data and student enrollment in CTE POS, why are these program offerings justified?*
- *Which of the goals you identified above are of highest priority?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *For which goals might you experience the greatest return on investment?*
 - *Which CTE POS are aligned with occupations that meet or exceed more than one of the high-wage, high-skill, and in-demand criteria?*
 - *For which CTE POS would small modifications result in greater alignment to labor market need?*

Activity 2.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 school year.

SMART Goals

Goal 1:

Use the SMART planning template to help guide your planning.

Section 3: Offering High-Quality Programs of Study

The District of Columbia is committed to ensuring that all students have access to high-quality CTE programming. At a minimum, OSSE requires that all locally developed POS:

- *Are based on labor market information*—programs are designed to prepare students for employment in high-wage, high-skill, and/or in-demand careers.
- *Offer non-duplicative, sequential coursework*—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- *Incorporate industry-validated and OSSE-approved standards*—curriculum and instruction are intentionally designed to teach students the academic, technical, and employability skills that employers value.
- *Provide work-based learning experiences*—WBL opportunities aligned with OSSE’s WBL framework and course-level standards offer students a context for applying classroom learning.
- *Include dual enrollment or early college programs*—articulation agreements with local colleges and universities, postsecondary institutions, and apprenticeship programs provide for high school students to earn postsecondary credit before graduating.
- *Lead to an OSSE-approved industry-recognized credential*—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.

In this section, you will use the results from your Comprehensive Needs Assessment to develop SMART goals for improving the scope and quality of your CTE programming.

Activity 3.1: Establishing a Vision

In conducting your Comprehensive Needs Assessment, you identified a set of CTE POS or program components that required attention and potential strategies you might use to address them. Review these strategies, and in the space below, describe a vision that these strategies will help you achieve. Note that you need to write at least one goal for each of the areas that follow.

3.1.A: Academic and Technical Skills

High-quality CTE POS incorporate challenging academic standards, including those adopted by the District of Columbia under the Elementary and Secondary Education Act of 1965, with instruction addressing both academic and technical knowledge and skills, including employability skills.

Vision for Improving Academic and Technical Instruction

3.1.B: Work-based Learning

All CTE POS are required to offer WBL opportunities in all course offerings. The type and intensity of this experience will vary by course level, with more advanced coursework offering students more intensive experiences. To support providers in offering quality WBL, OSSE has developed the following criteria.

Level I Course: Career Exploration

Example experiences: Guest Speakers, Work-Place Tours

Standards language: “Students will participate in at least two Career Exploration WBL experiences in this course, which might include guest speakers and workplace tours relevant to the program of study.”

Level II Course: Career Awareness

Example experiences: Informational Interviews, Job Shadows

Standards language: “Students will participate in at least two Career Awareness Work-based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.”

Level III Course: Career Preparation

Example experiences: Paid or Unpaid Internships

Standards language: “Students will participate in a Career Preparation WBL experience in this course, which includes paid or unpaid internship experiences relevant to the program of study.”

Level IV Course: Career Preparation

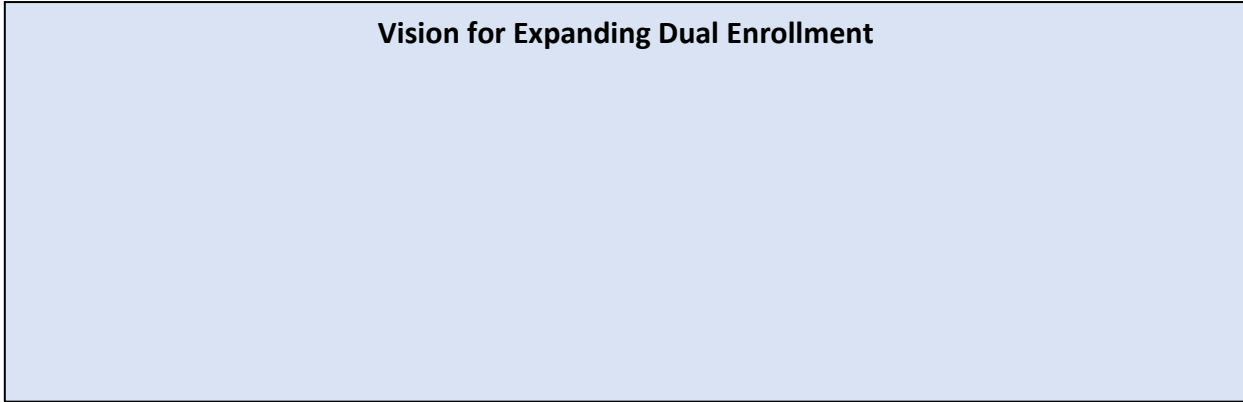
Example experiences: Cooperative Education

Standards language: “Students will participate in a Career Preparation Work-based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.”

Vision for Expanding Work-based Learning

3.1.C: Dual Enrollment

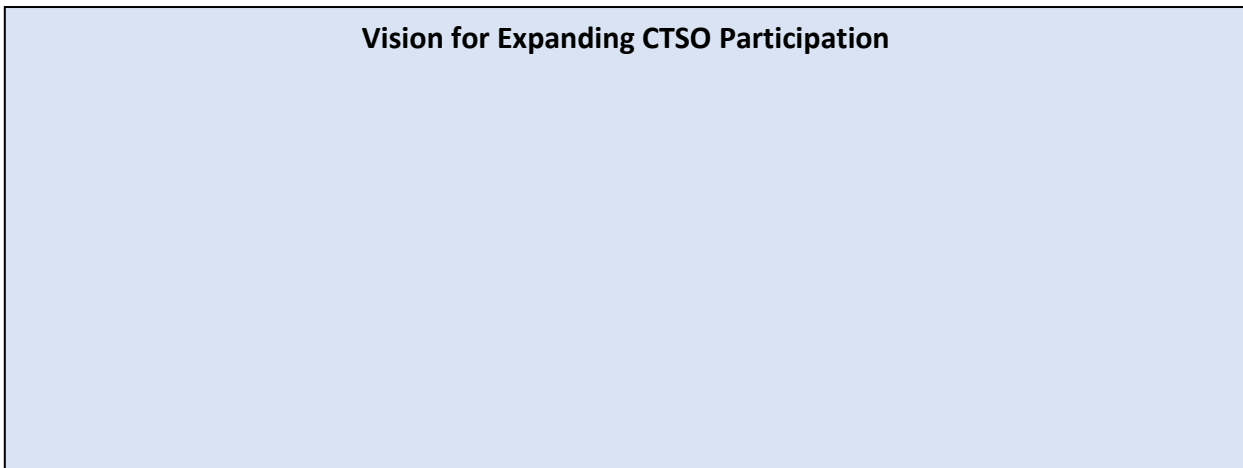
All CTE POS are required to offer articulation and/or dual enrollment opportunities to allow high school students to earn postsecondary credit before they graduate. These opportunities should be integrated into CTE coursework and be easily accessible to students and parents.



3.1.D: Career Technical Student Organizations (CTSOs)

CTSOs are essential for successful implementation of CTE POS. *Perkins V* grant funding may be used to support students enrolled in CTE POS who are either classified as nontraditional or special population students (see the *OSSE SOCTE Perkins Allowable and Nonallowable Expenses Guidelines* for funding direction). High-quality CTSOs:

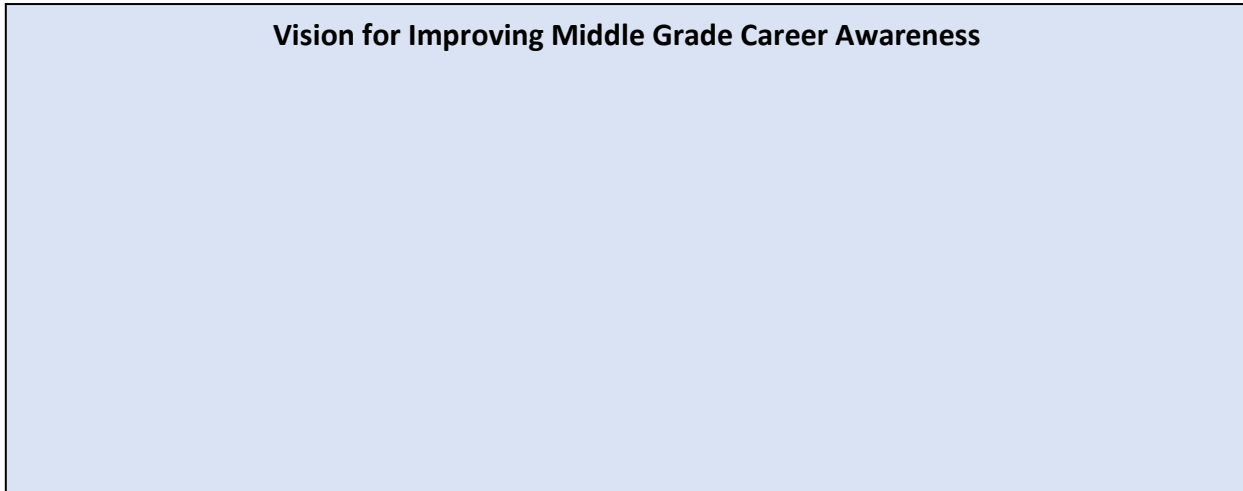
- Serve as an integral, intra-curricular part of the CTE POS.
- Are aligned with relevant national, state and/or local standards.
- Offer activities to develop and reinforce relevant technical, academic, and employability skills.
- Provide opportunities for students to interact with business professionals.
- Offer opportunities for students to participate in relevant competitive events.
- Enables students to participate in relevant community and school service activities.
- Provides opportunities for students to participate in leadership development activities.



3.1.E: Middle Grade Career Awareness

Note: This section is encouraged, but not required. A CTE POS is intended to align educational programming within and across education levels. Middle school CTE programs offer students exploratory career awareness training to assist them in learning more about the world of work and to support their academic and career planning.

Vision for Improving Middle Grade Career Awareness



Activity 3.2: Prioritizing Goals

Strengthening your CTE POS will require careful planning and targeted investment. Given resource constraints, you will need to choose where you will initially focus your program improvement efforts. Ideally, you will identify the most effective and efficient use of your time and funding. To help you choose where to begin, look over the data you entered in Activity 1 (above) and review the program performance data you recorded in Section 5 of your Comprehensive Needs Assessment. Consider the following questions:

- *Which CTE POS appear to require the greatest attention?*
- *Which of the goals you identified above are of highest priority?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *Where might investment offer the greatest return?*
 - *Which CTE POS have the largest number of students participating?*
 - *Which CTE POS are aligned with occupations that meet or exceed more than one of the high-wage, high-skill, and in-demand criteria?*

Activity 3.3: Setting SMART Goals

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. Set one SMART goal, for each component of the quality programming, that you agree to be held accountable for accomplishing and intend to produce measurable results by the end of the 2025-26 school year.

SMART Goals

Goal 1 (Academic and Technical Instruction):

Goal 2 (Work-based Learning):

Goal 3 (Career and Technical Student Organizations):

Goal 4 (Middle Grade Career Awareness – Optional):

Use the SMART planning template to help guide your planning.

Section 4: Ensuring Equitable Access to Services

The District of Columbia is committed to providing all students with access to high-quality CTE POS. In this section, you will use the results from your Comprehensive Needs Assessment to develop a SMART goal for addressing the needs of all students, subgroup demographics (e.g., gender and race-ethnicity), and special population students who may face additional learning challenges.

Special Population Students

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- English language learners
- Individuals experiencing homelessness
- Youth who are in or have aged out of the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty
- Migrant students

Activity 4.1: Establishing a Vision

In completing *Section 4: Equity and Access* in your Comprehensive Needs Assessment, you looked at data on CTE participation and performance by student subgroups and special populations. You also considered recruitment materials, school counseling activities, and educational services your institution offers for special populations. Given these data and input from your educational stakeholders, identify a vision you would like to achieve to promote equitable access to CTE services.

Vision for Expanding Program Access

Activity 4.2: Prioritizing Goals

Now that you have identified a vision for providing equitable access to CTE programming for all students, review the data you entered in Activity 1 (above) and review the information, access, and equity data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- *Which of the strategies you identified above are of highest priority?*
 - *Are all strategies equally likely to be achieved?*
 - *Which strategies might you seek to address in the first grant year? Subsequent years?*
- *How will you ensure that CTE POS are accessible to all students, and that subgroups of students and those who are members of special populations are equally likely to concentrate in high-skill, high-wage, or in-demand industry fields?*

Activity 4.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under Perkins V. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 school year.

SMART Goal	
<u>Goal 1:</u>	

Use the SMART planning template to help guide your planning.

Section 5: Career Guidance and Counseling

Before enrolling and while participating in CTE POS, students require career information on the employment opportunities that exist in the workforce, as well as access to career guidance and academic counseling services. In this section, you will use information on career information, guidance, and counseling that you recorded in *Section 4: Equity and Access* and *Section 6: Professional Development* of your Comprehensive Needs Assessment.

Activity 5.1: Establishing Goals

In conducting your Comprehensive Needs Assessment, you identified strategies you might use to improve student understanding of career pathways. In the space below, identify a vision that you will use this strategy to achieve.

Note that *Perkins V* requires that career information services provided to students incorporate the most up-to-date data available on high-skill, high-wage, in-demand industry sectors or occupations, with services offered through an organized system of career guidance and academic counseling. These services should be informed through collaboration with your local workforce development boards and other local workforce agencies.

Vision for Offering Career Guidance and Counseling

Activity 5.2: Prioritizing Goals

Creating and enhancing opportunities for students to access career exploration and development services will require careful planning and targeted investment. To help you choose where to begin, look over the vision you entered in Activity 1 (above) and review the access and equity data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions in seeking to identify a goal you would like to achieve:

- *What is the relative cost of offering the identified guidance and counseling services?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *Which goals are most likely to benefit students who are at greatest risk of school failure?*
 - *Will you seek to target services on specific student populations?*
- *With whom will your institution partner to ensure learners have access to career exploration and career development opportunities, as well as career guidance and academic counseling?*

Activity 5.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 school year.

SMART Goal	
<u>Goal 1:</u>	

Use the SMART planning template to help guide your planning.

Section 6: Providing Quality Instruction

Providing quality instruction is at the heart of what CTE educators do in the District of Columbia. To prepare educators, take stock of your approach to recruiting a knowledgeable and diverse workforce, the support services you offer in effort to retain staff, and the professional development you provide that help them improve their skillsets.

In this section, you will use the results from *Section 6: Professional Development* of your Comprehensive Needs Assessment to develop vision for supporting educators in providing quality instruction for all students.

Activity 5.1: Establishing a Vision

In conducting your Comprehensive Needs Assessment, you looked at data on teachers, staff, administrators, school counselor credentials, salaries, benefits, and demographics. Given these data and the recruitment, retention, professional development, mentorship, and externship opportunities you described, identify a vision you might pursue to prepare CTE educators to deliver high-quality instruction for all students.

Vision for Delivering Quality Instruction

Activity 5.2: Prioritizing Goals

Providing training services to prepare educators for quality instruction will require foresight, planning, and investment. Review the data you entered in the activity on the previous pages and data on staff credentials and demographics, recruitment and retention, and educator participation in professional development, mentoring, and externships that you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- *Which of the strategies you identified above are of highest priority?*
 - *Are all strategies equally likely to be achieved?*
 - *Which strategies might you seek to address in the first grant year? Subsequent years?*
- *Which types of activities will be most likely to improve teachers' instructional skills?*

Activity 5.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 school year.

SMART Goal
<u>Goal 1:</u>

Use the SMART planning template to help guide your planning.

Section 6: Improving Program Performance

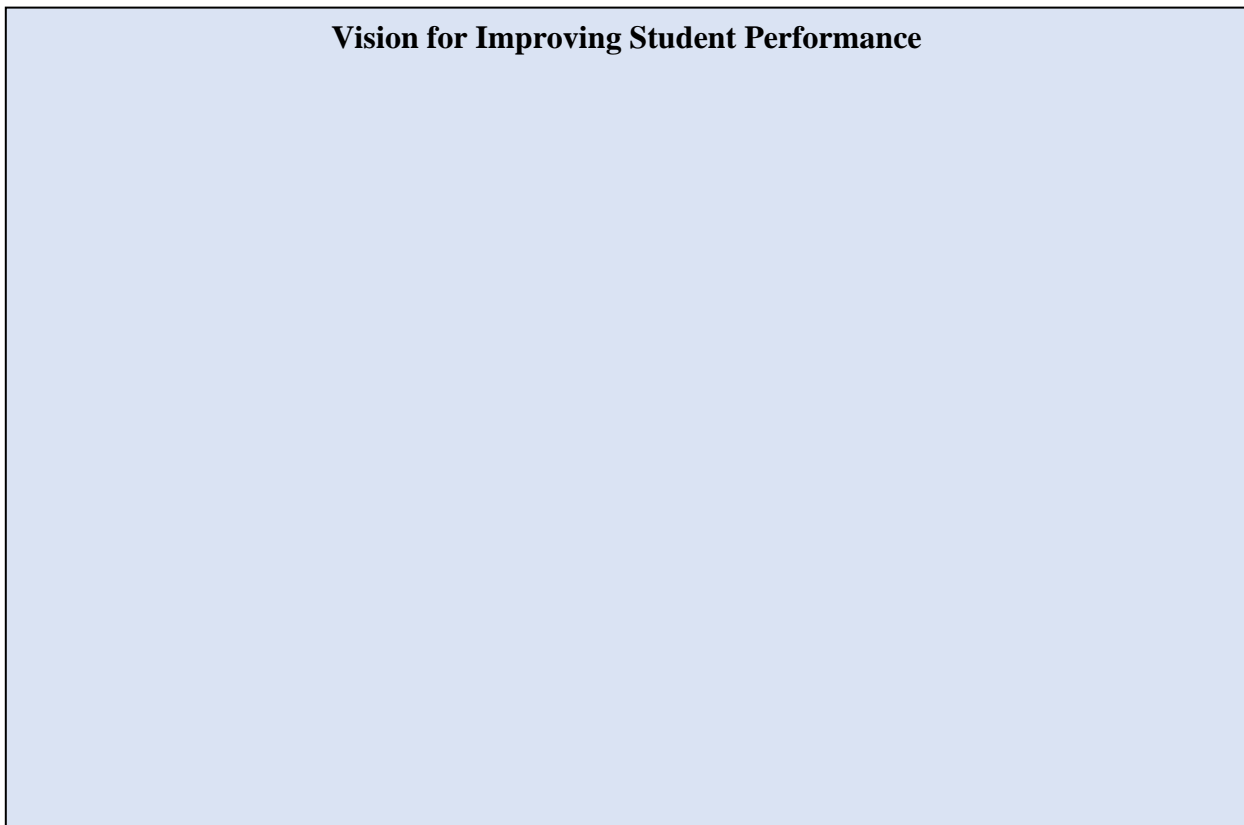
All students within CTE POS should attain academic, technical, and employability skill proficiency, graduate with a recognized postsecondary credential, and transition into advanced education and training and/or employment.

In this section you will review the strategies you identified at the program and student population levels and create a SMART goal you will adopt to guide improvement.

Activity 6.1: Establishing a Vision

In completing *Section 5: Program Performance* of your Comprehensive Needs Assessment, you and your team reviewed performance data on a set of federal and District-established performance indicators, identified root causes for POS and student populations that are substantially underperforming, and a set of strategies that you might adopt to improve performance. Review the strategies you identified previously. Then in the space below, detail a vision you would like to achieve within the next four years.

Vision for Improving Student Performance



Activity 6.2: Prioritizing Goals

Achieving measurable gains in student performance requires concerted effort. Moreover, given the need to develop improvement plans for indicators in which you fail to meet District targets, the stakes for low performance are significant. To help you choose where to begin, look over the data you entered in *Activity 6.1* (above), and review the performance data included in Appendix A of your Comprehensive Needs Assessment. Consider the following questions:

- *On which performance indicators is your site failing to achieve 90 percent of the District target?*
 - *How large is the performance gap?*
 - *Which schools or POS appear to be struggling?*
- *Which student subgroups and special populations of students are evidencing substantial performance gaps?*
 - *How many students are affected (i.e., is performance a function of low numbers)?*
- *For which goals might you experience the greatest return on investment?*
 - *Which performance indicators have the greatest likelihood of improving?*
 - *Which performance indicators are critical for student workforce success?*

Activity 6.3: Setting a SMART Goal

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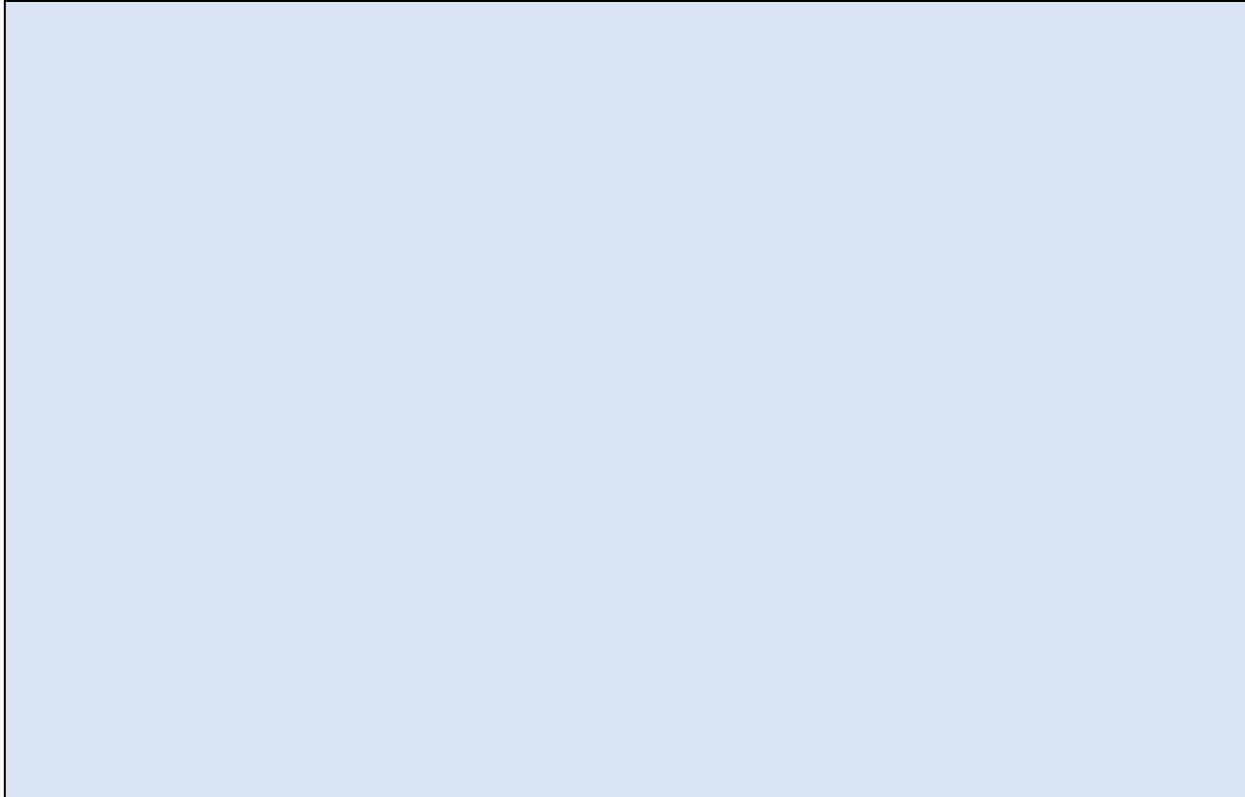
SMART Goal	
<u>Goal 1:</u>	

Use the SMART planning template to help guide your planning.

Activity 6.4: Contingency Planning

Federal law requires that you make meaningful progress in improving the performance of substantially underperforming CTE providers and subgroups/special populations of students within each site. Accordingly, you need to consider the additional actions you might take to eliminate gaps in the event you are unable to improve program and/or student performances as of the third program year (i.e., two years after recording substantially underperforming outcomes.)

In the space below, identify the additional steps you might take to address performance gaps.



Section 7: Fiscal Responsibility

Federal law requires all eligible recipients who receive funds under *Perkins V Section 135*[20 U.S.C. 2355] to use those funds to develop, coordinate, implement, or improve CTE POS to meet the needs identified in the Comprehensive Needs Assessment.

In this section, you will use the results from your Comprehensive Needs Assessment to develop a spending plan and budget that shows how your grant will be used to support CTE POS that are of sufficient size, scope, and quality to be effective under *Perkins V Section 135* .

Appendix D



Postsecondary Local Application

for the

*Strengthening Career and Technical Education
for the 21st Century Act*

Background

The District of Columbia has a vibrant economy with an array of promising career opportunities for its residents. To take full advantage of the region’s workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in the District of Columbia helps to prepare students for college and careers—both options, and not one or the other.

The federal *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Application** must be completed by all secondary and postsecondary CTE providers seeking federal funding through the *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)*. Staff from the Office of the District of Columbia, Office of the State Superintendent of Education (OSSE) have created this document to assist you in developing a strong application for *Perkins V* funding, one based on information surfaced as part of your **Comprehensive Needs Assessment**.

The Local Application asks you to describe how you will use federal funds to strengthen your CTE programming and expand equitable student access to programs. Under *Perkins V*, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2024–25 to 2027–28 academic years. Providers receiving a *Perkins V* grant allocation are also required to submit plans with the same timeline commitment.

Developing SMART Goals

Use this local application to describe how you will use your federal *Perkins V* funds to improve your CTE programming. When developing plans, you should try and specify in detail how you will go about making change. Consider using the SMART approach to state clear and actionable goals.

What are **SMART** Goals?

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Measurable: Uses specific instruments or tools to measure impact, progress, and success.

Attainable: Targeted objectives are doable and realistic without being uninspiring.

Results Based: Describes a specific outcome in terms of student learning/achievement results.

Time Bound: Specifies when the goal will be accomplished or measured to determine impact.

SMART Goal Measurement Statement

[What] for [who] will [measurement] based upon [evidence/ tool] during the [timeframe].

What	The focus of the goal: what the future state will be
Who	The target population or subgroup
Measurement	The target assessment objective written as a quantifiable action (e.g. <i>increase, improve, maintain, decrease</i>) that includes the results (written as a percentage) from the previous year
Evidence/Tool	The measurement tool or evidence used to gauge success
Timeframe	The current academic year

EXAMPLE

Graduation rates for CTE concentrators will increase by 5 percentage points based upon the four-year graduation cohort between the 2024–25 and 2025–26 academic years.

SMART Goals

This template is provided as a resource to assist in the SMART goal writing process. Creating SMART goals helps you identify if what you want to achieve is realistic and determine a deadline. When writing SMART goals, use concise language with relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal *(Describe the goal you have in mind):*

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?):*

2. Measurable *(How can you measure progress and know if you've successfully met your goal? What data will be used to measure the goal?):*

3. Achievable *(Do you have the skills required to achieve the goal? Is it doable?):*

4. Results *(What will be the outcome of your work? Will it align with overall objectives?):*

5. Time-bound *(What's the deadline and is it realistic?):*

University of California (Performance Appraisal Planning 2016–2017) SMART Goals: How to write SMART Goals from <https://www.ucop.edu/local-human-resources/files/performance-appraisal/How%20to%20write%20SMART%20Goals%20v2.pdf>

Section 1: Industry Advisory Council

An Industry Advisory Council is a formalized partnership that bridges the gap between industry and the classroom. Council members volunteer to work in partnership with CTE administrators, teachers, faculty, and other community stakeholders to improve CTE curricula, expand work-based learning opportunities, and identify industry-recognized skills and certifications that students need to achieve workforce success.

Councils are composed of representatives of business, industry, and labor operating within the region. These individuals are responsible for:

- validating and reviewing CTE curriculum;
- identifying appropriate assessments and recognized postsecondary credentials;
- evaluating equipment, facilities, and supplies to ensure they are consistent with industry standards;
- providing input on current and future workforce demand and skill needs;
- offering input on the education and training required for different career pathways;
- providing and evaluating work-based learning experiences for students;
- participating in CTSO activities; for example, by serving as mentors and judges;
- offering opportunities, such as externships, for educators to learn about industry-relevant needs; and
- supporting programs in tangible ways, such as by investing funds, providing in-kind support and/or helping raise external funds to meet POS goals.

Use the chart below to map the pathway offerings at your site to the Industry Advisory Council charged with providing District-wide guidance.

Cluster	Pathways Offerings at your Site (check all that apply)	Contact
1. Agriculture, Food, & Natural Resources		TBD
2. Architecture & Construction		TBD
3. Arts, A/V Technology, & Communications		TBD
4. Business Management & Administration		TBD
5. Education & Training		TBD
6. Finance		TBD
7. Government & Public Administration		TBD
8. Health Science		TBD
9. Hospitality & Tourism		TBD
10. Human Services		TBD
11. Information Technology		TBD
12. Law, Public Safety, Corrections, & Security		TBD
13. Manufacturing		TBD
14. Marketing		TBD
15. Science, Technology, Engineering, & Mathematics		TBD
16. Transportation, Distribution, & Logistics		TBD

Section 2: Aligning Program Offerings with Workforce Needs

Students participating in CTE programming should gain the skills and credentials necessary to find employment, preferably in high-wage, high-skill, in-demand fields. In this section, you will use the results of your Comprehensive Needs Assessment to develop SMART goals for improving the alignment between your educational programming and regional labor market needs.

Activity 2.1: Establishing a Vision

In conducting Section 3: Labor Market Alignment of your Comprehensive Needs Assessment, you identified strategies you might use to improve programmatic alignment to labor market conditions. This includes potential improvements you might make to existing POS, as well as the addition of new POS or sunsetting of outdated ones. Review the strategies you identified previously, and in the space below, detail a vision you would like to achieve in the next four years.

Vision for Improving Education and Labor Market Alignment

Activity 2.2: Prioritizing a Goal

Strengthening the alignment between educational programming and regional marketplace needs will require careful planning and targeted investment. Given resource constraints, you will need to choose where you will initially focus your program improvement efforts. To help you choose where to begin, look over the data you entered in Activity 1.1 (above) and review the labor market data you recorded as part of your Comprehensive Local Needs Assessment. Consider the following questions:

- *What CTE POS do you currently offer that you propose to fund with the Perkins V grant?*
 - *Based on your review of labor market data and student enrollment in CTE POS, why are these program offerings justified?*
- *What new CTE POS are you proposing to fund with the Perkins V grant?*
 - *Based on your review of labor market data and student enrollment in CTE POS, why are these program offerings justified?*
- *Which of the goals you identified above are of highest priority?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *For which goals might you experience the greatest return on investment?*
 - *Which CTE POS are aligned with occupations that meet or exceed more than one of the high-wage, high-skill, and in-demand criteria?*
 - *For which CTE POS would small modifications result in greater alignment to labor market need?*

Activity 2.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under Perkins V. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 academic year.

SMART Goal
<u>Goal 1:</u>

Use the SMART planning template to help guide your planning.

Section 3: Offering High-Quality Programs of Study

The District of Columbia is committed to ensuring that all students have access to high-quality CTE programming. At a minimum, OSSE requires that all locally developed POS:

- *Are based on labor market information*—POS are designed to prepare students for employment in high-wage, high-skill, and/or in-demand careers.
- *Offer non-duplicative, sequential coursework*—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- *Incorporate industry-validated and OSSE-approved standards*—curriculum and instruction are intentionally designed to teach students the academic, technical, and employability skills that employers value.
- *Provide work-based learning experiences*—WBL opportunities aligned with OSSE’s WBL framework and course-level standards offer students a context for applying classroom learning.
- *Include dual enrollment or early college programs*—articulation agreements between with local high schools and postsecondary institutions, and apprenticeship programs provide high school students opportunities to earn postsecondary credit.
- *Lead to an OSSE-approved industry-recognized credential*—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.

In this section, you will use the results from your Comprehensive Needs Assessment to develop SMART goals for improving the scope and quality of your CTE programming.

Activity 3.1: Establishing a Vision

In conducting your Comprehensive Needs Assessment, you identified a set of CTE POS or program components that required attention and potential strategies you might use to address them. Review these strategies, and in the space below, identify a set of goals that these strategies will help you achieve. Note that you need to write at least one goal for each of the areas that follow.

3.1.A: Academic and Technical Skills

High-quality CTE POS incorporate challenging academic standards, including those adopted by the District of Columbia under the Elementary and Secondary Education Act of 1965, with instruction addressing both academic and technical knowledge and skills, including employability skills.

Vision for Improving Academic and Technical Instruction

3.1.B: Work-based Learning

All CTE POS are required to offer WBL opportunities in all course offerings. The type and intensity of this experience will vary by course level, with more advanced coursework offering students more intensive experiences. To support providers in offering quality WBL, OSSE has developed the following criteria.

Level I Course: Career Exploration

Example experiences: Guest Speakers, Work-Place Tours

Standards language: “Students will participate in at least two Career Exploration WBL experiences in this course, which might include guest speakers and workplace tours relevant to the program of study.”

Level II Course: Career Awareness

Example experiences: Informational Interviews, Job Shadows

Standards language: “Students will participate in at least two Career Awareness Work-based Learning experiences in this course, which might include informational interviews or job shadowing relevant to the program of study.”

Level III Course: Career Preparation

Example experiences: Paid or Unpaid Internships

Standards language: “Students will participate in a Career Preparation WBL experience in this course, which includes paid or unpaid internship experiences relevant to the program of study.”

Level IV Course: Career Preparation

Example experiences: Cooperative Education

Standards language: “Students will participate in a Career Preparation Work-based Learning experience in this course, which includes paid or unpaid internship, pre-apprenticeship, or apprenticeship experiences relevant to the program of study.”

Vision for Expanding Work-based Learning

3.1.C: Dual Enrollment

All CTE POS are required to offer articulation and/or dual enrollment opportunities to allow high school students to earn postsecondary credit before they graduate. These opportunities should be integrated into CTE coursework and be easily accessible to students and parents. Postsecondary institutions should work with local high schools to facilitate dual enrollment opportunities for their students.

Goals for Expanding Dual Enrollment

3.1.D: Career Technical Student Organizations (CTSOs)

CTSOs are essential for successful implementation of CTE POS. *Perkins V* grant funding may be used to support students enrolled in CTE POS who are either classified as a nontraditional or special population student (see the *OSSE SOCTE Perkins Allowable and Nonallowable Expenses Guidelines* for funding direction). High-quality CTOS:

- Serve as an integral, intra-curricular part of the CTE POS.
- Are aligned with relevant national, state and/or local standards.
- Offer activities to develop and reinforce relevant technical, academic, and employability skills.
- Provide opportunities for students to interact with business professionals.
- Offer opportunities for students to participate in relevant competitive events.
- Enables students to participate in relevant community and school service activities.
- Provides opportunities for students to participate in leadership development activities.

Vision for Expanding CTOS Participation

Activity 3.2: Prioritizing Goals

Strengthening your CTE POS will require careful planning and targeted investment. Given resource constraints, you will need to choose where you will initially focus your program improvement efforts. Ideally, you will identify the most effective and efficient use of your time and funding. To help you choose where to begin, look over the data you entered in Activity 1 (above) and review the program performance data you recorded in Section 5 of your Comprehensive Needs Assessment. Consider the following questions:

- *Which CTE POS appear to require the greatest attention?*
- *Which of the goals you identified above are of highest priority?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *Where might investment offer the greatest return?*
 - *Which CTE POS have the largest number of students participating?*
 - *Which CTE POS are aligned with occupations that meet or exceed more than one of the high-wage, high-skill, and in-demand criteria?*

Activity 3.3: Setting SMART Goals

Based on your reflection, identify a set of goals you would like to address under *Perkins V*. Ideally, the changes you make early on will form a foundation for subsequent work. Set one goal, for each component of quality programming, that you agree to be held accountable for accomplishing and intend to produce measurable results by the 2025-26 academic year.

SMART Goals

Goal 1 (Academic and Technical Instruction):

Goal 2 (Work-based Learning):

Goal 3 (Career and Technical Student Organizations):

Use the SMART planning template to help guide your planning.

Section 4: Ensuring Equitable Access to Services

The District of Columbia is committed to providing all students with access to high-quality CTE POS. In this section, you will use the results from your Comprehensive Needs Assessment to develop SMART goals for addressing the needs of all students, subgroup demographics (e.g., gender and race-ethnicity), and special population students who face additional learning challenges.

Special Population Students

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-work individuals
- English language learners
- Individuals experiencing homelessness
- Youth who are in or have aged out of the foster care system

Activity 4.1: Establishing a Vision

In completing *Section 4: Equity and Access* in your Comprehensive Needs Assessment, you looked at data on CTE participation and performance by student subgroups and special populations. You also considered recruitment materials, school counseling activities, and educational services your institution offers for special populations. Given these data and input from your educational stakeholders, identify a vision you would like to achieve to promote equitable access to CTE services.

Vision for Expanding Program Access

Activity 4.2: Prioritizing Goals

Now that you have identified goals for providing equitable access to CTE programming for all students, review the data you entered in Activity 1 (above) and review the information, access, and equity data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- Which of the strategies you identified above are of highest priority?
 - Are all strategies equally likely to be achieved?
 - Which strategies might you seek to address in the first grant year? Subsequent years?
- How will you ensure that CTE POS are accessible to all students, and that subgroups of students and those who are members of special populations are equally likely to concentrate in high-skill, high-wage, or in-demand industry fields?

Activity 4.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 academic year.

SMART Goal	
<u>Goal 1:</u>	

Use the SMART planning template to help guide your planning.

Section 5: Career Guidance and Advising

Students require career information on the employment opportunities that exist in the workforce, as well as access to career guidance and academic advising services before enrolling and while participating in CTE program. In this section, you will use information on career information, guidance, and advising that you recorded in *Section 4: Equity and Access* and *Section 6: Professional Development* of your Comprehensive Needs Assessment.

Activity 5.1: Establishing a Vision

In conducting your Comprehensive Needs Assessment, you identified strategies you might use to improve student understanding of career pathways. In the space below, identify vision that you will use this strategy to achieve.

Note that *Perkins V* requires that career information services provided to students incorporate the most up-to-date data available on high-skill, high-wage, in-demand industry sectors or occupations, with services offered through an organized system of career guidance and academic advising. These services should be informed through collaboration with your local workforce development boards and other local workforce agencies.

Vision for Offering Career Guidance and Counseling

Activity 5.2: Prioritizing Goals

Creating and enhancing opportunities for students to access career exploration and development services will require careful planning and targeted investment. To help you choose where to begin, look over the goals you entered in Activity 1 (above) and review the access and equity data you recorded as part of your Comprehensive Needs Assessment. Consider the following questions in seeking to prioritize the goals you identified:

- *What is the relative cost of offering the identified guidance and advising services?*
 - *Are all goals equally likely to be achieved?*
 - *Which goals might you seek to address in the first grant year? Subsequent years?*
- *Which goals are most likely to benefit students who are at greatest risk of stopping out?*
 - *Will you seek to target services for specific student populations?*
- *With whom will your institution partner to ensure learners have access to career exploration and career development opportunities, as well as career guidance and academic advising?*

Activity 5.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 academic year.

SMART Goal
<u>Goal 1:</u>

Use the SMART planning template to help guide your planning.

Section 6: Providing Quality Instruction

Providing quality instruction is at the heart of what CTE educators do in the District of Columbia. To prepare educators, take stock of your approach to recruiting a knowledgeable and diverse workforce, the support services you offer in effort to retain staff, and the professional development you provide that help them improve their skillsets.

In this section, you will use the results from *Section 6: Professional Development* of your Comprehensive Needs Assessment to develop SMART goals for supporting educators in providing quality instruction for all students.

Activity 5.1: Establishing a Vision

In conducting your Comprehensive Needs Assessment, you looked at data on faculty, staff, administrators, academic advisor credentials, salaries, benefits, and demographics. Given these data and the recruitment, retention, professional development, mentorship, and externship opportunities you described, identify a vision you want to pursue to prepare CTE educators to deliver high-quality instruction for all students.

Vision for Delivering Quality Instruction

Activity 5.2: Prioritizing Goals

Providing training services to prepare educators for quality instruction will require foresight, planning, and investment. Review the data you entered in the activity on the previous pages and data on staff credentials and demographics, recruitment and retention, and educator participation in professional development, mentoring, and externships that you recorded as part of your Comprehensive Needs Assessment. Consider the following questions:

- *Which of the strategies you identified above are of highest priority?*
 - *Are all strategies equally likely to be achieved?*
 - *Which strategies might you seek to address in the first grant year? Subsequent years?*
- *Which types of activities will be most likely to improve faculties' instructional skills?*

Activity 5.3: Setting SMART Goals

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 academic year.

SMART Goals
<u>Goal 1:</u>

Use the SMART planning template to help guide your planning.

Section 6: Improving Program Performance

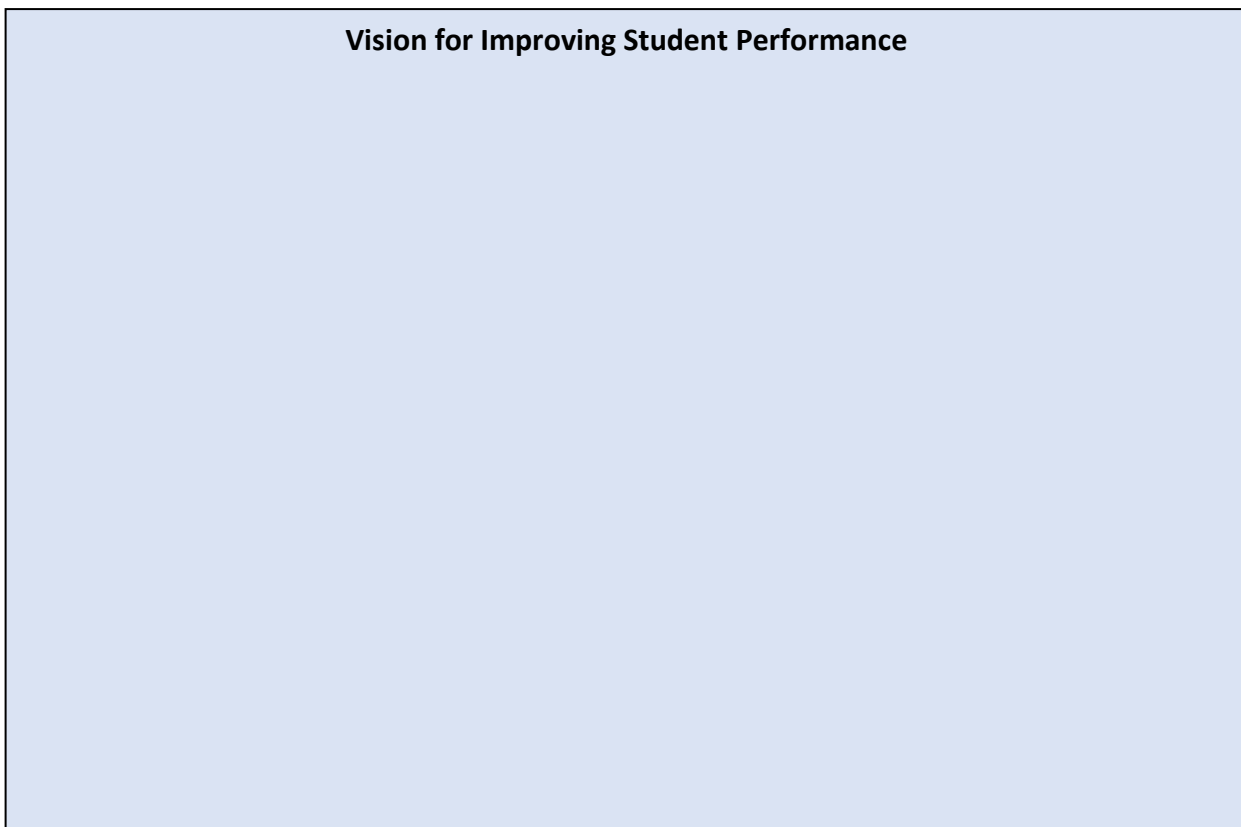
All students within CTE POS should attain academic, technical and employability skill proficiency, graduate with a recognized postsecondary credential, and transition into further postsecondary education and training and/or employment.

In this section you will review the strategies you identified at the program and student population levels and create a set of SMART goals you will adopt to guide improvement.

Activity 6.1: Establishing Goals

In completing *Section 5: Program Performance* of your Comprehensive Needs Assessment, you and your team reviewed performance data on a set of federal and District-established performance indicators, identified root causes for POS and student populations that are substantially underperforming, and a set of strategies that you might adopt to improve performance. Review the strategies you identified previously and, in the space below, set a detailed vision you would like to achieve within the next four years.

Vision for Improving Student Performance



Activity 6.2: Prioritizing Goals

Achieving measurable gains in student performance will require concerted effort. Moreover, given the need to develop improvement plans for indicators in which you fail to meet District targets, the stakes for low performance are significant. To help you choose where to begin, look over the data you entered in *Activity*

6.1 (above), and review the performance data included in Appendix A of your Comprehensive Needs Assessment. Consider the following questions:

- *On which performance indicators is your site failing to achieve 90 percent of the District target?*
 - *How large is the performance gap?*
 - *Which schools or POS appear to be struggling?*
- *Which student subgroups and special populations of students are evidencing substantial performance gaps?*
 - *How many students are affected (i.e., is performance a function of low numbers)?*
- *For which goals might you experience the greatest return on investment?*
 - *Which performance indicators have the greatest likelihood of improving?*
 - *Which performance indicators are critical for student workforce success?*

Activity 6.3: Setting a SMART Goal

Based on your reflection, identify a SMART goal you would like to address under *Perkins V*. Ideally, the early changes you make will form a foundation for subsequent work. You are encouraged to set a SMART goal that you are prepared to be held accountable for accomplishing and producing measurable results by the 2025-26 academic year.

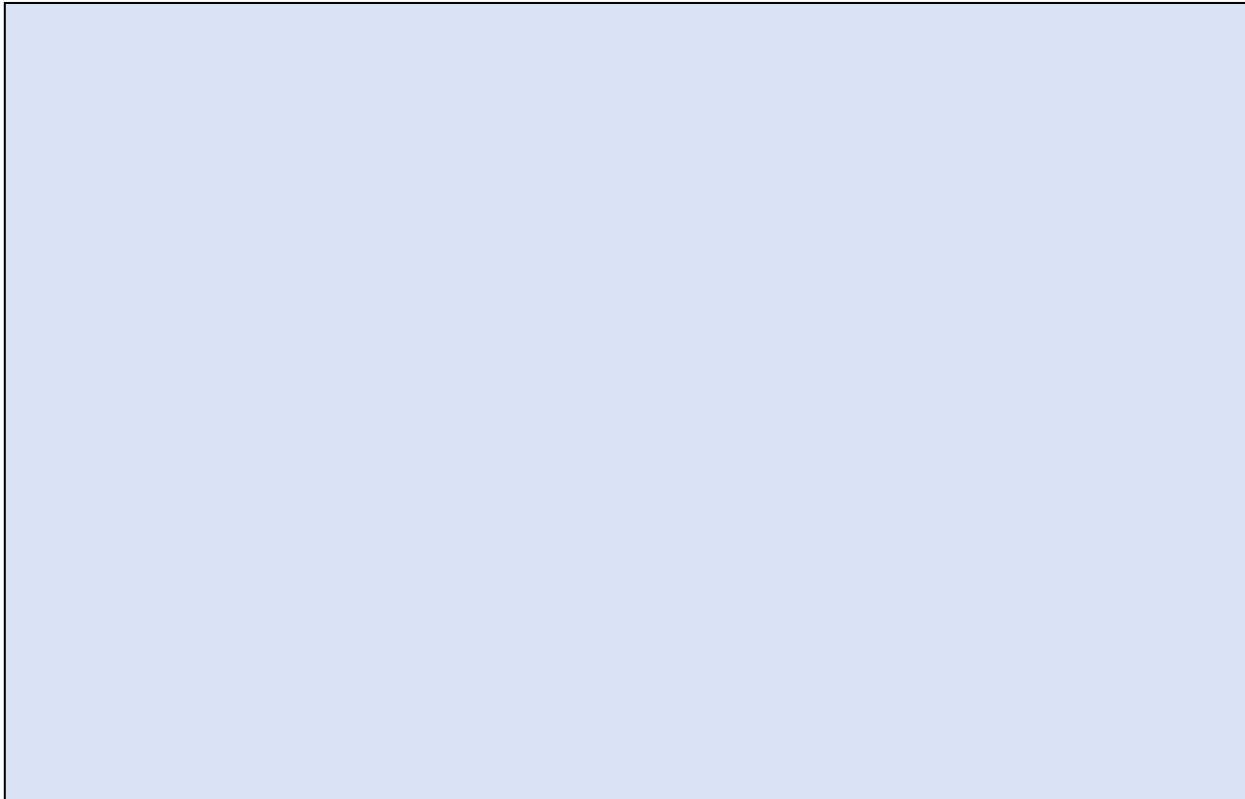
SMART Goals	
<u>Goal 1:</u>	

Use the SMART planning template to help guide your planning.

Activity 6.4: Contingency Planning

Federal law requires that you make meaningful progress in improving the performance of substantially underperforming CTE providers and subgroups/special populations of students within each site. Accordingly, you need to consider the additional actions you might take to eliminate gaps in the event you are unable to improve program and/or student performances as of the third program year (i.e., two years after recording substantially underperforming outcomes.)

In the space below, identify the additional steps you might take to address performance gaps.



Section 7: Fiscal Responsibility

Federal law requires all eligible recipients who receive funds under *Perkins V Section 135*[20 U.S.C. 2355] to use funds to develop, coordinate, implement, or improve CTE POS to meet the needs identified in the Comprehensive Needs Assessment.

In this section, you will use the results from your Comprehensive Needs Assessment to develop a spending plan and budget which shows how your grant will be used to support CTE POS that are of sufficient size, scope, and quality to be effective under *Perkins V Section 135*.

Appendix E



Secondary Career and Technical Education Comprehensive Needs Assessment

for the

*Strengthening Career and Technical Education
for the 21st Century Act*

Background

The federal *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in career and technical education (CTE) programming.

To qualify for funding, all local grantees must complete a **Comprehensive Needs Assessment** to evaluate their capacity to offer high-quality CTE programming and identify areas for improvement. As part of this process, you will be asked to rate CTE programs of study (POS) quality and alignment to labor market needs; review student performance in CTE programs; reflect on your progress in making CTE POS accessible to all students; and consider your success in recruiting, retaining, and training CTE educators.

It is expected that you will review and update the information entered into this Comprehensive Needs Assessment on an annual basis to ensure you make continued progress in strengthening CTE programming. You will be asked to submit an updated assessment in spring 2024. Additionally, results from the Comprehensive Needs Assessment will be incorporated into your **Local Application**, which describes how you plan to use federal funds to improve CTE instruction and student access to quality programs.

Staff from the District of Columbia, Office of the State Superintendent of Education (OSSE) have created this document to assist you in identifying gaps in your current CTE programming and strategies for addressing them. If you have questions about this assessment you may contact Clifton Martin at Clifton.Martin@dc.gov or 202-442-4008.

Developing a Plan

Conducting your Comprehensive Needs Assessment will take several months to complete and must precede the development of your 2024-25 Local Application, which will begin in Spring 2024. Consider the following planning ideas to help jumpstart the process:

- *Select a core leadership team.* The leadership team will guide the needs assessment and application process and facilitate decision making. Team composition should reflect the characteristics of your service area and include those with in-depth knowledge of your CTE programs.
- *Articulate roles and responsibilities.* The assessment process will require that individuals address a range of issues, some logistical. Assign group members to set up meetings, develop agendas, lead discussions, gather materials, take notes, and determine decision points.
- *Create a project workplan and timeline.* Establish a list of the issues you will need to address and a workplan with deadlines for accomplishing individual tasks.
- *Gather data.* While OSSE will provide you with labor market and CTE program performance data, you may also wish to compile your own information. Determine what data is already available and identify what more you'll need and where to get it.
- *Plan with your final application in mind.* Consider in advance how you might want to incorporate the results of your assessment into your Local Application. You'll want to explain clearly what the assessment found and engage people in identifying gaps, completing root cause analysis, and developing goals to address identified gaps.
- *Find efficiencies.* This needs assessment was modeled after a similar requirement in the *Every Student Succeeds Act (ESSA)*. Consequently, information gathered for the *ESSA* needs assessment may help to inform your work here. Reflecting on these parallel efforts can help to ensure that the work you do aligns with existing continuous improvement activities.

Contents

This guide is intended to provide a framework to help you investigate the status of your CTE programming. It is organized into the following sections:

Section 1: Assembling a Stakeholder Team

Section 2: Programs of Study (POS)

Section 3: Labor Market Alignment

Section 4: Equity and Access

Section 5: Program Performance

Section 6: Professional Development

Appendix A: Perkins Performance Data

Appendix B: Labor Market Information

While you may choose to cover section topics in any order you wish, we encourage you to begin by assembling a stakeholder team to help structure this process.

Section 1: Assembling a Stakeholder Team

To ensure you consider diverse viewpoints, you should assemble a stakeholder team to assist in conducting your Comprehensive Needs Assessment. Federal statute requires representation in all categories listed below, except where indicated. Note that one person may fulfill more than one role and you may choose to have more than one representative in each category.

Stakeholder Team Coordinator

Site:	
Contact Name:	
Contact Phone #:	
Contact Email:	

Considerations in Selecting Stakeholders

- Recruit individuals who are knowledgeable about CTE in your site and influential in the field.
- Ensure that members understand the time commitment and are willing and able to attend all scheduled meetings.
- If you are unable to recruit a member to fulfill a required role you should keep a record of your outreach efforts to demonstrate that you acted in good faith.

Stakeholder Team Responsibilities

- Meet on a quarterly basis to track your site's progress in improving CTE programming and make annual updates to this needs assessment.
- Review labor market information and student performance data to help inform educational programming decisions.
- Ensure that program offerings are responsive to community employment needs and aligned with regional employment priorities.
- Ensure that federal funds are used in a coordinated manner with other local resources.
- Help to communicate the importance of delivering high-quality CTE POS in your site and champion local efforts to achieve improvement goals.

Stakeholder Team Members

Use this template to identify members of your Stakeholder Team. While you are only required to have one representative for each category, complete the additional lines provided if you wish to engage multiple participants. All the participant categories listed are **required** in *Perkins V* unless noted with an asterisk (*).

Role	Name	Affiliation
Secondary CTE teacher		
Secondary career guidance, advisor, or academic counselor		
Secondary principal and other administrators		
Secondary instructional support/paraprofessional		
Postsecondary CTE faculty		
Postsecondary administrator		
Local Workforce Development board member		
*Regional Economic Development organization member		
Local business & industry representative		
Parent		

Role	Name	Affiliation
Student		
Representative of special population groups ¹		
*Youth corrections education		
*Adult corrections education		
*Postsecondary career guidance and advising professional		

¹ See definitions for identification of special population groups.

Section 2: Programs of Study (POS)

The District of Columbia has established guidelines to support local providers in creating and offering CTE POS. A POS is a sequence of four CTE courses in a single program area. The first course consists of a survey class to introduce and showcase for students all aspects of a given industry and key occupations in demand. The second- and third-level courses require students to understand the key components of a given POS that will help prepare them for a recognized postsecondary/industry credential. In their fourth year, students may take a capstone course, which offers the student internship or apprenticeship opportunities in related occupational fields.

A high-quality, locally developed CTE POS:

- *Is based on labor market information*—programs are designed to prepare students for employment in high-wage, high-skill, and in-demand careers.
- *Offers non-duplicative, sequential coursework*—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- *Incorporates industry-validated and OSSE-approved standards*—curriculum and instruction are targeted on the academic, technical, and employability skills that employers value.
- *Provides work-based learning experiences*—placements aligned with OSSE’s WBL framework and course-level standards offer students a context for applying classroom learning.
- *Includes dual enrollment or early college programs*—articulation agreements with local colleges and universities, postsecondary institutions and apprenticeship programs provide for high school students to earn credit before graduating.
- *Lead to an industry-recognized credential*—award of a recognized industry credential or certificate at the postsecondary level that has value in the workplace or an associate or baccalaureate degree.



MATERIALS TO REVIEW

- **Documentation of OSSE-approved course sequences**
- **Curriculum standards for academic, technical, and employability skills**
- **Descriptions of dual/concurrent enrollment programs, and data on student participation**
- **Articulation and credit transfer agreements**
- **Work-based learning agreements**
- **Data on student retention and transition to postsecondary education within the POS**
- **Data on Career Technical Student Organizations (CTSOs)**
- **Data on student credential attainment**

Activity 2.1: Taking Stock

Complete the following chart for each CTE POS offered within your site in the 2022-23 school year.

Program of Study name	Number of participants in 2022-23	Number of concentrators* as of 2022-23	WBL option exists (Y/N)	Dual enrollment exists (Y/N)	Industry certification exists (Y/N)	CTSOs exist (Y/N)

*A CTE concentrator is a student who successfully completed the second and third courses in a single CTE POS.

Based on your information entered above, consider the following questions.

- *Are students participating in CTE POS in relatively similar numbers? Achieving concentrator status at similar rates?*
- *Do the CTE POS listed offer all the components of a high-quality program?*
- *What information is missing and why?*

Activity 2.2: Assessing Program Quality

Based on a review of the CTE POS currently offered at your site, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
All POS offered at our site prepare students for employment in high-skill, high-wage, in-demand jobs.						
All program offerings are aligned and articulated across secondary and postsecondary education.						
All programs incorporate relevant academic, technical, and career readiness/employability skills.						
Articulation and/or dual enrollment opportunities exist in every CTE program of study.						
The majority of students who begin coursework in a program of study go on to become CTE concentrators.						
All programs offer students an opportunity to earn a relevant industry-recognized credential.						
WBL opportunities exist in every CTE POS.						
All CTE POS classrooms and labs are equipped to current business and industry standards.						
Feedback from business and industry partners are incorporated in the design of each POS.						
CTE students have equal access to participate with in a CTSO aligned to the area.						
Middle school CTE programs exist and support students' academic and career planning.						

Activity 2.3: Reflection

Based on your program ratings above, consider the following questions.

- *For each statement with which you disagreed or disagreed strongly, consider what led you to assign this rating. Specifically, are there particular programs or program components that require attention? List them below.*

- *What strategies might you use to address this situation?*

Section 3: Labor Market Alignment

Ideally, most CTE POS offered within your site will prepare students to enter high-skill, high-wage, in-demand occupations. To help you identify these fields, OSSE has collected labor market information about employment levels and trends, wages and earnings, and projections of future employment needs in the Washington metropolitan region. These data are provided in Appendix A.

To ensure that federal funds are used to drive the development of high-quality, equitable, and impactful programs that align with workforce needs, *Perkins V* introduces the terms “size,” “scope,” and “quality.” OSSE has defined these as follows:

- **Size** means the quantifiable evidence, physical parameters, and limitations of each program such as courses within the approved sequence, amount of available resources, number of staff involved, and the average number of students served each year that relate to the ability of the program to address all student learning outcomes.
- **Scope** means the curricular parameters and limitations of each program such as the ability of a curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.
- **Quality** is the measure of how successfully each program is able to teach all enrolled students all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high-quality programs align with current workplace standards, practices, and competencies.

In this section, you will consider whether the size, scope, and quality of CTE programming within your site is aligned with current and projected labor market needs and, if not, what strategies you might adopt to address this shortcoming.



MATERIALS TO REVIEW

- **Current CTE POS offerings**
- **Labor market information provided by OSSE (Appendix B)**
- **Input from local business and industry representatives**

Activity 3.1: Taking Stock

Complete the following chart for each CTE PSO offered at your site/district in the 2022-23 school year.

CTE POS	Extent of alignment to regional growth industries*	Does LMI data indicate a need for this program? (Y/N)	Evidence
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
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	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		

* Alignment rating definitions: **None:** No alignment with local labor market or industry needs; **Weak:** Some alignment, but it may not cover all skills needed for particular occupations/industry areas; **Strong:** Aligns to high-wage, high-skill, in-demand sectors, but was not developed in consultation with local business and industry; **Full:** Aligns to high-wage, high-skill, in-demand industry sectors, and was developed together with representatives for local business and industry.

Activity 3.2: Assessing Program Alignment to Labor Market and Industry Needs

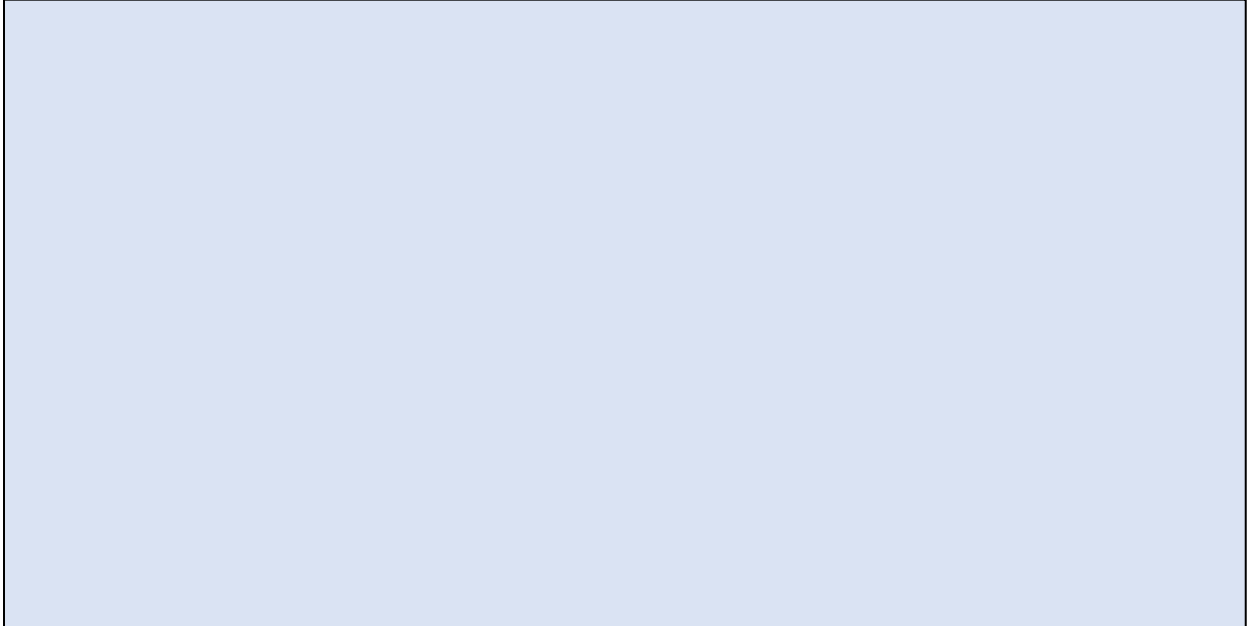
Based on your review of labor market data and the CTE POS currently offered at your site, rate the extent to which you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Evidence
Our CTE POS prepare learners for current high-skill, high-wage and in-demand industry sectors in the region.						
Our CTE POS prepare learners for emerging high-skill, high-wage and in-demand industry sectors in the region.						
Educators review workforce and economic data annually to assess the size, scope, and quality of programming.						
The size of CTE program enrollments match projected job openings in the region.						
Educators collaborate with local employers to ensure CTE POS address workforce skill needs.						
Graduates of our CTE POS find work in their industry of choice/training.						
Graduates of our CTE POS thrive in the workplace.						

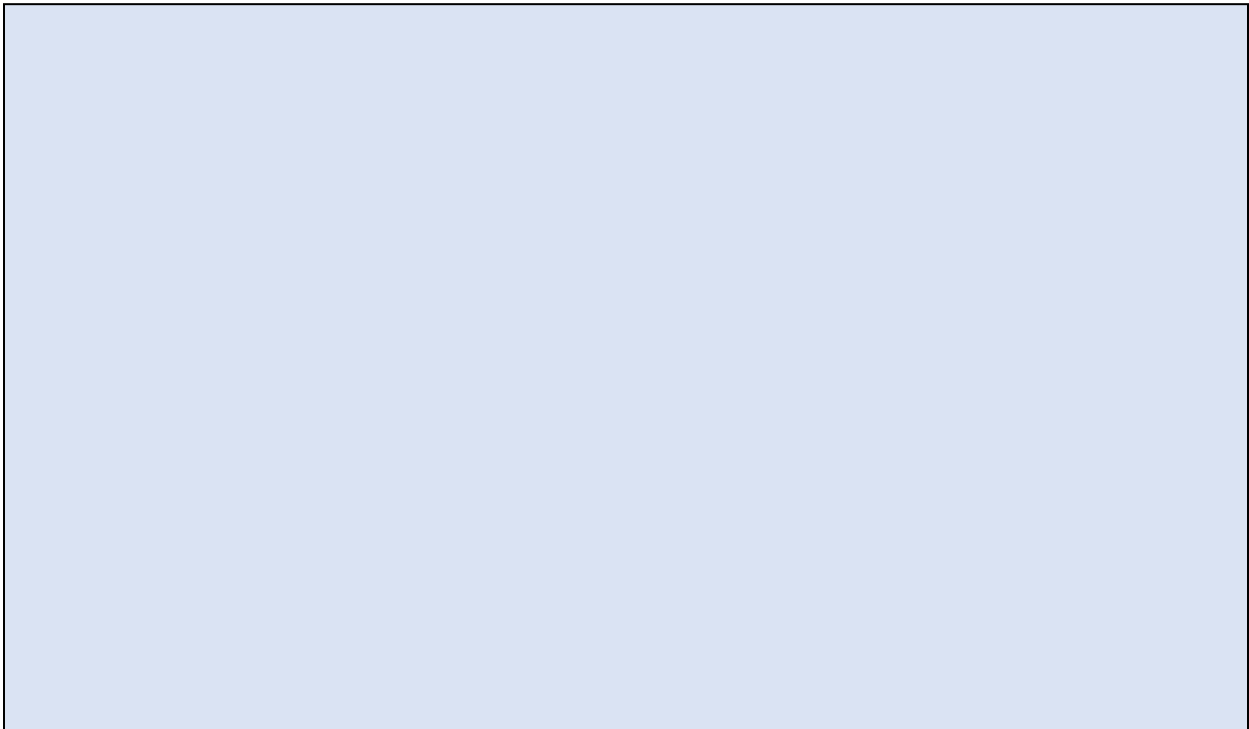
Activity 3.3: Reflection

Based on your responses above, consider the following questions:

1. *Which of your current CTE POS offerings do not appear to meet the size, scope, and quality needs of the associated industry sector?*



2. *What strategies might you use to improve programming alignment to labor market conditions (e.g., improvements to existing programs, addition of new POS, sunseting of outdated ones)?*



Section 4: Equity and Access

All students should have access to high-quality CTE programming. To support educators in building equitable programs, *Perkins V* directs educators to assess the participation and outcomes of students based on their demographic characters, including gender and race-ethnicity. The legislation also identifies a subset of special population students who are at relatively high risk of school failure. Educators are expected to ensure that these students have the necessary supports to succeed.

Special Population Students

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- English language learners
- Individuals experiencing homelessness
- Youth who are in or have aged out of the foster care system
- Migrant students
- Youth with a parent in active military duty

This section will help you *to assess* whether all students have equitable access to CTE programming; *identify obstacles* that might lead to diminished access to or gaps in educational performance for special population students; and *brainstorm strategies* to ensure special populations students participate in CTE programs that will prepare them for high-skill, high-wage, in-demand careers.

MATERIALS TO REVIEW

- **Data on CTE participation and performance by special population students**
- **Enrollment data in CTE POS by different student groups**
- **Program promotional materials**
- **Recruitment materials targeted on special population students**
- **School counseling activities for special population students**
- **Educational services offered to special population students**
- **Data on participation in CTSOs by special population students**
- **Input from educational stakeholders in your school and community**

Activity 4.1: Taking Stock

Complete the following table to document the percentages of those participating in CTE POS at your site for the 2022-23 school year.

Program of Study	Gender		Race-ethnicity						
	Percent Male	Percent Female	Percent American Indian or Alaska Native	Percent Asian	Percent Black or African American	Percent Hispanic/Latino	Percent Native Hawaiian or other Pacific Islander	Percent White	Percent Two or More Races
Percent Enrollment in Site									

Based on your information you entered above, consider the following questions.

- *Are students participating at relatively similar rates in each CTE POS offered based on gender and race-ethnicity?*
- *Within each CTE POS, is the percentage of students participating roughly equivalent to the percentage enrolled?*

Complete the following table to document the percentages of special population students participating in CTE at your site for the 2022-23 school year.

Program of Study*	Percent with Disabilities	Percent Low Income	Percent Non-trad	Percent Single Parents	Percent Migrant Students	Percent English Learners	Percent Homeless	Percent in Foster Care	Percent with Parent in Armed Services or Active Duty
Percent Enrollment in Site									

* Note: A student may belong to more than one special population group. Record all students who meet the criteria, which may mean some are double counted.

Based on your information you entered above, consider the following questions.

- *Are special population students participating at relatively similar rates in each CTE POS offered?*
- *Within each CTE POS, is the percentage of special population students participating roughly equivalent to the percentage enrolled?*

Activity 4.2: Assessing Program Equity and Access

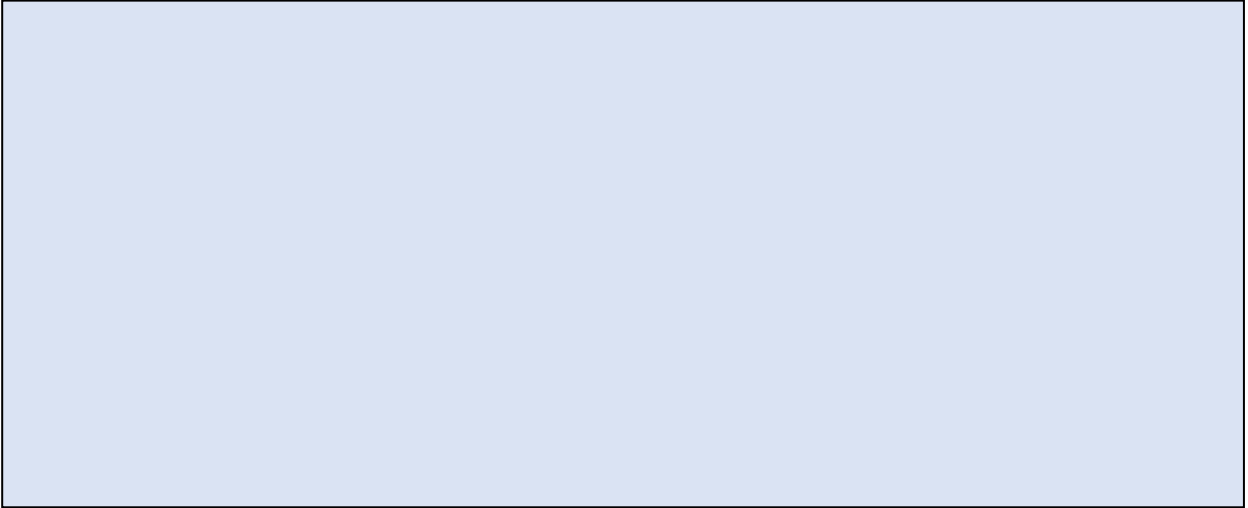
Based on a review of the CTE programs of study currently offered at your site, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
CTE POS are promoted to all students in an unbiased, inclusive, and non-discriminatory manner.						
Students who have been traditionally underrepresented, including by gender, race, and ethnicity, and special population status, are actively recruited into CTE programs of study.						
Career guidance is offered to all CTE POS participants in a manner that is inclusive and non-discriminatory.						
Measures are taken to avoid discrimination on the basis of subgroup or special population status.						
Measures are taken to help all students overcome obstacles to success.						
Effort is made to eliminate barriers to extended learning experiences, such as work-based learning, CTSO participation, and postsecondary credit attainment.						
All students have access to career guidance that is comprehensive, equitable, and unbiased.						
All students have access to career planning materials and career pathways programs that align to high-skill, high-wage, in-demand occupations.						

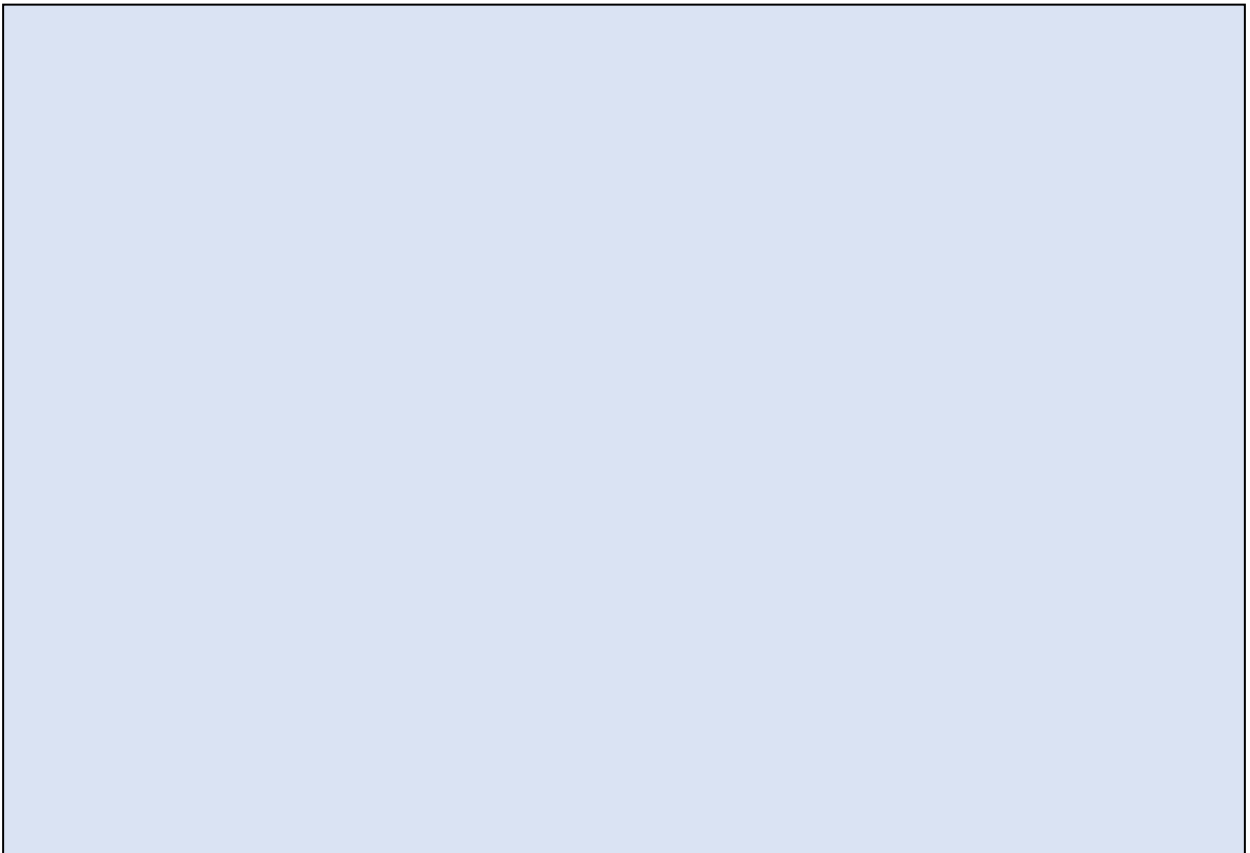
Activity 4.3: Reflection

Based on your responses to the activities above, please answer the following questions:

- *What factors might cause some student subgroups or special populations to not participate in CTE POS?*



- *What strategies might you use to address this situation?*



Section 5: Program Performance

Federal law requires that you to collect data on the performance of CTE concentrators. The accountability indicators cover a range of outcomes to help you assess whether students are making educational progress, graduating, and making successful transitions into advanced postsecondary education and training or employment. These include:

- 1S1: Four-year graduation rate:** The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate used in ESSA
- 2S1: Academic proficiency in reading/language arts:** The percentage of CTE concentrators achieving proficiency on the District-wide high school reading/language arts assessment
- 2S1: Academic proficiency in mathematics:** The percentage of CTE concentrators achieving proficiency on the districtwide high school mathematics assessment
- 2S1: Academic proficiency in science:** The percentage of CTE concentrators achieving proficiency on the District-wide high school science assessment
- 3S1: Post-program placement:** The percentage of CTE concentrators who are in postsecondary education or advanced training, military service, a national community service program, or employed in the second quarter after exiting from secondary education
- 4S1: Nontraditional program concentration:** The percentage of CTE concentrators in CTE programs of study that lead to employment in non-traditional occupations (i.e., for which individuals from one gender comprise less than 25 percent of the individuals employed in that field).
- 5S1: Recognized Postsecondary credential:** The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential
- 5S2: Postsecondary credits:** The percentage of CTE concentrators graduating from high school having attained postsecondary credits earned through a dual or concurrent enrollment agreement
- 5S3: Work-based learning:** The percentage of CTE concentrators graduating from high school having participated in work-based learning

To establish performance expectations, OSSE has set performance targets for each indicator based on an analysis of District-wide data. All providers are expected to achieve the performance targets established for each indicator. Moreover, to ensure that all students make progress, you are expected to monitor the performance of student subgroups and special populations.



MATERIALS TO REVIEW

- **Appendix A contains performance data for the Perkins V indicators for your site, populated with information from the 2022–23 program year. Data provided include:**
 - **Performance targets:** The District-established performance goal for each indicator
 - **District performance:** Overall performance data for all students for each indicator
 - **Site performance:** Performance data for students enrolled in your site for each indicator
 - **Student populations:** Disaggregated data for student subgroups and special populations

Activity 5.1: Assessing Program Performance

	List
Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding*</u> the District performance target?	
Looking at <i>overall performance</i> , on which indicators are you <u>substantially underperforming*</u> the District performance target?	

* Substantially exceeding or underperforming is defined as achieve an outcome that is at least 90 percent greater than or less than the District performance target.

5.1.A: Determining Root Causes

For each indicator for which you are substantially underperforming the District performance target, identify the possible factors that might affect student performance.

5.1.B: Finding Solutions

For each indicator that you identified in Activity 1A, brainstorm a set of strategies or activities you might undertake to improve performance.

Activity 5.2: Assessing Student Performance

Using the data included in Appendix A, indicate whether students' performance for each indicator substantially exceeds, meets, or substantially underperforms the performance target.

Population	Indicator									
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3	
Gender										
Males	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Females	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Non-binary	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Race-ethnicity										
American Indian/Alaskan Native	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Asian	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Black or African American	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Hispanic or Latino	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Native Hawaiian or Pacific Islander	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
White	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Two or more races	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms

Population	Indicator									
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3	
Special Populations										
Individuals with disabilities	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Economically disadvantaged	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Nontraditional occupations	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Single parents	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
English learners	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Homeless individuals	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Youth in foster care	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Youth with a parent in active military	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Migrant students	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms

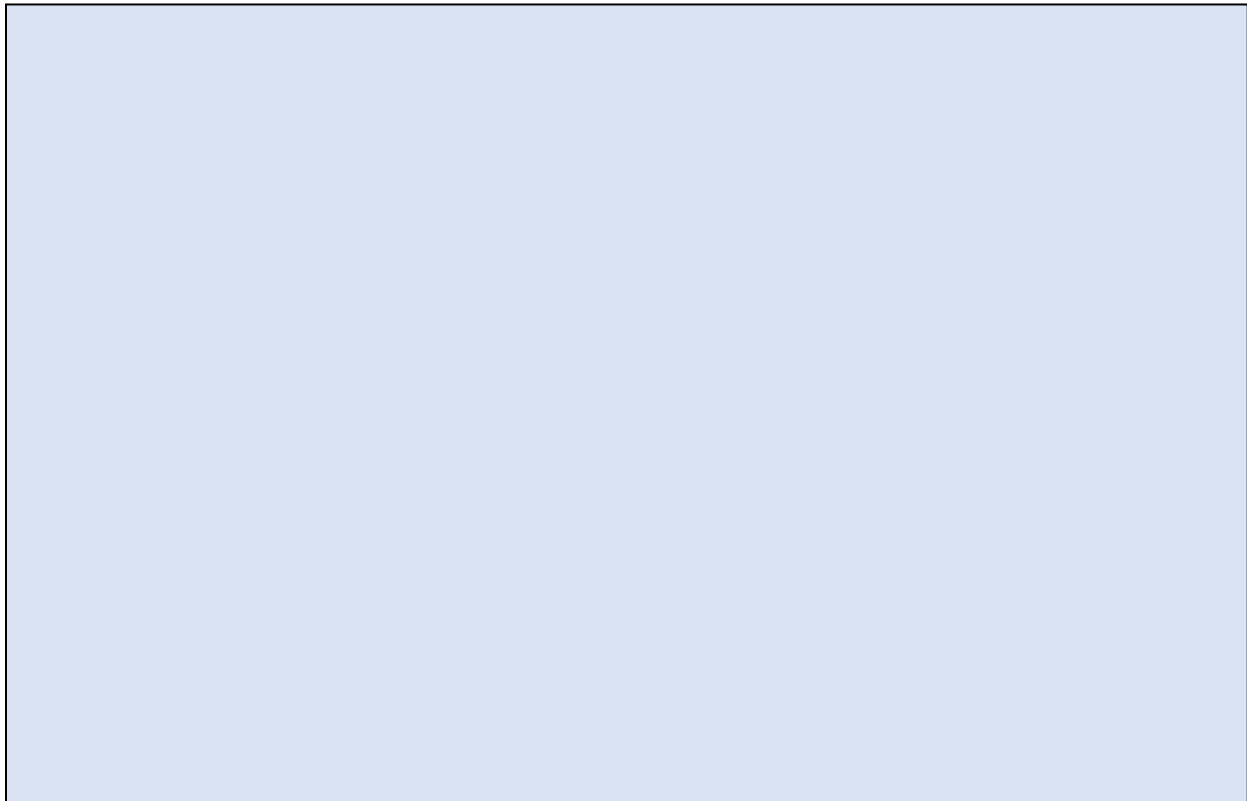
Activity 5.2.A: Determining Root Causes

For each student subgroup or subpopulation that you identified as substantially underperforming the District performance target, identify the possible factors that might affect student performance.



Activity 5.2.B: Finding Solutions

For each indicator in which you are substantially underperforming, brainstorm a set of strategies or activities you might undertake to improve performance.



Activity 5.3: Other Considerations

The data you are provided reflect the performance of all students within your site. Unfortunately, aggregate data can hide considerable variation. As you think about strategies to improve performance consider the following questions:

- *How does program performance differ within programs of study? Might some programs be performing above or below the site average?*

- *Not all factors that affect student performance can be addressed by your staff. What other organizations or groups (e.g., employers, community-based organizations, parents) might you contact to support your improvement efforts?*

- *Given resource constraints, what might be the most efficient and effective approach to making change? Consider the relative size of your program enrollments and underlying employment opportunities to help target your improvement efforts.*



Section 6: Professional Development

Ultimately, the quality of your CTE programming depends upon the skills of your educator workforce. This includes secondary teachers and postsecondary faculty, as well as educational support staff, paraeducators, school counselors, and career advisors. Staff also should reflect the diversity of the educational system in which they work.

MATERIALS TO REVIEW

- **Data on faculty, staff, administrator, and school counselor credentials, salaries, benefits, and demographics**
- **Descriptions of recruitment strategies**
- **Descriptions of retention strategies**
- **Descriptions of professional development, mentoring, and externship opportunities**
- **Data on educator participation in professional development, mentoring, and externships**
- **Trend data on educator and staff retention in CTE areas**

Activity 6.1: Review data on staff characteristics

Based on your review of staffing data, consider the following questions:

- Are all the educators teaching CTE programs adequately credentialed?
- In what subject areas is there a need to recruit more educators?
- How diverse are the staff? Do they reflect the demographic makeup of the student body?
- What processes are in place to recruit and onboard new teachers and staff? Are these processes efficient and effective, especially for teachers coming from industry?
- Are regular, substantive professional development opportunities offered to educators?
- What professional development offerings are most highly rated by participating staff?

Activity 6.2: Assessing Recruitment and Professional Development Strategies

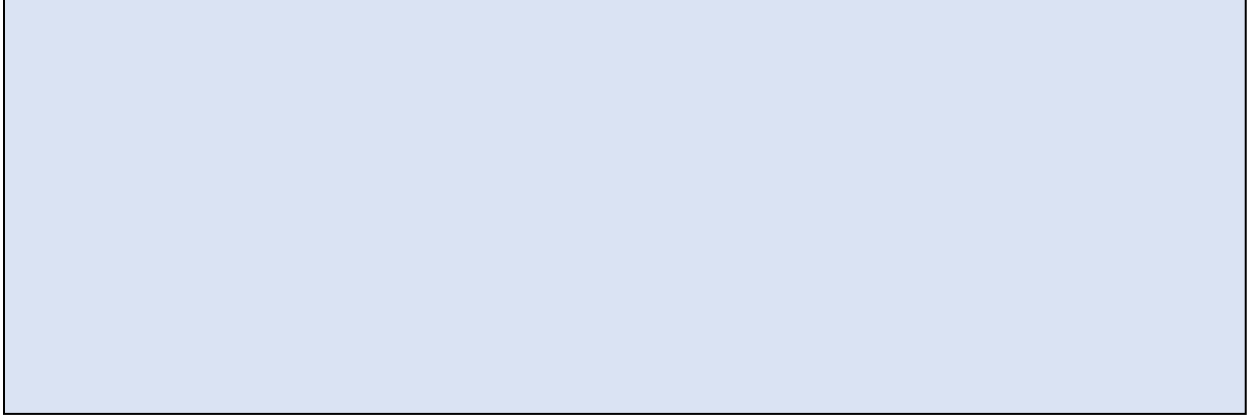
Based on your consideration of site data, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
Our staff diversity reflects the demographic makeup of the student body.						
Our processes for recruiting and onboarding new educators and staff are efficient and effective.						
The educators teaching our programs are adequately credentialed.						
Educators and staff are offered regular professional development opportunities.						
Our program currently needs additional faculty and staff to offer high quality POS.						
Guidance counseling and advisement professionals have access to up-to-date information and training about extended learning experiences, education and training options, and regional occupational trends.						

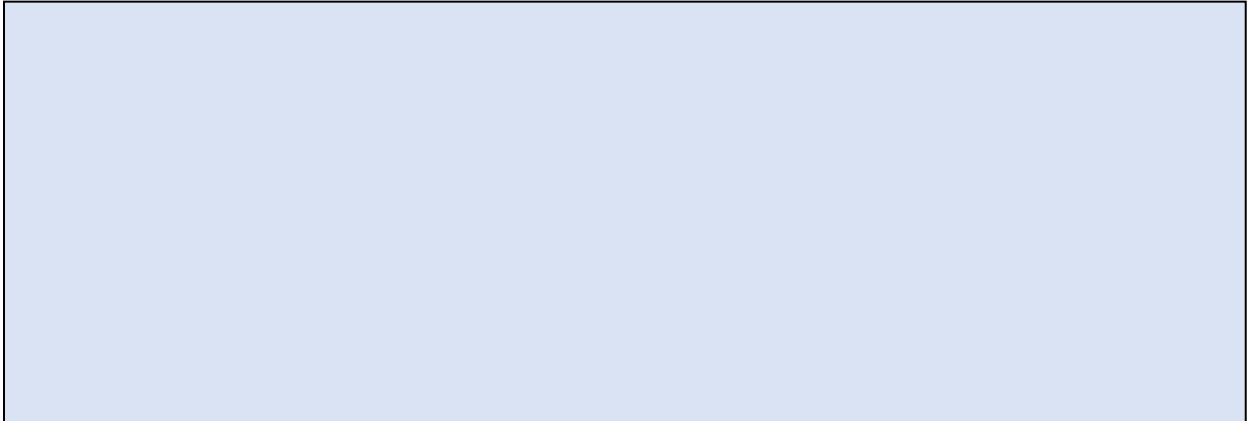
Activity 6.3: Reflection

6.3.A: Determining Root Causes

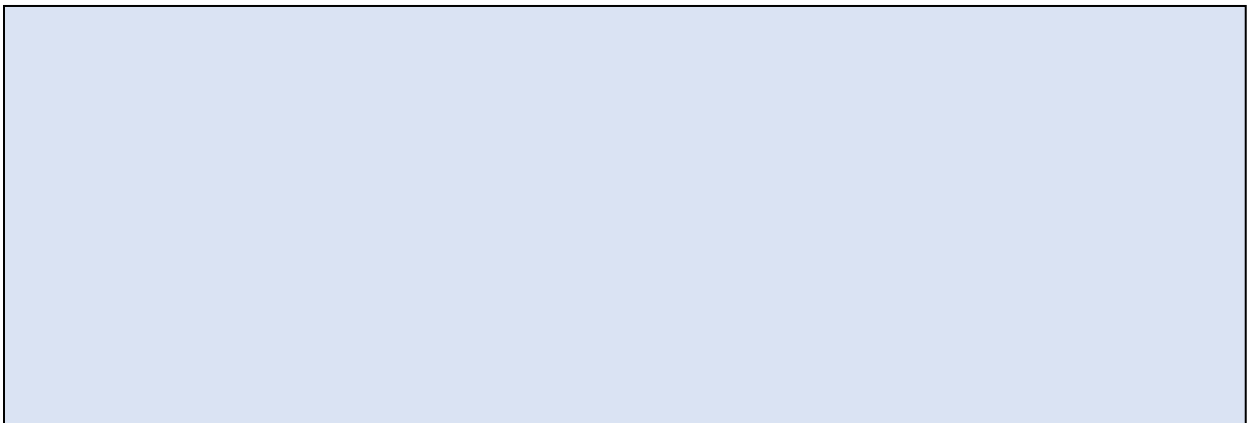
Which CTE positions or program areas have been the most challenging to recruit instructors and what factors contribute to making this a challenge?



What factors contribute to CTE educators and faculty leaving the teaching force?



What factors make it difficult to provide professional development or externship experiences for CTE instructors?

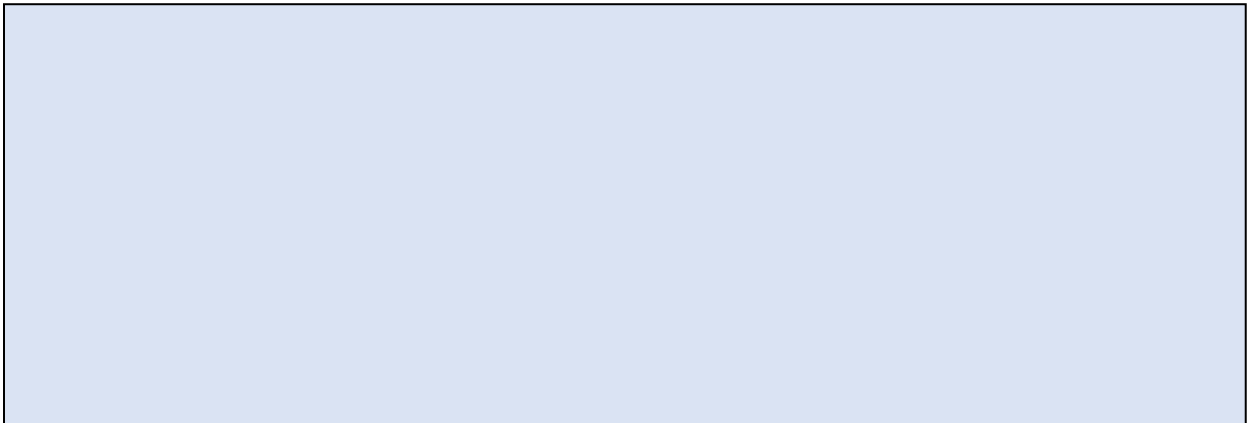


6.3.B: Finding Solutions

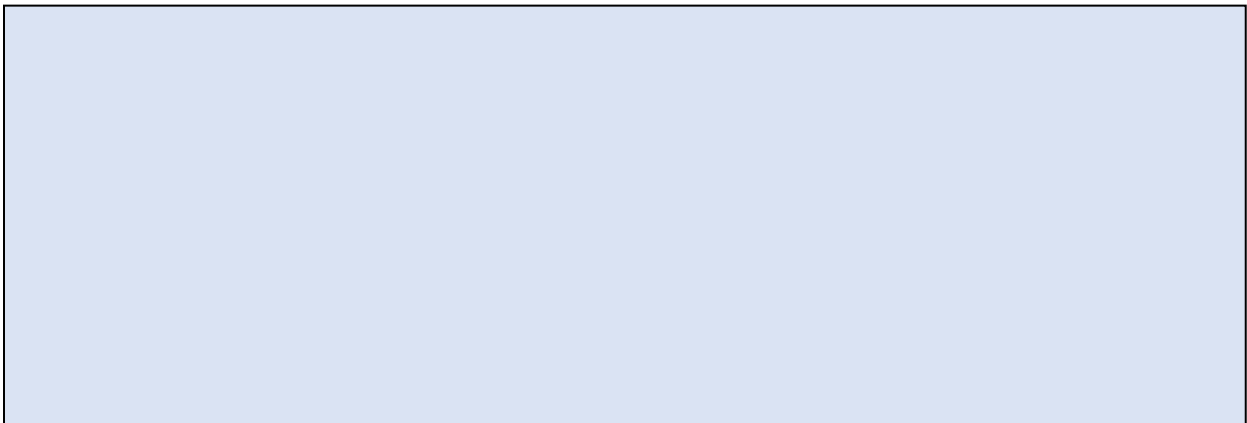
What strategies might you adopt to improve CTE instructor and support staff recruitment?



What strategies might you adopt to improve CTE instructor and support staff retention?



What strategies might you adopt to expand professional development for CTE educators?



	Indicator								
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3
Performance Target									
District-wide Performance									
Your Site Performance									
Gender									
Males									
Females									
Nonbinary									
Race-ethnicity									
American Indian/Alaskan Native									
Asian									
Black or African American									
Hispanic or Latino									
Native Hawaiian or Pacific Islander									
White									
Two or more races									
Special Populations									
Individuals with disabilities									
Economically disadvantaged									
Nontraditional occupations									
Single parents									
English learners									
Homeless individuals									
Youth in foster care									
Youth with a parent in active military									
Migrant students									

Appendix F



Postsecondary Career and Technical Education Comprehensive Needs Assessment

Background

The federal *Strengthening Career and Technical Education for the 21st Century Act (Perkins V)* provides resources to support educators in developing the academic knowledge and technical and employability skills of secondary and postsecondary education students enrolling in career and technical education (CTE) programming.

To qualify for funding, all local grantees must complete a **Comprehensive Needs Assessment** to evaluate their capacity to offer high-quality CTE programming and identify areas for improvement. As part of this process, you will be asked to rate CTE programs of study (POS) quality and alignment to labor market needs; review student performance in CTE programs; reflect on your progress in making CTE POS accessible to all students; and consider your success in recruiting, retaining, and training CTE educators.

It is expected that you will review and update the information entered into this Comprehensive Needs Assessment on an annual basis to ensure you make continued progress in strengthening CTE programming. You will be asked to submit an updated assessment in spring 2024. Additionally, results from the Comprehensive Needs Assessment will be incorporated into your **Local Application**, which describes how you plan to use federal funds to improve CTE instruction and student access to quality programs.

Staff from the District of Columbia, Office of the State Superintendent of Education (OSSE) have created this document to assist you in identifying gaps in your current CTE programming and strategies for addressing them. If you have questions about this assessment you may contact Clifton Martin at Clifton.Martin@dc.gov or 202-442-4008.

Developing a Plan

Conducting your Comprehensive Needs Assessment will take several months to complete and must precede the development of your 2022-23 Local Application, which will begin in Spring 2024. Consider the following planning ideas to help jumpstart the process:

- *Select a core leadership team.* The leadership team will guide the needs assessment and application process and facilitate decision making. Team composition should reflect the characteristics of your service area and include those with in-depth knowledge of your CTE programs.
- *Articulate roles and responsibilities.* The assessment process will require that individuals address a range of issues, some logistical. Assign group members to set up meetings, develop agendas, lead discussions, gather materials, take notes, and determine decision points.
- *Create a project workplan and timeline.* Establish a list of the issues you will need to address and a workplan with deadlines for accomplishing individual tasks.
- *Gather data.* While OSSE will provide you with labor market and CTE program performance data, you may also wish to compile your own information. Determine what data is already available and identify what more you'll need and where to get it.
- *Plan with your final application in mind.* Consider in advance how you might want to incorporate the results of your assessment into your Local Application. You'll want to explain clearly what the assessment found and engage people in identifying gaps, completing root cause analysis, and developing goals to address identified gaps.

Contents

This guide is intended to provide a framework to help you investigate the status of your CTE programming. It is organized into the following sections:

Section 1: Assembling a Stakeholder Team

Section 2: Programs of Study (POS)

Section 3: Labor Market Alignment

Section 4: Equity and Access

Section 5: Program Performance

Section 6: Professional Development

Appendix A: Perkins Performance Data

Appendix B: Labor Market Information

While you may choose to cover section topics in any order you wish, we encourage you to begin by assembling a stakeholder team to help structure this process.

Section 1: Assembling a Stakeholder Team

To ensure you consider diverse viewpoints, you should assemble a stakeholder team to assist in conducting your Comprehensive Needs Assessment. Federal statute requires representation in all categories listed below, except where indicated. Note that one person may fulfil more than one role and you may choose to have more than one representative in each category.

Stakeholder Team Coordinator

Site:	
Contact Name:	
Contact Phone #:	
Contact Email:	

Considerations in Selecting Stakeholders

- Recruit individuals who are knowledgeable about CTE in your site and influential in the field.
- Ensure that members understand the time commitment and are willing and able to attend all scheduled meetings.
- If you are unable to recruit a member to fulfill a required role you should keep a record of your outreach efforts to demonstrate that you acted in good faith.

Stakeholder Team Responsibilities

- Meet on a quarterly basis to track your site's progress in improving CTE programming and make annual updates to this needs assessment.
- Review labor market information and student performance data to help inform educational programming decisions.
- Ensure that program offerings are responsive to community employment needs and aligned with regional employment priorities.
- Ensure that federal funds are used in a coordinated manner with other local resources.
- Help to communicate the importance of delivering high-quality CTE POS in your site and champion local efforts to achieve improvement goals.

Stakeholder Team Members

Use this template to identify members of your Stakeholder Team. While you are only required to have one representative for each category, complete the additional lines provided if you wish to engage multiple participants. All the participant categories listed are **required** in *Perkins V* unless noted with an asterisk (*).

Role	Name	Affiliation
Secondary CTE teacher		
Secondary career guidance, advisor, or academic counselor		
Secondary principal and other administrators		
Secondary instructional support/paraprofessional		
Postsecondary CTE faculty		
Postsecondary administrator		
Local Workforce Development board member		
*Regional Economic Development organization member		
Local business & industry representative		
Parent		

Role	Name	Affiliation
Student		
Representative of special population groups ¹		
*Youth corrections education		
*Adult corrections education		
*Postsecondary career guidance and advising professional		

¹ See definitions for identification of special population groups.

Section 2: Programs of Study (POS)

The District of Columbia has established guidelines to support local providers in creating and offering postsecondary CTE POS. Postsecondary POS are designed to have students enroll in and successfully complete CTE industry certifications, career certificates, and degree programs that are aligned to secondary POS, industry needs, and high-skill, high-wage, and/or in-demand careers.

A high-quality, locally developed CTE POS:

- *Is based on labor market information*—programs are designed to prepare students for employment in high-wage, high-skill, and in-demand careers.
- *Offers non-duplicative, sequential coursework*—content is aligned across courses to offer students progressively more advanced knowledge and skills.
- *Incorporates industry-validated and OSSE-approved standards*—curriculum and instruction are targeted on the academic, technical, and employability skills that employers value.
- *Provides work-based learning experiences*—placements aligned with OSSE’s WBL framework and course-level standards offer students a context for applying classroom learning.
- *Includes dual enrollment or early college programs*—articulation agreements provide for high school students to earn credit before graduating.
- *Lead to an industry-recognized credential*—award of a recognized industry credential or certificate that has value in the workplace or an associate or baccalaureate degree.



MATERIALS TO REVIEW

- **Documentation of approved course sequences**
- **Curriculum standards for academic, technical, and employability skills**
- **Descriptions of dual/concurrent enrollment programs, and data on student participation**
- **Articulation and credit transfer agreements**
- **Work-based learning agreements**
- **Data on student retention and transition to postsecondary education within the POS**
- **Data on Career Technical Student Organizations (CTSOs)**
- **Data on student credential attainment**

Activity 2.1: Taking Stock

Complete the following chart for each CTE POS offered within your site in the 2022-23 school year.

Program of Study name	Number of participants in 2022-23	Number of concentrators* as of 2022-23	WBL option exists (Y/N)	Dual enrollment exists (Y/N)	Industry certification exists (Y/N)	CTSOs exist (Y/N)

*A CTE concentrator is a student who earned at least 12 credits within a CTE POS or completed a program of fewer than 12 credits or the equivalent, in total.

Based on your information entered above, consider the following questions.

- Are students participating in CTE POS in relatively similar numbers? Achieving concentrator status at similar rates?
- Do the CTE POS listed offer all the components of a high-quality program?
- What information is missing and why?

Activity 2.2: Assessing Program Quality

Based on a review of the CTE POS currently offered at your site, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
All POS offered at our site prepare students for employment in high-skill, high-wage, in-demand jobs.						
All program offerings are aligned and articulated across secondary and postsecondary education.						
All programs incorporate relevant academic, technical, and career readiness/employability skills.						
Articulation and/or dual enrollment opportunities exist in every CTE program of study.						
The majority of students who begin coursework in a program of study go on to become CTE concentrators.						
All programs offer students an opportunity to earn a relevant industry-recognized credential.						
WBL opportunities exist in every CTE POS.						
All CTE POS classrooms and labs are equipped to current business and industry standards.						
Feedback from business and industry partners are incorporated in the design of each POS.						
CTE students have equal access to participate with in a CTSO aligned to the area.						

Activity 2.3: Reflection

Based on your program ratings above, consider the following questions.

- *For each statement with which you disagreed or disagreed strongly, consider what led you to assign this rating. Specifically, are there particular programs or program components that require attention? List them below.*

- *What strategies might you use to address this situation?*

Section 3: Labor Market Alignment

Ideally, most CTE POS offered within your site will prepare students to enter high-skill, high-wage, in-demand occupations. To help you identify these fields, OSSE has collected labor market information about employment levels and trends, wages and earnings, and projections of future employment needs in the Washington metropolitan region. These data are provided in Appendix A.

To ensure that federal funds are used to drive the development of high-quality, equitable, and impactful programs that align with workforce needs, *Perkins V* introduces the terms “size,” “scope,” and “quality.” OSSE has defined these as follows:

- **Size** means the quantifiable evidence, physical parameters, and limitations of each program such as courses within the approved sequence, amount of available resources, number of staff involved, and the average number of students served each year that relate to the ability of the program to address all student learning outcomes.
- **Scope** means the curricular parameters and limitations of each program such as the ability of a curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.
- **Quality** is the measure of how successfully each program is able to teach all enrolled students all workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high-quality programs align with current workplace standards, practices, and competencies.

In this section, you will consider whether the size, scope, and quality of CTE programming within your site is aligned with current and projected labor market needs and, if not, what strategies you might adopt to address this shortcoming.



MATERIALS TO REVIEW

- **Current CTE POS offerings**
- **Labor market information provided by OSSE (Appendix B)**
- **Input from local business and industry representatives**

Activity 3.1: Taking Stock

Complete the following chart for each CTE PSO offered at your institution in the 2022-23 school year.

CTE POS	Extent of alignment to regional growth industries*	Does LMI data indicate a need for this program? (Y/N)	Evidence
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
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	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		
	<input type="checkbox"/> None <input type="checkbox"/> Strong <input type="checkbox"/> Weak <input type="checkbox"/> Full		

* Alignment rating definitions: **None:** No alignment with local labor market or industry needs; **Weak:** Some alignment, but it may not cover all skills needed for particular occupations/industry areas; **Strong:** Aligns to high-wage, high-skill, in-demand sectors, but was not developed in consultation with local business and industry; **Full:** Aligns to high-wage, high-skill, in-demand industry sectors, and was developed together with representatives for local business and industry.

Activity 3.2: Assessing Program Alignment to Labor Market and Industry Needs

Based on your review of labor market data and the CTE POS currently offered at your site, rate the extent to which you agree or disagree with the following statements.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Evidence
Our CTE POS prepare learners for current high-skill, high-wage and in-demand industry sectors in the region.						
Our CTE POS prepare learners for emerging high-skill, high-wage and in-demand industry sectors in the region.						
Educators review workforce and economic data annually to assess the size, scope, and quality of programming.						
The size of CTE program enrollments match projected job openings in the region.						
Educators collaborate with local employers to ensure CTE POS address workforce skill needs.						
Graduates of our CTE POS find work in their industry of choice/training.						
Graduates of our CTE POS thrive in the workplace.						

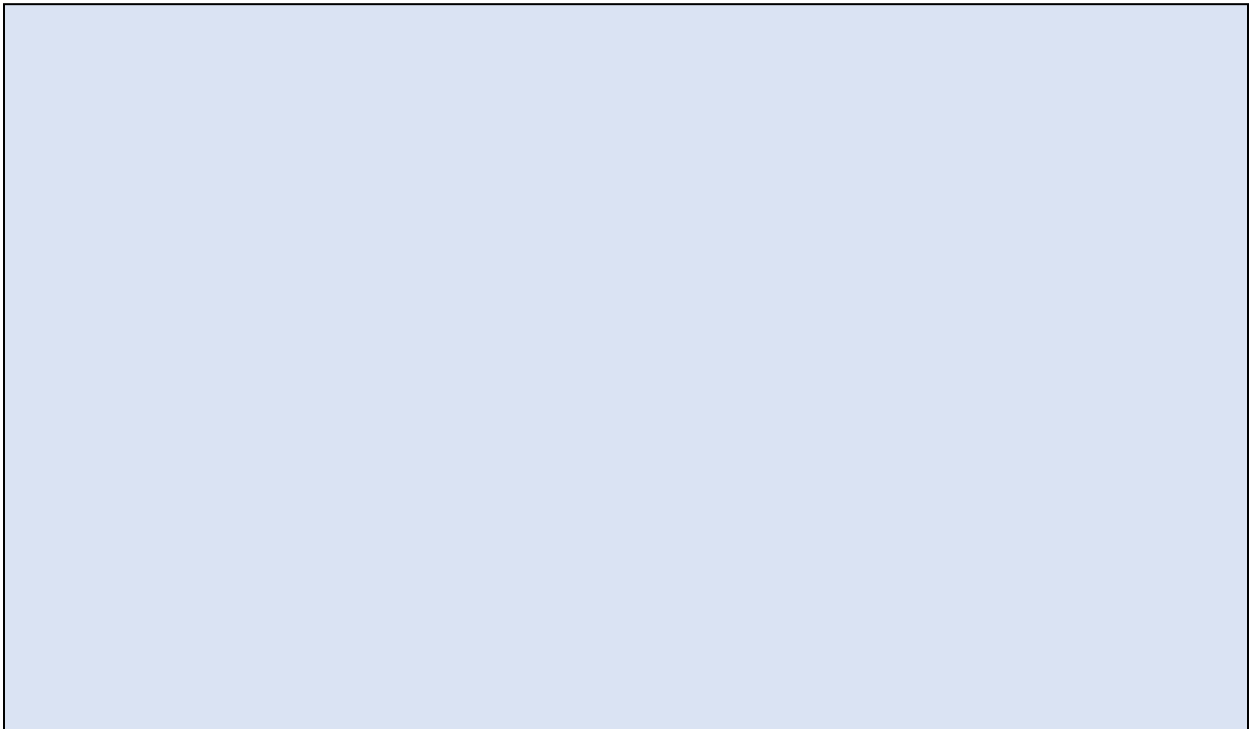
Activity 3.3: Reflection

Based on your responses above, consider the following questions:

3. *Which of your current CTE POS offerings do not appear to meet the size, scope, and quality needs of the associated industry sector?*



4. *What strategies might you use to improve programming alignment to labor market conditions (e.g., improvements to existing programs, addition of new POS, sunseting of outdated ones)?*



Section 4: Equity and Access

All students should have access to high-quality CTE programming. To support educators in building equitable programs, *Perkins V* directs educators to assess the participation and outcomes of students based on their demographic characters, including gender and race-ethnicity. The legislation also identifies a subset of special population students who are at relatively high risk of school failure. Educators are expected to ensure that these students have the necessary supports to succeed.

Special Population Students

- Individuals with disabilities
- Individuals from economically disadvantaged families, including low-income youth and adults
- Individuals preparing for non-traditional fields
- Single parents, including single pregnant women
- Out-of-work individuals
- English language learners
- Individuals experiencing homelessness
- Youth who are in or have aged out of the foster care system
- Migrant students
- Youth with a parent in active military duty

This section will help you *to assess* whether all students have equitable access to CTE programming; *identify obstacles* that might lead to diminished access to or gaps in educational performance for special population students; and *brainstorm strategies* to ensure special populations students participate in CTE programs that will prepare them for high-skill, high-wage, in-demand careers.



MATERIALS TO REVIEW

- **Data on CTE participation and performance by special population students**
- **Enrollment data in CTE POS by different student groups**
- **Program promotional materials**
- **Recruitment materials targeted on special population students**
- **School counseling activities for special population students**
- **Educational services offered to special population students**
- **Data on participation in CTSOs by special population students**
- **Input from educational stakeholders in your school and community**

Activity 4.1: Taking Stock

Complete the following table to document the percentages of those participating in CTE POS at your site for the 2022-23 school year.

Program of Study	Gender		Race-ethnicity						
	Percent Male	Percent Female	Percent American Indian or Alaska Native	Percent Asian	Percent Black or African American	Percent Hispanic/Latino	Percent Native Hawaiian or other Pacific Islander	Percent White	Percent Two or More Races
Percent Enrollment in Site									

* Note: A student may belong to more than one special population group. Record all students who meet the criteria, which may mean some are double counted.

Based on your information you entered above, consider the following questions.

- *Are students participating at relatively similar rates in each CTE POS offered based on gender and race-ethnicity?*
- *Within each CTE POS, is the percentage of students participating roughly equivalent to the percentage enrolled?*

Complete the following table to document the percentages of special population students participating in CTE at your site for the 2022-23 school year.

Program of Study	Percent with Disabilities	Percent Low Income	Percent Non-trad	Percent Single Parents	Percent Out of Work	Percent English Learners	Percent Homeless	Percent in Foster Care
Percent Enrollment in Site								

Based on your information you entered above, consider the following questions.

- *Are special population students participating at relatively similar rates in each CTE POS offered?*
- *Within each CTE POS, is the percentage of special population students participating roughly equivalent to the percentage enrolled?*

Activity 4.2: Assessing Program Equity and Access

Based on a review of the CTE programs of study currently offered at your site, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
CTE POS are promoted to all students in an unbiased, inclusive, and non-discriminatory manner.						
Students who have been traditionally underrepresented, including by gender, race, and ethnicity, and special population status, are actively recruited into CTE programs of study.						
Career guidance is offered to all CTE POS participants in a manner that is inclusive and non-discriminatory.						
Measures are taken to avoid discrimination on the basis of subgroup or special population status.						
Measures are taken to help all students overcome obstacles to success.						
Effort is made to eliminate barriers to extended learning experiences, such as work-based learning and CTSO participation.						
All students have access to career guidance that is comprehensive, equitable, and unbiased.						
All students have access to career planning materials and career pathways programs that align to high-skill, high-wage, in-demand occupations.						

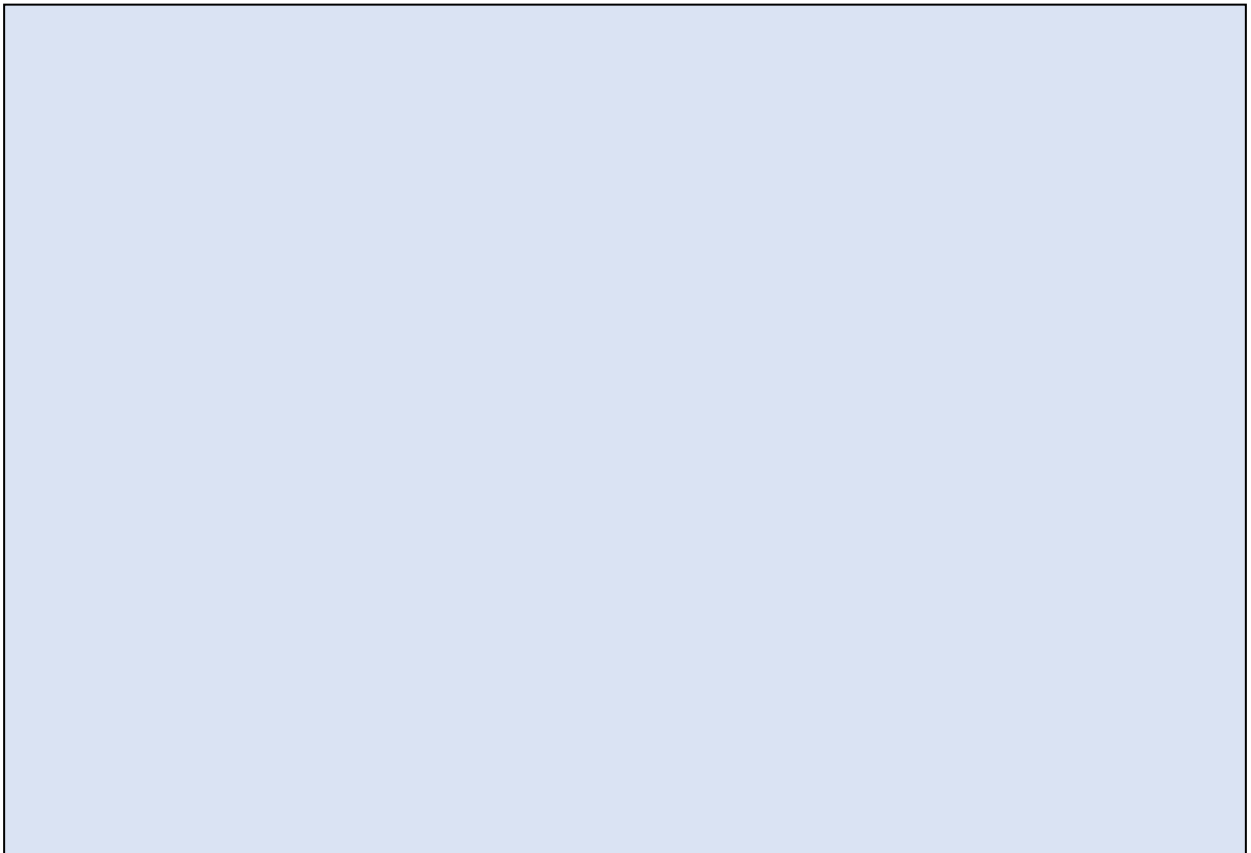
Activity 4.3: Reflection

Based on your responses to the activities above, please answer the following questions:

- *What factors might cause some student subgroups or special populations to not participate in CTE POS?*



- *What strategies might you use to address this situation?*



Section 5: Program Performance

Federal law requires that you to collect data on the performance of CTE concentrators. The accountability indicators cover a range of outcomes to help you assess whether students are making educational progress, graduating, and making successful transitions into advanced postsecondary education and training or employment. These include:

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 national or international service program
- or are placed or retained in employment

2P1: Credential, certificate, or diploma: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of completing their POS

3P1: Non-traditional program enrollment: The percentage of CTE concentrators in CTE programs and programs of study that lead to non-traditional fields

To establish performance expectations, OSSE has set performance targets for each indicator based on an analysis of postsecondary data. All providers are expected to achieve the performance targets established for each indicator. Moreover, to ensure that all students make progress, you are expected to monitor the performance of student subgroups and special populations.



MATERIALS TO REVIEW

- **Appendix A contains performance data for the *Perkins V* indicators for your site, populated with information from the 2018–19 program year. Data provided include:**

- **Performance targets:** The institution-established performance goal for each indicator
- **Institutional performance:** Overall performance data for all students for each indicator
- **Site performance:** Performance data for students enrolled in your site for each indicator
- **Student populations:** Disaggregated data for student subgroups and special populations

Activity 5.1: Assessing Program Performance

	List
Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding</u> * the institutional performance target?	
Looking at <i>overall performance</i> , on which indicators are you <u>substantially underperforming</u> * the institutional performance target?	

* Substantially exceeding or underperforming is defined as achieve an outcome that is at least 90 percent greater than or less than the institutional performance target.

5.1.A: Determining Root Causes

For each indicator for which you are substantially underperforming the institutional performance target, identify the possible factors that might affect student performance.

5.1.B: Finding Solutions

For each indicator that you identified in Activity 1A, brainstorm a set of strategies or activities you might undertake to improve performance.

Activity 5.2: Assessing Student Performance

Using the data included in Appendix A, indicate whether students' performance for each indicator substantially exceeds, meets, or substantially underperforms the performance target.

Population	Indicator		
	1P1	2P1	3P1
Gender			
Males	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Females	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Non-binary	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Race-ethnicity			
American Indian/Alaskan Native	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Asian	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Black or African American	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Hispanic or Latino	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Native Hawaiian or Pacific Islander	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
White	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Two or more races	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Special Populations			
Individuals with disabilities	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Economically disadvantaged	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Students preparing for employment in nontraditional occupations*	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Single parents	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Out of workforce	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
English learners	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Homeless individuals	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms
Youth in or who have aged out of foster care	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms	<input type="checkbox"/> Exceeds <input type="checkbox"/> Meets <input type="checkbox"/> Underperforms

* Nontraditional occupations are occupations for which individuals from one gender comprise less than 25% of the individuals employed in that occupation.

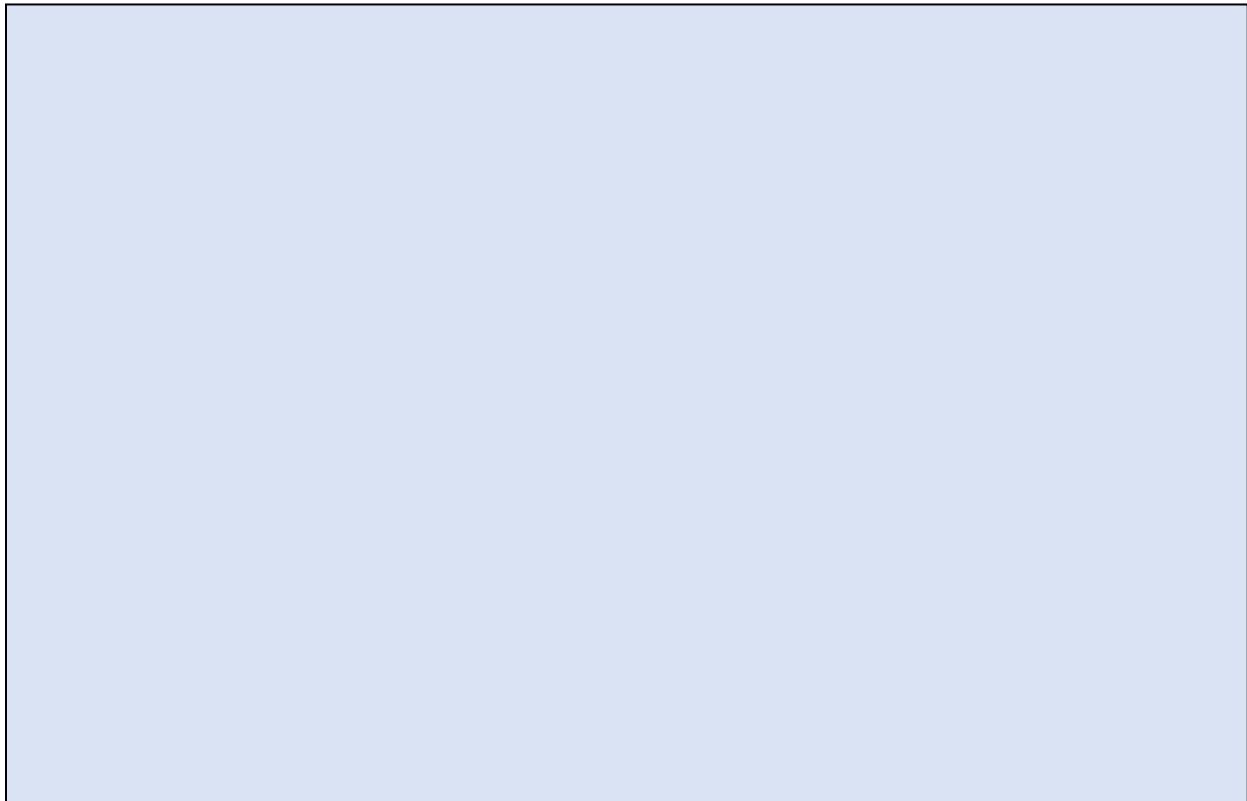
Activity 5.2.A: Determining Root Causes

For each student subgroup or subpopulation that you identified as substantially underperforming the institutional performance target, identify the possible factors that might affect student performance.



Activity 5.2.B: Finding Solutions

For each indicator in which you are substantially underperforming, brainstorm a set of strategies or activities you might undertake to improve performance.



Activity 5.3: Other Considerations

The data you are provided reflect the performance of all students within your site. Unfortunately, aggregate data can hide considerable variation. As you think about strategies to improve performance consider the following questions:

- *How does program performance differ within programs of study? Might some programs be performing above or below the site average?*

- *Not all factors that affect student performance can be addressed by your staff. What other organizations or groups (e.g., employers, community-based organizations, parents) might you contact to support your improvement efforts?*

- *Given resource constraints, what might be the most efficient and effective approach to making change? Consider the relative size of your program enrollments and underlying employment opportunities to help target your improvement efforts.*

Section 6: Professional Development

Ultimately, the quality of your CTE programming depends upon the skills of your educator workforce. This includes postsecondary faculty, as well as institutional support staff, and career advisors. Staff also should reflect the diversity of the educational system in which they work.



MATERIALS TO REVIEW

- **Data on faculty, staff, administrator, and advisor credentials, salaries, benefits, and demographics**
- **Descriptions of recruitment strategies**
- **Descriptions of retention strategies**
- **Descriptions of professional development, mentoring, and externship opportunities**
- **Data on educator participation in professional development, mentoring, and externships**
- **Trend data on educator and staff retention in CTE areas**

Activity 6.1: Review data on staff characteristics

Based on your review of staffing data, consider the following questions:

- Are all faculty teaching CTE programs adequately credentialed?
- In what subject areas is there a need to recruit more educators?
- How diverse are the staff? Do they reflect the demographic makeup of the student body?
- What processes are in place to recruit and onboard new faculty and staff? Are these processes efficient and effective, especially for individuals coming from industry?
- Are regular, substantive professional development opportunities offered to educators?
- What professional development offerings are most highly rated by participating staff?

Activity 6.2: Assessing Recruitment and Professional Development Strategies

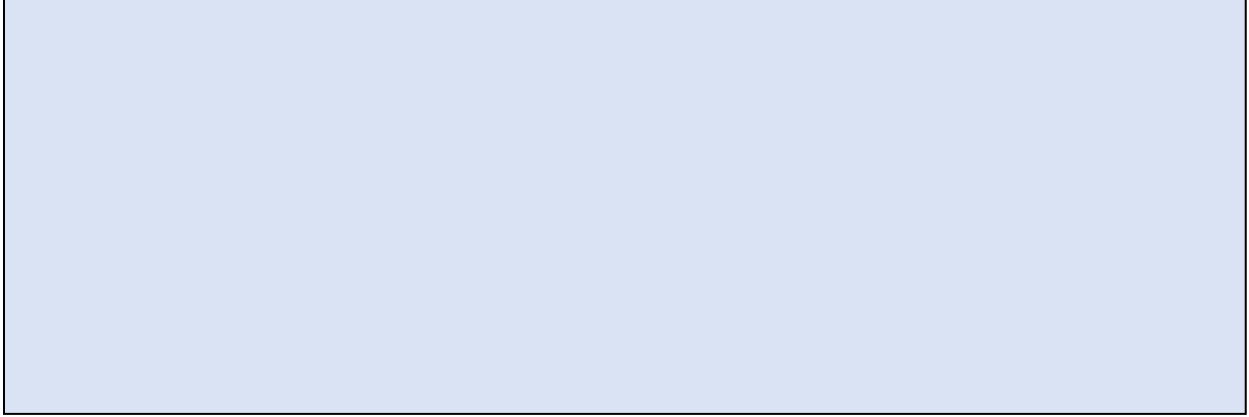
Based on your consideration of site data, rate the extent to which you agree or disagree with the following statements.

Rating	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Notes
Our staff diversity reflects the demographic makeup of the student body.						
Our processes for recruiting and onboarding new faculty and staff are efficient and effective.						
The faculty teaching our programs are adequately credentialed.						
Faculty and staff are offered regular professional development opportunities.						
Our program currently needs additional faculty and staff to offer high quality POS.						
Counseling, and advisement professionals have access to up-to-date information and training about extended learning experiences, education and training options, and regional occupational trends.						

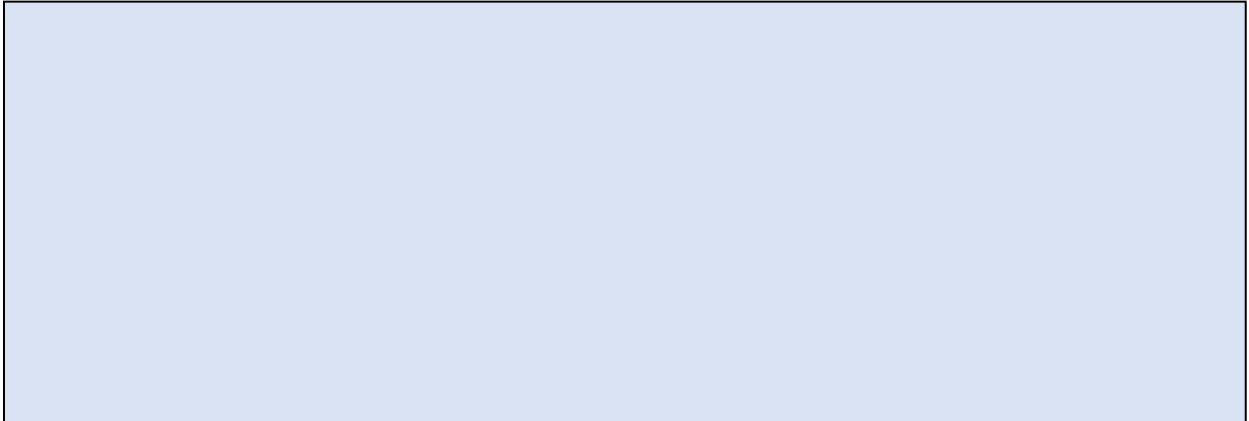
Activity 6.3: Reflection

6.3.A: Determining Root Causes

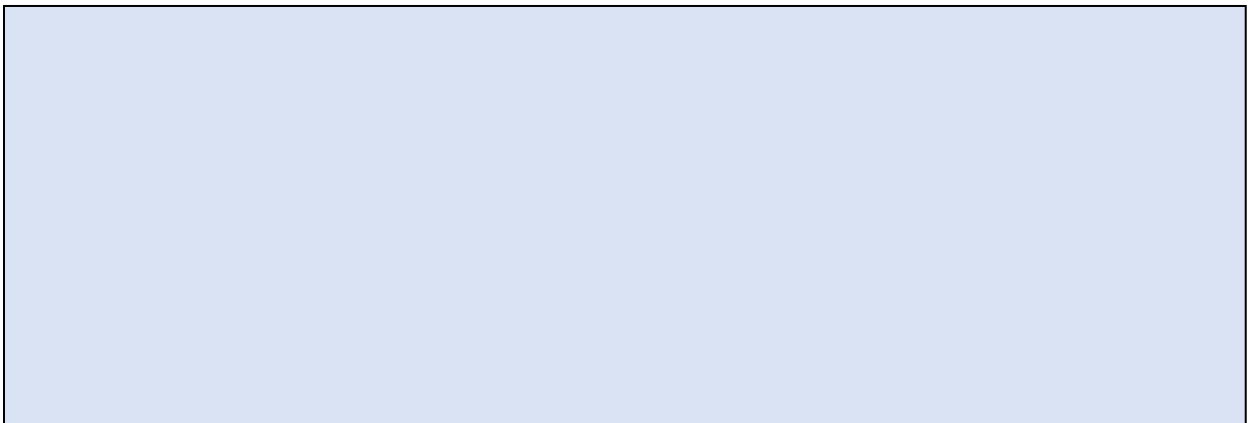
Which CTE positions or program areas have been the most challenging to recruit instructors and what factors contribute to making this a challenge?



What factors contribute to CTE faculty leaving the teaching force?



What factors make it difficult to provide professional development or externship experiences for CTE instructors?

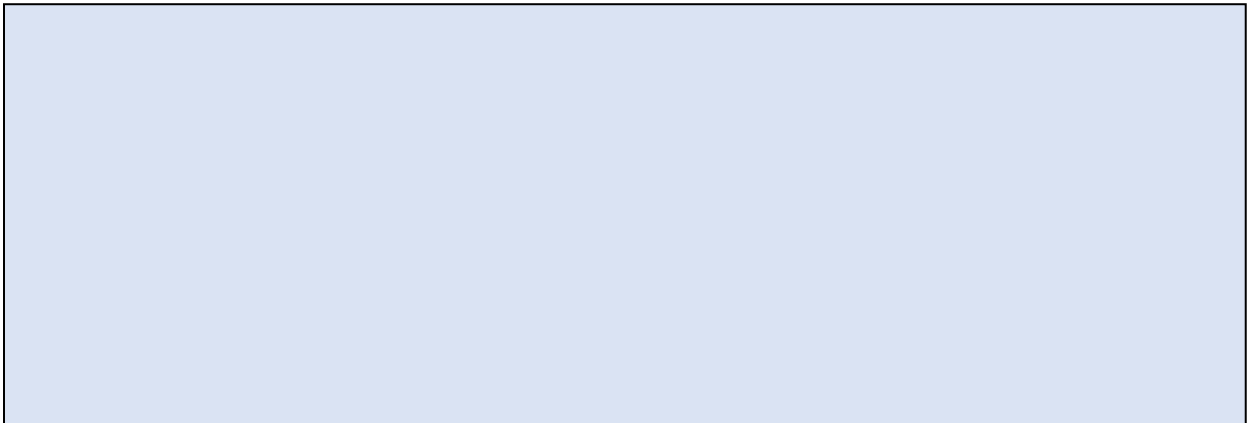


6.3.B: Finding Solutions

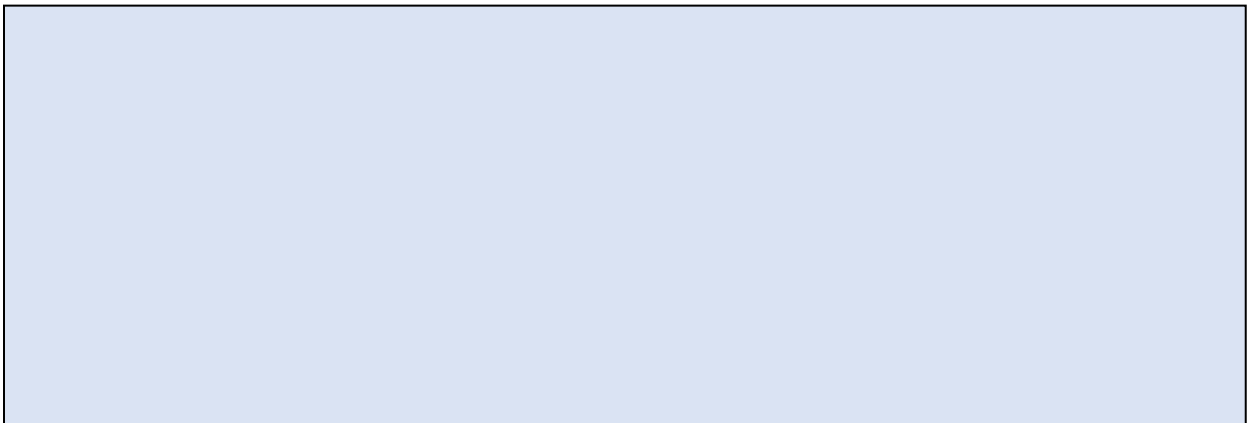
What strategies might you adopt to improve CTE faculty and support staff recruitment?



What strategies might you adopt to improve CTE faculty and support staff retention?



What strategies might you adopt to expand professional development for CTE faculty and staff?



	Indicator		
	1P1	2P1	3P1
Performance Target			
District-wide Institutional Performance			
Your Site Performance			
Gender			
Males			
Females			
Nonbinary			
Race-ethnicity			
American Indian/Alaskan Native			
Asian			
Black or African American			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White			
Two or more races			
Special Populations			
Individuals with disabilities			
Economically disadvantaged			
Nontraditional occupations			
Single parents			
Out of workforce			
English learners			
Homeless individuals			
Youth in foster care			

Appendix G

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

NOTICE OF PUBLIC COMMENT PERIOD

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION

PROPOSED STATE DETERMINED PERFORMANCE LEVELS

As required by the “Strengthening Career and Technical Education for the 21st Century Act” effective July 31, 2018 (PL 115-224; 132 Stat 1563), which amended the “Carl D. Perkins Career and Technical Education Act of 2006” (20 U.S.C. § 2301 *et seq.*), the Office of the State Superintendent of Education (OSSE) must submit a State Education Plan to the US Department of Education which outlines the District’s Career and Technical Education (CTE) strategy, and includes the levels of performance on required core indicators for secondary and postsecondary programs receiving Carl D. Perkins funds as developed by OSSE in coordination with a diverse group of stakeholders.

The 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 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.

For more information or questions regarding the proposed State Determined Performance Levels or the public comment period, please contact:

Clifton Martin
State Director of Career and Technical Education
Clifton.Martin@dc.gov
(202) 442-4008

Appendix H

**OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION
NOTICE OF PUBLIC COMMENT PERIOD**

As required by *The Strengthening Career and Technical Education for the 21st Century Act*, which amended the Carl D. Perkins Career and Technical Education Act of 2006, the Office of the State Superintendent of Education (OSSE) must submit a State Education Plan to the US Department of Education which outlines the state’s Career and Technical Education strategy.

As a part of this plan, OSSE must develop levels of performance on required core indicators for secondary and postsecondary programs receiving Carl D. Perkins funds, in coordination with a diverse group of stakeholders. Further, these performance levels must be presented to our stakeholders for a 30-day public comment period that provides stakeholders with the opportunity to provide written comments to OSSE regarding 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.

Required Secondary Core Indicators of Performance include:

1. 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.
2. 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. Indicator 3S1: Post-Secondary 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.
4. 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.¹
5. Indicator 5S3: Program Quality--Participated in Work-Based Learning. The percentage of CTE concentrators graduating from high school having participated in work-based learning.²

¹ Under the Strengthening Career and Technical Education for the 21st Century Act, non-traditional fields are occupations or fields of work for which individuals from one gender comprise less than 25 percent of the workforce.

² OSSE selected this fifth indicator from a list of four possible program quality indicators developed by the federal government, as required in the Strengthening Career and Technical Education for the 21st Century Act.

Required Postsecondary Core Indicators of Performance include:

1. **1P1: Post-Secondary 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 Post-Secondary Credential.** The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion³.
3. **3P1: 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.

The public comment period on the District of Columbia’s CTE State Determined Performance Levels opened on February 26, 2024 and will close March 31, 2024. 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.

Secondary		Performance Levels			
Indicator	Baseline Level	2024	2025	2026	2027
1S1: Four-Year Graduation Rate	98%	98.1%	98.2%	98.3%	98.4%
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: Post-Secondary Placement	78%	78%	79%	80%	81%
4S1: Non-traditional Program Concentration	44%	44%	45%	46%	47%
5S3: Program Quality--Participated in Work-Based Learning	57%	57%	59%	61%	63%

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

Notes

The performance levels indicated above are for students reaching CTE Concentrator status. For programs within the District of Columbia, the term “CTE concentrator” at the Secondary level applies to high school students, typically in

³ A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.

their 11th or 12th grade year, who have successfully completed the first three courses in a four course state-approved program of study.

- (A) at the postsecondary level, a student enrolled in an eligible recipient who has—
 - (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Secondary Indicators

1S1: Baseline is taken from 2-year average (2021/2022) for concentrator-reported Graduation Rates. This Graduation Rate performance level is specific to CTE concentrators (defined, above) and will be significantly higher than the statewide graduation rate, which is based on a 9th grade cohort; this difference makes the two graduation rates not directly comparable with one another. Baseline is taken from 2-year average (2021/2022). Performance target for 2023 is set at 97%. OSSE-CTE is recommending an annual growth of .1% based on the high performance demonstrated over the last four years.

2S1/2S2: Baseline is taken from the most recent concentrator data available (2021) and averaging it with the District's most recent state assessment outcomes for all high schools students during the 2022-23 school year.

2S3: Baseline data will become available in late 2024. Performance Levels are based on the District wide state assessment outcomes for all high school students during the 2022-23 school year.

3S1: Baseline is taken from 2-year average (2021/2022). Performance target for 2024 is set at 78%. We project incremental growth of 1%.

4S1: Baseline is taken from 2-year average (2021/2022). Nontraditional occupations are occupations for which individuals from one gender comprise less than 25% of the individuals employed in that occupation.

5S3: Work-Based Learning is defined as "Percentage of CTE Concentrators who participated in an internship or apprenticeship aligned with their program of study." Baseline is taken from 2-year average (2021/2022).

Postsecondary Indicators

1P1: Baseline data is taken from 2-year average (2021/2022). Based on 4-year historical CAR data, OSSE-CTE recommends 2% annual growth through 2027.

2P1: Baseline data is taken from 2-year average (2021/2022). Based on 7-year historical CAR data, OSSE-CTE recommends 1% annual growth through 2027. A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

3P1: Baseline is taken from 2-year average (2021/2022). The OSSE-CTE is recommending a 1% annual growth through 2027. Nontraditional occupations are occupations for which individuals from one gender comprise less than 25% of the individuals employed in that occupation.

