

**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

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.

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.

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 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.

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.



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.