



District of Columbia
Office of the State Superintendent of Education

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Postsecondary and Career Education: A DIVISION OVERVIEW

FY 2019

4	How to Use This Document
5	Letter from the Assistant Superintendent
7	Contact Information for Assistant Superintendent, Administration, and Directors
10	Adult and Family Education
12	Career and Technical Education
14	Career Education Development
16	College and Career Readiness
18	DC ReEngagement Center
20	GED Program Office
22	Higher Education Licensure Commission
24	Scholarships and Grants
26	Appendix: Team Members

HOW TO USE THIS DOCUMENT

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

Please note: This overview was written prior to the ongoing public health situation and reflects performance for the prior fiscal year (FY 2019). You may contact Dr. Antoinette Mitchell if you have questions about impacts to program operations related to the public health emergency.

The first section provides the Assistant Superintendent's introduction of the division's work as well as contact information for the staff leading those efforts.

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

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

LETTER FROM THE ASSISTANT SUPERINTENDENT



Dear DC Community,

Over the past year, the Postsecondary and Career Education (PCE) division at the Office of the State Superintendent of Education continued its work to support learners and educators in DC across a range of educational settings and content areas. We are pleased to present this overview of our work and share with you how we contributed to the agency's vision of ensuring that people of all ages and backgrounds are prepared to succeed in school and in life.

As you may know, one of OSSE's goals is to increase the number of students enrolling in postsecondary education. We believe that postsecondary education includes traditional colleges and universities, as well as community colleges, apprenticeships, and other programs that lead to certification and licensure. Our division supports work that helps traditional high school students make postsecondary choices aligned with their interests, aptitudes, and goals for their future. In addition, we understand that DC is a city that truly believes in second chances and the potential of each resident, so we also fund programs that help students return to high school, support adult learners pursuing a GED or NEDP credential, and offer on-ramps for adults who want to return to college and complete a degree or career program.

This overview highlights the work completed by our eight program offices. The work embodies our commitment to supporting postsecondary and career education through:

- Demonstrating positive outcomes among adult learners served by sub-grantees providing integrated education and training;
- Deepening partnerships and engagement with both our partners in education and employment ecosystems to create the District of Columbia's Career and Technical Education State Plan;
- Serving thousands of DC residents through the DC ReEngagement Center, GED program office, and scholarship and grant programs such as the DC Tuition Assistance Grant (DCTAG) and the Mayor's Scholars Undergraduate Program;
- Protecting DC residents through the Higher Education Licensure Commission's enforcement of high-quality institutional standards; and
- Funding programs that provide college and career programming and technical assistance for counselors, program staff, and students across sectors.

This work aligns with OSSE's strategic plan goal of increasing postsecondary enrollment by 1,100 students by 2023. We will continue to work with students, families, private organizations, and sister agencies to ensure that all residents are able to make their postsecondary dreams a reality. We look forward to partnering with you to accelerate these important efforts in the future.

Sincerely,

Antoinette S. Mitchell, Ph.D.
Assistant Superintendent



Contact Information for Assistant Superintendent, Administration, and Directors

ADMINISTRATION AND MANAGEMENT			
Role	Name	Email (@dc.gov)	Phone Number
Assistant Superintendent of Postsecondary and Career Education	Antoinette Mitchell, Ph.D.	Antoinette.Mitchell	(202) 741-0471
Deputy Assistant Superintendent of Adult and Career Education	Kilin Boardman-Schroyer	Kilin.Boardman-Schroyer	(202) 741-0277
Program Analyst/Division Coordinator	Alicia Gadsden	Alicia.Gadsden	(202) 741-5529
PROGRAM DIRECTORS			
Unit	Name	Email (@dc.gov)	Phone Number
Adult and Family Education	J. Michelle Johnson	JMichelle.Johnson	(202) 741-5533
Career and Technical Education	Richard Kincaid	Richard.Kincaid	(202) 442-4008
Career Education Development	Simone García	Simone.Garcia	(202) 727-4312
College and Career Readiness	Christina Beal	Christina.Beal	(202) 727-8805
DC ReEngagement Center	Veronica Simmons	Veronica.Simmons	(202) 698-3532
DC Tuition Assistance Grant	Kenneth McGhee	Kenneth.McGhee	(202) 481-3946
GED® Program Office	Philip L. PremDas	Philip.PremDas	(202) 741-5093
Higher Education Licensure Commission	Angela Lee	Angela.Lee	(202) 724-2095
Policy and Planning	Byra Cole	Byra.Cole	(202) 724-7146



PCE PROGRAM OFFICES

Overview

The Office of Adult and Family Education (AFE) supports eligible providers (community-based organizations and local education agencies) by sub-granting federal and local funds to support Integrated Education and Training (IE&T) which includes Adult Education and Literacy, Workforce Preparation, and Workforce Training. Approximately 88 percent of adults enrolled in AFE programs enter at or below an eighth grade reading or math level, and approximately 11 percent of enrollees are English language learners.

Description of Services

Through its Adult and Family Education team, OSSE:

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

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

Goals

- To improve the lives of adult District residents, their families, and their communities by providing integrated education and training that will assist them in successfully connecting to and progressing along their chosen career pathway.
- To improve the quality of IE&T offerings in the District by funding and providing professional development, technical assistance, and monitoring to all sub-grantees.
- To increase the percentage and number of adults who make measurable skill gains, including completing an educational functioning level in reading and/or math, attaining a secondary school diploma and/or industry-recognized certification, and transition to postsecondary education, training, and/or employment.

Eligibility

AFE awards, on a competitive basis, multi-year grants (minimum of five years) to eligible providers of demonstrated effectiveness for the purpose of developing and implementing IE&T Programs in the District of Columbia. AFE IE&T providers help:

1. District residents become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
2. District residents who are parents or family members obtain an education and acquire skills that – (A) are necessary to become full partners in the educational development of their children; and that (B) lead to sustainable improvements in the economic opportunities for their family;
3. District residents attain a secondary school diploma and transition to employment, postsecondary education and/or training aligned to their chosen career pathway; and
4. District residents who are immigrants and who are English language learners (A) improve their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and (B) acquire an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Contact

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

23

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

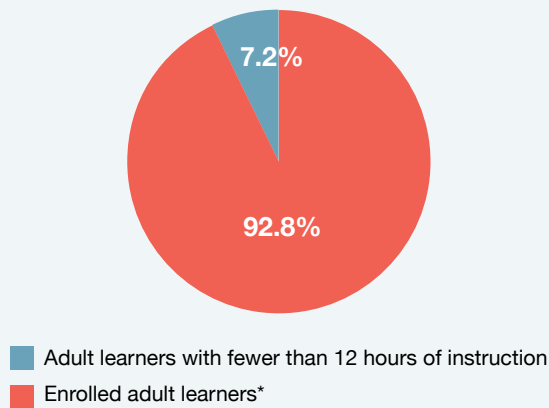
1,144

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

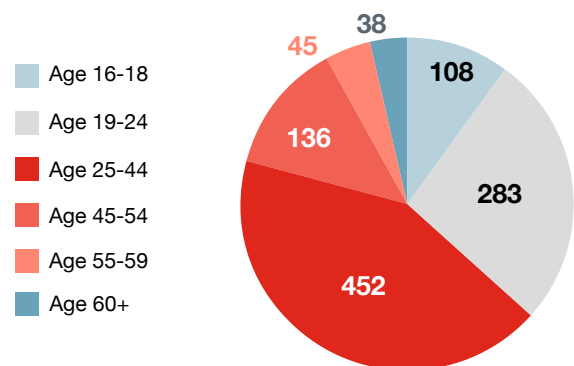
\$4.9

Total grant disbursements (FY 19)

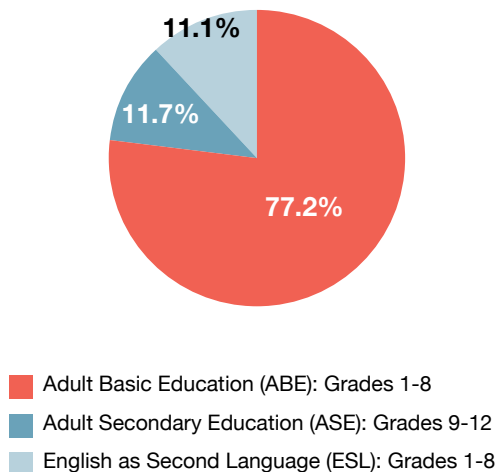
Adult Learners Served, by Level of Enrollment



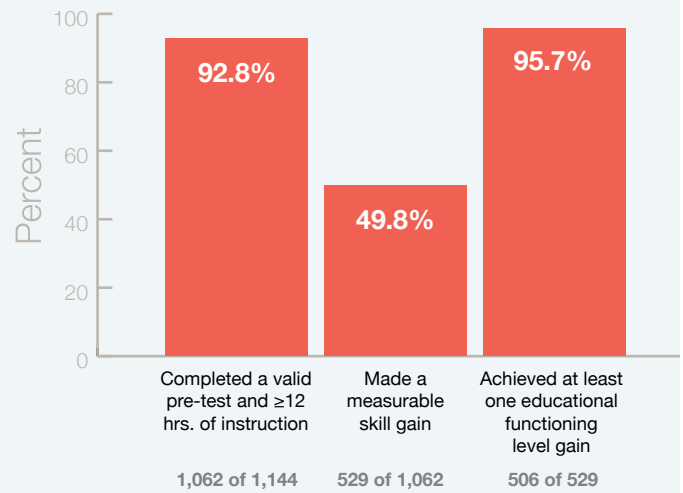
Enrolled Adult Learners, by Age Group



Enrolled Adult Learners by Entry Educational Functioning Level



Adult Learner Achievements



The Workforce Innovation and Opportunity Act Performance Indicators

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

Notes: *Enrolled adult learners: Adult learners who completed a valid pre-test and 12+ hours of instruction.
Data: Office of Career, Technical, and Adult Education (OCTAE) National Reporting System. 7/1/2018-6/30/2019.

Overview

The Office of Career and Technical Education (CTE) provides leadership, coordination, and technical assistance to secondary, postsecondary, and correctional programs to ensure excellence in DC's statewide system of career and technical education. CTE administers federal and local CTE funds, and monitors sub-grantees to ensure compliance with federal and local requirements and improve program quality. The new State Plan for Career and Technical Education was created in collaboration with required stakeholders, per the reauthorization of the Carl D. Perkins Act, passed in 2018 as the Strengthening Career and Technical Education for the 21st Century Act (informally known as Perkins V). The State Plan public comment period concluded on Jan. 26, 2020, and the plan was signed by Mayor Bowser and submitted to the US Department of Education on April 7, 2020.

Description of Services

CTE programs and services aim to strengthen the pipeline from high school to college and careers. These services include coordinating high quality professional development for educators and school leaders; developing standards, policies, and procedures for CTE programs and programs of study (POS); supporting local CTE student organizations; conducting monitoring regarding program quality and civil rights compliance; and supporting programs for non-traditional careers and special populations. DC supports 27 programs of study across 13 career clusters (different clusters for secondary and postsecondary). In addition, CTE sponsors annual events for teachers on career opportunities in in-demand, high-growth, and high-skill fields.

Goals

By 2023, this office will:

- Require 100 percent of all CTE programs receiving federal and/or state funds for career education to adopt and fully implement state-approved programs of study and course standards.
- 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.
- 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.
- Maintain a four-year graduation rate of at least 97 percent for CTE concentrators.
- Increase the academic proficiency of CTE concentrators in reading/language arts and math by at least 12 and 16 percentage points, respectively.
- Ensure at least 45 percent of all CTE concentrators successfully complete an internship or apprenticeship aligned with their program of study.

Eligibility

All public and public charter schools (grades 5-12) and public postsecondary institutions in the District of Columbia are eligible to receive CTE funds provided they meet the minimal programmatic requirements as outlined by the guiding legislation.

Contact

Richard Kincaid; State Director, Career & Technical Education; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; Richard.Kincaid@dc.gov; (202) 442-4008

SECONDARY

POSTSECONDARY

20 High schools offering CTE		1 UDC-CC	
27 CTE Programs		10 CTE Programs	
13 Career Clusters		10 Career Clusters	
3,251 Participants ¹	636 Cohort ² Concentrators	1,104 Participants ¹	631 Cohort ² Concentrators

98.2% 12th grade concentrators who received a regular high school diploma, GED®, or Certificate of IEP completion

Not Available Percentage of concentrators who gained employment and/or entered postsecondary education within two quarters of graduation (Data were not reported via CAR this year, so extended amount of time to gather the data is required)

CLUSTERS

- Agriculture & Construction
- Arts, AV Technology, & Communications
- Business Management & Administration
- Education & Training
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, & Security
- Science, Technology, Engineering, & Mathematics
- Transportation, Distributions, & Logistics

Notes:

1. The data reported for participants are based on one school year's enrollment (SY 2018-19) of individuals enrolled in CTE classes and that earned a credit.
2. The data reported for concentrators are organized by cohort. The secondary cohort, reported in FY 19, represents students who entered high school in SY 2015-16. The postsecondary cohort represents students over six semesters (2 fall, 2 spring, 2 summer).
3. Numbers for participants and concentrators cannot be compared (different data universes - School Year versus cohort).
4. All clusters had concentrators this year.

DEFINITIONS

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

CTE Participant: An individual who completes not less than one course in a career and technical education program of study of an eligible recipient.

CTE Concentrator

- At the secondary school level, a student served by an eligible recipient who has completed at least 3 courses in a single career and technical education State-approved program of study.
- At the postsecondary level, a student enrolled in an eligible recipient who has earned at least 12 credits within a career and technical education program of study, or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Overview

The Office of Career Education Development is responsible for targeting supports to Career and Technical Education (CTE) programs that will prepare District high school and community college students with the academic and technical skills, knowledge and training necessary to succeed in high-skill, high-growth jobs. The Office of Career Education Development accomplishes this by funding the development of career academies and staffing industry-specific advisory boards to support student work-based learning.

Description of Services

The Office of Career Education Development supports activities that improve the quality, structure, and student outcomes of CTE programs administered by DC Public Schools, public charter schools, and the University of the District of Columbia Community College (UDC-CC).

The Office of Career Education Development supports the improvement of CTE program quality and student outcomes through the establishment of 17 NAF career academies, collectively called the DC Career Academy Network (DC CAN). The NAF educational design includes rigorous, industry-focused curricula, integrated partnerships, and work-based learning experiences.

Additionally, the office promotes student access to industry-recognized certifications by providing funds to LEAs and institutions of higher education to sponsor eligible students to take CTE certification exams through the CTE Certification Program.

Goals

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

Eligibility

All local education agencies in DC, UDC-CC, and other local institutions receiving local or federal funding for CTE programming are eligible to receive Career Education Development funding.

Contact

Simone García; Director, Career Education Development; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; Simone.Garcia@dc.gov; (202) 727-4312

DC Career Academy Network (DC CAN)

17 Academies		Academies, by Theme	
Grant-funded personnel 4		Engineering 5	Health Sciences 3
1,673 Students enrolled		Hospitality & Tourism 4	Information Technology 4
		Finance 1	

Note: At this time it is not possible to calculate postsecondary enrollment or completion for students that previously participated in DC CAN for reasons including data limitations and timing.

Postsecondary Career Improvement Program

\$200,000 grant awarded to UDC-CC to (1) address student success in developmental and college level courses by implementing a customized program for enhanced English and mathematics preparation in CTE program of study (\$100,000 – consultant, professional development, curriculum alignment, testing & assessment) and (2) to enhance the Architecture and Construction Management program (\$100,000 – software, training, equipment).

CTE Certification Program

63% Pass rate on certification exams	812 Certification exams taken
\$133,577 Cost of certification exams and IT licenses purchased	2 Sub-recipients

Overview

The Office of College and Career Readiness (CCR) is responsible for state-level activities focused on postsecondary access, awareness and readiness, including but not limited to early college programming; college readiness metrics; career exploration; access to academically rigorous coursework; postsecondary admission exams; adult college completion; and resources and professional development to promote smart college choices.

Description of Services

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

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

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

Goals

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

Eligibility

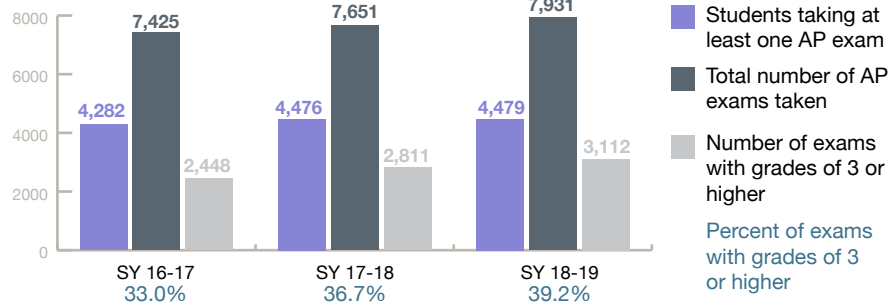
Programs and initiatives targeting District of Columbia residents pursuing postsecondary education are eligible for funding from the Office of College and Career Readiness.

Contact

Christina Beal; Director, College and Career Readiness; OSSE/Division of Postsecondary and Career Education, 1050 First Street NE, 5th Floor, Washington, DC 20002; Christina.Beal@dc.gov; (202) 727-8805

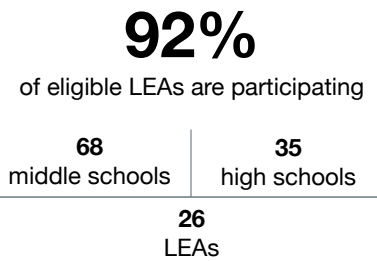
Access to Rigorous and Postsecondary Coursework

Advanced Placement Exams¹



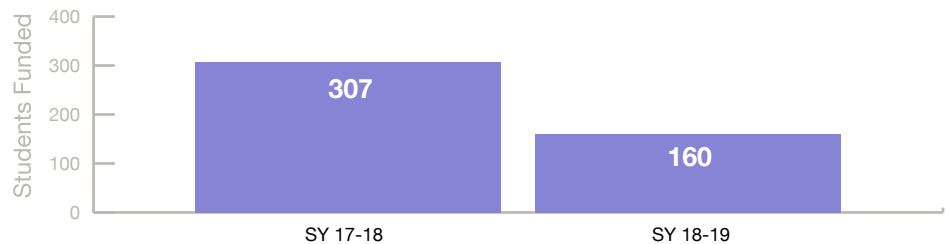
High School Transition

Bridge to High School



Dual Enrollment Program

6
Participating
Institutions of Higher
Education (IHEs)
(SY 19-20 to-date)



OSSE Scholars

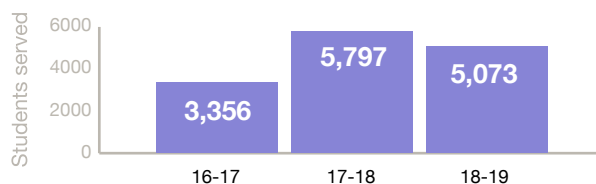
44
Students Accepted
(SY 2018-19)

Partner IHEs

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

College Awareness and Access

College Application and Exploration Month²



All SAT Test Takers

6,243

Students taking the SAT in DC
(SY 18-19)

SAT School Day

6,011

Students taking SAT during
SAT School Day (SY 18-19)

College Conversations

84

High school
seniors

26

IHEs

SY 2019-20

FAFSA Completion

64%

High school seniors
completing FAFSA (SY 18-19)

SAT Prep (SY19-20 to-date)

2,942

Students taking SAT Prep courses

Data Notes

1. 2016-17 data were not analyzed by DAR (Source was the State Integrated Summary or assessment data file). The 2017-18 data were generated by DAR in Nov. 2019 for the AP working group.
2. In SY 2016-17 only 13/21 schools reported data, contributing to the lower number in 2016 vs. 2015. SY 2018-19 may be the most accurate/ complete data, and explains the large increase (3403: DCPS, 244: DC Public Charter, 1150: CBOs).

Program Descriptions

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

Overview

The DC ReEngagement Center (REC) is a “single door” through which youth ages 16-24 who have dropped out of secondary school can reconnect to educational options and other critical services to support their attainment of a high school diploma or GED. The Office of the State Superintendent of Education (OSSE) opened the REC in fall 2014 with strong support from the Office of the Deputy Mayor for Education, the Department of Employment Services, Raise DC’s Disconnected Youth Change Network, schools, and community-based organizations and other key partner agencies.

Description of Services

Services provided by the DC ReEngagement Center include conducting targeted outreach to a defined list of dropouts, as well as engaging walk-ins and referrals; assessing academic status and non-academic needs of youth and using this information to help them develop individualized education plans; identifying good-fit educational options (including DCPS schools, public charter schools, and community-based organizations); supporting the re-enrollment process (e.g., collecting required documents, accompanying youth on site visits, connecting to resources that will address reconnection barriers); and providing ongoing support for at least one year once re-enrolled. The DC ReEngagement Center also conducts intakes and outreach at partner sites throughout the city including the LAYC Drop-in Center in Columbia Heights and the two Department of Youth Rehabilitation Services’ Achievement Centers.

Goals

- To support students who have dropped out of high school by connecting them to barrier remediation services and reconnecting them to “best fit” secondary credentialing options.
- To increase the number of disconnected youth who are successfully re-enrolled and persisting in educational programs through the REC.

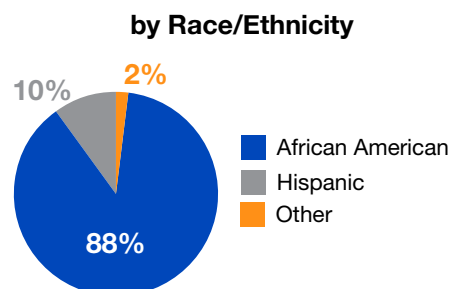
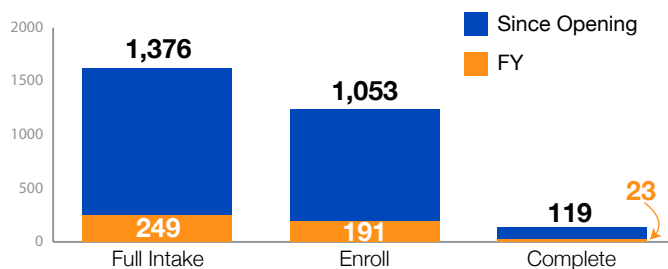
Eligibility

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

Contact

Veronica Simmons; Director; OSSE/Division of Postsecondary and Career Education, 100 42nd St. NE, Washington, DC 20019; Veronica.Simmons@dc.gov; (202) 698-3532

Clients with Full Intakes



10th Grade

Median Last Grade Completed (FY 19)

5th Grade

Median CASAS Math (FY 19)

7th Grade

Median CASAS Reading (FY 19)

6%

Percent of clients who previously had an IEP/504 Plan (FY 19)

20%

Percent of clients who are or have been involved with the criminal justice system (FY 19)

19

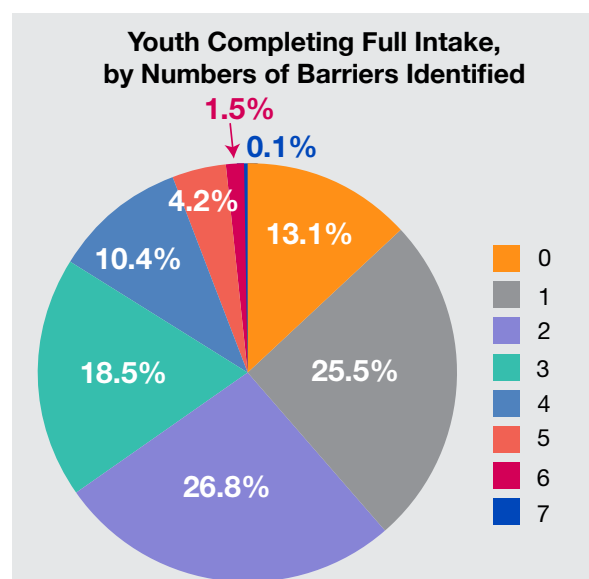
Median age at intake (FY 19)

6,893 Size of known Educationally Disengaged population (snapshot as of 2019-20 school year)

Barriers

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

Barrier	Number with need	Percent with need met/service in progress
Child Care	267	50%
Employment	414	43%
Housing	364	41%
Mental Health	159	26%
Public Assistance	341	65%
Transportation (under 22)	668	61%
Transportation (22 and over)	351	65%



Note: Data reflect all individuals completing intake from opening until September 30, 2019, unless otherwise noted.

Overview

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

In FY19 OSSE awarded 329 state diplomas to DC residents who completed their GED or National External Diploma Program (NEDP). This included 297 GED recipients and 32 NEDP completers.

Description of Services

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

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

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

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

Goals

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

Eligibility

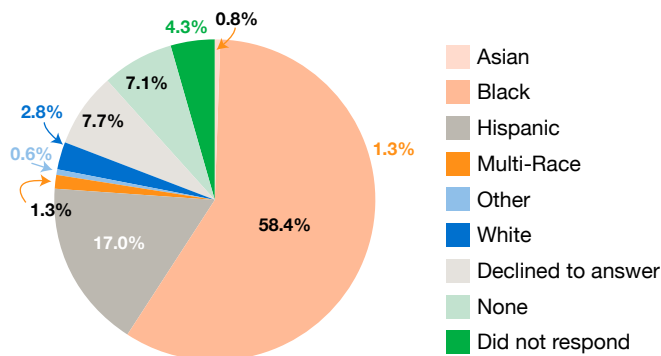
For jurisdictional information, please visit www.ged.com.

Contact

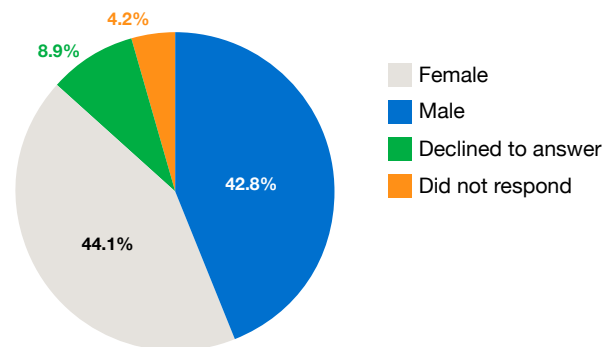
Philip L. PremDas; Director/State GED Administrator and Chief Examiner; OSSE/Division of Postsecondary and Career Education, 441 Fourth Street NW, Suite 370N, Washington, DC 20001; Philip.Premdas@dc.gov; (202) 274-7173

GED® Test Takers

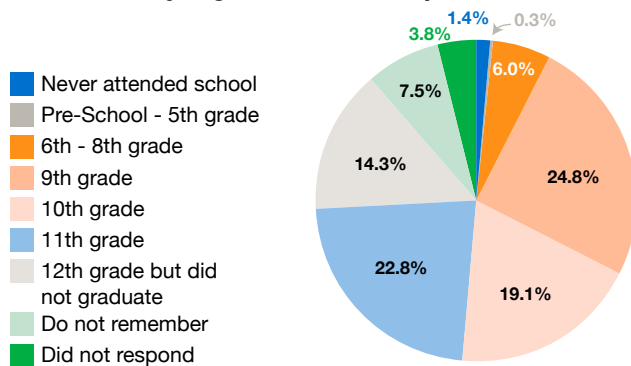
By Race/Ethnicity**



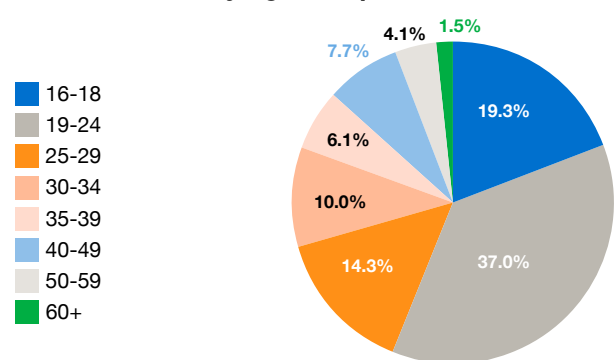
By Gender**



By Highest Grade Completed**



By Age Group**



Average Age of GED® Test Takers: 25

789

GED® Test Takers

374

1st Time Completers

297

Passers

63.0%

Pass Rate*

DEFINITIONS

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

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

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

Notes:

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

**Responses to these questions are not required to complete the GED, so some students did not respond.

All data are from FY 2019, as of Jan. 15, 2020.

Overview

The Higher Education Licensure Commission (HELC or Commission) is a five-member, Mayoral-appointed, consumer protection authority that is charged with regulating postsecondary education in the District. The Commission establishes standards for and authorizes institutions desiring to offer postsecondary education in the District including colleges, universities, and trade/professional postsecondary educational operations. The Commission is responsible for ensuring that all postsecondary educational institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations.

The Commission is the Mayor's only entity authorized to issue postsecondary educational licenses to institutions and is tasked with advising the Mayor and City Council regarding postsecondary education needs of the District. The Commission has additional functions that include, but are not limited to, maintaining the student records of postsecondary institutions that close and have no other depository, issuing certified student transcripts, and investigating complaints against educational institutions under its jurisdiction.

Description of Services

HELC services include: processing new and renewal applications for institutions, onsite and desktop monitoring of institutions, technical assistance and customer support to applicants, organizing and leading new applicant workshops, processing transcripts and student verifications, managing school closures, responding to and investigating public complaints, and liaising with other regulatory bodies and partner organizations (i.e., Nursing Board, Emergency Medical Services, and Barber and Cosmetology Board). In addition, HELC acts as the State Approving Agency for veterans' education benefits and has been designated as the state portal entity responsible for coordinating State Authorization Reciprocity Agreements for the purpose of regulating the interstate offering of postsecondary education via distance learning.

The current Commissioners are:

- Mary E. Dilworth, Ed.D. – Chair
- Anita Bellamy Shelton, M.S.W.
- John M. Cross, A.B., A.M., M.S. Journalism – Vice Chair
- Estell Mathis-Lloyd, M.Ed.
- JoAnne Joyner, Ph.D. – Secretary

Goals

- To ensure that quality postsecondary education and training exist in the District of Columbia and provide for the protection, education, and welfare of the residents of the District of Columbia enrolled in postsecondary training and education.
- To ensure the HELC process is efficient, fair and transparent by:
 - Increasing the percent of completed applications processed within 60 days of submission.
 - Implementing a publicity plan designed to inform stakeholders about the Commission's charge.

Eligibility

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

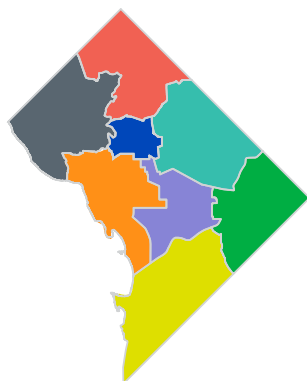
Contact

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

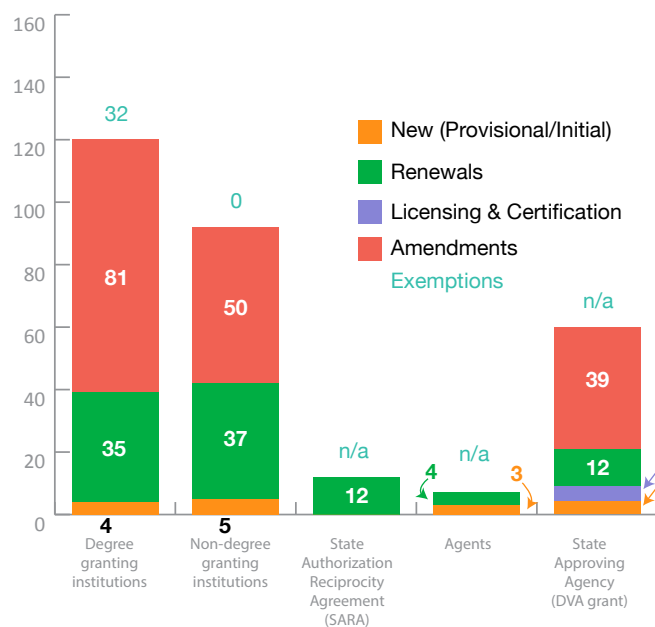
General Inquiries: osse.elcmail@dc.gov

Approved Postsecondary Institutions, by Ward

Ward	Approved Institutions (N)
1	4
2	48
3	10
4	3
5	22
6	22
7	6
8	7
No physical presence	10



Number of Applications Processed



140

Approved postsecondary institutions in DC

7

Licensed agents in DC

8	Number of student verification requests received and completed	446	Number of transcript requests received and completed
6	New applicant workshops offered	55	Participants at new applicant workshops
18	Complaints received	17	Complaints closed or withdrawn
6	Institutions closed	10	Investigations into unlicensed activity or regulation violations

DEFINITIONS

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

Renewals: Returning applicants seeking license renewal.

Amendments: Applicants are licensed institutions that wish to change their licenses before required renewal date. Examples include changes of address or adding and dropping programs. Institutions may submit multiple amendments in a year.

Exemptions: Applicants that are seeking an exemption to standard licensure requirements based on a limited scope of service delivery, as defined in DCMR 38-1301.

Agents: Applicants are representatives of postsecondary institutions located outside DC who seek to recruit DC students.

State Authorization Reciprocity Agreement: SARA is a voluntary, national initiative which seeks to establish comparable standards for the interstate offer of postsecondary distance education courses and programs among regional compacts and member states.

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

Overview

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

Description of Services

Through the District of Columbia Tuition Assistance Grant (DCTAG), DC residents receive funding for tuition at public and private universities, with up to \$10,000 toward the difference between in-state and out-of-state tuition at public colleges and universities, and up to \$2,500 toward tuition at private institutions in Washington, DC and private HBCUs throughout the country.

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

Goals

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

Eligibility

Applicants must be District of Columbia residents admitted into or enrolled in an eligible first undergraduate degree program. Further eligibility requirements vary by scholarship program. Please visit the [OSSE website](#) for specific program eligibility.

Contacts

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

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

DCTAG

\$31.5M

DCTAG expenditures

4,315

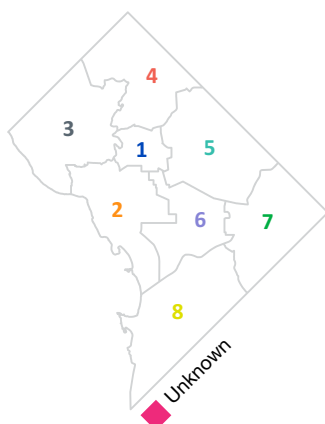
Students awarded

\$8,941

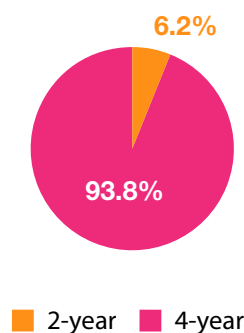
Average public, four-year
per student award

Percentage of Awarded Students, by Ward

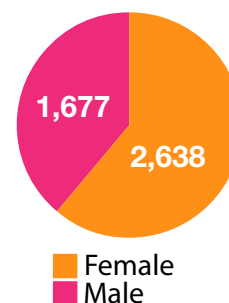
Ward	Percentage of Awarded Students
1	DS
2	DS
3	10.8%
4	20.0%
5	14.1%
6	DS
7	19.5%
8	17.2%
Unknown	DS



Students Awarded, by Type of Institution



Students Awarded, by Gender


41.6% DCTAG 6-year graduation rate (2010-11 cohort)

Mayor's Scholars

\$832K

Mayor's Scholars expenditures

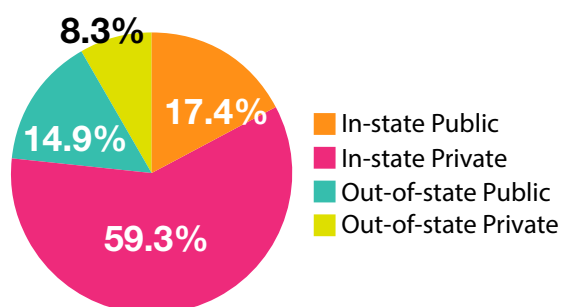
241

Students awarded

\$3,451

Average per-student award

Mayor's Scholars Students Awarded, by Institution Type



Percentage of Awarded Students, by Ward

Ward	Percentage of Awarded Students	Ward	Percentage of Awarded Students
1	24%	5	15%
2	DS	6	DS
3	DS	7	12%
4	28%	8	10%

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

- Data are for the 2018-19 academic year, or the most recent years in which data are available.
- The 6-year graduation rate reflects the percentage of DCTAG students in the application cohort of the corresponding year who earned a bachelor's degree or associate degree within six years. Students participating in DCTAG are assigned to an 'Application Cohort' based on the year during which the student first applied for and received DCTAG funds.
- There are not reliable retention or graduation data available for Mayor's Scholars.
- Mayor's Scholars awards were made separately during fall, spring, and summer; average per-student awards reflect all students, regardless of how many semesters they received an award.

TEAM MEMBERS

DIVISION OF POSTSECONDARY AND CAREER EDUCATION

ADMINISTRATION

Antoinette Mitchell
Assistant Superintendent

Kilin Boardman-Schroyer
Deputy Assistant Superintendent

Alicia Gadsden
Program Analyst

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Johnson**
State Director

Cynthia Brown
Staff Assistant

Stacey Downey
Program Analyst

Nakia Lynch
Program Analyst

Tracy Richard
Management Analyst

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State Director

Tiffany DeJesus
Performance Accountability
Coordinator

Kim Freeland
Finance

Joseph Green
Performance Accountability
Coordinator

Tanya Mackall
Management Analyst

Candice Mott
Performance Accountability
Coordinator

CAREER EDUCATION DEVELOPMENT

Simone García
Director

Mary Okowi
DC CAN Program Coordinator

COLLEGE AND CAREER READINESS

Christina Beal
Director

Janae Eason
Program Manager

Janel Young
Program Manager

POLICY AND PLANNING

Byra Cole

Director

Erin Janulis

Policy Analyst

Elizabeth Schiemann

Policy Analyst

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Director

Roderic Irby, Jr.
Deputy Director

Bryan Diaz
Re-Engagement Specialist

Lafayette Dublin
Re-Engagement Specialist

Gregory Palmer
Re-Engagement Specialist

Dana Simpson
Re-Engagement Specialist

Dietrich Trent
Re-Engagement Outreach
Support Specialist

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Administrator/Chief Examiner

Deysi Ramirez
Deputy Director

Blanca Alvarez
Bilingual Staff Assistant

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Angela Lee
Executive Director

Terasita Edwards
Deputy Director

Nagesh Tammara
Assistant General Counsel

Maia Bailey-Turner
Administrative Assistant

Chasity Cook
SAA Compliance Specialist

Jocelyn Harris
Education Compliance
Specialist

Alesia Henry
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Dorothy Thomas
Education Compliance
Specialist



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