

Form 2 Detail: FY 2026 Enhancement Request

FY 2026 Agency Budget Request

Complete a separate Form 2 for each enhancement request. Agencies are limited to three Type D & E enhancement requests.

SECTION I. OVERVIEW Required for ALL requests

ENHANCEMENT TITLE* ENHANCEMENT PRIORITY*
Reimagining High School **3** OUT OF **7**

AGENCY* AGENCY CODE*
 Office of the State Superintendent of Education (OSSE) **GDO**

AGENCY POINT OF CONTACT* POINT OF CONTACT EMAIL*
 Kate Gottfredson, Chief of Staff Kate.gottfredson@dc.gov

REQUEST TYPE*
 Mark the one request type that best describes this enhancement. No type is preferred over any other, but the questions in **Section II: Rationale** differ by type.

- A. Restore previous reduction or one-time funding } Complete Sections I-IV. Complete Section V to be considered for evidence rating.
- B. Increased cost to maintain existing activity
- C. Operational improvement with strong business case
- D. Expand high-performing existing activity } Complete Sections I-V.
- E. Completely new activity with highly likely or proven positive outcomes

FUNDING REQUEST*
 Enter amount of Local Funds requested and indicate whether funds are one-time or recurring.

FY 2026 PERSONAL SERVICES (PS)	FY 2026 NON-PERSONAL SERVICES (NPS)	FY 2026 TOTAL REQUEST AMOUNT
\$0	\$1,575,000	\$1,575,000

ONE-TIME
 PARTIALLY RECURRING
 RECURRING

FUTURE COSTS*
 If recurring, enter estimated costs over next four years.

TOTAL FY 2027	TOTAL FY 2028	TOTAL FY 2029
\$3,885,000	\$7,660,000	\$7,900,000

ENHANCEMENT SUMMARY*
 In your response:

- State the problem this enhancement is designed to address
- Describe what the enhancement is and/or how it will work
- Describe the impact the enhancement will have on the problem

In FY26, the Office of the State Superintendent of Education (OSSE) is requesting \$1,575,000 in funding to continue the transformational work started with The American Rescue Plan Act (ARPA) funding to reimagine the District of Columbia high school experience by facilitating greater student engagement and learning while strengthening the connections between high school, college, and careers. These funds will allow OSSE to continue to develop and advance innovative educational options by supporting a District wide- reimagining High School Strategy.

The funding in FY26 would include \$565,000 to be used to meet the commitments made to our external funders (Bloomberg and Department of Education) for the Advanced Technical Center (ATC) and will allow us to serve approximately 75 more students through the ATC model in SY25/26 (total of 350 students). This includes launching the new Ward 8 ATC located on St. Elizabeth's East Campus in the Whitman Walker Health building.

\$610,000 would be used to increase the number of CTE students participating in our CTE-aligned internship programs. Specifically, we would be able to serve 50 more students in the school-year Advanced Internship Program (AIP) and 85 more students in the summer Career Ready Internship Program (CRI), for a total of 300 students in AIP and 675 in CRI.

AGENCIES: Use this form to provide details about enhancement requests in your agency's FY 2026 budget request.

REQUIRED SECTIONS

- **Sections I-IV** for ALL requests.
- **Section V** for Type D/E requests. *Types A, B, and C can complete this section to be considered for an evidence rating.*
- **Section VII** for Type F requests.
- **Section VI** optional for all requests.

You must also submit a completed Form 2 Summary spreadsheet, including spend plan details for each enhancement request.

IMPORTANT: Agencies are limited to **three** Type D & E enhancement requests for FY 2026. If more than three Type D & E enhancements are submitted, OBPM will only consider and analyze the highest ranked.

RACIAL EQUITY BUDGET TOOL (REBT)
 The Office of Racial Equity (ORE) has developed the Racial Equity Budget Tool (REBT) to guide agencies in assessing how their budgets benefit and/or negatively impact communities based on race, specifically Black,

EDITING RESTRICTIONS: This form uses editing restrictions to ensure consistent displays of information. If needed, the restrictions can be disabled by going to the Review tab at the top of the window, clicking on Protect, then Restrict Editing, and clicking Stop Protection. If prompted for a password, click OK.

SECTION II. RATIONALE *Required for ALL requests*

\$250,000 would support a citywide CTE marketing campaign to increase awareness of CTE programming across the city. This will help maintain and build on the strong growth in the number of CTE students and CTE concentrators (those completing three or more courses in a CTE program of study). It will also help ensure that our CTE programs are fully enrolled (while several are full with more students interested than can enroll, others remain underenrolled despite quality program offerings and strong LMI data associated with the target occupations). While this enhancement request doesn't include additional funding for school-based CTE programming, OSSE strongly supports the DME's 2042 Compact enhancement request which would requests a significant investment in school-based CTE programming.

Lastly, this enhancement also includes a small investment of \$150,000 to support the development and dissemination of materials to support the implementation of the new DC Graduate Profile and DC Graduation requirements. This will include technical assistance to LEAs and OSSE regarding collecting and sharing data on best practices regarding implementation.

The significant increase in funding in the out-years (FYs 27-29) are the result of the external funding for the ATC ramping down/ending as well as enrollment increases at the ATC as the additional instructional space in the new Ward 8 site and on the first floor of the existing Ward 5 site comes online in SY26/27 (125 additional students across both sites in SY26/27 and another 75 additional students at the Ward 5 ATC in SY27/28). This increased enrollment capacity is the result of the \$17million capital enhancement request that was funded by the Mayor in FYs 25 and 26.

Will legislative support be required to implement this enhancement?* YES NO
 If yes, please submit a proposed BSA subtitle using Attachment D.

Has this enhancement request been submitted in past formulation cycles?*
 If yes, in which fiscal years was it submitted? Mark all that apply.
 FY 2025 FY 2024 FY 2023 FY 2022 FY 2021 YES NO

We received funding for the ATC and AIP/CRI starting in FY22 (using ARPA funds) and then in FY25 we received local funding to backfill those expiring ARPA funds to continue this work.

What problem facing the District will this enhancement address and why does this problem exist?*
 Please provide as much detail as possible. Responses that identify and quantify specific problems will receive more favorable consideration.

With 1 in 3 high school students chronically absent, and only 1 in 5 scoring proficient in math and 1 in 3 proficient in reading, the District is facing a crisis in secondary education. The postsecondary numbers are similarly alarming. According to DC Policy Center's State of DC Schools report, out of every 100 ninth graders, 25 will not graduate from high school, 37 will graduate from high school but not enroll in postsecondary education, 30 will graduate and enroll in postsecondary education but not complete within 6 years, and only 8 will complete postsecondary education within 6 years of finishing high school. This is taking place in a city where 80% of jobs require some form of postsecondary education and there is ample national research that shows the strong correlation between low educational achievement and unemployment, poverty, reliance on public benefits, and incarceration.

How does this enhancement address this problem and its underlying causes?*
 Please provide as much detail as possible. Responses that clearly demonstrate how the proposed enhancement will address the underlying causes will receive more favorable consideration. Please describe any data the agency has collected and/or any analysis the agency has conducted to understand the problem and its potential solutions.

CTE is a proven educational strategy that can increase student engagement thus leading to higher rates of attendance, achievement, and graduation. It also focuses on a multi-pathway approach to educational and career success. By allowing students to earn industry-recognized credentials and early-college credit students are equipped to go directly to postsecondary education, into the workforce, or both. There is also significant evidence at a local level that there is a real demand for these programs from students and families.

In FY22 OSSE placed 110 students in AIP internships, 75 of which participated in their internship and 61 (81%) completed their internship. In FY24 we placed 291 students in AIP internships, 241 of which participated in their internships and 198 (82%) completed their internship. In FY25 we have made over 300 placement offers and aim to have approximately 250 students participate in internships. However, in FY25 there were almost 750 students that applied and were deemed eligible for AIP by their school officials.

For CRI, in FY22 we placed 614 students in summer internships, 453 of which participated in their internships and 387 (85%) completed their internship. In FY24, we placed 825 students in summer internships, 592 of which participated in their internships and 514 (87%) completed their internships. However, in FY24 there were 1,890 students that applied and were deemed eligible for CRI by their school officials.

Furthermore, there is research that speaks to the positive impact Work-Based Learning opportunities can have on a student's early career outcomes. A recent effort by Bain & Company on behalf of CityWorks DC found that "students who had access to career supports such as connections to employers, exposure to careers, and professional counseling tended to earn wages that were 20 percent higher than their peers who did not have access to these types of programming."

Regarding the ATC, based on regional LMI data Nursing and Cybersecurity programs of study are associated with some of the most in-demand occupations in the city but due to the high costs associated with the equipment and/or the scarcity of the qualified faculty, schools have not been able to offer these courses to their students. Thus, the ATC is filling a unique gap in CTE programming for the city and is working closely with employer partners (DC Hospital Association, Cedar Hill Hospital, Children's Hospital, Whitman Walker, etc...) to specifically fulfill their workforce needs. Furthermore, by partnering directly with Trinity University and UDC to teach all ATC courses we are not only enabling our ATC students to earn up-to 26 college credits prior to graduating high school, but we are also aligning the coursework to their Associates and Bachelors degree programs in the same fields and both IHE partners have established automatic acceptance into these programs with additional scholarship funding to ensure students can complete the postsecondary portion of these pathways. We are in the process of working with Trinity and our industry partners to identify and add two new pathways in the new Ward 8 ATC as well as adding the Patient Care Technician (PCT) and one other pathway at the current ATC.

In terms of students served, in year one of the ATC (SY22-23) OSSE partnered with eight schools and successfully enrolled 96 students in the ATC. In year two (SY23/24) we partnered with 15 schools and successfully enrolled 191 students. In SY24/25 we have enrolled 277 students from 22 schools, exceeding our enrollment target of 250 students and a showing a 45% increase over last year. We also saw an increased year one completion rate (72 of 96 or 75% in SY22/23 vs 111 of 134 or 83% in SY 23/34) as well as significant increases in year-over-year retention rate going from 79% of year-one students who completed both classes and re-enrolled for their second year of classes in SY23/24 vs 90% of year-one students who completed both classes and re-enrolled for their second year of classes in SY24/25. Also, in the first two years students earned a total of 2,316 college

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credits and approximately \$1.6million in tuition saved. Preliminary data suggest that out of the first graduating cohort of ATC students 28 students continued their CTE pathways by enrolling at Trinity University (the ATC's instructional partner) while earning \$420,000 in annual scholarships that are exclusively available to ATC graduates.

Is this enhancement meant to sustain a project initiated with non-local funding (e.g. ARPA, federal grants, SPRs)?

If yes, please provide a rationale for why these non-local funds are no longer available:

While the FY25 budget provided local funding to sustain the ATC and AIP/CRI programs at the current levels, the FY24, 25, and 26 budgets have been augmented by \$4.1million from a competitive federal grant (the Career Connected High School grant program). That grant requires we increase enrollment in FY26 and FY27 and it is currently scheduled to expire by the middle of FY27. Similarly, the FY25, 26, and 27 budgets also include \$9.5 million in funding to launch the Ward 8 ATC and grow the current ATC and AIP/CRI. This funding is covering between 80% and 100% of the Ward 8 ATC operating costs in FY25 but shrinking to 20% in FY27 which will be the last year of the grant.

YES NO

How can this enhancement be scaled down to be accommodated within a constrained budget?*

Scaling can occur in FY 2026 or the out-years and can be based on fewer residents served, scaled back staffing, adjusted implementation timeline, etc. Please add a new row for each scaled down scenario and rank the scaled down options in order of agency preference.

Use the text box below the table to provide additional detail. If the enhancement cannot be scaled down, please indicate so in the textbox.

RANKING	Describe each proposed approach to scale down the enhancement request and explain the expected impact with each scenario	FY 2026	FY 2027	FY 2028	FY 2029
1	Reduced growth: This scenario cuts the funding for the citywide CTE marketing campaign, and increases in AIP/CRI in half. It also limits the growth in ATC enrollment by 75 over the financial plan period allowing us to meet our external grant commitments and grow by an additional 75 seats. This means that we would only grow AIP by 25 seats instead of 50, would only grow CRI by 40 seats instead of 80, and we would only grow the ATC by 100 (25 in FY26 and another 75 in the outyears) instead of 175. It would also mean we would have spent millions of dollars building out additional classroom space at the current ATC but only be able to use roughly half of it because we won't have the operational funding needed to take advantage of all the additional student capacity.	\$1,145,000	\$3,200,000	\$5,740,000	\$5,910,000
2	Essential ATC funding: This scenario eliminates the funding for the citywide CTE marketing campaign, and any increases in AIP/CRI. It also limits the growth in ATC enrollment only to that which is necessary to meet our external grant commitments and thereby not jeopardizing the \$13.5million that OSSE has received from these funders. This means that not only would fewer students eventually be able to enroll in the ATC but we would also have spent millions of dollars building out additional classroom space at the current ATC	\$715,000	\$1,775,000	\$4,310,000	\$4,450,000

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	for nothing because we won't have the operational funding needed to take advantage of the additional student capacity.				

Click or tap here to enter text.

SECTION II. RATIONALE (continued) *Required for ALL requests*

QUESTIONS SPECIFIC TO ENHANCEMENT TYPE*

Mark the appropriate enhancement type and use the space below the table to answer the questions for that enhancement type.

IF YOUR ENHANCEMENT TYPE IS...	THEN ANSWER THESE QUESTIONS...
<input type="checkbox"/> A. Restore previous reduction or one-time funding	Why is the restoration of this reduction critical for the District at this time? What negative impact will result if this reduction is not restored? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> B. Increased cost to <u>maintain</u> existing activity	Why are costs increasing to maintain existing levels of service? What are the main cost drivers and what options have the agency already implemented or considered implementing to lower these costs? <i>Changes to the number of people served or the type of services provided should be categorized as a Type D request.</i>
<input type="checkbox"/> C. Operational improvement with a strong business case	How will this enhancement help the District save money in this or future fiscal years? How much will it save?
<input checked="" type="checkbox"/> D. Expand high-performing existing activity	Why is this program or activity considered to be high performing? How do the outputs or outcomes compare to those of similar programs within or outside of District government? Please cite any relevant agency performance measures or other data that support your response.
<input type="checkbox"/> E. Completely new activity with highly likely or proven positive outcomes	What will be the District's return on investment, as measured by how many and/or which District residents are served, or some other measure?

Responses to Questions*

As stated above, CTE is a proven educational strategy that can increase student engagement thus leading to higher rates of attendance, achievement, and graduation. It also focuses on a multi-pathway approach to educational and career success. By allowing students to earn industry-recognized credentials and early-college credit students are equipped to go directly to postsecondary education, into the workforce, or both after high school graduation. DC's performance data with regards to CTE concentrators participation in internships, high school graduation, and postsecondary enrollment/employment are incredibly strong and the student demand for CTE programming, including school-based programming, ATC programming, and/or AIP/CRI programming has shown significant growth over the last several years. Funding levels are now a constraint on continued program growth while maintaining the same levels of quality.

SECTION III. PERFORMANCE RATIONALE & IMPACT

Required for ALL requests

PERFORMANCE IMPACT

What data will the agency collect to understand the impact of this enhancement?*

Data may include measurements of the demand or need for programs over time, monitoring the quality and/or efficiency of programs, and/or assessing the impact of the enhancement on longer term goals. Please list specific data sources that will be collected and analyzed.

OSSE collects and reports a significant amount of data regarding our CTE programming and, as outlined in our new CTE State Plan, we plan to further increase our data collection and transparency efforts over the coming years. Based on our current data collection/reporting practices we collect the number of students enrolling in CTE courses, the number participating in CTE courses (meaning they earned at least one CTE course credit), and the number of CTE concentrators (meaning they completed at least three CTE courses of the same program of study). We also collect data on students participation in work-based learning (including but not limited to internships), students taking assessments associated with Industry-Recognized Credentials (IRCs), and students attainment of IRCs. OSSE also uses existing data within SLED or through partnerships with National Student Clearinghouse, DOES, and the State Wage Interchange System (SWIS) to analyze our CTE concentrators attendance rates, graduation rates, statewide assessment scores, and postsecondary enrollment/employment. We also analyze course taking patterns to understand CTE persistence and we disaggregate all this data to identify any potential equity concerns regarding certain subgroups of students. This analysis has led us to identifying specific targets to improve CTE participation and persistence rates among students with disabilities and English language learners. For the ATC, in addition to all these data metrics we also collect dual-credits earned and postsecondary planning completed. Since all AIP/CRI students are CTE students we also have all this information for those participants as well, but we also collect the number of CTE students who apply, are deemed eligible, complete the registration and job-search process, are placed, begin their internships, and complete their internships. We also monitor their attendance at their internship, if they withdraw or are terminated, if they are put on a performance improvement plan, and survey feedback from both interns and host-employer supervisors. Moving forward, we expect to further build out data transparency and we hope to work closely with the DME's Education through Employment data team to get even better postsecondary and employment data. Lastly, we are working with the Lab with the City Administrator's office on a multi-year evaluation of the AIP, and we are working with Education Northwest on an evaluation of the current ATC and Delivery Associates on an evaluation of the launch of the Ward 8 ATC.

PERFORMANCE TEAM IS HERE TO HELP!

Need help thinking through this section or identifying data sources or performance measures? Reach out to your OBPM Performance Analyst or to Chief Performance Officer Lia Katz (lia.katz@dc.gov).

What challenges or risks does the agency anticipate related to this enhancement request? What mitigation or management strategies will the agency adopt to address those challenges?

This enhancement would allow us to scale existing work so there are no risks that we anticipate at this time.

Will any performance measures currently in the agency's performance plan be impacted by this enhancement? What new measures will be added to understand the impact of the enhancement?*

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- If you are proposing a new metric, write “NEW” in the columns for FY 2024 and FY 2025.
- Identify the “measure type: will the metric measure quantity; quality; efficiency; outcome; context; or is a District wide indicator of environmental trends.
- Please provide the previous year’s data and the current year’s target for the metric. Please also provide the anticipated targets for next year in the case that (a) the enhancement is funded and (b) the enhancement is not funded.

Performance Measure	New for FY26?	Measure Type	Which direction is desired?	FY 2024 Actual	FY 2025 Target	Anticipated FY 2026 Target	
						With enhancement funding	Without enhancement funding
Number of students placed in an internship through OSSE’s CTE Advanced Internship Program	No	Quantity	Up	291	300	350	300
Number of students enrolled in the Advanced Technical Center	Yes	Quantity	Up	191	250	300	250

SECTION IV. BUDGETING FOR RACIAL EQUITY

Required for ALL requests

Is one of the goals of this enhancement to reduce or eliminate a racial equity gap?*

YES NO

Which of the four goals in the District's [Racial Equity Action Plan \(REAP\)](#) or your agency specific REAP does this enhancement request advance?* Check all that apply.

- 1. Improving DC Government staff understanding and commitment to achieving racial equity (e.g., training, capacity building, or use of racial equity tools)
- 2. Reducing or eliminating a known racial and ethnic inequity (domains include housing, health, economic opportunity, safety, education, neighborhood life, and civic engagement)
- 3. Enhancing opportunities to meaningfully engage DC residents in decision-making processes and strengthening partnerships
- 4. Improving DC government ability to be an equitable employer and engage in racially equitable hiring, promotion, and retention practices (e.g., building pipelines with HBCU/HSI, staff development funds, or community of practice on hiring)

What racial inequity or REAP sub-goal(s) does this enhancement request address?*

For example, health disparity, educational gap, disproportionality in housing, bolstering existing community resources, etc. Please be as specific as possible. For REAP goals, please list the specific action (e.g. 1B, see District's REAP for supporting actions).

This enhancement addresses the disparity in high school graduation and college enrollment which directly impacts the employment and economic disparities that plague parts of DC. The District's 75 percent graduation rate in 2022 varies by student group, with White students graduating at 95 percent, Black students graduating at 73 percent, Hispanic students graduate at 68 percent, Asian students at 94 percent, at-risk students at 63 percent, foster care students at 33 percent, homeless students at 53 percent and students with disabilities, 58 percent. The same holds true for college enrollment. In 2021, 51 percent of all students enrolled in postsecondary education within 6 months after graduation. However, only 49 percent of African American students, 43 percent of Hispanic students, 76 percent of White students, 38 percent of at-risk students, 35 percent of foster care students, and 33 percent of English learners did so. Furthermore, in DC, where 80% of jobs require some form of postsecondary education, the racial breakdown of the population aged 25 years or older shows significant educational gaps. 92% of the white population has a bachelor's degree or higher, while only 31% of African Americans have a bachelor's degree or higher, and 53% of Hispanics have a bachelor's degree or higher.

What is the rationale for addressing the inequity in this way and/or with this program?*

For example, is the enhancement in response to a legislative requirement or mandate, community engagement efforts, demographic data, or something else?

As stated above, CTE is a proven educational strategy that can increase student engagement thus leading to higher rates of attendance, achievement, and graduation. It also focuses on a multi-pathway approach to educational and career success. By allowing students to earn industry-recognized credentials and early-college credit students are equipped to go directly to postsecondary education, into the workforce, or both after high school graduation.

Dual Enrollment, which is an essential component of the ATC, is a proven strategy for increasing postsecondary enrollment and graduation, especially for students from low-income backgrounds and for students who are from backgrounds that are

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underrepresented in higher education. The early exposure to college level work in a supportive environment introduces students to the rigors of college and enables them to earn credit that could be applied toward their degrees. For first generation students, like many of our students, dual enrollment offers access to the college enrollment process and gives students actual experience interacting with professors and understanding increased personal responsibilities associated with college.

Similarly, and as previously mentioned, early exposure to work and connections to professional networks through internships have also been found to improve students early career outcomes and lead to higher levels of employment and higher wages earned.

To date, CTE and specifically the ATC has been very successful in reaching these target populations. For instance, below is a demographic comparison of the ATC’s enrollment over the first two years vs the larger CTE and general education landscape:

	DC Education Overall	DC CTE Participants	ATC Students
Black/African American	64%	69%	74%
Hispanic/Latino	19%	18%	22%
Eligible for Free and Reduced Meals	Not Available	53%	95%
At-Risk*	46%	Not Available	60%

* At-Risk is defined in DC as a student who is either: 1) homeless; 2) in foster care; 3) part of a household that is receiving SNAP (food stamps) and/or TANF (welfare); or 4) overage (one year older, or more, than the expected age for their enrolled grade level.)

In what ways have you meaningfully involved internal and external stakeholders in the development of your agency’s budget request, including staff and communities of color?* See ORE’s [Meaningful Community Engagement Guide](#).

All of these initiatives were informed by key stakeholders, including:

- The DC CTE Network’s Work-Based Learning committee and OSSE’s CTE Leaders working group which both include representatives from each high school offering CTE programming in DC, OSSE CTE and Industry Engagement Staff, and staff from the University of the District of Columbia.
- The DC CTE Network’s Industry Advisory Boards which are industry-specific boards that include CTE staff from schools with aligned programs of study and representatives from industry partners that work in those specific fields.
- The ATC exploratory committee, which was specifically convened the summer of 2021 to inform the development of the ATC and which included OSSE staff, industry partners, LEA and school staff, postsecondary partners, workforce development agencies (DOES and the WIC), national CTE experts, and aligned CBOs.
- The ATC advisory committee and industry partner committees all of which have significant representation from industry partners in both the healthcare and cybersecurity fields, as well as postsecondary partners, LEA representatives, and student representatives.
- The re-imagining high school graduation requirements work has an external advisory committee and has engaged in a robust community awareness campaign that focused on soliciting feedback on the proposed changes.

All groups were very diverse and included individuals and staff from many different backgrounds and perspectives.

If this budget enhancement could potentially cause unintended benefits or burdens, please detail what racial or ethnic groups might be positively or negatively impacted.* For example, the location for a new airport could disrupt traffic patterns and create noise and air pollution that impact residents in the immediate vicinity, which could worsen racial health inequities.

The enhancement would increase the number of students participating in school-based CTE programming, dual-credit CTE courses at the ATC, and internships aligned to CTE industries. An unintended consequence might be that the students' younger siblings could be exposed to a college-going culture and increased career awareness/readiness.

SECTION V. EVIDENCE-BASED BUDGETING

Required for Type D & E requests. Optional for Types A, B & C.

This section is required for all Type D and E enhancement requests that would expand existing activities or launch completely new activities. This section may be completed for Type A, B and C enhancement requests to be considered for an evidence rating.

If the activities described in this enhancement are successfully implemented, what outcome(s) will improve?* OBPM expects that it will be possible for agencies to identify for almost all enhancement requests a new performance measure (Section III of this form) that aligns with the outcome measures identified in the evidence provided. If this is not feasible, please explain below.

We expect this enhancement to lead to significant increases in students participating in CTE programming across the city. This will likely include an increase of community awareness about CTE programming and hundreds more students participating in school-based CTE programming, the ATC, and AIP/CRI programs. Increased access to this highly-effective programming will lead to improved attendance, higher graduation rates, and more students successfully enrolling in postsecondary education and/or connecting to employment after high school graduation. DC's CTE data shows that CTE concentrators achieve these outcomes at much higher rates than their non-CTE peers.

What evidence supports the likelihood that this enhancement will achieve the desired outcome?*

Please describe the quantitative studies or other measures that show the outcomes of similar efforts previously undertaken in the District or in other cities (see sidebar for what OBPM will look for to review enhancements as evidence-based or supported by preliminary evidence). Provide links to cite your sources, which may include formal evaluation studies, evidence standards, or evidence clearinghouses.

DC's CTE data shows that 56% of CTE concentrators complete a paid internship aligned to their pathway, 97% graduate high school on-time, and 82% are either enrolled in postsecondary education or employed within six months of graduation. This data comes from the federally approved CAR data which can be found [here](#).

According to the US Department of Education's What Works Clearinghouse, dual enrollment has positive effects on college degree attainment, college access and enrollment, credit accumulation, completing high school, and general high school achievement (found [here](#)). This research indicates that it is important for executive level leadership to stay involved so that sufficient budgets enable dual enrollment to be free, especially for low-income students. The research also indicates that requirements should be inclusive of middle-level students, and not only allow advanced students to participate.

THE LAB@DC TEAM IS HERE TO HELP!

Have questions about the evidence? Email the.lab@dc.gov (and CC your OBPM Budget Analyst). The Lab can pre-review evidence, brainstorm future evaluation ideas, offer suggestions on where to look for evidence, and help you think through the evidence you've found.

HELPFUL TIPS TO GET STARTED:

In general, evidence ratings follow the principles listed below; the quality of the evidence provided and how well it matches the enhancement may also affect the final evidence rating:

- Experimental studies (also called randomized evaluations or randomized control trials) that show that a program or intervention *caused* an outcome may receive a **STRONG/4-star** evidence rating
- Quasi-experimental studies that suggest that a program or intervention *caused* an outcome by comparing outcomes between the group receiving the enhancement and a very similar group that doesn't receive the enhancement may receive a **MODERATE/3-star** evidence rating
- Correlational studies with appropriate statistical controls may receive a **PROMISING/2-star** evidence rating
- Before-and-after comparison studies (also called pre-post comparison studies) may receive a **SOME/1-star** evidence rating

Consider the positive impact(s) this enhancement should have on District residents or government operations. These are the outcome(s) of the enhancement. Try searching [Google Scholar](#) or a similar database for relevant existing research. Government evidence clearinghouses (like [What Works Clearinghouse](#) for education and [CrimeSolutions](#) for public safety) are also good places to search according to specialized topics.

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Also, as stated above, a recent effort by Bain & Company on behalf of CityWorks DC found that "students who had access to career supports such as connections to employers, exposure to careers, and professional counseling tended to earn wages that were 20 percent higher than their peer who did not have access to these types of programming." DC Policy Center's summary of the research is found [here](#).

A 2018 Brookings Institute report called, "Work-Based Learning Can Advance Equity and Opportunity for America's Young People" (found [here](#)) found that learners with low income who participate in relationship-based work-based learning experiences such as internships or apprenticeships in high school are more likely to obtain better quality jobs as measured by wages, benefits, hours and job satisfaction than learners who do not complete such experiences.

A 2016 Rand study, called "Preparing New York City High School Students for the Workforce" (found [here](#)) demonstrated that youth participating in New York's Scholars at Work (SAW) program, which provided high school seniors in CTE programs soft-skills training and a 13 week internship, were almost three times more likely to find employment in manufacturing or transportation sectors than non-SAW participants. Furthermore, SAW participants also reported total earnings that, on average, were more than double that of non-SAW participants.

The ATC programming was informed by Advance CTE's research on "A 50-State Analysis of Area Technical Centers" which is found [here](#).

Which parts of your enhancement are identical to the model(s) the evidence comes from?*

As applicable, your answer should describe sameness in the target population, intervention, and availability of inputs/resources needed, etc.

Most aspects of this programming are similar to the different models cited above. However, they were adapted to meet the specific context of DC.

Which parts of your enhancement are different from the model(s) evaluated in the studies linked?*

Explain why deviations are necessary for success in DC.

While there are multiple versions of ATC-like programs, very few have all dual-credit courses that are available without any academic (GPA) entrance requirements. This was done to ensure the programming is accessible to as many students as it can be. The studies cited above regarding internship programs did not provide enough programmatic detail for us to identify nuanced differences. However, at a high-level the programmatic concepts are aligned.

Are you building or planning to build evidence to support this enhancement using a formal program evaluation?*

YES NO

If yes, please describe or link below to the planned evaluation design, research question(s), and timeline for results.

As previously mentioned, we are already working with the Lab on a formal program evaluation of the Advanced Internship Program (initial project summary can be found [here](#)). Furthermore, as part of the Federal competitive grant that we were awarded, we are working with Education NorthWest on a program evaluation of the ATC. Similarly, we are working with Delivery Associates as a requirement of the Bloomberg funding to evaluate the launch of the new Ward 8 ATC.

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SECTION VI. PROJECT PLAN *Optional for All Requests*

This section is optional. However, it is recommended for Type D and E enhancement requests that would expand existing activities or launch completely new activities.

This project plan can be used to show how the agency will deliver the intended results before the end of the fiscal year. Complete as best you can, knowing the plan might evolve.

PROJECT OWNER

Who is the single person who will be most responsible for this initiative? If the project owner must be hired, specify who will own the project until that time.

NAME Kilin Boardman-Schroyer
 TITLE Interim Assistant Superintendent of Postsecondary and Career Education
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BUSINESS PARTNER COORDINATION

What other agencies or stakeholders would be critical to this project’s success, and what communication have you had with them?

We have worked closely with several partners both within government and external to government. For instance, we work with 28 high schools and 21 middle schools that currently offer school-based CTE programming and the several other schools that have expressed interest in adding CTE programming or may express interest should additional funding be made available. We work with the 22 schools that participate in ATC programming and we have worked with over 100 industry partners that have hosted CTE interns. We have also worked with several intermediaries and industry associations such as On-Ramps to Careers, Hire Local DC, the DC Hospital Association, DC Builds DC, the Federal City Council, The American Experience Foundation, the Urban Alliance Foundation, and Genesys Works. Lastly, we have worked closely with the DC CTE network of nine Industry Advisory Boards and the ATC’s Advisory Committee and Industry Partner Committees which include representatives from postsecondary partners, industry partners, government partners (including DC Health, OCTO, and the WIC), LEA partners, and current ATC students.

PROJECT TIMELINE

Describe below anticipated implementation milestones by quarter to show how the agency will deliver the intended results. Please identify specific months or dates, if known.

PREPARATION FOR PROJECT LAUNCH (before start of fiscal year)	
FY 2025 Q4	<p>CTE Awareness Campaign:</p> <ul style="list-style-type: none"> Work to establish a contract for a citywide CTE marketing campaign to increase awareness of CTE programming. <p>AIP:</p> <ul style="list-style-type: none"> Closeout CRI including participant/stakeholder surveys and feedback sessions. Increase our host-employer recruitment goal to incorporate the additional internship slots and finalize student recruitment for SY25/26 AIP. Close student registration for SY25/26 AIP. <p>ATC:</p> <ul style="list-style-type: none"> Finalize MOUs with Instructional Partners (likely UDC and Trinity) and the program offerings for both ATC sites.

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	<ul style="list-style-type: none"> • Move into temporary swing-space for Ward 8 ATC and continue to work with DGS and RedBrick on the renovation of the permanent space. • Finalize student recruitment and enrollment for both ATC sites for SY25/26 and begin classes. <p>Graduation Requirements:</p> <ul style="list-style-type: none"> • Finish up work associated with developing and distributing materials to LEAs and schools on how best to use the new Graduate Profile.
FISCAL YEAR STARTS, FUNDS DISBURSED	
<p>FY 2026 Q1</p>	<p>AIP/CRI:</p> <ul style="list-style-type: none"> • Make placements for SY26/27 AIP. • Open the student and host employer registration for CRI. <p>ATC:</p> <ul style="list-style-type: none"> • Continue to work with DGS and RedBrick on the renovation of the permanent Ward 8 ATC space. • Continue to offer classes and work with industry partners on WBL opportunities. <p>Graduation Requirements:</p> <ul style="list-style-type: none"> • Work with vendor to develop and distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.
<p>FY 2026 Q2</p>	<p>AIP/CRI:</p> <ul style="list-style-type: none"> • Conduct mid-year survey of SY26/27 AIP experience. • Close student registration for CRI. <p>ATC:</p> <ul style="list-style-type: none"> • Work with DGS and RedBrick to finalize the renovation of the permanent Ward 8 ATC space and move into the fully renovated space. • Continue to offer classes and work with industry partners on WBL opportunities. • Begin student recruitment for SY26/27. <p>Graduation Requirements:</p> <ul style="list-style-type: none"> • Continue to work with vendor to develop and distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.
<p>FY 2026 Q3</p>	<p>AIP/CRI:</p> <ul style="list-style-type: none"> • Closeout SY25/26 AIP including participant/stakeholder surveys and feedback sessions. Finalize placements and begin CRI internships. • Open the student and host employer registration for SY26/27 AIP.

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ATC:

- Closeout SY25/26 classes and host completion ceremony.
- Continue working with schools on student recruitment and scheduling.

Graduation Requirements:

- Continue to work with vendor to distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.

FY 2026 Q4

CTE Awareness Campaign:

- Review performance/impact of campaign, incorporate any lessons learned, and renew or re-bid contract for ongoing citywide CTE marketing campaign to increase awareness of CTE programming.

AIP/CRI:

- Closeout CRI including participant/stakeholder surveys and feedback sessions.
- Close student registration for SY26/27 AIP.

ATC:

- Finalize MOUs with Instructional Partners (likely UDC and Trinity) and the program offerings for both ATC sites.
- Move into temporary swing-space for Ward 8 ATC and continue to work with DGS and RedBrick on the renovation of the permanent space.
- Finalize student recruitment and enrollment for both ATC sites for SY25/26 and begin classes.

Graduation Requirements:

- Finish up work with vendor to distribute materials to LEAs and schools on how to implement the new graduation requirements and how to capture relevant data related to implementation, including identifying potential best practices.