

Cover Page

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1. Eligible Agency (State Board) Submitting Plan on Behalf of State:

Agency Name:

2. Lead individuals completing this plan:

Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user accounts.

1. A. Please select the individual responsible for the **narrative descriptions** in this plan:

2. B. Please select the individual responsible for the **budget** in this plan:

3. C. Please select the **lead individual who may be contacted to answer questions** about this plan:

3. Type of Perkins V State Plan Submission: 1-Year Transition Plan (FY 2019 only) State Plan (FY 2019-2023)
4. Submission of Perkins V State Plan as part of a Workforce Innovation and Opportunities Act (WIOA) combined State Plan: Yes No
5. Governor's Joint Signatory Authority of the Perkins V State Plan:

Date Governor was sent State Plan
for signature:

If the Governor has provided a letter that he or she is jointly signing the State Plan for submission to the Department, please upload the letter.



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

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

TRANSITION PLAN

July 1, 2019—June 30, 2020

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. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
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**
- 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:
 2. Official Position Title:
 3. Agency:
 4. Telephone:
 5. Email:
- E. Type of Perkins V State Plan Submission - FY 2019 (*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: Not required for the Transition Plan.

- 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 C Above (Printed Name) Richard Kincaid	Telephone: 202-442-4008
Signature of Authorized Representative	Date: May 19, 2019

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 Forms	Revisions, if any	Revisions, if any
IV. Budget	Required	Required
V. State Determined Performance Levels	Required	Required

ABOUT CTE IN THE DISTRICT OF COLUMBIA

The District of Columbia has a vibrant economy with an array of promising career opportunities for its citizens. In order to take advantage of these opportunities, our students must be aware of the occupations that exist, and earn the requisite secondary and postsecondary credentials necessary to compete for them. Career and Technical Education (CTE) in the District of Columbia should serve as a pipeline that connects students to postsecondary education and opportunities for a successful career.

The Office of the State Superintendent of Education (OSSE), Department of Career and Technical Education, provides leadership, coordination, and technical assistance to ensure excellence in the District of Columbia's statewide system of Career and Technical Education. We receive local and federal funds and award them to sub-grantees to ensure local education agencies (LEAs) and institutes of higher education (IHEs) provide equitable and high quality programs of study. Together with LEAs, IHEs, and other local partners, we support the following work:

- Assisting secondary and postsecondary programs in aligning career and technical education students to workforce opportunities,
- Easing the transition from high school to postsecondary programs, and
- Improving state and local accountability for CTE programming.

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.

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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)

The Office of the State Superintendent of Education (OSSE) for the District of Columbia (DC) is applying the Perkins V regulations and engaging DC stakeholders to recommend or modify credentialing and learning standards. Beginning in the third quarter of 2018, OSSE CTE staff started this process by collecting data from Perkins' LEA administrators for the programs of study proposed in the District.

The Creation of Programs of Study (POS)

OSSE worked with state educational agencies from multiple states throughout the US, and established a baseline level of course standards for each of the 107 courses offered in our new programs of study (POS). In April and May 2019, OSSE staff arranged over 30 validation meetings with business and industry professionals representing all aspects of our 40 programs of study, and asked them to modify and recommend the technical skills in each of our new course standards. The validation process allowed OSSE staff to ensure the course standards will appropriately prepared students for the jobs aligned with their programs of study, and allowed the business and industry community to learn more about the quality and complexity of content instruction that will occur across all DC CTE classrooms. The POS matrix is noted in appendix A, and was reviewed by local industry professionals and LEA administrators in 2019, OSSE CTE's transition year. After these stakeholders reviewed and endorsed the POS' learning standards, OSSE CTE will require all Perkins' grantees to choose and follow these learning standards effective June 1, 2020. Only LEAs who follow these learning standards will be funded.

Each POS will follow a four course sequence. The first course will be an introductory survey class to introduce and showcase for students virtually all aspects of that industry and key occupations in demand. The second and third level courses require students to understand the key components of that particular POS that will help prepare them for a recognized postsecondary/industry credential. If students complete levels two and three, they will have attained concentrator status. Second and third level classes may be offered as articulated or dual enrollment courses.

For each course level, students engage in progressive work-based learning programs, which include attending speakers' series, self-assessments on Naviance or Virtual Job shadow, and work site visits. In their third or fourth year, students are take a capstone course, which offers the student internship or apprenticeship opportunities in related occupational fields.

Throughout the transition year, OSSE will work with our IHE partners to align our programs of study to higher education programs, and identifying the places where articulation agreements are appropriate.

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;
- expand access to career and technical education for special populations; and
- support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

OSSE is taking the opportunity provided by Perkins V to completely overhaul our process for approving locally developed programs of study and career pathways. Over the next few months, we will be examining how other states are providing voice and choice to their LEA and IHE partners through the local POS application process. Our State Plan will outline the process for the District of Columbia, moving forward.

Generally, our process will:

1. Require that an application for the new program of study be completed by the LEA. The application must be submitted to OSSE during the designated timeframe.
2. Require the LEA/IHE to convene an advisory committee to determine the community need of the new requested program, and use LMI data to determine its alignment to workforce needs.
3. Require LEA/IHE partners to provide essential knowledge and skill requirements for each of the courses within the proposed sequence.
4. Allow for LEA/IHE partners to identify nationally recognized standards or course standards to be included in the application, which may expedite the approval process.

At a minimum, OSSE will require that locally developed programs of study or career pathways:

- using the most recently available Labor Market Information (LMI data), meet the State definitions for high-wage, high-skill, and in-demand careers;
- be organized into Career Clusters aligned with the National Career Clusters Framework;
- consist of a non-duplicative, sequential course of study consisting of four courses. The structure and layout of the courses must follow a similar format to the existing state-approved course sequences which progress in knowledge/skill attainment and unique to the career cluster.
- incorporate industry-validated and OSSE approved standards;
- offer work-based learning experiences, which align with OSSE's WBL 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 or early-college programs, or opportunities established through articulation agreements with local colleges, universities, postsecondary institutions, 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.

Special Populations

Data will be collected and disaggregated by each special population category to ensure that students have equitable access to high-quality CTE programs. OSSE will work with Education Northwest to analyze our data, and we will use baseline data in 2018-19 to define the metrics the state will use to push for equitable access and ensure that students in special populations have continued and expanded access to CTE programming. 2018-19 will disaggregate data down to the career cluster level. 2020-2021 will disaggregate data down to the program of study level. Further, OSSE will use the data from our collection process to inform professional development on how to recruit and retain students in special populations. OSSE will strengthen our partnership with the National Association of Partners in Equity (NAPE) to provide training and technical assistance to the state office and LEAs.

Employability Skills and Work-Based Learning

As a part of the statewide adoption of CTE course standards, OSSE consulted with stakeholders from 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, which have been integrated into each of our course standards.

Further, OSSE is also in the process of integrating Work-Based Learning (WBL) requirements into our new statewide CTE course standards. These WBL requirements are largely based on the FHI360/Succeed2020 framework, and will provide multiple opportunities for CTE students to experience WBL on a well-grounded and research-based continuum:

Level I Course: Career Exploration

Example Experiences: Guest Speakers, Work-Place 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 work-place 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: Internships, categorized as either > or < 25 hours

Standards Language: "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."

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."

Career and Technical Student Organizations (CTSOs) provide essential opportunities for students to develop and refine the skills required throughout their program of study. Student conferences, competitions, and community service make the school-based education come to life. As a part of our Perkins V rollout of course level standards, OSSE has fully integrated CTSOs into the instructional program as a supplement to regular classroom instruction. Further, and where allowable, OSSE is providing specific guidance to LEAs regarding how Perkins grant funding can support their efforts.

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;

As a part of our broader Perkins V reboot, OSSE is creating a marketing and communication plan for our community. This will be in support of the Programs of Study, Course Standards, postsecondary credentials, and work-based learning experiences. Further, OSSE is in the process of creating guidance documents for counselors and special education staff so that our special population students, and their families, are well-informed of the CTE courses and required outcomes. This process will result in program of study templates for counselors, administrators, and teachers to use in conversations with students about the appropriate selection of a program of study. An additional version of these documents is also being developed specifically for parents to be able to explain the options available to their children. These templates will be created such that LEAs can download them and adjust according to their offerings and the needs of their school.

Information will be disseminated online, via appropriate social media platforms, in print, and any other means or format required by the District of Columbia.

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;

Not required for the Transition Plan.

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;

Not required for the Transition Plan.

ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Not required for the Transition Plan.

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;

Not required for the Transition Plan.

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; and

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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)

The Office of the State Superintendent of Education (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 (1) experience the academic rigor of college courses, and (2) understand what is required for success in college. High school students participating in the District of Columbia Dual Enrollment Program enroll in approved college courses at postsecondary institutions and may earn college and/or high school credit.

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

LEA's 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 around advanced coursework for high school students, and serving as a facilitator for strong partnerships between LEAs and IHEs. Member LEA and school staff 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. IHEs make all enrollment decisions.

There are two programs that should be highlighted within our Dual Enrollment system:

DC Dual Enrollment Program

The DC Dual Enrollment Program allows participating high school students to enroll in approved college courses, at a postsecondary institution, and potentially earn college and/or high school credit. The DC Dual Enrollment Program offers meaningful and challenging academic experiences to all qualified students, and OSSE supports this work because it aligns with our commitment to ensure equity for all District students. Launched at the start of the 2018-19 school year, the DC Dual Enrollment Program brought together local universities and LEAs to support student access to postsecondary coursework. OSSE serves as the intermediary to manage the online application system and the exchange of data, as well as recruit and support partner colleges and universities.

Dual Enrollment Scholarship

The Dual Enrollment Scholarship Funding Opportunity is competitive application for institutions of higher education and local education agency partnerships to seek funding for dual enrollment 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.

Over the course of the transition year, the OSSE CTE team will be working closely with our College and Career Readiness department to align Dual Enrollment and statewide articulation agreement opportunities with 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)

Not required for the Transition Plan.

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.

Not required for the Transition Plan.

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.

Not required for the Transition Plan.

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.

Career and Technical Education programs in the District of Columbia must meet the criteria for sufficient size, scope, and quality in order to receive funding under the Act.

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, 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, 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 the 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 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.
- Meets the requirements for CTE program approval by OSSE.

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;

During the transition year, the needs of special populations will be reviewed to determine strategies and areas of emphasis for statewide supports. Further, OSSE will continue its relationship with the National Alliance for Partnerships for Equity (NAPE) and providing opportunities for CTE teachers to participate in ongoing professional development around special population supports in their classroom.

Our Local Application requires LEA’s to identify and describe in detail the strategies used to overcome barriers resulting in access or success barriers for special population students. To that end, OSSE utilizes the Methods of Administration process and the Program Monitoring protocol to validate connections between the strategies described in the application and what’s happening in real life for students.

OSSE’s CTE office develops and conducts program reviews to ensure the District is in compliance with federal civil rights laws which allows all students equal access to activities. Part of this process includes reviewing facility accessibility compliance provisions, which evaluates the application and compliance of equal accessibility based upon Section 504 and Title II (discrimination based on disability) laws covered in 34 Code of Federal Regulation (CFR) §§ 104.21 – 104.23, 28 CFR, which is used to evaluate the degree of compliance (“meets” or “does not meet” Standards) related to equal access to classrooms and other facilities that offer school activities.

The key provisions observed and applied against the federal standards at schools with CTE programs include:

- CTE course scheduling structures provide equitable access to all educational programs.
- Counselors and appropriate teachers have documented steps they are currently taking to target information about programs or courses to groups of students underrepresented in programs or courses and to recruit them into the programs or courses.
- Steps are taken to ensure that information about all district programs and courses is provided to students and to parents in the primary language of the home.

will not be discriminated against on the basis of status as a member of a special population;

Members of special populations will be enrolled into CTE programs in accordance with their individual needs and interests and not on the basis of their status as members of a special population. The local application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as a member of a special population.

Further, the MOA coordinator will visit campuses annually to conduct an MOA review to determine whether there is any evidence of discrimination based on the CFR guidelines. Enrollment patterns are to be collected and reviewed on the basis of sex, race, national origin (including English Language Learners) and disability to monitor student integration and inclusion and to ensure that the district’s educational programs are effectively serving all students. A key part of this part of the review are data marker indicators, which helps schools and LEA administrators determine counter-strategies when there is enough evidence to warrant an investigation that shows

- Disproportionate enrollment data between general versus CTE enrollment by race, sex, disability and ethnic origin. Examples:
 - Sex: More than eighty percent (80%) of the enrollment in a class, program, or activity is either male or female.
 - Race: The percentage of minority students in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of minority students in the school or the district.
 - English language learner: The percentage of English language learners in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of English language learners in the school or the district.
 - Disability: The percentage of students with a disability in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of students with a disability in the school or the district.
 - If a group of students is involved predominantly in one or two career and technical education programs when there are four or five offered, it would be appropriate to check if any tracking of students is occurring. Students with disabilities are to be served in the least restrictive way possible. Program modifications are to be made to allow involvement of limited English proficiency students as well.
 - If programs and policies have been reviewed, there should be evidence that teachers, counselors, and administrators are aware of the enrollment trends. There should also be evidence that staff members are taking on-going steps to recruit students who have not been involved.
- Disparately low number of enrolled students with disabilities in Career and Technical Student Organizations (CTSOs), athletics, and other extracurricular activities.
- Photo images, renderings and other images showing an under-representation of the special population groups in the registration and recruitment materials
- No designation or assignment of LEA or school-level Title IX, Title II and Section 504 Coordinators whose job functions show that they would include equity responsibilities
- No diversity on advisory committees
- No equity-related professional development training activities for teachers or staff
- No documented evidence of students, teachers or staff having received training on sexual harassment
- No evidence of a school climate or similar survey
- No evidence of grievance procedures for civil rights infringement, bullying, sexual assault or other forms of harassment
- That interviews with students, teachers and administrators provide information or opinions inaccurate to school or district policy

During the transition year, the needs of special populations will be reviewed to determine strategies and areas of emphasis for statewide supports. Once the review is completed, OSSE will create technical assistance supports for LEA's to ensure our special population students are successful.

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;
 Not required for the Transition Plan.

will be provided with appropriate accommodations; and

The DC Local Application for Perkins funds will inform eligible recipients of the GEPA Section 427 statute and requirement, and to require them to annually review all of the local NCTE programs to:

- determine if any of these programs, based on local circumstances, has a gender, race, national origin, color, disability, or age barrier which could prevent or impede the access or participation of any student, teacher, and/or other program beneficiary with special needs;
- identify any program(s) that has such a barrier; and
- provide a clear and succinct description of the actions that will be taken to ensure that the barrier is effectively removed.

Through our local monitoring and MOA efforts, we will expect to witness:

- Course descriptions are available to students and prospective students, including limited English-speaking students, prior to and during registration.
- Evidence indicating the district provides support for ELL 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 district has procedures in place for providing counseling services for students who speak other languages or who are hard-of-hearing.
- Class schedules are reviewed to see if they limit access of certain groups of students (e.g., minority, English language learners, special education, males or females) to various career and technical programs or other course offerings. Course objectives should reflect multicultural and gender-fair instructional approaches.

will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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 for academic and technical skills attainment, the opportunity to 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 between all CTE programs, which will then allow our LEAs and IHE 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 (ELAR), and Science. Our intention is to use 2017-18 baseline data for Math and ELAR. Science is a newly tested course for the District of Columbia, 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 the District of Columbia, and LEAs demonstrating low performance are subject to various stages of intervention.

each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

Throughout the transition year, OSSE will coordinate with LEA/IHE partners to begin the implementation of state-approved programs of study, all of which will lead to a recognized postsecondary credential and/or degree program. See Appendix A for the full program of study matrix.

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 that are designed to be reflective of 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 for students to transition seamlessly into postsecondary education and industry.

In order to ensure that students have relevant options for a career path in the state, OSSE will periodically review its programs of study and courses using labor and economic development data and a review of postsecondary program and certificate offerings from institutes of higher education to determine which programs of study should be promoted. As a result of this process, OSSE will make adjustments to programs of study and the corresponding courses to continue the vertical alignment between secondary education, postsecondary, 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 which may have become obsolete or which no longer represent areas of growth within the statewide labor market.

The process of program of study justification should be repeated at the LEA and IHE level to verify that the programs offered in schools are leading to postsecondary and employment in the region so that students have the ability to continue their education and career path after high school graduation. CTE directors should use the data to decide which programs of study provide students with the most appropriate career paths. This will assist in determining which programs of study to open in order to address a growing workforce need or close due to lack of opportunities for students within the occupation.

Definitions for Labor Market Information

In order to properly evaluate whether or not a program of study or a course should be created or phased out, the District of Columbia will rely on Labor Market Information (LMI). To provide the most consistent conclusions, and to meet federal guidance, OSSE-SOCTE will rely on these definitions:

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.

High-Skill: Those occupations located within the Washington, DC, metropolitan statistical area with education or training requirements of: long-term on-the-job training lasting 1 or more years; work experience in a related occupation; industry recognized certification or credential; postsecondary career and technical training; associate's degree; bachelor's degree; master's degree; doctoral degree; or first professional degree (e.g., M.D. J.D).

In-Demand: Those occupations with a projected ten-year growth rate greater than that for all occupations in the Washington, DC, metropolitan statistical area.

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 Pathways2Careers. 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.

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 career and technical education 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 transition year (2019-2020): 80% to secondary CTE programs and 20% to postsecondary CTE programs. This distribution methodology was determined to be the most appropriate for the District of Columbia during our previous State Planning efforts, and support for this funding split was re-evaluated and re-committed during our Transitional Planning Conferences with stakeholders. Our formula funding split ensures adequate support for quality secondary and postsecondary CTE programs and ensures appropriate levels of funding for our subrecipients at both the secondary and postsecondary levels, leading to stronger and more consistent academic and career and technical educational linkage throughout Washington DC. This funding consistency, combined with increased stakeholder engagement through the planning process, will provide the financial means necessary for student success as they prepare for the workforce.

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 LEA's through our Perkins V State Plan, it is conceivable that 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 LEA's that are eligible for Perkins funding. The consortium would be responsible for:

- determining the fiscal agent (usually a member of the consortium)
- agree upon mutually beneficial programs of study for all members of the consortium
- create 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 is dependent upon 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:

- Thirty percent based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency, and
- Seventy percent based on the number of individuals aged 5 through 17 who reside in the school district served by local educational agency and are from families below the poverty level.

However, based on a November 2009 OVAE communication, section 131(a)(3)(b) allows for the creation of custom formulas for areas like the District of Columbia, where most of our schools don't have discrete geographical service areas. As such, DC LEA's are funded according to this criteria:

- Thirty percent based on the total grades 9-12 enrollment of students served by the local educational agency (estimated at approximately \$899,170.90 for 2019-2020).
- Seventy percent based on the number of grades 9-12 students served by the local educational agency and are from families that qualify for the Free and Reduced Meals program or the Community Eligibility Provision (estimated at approximately \$2,098,065.44)

For the transition year, and based on the formula provided in this section, the following allocations are planned for secondary LEAs:

District of Columbia Public Schools: \$2,603,2989.96

Friendship Public Charter School: \$239,9778.14

IDEA Public Charter School: \$95,349.76

Maya Angelou Public Charter School: \$58,309.09

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 a single Institute of Higher Education, which is the University of the District of Columbia Community College. As a result, and similar to previous years, we will not utilize a formula to distribute funds; the institution is the sole recipient of the postsecondary portion of the Carl D. Perkins Act. For the upcoming grant year, 20% of the available funds (\$749,309.09) will be allocated to the 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% of eligible funds (\$535,220.80) for the purpose of spurring state-wide innovation, including summer coding camp opportunities to promote CTE programs with rising 9th graders; creation of a state-wide data system for advisory committees, IRCs, WBL, and earned college credit. Further, we will continue to fund charter schools with low enrollment numbers to increase their capacity to deliver programs in high-wage, or high-demand fields. Reserve funds will be distributed to secondary and post-secondary institutions, whereby secondary LEAs receive 80% of the funds (\$428,176.64) and our IHE receives 20% of the funds (\$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 within 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 on submitting an application 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 on submitting an application 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)

Per Section 211(b)(1)(B) of Perkins V, the District of Columbia requests that non-sustainable funding components previously used in our MOE calculation be removed. Known as DC CAN, or the CTE Innovation Fund, these budget amounts are utilized to provide seed funding for new and innovative programs within DC. As such, the budget amounts are subject to fluctuations year-over-year, and should be removed from our calculation.

Using this methodology, our recalculated MOE amounts are below.

FY2017: \$250,000.00

FY2018: \$250,000.00

FY2019: \$251,868.60

The District of Columbia requests that the MOE baseline for Perkins V be reset.

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; **Not required for the Transition Plan.**

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)

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; and/or

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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)

Not required for the Transition Plan.

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);

Not required for the Transition Plan.

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)

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

Not required for the Transition Plan.

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.

Not required for the Transition Plan.

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).

Not required for the Transition Plan.

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

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).

Not required for the Transition Plan.

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

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 career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education 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 career and technical education 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 career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*
 - Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
 - Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
 - Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.

- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

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	• Non-traditional 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 <i>(from non-federal funds)</i>	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 section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement
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)		
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) <i>(optional)</i> : The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

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: _____

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					
1S2: Extended Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Post-Program Placement					
4S1: Non-traditional Program Concentration					
5S1: Program Quality – Attained Recognized Postsecondary Credential					
5S2: Program Quality – Attained Postsecondary Credits					
5S3: Program Quality – Participated in Work- Based Learning					
5S4: Program Quality – Other					
Postsecondary Indicators					
1P1: Post-Program Placement					
2P1: Earned Recognized Postsecondary Credential					
3P1: Non-traditional Program Concentration					

APPENDIX A

DRAFT Programs of Study
Office of the State Superintendent of Education
Washington, DC

Agriculture, Food, and Natural Resources						
Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Energy and Natural Resource Technology	Principles of Agriculture, Food, and Natural Resources OSSEID: 5010101	Energy and Natural Resource Technology OSSEID: 5010102	Advanced Energy and Natural Resource Technology OSSEID: 5010103	Practicum in Agriculture, Food, and Natural Resources OSSEID: 5010104		
Horticulture Science	Principles of Agriculture, Food, and Natural Resources OSSEID: 5010201	Horticulture Science OSSEID: 5010202	Greenhouse Operation and Management OSSEID: 5010203	Practicum in Agriculture, Food, and Natural Resources OSSEID: 5010204		

Architecture and Construction						
Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Architectural Design	Principles of Architecture OSSEID: 5020101	Architectural Design I OSSEID: 5020102	Architectural Design II OSSEID: 5020103	Practicum in Architectural Design OSSEID: 5020104	17-1011.00 Architects, Except Landscape and Naval	Autodesk Certified Professional (ACP) in Revit Architecture USGBC LEED Green Associate
Construction Management	Principles of Architecture (OSSEID: 5020201) OR Principles of Construction (OSSEID: 5020202)	Construction Management I OSSEID: 5020203	Construction Management II OSSEID: 5020204	Practicum in Construction Technology OSSEID: 5020205	29-9012.00 Occupational Safety and Health Technician	NCCER (National Center for Construction Education and Research) Construction Site Safety Technician (CSST) USGBC LEED Green Associate
Electrical Technology	Principles of Architecture (OSSEID: 5020401) OR Principles of Construction (OSSEID: 5020402)	Electrical Technology I OSSEID: 5020403	Electrical Technology II OSSEID: 5020404	Practicum in Construction Technology OSSEID: 5020405	47-2111.00 Electricians	Electrical Apprenticeship Certificate Level 1 NCCER (National Center for Construction Education and Research) Electrical, Level 1 NCCER (National Center for Construction Education and Research) Electrical,
Heating, Ventilation, Air Conditioning, and Refrigeration (HVACR)	Principles of Architecture (OSSEID: 5020501) OR Principles of Construction (OSSEID: 5020502)	Heating, Ventilation, Air Conditioning, and Refrigeration Technology I OSSEID: 5020503	Heating, Ventilation, Air Conditioning, and Refrigeration Technology II OSSEID: 5020504	Practicum in Construction Technology OSSEID: 5020505	49-9021.00 HVAC Mechanics and Installers	ACCA (Air Conditioning Contractors of America) Refrigerant Handling (EPA 608) NCCER HVAC, Level 1
Plumbing Technology	Principles of Architecture (OSSEID: 5020601) OR Principles of Construction (OSSEID: 5020602)	Plumbing Technology I OSSEID: 5020603	Plumbing Technology II OSSEID: 5020604	Practicum in Construction Technology OSSEID: 5020605	47-2152.00 Plumbers, Pipefitters, and Steamfitters	NCCER (National Center for Construction Education and Research) Plumbing, Level 1 NCCER (National Center for Construction Education and Research) Plumbing, Level 2
Carpentry	Principles of Architecture (OSSEID: 5020701) OR Principles of Construction (OSSEID: 5020702)	Construction Technology I OSSEID: 5020703	Construction Technology II OSSEID: 5020704	Practicum in Construction Technology OSSEID: 5020705	47-2031.01 Construction Carpenters	NCCER (National Center for Construction Education and Research) Carpentry, Level 1 NCCER (National Center for Construction Education and Research) Carpentry,

Arts, A/V Technology, and Communications						
Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Video Production	Principles of Arts, Audio/Video Technology, and Communications OSSEID: 5030101	Video Production I OSSEID: 5030102	Video Production II OSSEID: 5030103	Practicum in Video Production OSSEID: 5030104	27-4032.00 Film and Video Editors	Adobe Certified Associate (ACA) - Premiere Pro Adobe Certified Expert (ACE) - After Effects Apple Final Cut Pro X
Animation	Principles of Arts, Audio/Video Technology, and Communications OSSEID: 5030201	Animation I OSSEID: 5030202	Animation II OSSEID: 5030203	Practicum in Animation OSSEID: 5030204	27-1014.00 Multimedia Artist and Animators	Adobe Certified Associate (ACA) - Animate Adobe Certified Associate (ACA) - Flash Adobe Certified Associate (ACA) - Illustrator Adobe Certified Associate (ACA) - Photoshop
Graphic Design and Illustration	Principles of Arts, Audio/Video Technology, and Communications OSSEID: 5030301	Graphic Design and Illustration I OSSEID: 5030302	Graphic Design and Illustration II OSSEID: 5030303	Practicum in Printing and Imaging Technology OSSEID: 5030304	27-1024.00 Graphic Designers 15-1134.00 Web Developers 43-9031.00 Desktop Publishers	Adobe Certified Associate (ACA) - Illustrator Adobe Certified Associate (ACA) - InDesign Adobe Certified Associate (ACA) - Photoshop

Business Management & Administration						
Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Business Management	Principles of Business, Marketing, and Finance OSSEID: 5040101	Business Management OSSEID: 5040102	Entrepreneurship OSSEID: 5040103	Practicum in Business Management: Entrepreneurship OSSEID: 5040104	13-1111.00 Management Analyst	PMI (Project Management Institute) Certified Associate in Project Management (CAPM) Microsoft Office Expert (MOS Expert) Excel
Business Information Management	Principles of Business, Marketing, and Finance OSSEID: 5040201	Business Information Management I OSSEID: 5040202	Business Information Management II OSSEID: 5040203	Practicum in Business Information Management OSSEID: 5040204	11-1021.00 General and Operations Managers	Microsoft Office Expert (MOS Expert) Excel Microsoft Office Expert (MOS Expert) Word Microsoft Office Expert (MOS Expert) Access Microsoft Office Expert (MOS Expert) PowerPoint Salesforce Administrator

Education & Training						
Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Child Care and Development	Principles of Education and Training OSSEID: 5050101	Human Growth and Development OSSEID: 5050102	Instructional Practices OSSEID: 5050103	Practicum in Child Care and Development OSSEID: 5050104	39-9011.00 Childcare Workers	Council for Professional Recognition Certified Child Development Associate (CCDA)

Finance						
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Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Accounting	Principles of Business, Marketing, and Finance OSSEID: 5060101	Accounting I OSSEID: 5060102	Accounting II OSSEID: 5060103	Practicum in Finance: Accounting OSSEID: 5060104	13-2011.01 Accountants	Intuit QuickBooks Certified User (QBCU) Microsoft Office Expert (MOS Expert) Excel
Banking and Financial Services	Principles of Business, Marketing, and Finance OSSEID: 5060201	Money Matters OSSEID: 5060202	Banking and Financial Services OSSEID: 5060203	Practicum in Finance: Banking and Financial Services OSSEID: 5060204	11-3031.00 Financial Managers	
Economics	Principles of Business, Marketing, and Finance OSSEID: 5060301	Money Matters OSSEID: 5060302	AP Microeconomics AND AP Macroeconomics OSSEID: 5060303	Practicum in Finance: Economics OSSEID: 5060304	19-3011.00 Economists	
Securities and Investments	Principles of Business, Marketing, and Finance OSSEID: 5060401	Money Matters OSSEID: 5060402	Securities and Investments OSSEID: 5060403	Practicum in Finance: Securities and Investments OSSEID: 5060404	13-2051.00 Financial Analyst	
Statistics	Principles of Business, Marketing, and Finance OSSEID: 5060501	Money Matters OSSEID: 5060502	Statistics and Business Decision Making OSSEID: 5060503	Practicum in Finance: Statistics OSSEID: 5060504	15-2041.00 Statisticians	

Government and Public Administration

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Public Management and Administration	Principles of Government and Public Administration OSSEID: 5070101	Planning and Governance OSSEID: 5070102	Public Management and Administration OSSEID: 5070103	Practicum in Local, State, and Federal Government OSSEID: 5070104		
Foreign Service and Diplomacy	Principles of Government and Public Administration OSSEID: 5070201	Foreign Service and Diplomacy OSSEID: 5070202	National Security OSSEID: 5070203	Practicum in Local, State, and Federal Government OSSEID: 5070204		

Health Science

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Biomedical Science (PLTW)	Principles of Biomedical Sciences OSSEID: 5080101	Human Body Systems OSSEID: 5080102	Medical Interventions OSSEID: 5080103	Biomedical Science Capstone OSSEID: 5080104	17-2031.00 Biomedical Engineers	
Biotechnology	Principles of Biosciences OSSEID: 5080201	Biotechnology I OSSEID: 5080202	Biotechnology II OSSEID: 5080203	Practicum in Health Science: Biotechnology OSSEID: 5080204	19-1029.02 Molecular and Cellular Biologists 19-4021.00 Biological Technicians	
Health Science: Certified Nursing Assistant	Principles of Health Science OSSEID: 5080301	Medical Terminology OSSEID: 5080302	Health Science Theory and Practice OSSEID: 5080303	Practicum in Health Science: Certified Nursing Assistant Clinical OSSEID: 5080304	31-1014.00 Nursing Assistant 29-1141.00 Registered Nurses	AAH (American Allied Health) Patient Care Technician (CPCT) NHA (National Healthcareer Association) Certified Clinical Medical Assistant (CCMA) Certified Nurse Aide/Assistant (CNA)
Health Science: General	Principles of Health Science OSSEID: 5080401	Medical Terminology OSSEID: 5080402	Health Science Theory and Practice OSSEID: 5080403	Anatomy and Physiology OR Medical Microbiology OSSEID: 5080404	29-1062.00 Family and General Physicians	NHA (National Healthcareer Association) Certified Clinical Medical Assistant (CCMA) AMCA (American Medical Certification Association) Clinical Medical Assistant

Hospitality and Tourism

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Culinary Arts	Introduction to Culinary Arts OSSEID: 5090101	Culinary Arts I OSSEID: 5090102	Culinary Arts II OSSEID: 5090103	Practicum in Culinary Arts OSSEID: 5090104	35-1011.00 Chefs and Head Cooks	National Restaurant Association ServSafe Manager NRA (National Restaurant Association) ManageFirst Professional® (MFP) Credential
Hospitality Services	Principles of Hospitality and Tourism OSSEID: 5090201	Travel and Tourism Management OSSEID: 5090202	Hotel Management OSSEID: 5090203	Practicum in Hospitality Services OSSEID: 5090204	11-9081.00 Lodging Managers	

Human Services

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Cosmetology	Principles of Cosmetology Design and Color Theory OSSEID: 5100101	Introduction to Cosmetology OSSEID: 5100102	Cosmetology I OSSEID: 5100103	Cosmetology II OSSEID: 5100104	39-5012.00 Hairdressers, Hairstylists, and Cosmetologists	District of Columbia Cosmetology Operator
Barbering						

Information Technology

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Digital and Interactive Media	Principles of Information Technology OSSEID: 5110101	Digital Media OSSEID: 5110102	Web Technologies OSSEID: 5110103	Practicum in Information Technology: Digital and Interactive Media OSSEID: 5110104	15-1134.00 Web Developer	WD Certified Web Design Certification Adobe Certified Associate (ACA) - Dreamweaver Adobe Certified Associate (ACA) - Photoshop
Computer Maintenance Technician	Principles of Information Technology OSSEID: 5110201	Networking I OSSEID: 5110202	Computer Maintenance OSSEID: 5110203	Practicum in Computer Maintenance Technician OSSEID: 5110204	15-1151.00 Computer User Support Specialist	CompTIA IT Fundamentals+ CompTIA A+ CompTIA Security+

Networking	Principles of Information Technology OSSEID: 5110301	Networking I OSSEID: 5110302	Networking II OSSEID: 5110303	Practicum in Information Technology: Networking OSSEID: 5110304	15-1143.00 Computer Network Architect	Cisco Certified Design Associate (CCDA) Cisco Certified Network Associate - Cloud (CCNA Cloud) Cisco Certified Network Associate - Cyber Ops (CCNA Cyber Ops) Cisco Certified Network Associate - Data Center (CCNA Data Center) CompTIA Network+
Computer Science (PLTW)	Computer Science Essentials OSSEID: 5110401	Computer Science Principles OSSEID: 5110402	Computer Science A OSSEID: 5110403	Cybersecurity OSSEID: 5110404	15-1131.00 Computer Programmers 15-1122.00 Information Security Analysts	
Computer Science (AP)	Two Required Courses (.5 credit each): Fundamentals of Computer Science (OSSEID: 5110501) AND Computer Science I (OSSEID: 5110502)	Computer Science II OSSEID: 5110503	Computer Science A OSSEID: 5110504	Computer Science III OSSEID: 5110505	15-1131.00 Computer Programmers	

Law, Public Safety, Corrections & Security

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Law Enforcement	Principles of Law, Public Safety, Corrections, and Security OSSEID: 5120101	Law Enforcement I OSSEID: 5120102	Law Enforcement II OSSEID: 5120103	Practicum in Law, Public Safety, Corrections, and Security OSSEID: 5120104	33-3051.00 Police Patrol Officers	

Manufacturing

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Welding	Introduction to Welding OSSEID: 5130101	Welding I OSSEID: 5130102	Welding II OSSEID: 5130103	Practicum in Manufacturing OSSEID: 5130104	51-4121.00 Welders, Cutters, Solderers, and Brazers	(AWS) America Welding Society Certified Welder (CW) AWS D1.1 Certification AWS D9.1 Certification AWS SENSE Welding Level 1 NCCER Welding, Level 1 NIMS (National Institute for Metal Working Skills) Machining Level I - Grinding Skills I

14. Marketing

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Marketing	Principles of Business, Marketing, and Finance OSSEID: 5140101	Entrepreneurship OSSEID: 5140102	Choose 2 (.5 credit each): Advertising (OSSEID: 5140103) Fashion Marketing (OSSEID: 5140104) Social Media Marketing (OSSEID: 5140105) Sports and Entertainment Marketing (OSSEID: 5140106)	Practicum in Marketing OSSEID: 5140107	11-2021.00 Marketing Managers	Google Analytics Individual Qualification (GAIQ)

Science, Technology, Engineering & Mathematics

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
Aerospace Engineering (PLTW)	Introduction to Engineering Design OSSEID: 5150101	Principles of Engineering OSSEID: 5150102	Aerospace Engineering OSSEID: 5150103	Engineering Design and Development OSSEID: 5150104	17-2011.00 Aerospace Engineers	Autodesk Certified Professional (ACP) in AutoCAD Autodesk Certified User (ACU) in AutoCAD
Civil Engineering and Architecture (PLTW)	Introduction to Engineering Design OSSEID: 5150201	Principles of Engineering OSSEID: 5150202	Civil Engineering and Architecture OSSEID: 5150203	Engineering Design and Development OSSEID: 5150204	17-2051.00 Civil Engineers	Autodesk Certified User (ACU) in AutoCAD Autodesk Certified Professional (ACP) in Revit Architecture
Computer Integrated Manufacturing (PLTW)	Introduction to Engineering Design OSSEID: 5150301	Principles of Engineering OSSEID: 5150302	Computer Integrated Manufacturing OSSEID: 5150303	Engineering Design and Development OSSEID: 5150304	17-3029.06 Manufacturing Engineering Technologist	Autodesk Certified Professional (ACP) in Revit MEP Electrical Autodesk Certified User (ACU) in AutoCAD
Computer Science and Software Engineering (PLTW)	Introduction to Engineering Design OSSEID: 5150401	Principles of Engineering OSSEID: 5150402	Computer Science and Software Engineering OSSEID: 5150403	Engineering Design and Development OSSEID: 5150404	15-1133.00 Software Developer Systems Software	
Digital Electronics (PLTW)	Introduction to Engineering Design OSSEID: 5150501	Principles of Engineering OSSEID: 5150502	Digital Electronics OSSEID: 5150503	Engineering Design and Development OSSEID: 5150504	17-2072.00 Electronics Engineers, Except Computer	Autodesk Certified Professional (ACP) in Revit MEP Electrical Autodesk Certified User (ACU) in AutoCAD
Environmental Sustainability (PLTW)	Introduction to Engineering Design OSSEID: 5150601	Principles of Engineering OSSEID: 5150602	Environmental Sustainability OSSEID: 5150603	Engineering Design and Development OSSEID: 5150604	17-2081.00 Environmental Engineers	

Transportation and Logistics

Program of Study	Course 1	Course 2	Course 3	Course 4	SOC Code and Aligned Occupation	Industry Certification(s)
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Automotive Technology	Automotive Basics OSSEID: 5160101	Automotive Technology I OSSEID: 5160102	Automotive Technology II OSSEID: 5160103	Practicum in Automotive Technology OSSEID: 5160104	49-3023.00 Automotive Service Technicians and Mechanics	<p><u>At the end of Automotive 1:</u> ASE Suspension and Steering (A4) ASE Brakes (A5) ASE General Service Tech (GST1)</p> <p><u>At the end of Automotive 2:</u> ASE Manual Drive Train and Axles (A3) ASE Electronic/Electrical Systems (A6) ASE Heating and A/C (A7) ASE Engine Performance (A8)</p>
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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 career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education 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 career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

Title/Agency:

State CTE Director, Office o

Date:

5/21/2019 12:00:00 AM

EDGAR Certifications

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.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

Title/Agency:

State CTE Director, Office o

Date:

5/21/2019 12:00:00 AM

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.

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 Office of the State Superintendent of Education		DATE SUBMITTED May 24, 2019

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 <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	2. Status of Federal Action: a. bid/offer/application <input checked="" type="checkbox"/> a. b. initial award c. post-award	3. Report Type: a. initial filing <input checked="" type="checkbox"/> b. material change For material change only: Year _____ quarter _____ Date of last report _____	
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime _____ Subawardee Tier _____, if Known: Office of the State Superintendent of Education 1050 First Street NE Washington, DC 20002 Congressional District, <i>if known</i> :		5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime: Congressional District, <i>if known</i> :	
6. Federal Department/Agency: US Department of Education	7. Federal Program Name/Description: Carl D. Perkins Grant CFDA Number, <i>if applicable</i> : _____		
8. Federal Action Number, if known:	9. Award Amount, if known: \$		
10. a. Name and Address of Lobbying Registrant <i>(if individual, last name, first name, MI):</i>	b. Individuals Performing Services <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i>		
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 \$10,000 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 subject 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

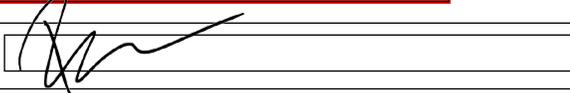
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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 instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

2	State Administration	
3	State Leadership	\$ 503737.20
4		\$ 50373.72
		\$ 50373.72
		0.00
		\$ 0.00
		60000.00
		\$ 503.74
		4281766.20
		\$ 535220.78
		428176.62
		\$ 107044.16
		3746545.43
		\$ 2997236.34
		\$ 749309.09
		\$ 251868.60

State Plan Certification

I certify that to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

Signature of Authorized Individual (PIN):

Title/Agency:

State Director, CTE / Office

Date:

5/24/2019 12:00:00 AM