

**Role of Higher Education  
In the  
DCPS Master Education Plan  
DCEC Strategic Priorities  
Double the Numbers 10-Point Plan  
Mayor's Academic Plan**

1. Expand dual enrollment programs through which students simultaneously earn high school and college credit. Expand current efforts through the High School/College Internship Program, which since 1975 has given hundreds of students the chance to maintain their high school status while enrolled part-time or full-time at a participating college or university. (MEP)
2. Use the Early College High Schools model, through which students earn a high school diploma and two years of college credit toward a bachelor's degree. The initiative targets students who are under-represented in higher education. (MEP & DTN)
3. Support an expanded college and career preparation system throughout the city by partnering with a thematic academic/career program at one high school. The Office of Career and Technical Education is implementing at least 40 Program Majors offered by at least one high school; together they address all of the six priority targeted-trades sector-based categories identified by the DC Office of Planning and Economic Development: Construction, Health Care, Transportation, Information Technology, Hospitality, and Retail Trade. (MEP)
4. Research institutions bring expertise and capacity that DCPS does not have. Partnerships should focus on a sustainable, long-term strategy for research and evaluation. (MEP)
5. Provide enrichment for students who want it, as well as supports for students at risk of dropping out of school based on four risk factors identified in a 2005 study by the Philadelphia Education Fund and Johns Hopkins University: low school attendance, poor behavior, failing grades in mathematics and failing grades in English. Focus Saturday Academies, and Summer Institutes, that will increase student matriculation to college. In partnership with the DCEC Out-of-School-Time Sector Group and programs supported by the DC Children Youth Investment Trust, create a business plan to strengthen the out-of-school-time system in the city that would align with DCPS standards; be outcome based; and include system-building elements such as setting program standards, building capacity, providing technical assistance, training, research, and data collection. (MEP, DCEC)
6. Partner with area colleges and universities to expand middle or early college programs, such as the programs at Bell Multicultural High School and Friendship Collegiate Academy PCS. (MAP)
7. The most dramatic intervention higher education can offer is in supporting classroom instruction by focusing on intense leadership training and professional development, with an intentionality of accelerating student gains in reading and mathematics. (MEP)

8. Implement a plan to support the increase of the number of teachers certified by the National Board for Professional Teaching Standards by 100 each year for the next five years. At least that many teachers annually participate in this rigorous, research-based, year-long process that includes four portfolio entries of teaching practices and six exercises on a teacher's content knowledge, requiring between 200 and 400 hours on certification-related projects. (DCEC)

9. Create a college going culture through exposure and collaboration with local resources. Washington, D.C., is an extraordinary place to live - and to go to school. Within our higher education institutions we have one of the world's richest concentration of learning resources, including museums, theatres, theater companies and related groups, and a diverse student body that represent almost all of the nations in the world. (MEP)

10. Support the increase in High School Graduation Requirements to include a senior research project. According to the Institute for Higher Education Policy an average of 46 percent of incoming college freshmen nationwide need remediation courses. Only 24 percent of high school graduates say they were significantly challenged in high school, college instructors estimate that four in 10 high school graduates are not prepared for college courses, and employers estimate that 45 percent of high school graduates do not have the skills to advance beyond entry-level jobs, according to Achieve, a coalition of governors and CEOs of major corporations. (MEP, DCEC)

11. Support the academic curriculum offerings through a broader choice of AP courses through training and implementation of enrichment programs. (DCEC)

12. Strengthen and support the expansion of proven systemic and school-level college access programs. (DTN)

13. Educate DC Students and families about the prerequisites of college and the value of a degree. Help students and their families better understand and prepare for their postsecondary options. (DTN)

14. Remove financial barriers to ensure that all qualified students can afford postsecondary education. Work to cut costs and provide greater aid for DC residents. (DTN)

14. Expand DC students' options by working closely with additional four-year colleges and strengthening the pathways from two-year community colleges to four-year degrees. (DTN)