Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

STATE PLAN

District of Columbia

July 1, 2020–June 30, 2023

Office of the State Superintendent of Education
Postsecondary and Career Education Division
Career and Technical Education Department

Muriel Bowser
Mayor, District of Columbia

Paul Kihn
Deputy Mayor for Education, District of Columbia

Hanseul Kang
State Superintendent of Education

Antoinette Mitchell, Ph.D.
Assistant Superintendent, Postsecondary and Career Education

Kilin Boardman-Schroyer
Deputy Assistant Superintendent, Postsecondary and Career Education

Richard W. Kincaid
State Director, Career and Technical Education

Table of Contents

PROLOGUE
Department of Education Cover Page..... 04
Checklist of Required Items for the State Plan..... 06
Overview of Perkins V and the State Plan..... 07
The Vision for Career and Technical Education in DC..... 07

NARRATIVE DESCRIPTIONS
Plan Development and Consultation..... 09
Program Administration and Implementation..... 13
State's Vision for Education and Workforce Development..... 13
Implementing CTE Programs and Programs of Study..... 17
Meeting the Needs of Special Populations..... 32
Teachers and Faculty..... 36

FISCAL RESPONSIBILITY..... 38

ACCOUNTABILITY FOR RESULTS..... 42

ASSURANCES, CERTIFICATES, AND OTHER FORMS..... 45

BUDGET
Instructions..... 46
DC Budget Form..... 47

STATE DETERMINED PERFORMANCE LEVELS (SDPLs)
Overview and Instructions..... 48
DC SDPL Form..... 51

APPENDICES
A State-approved Program of Study Matrix..... 52
B Example Course-level Standards Package (Culinary Arts)..... 59
C Local Application for Perkins Funds (Secondary)..... 107
D Local Application for Perkins Funds (Postsecondary)..... 130
E Comprehensive Needs Assessment (Secondary)..... 153
F Comprehensive Needs Assessment (Postsecondary)..... 184
G SDPL Public Comment Announcement..... 214
H SDPL Form with Benchmark Explanations for Public Comment..... 216
I Assurances: Other Forms..... 220

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

U.S. Department of Education
Office of Career, Technical, and Adult Education

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan

COVER PAGE

A. State Name
District of Columbia

B. Eligible Agency (State Board) Submitting Plan on Behalf of State
Office of the State Superintendent of Education

C. State Agency delegated responsibility by Eligible Agency under Section 131(b) for the administration, operation, or supervision of activities of the State plan (*if applicable*).
Not applicable

D. Individual serving as the State Director for Career and Technical Education:
☑ Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: Richard Kincaid
2. Official Position Title: State Director of Career and Technical Education
3. Agency: Office of the State Superintendent of Education
4. Telephone: (202) 442-4008 5. Email: richard.kincaid@dc.gov

E. Type of Perkins V State Plan Submission - FY 2020 (*Check one*):
☐ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G and J*
☐ State Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years* (*Check one*):
☑ State Plan (FY 2020-23) - *if an eligible agency selects this option, it will then complete Items H, I, and J*
☐ State Plan Revisions (Please indicate year of submission: _____) - *if an eligible agency selects this option, it will then complete Items H and J*

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):
☐ Yes
☑ No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years* (*Check one*):
☐ Yes (*If yes, please indicate year of submission:* _____)
☑ No

I. Governor's Joint Signatory Authority of the Perkins V State Plan (Fill in text box and then check one box below):

Date Governor was sent State Plan for signature:

☐ The Governor has provided a letter that he or she is jointly signing the State plan for submission to the Department.
☐ The Governor has not provided a letter that he or she is jointly signing the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item D Above (Printed Name) Richard Kincaid	Telephone: 202-442-4008
Signature of Authorized Representative	Date:

Checklist of Required Items for Transition and State Plans

Table 1: Checklist of Items Required in Perkins V State Plans Submitted in FY 2019

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 only)	OPTION 2: Perkins V State Plan (FY 2019-2023)
I. Cover Page	Required, except for the Governor's signature	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Not required	Required
B. Program Administration and Implementation	Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)	Required
C. Fiscal Responsibility	Required, except for Item 1.c	Required
D. Accountability for Results	Not required	Not required
III. Assurances, Certifications, and Other Forms	Required	Required
IV. Budget	Required	Required
V. State Determined Performance Levels	Not required	Not required

Table 2: Checklist of Items Required in Perkins V State Plans Submitted in FY 2020

State Plan Items	Submitted a 1-Year Transition Plan in 2019 (Option 1 from Table 1)	Submitted a Perkins V State Plan in 2019 (Option 2 from Table 1)
I. Cover Page	Required	Required
II. Narrative Descriptions		
A. Plan Development and Coordination	Required*	Revisions, if any
B. Program Administration and Implementation	Required in full	Revisions, if any
C. Fiscal Responsibility	Revisions, if any	Revisions, if any
D. Accountability for Results	Required	Required
III. Assurances, Certifications, and Other	Revisions, if any	Revisions, if any
IV. Budget	Required	Required
V. State Determined Performance Levels	Required	Required

OVERVIEW

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 measure 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, 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 programs so that every student in Washington, DC, has 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 and 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 Carl D. Perkins grant and is responsible for the administration of funds associated with the Perkins act.

THE VISION FOR CTE IN THE DISTRICT OF COLUMBIA

The District of Columbia is in the midst of significant change. Beginning in the 1950s, the District experienced a sharp, significant decrease in population that lasted into the 1990s, and its economy nearly collapsed. [1] In subsequent decades, both the city's population and economy have climbed; today, Washington, DC, is the anchor of a strong and highly competitive regional economy. The city's skyline is dotted with cranes, and there are large-scale construction projects in every ward—including areas that have not seen significant development in decades. However, although the economy is thriving, thousands of District residents have not experienced the corresponding prosperity. [2]

Geographically, Washington, DC, is divided into eight wards, each of which has experienced the city's economic resurgence differently. Some communities have been at the forefront of job growth, economic development, and prosperity for decades, but others have only recently seen growth. Further, other communities—particularly in Wards 7 and 8—located east of the Anacostia River—have seen limited change. [3]

From an academic perspective, the District of Columbia is making steady progress in educational outcomes for students. We have seen sustained growth on state assessments and the National Assessment of Educational Progress over many years. In addition, we see more and more families choosing our public schools, with enrollment topping 97,000 students—for the first time in decades— in 2019–20. [4] Importantly, we see this progress in both DC Public Schools (DCPS), our largest local education agency (LEA), which serves 55 percent of students in the District, and the more than

[1] Government of the District of Columbia (2016). Unified State Plan: Workforce Innovation and Opportunity Act (WIOA). Retrieved from https://dcworks.dc.gov/sites/default/files/dc/sites/dcworks/publication/attachments/WIOA_DC_Unified_State_Plan_Final.pdf.
[2] Bowser, Muriel. (2018). A Fair Shot: A Toolkit for African American Prosperity. Retrieved from https://dmgeo.dc.gov/sites/default/files/dc/sites/dmgeo/publication/attachments/PathwaytoProsperity.pdf
[3] Government of the District of Columbia (2016). Unified State Plan: Workforce Innovation and Opportunity Act (WIOA). Retrieved from https://dcworks.dc.gov/sites/default/files/dc/sites/dcworks/publication/attachments/WIOA_DC_Unified_State_Plan_Final.pdf.
[4] Enrollment retrieved from the State Longitudinal Education Data (SLED) system, as of November 15, 2019.

60 public charter LEAs that serve 45 percent of our students. However, we know we have a long way to go. Our fifth year of results on the Partnership for Assessment of Readiness for College and Careers (2018–19) showed us that persistent gaps in outcomes between specific groups of students still exist for many in DC. For example, 16.3 percent of at-risk students in the District were on track for college and career readiness in math compared with 60 percent of their non-at-risk peers. In addition, only 7.2 percent of students in special education were on track for college and career readiness in math.

Within CTE programs, we have inconsistently served students across the District. Although we know many programs in DC have operated at the highest levels of academic rigor and career preparation, routine program monitoring and compliance-driven site visits prove many have not. Historically, the creation of programs of study and the courses associated with them were the result of passionate administrators and instructors hoping to prepare their students for success at the next level—whatever that level might have been. Recognizing the need for a new, dynamic approach to offering CTE programs, the Council of the District of Columbia passed the *Career and Technical Education Plan Establishment Act* on July 10, 2012. The Act called for a task force, comprising key education and workforce development stakeholders, to develop a citywide strategic plan to improve the quality, structure, and student outcomes of CTE programs administered by DCPS, public charter schools, the University of the District of Columbia Community College (UDC-CC), and other institutions receiving local or federal funding for CTE programming. As a result of the Task Force's recommendations, the DC Career Academy Network (DC CAN) was created, along with 27 programs of study—providing a number of college and career readiness options for schools throughout Washington, DC.

With the passage of the *Strengthening Career and Technical Education for the 21st Century Act*, as well as the requirement of a new state plan for CTE, OSSE chose to take bold steps to reimagine how CTE programs should be offered across DC. Our renewed vision is for the District of Columbia to be a national leader in CTE by implementing best-in-class programs of study, promoting innovative strategies to connect students to the workforce, providing a cutting-edge and rigorous culture of learning, and inspiring our students to become passionate about their college or career pathway of choice. Additionally, OSSE created several core values to guide our work and focus on student outcomes:

We believe CTE students in the District of Columbia:

- **Are capable, lifelong learners who will be rewarded with a high-quality 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 DC.
- **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.

To operationalize this vision and our core values, OSSE created an ambitious project plan and collaborated with education and industry partners to identify and validate 42 state-approved programs of study. Along those lines, we also enlisted the assistance of multiple states and over a hundred business partners to create industry-validated course standards for 107 CTE courses. In addition, with the help of industry stakeholders, we identified a comprehensive list of industry-recognized credentials aligned to each program of study, and we began discussions with education stakeholders to improve alignment between CTE programs and postsecondary opportunities. Today, we are working to increase technical assistance and funding options to support career and technical student organizations (CTSOs) in all secondary and postsecondary programs, and we are working to create a comprehensive approach to work-based learning programs for all of our students. While all of these endeavors are critical to building an effective school-to-career pipeline in DC, OSSE is also keenly aware that, despite these efforts, many students will still be unable to access or participate in the high-quality CTE programming that fits their interests because the school they attend does not offer

that particular pathway. To address this need, OSSE will work over the plan period to forge all necessary partnerships with secondary schools, community organizations, employers, and postsecondary institutions to launch one or more Advanced Technical Centers where students from schools/LEAs across the city can access an array of high-quality CTE programs of study. Although there are a number of regional and national Technical Center models to choose from, we believe partnering with institutes of higher education and regional industry partners to create and deliver CTE programming available to students from all DC public and public charter schools is the right choice for Washington, DC. While there are several logistical challenges to this approach that will need to be addressed, this strategy is especially important in DC where many students attend schools/LEAs that do not have the sufficient student enrollment to justify the investment it takes to build out and maintain certain cutting-edge CTE programs of study. We believe such a center would enable OSSE to more efficiently serve greater numbers of CTE students and prepare them for high-skill, high-wage, and in-demand industries within our state. Implementation details regarding timing, funding, location, and the number of centers will be explored as the necessary partnerships are developed.

Although much of this work started during and as a result of our transition to Perkins V, ensuring robust adoption and implementation is a multiyear endeavor. As a result, OSSE has set ambitious performance levels for CTE programs at the federal and state level, which will provide a data-driven narrative about programmatic quality and student academic performance. By 2023, we 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

Further, OSSE will create additional state-level performance indicators over the course of this state plan in areas such as earned industry-recognized credentials, earned postsecondary credits, and participation/concentration targets for students underrepresented in CTE.

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.

In early 2019, 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 representatives of CTE programs in an LEA or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals; representatives of CTE programs at postsecondary education institutions, including faculty members and administrators; representatives of the state board or local workforce development boards; local and regional businesses/industries; families and students; representatives of students underrepresented in CTE; and representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth. To accomplish the stakeholder engagement requirements of Perkins V, and to achieve our goal of amplifying the CTE conversation, OSSE scheduled three State Plan Advisory Committee meetings in 2019. All information presented to the committee was provided electronically, and committee members were invited to interact and engage with the material via an online platform.

Our first meeting was held April 23, 2019, and it provided a half-day orientation with members of the State Plan Advisory Committee to build excitement regarding the future of CTE programs in the District of Columbia. Agenda items included reviewing CTE programs in the District of Columbia, highlighting best practices in CTE programming across the country, providing an overview of OSSE's vision for the future of CTE programming, and setting expectations for the committee as we embark on the creation of the new state plan. Additionally, secondary and postsecondary subrecipients formally presented to the committee, detailing their programs of study, course options, enrollment counts for participants and concentrators, and their most recent student performance data. Committee members had the opportunity to engage with LEA leaders and staff members through a post-presentation Q&A session.

The second meeting was held May 23, 2019, and it provided a full-day session to discuss labor market information (LMI) and the state-determined performance levels for CTE students. Agenda items included conversation about our LMI sources and advisory feedback on the high-wage, high-skill, and in-demand definitions; state-recommended programs of study, course sequences, course standards, and industry certifications for middle school and high school CTE programs; and the opportunity for advisory committee members to make process recommendations for the state-determined performance levels. In addition to the committee members, Donna Johnson, director of accountability at OSSE; and Dr. Steve Klein, director at Education Northwest, attended this meeting to offer perspective and insight on the performance level-setting process and OSSE's current performance levels in the Every Student Succeeds Act (ESSA) consolidated state plan.

Specific meeting sessions included:

Session 1: Quality Matters: Using CTE Programs of Study (POS) to Organize Instruction

OSSE is collaborating with CTE administrators and industry representatives to standardize CTE POS offerings across schools and align instruction to industry-validated standards. During this session, committee members reviewed the components of high-quality CTE POS and considered how existing programming aligns to postsecondary education and regional labor market needs.

Session goal: To learn the components of a CTE POS and consider how the federal definition contained in *Perkins V* might be used to help improve education and workforce alignment. Topics included:

- Common course coding for CTE
- State-approved CTE POS matrix
- Course standards and the validation process
- Industry certifications
- LMI and high-wage, high-skill, and in-demand definitions

Session 2: Understanding the Process: DC State Assessments and Setting Performance Levels

OSSE staff members provided an overview of state assessments, related student performance, and a review of the District of Columbia's ESSA performance targets—including the process used to determine annual performance levels.

Session 3: CTE Accountability Systems 101: Performance-Reporting Basics

Passage of *Perkins V* has introduced new performance-reporting expectations. Although federal requirements offer a useful guide, OSSE is beginning to create a CTE accountability system that will drive program improvement. This session reviewed the types of CTE data OSSE will collect and how local providers will be asked to report it.

Session goal: To understand the types of CTE data that will be collected annually and the process OSSE and educators will follow to report data. Topics included:

- Definitions of student populations
- CTE performance indicators
- Connections between state assessments and CTE indicators
- Data collection tools
- Timeline for reporting

Session 4: Data With a Purpose: Strategies for Translating Data Into Action

High-quality CTE programming is intended to prepare students to successfully transition into advanced education, training, and the workforce. This requires community stakeholders to understand how our education systems are performing and where changes are needed. This session offered examples of how CTE performance indicators will be disaggregated to provide useful information and solicit feedback from participants on the types of data needed to strengthen educational programming. Strategies for disseminating this information were also considered.

Session goal: To learn the value and potential uses of data and consider how schools are performing based on existing information. Topics included:

- Approaches for establishing districtwide performance levels
- Disaggregation requirements by student groups and students underrepresented in CTE
- Examination of previous CTE data from Washington, DC

Session 5: Planning the Future: Upcoming Activities and Expectations

In this session, OSSE shared next steps in developing the District's CTE performance level targets and the various ways the agency will solicit feedback from the committee and the DC community.

The third meeting was held June 27, 2019, and it provided a full day for participants to review and solicit feedback on the proposed targets for the state-determined performance levels, as well as discuss and plan work-based learning programs and local advisory board structures for LEAs in the District of Columbia. Similar to the May 23 meeting, multiple sessions provided members with appropriate background information and context to make effective recommendations. At this meeting, advisory committee members were greeted by Paul Kihn, DC Deputy Mayor for Education, who provided support and thanks to the group for its work with the CTE State Plan Advisory Committee.

Specific meeting sessions included:

Session 1: State-Determined Performance Level (SDPL) Proposal and Recap of May Meeting

OSSE staff members reviewed the pros and cons of the three program quality SDPL data indicators from the May meeting and then provided recommendations and rationales for all *Perkins V* CTE SDPLs for 2020–2023. OSSE staff members also provided updates on recommended high-wage, high-skill, and in-demand definitions based on committee's feedback.

Session 2: Calibrating Work-Based Learning: Moving Toward a Common Understanding

OSSE presented an overview of its current work to systematize work-based learning programs in CTE courses throughout Washington, DC.

Session goal: To learn about the importance of work-based learning, the components of a work-based learning continuum, understand and provide feedback on the various resources and supports needed to ensure equitable and consistent work-based learning experiences, and begin thinking through the fundamental elements for a high-quality work-based learning program. Topics included:

- The work-based learning continuum (FHI 360), including career introduction, career awareness, career exploration, and career preparation
- Connecting work-based learning to course standards
- Currently available resources for classrooms
- Ways states encourage work-based learning to work toward equity

Session 3: Connecting Classrooms to Industry

One characteristic of a high-quality CTE program is the presence of an active industry advisory board (IAB). The purpose of this session was to explore how select programs in DC have established IABs, as well as how other states and regions approach IAB structure and governance, and then recommend how these committees can support and elevate CTE programs—and work-based learning activities in particular—for schools in DC.

Session 4: Assessing Work-Based Learning: Measuring Quantity and Quality of Experiences

Passage of *Perkins V* has introduced new performance-reporting expectations regarding program quality indicators. In this session, OSSE staff members presented federal requirements and state opportunities for measuring work-based learning activities.

Session goal: To understand the types of work-based learning data that must be collected annually. Participants also provided recommendations and feedback regarding additional assessment opportunities beyond *Perkins V* federal requirements

In November 2019, and prior to the required public comment period, the State Plan was distributed electronically to all members of the Advisory Committee. During this time, OSSE solicited feedback from this stakeholder group to ensure all voices and viewpoints were taken into consideration and to ensure the State Plan appropriately integrated various areas of consultation from previous meetings. Advisory Committee members were also invited to attend an OSSE community meeting designed to inform stakeholders and families about Perkins V and to build excitement around the future of CTE in the state.

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).

The District of Columbia will place into reserve 12.5 percent of eligible funds (which is a 2.5-percentage point increase from the 10 percent reserved in prior years) to spur statewide innovation, including summer coding camps to promote CTE programs with rising ninth-graders, and to create a statewide data system for advisory committees, industry-recognized credentials, work-based learning, and earned postsecondary credit. Further, 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 80 percent of the funds, and our institution of higher education (IHE) will receive 20 percent. All funds will be distributed to subrecipients on a competitive basis.

The District of Columbia will 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. In addition, OSSE will evaluate those recommendations annually to determine whether changes to the reserve withholding percentage, or funding split between secondary and postsecondary programs, is 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 electronic formats. Three face-to-face meetings were held in 2019 on April 23, May 23, and June 27, and a fourth will be held in November. These meetings provided/will provide an opportunity for the CTE advisory committee to offer input on the development of the state plan. Additionally, opportunities to review materials and engage virtually was provided through an online platform. A preliminary draft of the full state plan was also shared with the CTE advisory committee, and members were given three weeks to provide feedback.

In addition, from August 23, 2019, to October 23, 2019, the public had the opportunity to provide input on the CTE state-determined performance levels, including feedback on how they meet the requirements of the law; how they support the improvement of the performance of all CTE concentrators, including specific student groups and students underrepresented in CTE; and how they support the needs of the local education and business communities. The proposed levels of performance on the required core indicators for secondary and postsecondary programs receiving Perkins funds were posted on the OSSE website (https://osse.dc.gov/publication/carl-d-perkins-application-forms); advertised through multiple OSSE newsletters, the DC Register (the official legal bulletin published by the District

government), and the District of Columbia Public Charter School Board's weekly newsletter; and made widely available to education and business stakeholders throughout the city.

The 45-day public comment period for the state plan began December 12, 2019, and ended January 26, 2020. During this time, face-to-face meetings were conducted by OSSE staff members at venues across Washington, DC, and in each of the city's eight Wards to share the plan and gather feedback.

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 Workforce Investment Council (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 WIC. Additionally, through a series of grants issued by DOES, support is provided to the District's new Infrastructure Academy.
        - 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 monitors 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.
        - 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 DC to gain Microsoft Office training and certifications while working in a paid internship. In summer 2020, OSSE will expand this program to additional employer sites.
- 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 10 subgrantees (three adult-serving charter schools and seven community-based organizations) to offer IE&T services to District residents (18 and older) who lack a high school diploma, are English language 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/GED while earning an industry-recognized certification.
- The University of the District of Columbia's Workforce Development and Lifelong Learning Division (UDC WDLL) provides DC 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 DCPS school or a public charter school. This has led to four DCPS schools and 10 charter schools to offer education and workforce training to older youth and adults.

In addition to the workforce development programming listed above, DC'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 (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 schools, public charter schools, and DOES's on-the-job training programs, the aforementioned programs require training to align with the WIC's six 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 six 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 envisions CTE as a coordinated series of dynamic and engaging programs operating in middle and high schools, as well as at the postsecondary level, that increase student awareness, support student exploration, and enable student preparation for the array of promising careers in DC. These programs offer high-quality curricula, instruction, and assessment, and they are linked to the business community in ways that promote real-world experiences and state-of-the-art learning. In order 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 seven goals:

Goal 1: Require 100 percent of all CTE programs receiving federal and/or state funds to adopt and fully implement state-approved programs of study and course standards.

Goal 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.

Goal 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.

Goal 4: Maintain a four-year graduation rate of at least 97 percent for CTE concentrators.

Goal 5: Increase the academic proficiency of CTE concentrators in reading/language arts and math by at least 12 and 16 percentage points, respectively.

Goal 6: Ensure at least 45 percent of all CTE concentrators successfully complete an internship or apprenticeship aligned with their program of study

Goal 7: Create new industry advisory boards or expand existing boards across all active career clusters so that stakeholders' input and feedback are routinely considered and leveraged as programs are evaluated.

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).

There are examples of areas in which DC's CTE and workforce development systems have been coordinating, as well as several other strategies to improve and expand on that coordination moving forward. Several strategies for joint planning, alignment, and coordination of funds that OSSE and other entities value include:

1. The use of LMI data and coordination regarding the six high-demand fields, as identified by the WIC
2. Cross-agency collaborations, whereby OSSE and DCPS staff members represent CTE interests on the WIC, as well as other citywide workforce committees, and representatives from the WIC and DOES are members of CTE planning committees (e.g., the director of DOES is the co-chair of OSSE's Career Academy Network's executive advisory board)
3. Collaborating with the University of the District of Columbia to support CTE programming and strengthen math and English pathways in support of student completion of CTE programs

One successful example of coordination between these systems is the partnership between the District's CTE Career Academy Network (CAN) members and the DOES SYEP. In an effort to ensure young people's work experiences are as meaningful as possible and relate to their long-term goals, DOES and the CAN members established a partnership that uses the SYEP infrastructure funding to place rising seniors who are part of a CTE CAN program into summer work experiences aligned to their CTE program of study. This partnership has helped hundreds of students access paid internships over the years, and it has set a precedent that could be brought to scale. Moving forward, OSSE hopes to

work with DOES to capitalize on the success of this partnership and expand it so that all CTE concentrators are able to use their SYEP experience as a paid internship aligned with their program of study during the summer between their junior and senior year. Further, we hope to explore additional collaboration that would build on this model to allow CTE students who are in their fourth year of a program of study to similarly participate in DOES's in-school year-round youth employment program for longer paid internships aligned to industries related to their CTE program of study. Establishing and expanding on this partnership was a strategy included in the District's 2016 WIOA Unified State plan.

Further, OSSE is in the process of creating and implementing a Districtwide marketing and public relations plan to ensure CTE students are informed of all the postsecondary options available to them as they progress along their career pathway. To this end, the OSSE CTE team is working with the University of the District of Columbia to identify relevant opportunities for dual enrollment and articulation that could lead to the postsecondary work aligned with each of DC's newly developed programs of study that could, in turn, lead to an associate and/or a bachelors degree. Looking ahead, we will explore other nontraditional postsecondary options to support students' advancement along their career path. This could include the job-training programs supported by DOES, WIC, UDC's Workforce Development and Lifelong Learning Division, and/or a connection to on-the-job training programs and apprenticeships. This would facilitate a broader set of postsecondary options associated with a career pathway and could mean that instead of only having the options to go into an AA or BA degree program after completing a program of study during high school, CTE graduates could also enroll in one of the District's WIOA Title I funded job training programs that are included on DC's Eligible Training Provider List, or they could join one of DC's registered apprenticeship programs. To support this initiative aimed at connecting a student to all options associated with their career pathway, OSSE's CTE team and OSSE's Office of Adult and Family Education have begun cataloging all relevant traditional and nontraditional postsecondary programs in the District which will then be included in the Career Coach DC website which will help parents, teachers, counselors, and students understand what options are available to them. In addition to the broad set of postsecondary options included on the Career Coach DC website, the site will also include all CTE programs of study offered at the secondary level as well which will hopefully allow more rising freshmen or out-of-school youth looking to reconnect make more informed choices regarding which high schools to attend based on their career interests.

These initiatives will enable students to participate in seamless programs that connect them to real-world experiences, careers, and higher education/training in ways that support the vision identified in Perkins V.

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 Washington, DC. Throughout our transition year and continuing through the *Perkins V* state plan, OSSE will:

- Maintain our relationship with two online comprehensive career-planning resources, Virtual Job Shadow and Career Coach DC, for students to use as they prepare for the transition to college and career. Virtual Job Shadow provides over 1,000 unique job shadowing and career advice videos, and 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 from both resources provide teachers and counselors with an in-depth, hands-on training to support effective implementation. OSSE will continue to utilize CTE State Leadership funds for this purpose.
- Continue to assign one OSSE CTE staff member to serve in an advisory capacity on the Future Business Leaders of America (FBLA) board, which includes serving as a judge for the state mock resumes and interviews. These annual competitions prepare about 75 students for summer and other part-time employment. OSSE CTE staff members also serve on the Mayor's Youth Advisory Apprenticeship Council, which promotes locally and nationally registered apprenticeship initiatives in DCPS through DOES.
- 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.

- Use state leadership funds to 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 learner students.

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).

Programs of Study Overview

OSSE is focused on creating, supporting, and improving programs of study that address technical and academic knowledge, align to industry needs, progress in specificity, culminate in a recognized credential, include opportunity for articulated and/or dual credit, and include embedded work-based learning opportunities in each course. Each program of study is aligned to one of the 16 career clusters and will result in students being prepared to enter a high-skill, high-wage, and/or in-demand profession. OSSE worked with state educational agencies from multiple states throughout the U.S. and established a baseline level of course standards for each of the 107 courses offered in our new programs of study. Our courses/programs of study were validated by business and industry professionals in April and May 2019. OSSE staff members arranged over 30 validation meetings, representing all aspects of our 42 programs of study, and asked business and industry representatives to modify and recommend the technical skills in each of our new course standards. The validation process allowed OSSE to ensure the course standards will appropriately prepare students for the jobs aligned with their programs of study, and it allowed the business and industry community to learn more about the quality and complexity of instruction that will occur across all CTE classrooms. OSSE will require all Perkins V grantees to choose and follow these learning standards effective July 1, 2020; only LEAs that follow these standards will be eligible for federal and/or state career education funding. OSSE will ensure compliance with this requirement through a combination of the following: the Consolidated Annual Report (CAR), desk audits, site-visits, compliance monitoring, and pre- and post-local application assurance

documents. The programs of study matrix is in Appendix A, and the course-level standards package for culinary arts (a representative sample of the 42 standards packages OSSE created for each program of study) is in Appendix B.

Middle School Programs

OSSE is committed to the 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. This age group is well-suited for career exploration opportunities in business information management, entrepreneurship, and STEM-related engineering and design courses. Working in collaboration across LEAs and with educators and appropriate business partners, OSSE will support the development of curriculum and educator standards, various instructional supports, and certification options for each of these recommended middle school programs.

Secondary Programs of Study

Students participating in CTE at the secondary level will complete three to 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 2 and 3, 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 other CTE-related student outcomes. While there are a small number of programs of study that will require the fourth course in the sequence for certification, licensure, or apprenticeship credit opportunities, most programs of study do not require that students complete the fourth course in the sequence. Second- and third-level classes may be offered as articulated or dual enrollment courses. For each course level, students will engage in progressive work-based learning programs, which will include attending speakers' series, self-assessments on Naviance or other college/career digital platforms, and work site visits. In their third or fourth year, 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.

Postsecondary Programs of Study

At the postsecondary level, OSSE is focused on students enrolling in and successfully completing industry-recognized certifications, 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 were aligned with secondary programs of study and industry needs through a statewide process that identified 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.

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 42 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 program 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.

Local Program of Study Application Process:

OSSE's new 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 industry-recognized credentials 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

Local 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 November 1 annually and close January 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 programs of study.
4. The LEA/IHE is required to convene a local advisory board or use an existing program advisory board 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 approval process.

OSSE will require that locally developed programs of study or career pathways meet the following:

- Must have been a part of the approval process, which is detailed above.
- Use the most recently available LMI data to meet the state definitions for high-wage, high-skill, and/or in-demand careers
- Be organized into career clusters aligned with the National Career Clusters Framework
- Consist of a nonduplicative, sequential course of study consisting of four courses
    - The structure and layout of the courses must follow a similar format as the existing state-approved course sequences, which progress in knowledge/skill attainment and are unique to the career cluster. See Appendix A for the approved format of state-approved programs of study
- Incorporate industry-validated and OSSE-approved standards
- Offer work-based learning experiences that align with OSSE's work-based learning program framework and course-level standards
- Align 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, universities, postsecondary institutions, and/or apprenticeship programs
- Result in an industry-recognized credential (or align with a postsecondary degree program if a credential is not recognized or valued by the business community)

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 school policy ensures students have equitable access to onboarding and reaching concentrator status in CTE programs. As part of the data collection integrity process, OSSE will contract with Education Northwest to analyze our data by school and key special population data points. 2018–19 will be the baseline year to establish the metrics the District will use to examine equitable access entry points and to ensure students in special populations will have continued and/or expanded access to CTE programs of study. The 2018–19 disaggregated data will be examined down to the career cluster level. 2020–21 will disaggregate data down to the program of study level. Further, OSSE will use the data to inform professional development on how to recruit and retain students in special populations. In 2019 and going forward, OSSE will strengthen our partnership with the National Alliance for Partnerships in Equity to provide training and technical assistance to the state office and LEAs.

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 DC 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 K–12 Systems and Supports hosts the Secondary Transition Community of Practice, which is open to all LEAs and community stakeholders. In 2018, committee members shared services, and they announced job fairs and wraparound services for students with disabilities. In 2019 and beyond, OSSE and the community of practice will continue to build and capitalize on career awareness and assessment tools, such as Career Coach and 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 the statewide process to approve CTE course standards under *Perkins V* guidelines, in the first and second quarter of 2019, OSSE consulted with business and industry partners representing each of our state-approved programs of study. This consultation provided OSSE with specific employability skills by industry and program that have been integrated into each of our 42 program of study course standards guidelines.

Further, OSSE is also in the process of integrating work-based learning requirements into our new statewide CTE course standards. These requirements are largely based on the FHI 360/Succeed 2020 framework, which will provide progressive opportunities for CTE students to experience work-based learning 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 work-based 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 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 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 new programs of study are required to integrate these work-based learning statements into the course level standards.

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 support CTSOs at the state level and through the local Perkins grant application. The following activities will be supported under *Perkins V* to achieve the desired outcomes:

OSSE CTSO Implementation
OSSE will provide the following support to implement CTSOs at the state level:

- Approve what CTSOs are supported in DC
- Align CTSOs to courses, course standards, and programs of study to improve CTE programs
- Support policies and procedures that influence the successful implementation of CTSOs
- Support LEAs and CTSO state affiliate directors with programmatically implementing CTSOs under *Perkins V*

OSSE will also provide resources to:

- Support professional development and technical assistance to LEAs and CTSO advisors
- Provide stipends for CTSO state affiliate directors
- Fund DC's CTSO leadership conference and competition

Local Recipient CTSO Implementation
Local recipients are expected to:

- Strengthen students' academic, career, and technical skills by integrating academic, career, and technical skills through CTSOs
- Support CTSOs programmatically and financially (e.g., student travel, advisor training, uniforms)
- Ensure funds allocated through Perkins V are used appropriately when supporting CTSOs
- Create and implement a strategic plan to increase CTSOs in the LEA

Expected CTSO Outcomes
CTSO involvement will lead to enhanced CTE instruction by:

- Expanding occupational competencies related to a program of study and increasing the relevance of the instruction through student leadership and personal development activities, state-level competitions, community service, and additional opportunities for contextual instruction, applied learning, and real-world application
- Enriching and enhancing the classroom/laboratory experience as an extension of the instructional program through student leadership and personal development activities, state-level competitions,

community service, and additional opportunities for contextual instruction, work-based learning, and real-world application

CTSO involvement will lead to increased college and career readiness by:

- Providing opportunities for students to network with employers and other students from across the District, region, and country
- Presenting organized activities (such as student leadership and personal development activities, state-level competitions, community service, and additional opportunities for contextual instruction, work-based learning, and real-world application) for students to gain personal, professional, and leadership skills, making them more employable, preparing them to become productive citizens, and assisting them in assuming positive roles in their home and community
- Engaging the community and local stakeholders through student leadership and personal development activities, state-level competitions, community service, and additional opportunities for contextual instruction, work-based learning, and real-world applications to help students understand global competition; develop 21st-century skills focused on creativity, problem-solving, teamwork, and goal setting; and chart effective, efficient, and successful pathways through high school and postsecondary education

Positive Student Outcomes

OSSE CTE student outcomes will improve performance rates on accountability indicators through the support of student leadership and personal development activities, state-level competitions, community service, and additional opportunities for contextual instruction, work-based learning, and real-world application. Based on these activities, we expect CTSO participation to increase:

- CTE participants and concentrators among nontraditional students and special populations
- Postsecondary completion rates
- Student participation in work-based learning
- Student attainment of industry-recognized credentials

All new programs of study are required to integrate the following statement into course level standards:

"Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations."

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.

OSSE is creating a marketing and communications plan to support stakeholder knowledge and engagement regarding programs of study, course standards, postsecondary credentials, and work-based learning experiences under *Perkins V*. This plan consists of several significant components to ensure consistent, broader, and meaningful engagement:

Guidance Documents/Literature

OSSE is creating guidance documents for LEA leaders, counselors, special education staff members, and individuals who support special population students and their families. OSSE wants to ensure all stakeholders are well-informed of the CTE courses and required outcomes. This process will result in program of study course scheduling templates and information for counselors, administrators, and teachers to use in conversations with students about the appropriate selection of a program of study. In addition to education stakeholders, documents are being developed specifically for families. These templates will be created such that LEAs can download and adjust them according to their offerings and the needs of their students. Additionally, starting in summer/fall 2020, OSSE will host an annual, mandatory, multiday professional development conference for all relevant school faculty and staff members. The conference will cover the new programs of study, the associated course sequencing and standards, the state-provided resources and tools, and many other topics that will equip student-facing faculty and staff members with the knowledge and support needed to successfully implement OSSE's new approach to high-quality CTE offerings. As appropriate, OSSE CTE marketing and communication deliverables will follow OSSE translation practices to ensure households throughout DC have access to materials in the six major languages spoken in DC.

Print and Digital Content

OSSE is creating new print and digital content to support the implementation of *Perkins V*. The digital platforms will house OSSE's state plan; key information on DC's programs of study (i.e., relevant LMI data, associated industry certifications, dual or articulated credit options, and school-specific programs of study); teacher resources (i.e., course standards, work-based learning guidance and resources, and professional development opportunities); information on CTE-related events (i.e., conferences and CTSO activities); and opportunities to engage education, community, and industry stakeholders. This will include the aforementioned Career Coach and Virtual Job Shadow resources, as well as other tools (such as Nepris) to help engage industry representatives in classroom activities and an online portal that will support connections among students, teachers, and industry partners regarding student internships/apprenticeships and teacher externships. There will also be a social media platform to showcase CTE in the District, provide real-time information, and reach audiences outside the metro area. In addition, print materials will be created to better inform stakeholders across the District at different events and spaces where OSSE physically doesn't have a presence.

DC Community and Council Engagement

The OSSE CTE team will capitalize on the outreach that began as part of the state plan development process and will continue to engage community members and government officials in relevant and existing settings, such as Ward Education Council meetings, Advisory Neighborhood Commission meetings, parent and community organization meetings, industry and business association events, and relevant District events. This level of engagement will provide stakeholders with direct contact with the OSSE CTE team, as well as firsthand information about CTE programs and initiatives for District residents.

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 a monthly meeting of all LEA and IHE CTE directors and grant managers from October to June of each year. Beginning in 2019–20 and extending throughout the life of this state plan, the OSSE CTE team intends to conduct

this monthly meeting at LEA/IHE campuses. This rotation will give participants the opportunity to view programs at other campuses, connect with other instructors, and learn details about programs similar to their own. Additionally, OSSE will create opportunities for LEA and IHE CTE directors to travel across the region and/or view best-in-class programs of study, as well as examine strategies to improve their own programs.

In 2019 and beyond, OSSE is coordinating with eligible recipients, adult education providers, and workforce development programs to update Career Coach DC (careercoachdc.emsicc.com). This resource combines career interest assessments, Labor Market Information, 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. It is our belief that this centralized resource will help our community of stakeholders identify labor market and resource trends, greatly enhancing the development and alignment of career pathways at all levels of education.

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 Emsi (www.economicmodeling.com) for LMI data. To standardize LMI data and reports, OSSE provides Emsi subscriptions to each Perkins grant recipient in the District. Throughout the program of study and course standard validation process, OSSE provided foundational LMI data for the creation, maintenance, or elimination of CTE programs. To place LMI data at the forefront of all educational stakeholders, each of OSSE's CTE program of study standards packages contains a labor market data section (see Appendix B, page 5) detailing high-wage, high-skill, and in-demand data. 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.

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.

To ensure equal access to approved CTE programs of study, OSSE will employ several strategies including:

- Disaggregated performance reporting to identify discrepancies in CTE enrollment, persistence, and performance among special populations;
- Support to schools and teachers regarding accommodations, modifications aimed at providing access to students of special populations;
- Professional development and technical assistance offered by OSSE that will provide LEAs and UDC-CC options for strategies to include in the local needs assessment and local application;
- Methods of Administration (MOA) monitoring and State program monitoring to ensure compliance with special population access and support.
- Targeted monitoring to ensure LEAs are extending IDEA-required special population support and professional development in mixed ability classroom instructional strategies, particularly for instructors serving students with behavioral and cognitive health concerns, to ensure active and successful participation in CTE courses.

Further details regarding these strategies can be found in the section below regarding special populations.

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 DC, there are several opportunities for coordinated planning and cross-pollination between the workforce development and CTE systems that could 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 DC.

The Assistant Superintendent of Education for the Division 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,

both DOES and the WIC have representatives on OSSE's CTE State Advisory Committee, and the Director of DOES is a member of the DC CAN Executive Advisory Board. All of 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. As discussed in other sections of this plan addressing advisory boards, over the next few years, OSSE will consolidate advisory boards for the CTE space, which will (among other things) allow for more meaningful and efficient coordination of planning and oversight efforts with the WIC.

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.

Today's rapidly changing industry workforce requirements indicate that secondary and postsecondary schools should work closely together, especially with CTE programs. Additionally, both *Perkins V* and WIOA encourage a more coordinated approach between traditional school-based CTE programs and the workforce development system to offer more options within a robust career pathways system.

CTE is a programmatic and instructional partnership aimed at preparing high school students and young adults for careers, either directly out of high school or through postsecondary education, training, or the military. To this end, preparing students to enter the high-skill, high-wage, and in-demand jobs in industries supported by CTE is the goal of teachers, administrators, and volunteer advisory board members. Advisory boards provide an opportunity for families, academic and CTE teachers, administrators, faculty members, career guidance and academic counselors, local businesses (including small businesses), labor organizations, and other stakeholders in the community to participate in the planning, development, implementation, and evaluation of its CTE programs.

Current Advisory Boards in the District of Columbia

Multiple advisory boards are working to improve programmatic and workforce readiness opportunities for all learners:

- The WIC meets regularly to discuss and provide guidance on DC's six high-demand sectors: business and information technology, construction, health care, hospitality, security and law, and infrastructure.
- DC CAN provides broad support for five industry advisory boards associated with the following career academy themes: engineering, finance, health sciences, hospitality and tourism, and information technology. These boards comprise industry partners, OSSE program leaders, campus administrators, career academy staff members, and a parent of a career academy student, and they are co-chaired by two non-LEA or state education agency (SEA) representatives. The boards convene monthly to provide program/curriculum guidance and support with the development of strategic partnerships and the identification of work-based learning opportunities for the relevant career academies.
- DC CAN also supports an executive advisory board, which comprises the co-chairs of each of the five industry advisory boards, OSSE leaders, representatives from local colleges/universities, LEA and academy representatives, representatives from the WIC, and a representative from the DC Chamber of Commerce. The board meets, at minimum, four times a year. The primary objectives of the executive advisory board are to develop, implement, and revise strategic plans; identify partnerships to support the industry advisory boards; support and coordinate academy activities and events for student and staff development; set policy; strengthen public relations and advocacy for career academies; oversee the industry advisory boards' performance; and review the development of the career academies.
- OSSE is responsible for the oversight of 16 career clusters recognized by the Carl D. Perkins Act: agriculture, food, and natural resources; architecture and construction; arts, A/V technology, and communications; business management and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, corrections, and security; manufacturing; marketing; science, technology, engineering, and math; and transportation and logistics. Currently, OSSE does not have any statewide boards for these programs. Some have established school- or program-specific advisory boards, but there has been no enforced expectation or deliberate support from OSSE to ensure the equity of access by schools and sectors to this kind of support.

Many of these advisory committees are working to solve similar workforce/postsecondary preparation issues—and in many cases, solicit the same or similar members to join the various advisory boards.

Types of Advisory Boards

Moving forward, OSSE will provide additional leadership in strategically engaging and aligning the efforts of advisory boards at the state and program level to ensure all CTE programs of study can benefit from the insights and supports of these entities. To that end, OSSE will work with existing board structures and members, all relevant LEAs, the University of the District of Columbia, and other key partners to determine the most effective structure to achieve this goal. At this time, OSSE envisions 16 statewide industry/program advisory boards, which will represent each of the 16 CTE career clusters in DC, and an overarching state advisory committee. These boards will take on the responsibilities outlined in the section below. For LEAs that might find it helpful to create local advisory boards to provide specific supports regarding work-based learning or other relevant activities at the campus level, OSSE will provide technical assistance and best practice guidance.

There are typically three types of advisory boards in CTE: state, program, and local. It is common for the SEA to lead the creation and oversight efforts for the state advisory board, and LEAs typically create and provide oversight for the program and local advisory boards. However, given the size of DC, it makes more sense to have the SEA play a more active role in the creation and oversight of both the state and program advisory boards.

The **state advisory board** is mentioned many times in *Perkins V*. Although *Perkins V* doesn't specifically require the formation of a state advisory board, it does require the eligible agency (OSSE in DC) to consult with various stakeholders on the development and periodic review of the state plan, which is drafted once every five years but can be updated as needed. Some of the responsibilities of this board include:

- Advise on matters related to the CTE state plan
- Promote a positive awareness of CTE programs in the community
- Help recruit business and industry partners
- Assist with system alignment among the various learning levels (i.e., secondary, postsecondary, workforce)
- Advise on programs of study that will support anticipated workforce needs

The **program advisory board** typically has members from business and industry, secondary and postsecondary programs, and students from each of the 16 CTE career clusters. Some of the responsibilities for members of this board include:

- Serve as guest speakers and mentors for students
- Involve students in special projects related to the industry
- Identify internship and employment opportunities for students and graduates
- Identify externship opportunities for CTE faculty members
- Conduct appropriate portions of the comprehensive needs assessment required by *Perkins V* to evaluate performance and establish priorities for the next two years
    - All eligible subrecipients (i.e., relevant LEAs and UDC-CC) are required to collaborate on parts of the comprehensive needs assessment (e.g., coordinated stakeholder engagement, joint review of labor market data) but will submit individual results and local applications (which address more nuanced issues, such as equity and special population supports)
- Assist in the review and development of proposed new or upgraded CTE programs
- Provide input on current program development/quality
- Determine whether curriculum is addressing industry needs
- Assist in the development of program articulation agreements
- Advise on methods of instruction most appropriate for course content
- Help ensure nondiscrimination and equity policies in CTE programs in their industry
- Review and make recommendations for instructional materials and new or updated equipment
- Keep programs informed about technical competencies and certification exams available
- Enhance political and community support and the image of CTE at the campus and/or LEA level

The primary role of the **local advisory board** is to support school-level CTE programs, primarily through course oversight/monitoring and offering work-based learning opportunities. Local board members also serve as mentors to and potential employers for CTE students. Depending on the size of the LEA and its CTE course offerings, the local advisory board might take on many of the program advisory board responsibilities, which are listed above.

In some situations, it might be necessary for the LEA or IHE to convene a group of stakeholders for a specific temporary purpose (e.g., to complete the Comprehensive Needs Assessment). In these instances, the LEA or IHE should work with OSSE to best determine which needs could be accomplished by existing Advisory Boards, and which activities are best accomplished by local stakeholders.

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).

OSSE will work closely with eligible recipients to improve student identification, data collection, and data reporting to better explore student outcomes. OSSE will improve data collection and reporting through the adoption of statewide CTE course numbering. Once students are accurately counted in their courses, performance data will be collected to determine gaps for CTE concentrators and improve outcomes. Looking at previous performance data (2017–18), we have determined that the following intervention strategies may support students and increase their outcomes while compiling new data and performance metrics to be used moving forward:

Technical Assistance

Technical assistance will be provided to LEAs through monthly meetings, professional development, conference calls, and other evidence-based strategies to help them increase their performance data. OSSE will use a comprehensive needs assessment to drive quality CTE in the District, which will support student performance. In addition to high-quality CTE programming, OSSE is committed to equity and access. OSSE is working with the National Alliance for Partnerships in Equity to implement best practices at the state level and introduce training for LEAs. OSSE has also commissioned the services of Education Northwest to provide additional technical assistance to the CTE team focused on using data to inform program improvement as implementation of *Perkins V* happens in the District. In addition, OSSE expects that LEAs will propose a broad range of evidence-based interventions in grant applications and ultimately implement them within the schools. As part of OSSE's oversight and support, we will document the extent to which the interventions outlined in the Perkins grant application are delivering planned results, encourage and facilitate the sharing of best practices among subgrantees, and support subgrantees with solutions based on national research on best and promising practices in CTE.

Teacher Licensure and Professional Development

OSSE is committed to students being served by effective, experienced, and qualified teachers. Accordingly, the CTE team is actively working with OSSE's Teaching and Learning Division to create and implement specific licensure policy, standards, and requirements for CTE areas. This will increase the number of teachers being placed in classrooms aligned to their expertise. In addition, OSSE will provide state professional development conferences that focus on topics such as math and reading interventions, math and reading in CTE instruction, strategies to support students with disabilities and English learners, industry-recognized certifications, programs of study, and data.

Resource Allocation

OSSE will provide local recipients with additional funds to support initiatives to close performance gaps and implement innovative programming. Funds will be allocated based on initial Perkins funding, interventions proposed in the grant application, data, research, and innovation.

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 opportunities for students in public and public charter schools in the District of Columbia. Dual enrollment allows high school students to experience the academic rigor of college courses and understand what is required for success in college. High school students participating in the District of Columbia's Dual Enrollment Program enroll in approved college courses at postsecondary institutions and may earn college and/or high school credit.

As DC's SEA, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students. The District's Dual Enrollment Program aligns with that mission and offers meaningful and challenging academic experiences to qualified students.

LEAs have noted a need for more dual enrollment offerings for high school students in the District. Based on that feedback, OSSE is playing a stronger leadership role in identifying dual enrollment opportunities, coordinating priorities and access related to advanced coursework for high school students, and serving as a facilitator for strong partnerships between LEAs and IHEs. Member LEA and school staff members are responsible for supporting students in completing the program application process. OSSE serves as the intermediary to manage the online application system and the exchange of information, while IHEs make all enrollment decisions. In addition, OSSE offers the Dual Enrollment Scholarship Funding Opportunity, which is a competitive application for IHEs and LEAs to seek funding for dual enrollment programs through existing partnerships. OSSE began supporting this work as the initial dual enrollment opportunity in DC, and it is different from the DC Dual Enrollment Program because LEAs independently conduct outreach to form and manage the IHE partnerships that serve their students. OSSE's primary role is funding the scholarship once the partnerships are established.

Throughout the term of the *Perkins V* state plan period, the OSSE CTE team will work closely with OSSE's College and Career Readiness Department and UDC-CC to align dual enrollment and statewide articulation agreement opportunities for each of our new programs of study.

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)

Education and business stakeholders are at the center of highly effective CTE programs. To communicate the secondary and postsecondary opportunities provided by CTE programs, the OSSE CTE team will engage a communications and marketing firm to create an awareness campaign for the city. Further, while this State Plan describes many of the ways stakeholders are engaged through the advisory board process and the Comprehensive Local Needs Assessment, there are a few additional ways in which we intend to keep parents, educators, local business, and labor organizations involved in all aspects of CTE programs, detailed below:

Parents

Increasing and nurturing parental involvement across the entire education landscape is of great importance to OSSE. As such, the OSSE CTE team intends to engage families in CTE planning and evaluation through multiple presentations throughout the DC metro area. This will include presenting at OSSE's annual Parent and Family Engagement Summit, as well as presenting on the CTE state plan at several education-focused parent group meetings across the city including: Parents Amplifying Voices in Education (PAVE); SHAPE; and each of the DC Ward Education Councils. At each presentation, the OSSE team will direct parents to CTE resources enabling them to learn more and become involved with CTE programs in their local schools. OSSE will share information about high school offerings and labor market information with parents through direct outreach and is working to highlight CTE offerings at the annual convening to provide information about schools to families in preparation for the school lottery.

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

The OSSE CTE team is in the process of creating an annual or biennial three-day professional development conference, which will provide opportunities for all 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, industry-recognized credentials and work-based learning systems and supports, and effective ways to evaluate course and program outcomes and impact. Further, the OSSE CTE team is coordinating with the 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.

Local Business and Labor Organizations

Business and industry members participated in a course standards validation process, which is described in earlier sections of this State Plan. Moving forward, OSSE will regularly engage industry stakeholders through validation meetings intended to update programs of study and course requirements. 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.

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)

Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

The comprehensive needs assessment template is attached as Appendix 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 relate to high-skill, high-wage, and/or in-demand careers aligned 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 guided by industry advisory committees.
- CTE programs of study provide students with strong experience in and 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 DC's state education agency, OSSE has identified gaps in performance among special populations as a key priority. In fact, OSSE has committed in our 2019- 2023 strategic plan to helping accelerate academic outcomes for students with disabilities. This comes as a result of a deep dive analysis of DC's performance data which, among other things, found that:

- Students with disabilities comprise nearly 1 out of 5 students in the District;
- More than half of students with disabilities spend 80 percent of their time in general education classrooms;
- 2 out of every 20 students with disabilities performed on grade level in 2019 on PARCC, the statewide English Language Arts assessment; and
- From 2016 to 2019, the percentage of students without disabilities who performed on grade level increased by 14 percentage points, but students with disabilities increased by only 3 percentage points on the English language arts (ELA) statewide assessment.

These are only a small sample of the findings of OSSE's recent Landscape Analysis of DC's Students with Disabilities. The agency as a whole is now focused on how we can collectively better serve this population including through CTE.
CTE programs in the District of Columbia are designed for all students and prepare them for their college and/or career pathway of choice. Each of the state-approved programs of study contains industry-validated course-level standards, which will prepare each student for their occupation of choice. Many of our special population students, including students with disabilities, can achieve great success in CTE programs with the appropriate accommodations or modifications. However, it is essential that CTE instructors and special education case managers on our LEA and IHE campuses collaborate to develop coordinated plans to meet the needs of individual students, as indicated in their individualized education program (IEP). In the District of Columbia, we require CTE courses to be accessible for all students.

In this section, the role of performance reporting, accommodations, modifications, and supports in providing access to students of special populations will be addressed. It will also cover specific strategies and available technical assistance from OSSE that will provide LEAs and UDC-CC options for strategies to include in the local needs assessment and local application. Finally, this section will provide details related to OSSE CTE LEA/IHE program monitoring, as well as MOA/civil rights monitoring, to ensure compliance with special population access and support.

State and Federal Performance Guidelines

Through the enhanced federal data-reporting requirements in *Perkins V*, LEAs and IHEs must report additional disaggregated demographic and special population performance data on CTE concentrators. To fully understand and analyze the complete special population universe of CTE students in the District of Columbia, OSSE will further require LEAs and IHEs to report the same level of data for CTE participants and concentrators as a part of federal and state-required performance monitoring.

OSSE expects special population participants and concentrators should be represented in any CTE program in similar proportion to the total school population of the LEA or IHE. For example, if students with disabilities make up 17 percent of the total student population in an LEA, then students with disabilities should make up approximately 17 percent of the students enrolled in a CTE program of study. Understanding that students with IEPs have a wide range of needs, programs of study should be evaluated individually regarding appropriate percentages as a part of the comprehensive needs assessment.

U.S. Department of Education standards for compliance with the Office for Civil Rights guidelines, including Title VI, Title IX, and Section 504, require LEAs to take steps to ensure any disproportion does not result from discrimination. If CTE monitoring indicates LEA difficulty with maintaining this ratio, technical assistance from OSSE may be requested. The LEA must exercise caution in strict adherence to this area of guidance but should use it as a baseline measure for identification of disproportionality. Collaboration among CTE and special education administrators and staff members is crucial to determining staffing needs and methods for supporting students in CTE programs.

Accommodations, Modifications, and Adaptive Equipment

It is essential that the CTE instructor, a special education lead for the student, and a staff member who is knowledgeable about a student's needs collaborate and develop a coordinated plan to provide supports and services as required by the student's IEP to ensure students are not discriminated against and equal access to programs is provided. To provide access to a least-restrictive environment for students with disabilities and to assist these students with meeting and exceeding the OSSE state-determined levels of performance for CTE, the LEA Multi-Disciplinary Team (MDT) should take into account the following accommodation, modification, and support elements that are available to students.

Supplementary Aids

As part of each student's IEP review and development, the IEP team must determine appropriate supplementary aids and services to be provided to the student, or on behalf of the student, their CTE program of student and coursework. The term "supplementary aids and services" means aids, services, and other supports that are provided in general education classes, other education-related settings, and extracurricular and non-academic settings to enable the student with a disability to be educated with non-disabled students to the maximum extent appropriate (IDEA - 34 CFR 300.42).

Accommodations versus Modifications

To ensure CTE programs of study and the related courses are open and accessible to all students, LEAs are required to provide and support any and all accommodations required by a student's IEP. However, it should be noted that many CTE course outcomes (such as earning an industry-recognized credential or qualifying for an occupational license) have requirements outside of OSSE or LEA control. As such, modifications in many CTE programs of study or courses may not be a viable option if the intended outcome for the student is earning an industry-recognized credential or occupational license—yet the course may still provide the student with valuable life or educational skills, which is an outcome that must be considered. The IEP Team should explore the requirements of each program of study under consideration by the student so that the best guidance and placement occur. A brief explanation of the differences between accommodations and modifications is below:

Accommodations

- An accommodation is a change in the teaching or testing procedures to provide students access to information and create an equal opportunity to demonstrate content knowledge and skills.
- An instructional accommodation involves a wide range of techniques (e.g., timing, setting, scheduling, response, presentation) to help students participate in the general education curriculum to the maximum extent possible.

- An instructional accommodation does not change what the student is expected to master. Therefore, curriculum content remains intact.

Modifications

- A modification is a change in what the student is expected to learn and/or demonstrate.
- An instructional modification indicates that what is being taught—the curriculum content—is altered.
- The instructional level, general education benchmarks, or number of key concepts to be mastered is modified.
- Therefore, the course objectives are modified; students are not required to learn all the course objectives but only targeted objectives.
- A curriculum modification reduces the content and skills the student is required to learn.

Adaptive Equipment

Periodically, an LEA or IHE might discover that students with disabilities (whether identified under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, or the Americans with Disabilities Act) occasionally require adaptive equipment and/or assistive technology to enable them to achieve their highest level of independence with an activity or in the context of a setting. To the extent possible, Perkins V subrecipients in the District of Columbia should provide adaptive equipment to allow a student to have access, participate in, and thus benefit from the instructional program provided at school through their CTE program of study and associated courses. It should be noted that federal Title I and Perkins V funds can be used to provide necessary accommodation, modification, and support solutions, as long as these items are included as a part of the student's IEP.

A Note About Safety

Safety procedures are specific to each program of study, and conversations about safety concerns should be an integral part of determining placement of special population students in any CTE program. All CTE students are required to meet safety standards. Therefore, open and honest discussion and special consideration should be given to assessing safety for special population students who are placed in CTE programs, particularly when physical, cognitive, and/or social characteristics might constitute a considerable safety risk. Consideration for periodic review of program-specific safety procedures may be addressed during the review or development of participating students' IEPs. Students with disabilities are required to pass all LEA- or IHE-mandated safety examinations (such as OSHA-10), with necessary accommodations and modifications.

<u>Strategies and Technical Assistance</u>

OSSE is committed to meeting the educational needs of all students. Students who are identified as members of special populations must have access to and be able to successfully participate in District of Columbia CTE programs of study. To ensure that such students have the opportunity to meet or exceed expectations, it is critical that strategies and services are in place to achieve success.

Students who are members of special populations will be provided equal access to activities offered under the Perkins Act, and strategies for ensuring access to—and success in—CTE programs might include:

- Promoting outreach and recruitment information regarding career opportunities with an emphasis on nontraditional opportunities
- Targeting special population students for participation in interest inventories and career guidance
- Using assessment tools/IEPs for special population students enrolled in CTE programs to determine their special needs
- Planning and coordinating supplemental services for special population students enrolled in CTE programs
- Facilitating the identification of appropriate adaptive equipment, assistive devices, and new technology for students with disabilities, as funding is available
- Providing professional development activities for CTE teachers, counselors, and administrators
- Identifying or developing special instructional materials or adapting existing instructional materials for CTE programs
- Creating opportunities for special population students to connect with and participate in CTSOs

Recommendations for Differentiating Instruction for Special Population Students
Students with disabilities must be educated in their least restrictive environment. OSSE recommends several differentiation strategies to help address this need:

- Adapt curriculum and instruction for students working below and above grade level
- Use effective instructional practices
- Select critical content to teach
- Be knowledgeable about and skilled with various ways of presenting and assessing content learning
- Select accommodations based on when and where such accommodations are necessary

MOA/Civil Rights Monitoring

To ensure equal access to approved CTE programs of study, OSSE will 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 the Office for Civil Rights, which is due to the U.S. Department of Education 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 learner students, prior to and during registration.
- The LEA or IHE provides support for English learner students 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 learner students) 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.

State Program Monitoring

In addition to the MOA monitoring outlined above, to ensure LEAs and UDC-CC adhere to OSSE expectations, we will monitor programs for compliance. 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.

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).

The District of Columbia is home to a robust community of traditional teacher education programs supported by local IHEs, as well as many alternative certification programs seeking to address teacher shortages.

There are two pathways for state-level accreditation of professional education units in the District of Columbia. The first is via national accreditation through the Council for the Accreditation of Educator Preparation. This option applies to educator preparation programs operating within colleges/universities in which candidates for educator licensure often complete a full preparation program before serving as a teacher or administrator of record and/or earn an undergraduate or graduate degree upon program completion.

The second pathway is via OSSE's application process for non-degree postbaccalaureate programs, with state-approval. This option is intended for institutions, agencies, and organizations that solely prepare postbaccalaureate teacher and administrator candidates for roles in District of Columbia schools. Before being admitted to an approved program of this type, candidates must demonstrate proficiency in the subject area for which they are seeking DC licensure.

In addition, OSSE intends to award $1.5 million in competitive grants from Scholarships for Opportunity and Results Act funds to the public charter sector for teacher pipeline initiatives. These grants will support efforts that recruit high-quality candidates new to teaching for DC charter school teacher residency or teacher roles, as well as train and/or certify these teachers. Grant awards will be made on a per-teacher basis to nonprofits with a demonstrated history of success working with charter schools on similar projects.

State program approval and accreditation assure the public that OSSE has examined the quality of programs that prepare teachers and other school personnel for DC classrooms and that OSSE has determined the programs meet state standards for entry into the profession.

Through the DC Staffing Data Collaborative, a component of DC's equitable access plan, DC launched a partnership between a third-party expert and interested LEAs to examine staffing data in a way that can inform talent management and support planning related to recruiting, retaining, and developing effective teachers. Through this partnership, which includes 39 LEAs that are serving more than 90 percent of DC students, OSSE supports LEAs by facilitating the third-party

review of data related to teacher inputs (e.g., education levels, compensation, licensure, preparation program, teacher working conditions survey) and outcomes (e.g., effectiveness, retention). In addition, OSSE provides recommendations on which teacher preparation programs are linked with effectiveness and retention and how to attract and retain effective teachers. The collaborative supports LEA leaders throughout the talent management cycle, including teacher recruitment, preparation, professional learning, evaluation, and retention. Through the work of the DC Staffing Data Collaborative, for the first time, OSSE links teacher preparation programs to their graduates' critical outputs and outcomes, including assignment to high-need schools, diversity, retention, and effectiveness. This innovative work will allow OSSE to provide programs with actionable feedback.

Further, in an effort to support and elevate this work, the OSSE CTE team is actively working with the agency's division of Teaching and Learning to create and implement specific licensure standards and requirements for CTE areas. We anticipate this work will conclude in spring 2021 and that new licensure requirements will become effective in fall 2021. We anticipate licensing requirements will focus on the following CTE categories and (as appropriate) will provide a nontraditional pathway to earn a license based on work and/or military experience:

- Agriculture, food, and natural resources
- Business and finance
- Family and consumer sciences
- Math, physical science, and engineering
- Technology education
- Marketing
- Health science
- Trade and industrial education

OSSE will coordinate and lead several events, annually, to provide technical assistance and support to all educational stakeholders:

- Beginning in August 2020, OSSE will host a three-day professional development conference for all CTE instructors, college and career readiness specialists, guidance counselors, special population support personnel, administrators, and other relevant stakeholders. Required sessions for all attendees will focus on supporting students who are members of a special population, best practice instructional methods in mixed-ability classrooms, equity, and effective career guidance practices.
- Beginning in school year 2020, OSSE will begin a series of presentations at principal meetings, counselor training events, and other similar meetings for paraprofessionals and staff, to connect audiences to resources and information about CTE programming, professional development opportunities, and best-practices related to high-quality college and career programs.

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, as well as earn postsecondary credit, and the adoption of new statewide 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, we will continue to evaluate and monitor the academic performance of our students through the state-determined performance levels in math, English language arts and reading, and science. Our intention is to use 2017–18 baseline data for math, as well as English language arts and reading. DC science is a new assessment in 2018-19, so we will be relying on 2018–19 data for our baseline. The state accountability system annually monitors the academic performance and graduation rates of every CTE concentrator in DC, and LEAs demonstrating low performance are subject to various stages of intervention.

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 the new economy. 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 opportunities related to industry-recognized credentials 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 nondegree-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 licenser, 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 industry validation process, multiple industry-recognized credentials were evaluated for their alignment with the state-approved programs of study. The validation and alignment of industry-recognized

credentials enable OSSE to view student passing rates as one of several metrics to evaluate overall programmatic quality.

To this end, industry-recognized credentials data (including passing rates) will be analyzed in 2020–21, enabling the creation of baseline targets and annual performance level increases through 2023. 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 industry-recognized credentials. 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 our 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 DC, 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 process of program of study justification will be required to be repeated at the LEA and IHE level to verify that the programs offered in schools are leading to postsecondary education and employment in the region so that students have the ability to continue their education and career path after they graduate from high school. CTE directors should 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.

<u>Definitions for LMI</u>

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 these definitions:

High-Wage: 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 lead to a position that pays at least the median hourly or annual wage for the DC-metropolitan statistical area. *(Note: As of August 1, 2019, a 25th percentile hourly wage of $17.02 or greater is required to meet this definition.)*

High-Skill: Occupations in the DC-metropolitan statistical area with education or training requirements of completion of an apprenticeship program, completion of an industry-recognized certification or credential, an associate degree, or higher.

In-Demand: Occupations in the DC-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 at least 105 openings between 2020 and 2025 to meet this definition.)*

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; and

Funds made available under Section 111 of the Act will be allocated to both secondary and postsecondary CTE programs. The District of Columbia will continue to fund programs using the current split of formula funds between secondary and postsecondary CTE programs during the state plan period (2020 to 2023): 80 percent to secondary CTE programs and 20 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 to be the most appropriate for the District of Columbia during our previous transition year and state planning efforts, and support for this funding split was reevaluated and recommitted during our transitional planning conferences with stakeholders. 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 Washington, DC. 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 doesn't support any Perkins consortia entities. However, as we continue to onboard LEAs through our *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 into 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
- 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, DC LEAs are funded according to this criteria:

- 30 percent based on the total enrollment of grade 9–12 students served by the LEA (estimated to be about $899,170.90 for 2019–20).

- 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 (estimated to be about $2,098,065.44)

For 2020-21, the following allocations are planned for secondary LEAs:

- DCPS: $2,603,289.96
- Friendship Public Charter School: $239,978.14
- IDEA Public Charter School: $95,349.76
- Maya Angelou Public Charter School: $58,309.09

Over the next few years, OSSE intends to revisit the agreed-upon funding formula with the US Department of Education in order to explore more equitable ways to distribute Perkins funds to local education entities and align with OSSE's at-risk formulation.

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: 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, 20 percent of the available funds ($749,309.09) 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 ($535,220.80) to spur statewide innovation, including summer coding camps to promote CTE programs with rising ninth-graders, and to create a statewide data system for advisory committees, industry-recognized credentials, work-based learning, and earned postsecondary credit. Further, 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 80 percent of the funds ($428,176.64), and our IHE will receive 20 percent ($107,044.16). 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 postsecondary 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)

In the transition year state plan, OSSE reset the baseline levels for the state's fiscal effort per student. Per Section 211(b)(1)(B) of *Perkins V*, the District of Columbia requests that nonsustainable funding components previously used in our Maintenance of Effort calculation be removed. Known as the CTE innovation program, these budget amounts are used to provide seed funding for new and innovative programs in DC. As such, the budget amounts are subject to year-over-year fluctuations and should be removed from our calculation.

Using this methodology, our recalculated Maintenance of Effort amounts are:

- FY2017: $250,000.00
- FY2018: $250,000.00
- FY2019: $251,868.60

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.

(Section 3(12) of Perkins V)

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)

Based on feedback from our state plan advisory committee and other stakeholders, OSSE has selected the work-based learning performance indicator as our single 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 work-based learning 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 (see Section 3.1.B: Work-based Learning).

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 POS.

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).
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 electronic formats. Three face-to-face meetings were held in 2019 on April 23, May 23, and June 27, and a fourth will be held in November. These meetings provided/will provide an opportunity for the CTE advisory committee to offer input on the development of the state plan. Additionally, online opportunities were provided through an online platform.

In addition, from August 23, 2019, to October 23, 2019, the public had the opportunity to provide input on the CTE state-determined performance levels, including feedback on how they meet the requirements of the law; how they support the improvement of the performance of all CTE concentrators, including specific student groups and students underrepresented in CTE; and how they support the needs of the local education and business communities. The proposed levels of performance on the required core indicators for secondary and postsecondary programs receiving Perkins funds were posted on the OSSE website (https://osse.dc.gov/publication/carl-d-perkins-application-forms); advertised through multiple OSSE newsletters; distributed through the District of Columbia Public Charter School Board; and made widely available to education and business stakeholders throughout the city.

See Appendix E for the notice of public comment and Appendix F for the descriptions related to each performance level and their respective formulations.

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 E for the notice of public comment and Appendix F 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 E for the notice of public comment and Appendix F 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).

OSSE did not receive any comments regarding the State determined performance levels during the public comment period described in previous sections of this State Plan, and pursuant to section 113(b)(3)(B) of Perkins V.

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).

Annually, each LEA and UDC-CC will receive an annual 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.

ASSURANCES, CERTIFICATES, AND OTHER FORMS

Statutory Assurances

☑ The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area CTE schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in CTE programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement CTE programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

EDGAR Assurances

☑ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

Other Forms

☑ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040): [Link]
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): [Link]
3. Certification Regarding Lobbying (ED 80-0013 Form): [Link]
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): [Link]

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; and (c) educational institutions that serve individuals with disabilities 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 CTE 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.*

Budget Form

State Name: District of Columbia

Fiscal Year: 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	**Not applicable**	$5,037,372.00
2	**State Administration**	5%	$251,868.60
3	**State Leadership**	10%	$503,737.20
4	• Individuals in State Institutions	1.0%	$50,373.72
4a	- Correctional Institutions	**Not required**	$50,373.72
4b	- Juvenile Justice Facilities	**Not required**	$0.00
4c	- Institutions That Serve Individuals With Disabilities	**Not required**	$0.00
5	• Nontraditional Training and Employment	**Not applicable**	$60,000
6	• Special Populations Recruitment	0.1%	$503.74
7	**Local Formula Distribution**	85%	$4,281,766.20
8	• Reserve	12.5%	$535,220.80
9	- Secondary Recipients	80%	$428,176.64
10	- Postsecondary Recipients	20%	$107,044.16
11	• Allocation to Eligible Recipients	87.5%	$3,746,545.45
12	- Secondary Recipients	80%	$2,997,236.36
13	- Postsecondary Recipients	20%	$749,309.09
14	**State Match** *(from non-federal funds)*	**Not applicable**	$251,868.60

STATE DETERMINED PERFORMANCE LEVELS

Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, 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 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.

2. In completing the SDPL form, provide—
   - Column 2: Baseline level
   - Columns 3-6: 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)(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.

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 6: 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 section1111(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 section1111(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 section1111(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
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration

Table 6: Selection 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
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.		
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) (*optional)*: 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

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.	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.	3P1	Non-traditional Program Concentration

State Determined Performance Levels (SDPL) Form

State Name: District of Columbia

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	**Baseline Level**	**Performance Levels**			
		FY 2020	**FY 2021**	**FY 2022**	**FY 2023**
Secondary Indicators					
1S1: Four-Year Graduation Rate	97%	97%	97%	97%	97%
1S2: Extended Graduation Rate	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
2S1: Academic Proficiency in Reading and Language Arts	25%	28%	31%	34%	37%
2S2: Academic Proficiency in Mathematics	8%	12%	16%	20%	24%
2S3: Academic Proficiency in Science	Available Fall 2019				
3S1: Post-Program Placement	74%	75%	76%	77%	80%
4S1: Nontraditional Program Concentration	33%	34%	35%	36%	37%
5S1: Program Quality – Attained Recognized Postsecondary Credential	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
5S2: Program Quality – Attained Postsecondary Credits	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
5S3: Program Quality – Participated in Work-Based Learning	25%	28%	31%	37%	45%
5S4: Program Quality – Other	Not Reported	Not Reported	Not Reported	Not Reported	Not Reported
Postsecondary Indicators					
1P1: Post-Program Placement	18%	20%	22%	24%	26%
2P1: Earned Recognized Postsecondary Credential	19%	21%	23%	25%	27%
3P1: Nontraditional Program Concentration	21%	22%	23%	24%	25%

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	Advanced Energy and Natural Resource Technology	Practicum in Agriculture, Food, and Natural Resources
Horticulture Science	Principles of Agriculture, Food, and Natural Resources	Horticulture Science	Greenhouse Operation and Management	Practicum in Agriculture, Food, and Natural Resources

Architecture and Construction

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

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

Arts, Audio/Video, 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 I	Audio/Video Production II	Practicum in Audio/Video Production
Animation	Principles of Arts, Audio/Video Technology, and Communications	Animation I	Animation II	Practicum in Animation
Graphic Design and Illustration	Principles of Arts, Audio/Video Technology, and Communications	Graphic Design and Illustration I	Graphic Design and Illustration II	Practicum in Printing and Imaging Technology

Business Management

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

Education and Training

Program	Course 1	Course 2	Course 3	Course 4
Child Care and Development	Principles of Education and Training: CDA	Human Growth and Development: CDA	Instructional Practices: CDA	Practicum in Education and Training: CDA
Teacher Education and Training	Principles of Education and Training	Human Growth and Development	Instructional Practices	Practicum in Education and Training

Finance

Program	Course 1	Course 2	Course 3	Course 4
Accounting	Principles of Business, Marketing, and Finance	Accounting I	Accounting II	Practicum in Finance: Accounting
Finance	Principles of Business, Marketing, and Finance	Private and Public Finance	Accounting I OR Banking and Financial Services OR Securities and Investments OR Statistics and Business Decision Making OR AP Microeconomics AND AP Macroeconomics	Practicum in Finance

Government and Public Administration

Program	Course 1	Course 2	Course 3	Course 4
Public Management and Administration	Principles of Government and Public Administration	Planning and Governance	Public Management and Administration	Practicum in Local, State, and Federal Government
Foreign Service and Diplomacy	Principles of Government and Public Administration	Foreign Service and Diplomacy	National Security	Practicum in Local, State, and Federal Government

Health Science

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

Hospitality and Tourism

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

Human Services

Program	Course 1	Course 2	Course 3	Course 4
Cosmetology	Introduction to Cosmetology	Cosmetology I	Cosmetology II	Practicum in Cosmetology
Barbering	Introduction to Barbering	Barbering I	Barbering II	Practicum in Barbering

Information Technology

Program	Course 1	Course 2	Course 3	Course 4
Digital Media	Principles of Information Technology	Digital Media	Web Technologies	Practicum in Information Technology: Digital Media
Computer Maintenance Technician	Principles of Information Technology	Networking I	Computer Maintenance	Practicum in Computer Maintenance Technician
Networking	Principles of Information Technology	Networking I	Networking II	Practicum in Information Technology: Networking
Computer Science (PLTW)	Computer Science Essentials	Computer Science Principles	Computer Science A	Cybersecurity
Computer Science (AP)	Fundamentals of Computer Science AND Computer Science I	Computer Science II	Computer Science A	Computer Science III

Law, Public Safety, Corrections, and Security

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

Manufacturing

Program	Course 1	Course 2	Course 3	Course 4
Welding	Introduction to Welding	Welding I	Welding II	Practicum in Manufacturing

Marketing

Program	Course 1	Course 2	Course 3 *(Choose 2)*	Course 4
Marketing	Principles of Business, Marketing, and Finance	Entrepreneurship	Advertising, Fashion Marketing, Social Media Marketing, Sports and Entertainment Marketing	Practicum in Marketing

Science, Technology, Engineering, and Mathematics

Program	Course 1	Course 2	Course 3	Course 4
Aerospace Engineering (PLTW)	Introduction to Engineering Design	Principles of Engineering	Aerospace Engineering	Engineering Design and Development
Civil Engineering and Architecture (PLTW)	Introduction to Engineering Design	Principles of Engineering	Civil Engineering and Architecture	Engineering Design and Development
Computer Integrated Manufacturing (PLTW)	Introduction to Engineering Design	Principles of Engineering	Computer Integrated Manufacturing	Engineering Design and Development
Computer Science and Software Engineering (PLTW)	Introduction to Engineering Design	Principles of Engineering	Computer Science Principles	Engineering Design and Development
Digital Electronics (PLTW)	Introduction to Engineering Design	Principles of Engineering	Digital Electronics	Engineering Design and Development
Environmental Sustainability (PLTW)	Introduction to Engineering Design	Principles of Engineering	Environmental Sustainability	Engineering Design and Development

Transportation and Logistics

Program	Course 1	Course 2	Course 3	Course 4
Automotive Technology	Automotive Basics	Automotive Technology I	Automotive Technology II	Practicum in Automotive Technology

Appendix B

HOSPITALITY AND TOURISM

Culinary Arts

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

Office of the State Superintendent of Education
Postsecondary and Career Education Division
Career and Technical Education Department

The purpose of this document is to communicate the required Career and Technical Education (CTE) academic standards for the Culinary Arts Program of Study, which includes the following courses: Introduction to Culinary Arts, Culinary Arts I, Culinary Arts II, and Practicum in Culinary Arts. The academic standards in this document are theoretical and performance-based. They contain content from the states of Colorado, Maryland, Tennessee, and Texas and were validated by DC business and industry partners. All content is used with permission.

In addition to academic standards, OSSE has incorporated into this document Labor Market Information (LMI) definitions and explanations for the Program of Study; program aligned Industry Recognized Credentials; Work-Based Learning resources and requirements by course level; and a recommended equipment and supply list.

This document is intended for use by educational administrators and practitioners. A similar document is available for each state-approved CTE Program of Study.

Hanseul Kang
State Superintendent of Education

Antoinette Mitchell, Ph.D.
Assistant Superintendent, Postsecondary and Career Education

Kilin Boardman-Schroyer
Deputy Assistant Superintendent, Postsecondary and Career Education

State Career and Technical Education Department

Richard W. Kincaid
State Director, Career and Technical Education

Kim Freeland
Performance Accountability Coordinator: Finance

Joseph Green
Performance Accountability Coordinator: Methods of Administration

Tanya Mackall
Specialist: Industry Recognized Credentials

Candice Mott
Performance Accountability Coordinator: Programs

Culinary Arts Program of Study

Table of Contents

Course Descriptions	04
Industry Certifications	04
Work-Based Learning Examples and Resources	05
Labor Market Information and Data	05
Six Year Plan	06
Course Standards: Introduction to Culinary Arts	07
Course Standards: Culinary Arts I	10
Course Standards: Culinary Arts II	14
Course Standards: Practicum in Culinary Arts	18
Correlations: ProStart Correlations to Culinary Arts I Standards	22
Correlations: ProStart Correlations to Culinary Arts II Standards	32
Suggested Equipment List	44

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

Culinary Arts Program of Study

Level I Course	Level II Course	Level III Course	Level IV Course
Introduction to Culinary Arts OSSEID: 5090101	**Culinary Arts I** OSSEID: 5090102	**Culinary Arts II** OSSEID: 5090103	**Practicum in Culinary Arts** OSSEID: 5090104

Introduction to Culinary Arts (OSSEID: 5090101)
Grades: 9-12
Prerequisite: None
Description: 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.

Culinary Arts I (OSSEID: 5090102)
Grades: 10-12
Prerequisite: Introduction to Culinary Arts
Description: 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.

Culinary Arts II (OSSEID: 5090103)
Grades: 11-12
Prerequisite: Culinary Arts I
Description: 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.

Practicum in Culinary Arts (OSSEID: 5090104)
Grades: 12
Prerequisite: Culinary Arts II
Description: 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 Certifications

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

Work-Based Learning Examples and Resources

Level I Course	Level II Course	Level III Course	Level IV Course
Career Exploration Industry Visits Guest Speakers Participate in a CTSO	**Career Awareness** *All of Level I, plus:* Postsecondary Visits Program-Specific Site Tours Mock Interviews	**Career Preparation** *All of Level I and II, plus:* Job Shadow Paid/Unpaid Internships	**Career Preparation** Paid/Unpaid Internships Apprenticeships

Several resources are available to help instructors meet the Level I and Level II WBL requirements, including:

Career Coach DC (http://careercoachdc.emsicc.com). Online site designed to help students find and connect to a career pathway by providing the most current local data on wages, employment, job postings, and associated education and training. Resource includes a Career Assessment for students.

Nepris (http://dc.nepris.com) Connects educators and learners with a network of industry professionals, virtually, bringing real-world relevance and career exposure to all students. Nepris also provides a skills-based volunteering platform for business and industry professionals to extend their educational outreach.

Virtual Job Shadow (https://virtualjobshadow.com). Provides interactive tools which embower students to discover, plan, and pursue their dreams. Rich video library presents a "day in the life of" view for thousands of occupations.

Labor Market Information Definitions and Data

Career and Technical Education programs of study in the District of Columbia must meet at least one of the High Wage, High Skill, and In Demand definitions, below, to be considered as appropriate for our students and regional labor market. These definitions were created in collaboration with Career and Technical Education leaders from District of Columbia LEA's, the University of the District of Columbia Community College, and national guidance from Research Triangle International (RTI) and Education Northwest. Additionally, previous work was consulted from researchers at MIT's Labor Wage Index Project and the DC CTE Task Force's 2012 Strategic Plan for the District of Columbia.

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. *(Note: A 25th percentile hourly wage of $17.02 or greater is required to meet this definition).*

High Skill: Those occupations located within the Washington, DC, metropolitan statistical area with education or training requirements of: completion of an apprenticeship program; completion of an industry recognized certification or credential; associate's degree, or higher.

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. *(Note: An occupation is required to have an annual growth plus replacement rate of 105 openings, or greater, between 2020-25 to meet this definition).*

Data for the Culinary Arts Program of Study *(source: EMSI, August 2019)*:
Standard Occupational Code (SOC): 35-1011.00—Chefs and Head Cooks
Hourly Wages
- **25th Percentile:** $21.45
- **50th Percentile:** $27.74
- **75th Percentile:** $35.45

Annual Openings (Growth and Replacement): 447
Typical Entry Level Education: High School Diploma or Equivalent

Model Six-Year Plan: Culinary Arts Program of Study

College: University of the District of Columbia Community College
Program/CIP:
Plan:

Entity: Office of the State Superintendent of Education
Career Cluster: Hospitality and Tourism
Program of Study: Culinary Arts

High School					College			
Subject	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Semester I**	**Semester II**	**Semester III**	**Semester IV**
English (4)	English I	English II	English III	English IV				
Math (4)	Algebra I	Geometry	Algebra II	Math				
Science (4)	Biology	Lab Science	Lab Science	Science				
Social Studies (4)	World History and Geography I: Middle Ages	World History and Geography II: Modern World	U.S. History	U.S. Government (.5) and DC History (.5)				
Health (.5) and Physical Ed (1)	Health (.5) Physical Ed (.5)	Physical Ed (.5)						
World Languages (2)			World Language I	World Language II				
Art (.5)		Art (.5)						
Music (.5)		Music (.5)						
Elective / Major Courses	Introduction to Culinary Arts	Culinary Arts I	Culinary Arts II	Practicum in Culinary Arts				
Total possible college credits completed in high school: XX					***Credit hours required to complete the AAS program: XX***			

Introduction to Culinary Arts

(a) **General requirements**. This course is recommended for students in Grades 9-12. Students shall be awarded one credit for successful completion of this course.

(b) **Introduction.**

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) 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.

(4) Students will participate in at least two Career Exploration Work-Based Learning experiences in this course, which might include guest speakers and work-place tours relevant to the program of study.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) **Knowledge and skills.**

(1) **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**

(A) model effective oral and written communication;

(B) practice professional grooming and hygiene standards;

(C) exercise punctuality and time-management skills;

(D) demonstrate self-respect and respect for others;

(E) demonstrate effective teamwork and leadership; and

(F) employ initiative, adaptability, and problem-solving techniques in practical applications.

(2) **The student applies advanced reading, writing, mathematics, and science skills for the food service industry. The student is expected to:**

(A) compose industry appropriate documents such as purchasing specifications and purchase orders;

(B) comprehend a variety of texts such as operations and training manuals;

(C) calculate numerical concepts such as percentages and estimations in practical situations, including weight and measures;

(D) understand scientific principles used in culinary arts;

(E) read and comprehend standardized recipes;

(F) write and convert standardized recipes; and

(G) calculate and manage food costs.

(3) **The student integrates listening, writing, and speaking skills using verbal and nonverbal communication to enhance operations, guest satisfaction, and professional development. The student is expected to:**

(A) create formal or informal presentations;
(B) properly answer business phones;
(C) write instructions for a specific restaurant for a culinary procedure or the use of a piece of equipment; and
(D) attend and participate in an industry-focused staff meeting.

(4) **The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:**

(A) demonstrate a proactive understanding of self-responsibility and self-management;
(B) explain the characteristics of personal values and principles;
(C) demonstrate positive attitudes and work habits;
(D) demonstrate exemplary appearance and personal hygiene; and
(E) identify and manage the effects of exercise, dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance.

(5) **The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:**

(A) apply effective practices for managing time and energy; and
(B) analyze various steps in the decision-making process.

(6) **The student researches, analyzes, and explores lifestyle and career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:**

(A) research the major job duties and qualifications for various positions in the food service industry to facilitate selection of career choices in culinary arts;
(B) update a personal career portfolio;
(C) demonstrate proper interview techniques; and
(D) establish personal short- and long-term goals.

(7) **The student understands factors that affect the food service industry. The student is expected to:**

(A) research how historical and current trends in society affect the food service industry;
(B) identify global cultures and traditions related to food;
(C) research famous chefs from history; and
(D) summarize historical entrepreneurs who influenced food service in the United States.

(8) **The student evaluates and determines equipment, ingredients, and procedures used in a professional food setting. The student is expected to:**

(A) identify and demonstrate the role of mise en place in the professional food service setting;
(B) identify and use large and small equipment in a commercial kitchen;
(C) develop and practice food production and presentation techniques;
(D) identify and use the appropriate application of moist, dry, and combination cookery methods;
(E) 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
(F) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts.

(9) **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:**

(A) explain quality customer service;
(B) demonstrate types of table setting, dining, and service skills;

(C) differentiate between service styles; and
(D) compare and contrast the roles of the front of the house and the back of the house in the various food service operations.

(10) **The student uses technology and computer applications to manage food service operations. The student is expected to:**
(A) use technology tools appropriate for the industry;
(B) operate technology applications to perform workplace tasks;
(C) explain and use point-of-sale systems in various food service operations;
(D) demonstrate knowledge in computer programs used for food management;
(E) evaluate information sources for culinary arts; and
(F) interpret data such as spreadsheets, databases, and sales reports.

(11) **The student demonstrates leadership, citizenship, and teamwork skills required for success. The student is expected to:**
(A) apply team-building skills;
(B) apply decision-making and problem-solving skills;
(C) determine leadership and teamwork qualities in creating a pleasant working atmosphere; and
(D) participate in community leadership and teamwork opportunities to enhance professional skills.

(12) **The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:**
(A) determine the basics of safety in culinary arts;
(B) assess workplace conditions and identify safety hazards;
(C) determine the basics of sanitation in a professional kitchen;
(D) determine proper receiving, storage, and distribution techniques;
(E) demonstrate proper cleaning of equipment and maintenance in the commercial kitchen;
(F) assess food hazards and determine ways to prevent food hazards; and
(G) prepare for a state or national food sanitation certification or other appropriate certifications.

(13) **The student recognizes and models work ethics and legal responsibilities. The student is expected to:**
(A) understand and comply with laws and regulations specific to the food service industry; and
(B) demonstrate a positive work ethic.

(14) **The student develops technology skills. The student is expected to:**
(A) Use technology as a tool to research, organize, evaluate, and communicate information.
(B) Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
(C) Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.
(D) Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Standards for Career and Technical Education courses in the District of Columbia contain, in whole or in part, content from the states of Colorado, Maryland, Tennessee, and Texas, and were validated by DC business and industry partners. All content is used with permission.

Culinary Arts I

(a) **General requirements.** This course is recommended for students in Grades 10-12. Prerequisite: Introduction to Culinary Arts. Students shall be awarded one credit for successful completion of this course.

(a) **Introduction.**

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) 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.

(4) 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.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(b) **Knowledge and skills.**

(1) **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**

(A) model effective oral and written communication;

(B) practice professional grooming and hygiene standards;

(C) exercise punctuality and time-management skills;

(D) demonstrate self-respect and respect for others;

(E) demonstrate effective teamwork and leadership; and

(F) employ initiative, adaptability, and problem-solving techniques in practical applications.

(2) **The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:**

(A) organize oral and written information;

(B) compose a variety of written documents such as menus, presentations, and advertisements;

(C) calculate numerical concepts such as weights, measurements, and percentages;

(D) identify how scientific principles are used in the food service industry; and

(E) use mathematics and science knowledge and skills to produce quality food products.

(3) **The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:**

(A) develop and deliver presentations;

(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies;

(C) demonstrate proper techniques for answering restaurant phones;
(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and
(E) demonstrate active listening skills to obtain and clarify information.

(4) **The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:**
(A) generate creative ideas to solve problems by brainstorming possible solutions; and
(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers.

(5) **The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:**
(A) use information technology tools and applications to perform workplace responsibilities;
(B) demonstrate knowledge and use of point-of-sale systems; and
(C) evaluate Internet resources for information.

(6) **The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:**
(A) explain the different types and functions of kitchen, front-of-the-house, and support roles;
(B) investigate quality-control standards and practices;
(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service;
(D) illustrate various place settings using proper placement of dining utensils; and
(E) demonstrate the proper service techniques in food service operations.

(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:**
(A) assess workplace conditions with regard to safety and health;
(B) analyze potential effects caused by common chemicals and hazardous materials;
(C) demonstrate first aid and cardiopulmonary resuscitation skills;
(D) apply safety and sanitation standards common to the workplace;
(E) research sources of food-borne illness and determine ways to prevent them;
(F) determine professional attire and personal hygiene for restaurant employees; and
(G) prepare for a state or national food sanitation certification or other appropriate certifications.

(8) **The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:**
(A) apply team-building skills;
(B) apply decision-making and problem-solving skills;
(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and
(D) participate in community leadership and teamwork opportunities to enhance professional skills.

(9) **The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:**
(A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;
(B) interpret and explain written organizational policies and procedures to help employees perform their jobs; and
(C) develop guidelines for professional conduct.

(10) **The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:**

(A) demonstrate a proactive understanding of self-responsibility and self-management;

(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;

(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance;

(D) implement stress-management techniques; and

(E) follow directions and procedures independently.

(11) **The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:**

(A) apply effective practices for managing time and energy;

(B) analyze various steps in the career decision-making process; and

(C) discuss the importance of balancing a career, family, and leisure activities.

(12) **The student knows and understands the importance of employability skills. The student is expected to:**

(A) demonstrate skills related to seeking employment in the food service industry;

(B) identify the required training and educational requirements that lead toward appropriate career goals;

(C) select educational and work history highlights to include in a career portfolio;

(D) create and update a personal career portfolio;

(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements;

(F) research the local and regional labor workforce market to determine opportunities for advancement;

(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry; and

(H) recognize entrepreneurship opportunities.

(13) **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:**

(A) define job-specific technical vocabulary;

(B) analyze customer comments to formulate improvements in services and products and training of staff;

(C) detail ways to achieve high rates of customer satisfaction;

(D) use different types of payment options to facilitate customer payments for services; and

(E) demonstrate technical skills used in producing quality food service.

(14) **The student understands factors that affect the food service industry. The student is expected to:**

(A) outline the history and growth of the food service industry;

(B) identify an entrepreneur who has made significant contributions to the food service industry; and

(C) explain cultural globalization and its influence on food.

(15) **The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:**

(A) identify the role of mise en place;

(B) identify and use large and small equipment in the professional food service setting;

(C) identify the types of knives and proper usage in a commercial kitchen;

(D) demonstrate proper knife safety, handling, cleaning, and storage;
(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage;
(F) differentiate between dry goods and identify factors such as purchasing and storage;
(G) differentiate between proteins and identify factors such as types, grades, purchasing, and storage;
(H) describe the methods of cooking, including dry heat, moist heat, and combination heat; and
(I) differentiate between common baking methods and identify common ingredients used in baking.

Standards for Career and Technical Education courses in the District of Columbia contain, in whole or in part, content from the states of Colorado, Maryland, Tennessee, and Texas, and were validated by DC business and industry partners. All content is used with permission.

Culinary Arts II

(a) **General requirements.** This course is recommended for students in Grades 11-12. Prerequisite: Culinary Arts I. Students shall be awarded one credit for successful completion of this course.

(b) **Introduction.**

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) 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.

(4) Students will participate in a Career Preparation Work-Based Learning experience in this course, which might include paid or unpaid internship experiences relevant to the program of study.

(5) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) **Knowledge and skills.**

(1) T**he student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**

(A) model effective oral and written communication;

(B) practice professional grooming and hygiene standards;

(C) exercise punctuality and time-management skills;

(D) demonstrate self-respect and respect for others;

(E) demonstrate effective teamwork and leadership; and

(F) employ initiative, adaptability, and problem-solving techniques in practical applications.

(2) **The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:**

(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the food service industry;

(B) model proper interview techniques;

(C) critique personal and short-term goals; and

(D) create and update a career portfolio.

(3) **The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:**

(A) determine the basics of safety in culinary arts;

(B) assess workplace conditions and identify safety hazards;

(C) determine the basics of sanitation in a professional kitchen;

(D) determine proper receiving, storage, and distribution techniques;

(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen;
(F) assess food hazards and determine ways to prevent food hazards; and
(G) prepare for a state or national food sanitation certification or other appropriate certifications.

(4) **The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:**
(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian;
(B) synthesize indigenous ingredients from global cuisine to create innovative dishes; and
(C) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development.

(5) **The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:**
(A) evaluate practices for water and energy conservation across the food service industry;
(B) identify waste management options to promote sustainability; and
(C) evaluate current sustainable food practices.

(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:**
(A) assess grading and classifications;
(B) identify primal, sub-primal, and retail cuts;
(C) demonstrate fabrication techniques on proteins;
(D) evaluate purchasing practices according to various food service operations;
(E) model appropriate cooking methods for proteins; and
(F) evaluate appropriate cooking methods in regard to various protein selections.

(7) **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:**
(A) categorize classifications of fish and shellfish;
(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions;
(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish;
(D) model appropriate cooking methods for fish and shellfish; and
(E) evaluate the effects of cooking methods on product presentation.

(8) **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:**
(A) compare types of commonly available produce;
(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation;
(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications;
(D) model appropriate cooking methods for produce; and
(E) evaluate the effects of cooking methods on produce.

(9) **The student understands advanced baking and pastry principles. The student is expected to:**

(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;

(B) apply proper measuring and scaling techniques; and

(C) compose various plated desserts appropriate for various food service operations.

(10) **The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:**

(A) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity;

(B) prepare soft, hard, and artisanal breads through proper baking techniques; and

(C) differentiate between quick breads such as muffins, scones, and biscuits.

(11) **The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:**

(A) compare different types of pastry crusts and usage in pies and tarts;

(B) prepare pie fillings such as fruit, soft, and custard fillings;

(C) prepare different types of pastry dough such as Pate a Choux, Pate Sucree, and laminated dough;

(D) differentiate between various cookie preparation methods;

(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies; and

(F) bake, cook, and store cookies properly.

(12) **The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:**

(A) differentiate between cake preparation methods;

(B) differentiate the functions of icings and determine appropriate application;

(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes;

(D) demonstrate the ability to identify criteria for evaluation of cake products;

(E) prepare various icings such as fondant, buttercreams, flat, royal, and glazes; and

(F) perform basic piping skills with a parchment cone and pastry bag with tips.

(13) **The student demonstrates and practices the basic procedures for the production of custards, creams, and mousse. The student is expected to:**

(A) compose desserts such as ice creams, custards, mousse, and other desserts; and

(B) identify the roles of desserts such as ice creams, custards, mousse, and other desserts.

(14) **The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:**

(A) differentiate between the types of advanced confections;

(B) model methods of preparation in each type of confection;

(C) use chocolate as a major ingredient in dessert or food production;

(D) temper chocolate;

(E) use tempered chocolate in dessert preparation;

(F) cook sugar syrups to various stages of hardness;

(G) prepare dessert sauces such as custard, chocolate, caramel, fruit fillings, and coulis; and

(H) serve attractively plated desserts with appropriate sauces and garnishes.

(15) **The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:**

(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices; and

(B) research and develop menus for populations with dietary requirements or restrictions.

(16) **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:**

(A) differentiate between the major costs in food service such as food, beverage, and labor costs;
(B) validate the effect of controlling costs on the success of a food service operation;
(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs; and
(D) compare and contrast the relationship between inventory management and cost control in food service operations.

(17) **The student develops technology skills. The student is expected to:**

(A) Use technology as a tool to research, organize, evaluate, and communicate information.
(B) Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.
(C) Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.
(D) Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Standards for Career and Technical Education courses in the District of Columbia contain, in whole or in part, content from the states of Colorado, Maryland, Tennessee, and Texas, and were validated by DC business and industry partners. All content is used with permission.

Practicum in Culinary Arts

(a) **General requirements.** This course is recommended for students in Grade 12. The practicum course is a paid or unpaid capstone experience for students participating in a coherent sequence of career and technical education courses in the Hospitality and Tourism Career Cluster. Prerequisite: Culinary Arts II. Students shall be awarded one credit for successful completion of this course.

(b) **Introduction.**

(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.

(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.

(3) 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.

(4) Students are taught employability skills to prepare for college and career success, which include job-specific skills applicable to their training plan, job interview techniques, communication skills, financial and budget activities, human relations, and portfolio development.

(5) Instructions may be delivered through school-based laboratory training or through work-based delivery arrangement such as cooperative education, mentoring, and job shadowing.

(6) 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.

(7) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.

(c) **Knowledge and skills.**

(1) **The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:**

(A) model effective oral and written communication;

(B) practice professional grooming and hygiene standards;

(C) exercise punctuality and time-management skills;

(D) demonstrate self-respect and respect for others;

(E) demonstrate effective teamwork and leadership; and

(F) employ initiative, adaptability, and problem-solving techniques in practical applications.

(2) **The student uses employability skills to gain an entry-level job in a high-skill, high-wage, or high-demand field. The student is expected to:**

(A) identify employment opportunities;

(B) demonstrate the application of essential workplace skills in the career acquisition process;

(C) complete employment-related documents such as job applications, I-9 and W-4 forms, and job descriptions; and
(D) demonstrate proper interview techniques in various situations.

(3) **The student develops skills for success in the workplace. The student is expected to:**
(A) comprehend and model appropriate grooming and appearance for the workplace;
(B) demonstrate dependability, punctuality, and initiative;
(C) develop positive interpersonal skills, including respect for diversity;
(D) demonstrate appropriate business and personal etiquette in the workplace;
(E) exhibit productive work habits, ethical practices, and a positive attitude;
(F) demonstrate knowledge of personal and occupational health and safety practices in the workplace;
(G) demonstrate the ability to work with the other employees to support the organization and complete assigned tasks;
(H) prioritize work to fulfill responsibilities and meet deadlines;
(I) evaluate the relationship of good physical and mental health to job success and personal achievement;
(J) demonstrate effective verbal, non-verbal, written, and electronic communication skills; and
(K) apply effective listening skills used in the workplace.

(4) **The student demonstrates work ethics, employer expectations, interaction with diverse populations, and communication skills in the workplace. The student is expected to:**
(A) relate how personal integrity affects human relations on the job;
(B) demonstrate characteristics of successful working relationships such as teamwork, conflict resolution, self-control, and the ability to accept criticism;
(C) implement employer expectations;
(D) demonstrate respect for the rights of others;
(E) demonstrate ethical standards; and
(F) comply with organizational policies.

(5) **The student applies academics and job-readiness skills. The student is expected to:**
(A) apply mathematical skills to business transactions;
(B) develop a personal budget based on career choice;
(C) interpret data from documents such as tables, charts, and graphs to estimate and find solutions to problems; and
(D) organize and compose workplace documents.

(6) **The student applies ethical behavior standards and legal responsibilities within the workplace. The student is expected to:**
(A) compare workplace policies reflecting various business establishments;
(B) apply responsible and ethical behavior;
(C) summarize provisions of the Fair Labor Standards Act;
(D) describe the consequences of breach of confidentiality; and
(E) research and model laws related to culinary arts professions.

(7) **The student applies the use of interpersonal skills to accomplish objectives. The student is expected to:**
(A) identify and practice effective interpersonal and team-building skills involving situations with coworkers, managers, and customers; and
(B) apply leadership and career development skills through participation in activities such as career and technical student organizations.

(8) **The student uses concepts and skills related to safety in the workplace. The student is expected to:**
- (A) identify and apply safe working practices;
- (B) solve problems related to unsafe work practices and attitudes;
- (C) explain Occupational Safety and Health Administration regulations in the workplace;
- (D) analyze health and wellness practices that influence job performance; and
- (E) prepare for a state or national food sanitation certification or other appropriate certification.

(9) **The student evaluates personal attitudes and work habits that support career retention and advancement. The student is expected to:**
- (A) analyze the future employment outlook in the occupational area;
- (B) describe entrepreneurial opportunities in the area of culinary arts;
- (C) evaluate nontraditional food service careers such as food photographer, food stylist, corporate research and development chef, food writer, and independent consultant;
- (D) identify all of the aspects of a specific career path, including salary, skills level, and advancement opportunities;
- (E) evaluate strategies for career retention and advancement in response to the changing hospitality industry;
- (F) compare and contrast the rights and responsibilities of employers and employees; and
- (G) determine effective money management and financial planning techniques.

(10) **The student identifies skills and attributes necessary for professional advancement. The student is expected to:**
- (A) evaluate employment options, including salaries and benefits;
- (B) determine factors that affect career choices such as personal interests, abilities, priorities, and family responsibilities;
- (C) determine continuing education opportunities that enhance career advancement and promote lifelong learning; and
- (D) demonstrate effective methods to secure, maintain, and terminate employment.

(11) **The student demonstrates proper culinary techniques and knowledge of the professional kitchen. The student is expected to:**
- (A) use large and small equipment in a commercial kitchen;
- (B) develop food production and presentation techniques;
- (C) demonstrate moist, dry, and combination cookery methods;
- (D) 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;
- (E) demonstrate baking techniques such as yeast breads and rolls, quick breads, and desserts;
- (F) demonstrate proper receiving and storage techniques;
- (G) demonstrate proper cleaning of equipment and maintenance of the commercial kitchen; and
- (H) compare and contrast the pairing of cuisine and service styles in food service operations.

(12) **The student determines how successful marketing impacts a food service operation. The student is expected to:**
- (A) explain marketing, product, service, presentation, and communication mixes;
- (B) generate a marketing plan for multiple food service operations;
- (C) evaluate the marketing plans based on various demographics;
- (D) conduct market analysis and predict impact on current economy;
- (E) identity marketing communication formats across multiple platforms; and
- (F) design the menu as a marketing tool.

(13) **The student documents technical knowledge and skills. The student is expected to:**

(A) complete a professional career portfolio to include items such as an updated resume, documentation of technical skill competencies, licensures or certifications, recognitions, awards and scholarships, community service hours, participation in student and professional organizations, abstract of key points of the practicum, and practicum supervisor evaluations; and

(B) present the portfolio to interested stakeholders.

(14) **The student develops technology skills. The student is expected to:**

(A) Use technology as a tool to research, organize, evaluate, and communicate information.

(B) Use digital technologies (computers, PDAs, media players, GPSs, etc.), communication/networking tools, and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy.

(C) Demonstrate utilizing current and new technologies specific to the program of study, course, and/or industry.

(D) Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

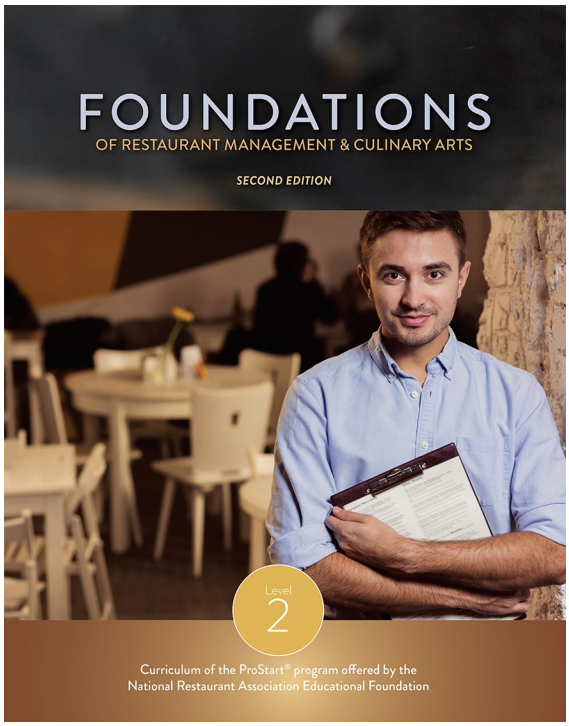
Standards for Career and Technical Education courses in the District of Columbia contain, in whole or in part, content from the states of Colorado, Maryland, Tennessee, and Texas, and were validated by DC business and industry partners. All content is used with permission.

A Correlation of

Foundations of Restaurant Management & Culinary Arts,

Second Edition

Level 1 ©2018



To the
District of Columbia Culinary Arts I Course
(High School)

INTRODUCTION

This document demonstrates how well The National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 © 2018** meets the District of Columbia Introduction to Culinary Arts I High School standards. Correlation page references are to the Student Edition, and are cited at the page level.

The National Restaurant Association created the most comprehensive curriculum developed by industry and academic experts, ***Foundations of Restaurant Management & Culinary Arts,* Second Edition.** This two-level program provides comprehensive student resources and robust teacher materials to provide an in-depth, industry-driven learning experience.

- Each Level features blended coverage of culinary arts and management topics designed to build well-rounded skills for the workplace.
- 21st Century Learning objectives are taught and reinforced throughout the program; critical thinking and problem solving; communication and collaboration; creativity and innovation; global awareness; and health literacy.
- Curriculum of the ProStart® Program

Certification
Students can earn exclusive certificates from the National Restaurant Association that meet Carl Perkins funding requirements. Upon completion of each course, Levels 1 and 2, students are eligible to take the corresponding exam. Those that pass will receive a certificate of recognition from the National Restaurant Association.

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
Career Cluster: Hospitality and Tourism	
Course: Culinary Arts I	
(a) General requirements. This course is recommended for students in Grades 9 and 10. Recommended prerequisite: Introduction to Culinary Arts. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.	
(3) 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. This course is offered as a classroom and laboratory-based course.	
(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(c) Knowledge and skills.	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A) model effective oral and written communication;	22 (activity 1), 47, 49–50, 51–52, 54 (activity 1), 60–62, 62–65, 70 (activities), 93 (activities 1 & 3), 133–134, 137 (activities), 168–170, 172 (activities 4 & 5), 194 (Q1), 218 (activities 1 & 6), 242 (activities 1 & 4), 325 (activity 4), 345 (activities 2 & 3), 371 (activities 1 & 5), 396 (activities 1 & 6), 424, 429–430, 432 (activity 1), 462 (activity 1), 477–478 (activities 1, 4, & 5), 440–441, 469, 472–473
(B) practice professional grooming and hygiene standards;	45, 123–125, 126–127, 152–153, 176–177, 423–424

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(C) exercise punctuality and time-management skills;	34–36, 38, 40 (math activity), 137 (activity 3)
(D) demonstrate self-respect and respect for others;	34–36, 48–50, 60–62, 168–170, 172 (activity 1), 429–430, 432 (activity 1), 470–471, 472–474
(E) demonstrate effective teamwork and leadership; and	46–47, 54 (activities), 170, 172 (activities 4 & 5), 242 (activity 4), 268 (activities 4 & 5), 396 (activity 4), 429–430, 466–476, 477–478
(F) employ initiative, adaptability, and problem-solving techniques in practical applications.	69 (Q2), 70 (activity 6), 117 (activity 6), 137 (activity 6), 156 (activity 5), 194 (activities 5 & 6), 345 (activities 2 & 3), 396 (activity 5), 429–430, 472–474
(2) The student gains academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within the restaurant food service industry. The student is expected to:	
(A) organize oral and written information;	22 (activity 1), 54 (activities 1 & 6), 62–65, 70 (activity 1), 93 (activity 2), 116 (activity 1), 137 (activities 2 & 5), 156 (activities 5 & 6), 218 (activity 6), 242 (activity 1), 268 (activity 6), 325 (activity 1), 344–345 (activities 1 & 5), 462 (activities 1 & 5), 477 (activity 2)
(B) compose a variety of written documents such as menus, presentations, and advertisements;	137 (activity 1), 164, 268 (activity 6), 293 (activity 1), 294 (activity 2), 325 (activity 6), 371 (activities 1 & 5), 396 (activity 5), 432 (activity 1)
(C) calculate numerical concepts such as weights, measurements, and percentages;	156 (activity 3), 172 (activity 3), 242 (activities 2 & 3), 268 (activity 3), 293 (Q1 & activity 2), 344 (activity 2), 371 (activity 3), 359 (Q2), 396 (activity 3), 404–405, 410 (Q2), 411 (activity 3), 462 (activity 3), 477–478 (activity 3)
(D) identify how scientific principles are used in the food service industry; and	22 (activity 2), 102–110, 111–113, 116–117 (activities 2, 3, & 6), 137 (activity 2), 142–145, 150, 151–153, 218 (activity 2), 268 (activity 2), 293 (activity 2), 323, 325 (activity 2), 344 (activity 2), 371 (activity 2), 378–379, 395 (Q2), 396 (activities 1 & 2), 400–403, 405, 411 (activities 2, 4, & 6), 462 (activity 2)

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(E) use mathematics and science knowledge and skills to produce quality food products.	394, 395 (Q1 & Q2), 396 (activity 3), 411 (activities 2 & 4)
(3) The student uses verbal and nonverbal communication skills to create, express, and interpret information to establish a positive work environment. The student is expected to:	
(A) develop and deliver presentations;	116 (activity 1), 172 (activity 5), 218 (activity 6), 411 (activity 5), 432 (activities 1, 4, & 6), 445 (Q1), 462 (activity 1)
(B) identify various marketing strategies used by the food service industry such as traditional and innovative marketing strategies;	442–443, 477 (activity 2)
(C) demonstrate proper techniques for answering restaurant phones;	425
(D) relate interpersonal communications such as verbal and nonverbal cues to enhance communication with coworkers, employers, customers, and clients; and	49–50, 60–68, 69 (Q1 & Q2), 168–170, 172 (activities 1 & 5), 429–430, 440–441
(E) demonstrate active listening skills to obtain and clarify information.	61–62, 70 (activity 2)
(4) The student solves problems using critical thinking, innovation, and creativity independently and in teams. The student is expected to:	
(A) generate creative ideas to solve problems by brainstorming possible solutions; and	70 (activity 6), 156 (activity 4)
(B) employ critical-thinking and interpersonal skills to resolve conflicts with individuals such as coworkers, customers, clients, and employers.	170, 429–430, 472–474, 476 (Q3), 477 (Q1 & Q2)
(5) The student uses information technology tools specific to restaurant management to access, manage, integrate, and interpret information. The student is expected to:	
(A) use information technology tools and applications to perform workplace responsibilities;	440, 441, 459–460
(B) demonstrate knowledge and use of point-of-sale systems; and	291 (technology side note), 459–460, 462 (activity 5)

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(C) evaluate Internet resources for information.	n/a
(6) The student understands roles within teams, work units, departments, organizations, and the larger environment of the food service industry. The student is expected to:	
(A) explain the different types and functions of kitchen, front-of-the-house, and support roles;	26–28 (see especially knowledge check Q1), 40 (activity 4), 246–249, 436–437
(B) investigate quality-control standards and practices;	147, 148–150, 151–153, 154, 156 (activity 5)
(C) differentiate between various styles of restaurant services such as table, buffet, fast food, fast casual, and quick service;	10–11, 446–447, 454, 462 (activity 6)
(D) illustrate various place settings using proper placement of dining utensils; and	446–447, 462 (activity 4)
(E) demonstrate the proper service techniques in food service operations.	438, 439–441,443–445, 455–458, 459–460
(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:	
(A) assess workplace conditions with regard to safety and health;	136 (Q1), 56 (Q1), 172 (activity 2), 178, 182, 183–185, 194 (activity 5), 426
(B) analyze potential effects caused by common chemicals and hazardous materials;	109–110, 165, 172 (activity 2)
(C) demonstrate first aid and cardiopulmonary resuscitation skills;	189–191
(D) apply safety and sanitation standards common to the workplace;	122–125, 126, 127–135, 136 (Q2), 137 (activity 4), 154, 156 (Q1 & activities 4, 5, & 6), 160–167, 172 (activities 2, 3, 4, & 5), 176–188, 192, 194 (activities 3 & 5), 344 (activity 2), 394–395 (Q1), 425–426
(E) research sources of food-borne illness and determine ways to prevent them;	104–110, 111–113, 125 (Q1), 134–135, 142–145 (knowledge check Q1), 154, 156 (activities 4, 5, & 6), 192, 344 (activity 2)

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(F) determine professional attire and personal hygiene for restaurant employees; and	45, 123–125, 126–127, 152–153, 176–177, 423–424
(G) prepare for a state or national food sanitation certification or other appropriate certifications.	n/a
(8) The student uses leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives. The student is expected to:	
(A) apply team-building skills;	46–47, 49, 70 (activities 2 & 4), 268 (activity 5), 294 (activity 2), 325 (activity 4), 371 (activity 4), 396 (activities 4 & 5)
(B) apply decision-making and problem-solving skills;	69 (Q2), 70 (activity 6), 117 (activity 6), 137 (activity 6), 170, 325 (activity 6), 345 (activities 2 & 3), 371 (activity 6), 396 (activities 3, 5, & 6), 411 (activity 6), 429–430, 462 (activity 6), 472–474, 476 (Q3), 477 (Q1 & Q2)
(C) determine leadership and teamwork qualities to aid in creating a pleasant working atmosphere; and	46–47, 49–50, 52 (Q3), 54 (activity 2), 168–169, 475–476, 477–478 (activities 2 & 6)
(D) participate in community leadership and teamwork opportunities to enhance professional skills.	n/a
(9) The student knows and understands the importance of professional ethics and legal responsibilities within the food service industry. The student is expected to:	
(A) demonstrate ethical reasoning in a variety of workplace situations in order to make decisions;	168–170, 172 (activities 1 & 6), 443–445
(B) interpret and explain written organizational policies and procedures to help employees perform their jobs; and	162–164, 166–167, 168–169, 170, 429–430, 443–445, 459–460, 467–469, 470–471, 477 (activity 1)
(C) develop guidelines for professional conduct.	44–45, 46–47, 48–50, 54 (activities 1 & 4), 168–169, 170, 172 (activity 5), 423–425, 425–426, 429–430, 443–445, 459–460, 467–469, 470–471, 475–476, 477 (activity 1)

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(10) The student demonstrates an understanding that personal success depends on personal effort. The student is expected to:	
(A) demonstrate a proactive understanding of self-responsibility and self-management;	30–31, 34–36, 37–38, 39 (Q1), 46–47, 137 (activity 3), 172 (activity 1)
(B) identify behaviors needed to be employable and maintain employment such as positive work ethics and positive personal qualities;	29–31, 44–47, 48–50, 51, 52 (Q3), 54 (activities 1 & 6), 58–62, 62–65, 68, 422–424, 425–426, 432 (activity 1), 438, 439–441, 470–471, 475–476
(C) identify and evaluate the effects of exercise, nutritional dietary habits, and emotional factors such as stress, fatigue, or anxiety on job performance;	34–36, 38, 39 (Q1), 40 (activity 2)
(D) implement stress-management techniques; and	34–36, 39 (Q1)
(E) follow directions and procedures independently.	112–114, 124–125, 126, 129, 130–131, 132, 134–135, 136 (Q2), 137 (activity 6), 162–164, 165–167, 168–170, 171 (Q2), 176–188, 212, 217 (Q1), 268 (activities 3 & 6), 425–426, 429–430, 438, 439–441, 443–445, 456–457, 458, 459–460, 472–474
(11) The student develops principles in time management, decision making, effective communication, and prioritization. The student is expected to:	
(A) apply effective practices for managing time and energy;	34–36, 38, 40 (activity 3), 137 (activity 3), 462 (activity 3)
(B) analyze various steps in the career decision-making process; and	218 (activity 1), 430
(C) discuss the importance of balancing a career, family, and leisure activities.	34–36, 38 (knowledge check)

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(12) The student knows and understands the importance of employability skills. The student is expected to:	
(A) demonstrate skills related to seeking employment in the food service industry;	29–31, 37–38, 78–79, 80–82, 82–84, 85–87, 88 (knowledge check), 92 (Q1 & Q2), 93 (activities 1 & 3)
(B) identify the required training and educational requirements that lead toward appropriate career goals;	29–31, 37–38, 90–91, 93 (activity 4)
(C) select educational and work history highlights to include in a career portfolio;	78
(D) create and update a personal career portfolio;	78
(E) recognize required employment forms and their functions such as I-9, work visa, W-4, and licensures to meet employment requirements;	88–89
(F) research the local and regional labor workforce market to determine opportunities for advancement;	54 (activity 5)
(G) investigate professional development training opportunities to keep current on relevant trends and information within the industry; and	37–38, 39 (Q2)
(H) recognize entrepreneurship opportunities.	17, 33
(13) 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:	
(A) define job-specific technical vocabulary;	60 (side note), 250, 411 (activity 5), 400–403, 486–517 (glossary of definitions)
(B) analyze customer comments to formulate improvements in services and products and training of staff;	427–428, 429–430

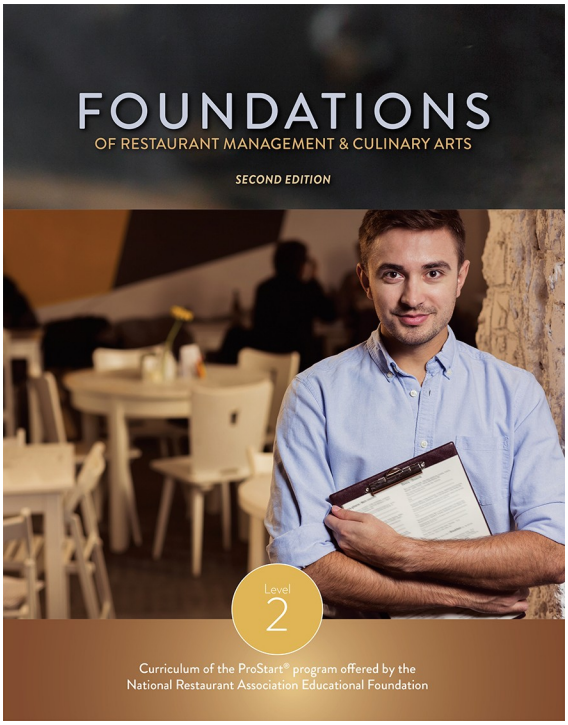
Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 1 ©2018
(C) detail ways to achieve high rates of customer satisfaction;	422–424, 425–426, 427–428, 432 (activity 1)
(D) use different types of payment options to facilitate customer payments for services; and	459–460
(E) demonstrate technical skills used in producing quality food service.	152–153, 438, 439–441, 456–457, 458
(14) The student understands factors that affect the food service industry. The student is expected to:	
(A) outline the history and growth of the food service industry;	14–20, 22 (activities 1 & 3)
(B) identify an entrepreneur who has made significant contributions to the food service industry; and	17, 20, 22 (activity 6)
(C) explain cultural globalization and its influence on food.	16
(15) The student evaluates and determines equipment, ingredients, and procedures in a professional food setting. The student is expected to:	
(A) identify the role of mise en place;	250–251, 259–263
(B) identify and use large and small equipment in the professional food service setting;	202–203, 204–206, 207–211, 212, 214–216, 222–228, 229–232, 232–236, 310–317
(C) identify the types of knives and proper usage in a commercial kitchen;	234–235, 237, 238–240, 242 (activities 4 & 5)
(D) demonstrate proper knife safety, handling, cleaning, and storage;	236–237, 242 (activities 4 & 5)
(E) differentiate between different types of produce and identify factors such as grading, purchasing, storage, and usage;	146–147, 304–306
(F) differentiate between dry goods and identify factors such as purchasing and storage;	n/a

A Correlation of

Foundations of Restaurant Management & Culinary Arts, Second Edition

Level 2 ©2018



To the
District of Columbia Culinary Arts II Course
(High School)

INTRODUCTION

This document demonstrates how well The National Restaurant Association's ***Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 © 2018** meets the District of Columbia Culinary Arts II standards. Correlation page references are to the Student Edition, and are cited at the page level.

The National Restaurant Association created the most comprehensive curriculum developed by industry and academic experts, ***Foundations of Restaurant Management & Culinary Arts,* Second Edition.** This two-level program provides comprehensive student resources and robust teacher materials to provide an in-depth, industry-driven learning experience.

- Each Level features blended coverage of culinary arts and management topics designed to build well-rounded skills for the workplace.
- 21st Century Learning objectives are taught and reinforced throughout the program; critical thinking and problem solving; communication and collaboration; creativity and innovation; global awareness; and health literacy.
- Curriculum of the ProStart® Program

Certification
Students can earn exclusive certificates from the National Restaurant Association that meet Carl Perkins funding requirements. Upon completion of each course, Levels 1 and 2, students are eligible to take the corresponding exam. Those that pass will receive a certificate of recognition from the National Restaurant Association.

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
Career Cluster: Hospitality and Tourism	
Course: Culinary Arts II	
(a) General requirements. This course is recommended for students in Grades 10-12. Prerequisite: Culinary Arts I. Students shall be awarded one credit for successful completion of this course.	
(b) Introduction.	
(1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.	
(2) The Hospitality and Tourism Career Cluster focuses on the management, marketing, and operations of restaurants and other food/beverage services, lodging, attractions, recreation events, and travel-related services.	
(3) 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.	
(4) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.	
(c) Knowledge and skills.	
(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:	
(A) model effective oral and written communication;	15 (knowledge check), 20 (knowledge check), 21 (case study follow-up), 22, 30 (knowledge check), 39 (knowledge check), 40 (case study follow-up & all chapter activities), 56 (knowledge check), 69 (knowledge check), 71 (activities 1, 3, 4, 5, & 6), 84 (knowledge check), 85 (case study follow-up), 86 (activities 1, 4, 5, & 6), 103 (knowledge check), 110 (knowledge check), 111 (case study follow-up), 112 (activities 1 & 2), 130 (knowledge check), 142 (knowledge check), 144 (activities 1 & 2), 145 (activities 4 & 6), 171 (knowledge check), 182 (knowledge check), 183 (case study follow-up), 184 (activities 1, 4, 5, & 6), 201 (knowledge check), 211 (knowledge check), 212 (case study follow-up), 213 (activities 1, 2, 5, & 6), 225 (knowledge check), 232 (knowledge check), 234 (case study follow-up), 234 (activity 2), 246 (knowledge check), 247 (activity 1),

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

	248 (activity 6), 263 (knowledge check), 270 (knowledge check), 282 (knowledge check), 284 (activities 1, 2, & 3), 285 (activities 4, 5, & 6), 298 (knowledge check), 307 (knowledge check), 308 (activities 2, 3, 4, 5, & 6), 322 (knowledge check), 332 (knowledge check), 333 (case study follow-up), 334 (activities 1, 2, 4, 5, & 6), 340 (knowledge check), 346 (knowledge check), 352 (knowledge check), 354 (activities 1 & 6), 365 (knowledge check), 374 (knowledge check), 375 (case study follow-up), 376 (activity 1), 389 (knowledge check), 391 (knowledge check), 399 (activities 1, 2, 5, & 6), 415 (knowledge check & case study follow-up), 416 (activities 2, 4, & 5), 417 (activity 6), 427 (Knowledge check), 435 (Knowledge check), 436 (Case study follow-up), 437 (activities 1, 2, 5, & 6), 449 (knowledge check), 454 (knowledge check), 455 (case study follow-up), 456 (activities 1, 5, & 6), 470 (knowledge check), 481 (knowledge check and case study follow-up), 482 (activities 1 & 6), 495 (knowledge check), 501 (knowledge check), 502 (case study follow-up), 503 (activities 1, 2, 3, 5, & 6), 516 (knowledge check), 519 (knowledge check & case study follow-up), 520 (activities 1, 2, 3, & 4)
(B) practice professional grooming and hygiene standards;	n/a

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(C) exercise punctuality and time-management skills;	n/a
(D) demonstrate self-respect and respect for others;	n/a
(E) demonstrate effective teamwork and leadership; and	22 (activities 4, 5, & 6), 40 (activity 4), 86 (activity 4), 112 (activity 4), 145 (activity 4), 184 (activity 4), 213 (activity 4), 234 (activity 3), 247 (activities 1 & 4), 308 (activity 4), 334 (activity 4), 354 (activities 2 & 4), 376 (activity 4), 399 (activity 4), 416 (activities 4 & 5), 437 (activity 4), 452 (activities 2, 4, & 6), 482 (activities 4 & 5), 503 (activity 4), 520 (activity 4)
(F) employ initiative, adaptability, and problem-solving techniques in practical applications.	22 (all activities), 40 (case study follow-up and all activities), 85 (case study follow-up), 111 (case study follow-up), 112 (activity 5), 184 (activities 4 & 6), 234 (case study follow-up), 247 (case study follow-up & activities 1, 2, 4), 248 (activity 6), 284 (activities 1 & 3), 308 (case study follow-up), 333 (case study follow-up), 354 (case study follow-up), 375 (case study follow-up), 398 (case study follow-up), 415 (case study follow-up), 416 (activities 4 & 5), 455 (case study follow-up), 456 (activity 6), 481 (case study follow-up), 503 (activity 5), 520 (activities 3 & 5)
(2) The student researches, analyzes, and designs a path to achieve career goals. The student examines jobs available in the food service industry and accesses career opportunities. The student is expected to:	
(A) demonstrate major duties and qualifications for all staff and managerial positions to facilitate selection of career choices in the food service industry;	2–3, 42–43, 190–191, 310–311, 378–379, 442–443
(B) model proper interview techniques;	294–297
(C) critique personal and short-term goals; and	n/a
(D) create and update a career portfolio.	n/a

(3) The student explains how employees, guests, and property are protected to minimize losses or liabilities. The student is expected to:	
(A) determine the basics of safety in culinary arts;	n/a
(B) assess workplace conditions and identify safety hazards;	n/a
(C) determine the basics of sanitation in a professional kitchen;	n/a

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(D) determine proper receiving, storage, and distribution techniques;	52–53, 56, 59, 69, 103, 130, 184 (activity 5), 228–232, 234 (activity 3), 271–277, 390–391, 408–409, 503 (activity 6), 493
(E) explain and demonstrate proper cleaning of equipment and maintenance of the commercial kitchen;	n/a
(F) assess food hazards and determine ways to prevent food hazards; and	59 (safety), 62 (nutrition), 69, 128, 284 (activity 2), 371–374, 396, 410, 414, 429 (safety), 475 (safety), 512 (safety)
(G) prepare for a state or national food sanitation certification or other appropriate certifications.	n/a
(4) The student evaluates global cuisines, including the culture, history, and indigenous ingredients to create international recipes. The student is expected to:	
(A) replicate advanced moist and dry cooking techniques from global cuisines such as American regional, Latin American, European, Mediterranean, Middle Eastern, and Asian;	392–393, 410, 412, 414, 433–455
(B) synthesize indigenous ingredients from global cuisine to create innovative dishes; and	n/a
(C) justify the connection of flavor, texture, visual appeal, taste, and customer satisfaction on product development.	510–511
(5) The student demonstrates an understanding of sustainability in the restaurant industry and its local and global effect. The student is expected to:	
(A) evaluate practices for water and energy conservation across the food service industry;	322–328, 332 (knowledge check), 333 (case study follow-up), 334 (activities 1, 2, & 4)
(B) identify waste management options to promote sustainability; and	328–332, 332 (knowledge check)
(C) evaluate current sustainable food practices.	317–322, 334 (activities 5 & 6)

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(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:	
(A) assess grading and classifications;	384–385, 399 (activity 1), 406–407
(B) identify primal, sub-primal, and retail cuts;	386–389, 399 (activities 1, 4, & 6), 407–408
(C) demonstrate fabrication techniques on proteins;	387–388, 410–412, 415 (knowledge check), 416 (activity 3)
(D) evaluate purchasing practices according to various food service operations;	390–391, 398 (case study follow-up), 408–409, 415 (knowledge check), 416 (activity 5)
(E) model appropriate cooking methods for proteins; and	392–393, 398 (knowledge check), 399 (activity 6), 401–403, 410, 412, 414, 415 (knowledge check), 420–421
(F) evaluate appropriate cooking methods in regard to various protein selections.	396–397, 414
(7) 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:	
(A) categorize classifications of fish and shellfish;	424–427
(B) evaluate factors that influence seafood purchasing such as freshness, flavor, sustainability, and market conditions;	428–430
(C) demonstrate the ability to clean and fabricate round, flat, fin fish, and shellfish;	430–432, 435 (knowledge check)
(D) model appropriate cooking methods for fish and shellfish; and	433–435
(E) evaluate the effects of cooking methods on product presentation.	435

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(8) 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:	
(A) compare types of commonly available produce;	94–101, 120–128, 144 (activity 1), 152–153, 158–171
(B) identify factors contributing to cost and quality such as seasonality, market volatility, and transportation;	102, 129
(C) compare and contrast forms and use of produce such as fresh, frozen, canned, dried, and other classifications;	n/a
(D) model appropriate cooking methods for produce; and	106–110, 133–141, 142 (knowledge check), 147–149, 155–158, 172–176, 186–189
(E) evaluate the effects of cooking methods on produce.	154–155
(9) The student understands advanced baking and pastry principles. The student is expected to:	
(A) use professional food preparation equipment such as commercial-grade mixers, food processors, and measuring tools;	458–461, 467–470
(B) apply proper measuring and scaling techniques; and	224–225, 458–461
(C) compose various plated desserts appropriate for various food service operations.	471, 484–486, 505–507
(10) The student demonstrates and practices the basic procedures for the production of yeast and quick bread products. The student is expected to:	
(A) differentiate how various types of bread crusts are created through fermentation, proofing, baking temperatures, and humidity;	448–451

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(B) prepare soft, hard, and artisanal breads through proper baking techniques; and	450, 452–454, 456 (activity 5), 458–461
(C) differentiate between quick breads such as muffins, scones, and biscuits.	n/a
(11) The student demonstrates and practices the basic procedures for the production of pastry crust, pastry dough, and cookie. The student is expected to:	
(A) compare different types of pastry crusts and usage in pies and tarts;	472–480
(B) prepare pie fillings such as fruit, soft, and custard fillings;	496–498
(C) prepare different types of pastry dough such as Pate a Choux, Pate Sucree, and laminated dough;	472–480
(D) differentiate between various cookie preparation methods;	n/a
(E) determine the causes of crispness, moistness, chewiness, and the spread of cookies; and	n/a
(F) bake, cook, and store cookies properly.	506
(12) The student demonstrates and practices the basic procedures for the production of cakes, frostings, fillings, and icings. The student is expected to:	
(A) differentiate between cake preparation methods;	464–465
(B) differentiate the functions of icings and determine appropriate application;	465–470
(C) assemble and ice simple layer cakes, sheet cakes, and cupcakes;	482 (activity 5), 484, 486

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(D) demonstrate the ability to identify criteria for evaluation of cake products;	n/a
(E) prepare various icings such as fondant, buttercreams, flat, royal, and glazes; and	467–470, 487
(F) perform basic piping skills with a parchment cone and pastry bag with tips.	480
(13) The student demonstrates and practices the basic procedures for the production of custards, creams, and mousse. The student is expected to:	
(A) compose desserts such as ice creams, custards, mousse, and other desserts; and	497–498, 505, 507
(B) identify the roles of desserts such as ice creams, custards, mousse, and other desserts.	496, 499–501
(14) The student demonstrates and practices the basic procedures for the production of chocolate, sugars, confections, and sauces. The student is expected to:	
(A) differentiate between the types of advanced confections;	492
(B) model methods of preparation in each type of confection;	n/a
(C) use chocolate as a major ingredient in dessert or food production;	n/a
(D) temper chocolate;	494–495
(E) use tempered chocolate in dessert preparation;	n/a
(F) cook sugar syrups to various stages of hardness;	n/a
(G) prepare dessert sauces such as custard, chocolate, caramel, fruit fillings, and coulis; and	109, 117, 497–498

DISTRICT OF COLUMBIA STANDARDS FOR CAREER AND TECHNICAL EDUCATION	*Foundations of Restaurant Management & Culinary Arts,* Second Edition, Level 2 ©2018
(H) serve attractively plated desserts with appropriate sauces and garnishes.	510–521 (entire chapter including summary, activities, and exam prep)
(15) The student evaluates nutrition concepts as they affect health and wellness, marketing, and menu planning. The student is expected to:	
(A) analyze the role of carbohydrates, vitamins, minerals, proteins, and fats as they relate to food choices; and	340–347, 352 (knowledge check)
(B) research and develop menus for populations with dietary requirements or restrictions.	358–362
(16) 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:	
(A) differentiate between the major costs in food service such as food, beverage, and labor costs;	196–201
(B) validate the effect of controlling costs on the success of a food service operation;	196, 211 (knowledge check), 234 (activity 1)
(C) compare and contrast the concept of fixed costs, variable costs, and controllable costs; and	197–200, 201 (knowledge check)
(D) compare and contrast the relationship between inventory management and cost control in food service operations.	219–220, 232, 277–280

Suggested Equipment List

Hot Food Equipment List	Good	Best
4-6 Burner Stove/Range	Residential	Commercial
Deep Fryer	Stove Top Frying	Deep Basket Fryer
Broiler	Stove/Range Broiler	24” to 36” Wide Broiler
Grill	Stove Top French Grill	24” to 36” Infrared Grill
Oven	Conventional Oven	Convection/Combi
Steamer	Stove Top	Commercial Steamer

Refrigeration List	Good	Best
Refrigerator	2 - 3 Reach-In Units	Walk-In Cooler/Freezer
Freezer	1 - 2 Reach-In Units	Walk-In Freezer
Refrigerated Display Cabinets	1-4 foot Deli Display cabinet	1-8 foot Display Cabinet
Slicer	Hand Slicing Knife	Commercial Slicer
Table Top Mixers	3 – 5 Units	8 – 12 Units
Floor Standing Mixers	*	1 Unit

Recommended Station Set-up

Items for each station or kitchen area

Smallwares	Good	Best
1 quart sauce pan	1	2
3.5 quart sauce pan	*	2
4 quart sauce pan	1	2
7” Sauté Pans	1	2
10” Sauté Pans	1	2
10 quart Stock Pots	*	1
12” Sautoir	*	1
12 qt Rondeau/Brazier	*	*
Set of Stainless Bowls	1	1
6-8” China Cap	*	1
Off Set Spatulas	*	1-2
Serving Spoons/Solid	1	2-3
Serving Spoons/Slotted	1	2-3
6-8” Wire Whisk	1	2
Set of Ladles (1, 2, 4, 6 oz)	1	1
Metal Tongs	1	2 - 3
Heat Resistant Rubber Spatulas	1	2 - 3
Meat Forks	*	1
Roasting Pans	*	1

Smallwares Cont'd	Good	Best
Full Sheet Pans	*	2
Half Sheet Pans	1	2
Bus Tubs	*	1
Dough Cutter	*	1
Bowl Scraper	1	1
Pastry Brush	*	1
8" Chef Knife	1	2+
7" Santoku	*	2+
6" Boning Knife	1	2+
3" Paring Knife	1	2+
8" Bread Knife	*	1
8" Carving Knife	*	*
Vegetable Peelers	1	2+
Knife Steel	*	1
Cutting Board	1	2-3
Measuring Spoons (sets)	1	1
Measuring Cups (sets)	1	1
Large Measuring cups (2, 4 cup)	*	1
Bread Pans	*	2
8" Cake Pans	*	1
12 cup Muffin Pans	1	1
Cake Decorating Sets	*	*
8" Strainers	*	1
Colander	*	*
Rolling Pins	*	1

Items may be less than one per station, but should be available for use.

Additional Items for Restaurant or Catering Operations

Based on the Size of the Operation

Full Hotel Pans	Half Hotel Pans	Third Hotel Pans
Full Perforated Hotel Pans	Chafers	Speed Rack

Storage Containers

Adequate based on class size and storage space available

Lidded Containers	2, 4, 5, Quart
Food Storage Boxes	12x18x6, 12x18x12, 18x26x6, 18x26x12

Appendix C

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Secondary Local Application

for the

Strengthening Career and Technical Education for the 21st Century Act

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

Local Application

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 2020–21 to 2023–24 academic years. Providers receiving a *Perkins V* grant allocation are also required to submit plans with the same timeline commitment.

Local Application

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.

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. *increase, improve, maintain, decrease*) 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 2019–20 and 2022–23 academic years.

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

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 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 SMART goals for improving the alignment between your educational programming and regional labor market needs.

Activity 2.1: Establishing Goals

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 sunsetting of outdated ones. Review the strategies you identified previously, and in the space below, detail a set of goals you would like to achieve in the next four years.

Goals 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 <u>currently</u> 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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 Goals

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 set of goals that these strategies will help you achieve. Note that you may choose to write goals for each of the areas that follow; or, if you believe aspects of your current programming are already of high-quality, focus your efforts on areas that will need additional attention.

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.

Goals 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.

Goals 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.

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 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.

Goals for Expanding CTSO Participation

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.

Goals 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 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. We encourage you to identify five to six SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least three intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Goal 6:

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 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 Goals

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 set of goals you would like to achieve to promote equitable access to CTE services.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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 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 set of goals 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.

Goals 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 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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 Goals

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 set of goals you might pursue to prepare CTE educators to deliver high-quality instruction for all students.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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 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. Then in the space below, detail a set of goals you would like to achieve within the next four years.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals
Goal 1:
Goal 2:
Goal 3:

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* .

{Insert EGMS Tab 9.0 “Detailed Planned Expenditures” and all subtabs}

Appendix D

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Postsecondary Local Application

for the

Strengthening Career and Technical Education for the 21st Century Act

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

Local Application

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 2020–21 to 2023–24 academic years. Providers receiving a *Perkins V* grant allocation are also required to submit plans with the same timeline commitment.

Local Application

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.

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. *increase, improve, maintain, decrease*) 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 2019–20 and 2022–23 academic years.

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

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 Goals

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 set of goals you would like to achieve in the next four years.

Goals 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 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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 Goals

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 may choose to write goals for each of the areas that follow or, if you believe aspects of your current programming are already of high-quality, focus your efforts on areas that will need additional attention.

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.

Goals 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.

Goals 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 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.

Goals for Expanding CTSO 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. We encourage you to identify five to six SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least three intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

Goal 4:

Goal 5:

Goal 6:

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 Goals

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 set of goals you would like to achieve to promote equitable access to CTE services.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals
Goal 1:
Goal 2:
Goal 3:

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 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 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 set of goals 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.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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 Goals

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 set of goals you might pursue to prepare CTE educators to deliver high-quality instruction for all students.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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, detail a set of goals you would like to achieve within the next four years.

Goals 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 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. We encourage you to identify two to three SMART goals that you agree to be held accountable for accomplishing over the next four years, with at least one intended to produce measurable results by the 2020–21 program year.

SMART Goals

Goal 1:

Goal 2:

Goal 3:

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.*

{Insert EGMS Tab 9.0 "Detailed Planned Expenditures" and all subtabs}

Appendix E

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Secondary Career and Technical Education Comprehensive Needs Assessment

for the

Strengthening Career and Technical Education for the 21st Century Act

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

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 2022. 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 Richard Kincaid at Richard.Kincaid@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 2020-21 Local Application, which will begin in Spring 2020. 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 2019-20 school year.

Program of Study name	Number of participants in 2019-20	Number of concentrators* as of 2019-20	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 2019-20 school year.

CTE POS	Extent of alignment to regional growth industries*	Does LMI data indicate a need for this program? (Y/N)	Evidence
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ 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:

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

- *What strategies might you use to improve programming alignment to labor market conditions (e.g., improvements to existing programs, addition of new POS, sunsetting 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 2019–20 school year.

	Gender		Race-ethnicity						
Program of Study	**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 2019 – 20 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 2018–19 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 *overall performance*, on which indicators are you substantially exceeding* the District performance target?	
Looking at *overall performance*, on which indicators are you substantially underperforming* 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	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Females	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Non-binary	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Race-ethnicity									
American Indian/Alaskan Native	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Asian	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Black or African American	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Hispanic or Latino	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Native Hawaiian or Pacific Islander	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
White	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Two or more races	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms

Population	Indicator								
	1S1	2S1	2S2	2S3	3S1	4S1	5S1	5S2	5S3
Special Populations									
Individuals with disabilities	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Economically disadvantaged	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Nontraditional occupations	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Single parents	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
English learners	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Homeless individuals	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Youth in foster care	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Youth with a parent in active military	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Migrant students	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ 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?

Appendix A: Performance Data 2019–20

	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

DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

Postsecondary Career and Technical Education Comprehensive Needs Assessment

for the

Strengthening Career and Technical Education for the 21st Century Act

Office of the State Superintendent of Education
1050 First St. NE, Washington, DC 20002 | www.osse.dc.gov

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 2022. 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 Richard Kincaid at Richard.Kincaid@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 2020-21 Local Application, which will begin in Spring 2020. 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 2019-20 school year.

Program of Study name	Number of participants in 2019-20	Number of concentrators* as of 2019-20	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 2019-20 school year.

CTE POS	Extent of alignment to regional growth industries*	Does LMI data indicate a need for this program? (Y/N)	Evidence
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ Full		
	☐ None ☐ Strong ☐ Weak ☐ 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:

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

- *What strategies might you use to improve programming alignment to labor market conditions (e.g., improvements to existing programs, addition of new POS, sunsetting 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 2019–20 school year.

	Gender		Race-ethnicity						
Program of Study	**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 2019 – 20 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 *overall performance*, on which indicators are you substantially exceeding* the institutional performance target?	
Looking at *overall performance*, on which indicators are you substantially underperforming* 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	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Females	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Non-binary	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Race-ethnicity			
American Indian/Alaskan Native	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Asian	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Black or African American	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Hispanic or Latino	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Native Hawaiian or Pacific Islander	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
White	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Two or more races	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Special Populations			
Individuals with disabilities	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Economically disadvantaged	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Students preparing for employment in nontraditional occupations*	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Single parents	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Out of workforce	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
English learners	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms
Homeless individuals	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms	☐ Exceeds ☐ Meets ☐ Underperforms

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?

Appendix A: Performance Data 2019–20

	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 60 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 August 23, 2019 and will close October 23, 2019.

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 **October 23, 2019** 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:

Richard Kincaid
State Director of Career and Technical Education
Richard.Kincaid@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 60-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 completion[3].
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 August 23, 2019 and will close October 23, 2019. All persons desiring to comment on the proposed State Determined Performance Levels should submit comments in writing not later than **October 23, 2019** via email to: ossecomments.proposedregulations@dc.gov.

Secondary

Indicator	Baseline Level	Performance Levels			
		2020	2021	2022	2023
1S1: Four-Year Graduation Rate	97%	97%	97%	97%	97%
2S1: Academic Proficiency in Reading / Language Arts	25%	28%	31%	34%	37%
2S2: Academic Proficiency in Mathematics	8%	12%	16%	20%	24%
2S3: Academic Proficiency in Science	Available Fall 2019				
3S1: Post-Secondary Placement	74%	75%	76%	77%	80%
4S1: Non-traditional Program Concentration	33%	34%	35%	36%	37%
5S3: Program Quality--Participated in Work-Based Learning	25%	28%	31%	37%	45%

Post-Secondary

Indicator	Baseline Level	Performance Levels			
		2020	2021	2022	2023
1P1: Post-Secondary Retention and Placement	18%	20%	22%	24%	26%
2P1: Earned Recognized Post-Secondary Credential	19%	21%	23%	25%	27%
3P1: Non-Traditional Program Enrollment	21%	22%	23%	24%	25%

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 (2017/2018) 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.
2S1/2S2: Baseline is taken from 2-year average (2017/2018). Performance Level progress is based on ESSA's goal of 85% proficiency by 2038.
2S3: Baseline data will become available in late 2019. Performance Level progress is based on ESSA's goal of 85% proficiency by 2038.

[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 (2017/2018). Performance target for 2023 is set at 80%. We project incremental growth of 1% in 2020-22, and then increase by 3% in 2023 due to the fact that this will be the first year that there will have been full implementation of state-approved Program of Study structures and support.
4S1: Baseline is taken from 2-year average (2017/2018). The OSSE-CTE recommended target ceiling for this indicator is 40%, resulting in 1% annual growth through 2023. 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." Performance levels reflect the gradual implementation of course-level standards across CTE programs, with the goal of attaining 45% performance by 2023.

Postsecondary Indicators
1P1: This new indicator is a combination of multiple Perkins IV indicators. Baseline was estimated from previous two years of data.
2P1: Baseline data is taken from 2-year average (2017/2018). Based on 7-year historical CAR data, OSSE-CTE recommends 2% annual growth through 2023. 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 (2017/2018). The OSSE-CTE recommended target ceiling for this indicator is 40%, resulting in 1% annual growth through 2023. Nontraditional occupations are occupations for which individuals from one gender comprise less than 25% of the individuals employed in that occupation.

Appendix I

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

Previous Edition Usable **Standard Form 424B (Rev. 7-97)**

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

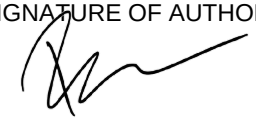
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

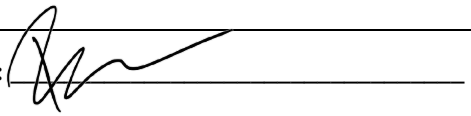
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
	State Director, Career and Technical Education
APPLICANT ORGANIZATION	DATE SUBMITTED
Office of the State Superintendent of Education	May 24, 2019

Approved by OMB
0348-0046

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352
(See reverse for public burden disclosure)

1. Type of Federal Action: a. contract _b___ b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	**2. Status of Federal Action:** a. bid/offer/application __a___ b. initial award c. post-award	**3. Report Type:** a. initial filing __a___ b. material change **For material change only:** Year _____ quarter _____ Date of last report_____
4. Name and Address of Reporting Entity: _x___ Prime _____ Subawardee Tier_____, if Known: **Office of the State Superintendent of Education** **1050 First Street NE** **Washington, DC 20002** **Congressional District,** *if known*:	**5. If Reporting Entity in No. 4 is Subawardee,** Enter Name and Address of Prime: **Congressional District,** *if known*:	
6. Federal Department/Agency: **US Department of Education**	**7. Federal Program Name/Description:** **Carl D. Perkins Grant** CFDA Number, *if applicable*: _____	
8. Federal Action Number, *if known:*	**9. Award Amount**, *if known:* **$**	
10. a. Name and Address of Lobbying Registrant *(if individual, last name, first name, MI):*	**b. Individuals Performing Services** *(including address if different from No. 10a)* *(last name, first name, MI):*	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.	**Signature:**  **Print Name: Richard Kincaid_____** **Title: _Director, Career and Technical Education____** **Telephone No.: __202-442-4008___ Date: May 24, 2019**	
Federal Use Only	**Authorized for Local Reproduction** **Standard Form - LLL (Rev. 7-97)**	

INSTRUCTIONS FOR COMPLETION OF SF-LLL, DISCLOSURE OF LOBBYING ACTIVITIES

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with a covered Federal action. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.

2. Identify the status of the covered Federal action.

3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.

4. Enter the full name, address, city, State and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.

5. If the organization filing the report in item 4 checks "Subawardee," then enter the full name, address, city, State and zip code of the prime Federal recipient. Include Congressional District, if known.

6. Enter the name of the federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.

7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.

8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitations for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Included prefixes, e.g., "RFP-DE-90-001."

9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.

10. (a) Enter the full name, address, city, State and zip code of the lobbying registrant under the Lobbying Disclosure Act of 1995 engaged by the reporting entity identified in item 4 to influence the covered Federal action.

    (b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial (MI).

11. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

According to the Paperwork Reduction Act, as amended, no persons are required to respond to a collection of information unless it displays a valid OMB control Number. The valid OMB control number for this information collection is OMB No. 0348-0046. Public reporting burden for this collection of information is estimated to average 10 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, DC 20503

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

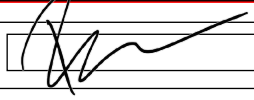
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION	Office of the State Superintendent of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	
* First Name:	Richard
Middle Name:	
* Last Name:	Kincaid
Suffix:	
* Title:	Director, Career and Technical Education
* SIGNATURE:	
* DATE:	May 24, 2019

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about the following provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing