GOVERNMENT OF THE DISTRICT OF COLUMBIA
Office of the State School Superintendent of Education (OSSE)

Responses to Fiscal Year 2023 Performance Oversight Questions

Dr. Christina Grant
State Superintendent of Education

Submission to:

The Honorable Phil Mendelson, Chairman
Committee of the Whole
Council of the District of Columbia

Committee of the Whole
John A. Wilson Building
1350 Pennsylvania Ave. NW, Suite 402
Washington, DC 20004

February 23, 2024

Chairman Phil Mendelson
Council of the District of Columbia
1350 Pennsylvania Avenue NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson,

Please find enclosed the Office of the State Superintendent of Education's (OSSE's) Fiscal Year 2023 Performance Oversight responses.

Per your request, OSSE submits two bound, printed copies of the responses. Additionally, all responses and permitted attachments will be submitted electronically to the Committee of the Whole.

If you have any questions, please do not hesitate to contact Andrew Gall, Deputy Chief of Staff, Legislative Affairs and Policy, at (202) 802-5827.

Sincerely,

Dr. Christina Grant

1. **Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel. Also include the effective date on the chart.**

Please see attachment: Q1 – OSSE POH Org Chart.pdf

2. **Please provide, as an attachment, a Schedule A for your agency which identifies all employees by title/position in descending order by current salary, fringe benefits, and program office through January 31, 2023. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

Please see attachment: Q2 – Schedule A.pdf

3. **Please list through January 31, 2024 all employees detailed to or from your agency, if any, anytime this fiscal year (up to the date of your answer). For each employee identified, please provide the name of the agency the employee is detailed to or from, the reason for the detail, the date the detail began, and the employee's actual or projected date of return.**

First Name	Last Name	From	To	Start Date	Return Date
Miriam	Rudder-Holman	OSSE	CFSA	10/3/2022	5/1/2023
Shacara	Young	OSSE	CFSA	10/3/2022	1/3/2023

4. **(a) For fiscal year 2023, please list each employee whose salary was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.**

Name	Title	Salary	Overtime/Bonus Pay
Grant, Christina	State Superintendent of Education	$231,471.69	N/A
Epstein, Carol	General Counsel	$200,029.00	N/A
Park, Raphael	Deputy Superintendent of Operations	$195,000.00	N/A
Branson, Danielle	Deputy Superintendent of Academics	$192,200.00	N/A
Huie, William	Chief Information Officer	$191,012.85	N/A
Mead, Sara	Deputy Superintendent of Early Childhood Education	$190,908.81	N/A
Edmunds, Carmela	Supervisory Attorney Advisor	$190,489.83	N/A
Riley, James	Director of Student Transportation	$190,000.00	N/A
Thompson, Keinan	Chief Operations Officer	$181,000.00	N/A
Stewart, Nikki	Assistant Superintendent for Systems & Support	$180,347.97	N/A
Brumsted, Tia	Assistant Superintendent of Wellness	$178,489.83	$5,000 – Performance Allowance
Davis, Stephanie	Deputy Assistant Superintendent	$177,839.62	$5,000 – Performance Allowance
Tammara, Nagesh	Attorney Advisor	$176,795.00	N/A
Mitchell, Antoinette	Assistant Superintendent Postsecondary	$175,720.44	N/A
Scholl, Kelley	Assistant Superintendent Data Access	$175,225.78	N/A
Ross, Elizabeth	Assistant Superintendent for Teaching and Learning	$175,000.00	N/A
Akinmolayan, Shenee	Supervisory Info Tech Specialist	$172,000.00	N/A
Davis, Don	Supervisory Info Tech Specialist	$169,156.73	N/A
Proctor-Laguerre, Eva	Director Compliance and Licensure	$169,074.47	N/A
Gargiulo, Emily	Chief of Staff (Interim)	$167,500.00	N/A
Cuthrell, Sheila	Human Resources Officer III	$166,460.00	N/A
Matthews, Hannah	Director Policy Planning and	$165,000.00	N/A
Mahon, Nancy	Director of Fed Grants Compliance	$161,081.15	N/A
Boardman-Schroryer, Kilin	Deputy Assistant Superintendent	$159,611.24	N/A
Parrott, Aaron	Director Enrollment and Residency	$157,541.28	N/A
Snyder, Stephanie	Dir Accountability & Assessment	$156,451.59	N/A

Name	Title	Salary	Overtime/Bonus Pay
Aurori, Ryan	Director Operational Management	$156,056.25	N/A
Martin, Sarah	Deputy Chief of Staff	$156,056.25	N/A
Del Valle, Ernesto	Supervisory IT Specialist	$154,441.32	N/A
Zhang, Wei	Supervisor IT Specialist (Applications)	$154,441.32	N/A
Kirk, Angie	Deputy Chief of Staff	$153,871.46	N/A
Rubinstein, Gwen	Director Data Governance and	$153,871.46	N/A
Alvarado, Andres	Early Intervention Manager	$153,705.00	N/A
Esquith, David	Director Policy Planning and	$153,022.52	N/A
Will, Kathryn	Director of Communications	$152,435.00	N/A
Rivas, Karen	Director of Special Population	$152,000.00	N/A
Carr, Dana	Senior Advisor (COVID Public Health)	$151,894.75	N/A
Campbell, Jason	Program Manager	$150,257.48	N/A
Jue, Alexander	Director Accountability & Assessment	$150,000.00	N/A
Muhammad, Hakima	Director Operational Management	$149,999.00	N/A
Powell, James	IT Project Manager	$149,900.00	N/A
Decaire-Goldin, Caroline	Director Teaching & Learning	$149,500.00	N/A
Hanna, Robert	Deputy Assistant Superintendent for	$149,000.00	N/A
Gall, Andrew	Deputy Chief of Staff	$145,652.50	N/A
Craig, Michael	Data Analysis Manager	$145,652.50	N/A
Martin, Clifton	Career & Technology Education Director	$145,000.00	N/A
Williams, Alexis	Director Operational Management	$145,000.00	N/A
Sadlon, Rachel	Director of Special Population	$145,000.00	N/A
Henley, Suzanne	Director Nutrition Services	$145,000.00	N/A
Sun, Linda	Director of Federal Programs a	$144,320.82	N/A
Smith, Yvonne	Deputy Director of Student Transportation	$144,193.94	N/A
Kigera, Kathryn	Director Quality Initiatives	$143,723.64	N/A
Pemberton, Victoria	Director of Special Education	$143,259.64	N/A
Ketelsen, Celina	Training Administrator	$143,259.64	$5,000 – Performance Allowance
King, Angela	Attorney Advisor	$141,734.00	N/A
Alattar, Ahmad	IT Specialist	$141,707.00	N/A
Rudder Holman, Miriam	IT Specialist	$141,707.00	N/A
Wilson, Ingrid-Penelope	Special Assistant	$141,707.00	$8,107.28 - Overtime
Rudd Safran, Kelly	Program Manager	$140,000.00	N/A

Name	Title	Salary	Overtime/Bonus Pay
Stewart, Edgar	Supervisory Monitoring Specialist (Non-Public)	$139,584.56	N/A
Denmark, Alecia	Deputy Chief Oper. Officer	$139,091.90	N/A
Lee, Angela	Higher Education Licensure Man	$138,790.90	N/A
Johnson, Julia	Dir Adult Ed & Family Literacy	$138,773.52	N/A
Bonds, Lesa	Management Analyst	$138,184.00	N/A
Bolden, Thomas	Deputy Director of Student Transportation	$137,798.00	N/A
Wagner, Chandi	Data Analysis Manager	$137,762.60	N/A
Donaldson, Karen	Supervisory Education Policy Advisor	$136,063.84	N/A
Amos, Melissa	Data Analysis Manager	$135,000.00	N/A
Oliver, Renu	Special Assistant	$134,661.00	N/A
Wade, Sade Luvenia	Administrative Officer	$134,661.00	N/A
Baquero-Stagg, Diana	Attorney Advisor	$134,464.00	N/A
Lightbourne, Celeste	Program Manager	$134,303.82	N/A
Lopes, Ronald	Program Manager	$132,600.50	$765.00 - Overtime
Haiden, Tessa	Program Manager	$132,000.00	N/A
Sobin, Jessica	Program Manager	$132,000.00	N/A
Borges, Kimberly	Supervisory Fiscal Program Specialist	$131,368.03	N/A
D'Avilar-Etkins,	Program Officer	$131,138.00	N/A
Hansen, Kirstin	State Complaints Manager	$131,042.24	N/A
Batheja, Amy	Data Analysis Manager	$130,426.00	N/A
Diggs-Gnatiko,	Data Analysis Manager	$129,580.50	N/A
PremDas, Philip	GED Administrator	$129,010.16	N/A
Enriquez, Vincent	Attorney Advisor	$128,795.00	N/A
Olayinka, Noni	Human Resources Manager	$128,621.10	N/A
Brown, Pamela	Director Student Hearings	$127,771.68	N/A
Waris, Jibran	IT Specialist	$127,615.00	N/A
Lewis, Jessica	Management Analyst	$127,615.00	N/A
Underwood, Jasmine	Data Analysis Manager	$127,341.90	N/A
Zhu, Ye Julie	Data Analysis Manager	$127,341.90	N/A
Bembridge, Kurt	Data Analysis Manager	$127,100.00	N/A
Idun, Clement	Program Manager	$125,883.15	N/A
Thompson, Lauren	Deputy Director of Assessments	$125,000.00	N/A

(b) For fiscal year 2024 (through January 31), please list each employee whose salary is or was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.

Name	Title	Salary	Overtime/Bonus Pay
Grant, Christina	State Superintendent of Education	$231,471.69	N/A
Epstein, Carol	General Counsel	$200,029.00	N/A
Davis, Stephanie	Chief Information Officer	$195,623.58	N/A
Park, Raphael	Deputy Superintendent of Operations	$195,000.00	N/A
Branson, Danielle	Deputy Superintendent of Academics	$192,200.00	N/A
Mead, Sara	Deputy Superintendent of Early Childhood Education	$190,908.81	N/A
Edmunds, Carmela	Supervisory Attorney Advisor	$190,489.83	N/A
Riley, James	Director of Student Transportation	$190,000.00	N/A
Gottfredson, Katherine	Chief of Staff	$188,000.00	N/A
Thompson, Keinan	Chief Operations Officer	$181,000.00	N/A
Stewart, Nikki	Assistant Superintendent for Systems & Support	$180,347.97	N/A
Brumsted, Tia	Assistant Superintendent of Wellness	$178,489.83	N/A
Tammara, Nagesh	Attorney Advisor	$176,795.00	N/A
Mitchell, Antoinette	Assistant Superintendent Postsecondary	$175,720.44	N/A
Scholl, Kelley	Assistant Superintendent Data Access	$175,225.78	N/A
Ross, Elizabeth	Assistant Superintendent for Teaching and Learning	$175,000.00	N/A
Davis, Don	Supervisory Info Tech Specialist	$174,231.43	N/A
Akinmolayan, Shenee	Supervisory Info Tech Specialist	$172,000.00	N/A
Proctor-Laguerre, Eva	Director Compliance and Licensure	$169,074.47	N/A
Cuthrell, Sheila	Human Resources Officer III	$166,460.00	N/A
Matthews, Hannah	Director Policy Planning and	$165,000.00	N/A
Mahon, Nancy	Director of Federal Grants Compliance	$161,081.15	N/A
Boardman-Schroryer, Kilin	Deputy Assistant Superintendent	$159,611.24	N/A
Del Valle, Ernesto	Supervisory IT Specialist	$159,074.26	N/A
Zhang, Wei	Supervisor IT Specialist Applications	$159,074.23	N/A
Pemberton, Victoria	Director of Special Education	$157,858.60	N/A
Snyder, Stephanie	Director Accountability & Assessment	$156,451.59	N/A
Martin, Sarah	Deputy Chief of Staff	$156,056.25	N/A

Name	Title	Salary	Overtime/Bonus Pay
Kirk, Angie	Deputy Chief of Staff	$153,871.46	N/A
Rubinstein, Gwen	Director Data Governance and	$153,871.46	N/A
Alvarado, Andres	Early Intervention Manager	$153,705.00	N/A
Esquith, David	Director Policy Planning and	$153,022.52	N/A
Will, Kathryn	Director of Communications	$152,435.00	N/A
Rivas, Karen	Director of Special Population	$152,000.00	N/A
Carr, Dana	Senior Advisor (COVID Public Health)	$151,894.75	N/A
Campbell, Jason	Program Manager	$150,257.48	N/A
Jue, Alexander	Director of Accountability & Assessment	$150,000.00	N/A
Muhammad, Hakima	Director Operational Management	$149,999.00	N/A
Powell, James	IT Project Manager	$149,900.00	N/A
Decaire-Goldin, Caroline	Director Teaching & Learning	$149,500.00	N/A
Hanna, Robert	Deputy Assistant Superintendent	$149,000.00	N/A
Gall, Andrew	Deputy Chief of Staff	$145,652.50	N/A
Craig, Michael	Data Analysis Manager	$145,652.50	N/A
Gargiulo, Emily	Deputy Chief of Staff	$145,652.50	N/A
Martin, Clifton	Career & Technical Education Director	$145,000.00	N/A
Williams, Alexis	Director Operational Management	$145,000.00	N/A
Sadlon, Rachel	Director of Special Population	$145,000.00	N/A
Henley, Suzanne	Director Nutrition Services	$145,000.00	N/A
Sun, Linda	Director of Federal Programs	$144,320.82	N/A
Smith, Yvonne	Deputy Director of Student Transportation	$144,193.94	N/A
Kigera, Kathryn	Director Quality Initiatives	$143,723.64	N/A
Ketelsen, Celina	Training Administrator	$143,259.64	N/A
King, Angela	Attorney Advisor	$141,734.00	N/A
Alattar, Ahmad	IT Specialist	$141,707.00	N/A
Rudder Holman, Miriam	IT Specialist	$141,707.00	N/A
Wilson, Ingrid-Penelope	Special Assistant	$141,707.00	$19,212.20 - Overtime
Lewis, Jessica	Deputy Chief of Staff	$140,000.00	N/A
Rudd Safran, Kelly	Program Manager	$140,000.00	N/A
Stewart, Edgar	Supervisory Monitoring Specialist Non-Public	$139,584.56	N/A
Denmark, Alecia	Deputy Chief Oper Officer	$139,091.90	N/A
Lee, Angela	Higher Education Licensure Man	$138,790.90	N/A
Johnson, Julia	Director Adult Education Family Literacy	$138,773.52	N/A

Name	Title	Salary	Overtime/Bonus Pay
Bonds, Lesa	Management Analyst	$138,184.00	$1,295.48 - Overtime
Bolden, Thomas	Deputy Director of Student Transportation	$137,798.00	N/A
Wagner, Chandi	Data Analysis Manager	$137,762.60	N/A
Underwood, Jasmine	Data Analysis Manager	$136,255.83	N/A
Donaldson, Karen	Supervisory Education Policy	$136,063.84	N/A
Amos, Melissa	Data Analysis Manager	$135,000.00	N/A
Oliver, Renu	Special Assistant	$134,661.00	N/A
Wade, Sade	Administrative Officer	$134,661.00	N/A
Baquero-Stagg, Diana	Attorney Advisor	$134,464.00	N/A
Lightbourne, Celeste	Program Manager	$134,303.82	N/A
Enriquez, Vincent	Attorney Advisor	$133,088.00	N/A
Lopes, Ronald	Program Manager	$132,600.50	$3,378.76 - Overtime
Price, Jasmyn	Early Intervention Program	$132,139.00	N/A
Haiden, Tessa	Program Manager	$132,000.00	N/A
Sobin, Jessica	Program Manager	$132,000.00	N/A
Borges, Kimberly	Supervisory Fiscal Program Specialist	$131,368.03	N/A
Garcia, Simone	Supervisory Education Program Specialist	$131,215.33	N/A
D'Avilar-Etkins, Carol	Program Officer	$131,138.00	N/A
Hansen, Kirstin	State Complaints Manager	$131,042.24	N/A
Batheja, Amy	Data Analysis Manager	$130,426.00	N/A
Diggs-Gnatiko, Leah	Data Analysis Manager	$129,580.50	N/A
PremDas, Philip	GED Administrator	$129,010.16	N/A
Olayinka, Noni	Human Resources Manager	$128,621.10	N/A
Brown, Pamela	Director Student Hearings	$127,771.68	N/A
Waris, Jibran	IT Specialist	$127,615.00	N/A
Rowley, Richard	IT Project Manager	$127,615.00	N/A
Zhu, Ye	Data Analysis Manager	$127,341.90	N/A
Bembridge, Kurt	Data Analysis Manager	$127,100.00	N/A
Woodard, Kera	Supervisory Human Resources Specialist	$126,500.00	$3,471.55 - Overtime
Riggins, Ometta	Deputy Director Federal Grants	$126,169.00	N/A
Estep, Tameka	Program Manager	$125,885.22	$121.04 - Overtime
Harris, Christie	Supervisory Policy Specialist	$125,884.57	N/A
Idun, Clement	Program Manager	$125,883.15	N/A
Thompson, Lauren	Deputy Director of Assessments	$125,000.00	N/A

5. **Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2023. For each, state the employee's name, position or title, salary, and aggregate overtime pay.**

Name	Position/Title	Salary	Aggregate Overtime Pay
Caldwell Sr, Danny O	Motor Vehicle Operator	$ 34.67/hr	$ 59,845.64
Hunt Johnson, Tarina M.	Investigator	$ 82,069.00	$ 51,946.31
Green, Ronald Dwight	Facility Management Specialist	$ 69,770.00	$ 49,618.26
Joseph, Emmanuel	Motor Vehicle Operator	$ 34.71/hr	$ 44,594.72
Fontaine, Jean Lucien	Motor Vehicle Operator	$ 34.71/hr	$ 42,849.73
Johnson, Jeanetta L	Human Resources Specialist	$ 90,416.38	$ 41,690.13
Legendre, Wilbert	Motor Vehicle Operator	$ 34.67/hr	$ 40,587.39
Eskridge, Jeffrey	Fleet Maintenance Assistant	$ 68,203.20	$ 39,577.98
Simmons, Lakesha S	Fleet Maintenance Assistant	$ 68,161.10	$ 39,250.42
Williams, Nicolette Shawn Mane	Motor Vehicle Operator	$ 34.67/hr	$ 38,993.67
Ruffin, Cherise L	Motor Vehicle Operator	$ 34.67/hr	$ 38,204.80
Pointejour, Rony	Motor Vehicle Operator	$34.67/hr	$ 37,599.98
Lewis, Warren F	Investigator	$ 98,321.99	$ 37,249.59
Dee, John Donnell	Fleet Maintenance Assistant	$ 72,030.40	$ 36,877.73
Rasheed, Jihad A.	Investigator	$ 84,167.00	$ 35,164.00

6. **For fiscal years 2023 and 2024 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.**

Due to the volume of bonuses granted, the OSSE-DOT Collective Bargaining Agreement (CBA) and Non-CBA Incentives documents are attached, providing the monetary incentives issued to OSSE-DOT employees for FY23 and FY24 through Jan. 31, 2024. Files are as follows:
- Attachment: Q6 – OSSE DOT CBA Incentives.pdf
- Attachment: Q6 – OSSE DOT Non CBA Incentives.pdf

Additionally, in FY23, OSSE provided a $5,000 hiring bonus for qualifying Motor Vehicle Operators and Bus Attendants that were hired during the time period of February - September 2023. Payouts were made through December 2023 (see FY23 and FY24 tables below).

The table below shows bonuses and special award pay for FY23.

First Name	Last Name	Title	Amount	Reason
Haimanot	Gabriel	Bus Attendant	$5,000	Hiring Bonus
Ivan	Garland	Bus Attendant	$5,000	Hiring Bonus
Jordan	Diggs	Bus Attendant	$5,000	Hiring Bonus
LaDonna	Durante	Bus Attendant	$5,000	Hiring Bonus
Michelle	Kelly	Bus Attendant	$5,000	Hiring Bonus
Shaunice	Parker	Bus Attendant	$5,000	Hiring Bonus
Tiana	Arrington	Bus Attendant	$5,000	Hiring Bonus
Tiana	Saunders	Bus Attendant	$5,000	Hiring Bonus
Traevon	Morton	Bus Attendant	$5,000	Hiring Bonus
Yvonne	Davis	Bus Attendant	$5,000	Hiring Bonus
Yilma	Desta	Motor Vehicle Operator	$5,000	Hiring Bonus
Woubishet	Tessema	Motor Vehicle Operator	$5,000	Hiring Bonus
Albert	Turner III	Motor Vehicle Operator	$5,000	Hiring Bonus
Camille	Pettaway	Bus Attendant	$5,000	Hiring Bonus
Damion	Ward	Bus Attendant	$5,000	Hiring Bonus
Shalika	Holt	Bus Attendant	$5,000	Hiring Bonus
Tiara	Vest	Bus Attendant	$5,000	Hiring Bonus
Robert	Dawson	Motor Vehicle Operator	$5,000	Hiring Bonus
Tilahun	Desta	Motor Vehicle Operator	$5,000	Hiring Bonus
Verna	Gant	Bus Attendant	$5,000	Hiring Bonus
Robert	Maraj	Bus Attendant	$5,000	Hiring Bonus
Berhane	Gebreeziabhir	Motor Vehicle Operator	$5,000	Hiring Bonus
Shelly	Thomas	Bus Attendant	$5,000	Hiring Bonus
Montay	Butler	Bus Attendant	$5,000	Hiring Bonus
Davian	Whitfield	Bus Attendant	$5,000	Hiring Bonus

First Name	Last Name	Title	Amount	Reason
Onitte	McKinnon	Bus Attendant	$5,000	Hiring Bonus
Davonye	Wyatt	Bus Attendant	$5,000	Hiring Bonus
Christine	Bridges	Bus Attendant	$5,000	Hiring Bonus
Che'Raul	Green	Bus Attendant	$5,000	Hiring Bonus
Lolita	Gibson	Bus Attendant	$5,000	Hiring Bonus
Charlotte	Claridy	Bus Attendant	$5,000	Hiring Bonus
Jean	Zephirin	Motor Vehicle Operator	$5,000	Hiring Bonus
Million	Kebede	Motor Vehicle Operator	$5,000	Hiring Bonus
Alemework	Ambellu	Motor Vehicle Operator	$5,000	Hiring Bonus
Larry	Perkins	Bus Attendant	$5,000	Hiring Bonus
Erika	Montgomery	Bus Attendant	$5,000	Hiring Bonus
Chantelle	Switzer	Bus Attendant	$5,000	Hiring Bonus
Nikita	Lewis	Bus Attendant	$5,000	Hiring Bonus
Ronnetta	Lane	Bus Attendant	$5,000	Hiring Bonus
Tianna	Cotton	Bus Attendant	$5,000	Hiring Bonus
London	McGhee	Bus Attendant	$5,000	Hiring Bonus
Corrisma	Walker	Bus Attendant	$5,000	Hiring Bonus
Aijah	Jackson	Bus Attendant	$5,000	Hiring Bonus
Theodore	Duncan	Bus Attendant	$5,000	Hiring Bonus
Alexus	Fuller	Bus Attendant	$5,000	Hiring Bonus
Antonio	Mingo	Bus Attendant	$5,000	Hiring Bonus
Charmaene	Mixon	Bus Attendant	$5,000	Hiring Bonus
Tesfalem	Beyene	Motor Vehicle Operator	$5,000	Hiring Bonus
Abraham	Hiluf	Motor Vehicle Operator	$5,000	Hiring Bonus
Elina	Dorlus	Motor Vehicle Operator	$5,000	Hiring Bonus
Keah	Pettigrew	Bus Attendant	$5,000	Hiring Bonus
Jada	Stanard	Bus Attendant	$5,000	Hiring Bonus
Yilma	Desta	Motor Vehicle Operator	$5,000	Hiring Bonus
Ina	Dawson	Bus Attendant	$5,000	Hiring Bonus
Diamond	Lamons	Bus Attendant	$5,000	Hiring Bonus
Lynda	Williams	Bus Attendant	$5,000	Hiring Bonus
Regina	Hardy	Bus Attendant	$5,000	Hiring Bonus
Theresa	Fraley	Bus Attendant	$5,000	Hiring Bonus
Ashley	Gross	Bus Attendant	$5,000	Hiring Bonus

In FY23, OSSE provided monetary performance allowances to certain employees whose exemplary performance significantly contributed to the Agency's success during this time period. The four employees receiving performance allowances in FY23 are in the table below.

First Name	Last Name	Title	Amount	Reason
Tia	Brumsted	Assistant Superintendent	$5,000	Performance Allowance
Stephanie	Davis	Assistant Superintendent	$5,000	Performance Allowance
Sean	Elliott	Program Manager	$5,000	Performance Allowance
Celina	Ketelsen	Training Administrator	$5,000	Performance Allowance

The table below shows bonuses and special award pay for FY24 to date. All bonuses were awarded in OSSE-DOT.

First Name	Last Name	Title	Amount	Reason
Bolanle	Olufisoye	Bus Attendant	$5,000	Hiring Bonus
Tiffany	Patterson	Bus Attendant	$5,000	Hiring Bonus
Solomon	Ketema	Motor Vehicle Operator	$5,000	Hiring Bonus
Nichelle	Turner	Motor Vehicle Operator	$5,000	Hiring Bonus
Bernadette	Mayrant	Bus Attendant	$5,000	Hiring Bonus
Valerie	Sanders	Bus Attendant	$5,000	Hiring Bonus
Theda	Jones	Bus Attendant	$5,000	Hiring Bonus
Janice	Oliver	Bus Attendant	$5,000	Hiring Bonus

7. **For fiscal years 2023 and 2024 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

Employee Name	Amount	Number of weeks	Reason for Separation
Employee #1	$34,012.30	10 weeks	Resignation w/ separation agreement

8. **For fiscal years 2022, 2023, and 2024 (through January 31), please state the total number of employees receiving worker's compensation payments.**

The table below lists, for FY22-24, the number of employees receiving worker's compensation payments. Note that employees' claims in the table below could have been granted in prior fiscal years.

Fiscal Year	Total Employees Receiving Worker's Compensation
2022	22
2023	20
2024 (to date)	6

9. **Please provide the name of each employee who was or is on administrative leave in fiscal years 2023 and 2024 (through January 31). In addition, for each employee identified, please provide: their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (through January 31).**

All of the employees listed below received their regular rate of pay during the period they were placed on administrative leave.

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Fitness for Duty	9/5/2021	N/A	Remains on admin leave
Bus Attendant	Fitness for Duty	9/20/2021	12/20/2022	Returned to work
Bus Attendant	Fitness for Duty	4/11/2022	N/A	Remains on admin leave
Motor Vehicle Operator	Investigation	5/10/2022	1/13/2023	Returned to work
Motor Vehicle Dispatcher	Investigation	8/22/2022	1/13/2023	Returned to work
Program Manager	Investigation	8/29/2022	5/12/2023	Terminated
Motor Vehicle Operator	Drug Test	9/1/2022	4/21/2023	Terminated
Bus Attendant	Investigation	10/31/2022	3/1/2023	Terminated
Motor Vehicle Operator	Investigation	11/3/2022	5/19/2023	Employee AWOL
Policy Analyst	Probationary Termination	11/7/2022	12/2/2022	Terminated
Bus Attendant	Drug Test (DCHR)	11/8/2022	12/9/2022	Returned to work
Motor Vehicle Operator	Investigation	11/9/2022	4/28/2023	Returned to work
Bus Attendant	Investigation	11/9/2022	3/10/2023	Deceased
Bus Attendant	Investigation	11/21/2022	4/19/2023	Returned to work
Bus Attendant	Investigation	11/21/2022	5/30/2023	Returned to work
Motor Vehicle Operator	Post Accident	12/5/2022	12/8/2022	Returned to work
Bus Attendant	Investigation	12/5/2022	12/7/2022	Returned to work
Motor Vehicle Operator	Investigation	12/8/2022	12/30/2022	Retired
Motor Vehicle Operator	Investigation	12/9/2022	6/21/2023	Returned to work

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Investigation	12/9/2022	4/28/2023	Returned to work
Motor Vehicle Dispatcher	Investigation	12/15/2022	4/28/2023	Terminated
Motor Vehicle Operator	Investigation	12/21/2022	6/16/2023	Returned to work
Bus Attendant	Investigation	12/21/2022	6/16/2023	Returned to work
Motor Vehicle Operator	Investigation	12/21/2022	1/19/2023	Returned to work
Motor Vehicle Operator	Drug Test (DCHR)	1/4/2023	1/13/2023	Returned to work
Motor Vehicle Operator	Investigation	1/11/2023	5/31/2023	Returned to work
Bus Attendant	Drug Test (DCHR)	1/12/2023	3/24/2023	Resigned
Motor Vehicle Operator	Investigation	1/12/2023	5/24/2023	Returned to work
Motor Vehicle Operator	Investigation	1/12/2023	6/28/2023	Returned to work
Bus Attendant	Drug Test (DCHR)	1/13/2023	2/3/2023	Returned to work
Motor Vehicle Operator	Investigation	1/18/2023	6/20/2023	Returned to work
Bus Attendant	Investigation	1/18/2023	6/27/2023	Returned to work
Bus Attendant	Drug Test (DCHR)	1/18/2023	2/3/2023	Returned to work
Bus Attendant	Investigation	1/19/2023	6/16/2023	Returned to work
Motor Vehicle Operator	Investigation	1/19/2023	7/19/2023	Returned to work
Bus Attendant	Drug Test (DCHR)	1/26/2023	7/19/2023	Returned to work
Motor Vehicle Operator	Investigation	1/26/2023	2/3/2023	Returned to work
Bus Attendant	Drug Test (DCHR)	1/31/2023	2/10/2023	Returned to work
Motor Vehicle Operator	Investigation	1/31/2023	7/14/2023	Returned to work
Bus Attendant	Investigation	2/8/2023	9/15/2023	Returned to work
Motor Vehicle Operator	Investigation	2/8/2023	6/16/2023	Returned to work
Bus Attendant	Investigation	2/8/2023	2/10/2023	Returned to work
Motor Vehicle Dispatcher	Investigation	2/8/2023	2/17/2023	Terminated
Motor Vehicle Operator	Post Accident	2/15/2023	3/6/2023	Returned to work

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Post Accident	2/16/2023	4/14/2023	Returned to work
Instructional Systems Specialist	Probationary Termination	2/24/2023	2/27/2023	Terminated
Bus Attendant	Drug Test (DCHR)	2/27/2023	3/24/2023	Returned to work
Motor Vehicle Operator	Post Accident	3/13/2023	3/21/2023	Returned to work
Bus Attendant	Drug Test (DCHR)	3/14/2023	5/20/2023	Terminated
Motor Vehicle Operator	Investigation	3/15/2023	5/31/2023	Returned to work
Bus Attendant	Investigation	3/15/2023	5/31/2023	Returned to work
Bus Attendant	Investigation	3/17/2023	3/17/2023	Returned to work
Bus Attendant	Investigation	3/22/2023	9/8/2023	Terminated
Motor Vehicle Operator	Investigation	3/23/2023	9/1/2023	Returned to work
Facility Management Specialist	Investigation	3/28/2023	8/21/2023	Returned to work
Motor Vehicle Operator	Post Accident	4/3/2023	4/7/2023	Returned to work
Motor Vehicle Operator	Post Accident	4/4/2023	4/12/2023	Returned to work
Motor Vehicle Operator	Post Accident	4/5/2023	4/23/2023	Returned to work
Bus Attendant	Investigation	4/5/2023	11/3/2023	Terminated
Motor Vehicle Operator	Post Accident	4/6/2023	6/9/2023	Returned to work
Motor Vehicle Operator	Investigation	4/7/2023	9/15/2023	Returned to work
Motor Vehicle Operator	Investigation	4/10/2023	4/21/2023	Returned to work
Bus Attendant	Investigation	4/19/2023	N/A	Pending return to duty/remains on admin leave
Terminal Manager	Investigation	4/7/2023	6/7/2023	Returned to work
Bus Attendant	Investigation	4/20/2023	12/13/2023	Returned to work
Bus Attendant	Investigation	4/24/2023	5/19/2023	Terminated
Motor Vehicle Operator	Post Accident	4/26/2023	6/2/2023	Returned to work

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Investigation	4/27/2023	N/A	Pending return to duty/remains on admin leave
Motor Vehicle Operator	Investigation	5/4/2023	5/18/2023	Returned to work
Motor Vehicle Operator	Post Accident	5/11/2023	5/18/2023	Returned to work
Motor Vehicle Operator	Post Accident	5/15/2023	5/25/2023	Returned to work
Motor Vehicle Operator	Post Accident	5/16/2023	5/31/2023	Returned to work
Motor Vehicle Operator	Post Accident	5/22/2023	6/2/2023	Returned to work
Motor Vehicle Operator	Post Accident	5/25/2023	6/22/2023	Returned to work
Motor Vehicle Operator	Investigation	5/25/2023	6/2/2023	Returned to work
Motor Vehicle Operator	Post Accident	5/31/2023	6/20/2023	Returned to work
Motor Vehicle Operator	Post Accident	6/5/2023	6/12/2023	Returned to work
Motor Vehicle Operator	Post Accident	6/5/2023	6/12/2023	Returned to work
Motor Vehicle Operator	Post Accident	6/6/2023	6/20/2023	Returned to work
Motor Vehicle Operator	Post Accident	6/7/2023	8/17/2023	Returned to work
Motor Vehicle Operator	Post Accident	6/9/2023	6/22/2023	Returned to work
Motor Vehicle Operator	Post Accident	6/13/2023	8/17/2023	Returned to work
Bus Attendant	Investigation	6/23/2023	12/15/2023	Returned to work
Motor Vehicle Operator	Investigation	6/26/2023	12/15/2023	Returned to work
Motor Vehicle Operator	Post Accident	7/5/2023	7/13/2023	Returned to work
Motor Vehicle Dispatcher	Drug Test (DCHR)	7/6/2023	9/22/2023	Terminated
Bus Attendant	Investigation	7/10/2023	7/14/2023	Returned to work
Motor Vehicle Operator	Post Accident	7/10/2023	7/11/2023	Returned to work

Position Title	Reason	Start Date	End Date	Status
Bus Attendant	Recruiting Discrepancy	7/11/2023	7/20/2023	Returned to work
Motor Vehicle Operator	Post Accident	7/14/2023	7/19/2023	Returned to work
Bus Attendant	Investigation	7/20/2023	7/27/2023	Returned to work
Bus Attendant	Investigation	8/4/2023	N/A	Pending return to duty/remains on admin leave
Bus Attendant	Probationary Termination	8/8/2023	8/28/2023	Terminated
Motor Vehicle Operator	Investigation	8/14/2023	N/A	Remains on admin leave
Assessment Specialist	Investigation	8/14/2023	N/A	Remains on admin leave
Bus Attendant	Drug Test (DCHR)	8/21/2023	12/15/2023	Terminated
Management Analyst	Probationary Termination	8/29/2023	9/19/2023	Terminated
Motor Vehicle Operator	Investigation	8/30/2023	12/20/2023	Returned to work
Motor Vehicle Operator	Investigation	9/1/2023	N/A	Pending return to duty/remains on admin leave
Bus Attendant	Investigation	9/1/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	9/6/2023	9/12/2023	Returned to work
Motor Vehicle Operator	Post Accident	9/6/2023	9/13/2023	Returned to work
Program Analyst	NTE Expiration	9/6/2023	9/27/2023	Terminated
Motor Vehicle Operator	Post Accident	9/7/2023	9/12/2023	Returned to work
Bus Attendant	Reassignment	9/7/2023	9/8/2023	Returned to work
Motor Vehicle Operator	Post Accident	9/12/2023	9/28/2023	Returned to work
Bus Attendant	Investigation	9/12/2023	N/A	Pending return to duty/remains on admin leave
Motor Vehicle Operator	Reinstatement	9/13/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	9/13/2023	9/27/2023	Returned to work

Position Title	Reason	Start Date	End Date	Status
Early Intervention Service Coordinator	Investigation	9/13/2023	11/3/2023	Terminated
Motor Vehicle Operator	Investigation	9/19.2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	9/20/2023	N/A	Remains on admin leave
Health Education Manager	Investigation	9/20/2023	10/12/2023	Terminated
Motor Vehicle Operator	Post Accident	9/21/2023	9/29/2023	Returned to work
Motor Vehicle Operator	Post Accident	9/22/2023	12/8/2023	Returned to work
Motor Vehicle Operator	Post Accident	9/26/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	9/29/2023	12/8/2023	Returned to work
Bus Attendant	Investigation	10/2/2023	N/A	Remains on admin leave
Motor Vehicle Dispatcher	Investigation	10/12/2023	N/A	Remains on admin leave
Motor Vehicle Dispatcher	Investigation	10/12/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	10/17/2023	N/A	Remains on admin leave
Automotive Mechanic	NTE Expiration	10/17/2023	11/3/2023	Terminated
Motor Vehicle Operator	Investigation	10/23/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	10/23/2023	N/A	Remains on admin leave
Bus Attendant	Investigation	10/31/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Investigation	11/2/2023	11/27/2023	Returned to work
Motor Vehicle Operator	Investigation	11/15/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	11/15/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Investigation	11/16/2023	N/A	Remains on admin leave

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Post Accident	11/20/2023	N/A	Pending return to duty/remains on admin leave
Motor Vehicle Operator	Post Accident	11/29/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	11/30/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	12/4/2023	N/A	Remains on admin leave
Human Resources Specialist	Probationary Termination	12/8/2023	12/29/2023	Terminated
Motor Vehicle Operator	Post Accident	12/12/2023	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	12/13/2023	N/A	Remains on admin leave
ELL Assistant (Bilingual)	Probationary Termination	12/19/2023	1/10/2024	Terminated
Motor Vehicle Operator	Post Accident	1/4/2024	N/A	Remains on admin leave
Motor Vehicle Operator	Investigation	1/4/2024	N/A	Remains on admin leave
Bus Attendant	Investigation	1/4/2024	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	1/4/2024	1/10/2024	Returned to work
Motor Vehicle Operator	Post Accident	1/8/2024	1/26/2024	Returned to work
Motor Vehicle Operator	Post Accident	1/12/2024	N/A	Remains on admin leave
Bus Attendant	Drug Test (DCHR)	1/23/2024	N/A	Remains on admin leave
Motor Vehicle Operator	Post Accident	1/24/2024	N/A	Remains on admin leave
Community Relations Specialist	Probationary Termination	1/30/2024	2/12/2024	Terminated

10. **For fiscal years 2023 and 2024 (through January 31), please list, in chronological order, all intra-District transfers to or from the agency. Give the date, amount, and reason for the transfer.**

Please see attachment: Q10 – Intra-Districts.xlsx

11. **Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2023 and 2024 (through January 31). Include a "bottom line" that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.**

Please see attachment: Q11 – Reprogrammings.xlsx

12. **Please list, in chronological order, every reprogramming within your agency during fiscal year 2024 to date. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.**

Please see attachment: Q12 – Reprogrammings (Intraagency).xlsx

13. **For fiscal years 2023 and 2024 (through January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2022, 2023, and 2024 (through January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.**

Please see attachment: Q13 – Special Purpose Revenue.xlsx

14. **Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2022, 2023, and the first quarter of 2024. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2022 and 2023.**

Please see attachment: Q14 – Budget (FY22).pdf
Please see attachment: Q14 – Budget (FY23).pdf
Please see attachment: Q14 – Budget (FY24).pdf

15. **Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2023 and 2024 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

Please see attachment: Q15 – MOUs.pdf

16. **D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the "Form B" for all District agencies (See D.C. Code § 47-318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2022, 2023, and 2024.**

OSSE works with the Office of the City Administrator and the Office of the Deputy Mayor Education (DME) to develop our annual budget. The FY22, FY23, and FY24 agency budgets submitted as part of the Mayor's budget reflect those efforts.

17. **Please list all currently open capital projects for your agency (through January 31st) including those projects that are managed or overseen by another agency or entity. Include a brief description of each, the total estimated cost, expenditures to date, the start and completion dates, and the current status of the project. Also, indicate which projects are experiencing delays and which require additional funding.**

Project:	BRM15C – 1601 W Street NE Building Construction
Project Description:	Building construction and modernizations at special education transportation bus terminal station; upgrades are required to meet OSSE's need of a 4.27-acre site with maintenance infrastructure, office space, and parking space. The agency's immediate need for taking possession of the property in FY17 was to relocate and consolidate the Adams Place Terminal at this location as the agency's main bus depot. Upgrade plans, which are in line with the new zoning requirements, will include upgrading existing parking pavement and installing new parking pavement throughout the terminal with appropriate stormwater management features. The existing office area will be rehabilitated.
Estimated Cost:	$28,005,938
Expenditures to Date:	$14,027,304
Start/Completion Dates:	Construction Start: 4/9/2021 End: 01/31/2025
Current Status:	Currently working on the third level and roof of the office building.
Delay:	Yes

Project:	BRM16C – 2215 5th Street NE Building Renovation
Project Description:	Major structural rehabilitation, expansion, and improvement of the existing facility to better accommodate operations requiring approximately 150+ school buses. Minor maintenance of the bay, partial pavement improvement, parking structure improvement, and upgrades to the administration and support areas will also be implemented.
Estimated Cost:	$5,500,000
Expenditures to Date:	$568,383
Start/Completion Dates:	Construction Start: 10/1/2022 (initially planned) Closeout: Unknown at this time as it is dependent on the completion of a separate capital project (W street construction)
Current Status:	The design of the project is complete. DGS plans to begin construction following the completion of the W Street terminal.
Delay:	Yes

Project:	BU0B0C – Bus Vehicle Replacement
Project Description:	OSSE-DOT continues to purchase vehicles as a primary participant in the Capital Assets Replacement Scheduling System (CARSS). CARSS calculations are used to determine the OSSE-DOT School Bus Replacement Program capital budget. The replacement program ensures that OSSE-DOT continues to support learning opportunities for District of Columbia students with disabilities, in compliance with the Individuals with Disabilities Education Act and helps in the District's efforts to comply with local and federal air quality standards. This project aligns with Sustainable DC 2.0's Transportation 4.2 goal.
Estimated Cost:	$50,955,000
Expenditures to Date:	$28,966,062
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	OSSE-DOT received 144 new school buses in FY21. In FY22, DOT did not purchase additional busses but planned for the operational and financial implications of adding electric buses to its fleet. As of January 31, 2024, OSSE is awaiting delivery of 25 electric buses, which are scheduled to arrive by October 2024.
Delay:	No

Project:	BU501C – DOT GPS
Project Description:	OSSE-DOT's Global Positioning System (GPS) project will allow the division to track school buses in real time. Having this capability will enable programmatic staff to know the locations of vehicles and improve the customer service provided.
Estimated Cost:	$2,216,155
Expenditures to Date:	$1,355,907
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	OSSE-DOT is working on identifying a new vendor and is working to finalize a plan and timeline for the project's implementation.
Delay:	Yes

Project:	GD001C - Data Infrastructure
Project Description:	OSSE has become the central education-related data repository and reporting office within the District. OSSE has also increasingly interfaced with District agencies such as the DC Public Charter School Board and the Office of the Deputy Mayor for Education to craft data-driven policies. Existing data systems are in need of continued modernization. OSSE is committed to expanding the scope of data available in the Student Longitudinal Database (SLED) to further provide schools and educators the information they need to successfully serve students. In order to do that, significant investments must be made in both SLED and the data systems which feed into SLED. OSSE has several applications for mandated activities (e.g., teacher licensure and childcare licensure) that need updating. With these issues corrected, OSSE would be in a unique position to steer future analysis of, and publish key findings regarding, the early childhood to career pathways for District residents.
Estimated Cost:	$22,443,359
Expenditures to Date:	$17,580,496
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	The project is active, and work is underway.
Delay:	No

Project:	MODARC - New Statewide Special Education System
Project Description:	This project is the implementation of a new statewide special education data system that meets the growing needs of District schools and provides OSSE with the flexibility to quickly make functional changes to the system to accommodate regulation changes. This project covers the 9-12 month initial setup of the data system; development of training materials for state, LEA, and school-level staff; transfer of all historical data and documents from the existing special education data system to the new system; and the integration of this data system into OSSE's operational data warehouse.
Estimated Cost:	$2,000,000
Expenditures to Date:	$1,883,981
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	The project is underway; we are working closely with OCTO and OCP.
Delay:	No

Project:	GDMMSC - Common Lottery: My School DC
Project Description:	MySchool DC is the common application and common lottery for the District's public school options with the overarching purpose of simplifying the process for families to learn about, apply to, and enroll in school. The common lottery application serves 240 schools and more than 35,000 District residents annually, and OCTO has developed it for over a decade. The decade-old system is to be modernized in order to accommodate and execute policy changes for student enrollment in the city. More than 75% of DC's public school students have used the common lottery system at some point in their enrollment. As the use of smartphones, tablets, and different browsers has risen when using the common lottery application, the need to modernize the system has equally risen. Students and schools alike benefit from timely, accurate, and transparent results in the system.
Estimated Cost:	$1,094,000
Expenditures to Date:	$0
Start/Completion Dates:	Construction Start: Spring 2022 End: 9/30/2025
Current Status:	OSSE has been engaged with OCP to initiate the FRP in March of 2024.
Delay:	Yes

Project:	ATCGIC – CTE Advanced Technical Center (ATC)
Project Description:	The Office of the State Superintendent of Education (OSSE) Career and Technical Education (CTE) team is establishing an Advanced Technical Center (ATC) at Penn Center. The ATC, which was temporarily housed at Trinity University in FY23, is a centralized program in a well-equipped facility, which provides dual enrollment CTE courses to visiting students from high schools from across the city to prepare them for high-wage, in-demand careers. The ATC is critical to the access and equity goals of OSSE and removes the barrier of equipment, facility, and staffing costs faced by many schools in providing CTE programming. Additionally, the ATC mitigates program access issues experienced by students who attend schools without programs of studies matching their college and/or career interests.
Estimated Cost:	$9,240,291
Expenditures to Date:	$6,514,872
Start/Completion Dates:	Start: January 2022 End: April 2024
Current Status:	The final remaining item is the installation of a new passenger elevator which will be completed by April 2024. All other projects associated with the buildout of the ATC have been completed. This final item has been delayed as it was initially supposed to be completed by January 2024. However, the delay has not caused any significant inconvenience as students and staff have access to the freight elevator as needed.
Delay:	Yes

18. **Please list all pending lawsuits that name your agency as a party. Please identify which cases on the list are lawsuits that potentially expose the city to significant liability in terms of money and/or change in practices. The Committee is not asking for your judgment as to the city's liability; rather, we are asking about the extent of the claim. For those claims identified, please include an explanation about the issues for each case.**

For the purpose of this response, a "pending lawsuit" is defined as a matter before a trial court, local or federal, in which a decision is still pending. Pending lawsuits include cases where a complaint has been filed but the case has not gone to trial or cases that have gone to trial where no final decision or opinion has been issued by the court. The claimants in each of these matters are seeking monetary relief and/or changes in agency practice. Given that these are pending lawsuits in which no decision has been made, the agency cannot speculate as to the significance of any potential liability at this time. To protect confidentiality of the claimants, party names are not provided.

Party	Case Description
D.L. v. District of Columbia*	(D.D.C. 05-1437) Class action lawsuit involving alleged IDEA violations including the alleged failure to perform child find for children from ages 3 to 5
Charles H. v. District of Columbia	(D.D.C. 21-997) Provisionally certified class-action lawsuit, involving alleged IDEA violations (a settlement agreement has been reached but the court retains jurisdiction for monitoring and enforcement of the settlement agreement until it expires in August 2025)
Claimant A	Petition for Attorneys' Fees following Hearing Officer Determination against OSSE
Claimant B	Alleged failure to properly train hearing officers regarding the rights of non-English speaking parents in violation of the IDEA, the Equal Education Opportunity Act and other federal laws
Claimant C	Alleged breach of settlement agreement arising from alleged IDEA violations
Claimant D	Alleged IDEA violations
Claimant E	Personal injury lawsuit
Claimant F	Personal injury lawsuit
Claimant G	Personal injury lawsuit
Claimant H	Personal injury lawsuit
Claimant I	Personal injury lawsuit
Claimant J	Personal injury lawsuit
Claimant K	Personal injury lawsuit
Claimant L	Personal injury lawsuit

Party	Case Description
Claimant M	Personal injury lawsuit
Claimant N	Personal injury lawsuit
Claimant O	Personal injury lawsuit
Claimant P	Personal injury lawsuit
Claimant Q	Personal injury lawsuit
Claimant R	Personal injury lawsuit
Claimant S	Employment discrimination lawsuit
Claimant T	Employment discrimination lawsuit
Claimant U	Personal injury lawsuit

The D.L. v. D.C. matter is post-trial, under a court ordered injunction following trial in 2016. The district court enjoined the District from further violations of the IDEA and District law and ordered specific corrective actions. OSSE must come into substantial compliance with the terms of the injunction to be released from the injunction.

19. Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2023 and FY 2024 to date. Briefly describe each and the sanction, if any.

The table below shows all lawsuits in which a trial court issued an opinion or remanded a case to an administrative forum. For FY23 and FY24 to date, the table also reflects lawsuits before a trial court in which the parties executed a settlement agreement or agreed to participate in mediation. To maintain confidentiality of the claimants, party names are not provided.

Party	Description	Sanction
Charles H. v. District of Columbia	(D.D.C. 21-997) (a settlement agreement has been reached but the court retains jurisdiction for monitoring and enforcement of the settlement agreement until it expires in August 2025)	No
Claimant A	Personal Injury	No
Claimant B	IDEA/FAPE Denial	No
Claimant C	Personal Injury	No
Claimant D	Personal Injury	No
Claimant E	Personal Injury	No
Claimant F	Personal Injury	No
Claimant G	IDEA/attorney fee recovery	No
Claimant H	IDEA/attorney fee recovery	No
Claimant I	IDEA/attorney fee recovery	No

20. D.C. Law requires the Mayor to pay certain settlements and judgements from agency operating budgets if the settlement is less than $10,000 or results from an incident within the last two years (see D.C. Code § 2-402(a)(3)). Please itemize each charge-back to your agency for a settlement or judgment pursuant to D.C. Code § 2-402.

D.C. Code § 2-402(a)(3) requires agencies to pay certain settlements and judgments from agency operating budgets if the settlement is less than $10,000 and results from an incident within the last two years. In FY23 and in FY24 to date, OSSE has not entered into any settlement agreements or judgments agreements under $10,000 where the case was originally filed no more than 2 years before the settlement or judgment.

21. **(a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2023 or 2024 (through January 31).**

FY	Entity Conducting Audit/Investigation	Title	Description
2024	District of Columbia Office of Integrity and Oversight (OIO)	Audit of the Direct Loan and Credit Enhancement Fund's Revenue and Expenditure Report for the Fiscal Year that ended September 30, 2022	OIO audited the revenue and expenditure report of the Direct Loan and Credit Enhancement fund, pursuant to Public Law 108-335, for the Fiscal Year that ended September 30, 2022. OIO's opinion was that the revenue and expenditure report presented fairly, in all material respects, the result of operations of the Direct Loan and Credit Enhancement fund.
2023	Dept. Health Care Finance (DHCF)	Medicaid Audit for the fiscal year ending Sept. 30, 2022	OSSE's non-public unit is audited for compliance with Medicaid laws and regulations as required in the Provider Reimbursement Manual and the DC State Plan applicable to the financial & statistical reporting (cost report) for the 2022 fiscal year.
2023	Dept. Health Care Finance (DHCF)	Medicaid Audit for the fiscal year ending Sept. 30, 2022	OSSE-DOT is audited for compliance with Medicaid laws and regulations as required in the Provider Reimbursement Manual and the DC State Plan applicable to the financial & statistical reporting (cost report) for the 2022 fiscal year.
2023	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture	District of Columbia Single Audit	Annual audit of OSSE's financial administration and compliance with federal awards that exceed $750,000.

Internal Investigations:

Employee	Description	FY
Employee 1	Workplace Misconduct	2023
Employee 2	Workplace Misconduct	2023
Employee 3	Workplace Misconduct	2023
Employee 4	Workplace Misconduct	2023
Employee 5	Workplace Misconduct	2023
Employee 6	Workplace Misconduct	2023
Employee 7	Workplace Misconduct	2023
Employee 8	Workplace Misconduct	2023
Employee 9	Workplace Misconduct	2023
Employee 10	Sexual Harassment	2023
Employee 11	Workplace Misconduct	2023
Employee 12	Workplace Misconduct	2023
Employee 13	Workplace Misconduct	2023
Employee 14	Workplace Misconduct	2023
Employee 15	Workplace Misconduct	2023
Employee 16	Workplace Misconduct	2023
Employee 17	Workplace Misconduct	2023
Employee 18	Sexual Harassment	2023
Employee 19	Workplace Misconduct	2023
Employee 20	Workplace Misconduct	2023
Employee 21	Sexual Harassment	2023
Employee 22	Workplace Conflict	2023
Employee 23	Workplace Conflict	2023
Employee 24	Sexual Harassment	2023
Employee 25	Workplace Violence	2023
Employee 26	Workplace Violence	2023
Employee 27	Workplace Conflict	2023
Employee 28	Workplace Conflict	2023
Employee 29	Workplace Conflict	2023
Employee 30	Workplace Conflict	2023
Employee 31	Workplace Misconduct	2023
Employee 32	Workplace Violence	2023
Employee 33	Workplace Misconduct	2023
Employee 34	Workplace Misconduct	2023
Employee 35	Workplace Misconduct	2023
Employee 36	Workplace Violence	2023
Employee 37	Workplace Misconduct	2023
Employee 38	Workplace Violence	2023
Employee 39	Workplace Violence	2023
Employee 40	Workplace Violence	2023

Employee	Description	FY
Employee 41	Workplace Violence	2023
Employee 42	Workplace Misconduct	2023
Employee 43	Workplace Conflict	2023
Employee 44	Workplace Violence	2023
Employee 45	Workplace Conflict	2024
Employee 46	Workplace Conflict	2024
Employee 47	Workplace Violence	2024
Employee 48	Workplace Violence	2024
Employee 49	Workplace Violence	2024
Employee 50	Workplace Conflict	2024

(b) Please list and describe any ongoing investigations, audits, or reports of your agency or any employee of your agency.

Status	Entity Conducting Audit/Investigation	Title	Description
In Progress	United States Department of Agriculture, Food and Nutrition Services Mid-Atlantic Office	School Nutrition Programs (SNP) Management Evaluation	Triennial review of OSSE's administration of and compliance with federal School Nutrition Program regulations and associated guidance.
In Progress	United States Department of Agriculture (USDA), Civil Rights Division and Nutrition Services	Civil Rights Review of the DC Child Nutrition Programs	Review of OSSE's administration of and compliance with Federal law prohibiting discrimination in Federal Nutrition Services (FNS) nutrition programs and activities.
In Progress	United States Department of Agriculture, Food and Nutrition Services Mid-Atlantic Office	Civil Rights Review of the National School Lunch Program (NSLP) and School Breakfast Program (SBP)	Routine periodic review to assess NSLP and SBP overall civil rights compliance with requirements set forth in Federal laws and regulations.
In Progress	United States Department of Agriculture, Food and	Financial Management Evaluation of the Child Nutrition Programs	Triennial review of OSSE's financial administration of and compliance with all child nutrition programs

Status	Entity Conducting Audit/Investigation	Title	Description
	Nutrition Services Mid-Atlantic Office		regulations and associated guidance.
In Progress	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture	District of Columbia Single Audit	Annual audit of OSSE's financial administration and compliance with federal awards that exceed $750,000.

22. **How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2022, 2023, and 2024 (through January 31). Give a brief description of each grievance, and the outcome through January 31, 2024. Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

Date Filed	Terminal/ Location	Division/ Union	Nature of Grievance	Completion Date	Disposition
9/7/2022	Southwest	AFCSME 1959	Matters Not Covered	9/12/2022	Unsubstantiated
9/7/2022	Southwest	AFCSME 1959	Matters Not Covered	9/12/2022	Unsubstantiated
12/5/2022	Southwest	Teamsters 639	Matters Not Covered	unknown	Unsubstantiated
12/5/2022	1050 Admin	DOT	Employee Rights	12/21/2022	Substantiated
12/5/2022	Fifth Street	Teamsters 639	Leave	unknown	Unsubstantiated
12/12/2022	Fifth Street	Teamsters 639	Leave	2/10/2023	Unsubstantiated
1/18/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Denied
1/18/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Denied
1/18/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Denied
1/21/2023	Fifth Street	Teamsters 639	Seniority	1/27/2023	Denied
1/21/2023	Fifth Street	Teamsters 639	Seniority	2/10/2023	Unsubstantiated
1/25/2023	Fifth Street	Teamsters 639	Route Assignment	2/10/2023	Substantiated
1/25/2023	Fifth Street	Teamsters 639	Route Assignment	2/10/2023	Unsubstantiated
1/25/2023	Fifth Street	Teamsters 639	Route Assignment	1/18/2023	Unsubstantiated
5/23/2023	Southwest	Teamsters 639	Union Activities	5/30/2023	Denied

Date Filed	Terminal/ Location	Division/ Union	Nature of Grievance	Completion Date	Disposition
5/23/2023	Southwest	Teamsters 639	Union Activities	5/30/2023	Denied
6/5/2023	1050 Admin	Teamsters 639	Fair Practices	9/19/2023	Arbitration
6/5/2023	1050 Admin	AFCSME 1959	Fair Practices	7/30/2023	Unsubstantiated
6/5/2023	1050 Admin	AFCSME 1959	Fair Practices	9/19/2023	Arbitration
7/21/2023	1050 Admin	Teamsters 639	Fair Practices	7/30/2023	Substantiated
7/21/2023	1050 Admin	Teamsters 639	Wages/Bonuses	7/30/2023	Unsubstantiated
8/10/2023	Southwest	Teamsters 639	Matters not Covered	12/20/2023	Substantiated
8/11/2023	Fifth Street	Teamsters 639	Conduct Behavior	10/18/2023	Withdrawn
8/14/2023	Southwest	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/21/2023	Adams Place	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/21/2023	New York Ave	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/21/2023	Adams Place	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/23/2023	Southwest	AFCSME 1959	Fair Practices	10/5/2023	Unsubstantiated
8/24/2023	1050 Admin	AFCSME 1959	Matters not Covered	10/5/2023	Denied
8/31/2023	Adams Place	AFCSME 1959	Matters not Covered	10/5/2023	Denied
9/1/2023	New York Ave	AFCSME 1959	Fair Practices	10/5/2023	Denied
9/11/2023	Adams Place	Teamsters 639	Safety & Health	10/5/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated

Date Filed	Terminal/ Location	Division/ Union	Nature of Grievance	Completion Date	Disposition
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated

Date Filed	Terminal/ Location	Division/ Union	Nature of Grievance	Completion Date	Disposition
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/15/2023	Fifth Street	Teamsters 639	Seniority	10/25/2023	Unsubstantiated
9/25/2023	1050 Admin	Teamsters 639	Fair Practices	In Progress	In Progress
9/28/2023	1050 Admin	AFGE 631	Union Dues	10/19/2023	Denied
10/3/2023	Fifth Street	Teamsters 639	Hours of Work	In Progress	In Progress
10/4/2023	Fifth Street	Teamsters 639	Management Rights	In Progress	In Progress
10/12/2023	Fifth Street	Teamsters 639	Hours of Work	In Progress	In Progress
10/20/2023	Fifth Street	Teamsters 639	Hours of Work	In Progress	In Progress
11/7/2023	1050 Admin	Teamsters 639	Compensation	In Progress	In Progress
11/13/2023	1050 Admin	AFCSME 1959	Matters Not Covered	In Progress	In Progress
11/15/2023	Fifth Street	Teamsters	Seniority	In Progress	In Progress

Date Filed	Terminal/ Location	Division/ Union	Nature of Grievance	Completion Date	Disposition
		639			
12/27/2023	1050 Admin	Teamsters 639	Matters Not Covered	In Progress	In Progress
1/11/2024	Adams Place	Teamsters 639	Matters Not Covered	In Progress	In Progress
1/18/2024	Adams Place	Teamsters 639	Matters Not Covered	In Progress	In Progress

23. In table format, please list the following for fiscal years 2023 and 2024 (through January 31) regarding the agency's use of SmartPay (credit) cards for agency purchases:

> (1) individuals (by name and title/position) authorized to use the cards;
> (2) purchase limits (per person, per day, etc.); and
> (3) total spent (by person and for the agency).

The table below lists, for FY23, the agency's SmartPay use.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY23 Expenditures
Adrian Gore	Lead Customer Service Specialist	$20,000	$5,000	$108,290.09
Alicia Gadsden	Financial Programs Analyst	$20,000	$5,000	$157,594.83
Earica Busby	Financial Programs Analyst	$20,000	$5,000	$29,697.25
Shante Thomas	Executive Assistant	$20,000	$5,000	$33,528.53
Dolly Cruz	Management Analyst	$20,000	$5,000	$54,560.83
LaToya Smith	Staff Assistant	$20,000	$5,000	$16,531.12
Maisha Hayes	Executive Assistant	$20,000	$5,000	$30,544.12
Nicole Boykin	Financial Programs Analyst	$20,000	$5,000	$46,486.95
Toshia Dark-Berry	Financial Management Analyst	$20,000	$5,000	$123,618.03
Angelia McDuffie	Financial Management Analyst	$20,000	$5,000	$88,406.41
Gil Francisco	Financial Programs Analyst	$20,000	$5,000	$37,282.81

The table below lists, for FY24 to date, the agency's SmartPay use.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY24 to date Expenditures
Adrian Gore	Lead Customer Service Specialist	$20,000	$5,000	$48,881.33
Alicia Gadsden	Financial Programs Analyst	$20,000	$5,000	$56,163.64
Terrell Bryant	Program Support Specialist	$20,000	$5,000	$4,045.52
Shante Thomas	Executive Assistant	$20,000	$5,000	$16552.78
Maisha Hayes	Executive Assistant	$20,000	$5,000	$18,081.63

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY24 to date Expenditures
Nicole Boykin	Financial Programs Analyst	$20,000	$5,000	$25,807.13
Dolly Cruz	Management Analyst	$20,000	$5,000	$22,449.81
Toshia Dark-Berry	Management Analyst	$20,000	$5,000	$20,815.55
Gil Francisco	Financial Programs Analyst	$20,000	$5,000	$20,811.47
Angelia McDuffie	Financial Management Analyst	$20,000	$5,000	$37,629.32

24.   **Please provide a list of all procurements for goods or services for use by your agency over $10,000 for fiscal years 2023 and 2024 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.**

Please see attachment: Q24 – Procurements.xlsx

25.   **(a) D.C. Law prohibits chauffeurs, take-home vehicles, and the use of SUVs (see D.C. Code §§ 50-203 and 50-204). Is your agency in compliance with this law?**

Yes, the agency complies with D.C. Code §§ 50-203 and 50-204 regarding the prohibition of chauffeurs, take-home vehicles, and the use of SUVs. OSSE has no employees who use take-home vehicles or chauffeurs.

   (b) Please explain all exceptions, if any, and provide the following: (1) type of vehicle (make, model, year); (2) individuals (name/position) authorized to use the vehicle; (3) jurisdictional residence of the individual (e.g., Bowie, MD); and (4) justification for the chauffer or take- home status.

See answer (a) above.

26.   **In table format, please provide the following information for fiscal years 2023 and 2024 (through January 31) regarding your agency's authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).**

Due to the volume of data requested, the answer is provided as an attachment. The attached file shows all authorized employee travel, for FY23-FY24 (to date), paid for by the agency.

Please see attachment: Q26 – Employee Travel.pdf

27.   What efforts has your agency made in the past year to increase transparency? Explain.

Consistent with OSSE's core value of partnership, we strive to understand the needs and perspectives of our stakeholders, and we work collaboratively with many others to support DC students and families. We are committed to transparency, and we are mindful of the trust placed in us to administer services fairly and honestly and operate with the highest standards of integrity and professionalism.

OSSE consistently engages and communicates with leadership and personnel in our local education agencies (LEAs), community-based organizations (CBOs), schools, child care facilities, and partner organizations, and we have built robust communications systems to support productive dialogue and the distribution of key communications. Our communications systems have been exceptionally important as we reopened schools to in-person learning and kept students and staff safe amid coronavirus surges. OSSE keeps partners informed through frequent emails to education leaders and through the LEA Look Forward, a weekly publication from OSSE that provides information to LEAs and other interested stakeholders on trainings, policy guidance, and opportunities for policy engagement.

We continue to meet with leaders and staff of LEAs and CBOs on a consistent basis. Every month the Superintendent holds meetings with all heads of schools across all LEAs. Further, each division at OSSE conducts regular meetings with key stakeholder groups to share programmatic updates and receive feedback. OSSE provides LEA staff with routine virtual meetings covering topics of interest, such as health guidance. A few examples of key stakeholders include: child care providers, teachers, principals, teacher preparation programs, and data managers. We host monthly early childhood stakeholder calls with child care providers to explain and obtain feedback from them on our policies. Further, OSSE receives numerous constituent inquiries from parents and community members who email with questions or concerns, and OSSE is committed to providing direct and clear responses to these requests.

In FY23, to increase transparency around OSSE transportation service delays and disruptions and respond to feedback from families, we established a webpage that publicly posts all delayed or down routes. The webpage is updated multiple times a day to provide families and schools with timely, actionable information. In addition, we also created a transportation request form (TRF) submission status webpage. This new webpage shows daily updates for: 1) the number of anticipated students pending extended school year (ESY) determinations; 2) the number of students who had an active TRFs in the previous ESY and have an active TRF in the current term; 3) the number of students eligible for ESY transportation; 4) the number of students with successful TRF submissions to date; 5) the number of students with canceled TRF submissions to date; and 6) the number of students with missing TRF submissions. Through this website, OSSE brings transparency to TRF and ESY process for families, LEAs, and the public and

incentivizes timely submission and follow up from LEA partners.

OSSE published a new annual DC School Report Card, where we maintained our commitment to transparently display accountability score and other vital performance data on each DC schools' profile page. In addition, OSSE added teacher retention data to each DC schools' profile for this first time this year. Through these actions, OSSE continues to provide the public with important, easily accessible data on every DC school.

Further, we updated our "Recovery & Restoration Investments" dashboard to show the public and other interested parties how nearly $1 billion in federal stimulus funds are being spent to support the District's education and child care sectors. The dashboard shows the buckets of federal funds and how the funds are being divided. It also allows the public to drill down to the LEA level to see how much recovery funding each LEA received and spenddown rates. A downloadable Excel file is available so individuals can perform their own analysis as well. The website also breaks down OSSE's state-led investments into seven spending buckets, so the public can understand agency recovery focus areas.

We continue to expand publicly available data, and in FY23 significantly increased the type and disaggregation of data available to the public about our educators. Specifically, in FY23 OSSE enhanced our educator workforce data files to increase the availability of LEA- and school-level information about teacher qualifications and experience on our Educator Workforce Data homepage. In FY23, OSSE also provided detailed, LEA- and school-level data to provide the public with important information about educator training in Dyslexia and other reading difficulties, alongside information about DC LEA selection of Dyslexia and reading difficulties screening tools.

OSSE's work benefits from robust stakeholder engagement, and in FY23, we engaged DC educators, DC educational leaders, national experts, and DC students to support the development of Districtwide standards in Menstrual Health, Social Studies, Financial Literacy, and Social-Emotional Learning. OSSE provided the public with multiple opportunities, in multiple formats (e.g., in-person and virtual listening sessions and opportunities to provide written feedback), to engage with each set of standards in draft form. OSSE then transparently incorporated and responded to this feedback and publicly responded to comments on proposed standards from the DC SBOE during regular monthly working sessions. Additionally, OSSE provided important opportunities for the public to engage with forthcoming rulemaking by publishing an Advanced Notice of Proposed Rulemaking (ANPR) for forthcoming regulations governing higher education licensing in the District.

28. **What efforts will your agency be making to increase transparency specifically in 2024 that differs from the past? Explain.**

OSSE has operationalized the steps described in Q27, and we will continue to utilize them in the future. OSSE remains committed to transparency by forming strong partnerships with its stakeholders and ensuring that the public has access to accurate and actionable data on the performance of the District's schools and LEAs. We will continue publications like the LEA Look Forward and meet routinely through our established channels with child care operators, LEA leaders, LEA data managers, and members of the State Board of Education (SBOE). OSSE will continue to publish data and reports on the performance of LEAs and schools on topics including, but not limited to, attendance, discipline, enrollment, educator retention, and academic achievement.

In SY23-24, OSSE will provide public charter LEAs over $73 million to increase compensation for teachers and other school-based staff; as of February 2024, more than $64 million has been paid out. To receive these funds, charter LEAs had to meet three minimum criteria: 1) provide 7.6% retroactive bonuses to returning SY22-23 teachers, 2) raise SY23-24 pay scales by 12.5% as compared to SY19-20, and 3) publicly post their SY23-24 teacher pay scales or their minimum, maximum, and average teacher salaries if they do not have a pay scale. By May 2024, all charter LEAs must develop, implement, and publicly post their SY24-25 pay scales. Once these requirements were met, charter LEAs were able to direct any excess funds to direct compensation for other school-based staff, particularly those in student-facing roles such as paraprofessionals and social workers. All alternative uses of funds must be approved by OSSE and will be publicly posted on OSSE's website. These funds were critical to increasing teacher compensation, incentivizing teacher retention, and increasing transparency for charter teacher salaries in the District.

In addition, while in previous years OSSE has always published attendance data once annually, in the 2023-24 school year, OSSE is moving to triannual publication of attendance data. Publishing attendance data more frequently meets District stakeholder calls for more timely and transparent attendance data and creates increased visibility and pressure on this vital DC education ecosystem need.

OSSE is currently seeking approval from the DC State Board of Education to update the categories and format of the DC School Report Card website. OSSE has proposed to increase transparency on school performance by including school climate data, teacher retention data, student-to-teacher ratio data, student-to-staff ratio data, and course availability data, as well as displaying the accountability score in a manner that is easily understandable, easily accessible, contextualized against District norms, and contextualized for its constituent parts and permitting users to search for and compare District schools.

In spring 2024, OSSE anticipates making significantly more data publicly available regarding our

DC educator preparation providers (EPPs) and future DC educators. Specifically, OSSE anticipates publishing data that will describe: educator candidate and program completer demographic information; educator candidate and program completer certification information; enrolled candidate and recent graduate Praxis or equivalent licensing exams pass rates; enrolled candidate and recent graduate employment and placement outcomes; and candidate and program completer performance data. OSSE also anticipates providing additional information about our educator workforce, including information on our current educator workforce and about our future educator workforce based on information from our EPPs, in our bi-annual Educator Workforce Report, which we will publish in 2024.

29.   Please identify any legislative requirements that your agency lacks sufficient resources to properly implement. Explain.

OSSE has no such requirements.

30.   Please identify any statutory or regulatory impediments to your agency's operations.

To account for increasing tuition costs, OSSE would like to raise the maximum DCTAG award from $10,000 to $15,000. However, this limit is set by "The District of Columbia College Access Act" (Pub. Law 106-98; D.C. Official Code § 38-2702).

31. **(a) Please identify all new policies that have been finalized in fiscal years 2023 and 2024 (through January 31).**

The table below identifies all new policies (regulations and orders) that have been finalized in fiscal years 2022 and 2023 (as of January 31, 2023).

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 1	Child Development Facilities: Licensing	Ensure that education and care provided in licensed child development facilities in the District of Columbia supports children's healthy development by establishing the minimum education requirements for caregivers to protect the health, safety and welfare of children in care.	1/5/2024 Vol. 71/1	TBD
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	To ensure equal access to stable, high-quality child care for children in low-income households in the District by: (1) raising the income eligibility threshold for subsidized child care services; (2) updating reimbursement rates for subsidized child care services based on the results of OSSE's 2023 cost estimation methodology; and (3) updating the sliding fee schedule for subsidized child care services in FY23	10/22/23 Vol. 70/38	TBD

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 22	Graduation	Updated the Community Service Graduation Requirement, tiering the hours requirement by graduation year to account for the pandemic.	2/10/2023 Vol. 70/6	10/27/23 Vol. 70/43
Title 29, Chapter 70	Tuition Assistance Grant Program	Per 5-A DCMR 7000.4, OSSE issued administrative notice amending the District of Columbia Tuition Assistance Grant ("DCTAG") application deadline date to August 18th of each year.		1/6/2023 Vol 70/1
Title 5, Subtitle A, Chapter 25	Students' Right to Home and Hospital Instruction	Establishes a new chapter to define what constitutes a completed application and medical certification of need (for review and determination of approval by the LEA) and OSSE's process for administration of appeals and mediation arising from an LEA's approval or denial of an application for home and hospital instruction.	9/9/2022	5/12/23 Vol. 70/19
Title 5, Subtitle A, Chapter 21	Compulsory Education and School Attendance	Changed the 80/20 rule to 60/40 and established rules for taking attendance in situational and routine distance learning	9/16/2022 Vol. 69/37	1/27/2023 Vol. 70/4

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	During the COVID-19 emergency, this rulemaking will amend the existing enhanced "Public Health Emergency Subsidy Rate" to apply during any public emergency and not necessarily a public health emergency.	2/18/2022 Vol. 69/7	10/21/2022 Vol. 69/42
Title 5, Subtitle A, Chapter 16	Credentials for Teachers and School Administrators	To amend the criteria and procedures under which OSSE issues credentials to teachers in a manner that aligns with current research and LEA needs.	7/1/2022 Vol. 69/26	10/21/2022 Vol. 69/42

32. **Did your agency receive any FOIA requests in fiscal year 2023? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2022, 2023, and 2024 (through January 31) related to FOIA.**

Please see attachment: Q32 – OSSE Annual FOIA Report FY23.pdf

OSSE received 58 total FOIA requests in fiscal year 2023. OSSE filed a report of FOIA disclosure activities with the Secretary of the District of Columbia on January 2, 2024. Please refer to the attachment to this question for a copy of the above referenced report filed with the Secretary of the District of Columbia. Although FOIA requests take time and capacity to complete, they are completed with existing staff capacity. Due to the digital nature of fulfilling these requests, they come with no new costs to investigate and produce the response. Thus, OSSE did not incur costs to fulfill any requests in fiscal years 2022, 2023, or 2024 (through January 31, 2024) related to FOIA.

33. **Please provide, as an attachment, a copy of your agency's current annual performance plan as submitted to the Office of the City Administrator.**

Please see attachment: Q33 – OSSE Annual Performance Plan FY24.pdf

34. **(a) What are your agency's key performance indicators and what has been your agency's performance (for each of these KPIs) in fiscal year (or calendar year) 2022, 2023, and 2024 (through the first quarter).**

Measure	FY2022 Actual	FY2023 Actual	FY2024 Quarter 1
Percent of user requests via the services portal solved and closed within five days of receipt	72.2%	51.3%	Annual Measure
Percent of all students graduating from high school in four years	74.86%	76.1%	Annual Measure
Percent of all students at college and career ready level in reading on statewide assessment	31%	In FY23, OSSE began reporting statewide assessment scores as separate KPIs by grade bands (grades 3-8 and grades 9-12) to better distinguish between different populations of students.	
Percent of all students at college and career ready level in mathematics on statewide assessment	19%		
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	30%	33.7%	Annual Measure
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	22%	24.9%	Annual Measure
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	33%	33.6%	Annual Measure
Percent of students in grades 9-12 at college and career ready level in	11%	10.8%	Annual Measure

Measure	FY2022 Actual	FY2023 Actual	FY2024 Quarter 1
mathematics on statewide assessment			
Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation*	17.6%	23%	Annual Measure
Percentage of enrolled students in OSSE Adult and Family Education (AFE) Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)	NA (See row below)	54.73%	Annual Measure
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	58.46%	Revised to "Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)" in FY23.	
Percent of low-performing schools that show overall growth in academic achievement	Growth not available because no statewide assessment in SY 20-21	70%	Annual Measure
Number of Single Audit findings	2	0	Annual Measure
Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision	26.3 days	12.8 days	9 days
Percent of IEPs reviewed that comply with secondary transition requirements**	65%	58%	Calculated in Q2 and Q3
Average response time for complaints filed against	48 hours	48 Hours	Dropped in FY 2024

Measure	FY2022 Actual	FY2023 Actual	FY2024 Quarter 1
early child care facilities (hours)			
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions	98.2%	98.5%	100%
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice	95.5%	88.2%	90.9%
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	96.32%	Data is available in April following the preceding fiscal year due to the Federal reporting cycle.	Annual Measure
Percent of timely completion of state complaint investigations	100%	100%	Annual Measure
Number of DC residents receiving postsecondary support by DC Futures.	1,248	1,488	Annual Measure
Number of dual enrollment seats filled by high school students through the College Rising Initiative	251	281	Annual Measure
Number of students placed in an internship through OSSE's CTE Advanced Internship Program	110	253	Annual Measure

Measure	FY2022 Actual	FY2023 Actual	FY2024 Quarter 1
Number of students receiving HIT in OSSE-funded programs***	2,109	5,130 students through June 30, 2023.	Annual Measure
Percentage of target schools engaging with OSSE on HIT	67.1%	78%	Annual Measure

Revised in FY23. See change and explanation in response to 33(b).
*** Shifted methodology from cohort monitoring to weighted data pull based on an LEA's secondary transition aged special education students.*
*** Full analysis of FY23 participation is expected in April 2024.*

(b) What KPIs have been dropped (or changed) since 2022? List each specifically and explain why it was dropped or changed.

Measure	Explanation
Average number of days taken to complete reviews of educator licensure applications	CHANGED- In 2022, the measure description for this KPI was changed to better reflect the process followed to calculate this measure.
Number of DC residents receiving postsecondary support by DC Futures.	NEW - In 2022, this KPI was created to track the effects of recovery funds.
Number of new dual enrollment seats filled by high school students through the College Rising Initiative	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Number of students placed in an internship through OSSE's CTE Advanced Internship Program	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Number of students receiving HIT in OSSE-funded programs	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Percentage of target schools engaging with OSSE on HIT	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" reading percentage used previously.

Measure	Explanation
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" math percentage used previously.
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" reading percentage used previously.
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" math percentage used previously.
Percent of all students at college and career ready level in reading on statewide assessment	REPLACED – Starting in FY 2023, OSSE replaced this KPI with one delineated by grade bands 3-8 and 9-12.
Percent of all students at college and career ready level in mathematics on statewide assessment	REPLACED – Starting in FY 2023, OSSE replaced this KPI with one delineated by grade bands 3-8 and 9-12.
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	REVISED in FY 2023 to "Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)" MSG, rather than "one functioning level," is the Federal reporting standard for adult education. This shift makes the metric consistent with existing Federal reporting requirements and reflects what we already report.
Number of A-133 Audit findings	REVISED in FY 2023 to "Number of Single Audit findings" The shift from "A-133 Audit findings" to "Single Audit findings" reflects a concurrent change in Federal reporting.
Percent of grant funds reimbursed within 30 days of receipt	REVISED in FY 2023 to "Percent of grant funds reimbursed within 30 days of receipt of approvable invoice" This is a semantic change better reflecting what is already reported, and does not change the underlying metric.

Measure	Explanation
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	REVISED in FY 2023 to "Percent of timely Individuals with Disabilities Education Act (IDEA) due process hearing decisions" The reporting content was not changed where OSSE has reported since 2017 on the number of due process hearings resulting in a final decision. This data is most meaningful as it reflects the instances where IDEA allegations are reviewed and a final decision is issued; whereas complaints may be dismissed or withdrawn and as a single data point does not reflect the outcomes of this facet of the dispute resolution system. The KPI is now re-named to accurately reflect the data reported.
Average number of days to complete reviews of educator licensure applications	REVISED in FY 2023 to "Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision" This is a semantic change better reflecting what is already reported and does not change the underlying metric.
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	REVISED in FY 2023 to "Total number of licensed child development facilities meeting "Quality" and "High-Quality" designations" OSSE's metric reporting for child development facilities used inconsistent terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported, and does not change the underlying metric.
Average response time for complaints filed against early child care facilities	REVISED in FY 2023 to "Average response time for complaints filed against licensed child development facilities"

Measure	Explanation
	OSSE's metric reporting for child development facilities used inconsistent terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported and does not change the underlying metric.
Number of new dual enrollment seats filled by high school students through the College Rising Initiative	REVISED in FY 2023 to "Number of dual enrollment seats filled by high school students through the College Rising Initiative" OSSE decided to report total dual enrollment seats filled annually by the College Rising Initiative, rather than "new seats" filled.
Total number of licensed child development facilities meeting "Quality" and "High-Quality" designations	DROPPED in FY 2023. OSSE has not conducted capital quality evaluations since prior to the COVID-19 pandemic and is reevaluating how this metric is reported for longitudinal tracking.
Percent of licensed child development facilities that meet "Quality" and "High-Quality" designations	DROPPED in FY 2023. OSSE has not conducted capital quality evaluations since prior to the COVID-19 pandemic and is reevaluating how this metric is reported for longitudinal tracking.
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	REVISED in FY 2023 to "Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation." This edit aligns the language and methodology in other OSSE reports, and better represents the universe of data that OSSE can report with accuracy.
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	REVISED business rules in FY 2023 to include all children receiving IDEA Part C services, not just children under the age of 3.

Measure	Explanation
	This change was made to capture the few children still eligible for IDEA Part C after older than the age of 3.
Percent of IEPs reviewed that comply with secondary transition requirements	REVISED the business rules in FY23, shifting the methodology from cohort monitoring to a weighted data pull based on an LEA's secondary transition aged special education students.
Average response time for complaints filed against licensed child development facilities (hours)	DROPPED in FY 2024.

This KPI has been dropped in FY 2024 due to lack of operational applicability. |

35.   What are your top five priorities for the agency? Please provide a detailed explanation for how the agency achieved or worked toward these priorities in fiscal years 2023 and 2024.

In OSSE's 2023-25 Strategic Plan, we identify seven agency priorities: start early; advance excellence; achieve equitable outcomes for all students; build futures; foster student and staff well-being; cultivate team; and reimagine systems.

In 2023, we celebrated historic milestones, including the release of updated social studies standards for the first time in nearly two decades. We proudly became the first jurisdiction in the country to adopt statewide menstrual health standards for all students, irrespective of gender, and inaugurated the permanent home of our Advanced Technical Center, DC's first centralized career and technical education hub for high school students. DC public and public charter schools set an enrollment record for the second consecutive year, surpassing 98,000 students in the 2023-24 school year. Our high-impact tutoring initiative is on track to exceed our goal of reaching 10,000 students by the fall of 2024, marking a significant step toward enhancing educational outcomes for students historically underserved. We also made substantial progress in achieving pay parity for educators, distributing over $100 million to charter school and early childhood teachers to align birth through grade 12 educator salaries across the DC educational landscape.

To learn more about the progress OSSE made over the past year, please review our annual report, where we provide a detailed explanation for how OSSE has achieved progress on each of our seven agency priorities.

36.   In table format, how many students were homeschooled in the District in School Years 2021-2022, 2022-2023, and 2023-2024 (through January 31)?

The table below provides a count of homeschooled students in the District for SY18-19 to SY23-24 (to date).

School Year	Count of Homeschooled Students
SY21-22	1126
SY22-23	977
SY23-24 (as of Jan. 31, 2024)	941

37.   In table format, how many students were enrolled in private and parochial schools in the District in School Years 2020-2021, 2021-2022, 2022-2023, and 2023-2024 (through January 31)?

The table below provides a count of the number of students enrolled in private and parochial schools in the District for SY 20-21to SY 23-24 (to Nov. 30, 2023).

School Year	Total Resident Students Count	Total Number of Students
SY 20-21	9,099	16,968
SY 21-22*	10,116	18,419
SY 22-23	10,146	17,841
SY23-24 (as of Jan. 31, 2024)	9,357	17,225

* In recent years, OSSE initiated updates in its IT systems and data tracking for private and parochial schools, including an option for schools to feed real-time enrollment data directly to OSSE from their student information systems. These technological and process updates led to a refinement of business rules. 2021-22 and 2022-23 YTD data reflect updates in business rules to align with new data systems and processes.

38. In table format, how many students were enrolled in preK3 and preK4 in the District in School Years 2021-2022, 2022-2023, and 2023-2024 (through January 31)? Please list by sector, ward, and race.

Pre-K Enrollment by Sector: SY 21-22, SY 22-23, & SY23-24

Sector	Grade	SY2021-2022	SY2022-2023	SY2023-2024
CBO	PK3	542	658	632
CBO	PK4	368	343	412
DCPS	PK3	2244	2351	2417
DCPS	PK4	3047	3222	3355
PCS	PK3	2776	2947	3076
PCS	PK4	3333	3268	3344
Total	**All**	**12310**	**12789**	**13236**

Pre-K Enrollment by Race: SY 21-22, SY 22-23, & SY23-24

Race ethnicity	Grade	SY2021-2022	SY2022-2023	SY2023-2024
American Indian/Alaskan Native	PK3	12	8	14
American Indian/Alaskan Native	PK4	10	19	14
Asian	PK3	95	99	116
Asian	PK4	114	115	120
Black/African American	PK3	3342	3546	3492
Black/African American	PK4	4111	4055	4117
Hispanic/Latino	PK3	821	941	1023
Hispanic/Latino	PK4	1010	1080	1230
Pacific Islander/Native Hawaiian	PK3	5	5	3
Pacific Islander/Native Hawaiian	PK4	1	9	5
Two or more races	PK3	198	218	252
Two or more races	PK4	251	249	280
White	PK3	1089	1139	1225
White	PK4	1251	1306	1345
Total	**All**	**12,310**	**12,789**	**13,236**

Pre-K Enrollment by Ward: SY 21-22, SY 22-23, & SY23-24

Ward	Grade	SY2021-2022	SY2022-2023	SY2023-2024
Ward 1	PK3	484	547	556
Ward 1	PK4	477	567	623
Ward 2	PK3	157	277	300
Ward 2	PK4	206	332	337
Ward 3	PK3	117	229	220
Ward 3	PK4	401	439	481
Ward 4	PK3	930	884	890
Ward 4	PK4	1019	1069	1102
Ward 5	PK3	1083	1195	1292
Ward 5	PK4	1326	1303	1381
Ward 6	PK3	849	657	671
Ward 6	PK4	977	713	772
Ward 7	PK3	856	1002	1025
Ward 7	PK4	982	1080	1094
Ward 8	PK3	1086	1165	1171
Ward 8	PK4	1360	1330	1321
Total	**All**	**12,310**	**12,789**	**13,236**

* The figures above reflect what has been reported or will be reported in OSSE's Annual Pre-K report. Data figures may be different from last year's reported figures due to a change in the business rules.

39.   **For School Years 2021-2022, 2022-2023, and 2023-2024 (through January 31), as an attachment, please provide the number of students who are English Language Learners (ELL), broken down by: (1) LEA; (2) age; (3) grade level; (4) special education status; and (5) ELL classification.**

Please see attachment: Q39 - ELLs.xls

40.   **How many students have parents who speak another language at home (data from the Home Language Surveys)? Please provide the data by LEA, by school, by language spoken, and whether the student is an ELL student.**

Please see attachment: Q40 – Languages Spoken.xls

41.   **For each LEA and for School Years 2021-2022, 2022-2023, and 2023-2024 (through January 31), as an attachment, provide the number of: (1) homeless youth; (2) foster care youth; (3) TANF eligible; (4) SNAP eligible; and (5) high school students one year older or more than the expected age for grade in which the student is enrolled.**

Please see attachment: Q41 – At-Risk Counts.xls

42.   **In table format, provide the following student mobility rates at the state, LEA, and school levels: (1) entries by month; and (2) exits by months.**
    a.   **Please provide an updated chart including mid-year student movement from October to June for School Year 14-15 through School Year 2022-2023 and School Year 2023- 2024 to date.**

Please see attachment: Q42 – Mobility.xls

Please note that consistent with other mid-year movement reporting, the mobility data includes data from October-May of each school year. Exits in June are particularly volatile as the school year is ending for many schools and does not provide meaningful insight.

43. **(a) What information does the Child and Family Services Agency and OSSE currently share or plan to share with regard to the education of students in foster care?**

Child and Family Services Agency (CFSA) and OSSE collaborate in various ways to ensure students in foster care receive their education, including the following activities:

- CFSA, DCPS, OSSE Memorandum of Agreement (MOA): OSSE, the District of Columbia Public Schools (DCPS), and CFSA entered an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving specialized educational services while attending schools in other jurisdictions. This agreement ensures that school-aged children entitled to specialized educational services receive a free, appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.

- ESSA Foster Care Provision: With the reauthorization of the Elementary and Secondary Education Act ("ESEA"), as amended by the Every Student Succeeds Act ("ESSA") on Dec. 10, 2015, OSSE partnered with CFSA to create practical, comprehensive guidance to facilitate an LEA's ability to meet new requirements. This non-regulatory guidance was initially sent to all LEA leaders on November 28, 2016, and it is available here: OSSE CFSA Foster Care - Educational Continuity Non-regulatory Guidance. It has been posted on OSSE's website and shared with foster care points of contact.

(b) In table format, for School Years 2022-2023 and 2023-2024 (through January 31), provide the number of foster children that were or are enrolled in out-of-District public schools and receive: (1) general education only; or (2) special education services.

OSSE 2022-23 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Total	**77**
Charles County	N<10
Montgomery County	N<10
Prince George's County	55
Virginia Beach	N<10

OSSE 2022-23 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Total	**26**
Charles County	N<10

Montgomery County	N<10
Prince George's County	18
Virginia Beach	N<10

OSSE 2023-24 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Total	**56**
Charles County	N<10
Montgomery County	N<10
Prince George's County	40
Virginia Beach	N<10

OSSE 2023-24 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Total	**17**
Charles County	N<10
Montgomery County	N<10
Prince George's County	N<10
Virginia Beach	N<10

(c) What data does OSSE track, or plan to track, regarding foster children enrolled in out-of- District public schools?

OSSE currently collects the following metrics regarding foster children enrolled in out-of-District public schools: CFSA ID, date of birth, Unique Student Identifier (USI), grade level, gender, race/ethnicity, social worker information (name, agency, supervisor, and program manager name), student care start date, student care end date, end of care reason, and the state of the foster parent.

(d) How much did OSSE pay in fiscal years 2023 and 2024 (through January 31) to enroll an individual student in an out-of-District public school? In table format, please break out the answer by school district attended, grade, and special education status.

OSSE FY23 Amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY23 Education Services
$164.96 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)
$351.79 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)
$187.85 per day includes all services (LRE codes B,Q,X Secondary grades)

$89.48 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
$188.12 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
$51.73 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
$105.88 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
$106.28 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
$39.50 per day GenEd Half day Kindergarten and 3 yr olds
$79.01 per day GenEd Full day Pre-school, Kindergarten, Elementary
$78.55 per day GenEd Secondary
Charles County FY23 Education Services
$134.44 per day Special Education with no related services
$245.23 per day Special Education Regionalized Services
$77.00 Per Hour Special Education Related Services
$82.17 per day GenEd Services
Montgomery County FY23 Education Services
$102.84 per day Special Education Elementary School
$98.62 per day GenEd Elementary School
$93.43 per day GenEd Secondary School
Virginia Beach County FY23 Education Services
$256.42 per day Special Education Services
$165.63 per day Special Education Supplemental Services
$27.62 per day Special GenEd Services

OSSE FY24 Amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY24 Education Services
$178.83 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)
$357.65 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)
$168.79 per day includes all services (LRE codes B,Q,X Secondary grades)
$84.59 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
$169.17 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
$56.69 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
$112.81 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
$113.38 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
$43.12 per day GenEd Half day Kindergarten and 3 yr olds
$84.82 per day GenEd Full day Pre-school, Kindergarten, Elementary
$85.61 per day GenEd Secondary
Charles County FY24 Education Services
$143.86 per day Special Education with no related services
$174.47 per day Special Education Regionalized Services
$82.39 Per Hour Special Education Related Services
$89.22 per day GenEd Services
Montgomery County FY24 Education Services

$226.83 per day Special Education Elementary School
$141.97 per day Special Education
$93.43 per day GenEd Secondary School
Virginia Beach County FY24 Education Services
$274.37 per day Special Education Services
$165.63 per day Special Education Supplemental Services
$28.89 per day Special GenEd Services

(e) How much did OSSE spend in fiscal years 2023 and 2024 (through January 31) on special education transportation for children in foster care?

Date	Amount Spent to Transport Students in Foster Care
FY23	$3,892,242.58
FY24-YTD	$999,217.81

(f) How much federal IDEA funding did the District receive in fiscal years 2022 and 2023 for DC foster children enrolled in out-of-District public schools in order to receive special education services?

Federal IDEA funding is not directed specifically for DC foster children enrolled in out-of-District public schools to receive special education services. Federal IDEA funding does not follow students to out-of-District schools; they are counted in their school of enrollment for the purposes of IDEA funding. As stated above, funding for foster students that attend out-of-District schools is funded through the local budget.

(g) For how many children in foster care did OSSE provided special education transportation in fiscal years 2023 and 2024 (through January 31)?

During FY23, 116 children in foster care received OSSE-DOT transportation service. As of Jan. 31, 2024, 99 students are receiving services.

(h) How many foster children are currently enrolled in out-of-District Psychiatric Residential Treatment Facilities?

As of January 8, 2023, there are seven students enrolled in out-of-District psychiatric residential treatment facilities outside the District.

(i) How does OSSE ensure that students with disabilities in foster care are receiving FAPE when placed in Maryland? How does OSSE ensure that student records and credits will follow students if they transfer back to a DC school?

As noted above in subpart (a), OSSE, the District of Columbia Public Schools (DCPS), and CFSA entered into an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. This includes students placed by CFSA into foster care homes in Maryland where the student's team made a best interest determination to enroll the student in a Maryland LEA. Per the MOA, OSSE ensures a free appropriate public education (FAPE) is provided to children/youth with disabilities who are CFSA wards and placed outside of the District of Columbia by contracting with DCPS as the entity to provide oversight on behalf of OSSE. OSSE additionally schedules meetings with DCPS and CFSA not less than once a year, and more often as needed, to discuss the delivery of educational services and coordination of activities consistent with this MOA. OSSE takes appropriate action, as needed, when issues arise about the service delivery at a school outside the District of Columbia that DCPS has not resolved. OSSE action may include engaging CFSA, as needed, to resolve the matter. OSSE is responsible for paying authorized tuition service fees upon CFSA's verification of ward status for each billing period. Additionally, OSSE and CFSA entered into an MOA with Prince George's County Public Schools (PGCPS) to ensure DCPS has access to student records to complete oversight activities. DCPS has not experienced difficulty receiving student records for the small number of students placed in other Maryland counties. OSSE would work to facilitate additional MOAs should such a need arise.

The OSSE/DCPS/CFSA MOA has additional provisions for annual transcript review for students placed out of state by CFSA when DCPS is the LEA. For students placed by CFSA in another state who are returning to the District when DCPS is not the LEA, the new LEA of enrollment is responsible for compliance with OSSE's Individualized Education Program (IEP) Implementation for Transfer Students Policy. These obligations include ensuring that the LEA has student records and conducts a transcript analysis in accordance with the District's and their LEA's graduation requirements. Additionally, per the MOA, CFSA must notify DCPS and OSSE 1) before a student returns to the District, 2) if assistance is needed in identifying an appropriate school placement, or 3) if they encounter any barriers to a student's enrollment and need assistance in resolving the issue.

44. **(a) For fiscal years 2023 and 2024 (through January 31), how many non-residency tips did OSSE: (1) receive?; and (2) investigate?**

SY22-23 & SY23-24 (as of 1/11/2024)
Non-Residency Tips Received

School Year	Non-Residency Tips Received
SY22-23 (7/1/2022 - 6/30/2023)	135
SY23-24 to date (7/1/2023 - 1/11/2024)	82

SY22-23 & SY23-24 (as of 1/11/2024)
Non-Residency Cases Investigated

School Year	DC Public Schools Cases	Public Charter Schools Cases	Total
SY22-23 7/1/2022 - 6/30/2023	138	75	213
SY23-24 to date 7/1/2023 - 1/11/2024	68	59	127

(b) How many non-residency cases were substantiated in fiscal year 2023? Please breakdown the data by sector.

OSSE's non-residency investigations typically begin with a submitted tip or finding from the annual enrollment audit. Referrals from the annual enrollment audit and tips with sufficient information to identify the student are turned into cases and assigned an investigator. These cases are considered "open" until a determination of residency has been made, or, in the case of a potential non-resident, substantiated after all notifications and administrative proceedings have concluded. For cases where a student is initially determined to be a non-resident, OSSE will issue a Finding of Non-residency to the family. The family can either contest or accept the finding. If the family accepts, the finding becomes final and substantiated, and the parties enter into an agreement for tuition. OSSE will notify the LEA that the student is a non-resident and ineligible to remain enrolled if the original enrollment was not in compliance. Continued enrollment at the LEA may require re-application, payment of owed tuition, and completion of a valid tuition agreement.

If the family contests the Finding of Non-residency, OSSE will file the request for an appeal at the Office of Administrative Hearings (OAH) and proceed with a mediation and continue with a hearing if the mediation is unsuccessful. The outcome at OAH will either be a concession from the family substantiating the finding of non-residency, a reversal of OSSE's initial finding of non-residency and a closing of the case, or a substantiation of its finding of non-residency through an OAH judgement.

		SY22-23			SY23-24 to date		
		DCPS	PCS	Total	DCPS	PCS	Total
Total Cases (Investigation Initiated)		138	75	213	68	59	127
Open	OSSE in process[1]	7	2	9	39	21	60
Closed	Residency verified during investigation[2]	90	43	133	17	15	32
	Residency determined through Administrative Review[3]					-	-
Substantiated (Final Agency Decision)	Concede[4]					-	-
	Uncontested[5]					-	-
	OAH Decision[6]					-	-
Withdrawn[7]						4	4
Duplicate[8]						10	18

[1]Open – OSSE in process: These cases are cases that OSSE is currently still investigating or mediating. In some instances, OSSE has issued a Notice of Finding and the family appealed the finding. When appealed, these cases are referred to OAH. These cases will continue through the administrative process with the OAH for formal mediation and hearing.

[2]Closed – Residency verified during investigation: These cases were investigated, and student determined to be eligible to attend as a resident.

[3]Closed – Residency determined through Administrative Review: These cases were initially determined to be non-residents, but the determination was changed through the OAH mediation and hearing process.

[4]Substantiated – Concede: These cases are where OSSE issued a Notice of Finding of Non-Residency and the family conceded they were non-residents.

[5]Substantiated – Uncontested: These cases are where OSSE issued a Notice of Finding of Non-Residency and the family failed to contest the finding within the provided timeframe. Because they did not contest the finding in the notice, OSSE's initial determination became the final decision, and these families are non-residents. If the students were still enrolled, these students were subsequently unenrolled from school. They were also issued tuition payment agreements for the relevant school year(s).

[6]Substantiated – OAH Decision: These cases are where OSSE issued a Notice of Finding and the family appealed the finding. Neither OSSE nor the family came to an agreement during the mediation process and the case was decided through a formal hearing.

[7]Withdrawn: These cases involve students enrolled for very short periods of time and withdrew before an investigation could be conducted.

[8]Duplicate: These cases were submitted more than once in the same school year. Information is consolidated and one case is moved forward while the other is closed.

(c) Of the cases that were substantiated in fiscal year 2023, what actions did OSSE take to remediate them?

All findings of non-residency are referred to the Office of the Attorney General. The prosecution of fraud, the pursuit of a False Claims Act case, or other civil remedies lies with the Office of the Attorney General or the United States Attorney.

(d) What efforts did OSSE take to strengthen its non-residency program in fiscal years 2022 and 2023? Include in your response what steps OSSE has taken to ensure that each family receives adequate due process and notice.

OSSE is committed to ensuring District public schools remain accessible first and foremost to Washington, DC residents. This requires a robust system of compliance and enforcement to ensure that public schools in the District, including DC Public Schools (DCPS) and public charter schools, are available, first and foremost, to bona fide residents of the District.

For tuition collection, OSSE continues to mandate electronic agreements for all tuition-paying non-resident students. This process allows for quicker processing of agreements and ensures that all payments and agreements are made prior to the start of school.

OSSE continues its public information campaign to assist District residents with understanding the enrollment and residency process by developing a non-resident tuition guide for LEAs, updating the DC residency verification form, and continuing an outreach campaign that notifies the public on how to report potential non-residents.

The enrollment and residency process must balance ease for families and LEAs and support for our most vulnerable families, with enforcing District laws and regulations that ensure residents have access to a free, public education. OSSE remains committed to ensuring District schools remain accessible first and foremost to Washington, DC residents. We will continue to take steps to improve our practice, and look forward to working with schools, families, and the community to further improve our residency efforts.

Ensuring Due Process
When OSSE conducts a residency investigation, if it is not clear from the initial review of records that the student is a DC resident, and prior to issuing a determination of non-residency, OSSE contacts the family to gather additional information. An OSSE investigator will set up a time, either over the phone or in-person, to talk with the enrolling person about any questions OSSE has regarding the person's residency claim. This also allows the family to help investigators understand complex and unique circumstances that some of our District residents experience.

In some cases, the additional information and context provided by a family does not verify District residency, and in those cases, OSSE will make a determination that the student is not a resident of the District. When a determination of non-residency is made, a detailed notice letter is sent to the parent, guardian, other primary caregiver or adult student by mail and email, if known. The detailed notice letter helps families understand why OSSE's investigation led to a finding of non-residency and explains the next steps and timeline for the administrative review process.

Specifically, the detailed notice letter includes the following information:
- The basis of the non-resident finding;
- An option to request an administrative review within 10 business days;

- An explanation that the student may remain enrolled until a final administrative decision is made;
- An explanation that if a request for administrative review is not received within 10 business days, then the non-resident finding will be the final administrative decision; and
- An explanation of the tuition owed in the event of a final administrative decision of non-residency and that the tuition is prorated on the time the student spent enrolled in a DC public school as a non-resident.

If an administrative review is requested, OSSE will refer the request for review to the Office of Administrative Hearings. The purpose of administrative review is to provide families with an additional opportunity to tell their story and present evidence that proves they are a resident. First, OAH will schedule a mediation session between the two parties. In mediation, a specially trained neutral mediator meets with the parties (the family and OSSE) and assists them to state their positions and to explore options to resolve the case without going to an actual evidentiary hearing. The mediator helps the parties to reach a mutually acceptable settlement of the case. All judges are qualified to mediate any case before the Office of Administrative Hearings.

If, during mediation, OSSE agrees that the documents and information presented in mediation are sufficient to establish a student's status as a District resident, OSSE will withdraw the finding of non-residency and take no further action. If a family concedes that a student is not a resident, the non-residency finding becomes final and the parties will enter into a settlement agreement for tuition. If mediation is not successful, the matter will proceed to a full evidentiary hearing where the Administrative Law Judge will issue a final decision, which will be the final administrative decision of OSSE. The final decision that is provided by the judge will also include the statement of appeal rights. As stated in the appeal rights, if a party wishes to contest the decision of the judge, they have 30 calendar days from the date the decision was issued to file an appeal to the DC Superior Court.

45. **(a) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2021, 2022, and 2023 that dropped out.**

Please see attachment: Q45 (A and B) – ACGR and Outcomes.xlsx

(b) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2021, 2022, and 2023 that enrolled in a post- secondary school.

Please see attachment: Q45 (A and B) – ACGR and Outcomes.xlsx

46. **(a) Describe all studies, research papers, and analyses OSSE conducted or contracted for in fiscal years 2022 and 2023, including the status and purpose of each.**

Please see 46(b) below.

(b) Please identify which of these reports were mandated by legislation. Note the due date of each report and the actual date of publication.

OSSE has conducted the following studies, research papers, and analyses in Fiscal Years 2022 and 2023. If the study, research paper, or analysis is statutorily required, it is indicated with the due date and the publication date.

Fiscal Year 2022

- Compensation Scale for the DC Child Care Workforce (Statutorily required: October 1, 2022; published date: October 29, 2021)
- Non-Resident Student Review and Findings Report for the 2020-21, School Year (Statutorily required: July 31, 2020; published date; November 15, 2021)
- Fiscal Year 2020 Pre-K Report (Statutorily required annually on December 30; published Date: November 15, 2021)
- Healthy Schools Act 2020 Report (Statutorily required: September 30, 2020; published date November 15, 2021
- Audit and Verification of Student Enrollment for the 2021-22 School Year (Statutorily required: December 31, 2022, published date: January 31, 2022)
- Educator Retention Brief (No statutory deadline; published date: January 2022)
- State of Discipline: 2020-21 School Year (Statutorily required: December 15, 2021; Published Date: March 2022)
- 2020 Child and Adult Care Food Program Report (Statutorily required: June 30, 2021; published date: April 21, 2022)
- New Frontiers for Educational Data (Statutorily required: March 14, 2022; published date: April 21, 2022)
- Educator Workforce Report (No statutory deadline; published date: May 2022)
- 2021 Child and Adult Care Food Program Report (Statutorily required: June 30, 2022; published date: June 30, 2022).
- Child Development Facilities Lead Water Testing Report: 2018-20 (Statutorily required: June 30, 2021; published date: September 2, 2022)
- High Impact Tutoring Report: Fiscal Year 2022 (Statutorily required: July 15, 2022; published date: September 15, 2022)
- Non-Resident Student Review and Findings School Year 2021-22 Report (Statutorily required: August 30, 2022; published date: September 22, 2022)

Fiscal Year 2023

- 2021-22 Attendance Report (Statutorily required: November 30, 2022; published date: November 28, 2022)
- Healthy Schools Act 2022 Report (Statutorily required: September 30, 2022; February 3, 2023)
- Audit and Verification of Student Enrollment for the 2022-23 School Year (Statutorily required: December 31, 2022; published date: March 31, 2023)
- 2022-23 Uniform Per Student Funding Formula (UPSFF) Working Group Report (Statutorily required: January 30, 2022; published date: March 31, 2023)
- Child Development Facility Payroll Formula (Statutorily required: March 1, 2023; published date: April 12, 2023)
- Early Childhood Educator Compensation Schedule (No statutory deadline; published date: April 12, 2023)
- 2021-22 Discipline Report (Statutorily required: December 15, 2022; published date: June 30, 2023)
- FY21 Pre-K Report (Statutorily required: December 30, 2021; published date: May 19, 2023)
- FY22 Child and Adult Care Food Program (CACFP) Data Report (Statutorily required: June 30, 2023; published date: August 21, 2023)
- FY23 High-Impact Tutoring Report (Statutorily required: July 15, 2023; published date: August 21, 2023)
- FY22 Pre-K Report (Statutorily required: December 30, 2022; published date: September 8, 2023)
- Modeling the Cost of Child Care in the District of Columbia (Statutorily required: March 1, 2023; published date: September 8, 2023)

OSSE is committed to facilitating access to and use of education data so education stakeholders have high-quality information for decision making, as described in OSSE's strategic plan. External organizations and government agencies may request data from OSSE using its online data request portal.

The Family Educational Rights and Privacy Act (FERPA) is a federal law about the privacy of, and access to, student education records. FERPA allows OSSE to re-disclose student-level data to third parties without parental consent under several exceptions. Most frequently, OSSE shares FERPA data under the exceptions for:

- Audit/evaluation (including enforcement/compliance) (also commonly referred to as "authorized representative"); and
- Research studies

The table below describes OSSE's current research data agreements with governmental and non-governmental entities. The table indicates where OSSE is sharing data under:

- FERPA's audit/evaluation exception to parental consent
- FERPA's research studies exception to parental consent

- Parental consent (other agreement)
- Non-FERPA agreement (not FERPA data)

For more information on OSSE and federal privacy laws, please see the [OSSE website.](#) All submitted requests for data go through an internal review process to be considered for fulfillment. OSSE's data request policy may be found on the [OSSE website.](#)

(c) Provide a list of all current research data agreements between OSSE and non-governmental entities. Include scope of the project and the deliverable date, if applicable.

The table below describe all studies, research papers, and analyses OSSE conducted or contracted for in fiscal years 2022 and 2023, including the timelines and purpose of each.

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
OSSE contractor	FERPA (Audit / evaluation)	4MATIV	9/30/2023	3/29/2023	Analyze OSSE's operational obligations and oversight responsibilities for special education transportation
Research Organization	FERPA (Audit / evaluation)	Abt Associates	10/30/2026	2/16/2021	Evaluate the DC Opportunity Scholarship Program (OSP) program's efficacy on behalf of the US Department of Education
Other	FERPA (Audit / evaluation)	American Institutes for Research	1/29/2027	9/22/2023	Participate in national evaluation of the Comprehensive Literacy State Development grant
Research Organization	FERPA (Research studies)	Brown University through the Annenberg Institute for	4/30/2024	3/20/2023	Analyze and improve the implementation and scaling of High Impact Tutoring (HIT)

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
		School Reform			
University	FERPA (Research studies)	Brown University through the Annenberg Institute for School Reform	6/30/2023	9/13/2022	High Impact Tutoring (HIT) national implementation study
Research Organization	FERPA (Research studies)	Center for Research on Education Outcomes (CREDO)	4/30/2024	5/3/2019	Evaluate impact of charter school attendance on academic achievement
OSSE contractor	Non-FERPA	Child Trends	3/26/2025	5/26/2021	Support Project AWARE tracking and evaluation
OSSE contractor	Non-FERPA	Cicero Group	9/30/2023	9/28/2022	Support the development and administration of OSSE's annual professional development needs assessment and analyze administrative data related to professional development participation rates and feedback
DC agency	FERPA (Audit / evaluation)	Criminal Justice Coordinating Council	10/24/2025	10/25/2018	Analysis of the root causes of, model the impact of, and evaluate the educational factors related to juvenile justice system involvement

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
DC agency	FERPA (Audit / evaluation)	Criminal Justice Coordinating Council	2/14/2025	4/12/2023	Analysis of the impact of educational factors on the likelihood of being convicted of homicide or attempted homicide, versus other violent and nonviolent crimes, as a young adult (18 – 24)
DC agency	Non-FERPA	DC Health	3/28/2025	3/31/2020	Support Maternal and Child Health Needs Assessment
DC agency	Non-FERPA	DC Health	5/15/2028	5/10/2023	Research and analysis to support programmatic and policy changes to improve the health of DC students so they can learn, using Youth Risk Behavior Survey (YRBS) data
DC agency	Non-FERPA	DC Health	1/31/2025	3/31/2020	Measure improvements in school readiness through Maternal Infant Early Childhood Home Visiting (MIECHV) program and Early Stages
Research Organization	FERPA (Research studies)	DC Policy Center	3/31/2025	5/31/2023	Investigate how the addition of the equitable preference may influence applicant choices on MY School DC Lottery process

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
DC agency	FERPA (Audit / evaluation)	Department of Behavioral Health (DBH)	3/22/2024	3/22/2019	Rank schools by mental health services needs
DC agency	FERPA (Audit / evaluation)	Department of Employment Services	10/1/2026	10/8/2021	Evaluation and reporting under the Workforce Investment and Opportunities Act (WIOA) Title II (adult education and literacy)
DC agency	Non-FERPA	Department of Human Services (DHS)	11/30/2025	3/5/2018	Analysis of TANF family participation in subsidized child care program
DC agency	FERPA (Audit / evaluation)	Department of Human Services (DHS)	8/2/2024	5/19/2020	Analyze attendance of participants in Youth Services Division program
LEA	FERPA (Audit / evaluation)	District of Columbia Public Schools	3/30/2025	2/8/2022	Evaluate the academic effects of High-Impact Tutoring (HIT) and the best way for DCPS to allocate existing and new High-Impact Tutoring resources across DCPS
OSSE contractor	FERPA (Audit / evaluation)	Education Northwest	3/31/2023	7/23/2019	Career and Technical Education reporting and analysis
OSSE contractor	FERPA (Audit / evaluation)	Georgetown University	10/30/2023	9/28/2020	Evaluate Preschool Development Grant
Research Organization	FERPA (Research studies)	Leland Stanford Junior University	9/30/2024	8/4/2023	Analyze and improve the implementation and scaling of High Impact Tutoring (HIT) in the District

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
		(Annenberg Institute)			
OSSE contractor	FERPA (Research studies)	Lincoln Square Group	11/22/2022	5/18/2022	Qualitative Study of Ninth Grade Findings
OSSE contractor	FERPA (Audit / evaluation)	Lincoln Square Group	9/30/2023	1/23/2023	Analyze My School DC's lottery application data to identify trends, anomalies, and failure points in school process and participation
Research Organization	Non-FERPA	Mathematica Policy Research	1/31/2025	12/3/2019	DC School Report Card website study
Federal agency	FERPA (Audit / evaluation)	Multiple federal agencies, including the US Departments of Education and Labor	12/19/2024	12/19/2019	State Wage Interchange System Data Sharing Agreement
OSSE contractor	FERPA (Audit / evaluation)	New Meridian Corporation	6/30/2024	7/21/2022	Evaluate statewide assessment item usage, performance, security and adjust current and develop future items for ELA and mathematics
DC agency	FERPA (Audit / evaluation)	Office of the City Administrator (@The Lab)	8/21/2025	12/8/2020	Evaluate three absenteeism reduction pilot programs (Every Ride Counts, Kinvolved, and DCPS Attendance)

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
DC agency	FERPA (Audit / evaluation)	Office of the City Administrator (@The Lab)	8/3/2029	8/3/2023	Evaluate and estimate the effects of the Advanced Internship Program on short- and long-term outcomes
DC agency	FERPA (Audit / evaluation)	Office of the DC Auditor	1/15/2023	4/15/2020	Secure retention of data from a previous audit for peer review
DC agency	Non-FERPA	Office of the Deputy Mayor for Education (Office of Out of School Time Grants)	6/28/2024	4/30/2019	Evaluate and benchmark performance of out of school time program grantees and support increased access to and reporting on High-Impact Tutoring ("HIT")
DC agency	FERPA (Audit / evaluation)	Office of the Inspector General	9/30/2023	5/7/2019	Evaluate enrollment procedures, residency verification requirements and tuition agreement and non-resident tuition payment process at Duke Ellington School of the Arts
DC agency	FERPA (Audit / evaluation)	Office of Victim Services and Justice Grants	1/31/2025	12/2/2019	Analyze attendance support for grantees working with participating schools as part of the Show Up, Stand Out (SUSO) program
OSSE contractor	Non-FERPA	Prenatal to Five Fiscal Strategies	1/30/2024	10/5/2022	Develop, administer and analyze the results of a survey to determine market

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
					rates and cost of care for licensed child development facilities in the District
OSSE contractor	FERPA (Audit / evaluation)	Region 4 Comprehensive Center (R4CC)	9/30/2024	8/15/2023	Information collection activities on behalf of OSSE to support the Reimagining High School Graduation Requirements initiative
Other	FERPA (Audit / evaluation)	SAS Institute	9/30/2028	7/25/2023	Implement a value-added model for evaluating teachers and schools in the District of Columbia Public Schools (DCPS) and support compliance with requirements of the Every Student Succeeds Act (ESSA, Public Law 114-95) that students have equitable access to effective teachers
University	FERPA (Research studies)	Syracuse University	1/31/2025	3/23/2023	Quantify the influence of the Equitable Access preference in My School DC lottery
Research Organization	FERPA (Research studies)	The University of Chicago	3/31/2025	7/27/2023	Analyze My School DC applications and transit
OSSE contractor	FERPA (Audit / evaluation)	University of California - Los Angeles	9/30/2027	9/9/2022	Early Development Instrument (EDI) administration and analysis

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
University	FERPA (Audit / evaluation)	University of Maryland Center for Early Childhood Education and Intervention	7/21/2023	5/16/2017	QIN implementation and impact evaluation
University	FERPA (Research studies)	University of Virginia	1/31/2028	1/23/2023	Allow for UVA's secure retention and use of historical data to conduct analysis for District of Columbia Public Schools (DCPS) on the effects of education reforms and to improve IMPACT
Research Organization	FERPA (Research studies)	Urban Institute	8/31/2028	5/21/2019	Evaluate the effectiveness of DC's PK program
Research Organization	FERPA (Audit / evaluation)	Urban Institute	9/30/2026	10/5/2021	Master Services Agreement for Research Practice Partnership
Research Organization	Non-FERPA	Urban Institute	9/30/2027	1/13/2023	Multiple purposes, including extending Capital Quality implementation evaluation, evaluation of the implementation of the Early Childhood Pay Equity Fund, and analyze parental demand for infant-toddler care among families who had

Type of Entity	Data Sharing Authority	Organization	Date of Expiration	Effective Date	Purpose
					babies during the pandemic
Federal agency	FERPA (Audit / evaluation)	US Department of Education (through Abt Associates)	10/30/2026	2/16/2021	Evaluation the DC Opportunity Scholars Program
University	FERPA (Research studies)	Yale School of Medicine and DHS	8/1/2027	10/4/2019	Evaluate the DC MOMS Partnership (DHS 2-gen program)

47. **Every year OSSE releases "State of Discipline" for the previous school year, pursuant to data collection and reporting requirements under the Student Fair Access to School Amendment Act of 2018 ("SFASAA"). What is the status of the report for the 2022-2023 school year? Please provide an update on how these reports have been used to inform/revise OSSE discipline policies, procedures, and practices, including OSSE guidance to LEAs and schools, and any other supports OSSE provides to LEAs and schools to address positive school climate and behavioral supports for students.**

Through the annual report on the State of Discipline, OSSE fulfills local reporting requirements and provides the public important information on school discipline. The report includes analysis that provides insight into the statewide discipline data reported on the DC School Report Card. These data include in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of violence, including bullying and harassment. These data are also available by student group. OSSE will publish the 2022-23 report in the upcoming weeks. Discipline data from the 2022-23 school year is publicly available on the DC School Report Card and in an accompanying data file located here.

Over the past several years, OSSE has done meaningful analysis into school discipline through these reports, and those findings have impacted our work. The 2019-20 discipline report examined disproportionate exclusionary discipline rates among students with disabilities and found students whose primary disability is emotional disturbance are more likely to be suspended than other students with disabilities. These findings motivated OSSE's work focusing on special education and our Roadmap to Accelerating Outcomes for Student with Disabilities— for example, establishing special education micro-credentials to enhance classroom practices. Improving classroom practices reduces behavioral incidents and reliance on exclusionary discipline. Please see OSSE's response to Question 76 for a specific overview of OSSE's new Foundations of Special Education coursework and micro-credential opportunity for more details on this new support for LEAs, schools, and educators.

Recent discipline reports have consistently shown that disruptive behavior and fighting are the most frequent reasons for disciplinary actions. To support improved school climate and culture, OSSE offers trainings, resources, and technical assistance in the following focus areas: trauma-informed approaches, restorative justice, positive behavioral interventions and supports, social emotional learning, and equity. Our trainings are for classroom teachers, student support teams, and administrators who want to improve school climate. OSSE's overarching school culture and climate programming and resources related to these topics can be found on OSSE's website here.

As part of OSSE's strategic plan, we are investing in in a school climate survey for students, school staff, and caregivers. It is our hope that school and community leaders will be able to use this data to better inform our understanding of the experience of school and help us support

students by targeted supports for promoting a positive school environment.

We believe that building schools where students feel respected and valued and see a clear link between their school day and their future, will help promote higher attendance rates and fewer disciplinary incidents. OSSE has partnered with local and national organizations to provide training and technical assistance on topics including classroom management, positive behavior interventions and supports, multi-tiered systems of support, social emotional learning, supporting LGBTQ+ students, teaching mindfulness, educator wellness, and leveraging data to promote equity.

As part of OSSE's discipline data collection, OSSE now collects data on incidents that result in a restorative justice action from the school. Nearly 40% of the discipline actions reported by LEAs in 2022-23 resulted in restorative justice action. Collecting this data allows OSSE to see and report on more complete picture of incidents and the ways in which schools respond to them.

48.   In past years OSSE has published a downloadable file with school-level (as well as LEA-level and districtwide) data as a complement to its School Report Card website. Is there any plan to do so this year, and if not why?

Yes, in December 2023, OSSE published the following 12 data files and an updated technical guide to complement the DC School Report Card website for school year 2022-23.

These data files are:
- Aggregate Enrollment
- Aggregate Public Data
- AP, IB and SAT – Metric Scores
- Assessment Data
- Attendance – Metric Scores
- CLASS – Metric Scores
- Discipline Data
- Educator Workforce Data
- Faculty & Staff Data
- Floors and Targets Data
- Graduation and College Enrollment – Metric Scores
- School Summative Scores
- Student Movement – Metric Scores

Files are available for download on our DC School Report Card Resources page, which is linked from the main DC School Report Card page. The data file related to faculty and staff is available on our DC Educator Workforce page.

49.   In past years OSSE's school report card data file has included a rate of school-based arrests. Does OSSE have data on whether those are still occurring, and if so how often, where, and to whom?

Yes, OSSE collects and reports both counts and rates of school-based arrests. OSSE also collects information on whether disciplinary incidents result in a referral to law enforcement. Information about school-based arrests and referrals to law and enforcement are submitted via OSSE's school discipline data collection.

School-based arrests have decreased 44 percent since the 2018-2019 school year. In 2022-23, LEAs reported to OSSE **14 school-based arrests** and 368 referrals to law enforcement out of 21,465 unique discipline incidents from 102,405 students. Since the overall number of school-based arrests is comparatively small, counts and rates are widely suppressed at the school level in accordance with our Student Privacy & Data Suppression policy. The data file is available here.

50.   Provide the findings from the testing integrity investigations for School Year 2021-2022 and the status of the investigation reports for School Year 2020-2021.

Documentation on OSSE's test security and integrity processes, requirements, and templates as well as the test security investigations process can be found on OSSE's website. There have been no substantiated findings that resulted in official OSSE sanctions following test administrations since the 2016-17 school year.

Spring 2023 marked the second administration of statewide assessments since the coronavirus pandemic. OSSE provided test security and test integrity training to local education agency (LEA) staff to communicate norms and uniform procedures for the administration of the assessments. The statewide assessments administered in spring 2023 included ACCESS for English learners, Alternate ACCESS, the Multi-State Alternate Assessment (MSAA), Dynamic Learning Maps Alternate Science Assessment (DLM), PARCC, and DC Science. Throughout the spring 2023 administration windows, OSSE monitored test security and test integrity incidents and issued corrective actions during testing for individual schools and LEAs during the assessment administration windows when appropriate. In accordance with established procedures, the OSSE Office of Assessments also provided relevant information to LEAs to conduct further inquiries if test security incidents were reported directly to OSSE by individuals, rather than being reported to the LEA.

After the conclusion of 2023 administration, OSSE reviewed post-test information from vendors, including data forensics reports, and did not find evidence to indicate threats to the validity of assessment results. Therefore, no post-administration investigations were initiated for the 2022-23 school year.

51. **Provide a detailed description of the childcare sector in the District for fiscal years 2022, 2023, and 2024 (through January 31). Include in that discussion:**

Early childhood education in the District of Columbia is delivered through a mixed delivery system that, as of December 2023, includes child development homes (48); expanded child development homes (52); and child development centers (359) operated by independent businesses, non-profits, and faith-based organizations; as well as pre-k and afterschool programs operated by community-based organizations, District of Columbia Public Schools and charter LEAs. This mixed delivery system provides a range of options for families. The District's 459 licensed child development facilities, as of December 2023, have a licensed capacity to serve 25,702 children ages 6 weeks through 13 years old.

To assist families with the costs of care, the District of Columbia funds child care subsidies for low-income and working families, which follow children to the care their families choose. Roughly half of the District's licensed child care facilities participate in the subsidy system. Child care facilities that participate in Early Head Start, Head Start, or the District's publicly funded pre-k program also receive public funding through these programs, but the majority of child care funding in the District comes from tuition payments made by parents.

In FY22, FY23, and FY24 (to date) the District worked to enhance access quality, affordable child care through a variety of strategies and continued to support the child care sector in recovering from the impacts of the COVID-19 pandemic. While the District has experienced a slight decrease in total licensed child care slots since the start of the pandemic, OSSE has not experienced large reductions in child care capacity seen in other states, and the number of licensed slots for infants and toddlers, the age group with the largest shortages, has increased by over 1,700 since slots pre-pandemic.

In FY23, child development facilities received support to stabilize and grow their operations through OSSE grant programs, including the Access to Quality Child Care Grant, Back-to-Work Child Care Grant and DC Child Care Stabilization Formula and Targeted Grants, which collectively have distributed more than $90 million in relief funds to early childhood educators since the start of the coronavirus (COVID-19) pandemic. Specifically, in FY23, OSSE delivered financial relief to child development facilities through the following grant programs:

- DC Child Care Stabilization Targeted Grants, which distributed more than $11 million in federal Child Care Stabilization Grant funds, on an application basis, to a subset of DC Child Care Stabilization formula grant recipients who had additional financial needs not covered by their formula awards. A total of 192 providers received grants.
- Back to Work Child Care Grant program, which distributed Coronavirus State Fiscal Relief Funds to support child development facilities in communities most impacted by COVID-19 to continue to operate and serve families through the extended COVID recovery through the end of FY24. In FY23, a total of 47 providers received more than $22 million in funding.

- Access to Quality Grant program continued to award grants to child development facilities through the end of FY23. A total of 41 providers received more than $9 million to create 1,144 new infant-toddler child care slots.

In addition to these pandemic relief grants, OSSE worked to continue the District's progress towards our goals of increasing access, quality, and affordability of child care for all District families. In FY23, these efforts included:

- Continued implementation of the Early Childhood Educator Pay Equity Fund, which distributed more than $41.9 million to 4,085 early childhood educators in FY23, to support the District's efforts to achieve compensation parity for child care educators with public school educators holding similar roles and credentials. By increasing the compensation of early childhood educators, these funds supported the recruitment and retention of child care staff, helping child development facilities to meet their staffing needs and ensuring services are available for children and families.
- Expanded the Shared Service Business Alliance (SSBA) to enhance the financial well-being of child development homes and centers by making the efficiencies and business supports that the SSBA provides available to any child development home or center that chooses to participate, at no cost to providers. In FY23, 63 licensed child development homes and expanded homes and 28 child development centers were DC SSBA members. As of January 2024, there are 71 child development homes and 53 child development centers participating.
- Launched an online application for the child care subsidy program that can be completed using a computer or mobile device and is available in multiple languages. Using the online application, families can enter their information and upload required supporting documents. They can also complete eligibility redeterminations using the online application. The online application eliminates the need to make an in-person visit to the Department of Human Services (DHS) or a Level II provider to complete the enrollment process, though applicants may still apply in person if desired.
- Promulgated regulations to increase the child care subsidy reimbursement rates, effective Oct. 1, 2023, for child development facilities participating in the District's child care subsidy program to reflect the increased cost to deliver care, based on the District's 2023 cost modeling analysis. The infant-toddler rate increased from 15 to 29 percent for homes and centers participating in the subsidy program, depending on their Capital Quality designation.
- Promulgated regulations to expand initial income eligibility for the child care subsidy program, effective Oct. 1, 2023, from 250 percent to 300 percent of the federal poverty level, or $74,580 for a family of three.

   (a) Data on the capacity, subsidy enrollment, and subsidy utilization of all infant, toddler, and preschool age and school age licensed capacity child care programs in the District) broken down by ward and program type (i.e. center, home, or LEA);

By Ward, FY23

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	32	700	1,050	66.7%
2	59	192	2,344	8.2%
3	39	19	1,373	1.4%
4	80	803	1,750	45.9%
5	61	608	1,451	41.9%
6	58	325	1,600	20.3%
7	49	777	1,229	63.2%
8	66	1,296	1,627	79.7%
Total	**444**	**4,720**	**12,424**	**38%**

Preschool-Aged				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	31	245	1,067	23%
2	55	24	1,685	1.4%
3	37	12	1,958	0.6%
4	73	262	1,511	17.3%
5	49	144	1,049	13.7%
6	54	95	1,310	7.3%
7	44	201	946	21.2%
8	60	358	1,742	20.6%
Total	**403**	**1,341**	**11,268**	**11.9%**

School-Aged				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	11	162	551	29.4%
2	11	DS	211	DS
3	4	n<10	143	DS
4	17	222	714	31.1%
5	14	264	855	30.9%
6	11	127	656	19.4%
7	14	252	619	40.7%

8	25	429	1,283	33.4%
Total	**107**	**1,537**	**5,032**	**30.5%**

By Program Type, FY23

Infants and Toddlers				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Center	334	4,565	11,791	38.7%
Home	110	155	633	24.5%
Total	**444**	**4,720**	**12,424**	**38%**

Preschool Age				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Center	327	1317	11,080	11.9%
Home	76	24	188	12.8%
Total	**403**	**1,341**	**11,268**	**11.9%**

School Age				
Program Type	**Number of Licensed Sites**	**Subsidy Enrollment**	**Total Licensed Capacity**	**Utilization by Children Receiving Subsidy**
Center	101	1517	5024	30.2%
Home	6	20	8	250%*
Total	**107**	**1,537**	**5,032**	**30.5%**

*Utilization exceeds 100 percent due to home providers who enroll school age children but do not have a designated capacity for school age children.

By Ward, FY24 To Date

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	30	477	1,028	46.4%
2	51	147	2,143	6.9%
3	39	15	1,373	1.1%
4	76	531	1,685	31.5%
5	58	446	1,435	31.1%
6	55	239	1,626	14.7%
7	47	524	1,225	42.8%
8	62	828	1,565	52.9%
Total	**418**	**3,207**	**12,080**	**26.5%**

Preschool-Aged				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	30	234	1,059	22.1%
2	48	DS	1,480	DS
3	38	n<10	2,078	DS
4	69	215	1,456	14.8%
5	43	103	839	12.3%
6	48	67	1,074	6.2%
7	39	171	798	21.4%
8	54	293	1,563	18.7%
Total	**369**	**1,112**	**10,347**	**10.7%**

School-Aged				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	11	142	551	25.8%
2	10	DS	206	DS
3	4	n<10	143	DS
4	14	205	671	30.6%
5	9	159	465	34.2%
6	6	52	363	14.3%
7	11	163	458	35.6%
8	21	282	950	29.7%
Total	**86**	**1,051**	**3,807**	**27.6%**

By Program Type, FY24 To Date

Infants and Toddlers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	317	3104	11,505	27%
Home	101	103	575	17.9%
Total	**418**	**3,207**	**12,080**	**26.5%**

Preschool Age				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	299	1,095	10,171	10.8%
Home	70	17	176	9.7%
Total	**369**	**1,112**	**10,347**	**10.7%**

School Age				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	80	1,032	3,799	27.2%
Home	6	19	8	237.5%*
Total	**86**	**1,051**	**3,807**	**27.6%**

Utilization exceeds 100 percent due to home providers who enroll school age children but do not have a designated capacity for school age children.

(b) What proportion of licensed childcare programs participate in the subsidy program, by ward (broken down by family childcare versus centers)?

FY23

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
Ward 1	CDC (Child Development Center)	23	35	65.7%
	CDH (Child Development Home)	0	2	0%
	CDX (Child Development Home Expanded)	1	3	33.3%
Ward 2	CDC (Child Development Center)	9	60	15%
	CDH (Child Development Home)	0	0	N/A
	CDX (Child Development Home Expanded)	1	1	100%
Ward 3	CDC (Child Development Center)	11	40	27.5
	CDH (Child Development Home)	0	0	N/A
	CDX (Child Development Home Expanded)	0	4	0%
Ward 4	CDC (Child Development Center)	37	60	61.7%
	CDH (Child Development Home)	3	12	25%
	CDX (Child Development Home Expanded)	6	19	31.6%
Ward 5	CDC (Child Development Center)	32	54	59.3%
	CDH (Child Development Home)	2	10	20%
	CDX (Child Development Home Expanded)	0	7	0%
Ward 6	CDC (Child Development Center)	31	58	53.4%

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
	CDH (Child Development Home)	0	3	0%
	CDX (Child Development Home Expanded)	2	6	33.3%
Ward 7	CDC (Child Development Center)	32	37	86.5%
	CDH (Child Development Home)	8	11	72.7%
	CDX (Child Development Home Expanded)	4	9	44.4%
Ward 8	CDC (Child Development Center)	48	53	90.6%
	CDH (Child Development Home)	10	14	71.4%
	CDX (Child Development Home Expanded)	7	9	77.8%

FY 24 TD

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
Ward 1	CDC (Child Development Center)	26	34	76.5%
	CDH (Child Development Home)	0	1	0%
	CDX (Child Development Home Expanded)	1	3	33.3%
Ward 2	CDC (Child Development Center)	10	52	19.2%
	CDH (Child Development Home)	0	0	N/A
	CDX (Child Development Home Expanded)	1	1	100%
Ward 3	CDC (Child Development Center)	12	41	29.3%

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
	CDH (Child Development Home)	0	0	N/A
	CDX (Child Development Home Expanded)	0	4	0%
Ward 4	CDC (Child Development Center)	37	57	64.9%
	CDH (Child Development Home)	3	12	25%
	CDX (Child Development Home Expanded)	5	17	29.4%
Ward 5	CDC (Child Development Center)	32	48	66.7%
	CDH (Child Development Home)	3	10	30%
	CDX (Child Development Home Expanded)	0	6	0%
Ward 6	CDC (Child Development Center)	24	51	47.1%
	CDH (Child Development Home)	0	4	0%
	CDX (Child Development Home Expanded)	2	6	33.3%
Ward 7	CDC (Child Development Center)	33	35	94.3%
	CDH (Child Development Home)	8	10	80%
	CDX (Child Development Home Expanded)	6	7	85.7%
Ward 8	CDC (Child Development Center)	46	48	95.8%
	CDH (Child Development Home)	10	12	83.3%
	CDX (Child Development Home Expanded)	8	8	100%

(c) Number of infants and toddlers (0-3) residing in the District by ward.

OSSE does not collect data on the universe of infants and toddlers residing in the District. The following demographic data from the American Community Survey provide the number of children under age 3 by Ward:

2022 Birth to Three Population Estimate

Ward	Estimate of Children Under 3
Ward 1	2,693
Ward 2	1,625
Ward 3	2,007
Ward 4	3,474
Ward 5	3,412
Ward 6	2,757
Ward 7	4,157
Ward 8	4,128
Total	**24,253**

Source: U.S. Census Bureau, American Community Survey, 2018-2022 5-year estimates.

(d) Number and percentage of facilities that have closed in years 2020, 2021, 2022, and 2023;

Fiscal Year	Open Facilities	Closed Facilities	Total Facilities	Percentage of Closed Facilities
FY20	475	29	504	5.8%
FY21	477	32	509	6.3%
FY22	478	30	508	5.9%
FY23	459	48	507	9.5%
FY24 YTD	458	9	467	1.9%

(e) Amount paid to child development care providers who provided subsidized care by age range and by ward; and

Ward	Provider	Infant	Toddler	Pre-School	School Age
Ward 1	Barbara Chambers Children's Center	$522,110	$2,992,033	$1,782,828	$167,845
	CentroNia Inc.	$661,663	$2,831,284	$1,426,210	$347,916
	David's Stars CDC	$32,537	$151,148	$36,442	-
	Easter Seals Serving DC-MD-VA, Inc.	$74,663	$399,824	$270,466	$505
	Elsa Gaiem/Our Children First, LLC	$29,794	$22,459	$12,320	-
	Jubilee Jumpstart	$87,968	$252,295	$149,139	$2,380
	Love First Child Development Center	$124,369	$718,328	$252,533	-
	Mesac Child Development Center	$4,615	$27,261	$16,635	-
	Multicultural Career Intern Program	$191,764	$675,870	$34,277	-
	Rosemount Center	$38,469	$451,011	$335,988	-
	Samaritan Inn, Inc		$176		-
Ward 2	DC Kids LLC	$21,600	$27,642	$26,458	-
	Kids Corner Day Care, INC	$19,305	$23,889	$19,670	-
	Kingman Boys Club	-	-	-	$267,413
	Milestone Enrichment Center	$69,843	$355,956	$121,205	-
	MS PS Child & Family Services	$32,987	$67,167	$14,066	-
	Tiny Findings, Inc.	$12,896	$97,236	$28,437	-
	Tomorrow's Promise Learning Center	$38,235	$139,338	$1,376	-
	Two Birds 2300 N ST, NW LLC	-	$2,640	-	-

Ward	Provider	Infant	Toddler	Pre-School	School Age
Ward 3	Communikids Preschool LLC	-	$22,034	$88,337	$5,683
	Embassy Row Child Development Center	-	$5,527	-	-
	Hatch Workspace 4001 Brandywine LLC	$3,545	$16,379	$1,626	-
	St. Albans Early Childhood Center	$12,397	$43,646	$47,194	-
Ward 4	2 New Heights CDC	$121,291	$480,760	$182,924	-
	ABC Child Development Center	$29,118	$221,720	$114,124	$29,205
	Ada Lizzette Masin Guzman	$9,431	-	-	-
	Blandi's Child Learning Center	$12,265	$74,445	$14,149	-
	Bright Start Child Care, LLC	$6,134	$33,441	$56,752	$1,553
	Chantelle's Quality CDC Inc.	$64,857	$238,142	$164,361	$44,227
	Children's Hut, LLC	$201,340	$745,979	$364,161	-
	Curious Explorers Center LLC	$4,235	$39,480	$13,374	-
	Edward C. Mazique Parent Child Center, Inc.	$151,135	$1,014,625	$412,503	-
	Estrellitas Child Development Center	-	$387	$1,044	-
	Euphemia L Haynes Public Charter School	-	-	$28,506	$158,159
	Gap Community Childcare Center, Inc.	$65,911	$341,142	$160,027	-
	Growing Seeds	$55,014	$214,940	$146,876	$9,829

Ward	Provider	Infant	Toddler	Pre-School	School Age
	Ideal Child Care Development Center	$4,320	$116,170	$69,047	-
	Infancia Feliz LLC	$3,048	$52,814	$7,739	-
	KinderCare Education Champions LLC	-	-	$224,601	$307,276
	Kings & Queens Child Care Center	-	$61,107	$9,441	$12,892
	LKS Kids LLC	$12,126	$69,598	$9,601	-
	Love & Care Child Development Center Inc	$93,779	$369,724	$46,724	-
	Lynn Carol's Academy Of Early Learning	$404	$105,273	$117,114	$35,718
	Mana Bilingual Child Development Center	$151,378	$258,880	$66,480	-
	Merian Academy LLC	$43,895	$146,694	$73,146	-
	Paulette C. Sansbury	-	$6,725	-	-
	Quickie Becky Child Care	$131,240	$1,105,568	$579,001	-
	Roots Activity Learning Center	$47,875	$422,596	$88,362	$12,869
	Spanish Education Development Center	$255,547	$1,466,375	$854,863	$162
	The Bridges Academy, Inc.	$72,003	$366,262	$827,701	$479,284
	The Learning Curve CDC IV	$48,400	$188,240	-	-
	The Learning Curve III	-	$74,880	$107,687	-
	Wonders Child Care Center	-	-	-	$1,609

Ward	Provider	Infant	Toddler	Pre-School	School Age
Ward 5	18th Street Early Learning Child Development	$25,421	$133,742	$17,339	-
	A Step Above Child Development Center	$38,654	$113,712	$58,247	-
	Associates For Renewal In Education	$8,194	$41,479	$177,202	$70,860
	Baby Einstein II Child Development Center/ Success	-	$48,861	$23,729	-
	Bellas Artes Child Creativity Center	$32,710	$120,176	$113,747	-
	Bennett Babies, Inc.	$49,559	$272,526	$73,925	-
	Children of the Future CDC	$50,251	$146,258	$42,975	-
	Franklin Commons Intergenerational	-	$23,838	$6,363	$5,660
	Gatari Children Development Center	$125,659	$591,469	$206,113	-
	Happy Faces Early Learning Academy, LLC	$252,282	$936,943	$370,368	$3,541
	Home Away From Home CDC, Inc.	$148,454	$787,559	$343,558	$57,041
	I Care Child Development Center	$1,424	$59,942	$10,983	-
	Israel Manor Inc	$8,436	$233,534	$81,322	$43,956
	Kennedy Child Development Center	$35,142	$56,608	$74,274	-
	Little Blessings LLC/ Irma Yolanda Tzul- De Moracl		$49,464	$23,376	-
	Loving Care Day Nursery, Inc.	$413,900	$2,429,867	$463,550	$36

Ward	Provider	Infant	Toddler	Pre-School	School Age
	Newlen Early Childhood Readiness Center		$142,122	$111,021	$1,190
	Woodbridge Day Care Centers	$153,522	$707,299	$124,791	-
	YMCA Metropolitan Washington	-$260	$11,675	$181,962	$456,861
Ward 6	Amen Family Child Care	$31,483	$108,601	$70,999	$4,550
	Board of Child Care of the United Methodist Church	$78,783	$468,167	$117,167	-
	Bright Start Noma, LLC	-	$15,090	$31,787	$6,484
	District Montessori	-	$11,612	$22,778	-
	Early Learners Academy	$55,811	$218,451	$102,192	$4,747
	Friendship Public Charter Schools, Inc	-	-	$216,868	$708,320
	Growth Spurts Child Learning Center, LLC	$36,014	$161,245	$135,346	$89,633
	Kidz Care Unlimited Child Developments Center, LLC	$107,394	$626,679	$257,508	$13,269
	New Life Early Learning Center	-	$6,908	-	-
	Pilgrim Baptist Church CDC	-	$24,200	$57,299	$29,729
	Reggio's Treehouse, LLC	$18,215	$26,178	-	-
	Shiloh Family Center Life Foundation	-	$8,880	$41,946	$31,993
	Springfield Baptist Church CDC	$29,433	$255,443	$66,246	-
	Stem Preschool	-	$1,642	-	-

Ward	Provider	Infant	Toddler	Pre-School	School Age
	Story Time Kids LLC	$12,537	$64,648	$5,335	-
	Toddlers On The Hill	$860	$40,299	$66,452	$3,774
Ward 7	Agape Woodland Tigers Youth Academy INC	$106,640	$240,240	$88,697	-
	AlphaBest Education Inc	-	-	$266,699	$407,814
	Artimitia J. Mitchell	$19,035	$62,181	$4,490	$735
	Assembly of the Saints CDC		$45,295	$64,949	$25,912
	Baby Einstein CDC	$69,991	$410,303	$176,243	$2,034
	Bethel Christian Fellowship Church	$23,960	$317,566	$108,507	$49,719
	Community Educational Research Group	$111,949	$1,191,885	$625,478	$169,443
	Diane Jackson	-	-	-	$15,887
	Educare of Washington DC	$29,271	$507,088	$289,980	$1,608
	First Rock Baptist Church Child Development Center	$102,368	$520,168	$141,030	-
	Future Stars Early Learning Center, LLC	$14,129	$73,819	$14,040	$440
	Grandma's Hands Daycare	$18,097	$30,435	$1,968	-
	House of Ruth	$85,353	$569,798	$273,232	-
	Jewel's New Beginning Learning Center, LLC	$82,655	$782,043	$235,151	$12,655
	Kids are People Too CDC	$115,161	$757,643	$188,510	-
	KU Kids Deanwood, LLC	$111,560	$446,384	$84,796	-
	La Juanda D. Hill	$2,226	$28,767	$7,628	$10,119

Ward	Provider	Infant	Toddler	Pre-School	School Age
	Lena Sears Child Development Center	$59,685	$229,226	$8,502	-
	Lia's Rainbow LLC	$50,699	$280,254	$59,669	$4,061
	Little Samaritan Child Development Center	$31,102	$136,096	$77,265	$56,026
	LTH Infant and Toddler Center, LLC	$31,075	$65,860	$52,796	-
	Manley Science & Technology Center MSTC	$104,069	$225,928	$23,839	-
	Newlen Early Childhood School Readiness Center # 2	$65,225	$304,470	$47,622	-
	Promoting Love and Wisdom Childcare Home	$12,368	$12,029	$3,247	$3,086
	Rainbow Child Learning Center	$34,447	$95,537	$38,230	-
	Redhead Laugh Learn and Play Child Care	$27,116	$25,362	$12,874	-
	Rising Stars Early Learning Center	$55,307	$239,844	$78,228	$858
	Shelia Harley		$26,888	$17,549	-
	Shining Star 2	$87,499	$206,797	$105,641	-
	Shining Star Early Learning Center LLC	$32,343	$238,455	$99,841	$4,879
	St. Timothy's Episcopal Church CdC	$53,466	$337,395	$233,691	$70,302
	Stephanie Dobson	-	$42,700	$112	$12,925
	Sukarno Glory Childcare Development Center	$106,433	$575,264	$95,233	-

Ward	Provider	Infant	Toddler	Pre-School	School Age
	The Happy Kids Learning Center	$14,346	$23,701	$6,298	-
	The Mary Elizabeth House Inc, A Ministry	-	$26,235	$3,287	-
	Tyson Family Services, LLC	$113,344	$468,667	$92,972	-
	Wanda Yvette Thomas Smith	$26,893	$42,268	$15,652	-
	Wibble Wobble Child Development Center	-	$64,806	$98,871	$2,392
	Winters Wonderland Early Child Care	$27,484	$55,555	$16,283	-
Ward 8	Adeola Oyekola	$1,042	$63,159	$16,214	-
	Angel's Arena Child Care LLC	$11,324	$64,700	$58,914	-
	AppleTree Early Learning Public Charter School	-	-	$330,233	$6,737
	Barbara P. Joaquin	-	$10,372	-	$5,671
	Berts Family Childcare	-	$1,949	$19,224	$12,769
	Big Mama's Children's Center	$93,225	$378,199	$155,115	$106,086
	Bright Beginnings, Inc..	$89,008	$537,098	$245,035	-
	Creative Korner Early Learning Center	$28,078	$247,316	$68,791	$13,018
	Dawn to Dusk Child Development Center	$157,373	$675,357	$242,385	$23,121
	Eagle Academy Public Charter School	-	-	$94,439	$92,291

Ward	Provider	Infant	Toddler	Pre-School	School Age
	Emergent Preparatory Academy	$333,199	$1,384,503	$384,197	$136,400
	Independent Church Of God Child Development Cente	$14,105	$139,799	$77,485	$6,678
	Joyce Bagley	$9,803	$2,171	-	-
	Jynell Williams	$734	$8,837	$3,968	$2,867
	KD's Klubhouse LLC	$57,104	$281,558	$130,004	$50,313
	Kiddies Kollege	$136,033	$654,642	$162,933	$1,392
	Kids Are Kids Are US Learning Center	$102,127	$482,315	$110,789	-
	Kids Come First	$122,813	$766,338	$222,905	-
	Kuumba Learning Center	-$6,207	$15,304	$61,765	$49,247
	Lakeisha Cameron / Blessing CDH	$3,850	$86,158	$14,998	-
	Linda T Waller	$560	$34,840	$12,601	-
	Little Apple Child Care Center, LLC	$16,190	$135,022	$46,841	$27,791
	Little Emotions Child Development Center, LLC	-	$12,329	-	-
	Martha's Table, Inc.	$164,405	$685,182	$169,083	$0
	Mary Ann Ross	-	$21,686	$2,903	-
	Matthews Memorial Baptist Church	$39,426	$222,757	$45,444	$16,776
	Miriam's Growing Seeds Home Daycare	$2,706	$61,685	$12,227	-
	National Children's Center, Inc.	$238,337	$1,415,605	$568,051	$10,438

Ward	Provider	Infant	Toddler	Pre-School	School Age
	New Creation Child Development Center	-	$258,830	$98,288	-
	Ngegha Beginner Child Care	$9,422	$72,265	$25,030	$11,729
	Paramount Child Development Center	-	$194,849	$238,034	-
	POC Learning Academy, LLC	$48,370	$65,646	$46,254	-
	Rehoboth Baptist Church Day Center	-	$112,391	$316,916	$174,651
	Rocketship Education D.C. Public Charter School, I	-	-	$95,589	$217,565
	Runn and Shoot with Me LLC	$2,106	$21,726	-	-
	St. Philip's Child Development Center	$89,444	$536,306	$184,727	-
	Sunshine Early Learning Center	$173,844	$1,163,562	$658,604	$16,055
	The Learning Curve CDC		$146,978	$245,403	$78,129
	Tiny Tots Childcare Development Home LLC	$40,371	-	$527	-
	Towana McMickens	$10,204	$28,910	$17,809	-
	Tucker's Day Care Center	$55,314	$292,837	$46,404	-
	United Planning Organization	$131,139	$470,562	$77,637	-
	Vee's Child Development Center	$17,600	$132,233	$33,902	-
	WLTG, LLC	$29,995	$43,400	$14,093	$4,284
	Total	**$9,325,717**	**$48,120,558**	**$22,217,143**	**$5,331,070**

(f) A list of the childcare facilities that were newly licensed during that fiscal year.

Fiscal Year License Obtained	Facility Name
FY22	18th Street Early Learning Child Development Center
FY22	Adiam Haddege / Zoe's Home Daycare
FY22	AlphaBEST Education @ Bridges PCS
FY22	Angel's Arena Child Care, LLC
FY22	Apple Tree Early Learning Public Charter School - Southwest
FY22	Barbara Chambers Children's Center #4
FY22	Barbara Chambers Children's Center #5
FY22	Child's First Step, LLC
FY22	Communikids Preschool LLC VIII
FY22	Elizabeth Palomino CDX
FY22	Friendship Public Charter School @ Ideal
FY22	Friendship Public Charter School @ Ideal Kansas Avenue
FY22	Gatari Child Development Center II
FY22	HHS/ED Children 's Center by Reggio's Treehouse
FY22	Happy Faces Academy
FY22	Kenney Business Solutions Inc. USAO Child Care Waiting Room
FY22	Kenney Business Solutions, Inc.
FY22	Kiddie Academy Of DC - West End
FY22	KinderCare Learning @ Watergate 600
FY22	La Petite Academy DBA Everbrook Academy
FY22	MESAC Child Development Center II
FY22	Petit Scholars Bloomingdale
FY22	Phase Family Center DC, LLC
FY22	Primrose School At The Parks DC
FY22	Redhead Laugh Learn and Play Childcare
FY22	STORY TIME KIDS LLC
FY22	Soles Montessori Child Development LLC
FY22	Sprouts Town Child Care Development 2
FY22	Sweet Home Daycare
FY22	TeleTots By Reggio's Treehouse
FY22	The Britleys School, Inc
FY22	Titi's Happy Hearts/Deborah Berhane
FY22	Tomorrow's Promise Learning Center
FY22	Tyraee Carter / The Carter's Heaven Arms
FY22	UPO @ Coolidge High School

Fiscal Year License Obtained	Facility Name
FY22	UPO @ Malcolm X Elementary School
FY22	Washington Academy Preschool
FY23	ARCOIRIS 123 DC
FY23	Blanca Vasquez
FY23	Bright Minds Child Care (Bright Minds CDH)
FY23	City Ridge Kindercare
FY23	Commerce Department Child Care Center by Reggio's Tree House
FY23	District Montessori
FY23	Easterseals Serving DC/MD/VA, Inc
FY23	FAA/ DOT Child Development Center, Inc
FY23	Focused Hearts Childcare
FY23	Genesis One Kids
FY23	La Petite Academy DBA Everbrook Academy 2
FY23	Love First Child Development Center Site # 1
FY23	Love First Child Development Center Site # 2
FY23	Palisades Montessori Infant and Toddler Center II
FY23	Prep Enrichment Center 2
FY23	Shepherd Park Children's Academy
FY23	Taylored Education LLC/DBA The Goddard School
FY23	The Children's House by Reggio's Treehouse
FY23	Two Birds 2300 N Street
FY23	Woodbridge Day Care Center VI
FY24	Bambini Play & Learn at Navy Yard LLC
FY24	Bright Start Brentwood
FY24	Communikids Preschool LLC IX
FY24	Kiddie Blossom University LLC Child Development Home
FY24	La Petite Academy DBA Everbrook Academy @FERC
FY24	Petit Scholars Brookland
FY24	Tikva Daycare
FY24	UPO-OEL @ Randle Highland Early Childhood Education Center

52. **Please describe the status of Capital Quality at the end of FY 2023. How many programs participate in Capital Quality? What are their ratings? Have there been any delays or changes in the implementation of Capital Quality in FY2023?**

Capital Quality is DC's tiered quality rating and improvement system (QRIS) for child development facilities. There are four main components of Capital Quality: 1) a facility designation (e.g. developing, progressing, quality, high-quality) that is determined by the use of research-based metrics; 2) a continuous quality improvement plan that is aligned with research-based quality standards; 3) a quality profile to support families in selecting an early care and education setting that best meets their child's needs; and 4) one-on-one technical assistance. The number of participants fluctuates based on participation in the Child Care Subsidy program and the number of providers that do not provide subsidized child care but opt into Capital Quality. In FY23, 251 of 459 licensed child development facilities, or 55 percent, participated in Capital Quality. Of those 251 providers, 225 participated in the child care subsidy program and were required to participate in Capital Quality; the remaining 26 non-subsidy facilities opted to participate voluntarily. Providers may join the subsidized child care program or opt into Capital Quality on a rolling basis each fiscal year. Below is a breakdown of participating facilities by facility type and participation in the Child Care Subsidy program as of Jan. 30, 2024.

- Total child development centers participating: 195
- Child development centers participating in subsidy: 178
- Child development centers not participating in subsidy: 17
- Total child development homes and expanded homes participating in subsidy: 57
- Child development homes participating in subsidy: 45
- Child development homes not participating in subsidy: 12

The table below shows the number of facilities based on their current Capital Quality designation, as of Jan. 1, 2024.

Capital Quality Designation	Number of Facilities
Preliminary	74
Developing	8
Progressing	62
Quality	65
High-Quality	31
Total	**240**

Capital Quality resumed onsite observations in FY23 in order to calculate Capital Quality ratings and designations in March 2024. Updated designations will be reflected in subsidy reimbursement rates and available on the My Child Care DC website in April 2024. Because of

interruptions in data collection in FY20, FY21, and FY22 due to the COVID-19 pandemic, OSSE was unable to update Capital Quality designations in those years for most Capital Quality participating facilities, so new designations calculated in FY24 will be the first new designations since FY20 for most child care facilities participating in Capital Quality. Because of the disruptions to data collection, OSSE will use one year of valid observation data collected in calendar year 2023 to calculate Capital Quality ratings and assign Capital Quality designations in FY24. Updated Capital Quality ratings and designations calculated in FY24 and designations will appear on the My Child Care DC website, and child care providers participating in the child care subsidy system who receive a higher designation than their previous designation will receive increased child care subsidy reimbursement rates associated with the new designation. However, providers that receive a designation lower than their currently assigned designation will be held harmless and will continue to receive subsidy reimbursement rates at their currently assigned designation until two years of valid data have been collected. In FY25, Capital Quality ratings and designations will be calculated using two years of valid observation data and the hold harmless policy will expire.

Beginning in FY24, Capital Quality ratings and designations will be calculated using data collected within the calendar year; previously, Capital Quality ratings and designations were calculated using data collected in a program year (e.g., September 2022-May 2023). Accordingly, the timeline for Capital Quality ratings and designations will be adjusted to reflect the change in the data collection timeline, with calculations occurring in March and updated subsidy reimbursement rates going into effect in April.

53. **With respect to the FY23 Early Childhood Educator Pay Equity Fund, please provide the following data points as of January 31: how many applications have been received (by full and part-time status), how many applications have been approved (by role and by full/part- time status), the number of recipients, number of denials (by employment title), and the total cost paid out.**

Fiscal Year 2023 (FY23)

In FY23, eligible early childhood educators received up to four payments of up to $3,500 each between October 2023 and September 2023, according to the following payment schedule:

- Quarter 1: December 2022;
- Quarter 2: March 2023;
- Quarter 3: June 2023; and
- Quarter 4: September 2023.

Early childhood educators who received a supplemental payment through AidKit, a social impact company specializing in administering efficient and secure direct cash aid programs at scale, in FY22 and remained employed in an eligible staff type in a child development facility licensed by OSSE did not need to submit an additional application to receive supplemental payments in FY23. AidKit used staff records in OSSE's licensing system, known as the Division of Early Learning Licensing Tool (DELLT), to validate that each previously approved early childhood educator remains eligible prior to distributing a payment. Previously approved early childhood educators who were no longer eligible to receive supplemental payments received a notification stating they were not eligible to receive funds. There were 2,941 early childhood educators who received a supplemental payment in FY22 and were eligible for a FY23 quarter one payment without needing to apply.

Newly hired and newly eligible early childhood educators were required to apply to AidKit in order to receive supplemental payments in FY23. The application launched on Nov. 1, 2022 and remained open until 5 p.m. on Aug. 15, 2023. The application was posted publicly on OSSE's website and promoted by OSSE and other community partners throughout the fiscal year. Once an eligible early childhood educator was approved for any FY23 supplemental payment, they did not need to complete additional applications, but automatically received any remaining FY23 quarterly payments as long as they remained employed in an eligible staff type in a child development facility licensed by OSSE.

OSSE received 1,679 new applications for FY23. Of these applicants, 1,503 reported working full-time (at least 30 hours a week on average; or at least 240 hours in the past eight weeks), 174 reported working part-time (10-20 hours a week on average; or 80-239 hours in the past eight weeks), and 2 reported working less than part-time. Staff working less than 10 hours per week are not eligible for the Fund.

As of Jan. 1, 2024, 4,085 early childhood educators received payment from the Early Childhood Educator Pay Equity Fund for FY23. A breakdown of these individuals' staff type and employment status can be found below. A total of $41,908,750 has been disbursed to early childhood educators for FY23 payments.

The table below lists the staff type in DELLT (as of Dec. 1, 2023) of early childhood educators who received at least one payment in FY23. Many of these individuals received multiple payments. In some cases, an individual's staff type on Dec. 1, 2023, may not reflect their staff type on the day they receive a quarterly supplemental payment. For example, an individual may have been a teacher in DELLT at the time the quarter three supplemental payment was disbursed, but promoted to Director, which is a staff type that is not eligible for a supplemental payment, before quarter four. This individual would have received payments as a teacher during the quarters for which they were in that staff type but would be reported as a director in the data below.

FY23 Pay Parity Fund Payments by Staff Type & Employment Status

Staff Type	Full-Time	Part-Time
Assistant Teacher	1,631	111
Associate Caregiver	124	20
Montessori Assistant Teacher	9	0
Pre-K Enhancement and Expansion Program (PKEEP) Assistant Teacher	26	0
Teacher	1,967	77
Expanded Home Provider	49	2
Home Provider	51	1
Montessori Teacher	11	1
PKEEP Teacher	2	0
Director	2	0
Other	1	0
Total	**3,873**	**212**

In FY23, 1,338 applicants were denied at least one quarterly payment. The table below breaks down the number of denials by staff type reported by the applicant.

FY23 Pay Parity Fund Denials by Staff Type

Staff Type	Full-Time
Assistant Teacher	646
Associate Caregiver	33
Montessori Assistant Teacher	7
PKEEP Assistant Teacher	10

Teacher	557
Expanded Home Provider	5
Home Provider	8
Montessori Teacher	2
PKEEP Teacher	1
Director	19
Aide	17
Associate Provider	6
Out-of-school leader	17
Substitute	8
Other	2
Total	**1,338**

Denied applicants received an ineligible determination because they did not meet the eligibility criteria for FY23 for the Early Childhood Educator Pay Equity Fund based on the information provided in their application and DELLT. Applicants whose initial applications were denied were provided the opportunity to submit an appeal. The appeals process and outcomes are addressed in our response to Question 56.

54. Please list by ward, the number of licensed assistant teachers, teachers, associate caregiver, expanded home provider, home provider, Montessori Assistant Teachers, and Montessori teachers employed at facilities with active licenses as of January 31, 2022.

Below you will find the number of child care facility staff by ward as of Jan. 31, 2024. Montessori teachers and assistant teachers are included in the counts for teachers and assistant teachers, respectively.

FY24 Licensed Facilities Staff by Ward (as of January 31, 2024)	Number of Staff
Ward 1	**346**
Assistant Teacher	186
Associate Caregiver	8
Expanded Home Assistant/Substitute	2
Expanded Home Provider	3
Home Provider	1
Home Provider Assistant/Substitute	0
Teacher	146
Ward 2	**590**
Assistant Teacher	258
Associate Caregiver	3
Expanded Home Assistant/Substitute	0
Expanded Home Provider	1
Home Provider	0
Home Provider Assistant/Substitute	0
Teacher	328
Ward 3	**494**
Assistant Teacher	251
Associate Caregiver	9
Expanded Home Assistant/Substitute	0
Expanded Home Provider	3
Home Provider	1
Home Provider Assistant/Substitute	0
Teacher	230
Ward 4	**543**
Assistant Teacher	207
Associate Caregiver	35
Expanded Home Assistant/Substitute	1
Expanded Home Provider	17
Home Provider	12

Home Provider Assistant/Substitute	4
Teacher	267
Ward 5	**391**
Assistant Teacher	167
Associate Caregiver	20
Expanded Home Assistant/Substitute	2
Expanded Home Provider	6
Home Provider	10
Home Provider Assistant/Substitute	0
Teacher	186
Ward 6	**539**
Assistant Teacher	245
Associate Caregiver	20
Expanded Home Assistant/Substitute	1
Expanded Home Provider	6
Home Provider	4
Home Provider Assistant/Substitute	2
Teacher	261
Ward 7	**287**
Assistant Teacher	113
Associate Caregiver	15
Expanded Home Assistant/Substitute	1
Expanded Home Provider	7
Home Provider	10
Home Provider Assistant/Substitute	1
Teacher	140
Ward 8	**420**
Assistant Teacher	150
Associate Caregiver	25
Expanded Home Assistant/Substitute	0
Expanded Home Provider	6
Home Provider	13
Home Provider Assistant/Substitute	0
Teacher	226
Total	**3,610**

55.   How many eligible educators did not apply for the FY23 Pay Equity Fund?

OSSE experienced strong participation in the Pay Equity Fund in FY23. As of Jan. 31, 2024, there were 3,610 early educators in the District. In FY23, there were 2,941 early childhood educators who were approved for an FY22 payment were also eligible for an FY23 quarter one payment. OSSE also received 1,679 new applications in FY23. In total, 4,085 received at least one supplemental payment in FY23. A quarterly breakdown of payments can be found below:

- Quarter one: 3,470
- Quarter two: 3,551
- Quarter three: 3,586
- Quarter four: 3,544

OSSE did not anticipate all educators in the early learning workforce to receive payment due to other eligibility criteria – for example, educators must remain employed through the entire application period in an eligible staff role. Taking into account the dates on which staff were required to be employed to qualify for the fund and the number of applicants approved in FY23, OSSE can surmise that nearly all eligible educators applied for funding. Further, as described in question 56, a number of ineligible educators also applied for funding.

56.   Please explain how OSSE is handling the appeals process for denied applications to the Early Childhood Educator Pay Equity Fund.

Applicants who were denied funding in FY23 received this determination because they did not meet the [eligibility criteria](#) for FY23 for the Early Childhood Educator Pay Equity Fund based on the information provided in their application and OSSE's licensing system. In many cases, individuals were denied because they were not employed in a child development facility licensed by OSSE during the appropriate time period (including staff employed by charter schools, DCPS schools and out-of-school time programs that are not eligible to participate in this program). OSSE and AidKit also received applications from individuals employed in an ineligible staff type (e.g., substitute, director, PKEEP teacher).

Applicants who were found ineligible to receive funds in FY23 received a communication from AidKit informing them of their ineligibility and the grounds on which they were found ineligible. This notification also included instructions for how to submit an appeal and a personalized link to the AidKit platform where the applicant could submit their appeal. Applicants were required to submit their appeal and supporting documentation via the AidKit platform within 10 business days of receiving the notification from AidKit. OSSE considered appeals from applicants who were denied for the following reasons:

- The applicant's employment cannot be confirmed in DELLT;
- The applicant's start or separation dates in DELLT do not meet eligibility criteria; or
- The applicant is assigned a "Staff Type" in DELLT that is not eligible for a supplemental payment.

To appeal a determination of ineligibility for any of these reasons, an applicant had to present acceptable evidence documenting their employment in a child development facility licensed by OSSE, dates of employment and typical work responsibilities. Examples of acceptable evidence and more information on the appeals policy and procedures are outlined in the [Early Childhood Educator Pay Equity Fund Ineligibility Appeals Policy and Process policy](#).

If an individual was found eligible upon consideration of the information provided in their appeal, they received a notification from AidKit with information on how and when their payment would be distributed. Individuals who were found ineligible based on consideration of information provided in their appeal received notifications from OSSE and AidKit stating the reason for the determination (e.g., employed after Aug. 15, 2023; not employed in an eligible staff type; etc.).

OSSE conducted a thorough and exhaustive investigation of all FY23 appeals, which required a careful review of licensing records, confirming evidence with previous and current employers, and ensuring information was properly updated in OSSE's licensing system. As of Jan. 1, 2024, all FY23 appellants have received their final determination. OSSE received and approved or

denied the following number of appeals for the FY23 Early Childhood Educator Pay Equity Fund:

- Number of appeals submitted: 338
- Number of appeals approved: 196
- Number of appeals denied: 142

57.   Please describe how OSSE is supporting the early childcare education workforce in meeting the enhanced educational requirements.

OSSE's child development facility licensing regulations, 5A DCMR §§ 100-199, seek to improve the skills, knowledge, and competencies of the early care and education workforce by ensuring that staff have the necessary qualifications and credentials to educate and care for young children. In December 2016, OSSE updated its Child Development Facility licensing regulations and increased credential and degree requirements for the early care and education workforce. OSSE has since invested significant resources to help child care educators meet the credential requirements through free Child Development Associate (CDA) credential programs, postsecondary scholarships, and financial incentives and supports for credential/degree completion. OSSE previously extended the deadline to meet new credential requirements twice to provide the workforce sufficient time to complete credentials and to account for unanticipated impacts of the COVID-19 pandemic. Many of the District's early childhood educators have taken advantage of the support provided by OSSE and worked hard to complete credentials and degrees. OSSE has also, since 2016, increased child care subsidy payment rates and implemented the Early Childhood Educator Pay Equity Fund in recognition that higher expectations for child care staff should be accompanied by higher pay.

In December 2022, the bachelor's degree requirement for center directors went into effect, and OSSE began to enforce this requirement as part of regular licensing inspections. As of October 2023, 87% of directors met the education requirement, and the remaining 13% of directors received waivers from OSSE based on ten years of continuous service or enrollment in a degree program.

Education requirements for teachers, assistant teachers, home caregivers, expanded home caregivers and associate caregivers went into effect December 2, 2023. More than one-third of teachers and assistant teachers, more than half of expanded home caregivers and associate caregivers, and more than three-quarters of home caregivers met the minimum requirements as required.

On December 20, 2023, OSSE promulgated a Notice of Emergency and Proposed Rulemaking (NEPRM) for the Licensing of Child Development Facilities to revise the education requirements for early childhood educators included in the current licensing regulations (5A DCMR Chapter 1). OSSE's changes maintain strong education requirements for early educators while providing additional pathways for meeting those standards. The rule broadens the types of credentials and degrees that can be considered to meet education requirements, including allowing college degrees earned outside the United States to be used to meet the education requirements if accompanied by a foreign credential evaluation and equivalency report that meets or exceeds the requirements in the regulations; broadening the list of majors that can be considered degrees in early childhood or a related field; reducing the number of early childhood credit

hours required for educators who obtained an associate, bachelor's or other postsecondary degree in a field other than early childhood; and allowing state-issued credentials from other states to be accepted in place of a Child Development Associate credential, upon review and approval by OSSE.

In addition, the rule changes allow early childhood educators who are currently enrolled in credential or degree programs to meet the education requirements for their position but have not yet completed their studies to be employed in a role while working toward meeting the education requirements. This change, which mirrors the approach taken by "alternative pathway" teacher preparation programs for public school teachers, provides additional time for current early educators to complete degrees and credentials, while also holding them accountable to make progress towards those requirements, and also fosters the development of a pipeline of future qualified professionals for early childhood educator roles, by allowing newly hired educators to work in child development facilities while they pursue studies to meet education requirements.

The rule also clarifies the circumstances under which experienced early educators may qualify for a "continuous service waiver" that allows them to be exempt from certain credential requirements in light of their extensive experience in the field and provides flexibility for individuals whose experience was disrupted due to personal caregiving responsibilities within the past 10 years. Unlike the previous 10-year waivers, which are received by a child development facility, these certifications will apply to an individual and will remain valid if an educator leaves their place of employment and works in a different facility. These certifications also do not have to be reverified once issued. In addition, the rule allows individuals who qualify for their roles based on continuous service or enrollment in a degree or credential program to apply directly to OSSE for a certification documenting that they are deemed to meet requirements for their positions, which they can carry across employers. This change will reduce the administrative burden on child development facilities to employ staff who hold continuous service or enrollment-based certifications and provide greater certainty for both employers and early childhood educators about the positions for which these individuals are qualified.

All of these policy changes increase the number of early educators meeting credential requirements without substantively reducing the standards OSSE previously set for the early childhood workforce.

The new education requirements in effect as of Dec. 20, 2023, are as follows:

	Position	Degree/Credential Pathways

Center-based	Director	• Bachelor's degree in early childhood education[1] or closely related field
		• Bachelor's degree in any subject area with at least 12 credit hours in early childhood education
	Teacher	• Associate degree (or higher) in early childhood education or a closely related field
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
		• Enrollment in a degree program provided that the teacher holders a Child Development Associate (CDA) and earns an associate degree (or higher) within four years of their initial date of hire as a teacher at a child development center
	Assistant Teacher	• Child Development Associate (CDA)
		• Associate degree (or higher) in any subject area
		• Completion of at least 60 credit hours in any subject area
		• State-awarded certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		• High school diploma or equivalent, provided the individual earns a Child Development Associate (CDA) within two years of their initial date of hire as an Assistant Teacher at a child development center
Home-based	Expanded Home Caregiver	• Associate degree (or higher) in early childhood education or a closely related field
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
		• Enrollment a degree program provided the Expanded Home Caregiver holds a Child Development Associate (CDA) and earns an associate degree (or higher) within four years of opening the expanded child development home

	Home Caregiver	• Child Development Associate (CDA)
		• State-award certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		• Associate degree (or higher) in early childhood education or a closely related field
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area with at least 12 credit hours in early childhood education
	Associate Home Caregiver	• Child Development Associate (CDA)
		• State-awarded certificate comparable to a Child Development Associate (CDA) that is approved by OSSE
		• Completion of at least 60 credit hours or an associate degree (or higher) in any subject area
		• High school diploma or equivalent, provided the individual earns a Child Development Associate (CDA) within two years of their initial date of hire as an Associate Caregiver at a child development home or expanded child development home

[1] *Includes early childhood development, elementary education, early childhood special education, and child and family studies.*

Upon implementation of the NEPRM, which went into effect on Dec. 20, 2023, the share of child development center teachers meeting the revised education requirements immediately increased by 21 percent; the share of center assistant teachers meeting the revised education requirements increased by 28 percent; the share of expanded home caregivers meeting the revised education requirements increased by 15 percent; the share of home caregivers increased by 6 percent; and the share of associate home caregivers increased by 26 percent. Please note that these increases do not reflect the full impact of the revised credential requirements, as they reflect only those modifications to the credential requirement for which OSSE already collects data. OSSE has not previously collected data on some categories of early educators who may now meet the requirement, such as those who completed postsecondary degrees outside the United States, those who hold state-issued certificates from other states, or those whose ten or more years of experience were disrupted by personal caregiving responsibilities. As those individuals submit documentation to OSSE or apply for certification of their credentials and experience, the number of early educators meeting minimum education requirements is expected to further increase.

OSSE has taken numerous other steps to ensure that the early care and education workforce meets the enhanced educational requirements. The list below highlights some of the resources and support provided:

DC Leading Educators toward Advanced Degrees (DC LEAD)
DC LEAD offers scholarship opportunities that cover the cost of tuition and books for child care educators who work in licensed child development facilities in DC to support staff in meeting the child care facility minimum education requirements set by OSSE. In FY23, DC LEAD successfully enrolled 340 child care educators in at least one, three-credit course at a partner IHE. A total of 59 scholars received their degrees, including 48 who completed an associate degree and 11 who completed a bachelor's degree to meet the minimum education requirement for their staff type.

Additionally, in FY23, DC LEAD provided a financial incentive of up to $3,000 to child care educators who were enrolled in a Child Development Associate (CDA) training and preparation program or degree program to meet the OSSE minimum education requirements or who already met the minimum education requirements for their current position. 511 members of the child care workforce received the incentive payment in FY23.

CDA Training and Preparation Program
In FY23, CentroNía Institute and Southeast Children's Fund (SCF) were awarded the CDA training and preparation program grant to support early childhood educators in receiving the Child Development Associate (CDA) credential. Both grantees provide free, in-person and/or hybrid instruction on the six essential CDA competency standards in English, Spanish, and Amharic. They also provide early childhood educators with ongoing support in completing each step of the credential process, including assistance with portfolio development, coordination of needed observation, and CDA exam preparation support. In FY23, CentroNía Institute and SCF supported 411 early childhood educators in obtaining their initial training and support for renewing the CDA credential.

First Step
OSSE's Division of Early Learning, in collaboration with OSSE's Division of Postsecondary and Career Education (PCE), supports students in earning their CDA while simultaneously completing their high school diploma. To ensure students are well-prepared to work in early childhood education programs, *First Step: A CDA Credential and Career and Technical Education Program* (First Step), provides students with an experienced instructor, school-based support, more than the required 120 classroom hours, funding for first aid/CPR training, background checks, physical examinations, and an opportunity to receive paid internships as they work to complete the 480 practicum hours needed to obtain the CDA credential. While working in DC child development centers, scholars have the opportunity to experience professional responsibilities, connect classroom concepts with work experience, and receive valuable

feedback from instructors, teachers, and administrative staff. First Step students commit to participation over two school years to obtain the CDA credential. In FY23, the First Step program at IDEA Public Charter School supported 42 scholars. An additional four DC Public Schools support the First Step program with oversight by PCE but are not funded directly through OSSE.

Quorum eLearning
OSSE and Quorum eLearning by Teaching Strategies have partnered to provide access to the coursework needed to meet the education requirements for the CDA credential to DC's early childhood workforce at no cost to participants. This membership-based online professional development platform allows early childhood educators to complete all of the health and safety trainings mandated by the Child Care and Development Block Grant (CCDBG) for providers working with families receiving support from the Child Care and Development Fund (CCDF) (excluding CPR training as that is required to be in-person, unless it is a renewal), general PD requirements, and to obtain the 120 training hours needed to obtain or renew a CDA credential.

Additional Postsecondary Scholarships
Eligible early childhood educators may also apply for postsecondary scholarships through OSSE's Division of Postsecondary and Career Education, which include the DC Tuition Assistance Grant (DC TAG), DC Futures, and Mayor's Scholars programs. As described below, the ECE Help Desk supports early childhood educators to identify scholarship opportunities for which they may be eligible.

The Early Childhood Education (ECE) Help Desk
The ECE Help Desk is an additional support available to the early care and education workforce that provides technical assistance, answers questions, provides resources, assists with planning, and offers individualized guidance with professional development tracking needs. In FY23, the ECE Help Desk helped answer 1,363 early educator questions.

In June 2023, OSSE launched a new professional development learning system, the OSSE Learning Management System (LMS) to support all educators in the District, working both in early learning programs and public school grades PK-12, to access high-quality professional development. For early educators, the LMS replaced the Professional Development Information System (PDIS) previously administered by OSSE. The LMS organizes eLearning content in a centralized location, provides unlimited access to professional learning, and tracks and maintains user progress. Through the LMS, users log in, search, and register for courses, access a transcript of courses they have taken in the LMS (as well as courses taken through PDIS), and access course content, including webinar links, supplemental materials, and assessments or surveys related to their courses. The purpose of the LMS is to empower early childhood

educators, child care providers, and administrative staff with a seamless learning and development system.

58. **Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for fiscal years 2023 and 2024 (through January 31). For each of these grants, provide the following information: the award recipient; (2) the amount awarded; (3) the type and amount of funds used to support the program; (4) the number of at-risk students served; and (5) the criteria used to select the grant recipients.**

The Pre-K Enhancement and Expansion Program (PKEEP) is part of the District's pre-K mixed delivery systems and authorizes OSSE to allocate funding to community-based organizations (CBOs) to operate high-quality pre-K classrooms. PKEEP funding is based on the number of children served and verified through OSSE's enrollment audit process, which confirms students meet age and residency requirements. OSSE's PKEEP regulations (5A DCMR Chapter 35) define general eligibility requirements that each pre-K program must meet and maintain to receive funding allocation through the program, including criteria for determining eligibility for enrolled children; required class sizes, program length and operating hours; and participation in the Child and Adult Care Food Program (CACFP). The regulations also outline the high-quality standards pre-K programs must meet and maintain to receive funding. These include:

- Defined adult-to-child ratios;
- Consistent use of a comprehensive curriculum that is aligned with DC's early learning standards;
- Accreditation by a national accrediting body approved by OSSE;
- Utilization of assessment tools that are aligned with the program's chosen curriculum;
- Employment and retention of teachers and teacher assistants who meet or exceed minimum educational requirements;
- Equitable wages for educators comparable to the public school system in DC;
- Professional development and coaching support for educators;
- Opportunities for families to participate in and support the program's educational mission as active partners in their child's learning and development;
- Plans to ensure inclusion of children with disabilities, in accordance with federal-stated goals;
- Safe, secure and developmentally appropriate space for use as classrooms;
- Daily active play for each pre-K age child;
- A process for ongoing program assessment and continuous quality improvement;
- Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision and health screenings); and
- Compliance with program guidelines and reporting requirements.

Fiscal Year 2023

In FY23, all applicants who applied and met the high-quality standards were designated as high-quality pre-K programs. Specifically, OSSE designated two new CBOs as high-quality pre-K

programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE provided a supplemental allocation in the amount of $2,981 for each child identified as at-risk (homeless, foster care, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY23 award recipients is provided in the table below.

Overview of FY23 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
Associate for Renewals in Education (ARE)	$307,394	$206,873	$100,521	10
Barbara Chambers Children's Center	$2,363,160	$1,809,760	$553,400	37
Bright Beginnings	$327,466	$249,283	$78,183	23
Bright Start Childcare and Preschool	$589,107	$321,051	$268,056	n<10
CentroNia	$2,023,973	$1,359,893	$664,080	36
Children's Hut	$553,276	$396,910	$156,366	15
CommuniKids Preschool	$4,224,890	$4,224,890	$0	12
Dawn to Dusk Child Development Center	$257,823	$179,640	$78,183	n<10
Easter Seals Child Development Center	$261,361	$183,178	$78,183	n<10
Educare of Washington DC	$825,920	$803,582	$22,338	43
Edward C. Mazique Parent Child Center, Inc.	$235,980	$213,844	$22,136	n<10
Estrellitas Montessori School	$911,292	$911,292	$0	n<10

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
GAP Community Child Development Center	$191,806	$124,792	$67,014	n<10
Happy Faces Early Learning Academy	$407,002	$306,481	$100,521	n<10
Home Away From Home Child Development Center, Inc.	$169,644	$169,644	$0	n<10
Ideal Child Development Center	$272,719	$272,719	$0	n<10
Jubilee Jumpstart	$337,547	$248,195	$89,352	n<10
Kiddie Academy of West End	$582,941	$582,941	$0	n<10
Kuumba Learning Center, Inc.	$111,274	$111,274	$0	n<10
Love First Child Development Center[1]	$164,608	$142,270	$22,338	n<10
National Children's Center	$625,375	$592,171	$33,204	25
Paramount Child Development Center	$352,807	$296,962	$55,845	11
Rosemount Center	$893,102	$747,905	$145,197	n<10
St. Phillips Child Development Center	$175,055	$108,647	$66,408	n<10
Sunshine Early Learning	$952,571	$617,501	$335,070	31

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
Spanish Education Development (SED) Center	$855,601	$475,855	$379,746	14
St. Albans	$647,015	$647,015	$0	n<10
Two Birds	$395,416	$395,416	$0	n<10
Total	$20,016,125	$16,699,984	$3,316,141	322*

[1] *Formerly operating as Christian Tabernacle Child Development Center*
*The total number of at-risk children includes children in programs where the data has been suppressed and therefore does not equal the sum of this column.

The PKEEP high-quality designation is awarded for a three-year period. The table below provides the breakdown of CBOs that maintained their Pre-K High-Quality designation in FY23 and were not required to complete a new, full PKEEP application; CBOs that successfully renewed their designations as high-quality pre-K programs in FY23 following the expiration of their Pre-K High-Quality designation after three years; and CBOs that newly achieved the Pre-K High-Quality designation in FY23.

FY23 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY23	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY23	FY23 New Programs that achieved the Pre-K Enhancement and Expansion High-Quality Designation
Children's Hut	Associates for Renewal in Education, Inc.	St. Albans Early Childhood Center
CommuniKids Preschool and Children's Language Center	Barbara Chambers Children's Center	Two Birds Childcare
Dawn to Dusk Child Development Center	Bright Beginnings	
Educare of Washington DC	Bright Start Childcare and Preschool	
Edward C. Mazique Parent Child Center, Inc.	CentroNía	

Estrellitas Montessori School	Dawn to Dusk Child Development Center	
GAP Community Child Development Center	Easter Seals Child Development Center	
Jubilee JumpStart	Happy Faces Early Learning Academy	
Kiddie Academy of West End	Ideal Child Development Center	
Kids Are People Too	Kuumba Learning Center, Inc.	
Paramount Child Development Center	National Children's Center	
St. Phillips Child Development Center	Sunshine Early Learning	
Rosemount Center		
Spanish Education Development (SED) Center		

Fiscal Year 2024

In FY24, 13 CBOs applied for a three-year high-quality designation, including one new applicant. Only the 12 returning CBOs met the high-quality standards and were redesignated as high-quality pre-K programs. OSSE allocated funding to 27 CBOs consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE provided a supplemental allocation in the amount of $3,131 for each child identified as at-risk (homeless, foster care, or TANF/SNAP) enrolled in a Pre-K Enhancement and Expansion classroom. Since then, one CBO that received PKEEP funding for FY24 has closed its business and no longer participates in PKEEP. The list of FY24 award recipients is provided in the table below. Note that the below data represent FY24 projections. The final funding amounts will be adjusted after the conclusion of the PKEEP enrollment audit reconciliation process for the 2023-24 school year.

Overview of FY24 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children

Associates for Renewal in Education, Inc. (ARE)*	$403,640	$258,443	$145,197	12
Barbara Chambers	$2,913,870	$1,917,750	$996,120	50
Bright Beginnings	$1,120,096	$762,688	$357,408	32
Bright Start Childcare and Preschool	$1,336,798	$1,024,066	$312,732	10
Centronia	$2,418,049	$1,499,405	$918,644	15
Children's Hut	$781,207	$457,306	$323,901	n<10
ComminuKids Preschool	$4,503,272	$4,392,592	$110,680	n<10
Dawn to Dusk Child Development Center	$428,005	$260,470	$167,535	15
Easter Seals Child Development Center	$387,986	$242,789	$145,197	n<10
Educare of Washington DC	$1,105,153	$513,196	$591,957	39
Edward Mazique, Parent Child Center, Inc.	$405,225	$228,137	$177,088	n<10
Estrellitas Montessori School	$1,070,508	$1,025,832	$44,676	n<10
GAP Community Child Development Center	$425,576	$246,872	$178,704	12
Happy Faces Early Learning Academy, Inc.	$1,318,316	$759,866	$558,450	12
Home Away From Home Child Development Center	$405,827	$238,292	$167,535	13
Ideal Child Development Center	$336,106	$269,092	$67,014	n<10
Jubilee Jumpstart	$366,590	$221,393	$145,197	n<10
Kiddie Academy of West End	$828,813	$772,968	$55,845	n<10
Kuumba Learning Center, Inc.	$416,344	$259,978	$156,366	14
National Children's Center	$1,223,843	$703,647	$520,196	21

Paramount Child Development Center	$385,016	$262,157	$122,859	10
Rosemount Center	$907,548	$807,027	$100,521	n<10
Spanish Education Development Center	$1,225,148	$700,205	$524,943	16
St. Albans	$1,701,948	$1,657,272	$44,676	n<10
St. Phillips Child Development Center	$562,759	$339,379	$223,380	n<10
Sunshine Early Learning	$1,705,434	$990,618	$714,816	50
Two Birds	$875,448	$865,375	$10,073	n<10
Total	**$29,558,525**	**$21,676,815**	**$7,881,710**	**375****

Closed its PKEEP program effective December 15, 2023.
**The total number of at-risk children includes children in programs where the data has been suppressed and therefore does not equal the sum of this column.*

OSSE conducts the annual Pre-K Enhancement and Expansion Program High-Quality Designation Application process, pursuant to the Pre-K Enhancement and Expansion Amendment Act of 2008, (the "Act"), effective July 18, 2008, (D.C. Law 17-202; D.C. Code § 38-271.01 et seq.) and its implementing regulations (5-A DCMR Chapter 35). Each applicant is required to meet the basic eligibility criteria, outlined in, 5-A DCMR § 3500.

CBOs applying for a PKEEP high-quality designation must outline strategies that align with the District's overarching goal of increasing the quality of pre-K education services and expanding access to high-quality pre-K to target populations (e.g., adopting business practices that promote a culture of continuous quality improvement, expanding collaborations and supports for parents to ensure their active participation in the CBO's education programming, leveraging partnerships to address the needs of students and families).

The PKEEP high-quality designation is awarded for a three-year period. The table below provides the breakdown of CBOs that maintained their Pre-K High-Quality designation in FY24 and were not required to complete a new full PKEEP application and CBOs that renewed their Pre-K High-Quality designation in FY24 following the expiration of their high-quality designation after three years. OSSE did not approve any new applications for Pre-K High-Quality designations from CBOs in FY24.

FY24 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY24	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY24
Children's Hut	Associates for Renewal in Education, Inc.

Barbara Chambers Children's Center	CommuniKids Preschool and Children's Language Center
Bright Beginnings	Dawn to Dusk Child Development Center
Bright Start Childcare and Preschool	Easter Seals Child Development Center
CentroNía	Educare of Washington DC
Happy Faces Early Learning Academy	Edward C. Mazique Parent Child Center, Inc.
Ideal Child Development Center	Estrellitas Montessori School
Jubilee JumpStart	GAP Community Child Development Center
Kiddie Academy of West End	Home Away from Home Child Development Center
National Children's Center	Kuumba Learning Center, Inc.
Rosemount Center	Paramount Child Development Center
Spanish Education Development (SED) Center	St. Phillips Child Development Center
Sunshine Early Learning	
St. Alban's Early Childhood School	
Two Birds Childcare	

59. **Please provide a narrative update of OSSE's oversight of the Early Head Start-Child Care Partnership (EHS-CCP) grant in the District, also known as the Quality Improvement Network (QIN). Include the number of children enrolled in the QIN (through January 31) and the location of each individual participating QIN site in the District:**

The federal U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start provides grants directly to local public and private non-profit and for-profit agencies to provide Head Start and Early Head Start (EHS) services in the District. OSSE is one of the District's recipients of these grants. OSSE leveraged its grants to develop the Quality Improvement Network (QIN), authorized by the Early Learning Quality Improvement Network Amendment Act of 2015.

Administering the Early Head Start-Child Care Partnership Grants

In 2015, OSSE was awarded the Early Head Start-Child Care Partnership (EHS-CCP) grant and used the funds to develop a neighborhood-based Quality Improvement Network (QIN) to build capacity, increase access, and enhance the quality of care for infants and toddlers. The QIN is composed of two hubs - United Planning Organization and Easterseals DC MD VA. The United Planning Organization hub receives federal and local funds, maximizing the impact of the QIN to increase the number of children from birth to three years old receiving EHS services and meeting the federal matching requirements. The Easterseals DC MD VA hub receives only local funds to support the implementation of the program in child development homes and expanded homes. In March 2019, OSSE received a second federal grant to expand the QIN and in FY23 received approval to consolidate the two grants into a single grant, which is currently funded to support 320 children. In FY23, the QIN received $5,280,230 across all funding sources, of which $2,136,745 were local funding. Of these amounts, a total of $4,002,353 of which $2,422,353 in federal funds and $1,580,000 in local funds was allocated to the United Planning Organization and $556,745 in local funds was allocated to Easterseals DC MD VA. OSSE, UPO, and Easterseals used federal and local funds to support a network of 30 child development facilities in the implementation of EHS. As of Jan. 31, 2024, the United Planning Organization QIN hub enrolled 295 federally and locally funded children and the Easterseals hub enrolled 58 locally funded children, for a total of 353 served by the QIN across both hubs.

The tables below provide the names of participating child care facilities and the ward in which they are located:

QIN Site: Center Name	Ward
Bell Teen Parent & Child Development Center	1
Big Mama's Children Center	8
Board of Child Care	7

QIN Site: Center Name	Ward
Community Educational Research Group	7
Community Educational Research Group	8
House of Ruth Kidspace Child and Family Development Center	7
Jubilee Jumpstart	1
Kennedy Child Development Center	5
Kids Are People Too V	7
Kids Are Us Learning Center	8
Love First Child Development Center	1
Loving Care Day Nursery, Inc.	5
Sunshine Early Learning Center	8

QIN Site: Home Name	Ward
Ada Masin Guzman	4
Alethea Etinoff	8
Ana Acevedo	4
Angelique Speight	2
Anita Miller-Tolliver	8
Chantelle Coles	7
Elsa Gaiem	1
Irma Tzul de Morales	5
Latrell Duncan-Fitchett	7
Lubertha Payne	8
Miriam Powell-Bowie	8
Muluwork Kenea	7
Paulette Sansbury	4
Renita Hill	8
Sylvia Crews	7
Towana McMickens	8

(a) Number of evaluations by source of payment (Medicaid, MCO, or EIP), discipline of the evaluator(s) involved, and provider/contractor;

DC EIP and MCO are the only source of payment options allowed by the program, below is the Breakdown for FY23.

Source of payment and Evaluation Agency	Number of Evaluations
DCEIP	**765**
Coastal Healthcare	122
Kids in Motion	100
Milestone Therapeutic Services	82
National Therapy Center	56
OSSE	295
Playwell, LLC	111
MCO	**756**
Coastal Healthcare	160
Kids in Motion	201
Milestone Therapeutic Services	116
National Therapy Center	111
OSSE	1
Playwell, LLC	167
Total	**1521**

Below is the breakdown by discipline of the evaluator(s).

Evaluation Agency / Discipline of Evaluator	# of Evaluations (DC EIP Payer)*	# of Evaluations (MCO Payer)*
Coastal Healthcare	**122**	**160**
Development Therapist	0	1
Occupational Therapist	82	99
Physical Therapist	47	63
Speech-Language Pathologist	114	154
Kids in Motion	**100**	**201**
Occupational Therapist	20	28
Physical Therapist	79	173
Speech-Language Pathologist	100	200
Milestone Therapeutic Services	**82**	**116**
Occupational Therapist	46	70
Physical Therapist	33	45
Speech-Language Pathologist	73	113
National Therapy Center	**56**	**111**
Occupational Therapist	25	54

Physical Therapist	31	57
Speech-Language Pathologist	56	111
OSSE	**295**	**1**
Development Therapist	137	0
Occupational Therapist	110	1
Physical Therapist	184	0
Speech-Language Pathologist	158	1
Playwell, LLC	**110**	**167**
Occupational Therapist	89	125
Physical Therapist	35	56
Speech-Language Pathologist	93	152
Total	**765**	**756**

* Note that most evaluations are conducted by two members from different disciplines.

(b) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral, broken out by ward;

OSSE reports annually to the U.S. Department of Education in its Annual Performance Report (APR) on the percent of eligible infants and toddlers with IFSPs for whom an initial evaluation and initial assessment and an initial Individualized Family Service Plan (IFSP) meeting were conducted within Part C's 45-day timeline. Indicator 7 in the APR, which is submitted in February of each year and published on OSSE's website upon finalization, includes the number and percent of children receiving an eligibility determination and initial IFSP within 45 days of referral. The most recent approved data is for FFY2022 (July 1, 2022, to June 30, 2023). OSSE does not provide USED with ward level data; however, this information is provided below.

Year	Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline	Number of documented delays attributable to exceptional family circumstances*	Number of eligible infants and toddlers evaluated and assessed for whom an initial IFSP meeting was required to be conducted	Percent of children receiving an eligibility determination and initial IFSP within 45 days of referral
Federal Fiscal Year (FFY) 2021 (April 2021 - June 2022 - 4th Qtr.)	225	115	353	96%
FFY 2022 (July 2022 - June 2023)	877	422	1397	93%

As per USED guidelines, the number of documented delays attributable to exceptional family circumstances is added to the "Number of eligible infants and toddlers with IFSPs for whom an initial evaluation and assessment and an initial IFSP meeting was conducted within Part C's 45-day timeline" field to calculate the numerator for this indicator.

Ward	Number of Timely Children (FFY22)	% Timely (FFY2022)
1	129	95.56%
2	57	95.00%
3	90	95.74%
4	231	93.52%
5	186	90.73%
6	114	91.20%
7	239	93.36%
8	234	91.41%
Out of District	19	100.00%
Total	**1,299**	**92.98%**

(c) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan, broken out by ward;

OSSE reports annually to the U.S. Department of Education in its Annual Performance Report (APR) on the percentage of infants and toddlers with Individual Family Service Plans (IFSPs) who receive early intervention services on their IFSPs in a timely manner. Indicator 1 in the APR includes data on the number and percent of children receiving services within 30 days of a child's Individualized Family Service Plan. The most recent approved data is for FFY2022. OSSE does not provide USED with ward level data; however, this information is provided below.

Year	Number of infants and toddlers with IFSPs who receive the early intervention services on their IFSPs in a timely manner	Number of documented delays attributable to exceptional family circumstances*	Total number of infants and toddlers with IFSPs	Percent of children receiving services within 30 days of a child's IFSP
Federal Fiscal Year (FFY) 2021 (April 2021 - June 2022 - 4th Qtr.)	269	40	362	85.36%

Federal Fiscal Year (FFY) 2022 (July 2022 - June 2023)	1,000	150	1,334	86.21%

* As per USED guidelines, the number of documented delays attributable to exceptional family circumstances is added to the "Number of infants and toddlers with IFSPs who receive their early intervention services on their IFSPs in a timely manner" field above to calculate the numerator for this indicator.

Ward	Number of Timely Children (FFY22)	% Timely (FFY2022)
1	115	89.84%
2	54	91.53%
3	82	93.18%
4	208	88.89%
5	165	82.91%
6	109	87.20%
7	205	84.71%
8	199	81.89%
Out of District	13	81.25%
Total	**1,150**	**86.21%**

(d) The number of children who received the following services: (1) occupational therapy; (2) physical therapy; (3) specialized instruction; (4) assistive technology; (5) psychological services; (6) vision; (7) transportation; (8) respite; and (9) family counseling/training/home visitation); and

Service*	Number of children receiving service (FY22)	Number of children receiving service (FY23)
Speech/Language Pathology (SLP)	1452	1513
Physical Therapy (PT)	541	514
Occupational Therapy (OT)	385	443
Developmental Therapy (DT)	359	417
DT – Applied Behavior Analysis (ABA)	98	99
Vision Services	10	14
Hearing Services	8	11

*A child may receive more than one service.

(e) Number of children receiving services, broken out by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance) and ward.

Funding Source	# of Children (FY23)	Percentages (FY23)
DC EIP	1091	43.8%
Medicaid MCO	1299	52.2%
Fee for Service Medicaid	100	4.0%
Total	**2490**	**100%**

Funding Source	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Out of District	Total
DC EIP	118	71	130	202	160	161	129	106	14	1091
Fee for Service Medicaid	8	0	2	8	9	9	25	32	7	100
Medicaid MCO	153	37	30	241	182	68	262	316	10	1299
Total	**279**	**108**	**162**	**451**	**351**	**238**	**416**	**454**	**31**	**2490**

60.   What progress has early intervention made in implementing the Natural Learning Environment Practices (NLEP) and what changes has OSSE seen as a result?

The District of Columbia early intervention program, Strong Start, supports and complies with the federal law and regulations that require early intervention services to be family-centered, community-based, and provided in the natural environment, to the maximum extent appropriate. Research shows that children learn best when they are participating in these naturally occurring learning opportunities that are a part of everyday routines and activities within the real life of the child and family. Evidence-based natural learning environment practices (NLEP) start with looking at the activities infants and toddlers participate in during their everyday life at home and in the community; these everyday activities provide learning opportunities which, in turn, can lead to increased participation and skill development for the child. NLEP also focuses on child interests to increase engagement, as well as parent responsiveness to the child, to support child learning and development. Consistent with the NLEP approach, Strong Start's work does not just provide services to children, but also supports parents and other adults in a child's daily life to build adults' capacity to promote children's development and learning in the natural learning environment.

Fidelity Assessment
In FY23, OSSE focused on measuring the implementation of NLEP to fidelity. This included new provider fidelity requirements, provider coaching fidelity self-assessment requirements, guidelines for fidelity observers, and the coaching fidelity observation checklist tool for fidelity observers.

In April of 2022, OSSE developed Fidelity Assessment Requirements & Guidelines to support vendor agencies and early intervention providers in understanding and meeting program fidelity requirements. These required activities orient providers to the high-quality fidelity practices and procedures expected of all DC early intervention providers.

In FY23, early intervention providers were expected to complete one self-assessment using the NLEP Coaching Fidelity Self-Assessment and one coaching fidelity observation with an approved fidelity observer from their agency. OSSE sought to establish a baseline of completion rates for the provider required fidelity self-assessment and coaching fidelity observation expectations. Of the 145 early interventionists in the system, 57 percent completed the fidelity self-assessments and 70 percent completed the fidelity coaching observations. Overall, 41 percent of interventionists were in full compliance with the established NLEP fidelity requirements.

In FY24, in the second full year of implementation, OSSE expects to significantly increase the rate of full compliance of completed self-assessments and clinical observations. Additionally, further data analysis on each of the components of the self-assessment will be conducted to analyze progress from year to year and determine future needs for professional development activities.

NLEP Fidelity Observer Training

In February of 2023, the clinical managers from nine vendor agencies, along with additional identified staff and OSSE's in-house clinical team, met with and were trained by OSSE's State Part C clinical manager on how to conduct fidelity observations. The training included case studies, sample documentation forms, discussion and feedback on form use and questions related to technical assistance. This training had 100 percent attendance and all participants met the requirements to fully qualify as fidelity coaching observers. Vendor agency clinical leads now possess the knowledge to observe coaching sessions for their staff using streamlined indicators to support the system with fidelity.

DCEIP NLEP Professional Development Series
In May of 2023, OSSE conducted the first of a series of professional development trainings for the Strong Start program. OSSE identified topics for these trainings through discussions with staff and stakeholders. The first session of this series, entitled "Teaming, Joint Visits, and the Role of the Primary Service Provider," was facilitated by OSSE's State Part C clinical manager and the Strong Start program director and attended by 169 registrants with a combination of vendor agency providers and Strong Start staff. As a result of this training, participants left with a stronger understanding of teaming, joint visits, and the role of the primary service provider, and system guidance and expectations for providers and service coordinators.

The second session, entitled "Frequency Changes, Service Increases, and When to Discharge," was attended by 154 registrants from the vendor agencies and Strong Start staff. The goal for this training was for participants to better understand the process for changing service frequency and what should be considered when making a change to service delivery, as well as how to have productive conversations with families regarding service discharge. Participants stated the training provided them a clearer understanding of the Strong Start policy and process for service changes and the appropriate role of the service coordinator in this process.

The 2024 professional development series began in January with bimonthly webinars on the topic: "Balanced Intervention: Supporting Caregiver & Child Learning during (and between!) Early Intervention Visits." This series will build awareness of early intervention practices and a balanced perspective to facilitate learning for both caregivers and children during visits. These sessions will also offer participants opportunities to reflect on their practices, use specific strategies between sessions, and learn from others during interactive breakout sessions.

61. **Describe what OSSE has done in fiscal year 2023 to increase the number of infants and toddlers receiving Early Intervention services, as mandated by Part C of the Individuals with Disabilities Education Act (IDEA). In your responses, please explain the following:**

(a) What OSSE is doing or planning to do to address the gaps in evaluation completion and participation for children in Wards 5, 7, and 8 and for children on Medicaid.

Strong Start is the District of Columbia's Early Intervention Program, which provides support and services to families with children, from birth through three, with developmental delays and disabilities. Strong Start continues working through a variety of strategies to increase evaluation completion rates for children in Wards 5, 7 and 8.

In FY23, Strong Start implemented quarterly meetings with select child care centers in Wards 7 and 8 and DC Managed Care Organizations (MCOs) to review the status of referrals and cases in danger of closure. These meetings helped identify ways to support families in reengaging in the eligibility process through continuing attempts at family contact or initiating subsequent referrals after a case was previously closed.

Strong Start partnered with CFSA to facilitate training for social workers and service coordinators on ways to engage and support families linked with CFSA and DC Early Intervention. This cross-agency relationship and the policies established to track and monitor dual-served families have helped us remain connected with families who may have otherwise left the program.

In January 2023, Strong Start resumed monthly in-person Community Playgroups at Francis A. Gregory Neighborhood Library and the Mount Pleasant Neighborhood Library. Across 18 playgroup sessions, 190 families attended with an average of 10.5 families per playgroup. The Mt. Pleasant library play group was conducted in Spanish to provide services to Spanish-speaking families looking for inclusive peer engagement opportunities in the District. In addition, a third playgroup location (Woodridge Library) began in December 2023 to continue expanding the geographical accessibility of the playgroups for families. Strong Start received three playgroup feedback survey responses from families. Of the responses received, 100 percent stated that collaborating with Strong Start community playgroup staff was at least "Beneficial or Highly Beneficial" in helping build their knowledge and capacity to provide developmentally appropriate learning opportunities for their child. In addition, 100 percent of respondents stated that collaborating with Strong Start community playgroup staff was at least "Beneficial or Highly Beneficial" in helping build their knowledge and capacity to access appropriate resources and relevant information.

OSSE and DC Health renewed their Memorandum of Understanding (MOU) to support the early identification and Part C eligibility determination of infants and toddlers and implement a District-wide system of coordinated developmental screening for children from two (2) to sixty (60) months of age. In addition to continuing with the expansion of the online Ages and Stages Questionnaire (ASQ), two program analysts, positions funded in FY24, will contact families

when cases are closed by a service coordinator prior to conducting an eligibility evaluation. This process will allow OSSE to learn why families decline to participate in the program, which will help us better target communication and messaging for new families, as well as gain potential ideas for parent workshops that may be attractive to families.

OSSE's DC Early Intervention Program (DC EIP) Child Find team created a training document outlining eight professional development training offerings that are accessible to community programs and families. Overviews and individual curriculum objectives are outlined in the document to help guide interested providers/families to topics that best meet their individual needs. Strong Start held three different bi-monthly trainings (Developmental Milestones for Infants/Toddlers, Developmentally Appropriate Practice for Infants/Toddlers and ASQ-3 Developmental Screening) with the Division of Early Learning's Learning Management System for a total of 12 annual trainings.

(b) If OSSE has experienced a decline in referrals or in number of children sent to providers for evaluation, please quantify, provide analysis of reasons, and describe what is OSSE doing to reverse that trend.

OSSE experienced a slight decline in referrals and the number of children sent to providers. The number of unduplicated referrals from FY22 to FY23 decreased by 1.75%, from 2,570 in FY22 to 2,525 in FY23. As a result, the number of children sent to providers for evaluation decreased by 2%, from 1,552 in FY22 to 1,521 in FY23.

OSSE believes this small variance in referrals and evaluations is likely due to the District's decreasing young child population. To ensure continued referral and evaluation success, OSSE will continue to attend in-person events to increase awareness of early intervention by Strong Start's child find unit and provide trainings and support to child development centers on the child find process. In addition, OSSE is actively hiring two program analysts positions to maximize the use and utility of the Ages and Stages Questionnaire (ASQ) screening tool by child development centers in identifying and referring children to Strong Start.

62. **For children transitioning from Part C Early Intervention/Strong Start to Part B special education services, how has OSSE ensured that children are receiving all special education and related services by the child's third birthday? Specifically, how has OSSE begun collecting accurate, reliable, and timely data to indicate when all services have begun, not just related services, and the reasons for any delays?**

The District is required by the U.S. District Court in *DL v. DC*, to record and track when children receive the initial provision of specialized instruction and related services by the child's third birthday for all children transitioning from IDEA Part C Early Intervention Services to IDEA Part B special education. Beginning in the 2019-20 school year, OSSE requires all LEAs serving three through five-year-olds to document the initial provision of specialized instruction for all transitioning students in the OSSE Special Education Data System (SEDS). In FY23, LEAs met the requirements to document the initial provision of related services through existing related services tracking and documentation of service delivery in SEDS. Beginning in FY24, LEAs are required to meet the requirements in OSSE's new special education data system of record, Power School Special Programs (PSSP).

In FY23, LEAs were required to document the initial provision of specialized instruction and related services in student records in SEDS within five business days of the provision of services, in accordance with the OSSE LEA Data Management Policy. OSSE provides LEAs training on the requirement for timely provision and documentation of these services at the beginning of each school year. LEAs provide information on the reason for any delay in initial service provision by completing a "Provision of Specialized Instruction Form" in the student's record, including information on attempted but undelivered services.

63. **Provide the following information regarding children who exited Part C services in fiscal year 2023: (1) number and percent of children who are meeting age-expectations in areas of previous delay at exit; (2) number and percent of children eligible for Part B services who have an Individualized Education Plan (IEP) by age three; (3) number and percent of children eligible for Part B who have a placement to implement their IEP by age three; (4) number and percent of children eligible for Part B who have all their IEP special education and related services commence by age three; (5) percent of the time that Part B and LEA staff attend transition conferences; (6) number of children exited, broken down by type of placement or services, after age three; and (7) percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility is decided after age three).**

(1) Number and percent of children who are meeting age-expectations in areas of previous delay at exit;

These performance metrics are based on federal fiscal years (FFY). The data presented below are from FFY21, which spans from July 1, 2021, to June 30, 2022. FFY2022's data (July 1, 2022, to June 30, 2023) is under review to be submitted to USED on Feb. 1, 2024. This reflects the most recent data finalized.

Federal Fiscal Year 2021 (FFY21) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	490	69.01%	71%	Did not meet target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	402	56.62%	54%	Met Target
Outcome C – Use of appropriate behaviors to meet their needs	530	74.65%	76%	Did not meet target

(2) Number and percent of children eligible for Part B services who have an Individualized Education Plan (IEP) by age three.

The data presented below are for reporting year FFY22, which is July 1, 2022-June 30, 2023.This reflects the most recent data finalized.

Reporting Year	Students with timely IEP[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely IEP
FFY2022	159	165	96.4%

[1]*Number of students with an IEP finalized by their third birthday.*
[2]*Number of students who were in the reporting universe for IEPs.*

(3) A number and percent of children eligible for Part B who have a placement to implement their IEP by age three.

Reporting Year	Students with timely placement[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely placement[3]
FFY2022	162	165	98.2%

[1]*Number of students who had a location of services provided by their third birthday.*
[2]*Number of students who were in the reporting universe for IEPs.*
[3]*Percentage of students who had a location of services provided by their third birthday.*

(4) Number and percent of children eligible for Part B who have all their IEP special education and related services commence by age three.

Reporting Year	Students with timely implementation of services[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely implementation of services
FFY2022	129	165	78.2%

[1]*Number of students eligible for Part B who have all their IEP special instruction and related services delivered timely.*
[2]*Number of students who were in the reporting universe for IEPs.*

(5) Percent of the time that Part B and LEA staff attend transition conferences.

In FY23, 846 transition meetings were held. In 27 cases, service coordinators did not invite the LEA to attend. Of the 819 meetings in which the LEA was invited, 760 (92.8%) were attended by the LEA. Fifty-nine meetings were held without the LEA due to parent/guardian request, because the child was transitioning to a private placement, or because the LEA was unable to attend.

(6) Number of children exited, broken down by type of placement or services, after age three.

Reporting Year	DCPS	Charter	Extended IFSP[1]	Total Students who received services after transitioning from Part C[2]
FFY2022	151	12	308	471

[1]*Number of students who were on an Extended Individual Family Service Plan (IFSPS) as of their third birthday.*
[2]*Total number of students who transitioned from Part C to Part B or who continued to receive Part C services.*

Students who exited Part C and were not part of the cohort of students who transitioned from Part C to Part B are not included in the table above. Preschool and pre-K program attendance are not mandatory in DC. Therefore, if a parent exits early intervention services and does not move forward with school enrollment before age 5, OSSE will not have data related to that child's services in the interim unless parents provide it.

(7) Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility is decided after age three)

Reporting Year	Students deemed eligible for Part B[1]	Students served by Part C and referred to Part B[2]	Percentage of students deemed eligible for Part B[3]
FFY2022	646	808	80.0%

[1]*Number of students who were referred from Part C to Part B and were deemed eligible for Part B services.*
[2]*Number of students who were referred from Part C to Part B.*

64.   Describe OSSE's Child Find process including efforts to identify students in need of special education services in early grades and in private school settings.

IDEA requires states and LEAs to conduct Child Find activities through a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. OSSE has published Child Find policies and guidance designed to support LEAs in establishing Child Find procedures and completing public awareness activities. LEAs are required to have in effect a policy that describes the LEA's efforts related to Child Find. OSSE makes available a model policy on its website to LEAs. OSSE additionally provides LEAs annual training on Child Find requirements to ensure field readiness, including special focus on Child Find activities to identify students in early grades.

OSSE continues to maintain an FTE dedicated to addressing Child Find activities for students three through five-years-old. OSSE conducts annual Child Find monitoring to review LEA Child Find for students ages three through five-years-old. These activities include review of current and historical student data with the LEA to identify gaps in procedure and practice. OSSE provides LEAs technical assistance to correct student-level concerns and identify system improvements to improve identification rates across their LEA. OSSE engages LEAs in corrective action plans (CAPs) and review of LEA compliance with those CAPs to ensure improved Child Find process and rates over time.

OSSE continues to provide technical assistance to DCPS in the administration of the District's Child Find activities for students in private and parochial schools within the District.

65. **Please provide a status update regarding revamping the Special Education Data System (SEDS). What key improvements will the new SEDS contain? Will the updated SEDS include academic support (math, reading, writing, etc.) tracking abilities similar to the current tracking of related service hours? If not, describe OSSE's rationale for deciding against including such a feature. Describe the efforts it would take for OSSE to include academic support tracking features in the updated SEDS application.**

OSSE's new Special Education Data Systems, now known as *Special Programs*, was launched in the Summer of 2023 and fully replaced the use of the Special Education Data System (SEDS) EasyIEP.

Updates included:
- LEAs have greater access to manage users via centralized assignment in the All-Staff data collection.
- Global access to reports and the ability to perform advance reporting.
- Utilization of a single sign-on, which allows stakeholders to log in one time with one set of credentials to access all applications and websites, including OSSE's Learning Management System.
- New ability for OSSE to customize the system without incurring additional costs.
- Incorporation of worksheets within the system.
- Predefined common core standards to establish a student's curriculum.
- Document translation across required languages.
- Inclusion of a digital signature for school staff, providers, and parents.
- A parent portal which provides parent/guardians a location to view specific finalized documents (OSSE anticipates launching this feature in March 2024).

Special Programs is a system designed specifically for students with disabilities. The system is capable of tracking of academic supports for that population, similar to related services hours. Special Programs tracks completion of goals set within a student's Individual Education Program (IEP) via a progress report. This includes academic support (math, reading, writing, etc.) for any special education student that has these goals established in the IEP. As part of the IEP module training, LEAs have been provided instruction on how to add academic supports to the student's IEP.

66. **Provide an update on the work of the Early Childhood Development Coordinating Council in fiscal years 2023 and 2024 (through January 31). Include the following information in your response: (1) a list of all members of the Council, including the organization they represent and how long they have served on the Council; (2) a list of the date and time of all meetings; and (3) a narrative description of any action items taken or recommendations made by the Council.**

The table below provides a listing of the members of the Early Childhood Development Coordinating Council.

First Name	Last Name	Affiliation	Appointment Date
Sean	Compagnucci	Early Stages, District of Columbia Public Schools (DCPS)	5/9/2014
Carrie	Thornhill	DC Early Learning Collaborative	5/9/2014
Cynthia	Davis	Kings and Queens Childcare	4/24/2015
Jack	McCarthy	AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School	4/24/2015
Laura	Zeilinger	Department of Human Services (DHS)	6/3/2015
Brenda	Harris	DC Child Care Connections	5/17/2017
Linda	Moore	Elsie Whitlow Stokes Community Freedom Public Charter School	6/2/2017
Johnathan	Pannell	Connecting Communities	12/4/2018
Barbara	Bazron	Department of Behavioral Health	4/9/2019
Cheryl	Ohlson	Chancellor of the District of Columbia Public Schools	2/21/2019
Marica	Cox Mitchell	Bainum Family Foundation	11/25/2019
Kim	Ford	Martha's Table	11/25/2019
Michelle	Walker-Davis	Public Charter School Board	8/1/2020
Sara	Mead	OSSE	8/3/2020
Ruqiyyah	Anbar-Shaheen	DC Action	4/2/2021
Christina	Grant	State Superintendent of Education	6/21/2021
Amaya	Garcia	Parent representative	9/13/2021
Syrita	Robinson	United Planning Organization (UPO)	6/3/2022
Ayanna	Bennett	DC Health	6/8/2023
Kimberly	Cobb	Child and Family Services Agency	10/25/2023
Bridget	Hall	Big Mama's Children's Center	2/21/2024
Maria Cristina	Encinas	President of Multicultural Spanish Speaking Providers Association	2/21/2024

The table below provides a listing of the dates and times of all meetings in FY23 and to date in FY24.

Date	Time
Oct. 26, 2022	2-3:30 p.m.
Feb. 15, 2023	3-4:30 p.m.
May 31, 2023	3-4:30 p.m.
Aug. 16, 2023	3-4:30 p.m.
Nov. 15, 2023	3-4:30 p.m.
Feb. 21, 2024	3-4:30 p.m.

The State Early Childhood Development Coordinating Council (SECDCC) ensures statewide coordination and collaboration of early childhood development activities. In FY23 and FY24 to date, SECDCC discussion topics have included:

- Child Care and Development Fund (CCDF) State Plan Process
- Early Childhood Educator Pay Equity Fund
- Restart of the Medicaid Program
- Medicaid Renewals Update
- OSSE Fiscal Year 2024 (FY24) Budget Overview
- DC 2023-2027 Economic Development Strategy
- Relief Grant Fund Updates
- Results from the 2022-2023 Implementation of the Early Development Instrument (EDI)
- Update on Medicaid Unwinding
- HealthCare4ChildCare Update
- OSSE's 2023 Cost Model Analysis & CCDF Alternative Methodology
- Child care for children with disabilities
- DC Autism Collaborative (DC-AC)
- 2022 DC Child Care Provider Survey
- Strong Start data trends and program updates
- Urban Institute: Parents' Child Care Searches and Child Care Experiences During the Pandemic

For all SECDCC meeting agendas and presentations, please refer to OSSE's website here.

67.   Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in fiscal years 2022 and 2023.

In FY23, OSSE provided numerous supports for both public and public charter LEA leaders and campus-level educators who serve English learners (ELs). These supports ranged from hosting educator convenings on multilingualism to developing downloadable resources and tools to facilitate effective communication between educators and families.

In fall 2023, OSSE hosted the annual Multilingual Learner Institute (MLI). The goal of the MLI was to engage educators, administrators, and service providers who support PreK through grade 12 in advancing excellence in literacy instruction for multilingual learners. National and local experts presented strategies and best practices to be immediately implemented in classrooms. 157 educators from 26 different LEAs participated in the 2023 MLI. Attendees reported that convenings such as the MLI are essential to their professional learning and increasing their skillsets.

Additionally, to support multilingual learners' families and schools, OSSE delivered professional development sessions to educators focused on family engagement. OSSE developed the *Family Tools: Effective School-Home Communications* guide*.* The educator's guide outlines policies, programs, and strategies to improve communication between schools and families. The tool can be found in English and the top six most commonly spoken other languages in the District (Spanish, Amharic, French, Vietnamese, Korean, and Chinese).

In FY23, OSSE continued into year two of the ESSER-funded *English Learner Needs Assessment* professional development. This three-year program provides targeted support to LEAs and schools by: 1) conducting a needs assessment; 2) developing an EL improvement plan; and 3) providing direct coaching to support LEAs to better serve ELs. Seven LEAs participated in year one to conduct a comprehensive needs assessment and receive direct coaching focused on program-level requirements to serve ELs in compliance with local and federal laws, policies, and procedures (Paul Public Charter School (PCS), Latin American Montessori Bilingual PCS, DC International PCS, Two Rivers PCS, Creative Minds PCS, EL Haynes PCS, and the District of Columbia Public Schools). As LEAs enter year two, the focus is on instructional coaching and educator collaboration related to the needs assessment and school-based EL improvement plans. Coaching hours allow school leaders to create and review SMART goals to address the needs of ELs. The needs assessment tools are available for all District LEAs, and program specialists facilitate technical assistance.

OSSE also plays a pivotal role in leading the State Title III Advisory Committee, which is composed of various stakeholders from the DC education community, including educators, university faculty, and parents. This committee offers expertise in identifying the strengths and most significant needs and challenges faced by ELs in the District. This committee contributes to the development of educational program administration and accountability guidelines to assist LEAs in ensuring that ELs achieve English proficiency and meet state academic achievement standards.

OSSE's priorities for English learners (EL) and dual language instruction include strengthening the knowledge and skills of educational leaders and teachers to support the English language development and academic progress of ELs. The topics covered in OSSE professional development encompass, but are not limited to, second language acquisition, culturally responsive instruction, WIDA standards implementation, biliteracy skill development, and fostering collaboration. These professional development opportunities aim to assist educators in enhancing the planning and delivery of services for ELs, fostering cultural competency among students and the community, and promoting interaction in culturally and linguistically diverse environments. EL professional development opportunities include:

- **Newcomers in Your School: Cultural Connections and Instructional Strategies:** This course content focused on strategies to facilitate learning for students who are new to the United States. Educators gained effective strategies and implementable ready-to-use resources for classroom instruction designed to increase inclusion and learning for newcomer students. This was hosted in collaboration with the Center for Applied Linguistics (CAL).

- **ELA coordinator support:** OSSE hosted LEA EL coordinators and, through discussions on best practices, problem-solving and providing input to inform OSSE's EL programmatic supports, focused on policies and practices that are key to supporting ELs.

- **WIDA Standards Rollout: Phase I:** This course content focused on WIDA English Language Development Standards designed for educators responsible for instructing ELs in grades pre-K through 12.

- **Planning Instruction for Dually Identified Students:** This course content focused on the requirements and methods to support students with dual classifications. Educators established inclusive entry points into lessons with an understanding of Universal Design for Learning (UDL) and acquired skills in developing spreadsheets/documents to monitor students' progress and mastery of Individualized Education Program (IEP) and language goals.

- **Delivering Education Services to English Learners Series:** This course content provided a comprehensive overview of OSSE's publication, "Delivering Education Services to English Learners: Policies and Procedures for Administrators, Instructional Leaders, and Teachers in the District of Columbia" focused on EL programming and policy series.

- **Science of Reading for ELs:** This course content designed for educators focused on understanding the Science of Reading (SOR), relevance in teaching ELs, and essential approaches for supporting ELs in their literacy skill development.

68. **Please provide an update of literacy grant programs administered by OSSE in fiscal years 2023 and 2024 (through January 31). For each fiscal year and each grant, include in your description: the total amount of grant funds OSSE budgeted; (2) the total amount of grant funds that OSSE awarded; (3) the name each grant recipient and the amount the entity received; and (4) the outcomes observed by these organizations as a result of the grant.**

OSSE is currently administering a literacy grant program titled the Early Literacy Intervention Initiative (ELII). In FY23, OSSE awarded $2.1 million in ELII funds to three community-based organizations (CBOs) to provide literacy tutoring at sites across the District: Reading Partners was awarded $686,500, The Literacy Lab was awarded $1,050,000, and American University was awarded $363,500 in funds. Each grantee focused on early literacy interventions for students in DC public charter and public schools.

During FY23, Reading Partners served 728 students, providing 18,700 hours of tutoring. The Literacy Lab served 468 students across three DC LEAs, for a total of 4,131 hours of tutoring. American University served 153 students for a total of 848 hours of tutoring.

In FY24, OSSE awarded $2.6 million in ELII funds to four CBOs to provide intensive, small group literacy instruction. The awardees for FY24 ELII grant are: The Literacy Lab (450 students), Reading Partners (300 students), Reading Assist (75 students), and EdSolutions (40 students) (865 total students).

69. **The Dyslexia and Other Reading Disabilities Screening and Prevention Pilot Program Act of 2019, effective March 16, 2021, requires OSSE to (1) provide kindergarten, first grade, and second grade educators with professional development on recognizing reading difficulties, screening for reading difficulties, and implementing instruction that meet the needs of students with reading difficulties; (2) provide reading difficulty awareness training to all educators in the District of Columbia; (3) compile a list of recommended screening instruments and protocols that a local education agency (LEA) or school may use to identify students who are at risk of reading difficulties; and (4) provide guidance on specialized, multi-tiered remediation and intervention instruction which is aligned to a science-based reading program. Please provide an update to each requirement and if not completed, a deadline when each requirement will be completed.**

In November 2022, OSSE publicly released dyslexia training modules on OSSE's learning management system (LMS) and OSSE's website. To date, OSSE has provided asynchronous dyslexia training for over 12,500 District educators. The training was divided into three modules: 1) dyslexia awareness; 2) identifying reading difficulties; and 3) an introduction to the research-supported efficacy of structured literacy. As of October 31, 2023, 92.6% of District of Columbia Public School educators and 90.8% of educators employed at DC Public Charter Schools completed this training. OSSE is currently revising the modules, with an anticipated release in February 2024. The new modules will provide more guidance and focus by grade band, with a particular focus for pre-k educators, K-12 educators, and adult-serving educators.

In March 2023, OSSE published recommended screening tools, as well as guidance to support LEAs implement universal screeners and analyze the resulting data. An updated list was provided in October 2023 to ensure alignment with new and current screeners on the market. Additionally, an implementation guide was provided to LEAs and features evidence-based practices for screening students in grades K-2. As of November 1, 2023, 100% of DC public and public charter schools have selected their universal screening tool, implemented beginning-of-year assessments, and notified families of the screener results. In alignment with D.C. Law 23-191, OSSE will support LEAs in the adoption of a science-based reading program beginning in the 2024-25 school year. This will include guidance on tier 1 and tier 2 supports for students at risk for reading difficulties.

70.   Please provide an update to OSSE's teacher preparation support programs and share how you are using learnings from the Grow Your Own program to inform teacher preparation initiatives for fiscal year 2024 and fiscal year 2025.

The OSSE Educator 'Grow Your Own' Program (GYO) was enacted by the "Teacher Preparation Emergency Act of 2021" in August 2021, and OSSE issued its first awards in April 2022. During the first two fiscal years of implementation, American University supported the Baccalaureate Pathway while Relay Graduate School of Education supported the Paraprofessional Pathway.

OSSE has supported 28 program participants between the two pathways. Data collection from GYO grantees demonstrates that nearly 85 percent of all GYO participants identify as a person of color, which will help ensure that DC's future teacher racial and ethnic demographics better reflect the rich racial and ethnic diversity of DC's students.

OSSE is pleased to award two new grantees in FY24: Trinity Washington University and Georgetown University. Trinity and Georgetown will support the paraprofessional pathway, with Trinity cultivating early childhood educators and Georgetown cultivating English as a Second Language educators. These new grantees will join AU as an OSSE GYO grantee in FY24. Under this program, AU continues to serve District of Columbia high school students and graduates through dual enrollment courses and their Teacher Pipeline project; graduates of AU's program will earn a bachelor's degree in education and an OSSE educator credential. OSSE anticipates that FY24 grantees will serve up to 41 participants, a nearly 50% increase.

OSSE is excited to build on the success of GYO and launch DC's flagship Registered Teacher Apprenticeship Program in August 2024. This program will offer programmatic pathways for recent high school graduates and current paraprofessionals working in DC schools to 1) pursue a cost-free degree in education and 2) be eligible for an OSSE Standard credential at the conclusion of the program. In fall 2023, OSSE held roundtable discussions with DC LEA Leaders from both DCPS and DC Charter Schools as well as current teachers and paraprofessionals to ensure that stakeholder voices are being included in our program design. OSSE is collaboratively reviewing apprenticeship standards with the DC Department of Employment Services (DOES) in order to formally register the apprenticeship and is on track to welcome our first cohort of up to 100 apprentices in Fall 2024.

71. **(a) How much funding, separate from the Uniform Per Student Funding Formula, did OSSE provide to each LEA to support homeless students in fiscal years 2023 and 2024 (through January 31)?**

McKinney-Vento Grants:
In FY23, OSSE awarded eight LEAs McKinney-Vento (MKV) continuation grants which provided a total of $189,291.50 in funding for one year. Additionally, in 2023, the Homeless Education Program (HEP) team conducted a new MKV grant competition and awarded nine new grants to LEAs which provided a total of $331,657.00 in funding for FY24.

ARP-Homeless I & II LEA Grants:
Seven LEA grantees were awarded 3-year grant funding in FY22 through the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund (ARP-HCY) and carried over funds that remained on those grants into FY23. These seven LEAs carried over $232,767.60 in total ARP-HCY funding, known as ARP-Homeless I, to continue providing supports to children and youth experiencing homelessness. These continuation funds may be used by grantees through the end of FY24.

Additionally, OSSE also provided continuing funding for 29 LEAs in FY23 who received ARP-Homeless II formula grant funding totaling $1,284,292.11. A unique feature of the ARP-Homeless II LEA funding was that LEAs receiving an allocation of less than $5,000 were required to form a consortium with other LEAs to participate. As a result, there were two consortia led by Bridges and Friendship Public Charter Schools.

The following is a list of LEAs that received funding to support homeless students outside of the UPSFF and the amounts allocated to each:

FY23 MKV, ARP-Homeless I & II LEA Formula Grant – Final LEA Allocations				
LEA Name	MKV HCY Continuation Grant	ARP-Homeless I HCY Grant	ARP-Homeless II HCY Continuation Grant	Total HCY Grant Funding Per LEA
Achievement Preparatory Academy PCS	$0.00	$0.00	$17,798.44	$17,798.44
AppleTree Early Learning PCS	$15,791.50	$7,447.31	$9,699.12	$32,937.93
Bridges PCS (Bridges ARP-Homeless II Consortium Lead)	$0.00	$0.00	$4,189.74	$4,189.74
Capital City PCS	$0.00	$0.00	$0.00	$0.00
Carlos Rosario International PCS	$0.00	$0.00	$0.00	$0.00
Cedar Tree Academy PCS	$2,500.00	$0.00	$0.00	$2,500.00
Cesar Chavez PCS	$0.00	$0.00	$0.00	$0.00

LEA Name	MKV HCY Continuation Grant	ARP-Homeless I HCY Grant	ARP-Homeless II HCY Continuation Grant	Total HCY Grant Funding Per LEA
DC International PCS	$0.00	$0.00	$10,419.05	$10,419.05
DC Preparatory PCS	$45,000.00	$28,693.82	$39,709.63	$113,403.45
DC Scholars PCS	$0.00	$0.00	$10,352.52	$10,352.52
District of Columbia Public Schools	$70,000.00	$176,045.26	$775,570.40	$1,021,615.66
Eagle Academy PCS	$0.00	$0.00	$16,874.91	$16,874.91
Early Childhood Academy PCS	$0.00	$0.00	$7,809.35	$7,809.35
Elsie Whitlow Stokes PCS (Bridges ARP-Homeless II Consortium)	$0.00	$0.00	$2,894.66	$2,894.66
Friendship PCS (Friendship ARP-Homeless II Consortium Lead)	$0.00	$7,943.46	$96,498.52	$104,441.98
Girls Global Academy PCS (Friendship ARP-Homeless II Consortium)	$0.00	$0.00	$833.57	$833.57
Harmony PCS (Friendship ARP-Homeless II Consortium)	$0.00	$0.00	$3,384.31	$3,384.31
Hope Community PCS	$0.00	$0.00	$22,240.67	$22,240.67
Howard University PCS	$10,000.00	$0.00	$0.00	$10,000.00
IDEA PCS	$0.00	$0.00	$8,417.02	$8,417.02
Ingenuity Preparatory PCS	$0.00	$0.00	$9,921.14	$9,921.14
Kingsman Academy PCS	$0.00	$0.00	$774.00	$774.00
KIPP DC PCS	$0.00	$0.00	$126,846.61	$126,846.61
LAYC Career Academy PCS	$0.00	$0.00	$0.00	$0.00
Maya Angelou PCS	$15,500.00	$5,655.22	$19,320.64	$40,475.86
Meridian PCS	$0.00	$0.00	$6,386.31	$6,386.31
Monument Academy PCS	$18,500.00	$3,273.06	$7,005.25	$28,778.31
Paul PCS	$0.00	$0.00	$0.00	$0.00
Perry Street Preparatory PCS	$0.00	$0.00	$471.23	$471.23
Richard Wright PCS	$0.00	$0.00	$3,006.90	$3,006.90
Rocketship Academy PCS	$0.00	$0.00	$56,596.80	$56,596.80
SEED PCS	$0.00	$0.00	$7,308.16	$7,308.16
Social Justice PCS (Friendship ARP-Homeless II Consortium)	$0.00	$0.00	$689.85	$689.85

The table title row (spanning all columns): **FY23 MKV, ARP-Homeless I & II LEA Formula Grant – Final LEA Allocations**

FY23 MKV, ARP-Homeless I & II LEA Formula Grant – Final LEA Allocations				
LEA Name	MKV HCY Continuation Grant	ARP-Homeless I HCY Grant	ARP-Homeless II HCY Continuation Grant	Total HCY Grant Funding Per LEA
Statesman College Prep Academy for Boys PCS (Friendship ARP-Homeless II Consortium)	$0.00	$0.00	$1,983.32	$1,983.32
The Children's Guild PCS	$0.00	$0.00	$14,134.61	$14,134.61
The Next Step/El Proximo Paso PCS (Friendship ARP-Homeless II Consortium)	$0.00	$0.00	$3,155.38	$3,155.38
Two Rivers PCS	$0.00	$0.00	$0.00	$0.00
Washington Leadership Academy PCS	$0.00	$0.00	$0.00	$0.00
YouthBuild PCS	$12,000.00	$3,709.47	$0.00	$15,709.47
TOTAL HCY Funds	$189,291.50	$232,767.60	$1,284,292.11	$1,706,351.21

The following is a list of LEAs that were awarded FY24 MKV Competitive Grant funding and the amounts allocated to each:

FY24 MKV Competitive Grant – Final Awards	
LEA Name	Total Amount Awarded
AppleTree Early Learning PCS	$17,657.00
Creative Minds PCS	$25,000.00
D.C. Preparatory Academy PCS	$45,000.00
District of Columbia Public Schools	$85,000.00
Friendship PCS	$86,000.00
Kingsman Academy PCS	$25,000.00
Maya Angelou PCS	$15,500.00
Monument Academy PCS	$20,500.00
YouthBuild PCS	$12,000.00
TOTAL MKV HCY FUNDS FOR FY24	$331,657.00

(b) How was the enhanced funding for OSSE's homeless children and youth program used in fiscal year 2023?

The following uses of funds were identified by McKinney-Vento (MKV) and ARP-Homeless LEA grant recipient's in FY23:

MKV Grants:
Professional development, homeless liaison salaries and benefits, school supplies, educational materials for tutoring/mentoring services, graduation fees, personal hygiene supplies, uniforms, seasonal clothing, transportation services and engagement activities for students and parents experiencing homelessness.

ARP-Homeless I & II LEA Grants:
Wraparound services, school supplies, uniforms, transportation support, hygiene supplies, salaries and benefits (to supplement homeless liaison salaries and hire additional staff to engage, identify & enroll students experiencing homelessness), store/debit cards (for food, laundry services, gas), before-/after-school enrichment support, virtual tutoring services, Wi-Fi hotspots, communication/media outreach campaign, and short-term, temporary, emergency housing for students and families experiencing homelessness as needed.

ARP-Homeless II CBO Grants:
In addition to the FY23 MKV, ARP-Homeless I, and ARP-Homeless II LEA Formula Grant funding awarded to various LEAs, four community-based organizations (CBOs) received a total of $274,633.50 in FY23 ARP-Homeless II CBO Grant funding. Through this grant funding, the selected CBOs have increased the capacity of OSSE and LEAs to identify and support historically underserved populations of children and youth experiencing homelessness (i.e., students of color, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students). The CBO grantees utilized the funds to provide supports and wraparound services to students experiencing homelessness who were in need of educational services and programming that supported academic achievement and mitigated learning loss as a result of the COVID-19 pandemic.

The following table identifies the FY23 ARP-Homeless II CBO Grant recipients and the award amount for each:

CBO Name	Award Amount
Healthy Babies, LLC	$53,050.87
HER Resiliency Center	$53,050.87
Latin American Youth Center (LAYC)	$48,050.87
Sasha Bruce Youthwork	$120,480.89
TOTAL	**$274,633.50**

CBOs identified the following uses of FY23 ARP-Homeless II CBO Grant funds: Hired needed staff to support program needs, travel costs (for students and staff), wraparound services (e.g., mental health supports), training and materials fees for staff training, school supplies, Wi-Fi hotspots, food (for children and youth in drop-in center), educational fees for tutoring services, computers, and learning/evaluation software.

(c) Description of professional development and training OSSE made available to school liaisons in fiscal years 2023 and 2024 (through January 31)?

The following professional development training opportunities were provided to homeless liaisons, various LEA and school-based staff, and CBOs supporting students and families experiencing homelessness in FY23 and the beginning of FY24:

- HEP MKV Monthly Webinars with Community Based Organizations
- MKV Homeless Liaison Orientations
- HEP Webinar: Comprehensive Homeless Student Database Review
- Homeless Awareness Month Webinars & Community Resources Presentations
- HEP Webinar: ARP-Homeless II CBO Grant Post-Award Conference
- Ally Partner Program Trainings
- HEP MKV Technical Assistance: College Readiness
- HEP Technical Assistance: Chronic Absenteeism Application Webinar
- HEP Technical Assistance: Dispute Resolution Policy
- HEP and Office of Enrollment and Residency Training
- HEP Technical Assistance: Missing Nighttime Residency Student Data (with various LEAs)
- HEP Webinar: FY24 MKV Grant Pre-application Technical Assistance Session for LEAs
- HEP Webinar: MKV Presentation – Community Schools Advisory Committee (CSAC) Members
- Homeless Education Program SY23-24 MKV Fall PD

(d) Describe the role OSSE plays, if any, in providing transportation to and from school for homeless students.

OSSE is responsible for providing transportation policy guidance to LEAs. OSSE reviews and issues a determination should a transportation dispute arise between an LEA and a student or parent experiencing homelessness. Under McKinney-Vento, LEAs are required to provide transportation assistance (i.e., fare media for bus/train) to parents of children experiencing homelessness who are too young to ride unaccompanied, until the end of the school year, even if a student becomes permanently housed.

In FY23, many of the LEAs and CBOs that received ARP-Homeless II grant funding from OSSE utilized a portion of the funding to pay for transportation assistance for parents and/or unaccompanied youth experiencing homelessness in the form of ride-hailing services (e.g., Uber and Lyft), taxis, and gas cards, in addition to traditional fare media. These services were

typically purchased for emergency circumstances when the use of fare media was not practicable option.

For students experiencing homelessness who have a disability and are eligible for transportation services, the LEA submits a Transportation Request Form (TRF) for transportation services to be provided by OSSE. OSSE's Division of Student Transportation (OSSE-DOT) works with the LEA to ensure all address and other student specific information is correct. In such cases, all specific student information is coordinated through the LEA and provided to OSSE-DOT through the student's TRF.

72. **(a) In table format, please supply the number of licensees/certified professionals/registered professionals, broken down by status, that OSSE received and approved in fiscal years 2022, 2023, and 2024 (through January 31).**

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY22	4,470	3,753
FY23	5,134	4,488
FY24 to date*	1,301	649

As of Jan. 31, 2024.

(b) List and describe all the alternative certification/licensure programs that are currently available in the District in fiscal years 2023 and 2024 (through January 31). How many individuals were licensed through those programs during each fiscal year?

Alternative Certification Provider	Program Type	OSSE Licenses Issued (FY23)	OSSE Licenses Issued (FY24 to date*)
Capital Teaching Residency – KIPP DC	Alt route, non-IHE-based	0	0
Georgetown University	Alt route, IHE-based	0	0
iTEACHDC	Alt route, non-IHE-based	0	0
Relay Graduate School of Education	Alt route, IHE-based	1	0
The George Washington University	Alt route, IHE-based	0	0
Teach for America	Alt route, non-IHE-based	4	0
Moreland University	Alt route, IHE-based	0	0
City Teaching Alliance (fmr. Urban Teachers Center)	Alt route, non-IHE-based	39	4

As of Jan. 31, 2024.

73. **Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in fiscal years 2023 and 2024 (through January 31). For each grant, please include the: (1) LEA; amount; and (3) description of what the funds were to be used for.**

In line with the federal SOAR Act's requirements, OSSE's administration of SOAR Act funding is designed to increase student achievement and academic growth of DC public charter school students by supporting the improvement and expansion of high-quality public charter schools. Each year, after engaging in a public consultation process with charter schools and charter school support organizations, OSSE's Office of Public Charter School Financing and Support (OPCSFS) submits an application to the US Department of Education describing how it will administer the funds.

OSSE received its fiscal year 2023 (FY23) award of $17.5 million in October 2022 and its fiscal year 2024 (FY24) award of $17.5 million in October 2023. Each year, approximately 95% of SOAR funds are distributed as grants to charter schools and third-party charter support organizations.

The table below shows SOAR awards that were awarded or are expected to be awarded to DC subgrantees for FY23 and FY24.

FY23 & FY24 SOAR Funding Awarded	FY23 Awarded	FY24 Budgeted
Grants to Charter Schools		
Academic Quality (Formula)	$8,623,130.00	$9,112,236.00
Early Childhood (Formula)	$416,870.00	$437,764.00
Facilities (Competitive)	$3,857,409.00	$3,500,000.00
Grants to Charter Support Organizations		
Teacher Pipeline Grants (Competitive)	$784,964.00*	$1,500,000.00
Third Party Grants (Competitive)	$2,357,627.20	$2,000,000.00
Other		
State Administrative Costs	$710,000.00	$700,000.00
MySchool DC	$250,000.00	$250,000.00
TOTAL	**$17,000,000.20**	**$17,500,000.00**

*OSSE made $1.5M available for the SOAR Teacher Pipeline grant in FY23. Due to fewer than anticipated applications, not all available funds were awarded. The unawarded funds are included in the budget for FY24 grants.

In FY23 OSSE administered five SOAR grants. More information on eligible applicants, funding purpose, and award amounts are provided below.

1. Academic Quality Grants to Charter LEAs

This formula based FY23 grant was available to all charter LEAs who were open and serving students during the 2021-22 school year. All eligible LEAs that submitted applications that met grant requirements were funded. Funds must be used for projects designed to have a direct impact on student achievement, either school-wide or for specific subgroups of students. All projects must be research-based and tailored to meet the specific needs of each LEA and supported by data.

FY23 SOAR Academic Quality Awardees	Allocation ($)
Academy of Hope Adult PCS	$113,983.14
Achievement Preparatory Academy PCS	$73,140.38
AppleTree Early Learning PCS	$104,958.39
BASIS PCS	$125,206.22
Breakthrough Montessori PCS	$86,908.90
Bridges PCS	$89,917.15
Briya PCS	$137,123.51
Capital City PCS	$167,090.30
Capital Village PCS	$60,413.17
Carlos Rosario International PCS	$269,139.36
Cedar Tree Academy PCS	$105,768.31
Center City PCS	$210,709.91
Cesar Chavez PCS	$94,313.82
Community College Preparatory Academy PCS	$115,255.86
Creative Minds International PCS	$114,098.84
DC Bilingual PCS	$106,693.92
DC International PCS	$227,370.98
DC Preparatory PCS	$298,990.44
DC Scholars PCS	$112,826.12
Digital Pioneers Academy PCS	$102,412.95
E. L. Haynes PCS	$184,214.18
Eagle Academy PCS	$110,859.19
Early Childhood Academy PCS	$76,727.13
Elsie Whitlow Stokes PCS	$121,850.87
Friendship PCS	$616,129.29
Girls Global Academy PCS	$68,165.19
Global Citizens PCS	$56,942.11
Goodwill Excel Center PCS	$99,289.00
Harmony PCS	$66,198.26
Hope Community PCS	$82,975.04
Howard University MS for Math & Science PCS	$82,627.93

FY23 SOAR Academic Quality Awardees	Allocation ($)
I Dream Academy PCS	$57,867.73
IDEA PCS	$90,379.96
Ingenuity Preparatory PCS	$142,214.40
Inspired Teaching Demonstration PCS	$109,239.36
Kingsman Academy PCS	$82,859.33
KIPP DC PCS	$863,731.31
Latin American Montessori Bilingual PCS	$111,669.10
LAYC Career Academy PCS	$60,528.87
LEARN DC PCS	$68,975.11
Lee Montessori PCS	$99,289.00
Mary McLeod Bethune PCS	$89,685.74
Maya Angelou PCS	$104,842.69
Meridian PCS	$121,966.57
Monument Academy PCS	$62,958.61
Mundo Verde Bilingual PCS	$163,156.44
Paul PCS	$135,850.79
Perry Street Preparatory PCS	$101,950.14
Richard Wright PCS	$84,247.76
Rocketship Academy PCS	$230,147.82
Roots PCS	$61,685.89
SEED PCS	$78,578.36
Sela PCS	$80,545.30
Shining Stars Montessori Academy PCS	$78,346.96
Social Justice PCS	$62,033.00
Sojourner Truth Montessori PCS	$68,396.60
St. Coletta PCS	$77,537.05
Statesman College Prep Academy for Boys PCS	$75,570.12
The Children's Guild PCS	$76,148.62
The Family Place PCS	$70,247.83
The Next Step/El Proximo Paso PCS	$87,024.60
Thurgood Marshall Academy PCS	$91,189.87
Two Rivers PCS	$166,396.09
Washington Global PCS	$74,413.10
Washington Latin PCS	$137,239.22
Washington Leadership Academy PCS	$95,123.73
Washington Yu Ying PCS	$116,065.77
YouthBuild PCS	$62,727.21
TOTAL	**$8,623,129.88**

2. Early Childhood Education Grants to Charter LEAs

In FY23, OSSE made grants on a formula basis to support eligible charter schools that serve at least 40 percent 3- and 4-year-old students. OSSE allocated the funding using the same formula logic used to determine allocations for the Elementary and Secondary Education Act Title I, Part A. Funds must be used for plans designed to assist with the implementation of supplementary activities that support school readiness, including the development of literacy and mathematics skills, with an emphasis on supports to increase student achievement. Plans must be research-based and specific to the needs of each school. To reduce burden on LEAs, the application for this funding was combined with the application for Academic Quality funding.

FY23 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning PCS	$338,191.55
Briya PCS	$49,093.58
DC Wildflower PCS	$9,985.14
Global Citizens PCS	$19,599.85
TOTAL	$416,870.12

3. Grants to Support Non-Profit Charter Support Organizations (Third Party)

OSSE competitively awarded grants to non-profit charter support organizations for two types of projects that are designed to impact charter school student outcomes:

- "Direct assistance" projects must be research-based and be designed to improve student outcomes across multiple LEAs through direct service to students or direct professional development and support for teachers and instructional leaders.
- "Indirect assistance" projects include those that are designed to impact student outcomes at multiple LEAs indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. All organizations seeking funding under this grant must be non-profit organizations that have a demonstrated history of success working with DC charter schools on similar projects and must submit a letter of recommendation from a DC charter school with direct experience working with the organization, as well as a complete list of all schools and districts to which the organization has provided similar services.

In FY23, OSSE made 6 awards to non-profit charter support organizations totaling $2,357,627. OSSE has budgeted another $2,000,000 for FY24 but has not yet awarded this funding.

FY23 SOAR Third Party Awardees	Allocation
City Year, Inc.	$369,177.00
DC Public Charter School Cooperative	$400,000.00
EmpowerK12	$400,000.00
One World Education	$400,000.00
SchoolTalk DC	$388,700.20
The Ability Challenge	$399,750.00
TOTAL	$2,357,627.20

4. Teacher Pipeline Grants to Charter LEAs and Nonprofit Charter Support Organizations
OSSE competitively awarded grants to nonprofit charter support organizations to recruit, train, and/or certify high-quality candidate new to teaching for public charter teacher residency and/or teaching roles in the District. In FY23, OSSE made two awards totaling $784,964. OSSE has budgeted another $1,500,000 for FY24 but has not yet awarded this funding.

FY23 SOAR Teacher Pipeline Awardees	Allocation
Relay Graduate School of Education	$284,964.00
Teach For America	$500,000.00
TOTAL	**$784,964.00**

5. Facilities Grants to Charter LEAs
OSSE competitively awarded grants to public charter LEAs to renovate their facilities in order to increase the total number of seats available at a high-quality charter school and/or increase the quality of existing seats at a high-quality charter school. In FY23, OSSE made six awards totaling $3,857,409. OSSE has budgeted another $3,500,000 for FY24 but has not yet awarded this funding.

FY23 SOAR Facilities Awardees	Allocation
Center City PCS	$683,043.80
KIPP DC PCS	$660,275.67
Mundo Verde PCS	$683,043.80
Thurgood Marshall Academy PCHS	$464,957.93
Washington Latin PCS	$683,043.80
Washington Yu Ying PCS	$683,043.80
TOTAL	**$3,857,408.80**

74. **How many District students have IEPs? Please provide, as an attachment, a breakdown of these students by:**

(a) Age;   (b) Grade;   (c) LEA;

Please see attachment: Q74 – IEPs

(d) Disability classification for students with multiple disabilities, please identify all the underlying disability classifications), by age, grade level, and LEA;

Please see attachment: Q74 – IEPs

(e) Percentage of time outside of general education (less than 20%, 20-39%, 40-59%, 60- 79%, 80- 99%, 100%), by age, grade level, LEA, and disability classification;

Please see attachment: Q74 – IEPs

(f) Number of students attending nonpublic schools, by age, grade level, LEA, and disability classification;

Please see attachment: Q74 – IEPs

(g) Number of students receiving homebound/hospital instruction by age, grade level, LEA, and disability classification;

Please see attachment: Q74 – IEPs

(h) Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, grade level, LEA, and disability classification;

Please see attachment: Q74 – IEPs

(i) Number of students who are English language learners attending nonpublic schools by age, grade level, LEA, and disability classification;

Please see attachment: Q74 – IEPs

(j) Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, grade level, LEA, and disability classification; and

Please see attachment: Q74 – IEPs

(k) Number of students receiving each related service (e.g., behavioral support, physical therapy), by age, grade level, LEA, and disability classification.

Please see attachment: Q74 – IEPs

75. **(a) In table format, for School Years 2021-2022 and 2022-2023, how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Please break down the numbers by LEA and students' nonpublic status. Please provide a reason for each student' exit without a diploma or certificate (e.g., transferred to another state, dropped out).**

Please see attachment: Q75 – IEP Graduates and Outcomes

Aligned to OSSE's data processing and federal reporting deadlines, data on student exits is currently available and included for students with IEPs who exited in school years 2020-21 and 2021-22.

(b) For each DCPS and public charter school, please provide outcomes data for students with disabilities transitioning out of school into adulthood, including the following data for School Years 2021-2022 and 2022-2023: (1) the number of students connected to a postsecondary pathway to graduation; and (2) the number of students attending college within a year of high school graduation.

Please see attachment: Q75 – IEP Graduates and Outcomes

76. **Describe the training, support and oversight provided by OSSE during School Year 2022-2023 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment. For each training/support offered, provide the list of participating LEAs.**

The least restrictive environment (LRE) is a legal term found within the Individuals with Disabilities Education Act (IDEA), which states that students with disabilities must be educated with students who are not disabled, to the maximum extent appropriate. This means that a student with a disability should only be removed from the general education classroom to receive services when that student's disability is so severe that supplementary aids and services accessible within the general education classroom cannot provide that student a free and appropriate public education. To fulfill this mandate, schools must follow the principle of inclusion and use inclusive practices across all classrooms.

In the District, most students with disabilities spend the majority of their school day in general education settings. OSSE supports LEAs and schools in this LRE mandate by providing a framework of professional learning, resources, and supports centered on inclusive practices and evidence-based strategies. In the 2022-2023 school year, this framework included the following components, described below in more depth:
- Foundational professional development trainings made available to leaders and educators across all LEAs on OSSE's Learning Management System (LMS);
- Targeted initiatives and resources to support the implementation of evidence-based best practices in special education;
- The Foundations of Special Education Cohort Program, where participants can earn professional learning units and/or a Special Education Endorsement Credential add-on to their existing DC Standard Educator Credential;
- Trainings, convenings, and communities of practice focused on the successful postsecondary transition of students with disabilities;
- Monthly trainings for LEA Special Education Points of Contact; and
- A robust nonpublic placement oversight process.

Foundational Professional Development Training Opportunities
During SY22-23, OSSE's Division of Teaching and Learning (TAL) provided a robust calendar of professional development (PD) trainings, which focused on evidence-based instructional practices and behavior support strategies to support all students, especially students with disabilities.

The target audience for these trainings included special educators, school leaders, general educators, and support staff, who can all register on a first-come, first-served basis. OSSE's TAL professional development (PD) team advertised its PD offerings via various channels such as OSSE's LEA Look Forward newsletter, the TAL PD bulletin board, and OSSE social networking sites (e.g., LinkedIn, Facebook, etc.). All archived SY22-23 editions of the bulletin are available here. The TAL PD team continues to provide a menu of professional learning on-site and

virtually with self-paced, synchronous, and asynchronous trainings.

Examples of OSSE TAL PD trainings offered in SY22-23 include the following:

Inclusive Leadership Cohort
In SY22-23, OSSE partnered with Relay Graduate School's Partnership for Inclusive Schools (PFIS) to facilitate the Inclusive Leadership Cohort (ILC) Program. The ILC Program brings together school leadership teams from LEAs across the District of Columbia to systematically accelerate LEA and school leadership teams' ability to drive outcomes for all learners, specifically exceptional learners. ILC coaches use a facilitation model called "See it, Name it, Do it" which is based on evidence and designed for adult learning. Each ILC Coach provides opportunities for LEA and school leadership teams to observe best practices by analyzing case studies and videos, identifying the actions that are observed, and practicing the newly learned skills.

To measure the acquisition of new skills, ILC coaches collaborate with partnering LEA and school leadership teams and engage in a baseline assessment process that captures both quantitative and qualitative data. This data is analyzed and shared with the LEA and school leadership teams. After strategic planning, goal setting, and school-based coaching, the LEA and school leadership teams assess their progress during mid-year and end-of-year assessments. School-based coaching includes activities such as co-observation, co-facilitation of data meetings, and observation and feedback loops.

During SY22-23, the ILC program partnered with 11 LEAs and school leadership teams (listed in the table below). Participating leadership teams engage in learning, through an iterative cycle around four topics (evaluation, collaborative strategic planning, community of practice and leader and coaching feedback) to strengthen their ability to conduct evaluations, leader professional development, strategic planning, and leader coaching and feedback.

During the evaluation phase LEA and school leadership teams collaborate to collect and visualize baseline data aligned with each of the strands. This data will support each LEA and school leadership team in examining its competencies and areas for improvement with the goal of developing and sustaining inclusive school systems. Throughout the second phase, collaborative strategic planning, LEA and school leadership teams collaborate closely to carefully analyze data regarding inclusive practices in each school. With this information, we establish multi-year strategic planning goals and determine effective strategies that align with these goals. We are excited about the positive impact this will have on our students.

Participants also engage in a community of practice (COP), wherein LEA and school leadership teams collaborate to monitor progress towards goals and make adjustments during coaching touchpoints and quarterly practice communities. Finally, through leader coaching and feedback, LEA and school leadership teams receive coaching bi-weekly from the ILC cohort coaches. The coaching provided is focused on the drivers outlined in the strategic plans that each LEA or school has created. The school-based coaching may involve activities such as co-observation,

co-facilitation of data meetings, observation and feedback conversations, or strategic planning step-back meetings. Participating LEAs/schools are as follows:

Cohort 1 - LEA/School	Cohort 2 – LEA/School
Achievement Prep Academy	Appletree PCS
Center City PCS - Brightwood	Bridges PCS
Dc Wildflower PCS	Howard Middle
Social Justice School	Friendship PCS- Southeast
Lasalle-Backus PS –DCPS	Washington Latin PCS
Friendship PCS - Woodbridge	

In SY22-23, OSSE also collaborated with Relay Graduate School of Education as a part of the DCPS-Relay Regional Leadership Program. The objective of this leadership program is to develop Instructional Superintendents and district coaches of DCPS to offer excellent instructional and strategic leadership coaching throughout the district. This professional development opportunity also offers extensive coaching and support for a few selected Instructional Superintendents through a combination of on-site and virtual coaching. To achieve the maximum impact on student achievement through inclusive practices, the program focuses specifically on Weekly Data Meeting content and regional support coaching. The program also supports principals to implement action plans that come out of site visits.

The participating clusters are as follows:

Cluster 1	Cluster 3	Cluster 9
Bunker Hill ES	Burroughs ES	Anacostia HS
Garfield ES	Burrville ES	Ballou HS
HD Cooke ES	CW Harris	Cardozo EC
Hendley ES	Drew ES	Coolidge HS
King ML ES	Langley ES	Dunbar HS
Leckie EC	Lorraine H. Whitlock ES	Eastern HS
Malcolm X ES	Ludlow-Taylor ES	HD Woodson HS
Noyes ES	Nalle ES	Jackson-Reed HS
Patterson ES	Payne ES	MacArthur HS
School Without Walls	Smothers ES	Ron Brown HS
Simon ES	Thomas ES	Roosevelt HS
Turner ES	Wheatley ES	

Foundations of Special Education Cohort Program
The Foundations of Special Education cohort program was launched with the purpose of providing foundational knowledge and skills to DC educators to ensure they are equipped to serve all students, especially students with disabilities, effectively. OSSE offered two cohorts through this program: 1) the Foundations of Special Education Micro-credential cohort, and 2) the Special Education Endorsement Recovery Initiative (SEERI) cohort. Both cohorts engaged in

asynchronous online coursework and micro-credential coursework, which was hosted on OSSE's learning management system (LMS). Further, eligible educators who met specific eligibility criteria had an opportunity to add a Special Education Endorsement Credential to their existing DC standard Educator Credential. A detailed overview of each cohort structure is below:

Foundations of Special Education Micro-credential Cohort: This cohort was open to all pre-K through grade 12 educators, including both general and special education teachers, staff, service providers, instructional coaches, and school leaders serving in DC public and public charter schools. Participating educators were required to complete all coursework (32 professional learning units (PLUs) total for completion of all 16 modules) and participate in two on-the-job, summative assessment micro-credentials.

Special Education Endorsement Recovery Initiative (SEERI) Cohort: This cohort was limited to pre-K through grade 12 educators serving in DC public and public charter schools who hold a current and active OSSE standard teaching credential in any subject area other than special education, and who are interested in adding a special education endorsement to their existing standard teacher credential. Participating educators are required to complete all coursework and two micro-credentials, pass the Praxis exam, and then receive special education endorsement.

Program Participation: Foundations of Special Education Micro-credential
The Foundations of Special Education asynchronous course is available on the OSSE Learning Management System (LMS). The learning series consists of four distinct courses. Each course requires approximately 8-10 hours to complete – this includes four asynchronous modules and any independent coursework. Participants can earn up to 32 PLUs total for completion of all four courses (16 modules total). The courses and related modules are:

1. Introduction to Special Education
   - Mindset, Bias, and the Special Education Process
   - Legal Requirements and Terminology
   - Evaluations and Eligibility
   - The Components of an IEP
2. The IEP Team and Process
   - The Role of the IEP Team
   - Ensuring Equity of Voice on the IEP Team
   - Facilitating IEP Team Meetings
   - Ensuring a Flexible Continuum of Supports and Services
3. Using Data to Develop Student Supports
   - RTI, Intervention, and Referral for Eligibility for Special Education Services
   - Selecting Appropriate Assessments to Describe Present Levels of Performance
   - Using Assessment Data to Describe Students' Present Levels of Performance
   - Using Assessment Data to Write IEP Goals and Objectives

4. Evidence-based Instructional Methods
   - Evidence-based Practices of Specially Designed Instruction
   - High-leverage Instructional Practices for Students with Disabilities
   - Using HQIM to Design Rigorous, Accessible Instruction for All Learners
   - Using Student Data to Develop Effective Learning Experiences for Your Students

The following tables list LEAs with educators who completed all Foundations of Special Education coursework as a part of summer 2023 and fall 2023 cohorts.

Summer 2023 Cohort: 510 educators representing 48 LEAs participated in the summer 2023 cohort.

LEA/School	LEA/School	LEA/School
Academy of Hope PCS	Cesar Chavez PCS	LAYCCA
Apple Tree PCS	Creative Minds International PCS	Mary McLeod Bethune Day Academy PCS
Breakthrough Montessori PCS	DC Prep PCS	Maya Angelou PCS
Bridges PCS	DC International PCS	Meridian PCS
Capital City PCS	DC Public Schools	Perry Street Prep PCS
Capital Village PCS	E.L Haynes PCS	SELA PCS
Carlos Rosario PCS	E.W Stokes PCS	The Next Step PCS
Cedar Tree Academy	Girls Global Academy	Washington Wildflower PCS
Center City PCS	Harmony PCS	Washing Yu Ying PCS

Current Cohort (Fall 2023 Cohort): 457 educators representing 47 LEAs are participating.

LEA/School	LEA/School	LEA/School
Academy of Hope PCS	Cesar Chavez PCS	LAYCCA
Achievement Prep Academy	Creative Minds International PCS	Mary McLeod Bethune Day Academy PCS
Apple Tree PCS	E.W Stokes PCS	Monument Academy
BASIS PCS	Friendship PCS	Mundo Verde PCS
Bridges PCS	Girls Global Academy	Paul PCS
Briya PCS	Global Citizens PCS	SEED PCS
Capital City PCS	Goodwill Excel Center PCS	SELA PCS
Capital Village PCS	Howard Middle School of Math and Science	Shining Stars Montessori Academy
Cedar Tree Academy	Ingenuity Prep	Social Justice PCS
Center City PCS	Inspired Teaching PCS	Sojourner Truth PCS
DC Bilingual PCS	KIPP DC	Statesman Preparatory Academy

LEA/School	LEA/School	LEA/School
DC International PCS	LAMB PCS	Thurgood Marshall Academy PCS
DC Prep PCS	LAYCC	Two Rivers PCS
DC Public Schools	Lee Montessori PCS	Washington Global PCS
Eagles Academy	Mary McLeod Bethune Day Academy PCS	Washington Latin PCS
Early Childhood Academy PCS	Maya Angelou PCS	Washington Leadership PCS
E.L Haynes PCS	Meridian PCS	

Two micro-credentials were developed and launched for participating educators during SY 22-23: Micro-credential 1: IEP Meeting Observation and Reflection and 2: Data-informed Instructional Planning. LEAs with at least one person completed *Micro-credential 1: IEP Meeting Observation and Reflection and 2: Data-informed Instructional Planning*.

LEA/School	LEA/School
Capital City PCS	DC Public Schools (19 schools)

Program Participation: Special Education Endorsement Recovery Initiative (SEERI) Cohort
Educators participating in the SEERI pathway are required to take a praxis exam to receive a Special Education endorsement in addition to their standard teaching license. 68 educators representing 4 LEAs received Special Education endorsement as a part of the previous cohort.

LEA/School	LEA/School	LEA/School
Capital City PCS	Meridian PCS	SELA PCS
DC Public Schools (42 schools)		

* Current cohort (Fall 2023 Cohort) members are in the process of completing coursework.

Section 504 Training
The Section 504 regulations require an LEA to provide a "Free Appropriate Public Education" (FAPE) to each student with a qualifying disability who is enrolled in the LEA's jurisdiction. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs and ensure that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate. Section 504 training was offered four times during the 2022-2023 school year, which was attended by representatives from 9 LEAs.

LEAs with at least one person in attendance at Section 504 training

LEA/School	LEA/School	LEA/School
DCPS	Meridian	Paul
IDEA	Imagine Hope Tolson	Two Rivers
DC International	St. Coletta	Latin

Restorative Justice Practices, Social and Emotional Learning, Equity in Discipline and Trauma-Informed Practices

To address positive behavior support and effective response to behavioral crises, OSSE offered a series of virtual trainings to elementary and secondary District educators. Trainings on trauma-informed care, restorative justice practices, social and emotional learning, and equity in discipline promote effective instructional practices that allow students to remain in the least restrictive environment. Training series offered in SY22-23 are listed below, along with participating LEAs. Several training topics were offered multiple times throughout the year, and the tables below represent aggregate attendance by LEAs.

LEAs with at least one person in attendance for *Understanding Trauma in Children and How to Develop Healing-Centered Practices*

LEA/School	LEA/School	LEA/School
DC Public Schools	Digital Pioneers	Eagle Academy PCS
Thurgood Marshal PCS	Capital City PCS	Friendship PCS
Lee Montessori	Shining Stars Montessori	IDEA PCS
Ingenuity Prep PCS	LAMB	

LEAs with at least one person in attendance for *Developing Organizational Wellness*

LEA/School	LEA/School	LEA/School
DCPS	Statesman College Prep Academy	IDEA PCS
Capital City PCS	Washington Global	Lee Montessori
LAMB	Briya PCS	SEED PCS
Creative Minds PCS	DC Bilingual PCS	

LEAs with at least one person in attendance for *Advanced Trauma-Informed Teaching Fellowship Series*

LEA/School	LEA/School	LEA/School
DCPS	Lee Montessori	Capital City PCS
IDEA PCS	Eagle Academy PCS	DC Wildflower PCS
Washington Global PCS	Meridian PCS	Bridges PCS

LEA/School	LEA/School	LEA/School
Friendship PCS		

LEAs with at least one person in attendance for *Peace of Mind – Mindfulness for Educators*

LEA/School	LEA/School	LEA/School
Capital City PCS	DC Public Schools	Breakthrough Montessori
EW Stokes PCS	Meridian PCS	KIPP DC Learning Center
Shining Star PCS		

LEAs with at least one person in attendance for *Peace of Mind Coaching Series*

LEA/School	LEA/School	LEA/School
DC Public Schools	KIPP DC Learning Center	

LEAs with at least one person in attendance for *Understanding the Relationship between Implicit Bias and Structural Inequity*

LEA/School	LEA/School	LEA/School
DC Public Schools	KIPP DC	Ingenuity Prep

LEAs with at least one person in attendance for *Student Engagement Strategies for Social and Emotional Learning*

LEA/School	LEA/School	LEA/School
DCPS	Two Rivers PCS	SEED PCS
Meridian PCS	SELA PCS	Digital Pioneers Academy PCS
Next Step PCS	EW Stokes PCS	Perry Street Prep PCS

LEAs with at least one person in attendance for *Restorative Responses to Behavior*

LEA/School	LEA/School	LEA/School
DC Public Schools	Shining Stars PCS	Washington Leadership Academy
Breakthrough Montessori	Social Justice School	Apple Tree PCS
Mary Mcleod Bethune Academy	IDEA PCS	Social Justice School
Bridges PCS	EW Stokes	

LEAs with at least one person in attendance for *Establishing Restorative Agreements and Norms*

LEA/School	LEA/School	LEA/School
DC Public Schools	Mundo Verde PCS	Shining Star PCS
EL Haynes PCS	Creative Minds International PCS	

LEAs with at least one person in attendance for *Restorative Justice and Special Education*

LEA/School	LEA/School	LEA/School
Washington Yu Ying PCS	Mundo Verde PCS	Monument Academy PCS
DC Public Schools	Apple Tree Institute	Friendship PCS
IDEA PCS	Capital City PCS	Cesar Chavez PCS
Howard University Middle School of Mathematics and Science	LEARN DC PCS	

LEAs with at least one person in attendance for *Restorative Justice, SEL, and Mental Health and Staff Engagement & Wellness*

LEA/School	LEA/School	LEA/School
Capital City PCS	Latin American Youth Center Career Academy	Mundo Verde PCS
DC Public Schools	Sojourner Truth PCS	DC Public Schools
The Children's Guild PCS	IDEA PCS	Friendship PCS
EW Stokes PCS	Bridges PCS	Breakthrough Montessori
Inspired Teaching Demonstration School	Howard University Middle School of Mathematics and Science	SEED PCS
Creative Minds PCS	Social Justice School	

LEAs with at least one person in attendance for *Restorative Applications and Alignment with MTSS*

LEA/School	LEA/School	LEA/School
DC Public Schools	Sojourner Truth PCS	

LEAs with at least one person in attendance for *Race Equity, Inclusion and Diversity*

LEA/School	LEA/School	LEA/School
Academy of Hope PCS	IDEA PCS	

LEAs with at least one person in attendance for *Restorative Justice and Student Engagement*

LEA/School	LEA/School	LEA/School
IDEA PCS	LAYC PCS	Mundo Verde PCS
DC Public Schools	Cesar Chavez PCS	LEARN DC PCS

LEAs with at least one person in attendance for *Restorative Practices to Integrate Returning Students*

LEA/School	LEA/School	LEA/School
Sojourner Truth PCS	The Children's Guild PCS	Friendship PCS
DC Public Schools	DC Prep	

LEAs with at least one person in attendance for Building and Sustaining Community & Restorative Justice/Proactive Circle Implementation

LEA/School	LEA/School	LEA/School
LAYC PCS	KIPP DC	EW Stokes Community Freedom PCS
Monument PCS	DC International PCS	DC Public Schools
Bridges PCS	Shining Star PCS	LAMB
Cesar Chavez PCS	Friendship PCS	Social Justice School
IDEA PCS		

LEAs with at least one person in attendance for Restorative Re-direction & De-Escalation

LEA/School	LEA/School	LEA/School
DCPS	LAYC PCS	EW Stokes Community Freedom PCS
Two Rivers PCS	The Children's Guild PCS	DC International PCS
Friendship PCS	Shining Star PCS	

LEAs with at least one person in attendance for *Restorative Justice Fundamentals*

LEA/School	LEA/School	LEA/School
Friendship PCS	Mundo Verde PCS	DC International PCS
Sojourner Truth PCS	DC Public Schools	Shing Star PCS
Apple Tree Early Learning PCS	IDEA PCS	Inspired Teaching Demonstration School
Breakthrough Montessori		

LEAs with at least one person in attendance for *Restorative Justice in the Classroom for all Learners*

LEA/School	LEA/School	LEA/School
Paul PCS	Mundo Verde PCS	Global Citizens PCS
Friendship PCS	DC International PCS	DC Public Schools
Capital City PCS		

LEAs with at least one person in attendance for a *3-day 2023 Summer Intensive Program on Restorative Justice in the Classroom*

LEA/School	LEA/School	LEA/School
DC Public Schools	AppleTree Institute PCS	Capital Village PCS
Cesar Chavez PCS	Creative Minds International PCS	EW Stokes Community Freedom PCS
Friendship PCS	IDEA PCS	Mundo Verde PCS
KIPP DC	SEED PCS	Social Justice School
Sojourner Truth PCS	The Children's Guild PCS	Thurgood Marshall Academy PCS
Two Rivers PCS	YouthBuild PCS	

LEAs with at least one person in attendance for Social Emotional Learning professional development/workshop *Teaching with A Compassionate Classroom*.

LEA/School	LEA/School	LEA/School
DC Public Schools	AppleTree Institute PCS	Thurgood Marshall Academy PCS
Elsie Whitlow Stokes Community	Marthas Table Maycroft Early Learning Center	KIPP DC

LEA/School	LEA/School	LEA/School
Gatari Development Center	Coolidge High	

LEAs with at least one person in attendance for Social Emotional Learning professional development/workshop *Teaching with Art, Culture, and Technology Integration.*

LEA/School	LEA/School	LEA/School
DC Public Schools	Apple Tree PCS	Coolidge High
Thurgood Marshall High		

LEAs with at least one person in attendance for Social Emotional Learning professional development/workshop *Teaching with RHYTHM*.

LEA/School	LEA/School	LEA/School
Thurgood High	Coolidge High	Apple Tree PCS
Friendship PCS		

LEAs with at least one person in attendance for Equity centered professional development/workshop *Understanding the Relationship Between Implicit Bias and Inequity*.

LEA/School	LEA/School	LEA/School
DC Public Schools	Ingenuity Prep PCS	KIPP PCS

LEAs with at least one person in attendance for Equity centered professional development/workshop *Preparing Educators to Address Race in the Classroom.*

LEA/School	LEA/School	LEA/School
Meridian PCS	Paul PCS	Next Step/ El Proximo Paso PCS

LEAs with at least one person in attendance for Equity centered professional development/workshop *Multi-Level Intervention to Reduce Disproportionality and Promote Equity*

LEA/School	LEA/School	LEA/School
Capital City		

LEAs with at least one person in attendance for Equity centered professional development/workshop *Implicit Bias: Overcoming Individual & Systemic Biases*

LEA/School	LEA/School	LEA/School
DCPS	DYRS	Shining Stars Montessori Academy PCS

LEAs with at least one person in attendance for Equity centered professional development/workshop *Equity Through a Data Lens*

LEA/School	LEA/School	LEA/School
Cedar Tree Academy PCS	Capital City PCS	Meridian PCS
Paul PCS		

LEAs with at least one person in attendance for Equity centered professional development/workshop *Addressing Microaggressions on PK-12 Settings*

LEA/School	LEA/School	LEA/School
KIPP DC PCS	DCPS	Breakthrough Montessori PCS
DYRS PCS		

Multi-Tiered System of Supports (MTSS)

MTSS is a multi-tiered approach for improving learning outcomes for all students and identifying and supporting students with learning and behavior needs early. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Through MTSS, struggling learners are provided with interventions at increasing intensity levels to accelerate their learning rate while closely monitoring their progress. During FY23, 42 LEAs engaged with the following OSSE MTSS professional learning opportunities:

- <u>MTSS Foundations:</u> OSSE offered four MTSS Foundations professional learning sessions. These sessions provided an introduction and resources for the implementation of MTSS. These sessions had representatives from six LEAs.
- <u>MTSS Community of Practice</u>: During the school year 2022-2023, OSSE launched a MTSS Community of Practice (CoP) to help educators enhance their knowledge of MTSS through professional learning, overcome implementation challenges, and exchange resources for improving student outcomes. The program included monthly CoP meetings for DC educators from December to June. Twenty-three LEAs had at least one representative in the MTSS CoP.
- <u>MTSS Implementation Book Study</u> OSSE held a five-part MTSS Implementation Book study to help educators understand how to implement MTSS in their school buildings to support the unique needs of all students. The book study had participants from 22 LEAs. OSSE provided books to 100 participants and hosted guided discussions online. There were 20 live one-hour sessions on MTSS implementation-related topics during this time.

The following LEAs had at least one representative present at these opportunities.

LEA	MTTS BOOK STUDY	MTSS COP	MTSS FOUNDATIONS	Starting at the Root
AppleTree PCS	Yes	Yes		
Basis PCS			Yes	
Bridges PCS	Yes	Yes		
Capital City PCS	Yes	Yes		Yes
Capital Village PCS			Yes	
Center City PCS	Yes			
Cesar Chavez PCS	Yes			
Creative Minds International PCS		Yes		
DCPS	Yes	Yes	Yes	
DC Prep PCS	Yes			
DC International PCS	Yes			
EL Haynes PCS	Yes	Yes		
EW Stokes PCS	Yes	Yes		
Friendship PCS	Yes	Yes		
Girls Global PCS	Yes			
Harmony DC PCS	Yes	Yes		
Hope Community PCS		Yes		
Howard University Middle PCS	Yes			
Imagine PCS				Yes
Kingsman Academy PCS		Yes		
KIPPDC	Yes	Yes		
LAMB PCS		Yes		
LAYC Career Academy	Yes	Yes		
LEARN PCS				
Lee Montessori PCS	Yes			
Mary Mcleod Bethune PCS	Yes			Yes
Maya Angelou PCS	Yes			
Meridian CS		Yes		Yes
Paul PCS	Yes	Yes		Yes

LEA	MTTS BOOK STUDY	MTSS COP	MTSS FOUNDATIONS	Starting at the Root
Perry Street Prep PCS		Yes		
Rocketship PCS	Yes			
SEED PCS		Yes		
Shining Stars PCS	Yes			
Social Justice School PCS				Yes
Sojourner Truth PCS	Yes			
St. Coletta				Yes
Thurgood Marshall PCS		Yes		
Two Rivers PCS		Yes		Yes
Washington Global PCS			Yes	
Washington Latin PCS		Yes		
Washington Leadership Academy PCS		Yes		

Secondary Transition Trainings, Institute, and Community of Practice.
In SY22-23, OSSE offered extensive training and technical assistance related to secondary transition compliance for students with disabilities leaving high school. OSSE partnered with School Talk and other agencies to ensure awareness of requirements and best practices. Supports included professional development trainings, an institute, and a community of practice.

Professional Development. SchoolTalk hosted the Secondary Transition Summer Learning Series 6-week (15 credit hours/ 5 modules), asynchronous, online course between August 14th, 2023 - September 22, 2023 with the following outcomes:
- Total Course Participants: 30 school-based special education leaders (Special Education Coordinators, Administrators, Secondary Transition Specialists, etc.)
- Total Local Education Agencies (LEA) Represented: 18
- Total School Campuses Represented: 30 (17 Public Charter Schools & 12 DC Public Schools)
- Outcomes achieved by module:
  - Module 1: Legal & Theoretical Background of Secondary Transition Planning | Participants:
    - familiarized themselves with postsecondary outcomes of students with disabilities in DC and across the US;
    - increased understanding of the federal and local laws, theory, and research that support the IDEA's secondary transition mandate;
    - identified common resources to support secondary transition programming, as well as identify which resources are already being used in their school; and
    - explored best practice research through a self-assessment of their school's current program.

- o Module 2: The Individualized Transition Plan (ITP) Team | Participants:
  - identified roles and responsibilities of the required members of the transition planning team; and
  - increased their capacity for involving students and families in transition planning.
- o Module 3: Age-Appropriate Secondary Transition Assessments | Participants:
  - defined the three transition domains; and
  - identified transition assessments available to guide transition programming.
- o Module 4: Using Data to Develop a Student Driven Secondary Transition Plan | Participants:
  - drafted individualized post- secondary & annual transition goals based on age-appropriate transition assessments; and
  - identified transition services and course of study to help students meet transition goals.
- o Module 5: Connecting Secondary Transition-Aged Students to Adult Services | Participants:
  - identified procedural requirements as students prepare to exit high school;
  - reviewed the purpose of the summary of performance; and
  - explored core functions of adult agencies, referral processes, and supports for students as they transition out of high school, as well as the differences between IDEA and adult.

LEA/School	LEA/School	LEA/School
Capital City PCS	IDEA PCS	St. Coletta PCS
DC International PCS	KIPP DC	The Next Step PCS
DC Public Schools (DCPS) (12 schools)	Monument Academy PCS	Thurgood Marshall PCS
E.L Haynes PCS	Paul PCS	Washington Global PCS
Friendship PCS	Social Justice PCS	Washington Latin PCS
Howard Middle School of Math and Science	Sojourner Truth PCS	Washington Leadership PCS

Secondary Transition Institute
The purpose of the annual DC Secondary Transition Institute is to share resources and information that will assist schools and districts in strengthening their capacity at the local level to implement evidence-based education and services, increase compliance with IDEA secondary transition requirements, and improve postsecondary outcomes for all our students with disabilities. SchoolTalk hosted the Districtwide Capacity Building Institute on Friday, September 29, 2023 with the following outcomes:
- Total Attendees: 117 including 59 contributors

- Secured nationally recognized keynote speaker; Director Valarie Williams, US Department of Education (US DOE), Office of Special Education and Rehabilitative Services (OSERS)
- Hosted 10 content sessions (see Table A for details) in collaboration with 26 speakers representing four government agencies and eight local service organizations.
- Supported 27 (22 public charter schools, four DC Public Schools, one Central Office) school-based teams representing 23 LEAs in creating strategic capacity building plans to improve postsecondary outcomes among students with disabilities. Team planning sessions were facilitated by 18 trained professionals representing three DC government agencies and three local service organizations.
- Organized resource fair including resources from 14 agencies and/or local service organizations.
- Attendees achieved the following outcomes:
  - Increased knowledge about secondary transition for students with disabilities
  - Established connection among providers across the District who are working diligently on improving post-school outcomes for students with disabilities, and
  - Accessed research-based, secondary transition resources.

Increasing Family Engagement Parent Panel: Family engagement is one of the top predictors of successful postsecondary outcomes. Yet schools often feel family engagement is challenging in the secondary transition years. Come to this panel of family members to learn more about the experiences of families and best practices for authentically engaging families in the secondary transition process.	Parent Panelists: • Renee Davis, Parent; • Katrice Fuller, Parent Leader for Parents Amplifying Voices in Education (PAVE); • Cheri Mallory, Parent; • Berta Mata, Parent and Bilingual Educational Support Specialist, Advocates for Justice in Education, Inc; • Yvette Selby, PAVE • Moderator: Alison White, Executive Director, DC Developmental Disabilities Council
Youth Panel: Each One Teach One: Hear from youth participating in work-based learning experiences, including SchoolTalk's Arts to Advocacy. Youth will share how these experiences increased their self-determination and self-expression. Educators will learn best practices and see youth artwork.	Youth Panelists: • Ahmad Boone, • Jhiyah Cooper, • Iker Caneles-Herrera, • Chloe Summers, • Teon Logan • Moderator: Elijah Lee, Senior Program Assistant, SchoolTalk
Learning from Each Other: Staff from District of Columbia Public Schools (DCPS), a local public charter school, and the DC Special	• Africa Battle, Special Education Teacher, Roosevelt High School, District of Columbia Public Schools (DCPS);

Education Cooperative will share about their experiences implementing elements of secondary transition programming. Participants will learn best practices and lessons learned, as well as learn about resources available to support secondary transition programs.	• Aeriale Johnson, Special Education Teacher, E.L. Haynes Public Charter School, • Wendy Parker, Manager, Post-Secondary Transition Programs, DCPS
I'm Determined Project: Participants will learn about effective strategies and practices related to self-determination and youth leadership by exploring the tools and resources available through the I'm Determined Project.	• Kendal Swartzentruber, Co-State Coordinator, I'm Determined Project
Districtwide Pathway Opportunities: The Division of Postsecondary and Career Education (PCE) supports programs that improve the overall postsecondary enrollment, completion, certificate completion, and employment rates in the District. PCE creates opportunities for DC youth and adults to attend postsecondary institutions and earn certifications and college degrees, obtain adult literacy proficiency, acquire a GED, and develop career awareness, exploration and preparation. PCE will present information on Adult and Family Education, College and Career Readiness, and DC TAG	OSSE Panelists: • Kalecia Baity, Program Manager, Division of Postsecondary and Career Education (PCE), Office of the State Superintendent of Education (OSSE); • Nakia Lynch, Program Analyst, OSSE PCE; • SirWalter Hemphill, Management Analyst, OSSE PCE
Transition Discoveries: Join the Movement: The Transition Discoveries approach is rooted in authenticity, evidence, empowerment, and partnership. Discover how we pave the way for youth to take charge of their futures by centering their voices and collaborating with supportive adults.	• Jhiyah Cooper, DCPS Alumna; • Dr. Joan Kester, Asst. Prof., Graduate School of Ed. & Human Dev., George Washington University; • Elizabeth Kutscher, Asst. Prof., Graduate School of Ed. & Human Dev., George Washington University; • Teon Logan, DCPS Student

Learn valuable insights and tools to foster positive transitions.	
People Planning Together: People Planning Together (PPT) is a workshop led by and for people with disabilities for people with disabilities. Educators who attend this session will learn how PPT helps people with disabilities practice self-advocacy, build confidence, and develop their own plans to share with others. Participants will discover the basics of PPT, engage in exercises used during the workshop, and learn how to schedule a workshop for their students.	• Thelma Green, People Planning Together Trainer, DC Department on Disability Services (DDS); • Catherine Rinehart- Mello, Program Development Specialist, DDS
Employer Panel: Youth Can Do It: Participants will hear from employers who hire students with disabilities. Learn best practices related to work-based learning and understand what employers consider when developing partnerships for youth.	Panelists: • Ibrahim Bah, M&T Bank: Vice President & Bilingual Sr. Bank Manager, Woodley Park Branch; • Mamadou Keita, M&T Bank: Universal Banker, Woodley Park Branch; • Maureen Leary, National Postal Museum: Youth & Family Programs Manager; • Larry James, Shepherd Elementary School (DCPS): Lead Foreman; • Ariel Verbrugge, University of the District of Columbia's Center for Urban Agriculture and Gardening Education, Project Assistant Moderators: • Ahmad Boone, DCPS Student; • Elijah Lee, Sr. Program Asst., SchoolTalk
Working with Students with Disabilities & Multi-Language Learners in CTE: Are you teaching a Career Technical Education (CTE) course and want to know the best practices to engage your students with disabilities in secondary transition? Do you need support with providing multi-language learners with accessible and practical strategies for college and career readiness? Learn best	• Ashlie Jones, Director of Postsecondary Transition, Office of Teaching & Learning, DCPS; • LaShonda Wilson, Education Program Specialist, DSS, K-12, OSSE

practices for working with special populations and developing secondary transition plans.		

Secondary Transition Community of Practice

SchoolTalk facilitated the DC Secondary Transition Community of Practice (CoP) with the following outcomes:

- Engaged with 113 individual stakeholders through monthly meetings from January 2023-June 2023. Meeting attendance ranged from 28-50 participants (average 37 participants). Individual members attended an average of two meetings. Fifty organizations were represented at CoP meetings.
- Maintained CoP listserv through Constant Contact. Listserv includes 434 members.
- Ensured membership reflected key DC secondary transition stakeholders including but not limited to DC government agency representatives (i.e. DDS/RSA/DDA, DOES, DBH, DYRS, OSSE, DC Ombudsman for Public Education, etc.), local education agency special education and CCR staff from DCPS, public charter, and non-public schools, community rehabilitation providers, disability support providers, non-government organizations, labor force and business representatives, parent information centers, youth with disabilities, and family members of youth with disabilities.
- Collaborated with CoP membership to host six monthly meetings (see Table B for details)
- Maintained two Peer Solution Circles (PSC) for professionals to use Restorative Practices and engage in collaborative problem solving: 1) Student-Driven Transition Planning PSC and 2) Engaging Business Partners in Work-Based Learning Experiences PSC. PSC topics were determined by CoP membership (see Table B for details)

Table B: CoP Monthly & PCS Meetings

Date	Meeting Topic	Number of Participants
1/20/2023	2023 Kick-off Meeting	28
2/17/2023	Engaging Businesses in Work-Based Learning Experience | co-hosted with the DDS Rehabilitative Services Administration (DCRSA) & The Ivymount School	38
3/17/2023	Improving Transition Assessment & Planning Processes | co-hosted with the DC Special Education Cooperative & DCPS Transition Unit	50
3/27/2023	Student-Driven Transition Planning Peer Solution Circle	9
4/6/2023	Engaging Business Partners in Work-Based Learning Experiences Peer Solution Circle	8
4/28/2023	Accessing District Wide Data about Postsecondary Outcomes | co-hosted with PC Policy Center & Paul Public Charter School	37
4/28/2023	Student-Driven Transition Planning Peer Solution Circle	11

Date	Meeting Topic	Number of Participants
5/4/2023	Engaging Business Partners in Work-Based Learning Experiences Peer Solution Circle	6
5/19/2023	Family Advocacy for Transition-Aged Youth | co-hosted with the I'm Determined Project, Parents Amplifying Voices in Education (PAVE), the Family Support Council, DDS State Office for Policy, Planning, and Innovation (SOPPI), DC Developmental Disabilities Council (DDC), Advocates for Justice and Education (AJE), Decoding Dyslexia, & Family Ties of DC at Quality Trust for Individuals with Disabilities	45
6/1/2023	Engaging Business Partners in Work-Based Learning Experiences Peer Solution Circle	8
6/16/2023	Looking Back & Forward Planning | co-hosted with the DC State-Level Secondary Transition Interagency Team	28
6/16/2023	Student-Driven Transition Planning Peer Solution Circle	6

LEA Special Education Points of Contact Training

The roster of participating LEAs is included below. Each month's content provided training on these areas of focus:

- Student transportation updates and reminders
- Student Education Data System (SEDS) administrative tasks
- Updates and reminders for IDEA Part B monitoring processes
- Training and reminders around policy, including significant disproportionality, initial evaluation, reevaluation, IEP amendments, alternate assessment eligibility, and assessment accommodations
- Opportunities for staff to receive additional professional learning and training via OSSE's Teaching and Learning PD Team

LEA	Jul. 22	Aug. 22	Sep. 22	Oct. 22	Nov. 22	Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23
Academy of Hope PCS	*					N/A					
Achievement Preparatory Academy PCS	*		Yes	Yes	Yes	N/A					Yes
AppleTree Early Learning PCS	*	Yes	Yes	Yes	Yes	N/A	Yes				Yes
BASIS DC PCS	*	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes
Breakthrough Montessori PCS	*		Yes	Yes	Yes	N/A	Yes				

LEA	Jul. 22	Aug. 22	Sep. 22	Oct. 22	Nov. 22	Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23
Bridges PCS (Co-op)		Yes				N/A		Yes	Yes	Yes	
Briya PCS	*	Yes		Yes		N/A	Yes			Yes	Yes
Capital City PCS	*		Yes	Yes	Yes	N/A	Yes		Yes	Yes	
Capital Village	*	Yes	Yes	Yes	Yes	N/A	Yes		Yes	Yes	Yes
Carlos Rosario International PCS	*					N/A					
Cedar Tree Academy PCS	*	Yes	Yes	Yes		N/A	Yes		Yes	Yes	
Center City PCS	*			Yes	Yes	N/A	Yes		Yes	Yes	Yes
César Chávez PCS for Public Policy	*	Yes				N/A					
Children's Guild DC PCS	*					N/A					
Community College Preparatory Academy PCS	*					N/A					
Creative Minds International PCS	*	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes
DC Bilingual PCS	*	Yes	Yes	Yes	Yes	N/A	Yes		Yes	Yes	Yes
DC Prep PCS	*	Yes	Yes			N/A	Yes		Yes		
DC Scholars PCS	*			Yes	Yes	N/A					
Digital Pioneers	*	Yes				N/A	Yes				
District of Columbia International School	*					N/A					

LEA	Jul. 22	Aug. 22	Sep. 22	Oct. 22	Nov. 22	Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23
District of Columbia Public School	*	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes
E.L. Haynes PCS	*				Yes	N/A	Yes	Yes	Yes		Yes
Eagle Academy PCS	*					N/A				Yes	
Early Childhood Academy PCS	*	Yes	Yes	Yes	Yes	N/A	Yes		Yes	Yes	Yes
Elsie Whitlow Stokes Community Freedom PCS	*	Yes	Yes	Yes		N/A	Yes	Yes		Yes	Yes
Friendship PCS	*	Yes	*	Yes	Yes	N/A				Yes	Yes
Girls Global Academy	*	Yes	Yes	Yes	Yes	N/A	Yes		Yes	Yes	Yes
Goodwill Excel Center PCS	*					N/A	Yes				
Harmony DC PCS	*			Yes	Yes	N/A	Yes		Yes	Yes	Yes
Hope Community PCS	*					N/A				Yes	Yes
Howard University Middle School of Mathematics and Science PCS	*					N/A			Yes	Yes	Yes
I Dream School PCS	*					N/A					
Ideal Academy PCS	*					N/A					
Ingenuity Prep PCS	*	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes

LEA	Jul. 22	Aug. 22	Sep. 22	Oct. 22	Nov. 22	Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23
Inspired Teaching PCS	*	Yes	Yes		Yes	N/A		Yes	Yes		
Integrated Design Electronics Academy PCS	*	Yes	Yes	Yes	Yes	N/A	Yes			Yes	Yes
Kingsman Academy PCS	*	Yes				N/A	Yes		Yes		Yes
KIPP DC PCS	*	Yes	Yes	Yes	Yes	N/A	Yes		Yes	Yes	Yes
Latin American Montessori Bilingual PCS	*		Yes	Yes		N/A	Yes		Yes	Yes	Yes
LAYC Career Academy PCS	*	Yes	Yes	Yes	Yes	N/A			Yes	Yes	Yes
Lee Montessori PCS	*			Yes	Yes	N/A	Yes			Yes	Yes
Mary McLeod Bethune Day Academy PCS	*					N/A			Yes	Yes	Yes
Maya Angelou PCS	*			Yes	Yes	N/A	Yes		Yes	Yes	Yes
Meridian PCS	*	Yes	Yes		Yes	N/A					
Monument Academy PCS	*					N/A					
Mundo Verde Bilingual PCS	*	Yes	Yes			N/A			Yes		
National Collegiate Preparatory PCHS	*					N/A					
Paul PCS	*	Yes	Yes	Yes	Yes	N/A	Yes		Yes		Yes
Perry Street Preparatory PCS	*					N/A			Yes	Yes	
Richard Wright PCS for Journalism	*	Yes			Yes	N/A					

LEA	Jul. 22	Aug. 22	Sep. 22	Oct. 22	Nov. 22	Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23
and Media Arts											
Rocketship DC PCS	*	Yes	Yes	Yes	Yes	N/A	Yes			Yes	
Roots PCS	*	Yes	Yes	Yes	Yes	N/A		Yes	Yes	Yes	Yes
SEED PCS of Washington, D.C.	*	Yes	Yes	Yes	Yes	N/A			Yes	Yes	
Sela PCS	*					N/A					
Shining Stars Montessori Academy PCS	*					N/A					
Social Justice	*					N/A					
St. Coletta Special Education PCS	*			Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes
Statesmen College Preparatory Academy	*	Yes	Yes			N/A	Yes				
The Family Place	*					N/A					
The Next Step/El Proximo Paso PCS	*	Yes	Yes	Yes	Yes	N/A	Yes	Yes	Yes		Yes
The Sojourner Truth School PCS	*	Yes				N/A					
Thurgood Marshall Academy PCS	*	Yes	Yes			N/A	Yes		Yes	Yes	
Two Rivers PCS	*		Yes	Yes	Yes	N/A	Yes	Yes	Yes	Yes	Yes
Washington Global PCS	*					N/A					
Washington Latin PCS	*		Yes		Yes	N/A	Yes		Yes	Yes	Yes
Washington Leadership Academy PCS	*	Yes				N/A			Yes		Yes

LEA	Jul. 22	Aug. 22	Sep. 22	Oct. 22	Nov. 22	Dec. 22	Jan. 23	Feb. 23	Mar. 23	Apr. 23	May 23
Washington Yu Ying PCS	*	Yes	Yes			N/A				Yes	
YouthBuild PCS	*					N/A					

All monthly trainings are recorded and posted on [OSSE's website landing page](#) for LEA Special Education Points of Contact Monthly Webinars.

<u>Least Restrictive Environment Technical Assistance</u>
Finally, OSSE provides ongoing technical assistance to LEAs to ensure students are learning in the least restrictive environment (LRE) appropriate to meet their learning needs. This support is part of a robust oversight process.

77. **LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs were required to complete self- studies in fiscal years 2023 and 2024 (through January 31)? Identify which LEAs completed their self-studies and detail what actions are included in the Continuous Improvement Plans.**

Under the federal Individuals with Disabilities Education Act (IDEA), LEAs may be identified for two reasons. First, the LEA could have a "significant discrepancy," which means the LEA's data shows it is disciplining special education students and/or students of specific racial and ethnic groups more than general education students and/or other racial and ethnic groups. Second, the LEA could be identified as having "disproportionate representation" of racial and ethnic groups in special education and related services that is the result of inappropriate identification. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of representation was due to policies and procedures that do not comply with regulatory requirements. OSSE then reviews the LEA's self-assessment and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require an improvement plan.

In SY 2022-23 (FY23), no LEAs were flagged for significant discrepancy, and four LEAs were flagged for disproportionate representation review. Each LEA flagged for disproportionate representation submitted its self-assessment for OSSE to review.

The following LEAs submitted a self-study:
- DCPS (disproportionate representation)
- Kingsman (disproportionate representation)
- Maya Angelou (disproportionate representation)
- Monument Academy (disproportionate representation)

Upon completion of the review, OSSE determined that one LEA, DCPS, had a disproportionate representation in a specific disability category due to inappropriate policies, procedures, and practices. The LEA was issued a finding and is creating a Continuous Improvement Plan (CIP) with technical assistance from OSSE to address systemic areas of noncompliance in FY24.

Systemic areas to be addressed in DCPS' CIP (as determined by the policy and self-study review) include: initial evaluation steps for student assessment, review of information, and determining student eligibility.

78. **Provide an update on the work of the Advisory Panel on Special Education in fiscal years 2023 and 2024 (through January 31). Include: (1) a list of all members of the Panel, the organization they represent and the length of time they have served on the Panel; and (2) a narrative description of any action items taken, or recommendations made by the Panel.**

The table below shows the current membership of the State Advisory Panel on Special Education (SAPSE).

FY23 Members of the District of Columbia State Advisory Panel on Special Education

First Name	Last Name	Organization/Seat Designation	Length of Service
Julie	Camerata	Vocational, Community, or Business Organization Representative designee - Chair of SAPSE	10 years
Courtney	Davis	Parent	3 years
Jessica	DenHouter	Parent	4 years
Megan	Dho	Child Family Service Administration	6 years
Joshua	Gillerman	Parent	4 years
Rochanda	Hiligh-Thomas	Parent	9 years
Nicole	Lee-Mwandha	Office of the State Superintendent of Education	8 years
Laura	Lorenzen	Parent	3 years
Matthew	McCall	Parent	6 years
Sylvia	Morrison	University of District of Columbia/ higher education designee	4 years
Angela	Spinella	Department of Disability Services designee	4 years
Roxanne	Williams	Parent	4 years
Deon	Woods-Bell	Parent	8 years
Margie	Yeager	Administrator of Programs for Children with Disabilities	4 years

Terms are for a minimum of two years.

SAPSE Recommendations: SAPSE provided feedback on the design and framework for the Special Education Performance Report (SEPR) and OSSE's 2023-2025 strategic plan. SAPSE recommended that OSSE develop parent-friendly information and resources to assist parents in understanding the data contained in SEPR and provide resources and supports to clarify how parents should use SEPR data in making decisions about their child's education (including school choice considerations). SAPSE shared experiences with special education transportation services provided by OSSE-DOT and encouraged improvements to timely service provision, DOT staffing shortages, and communication with parents.

SAPSE/OSSE Liaison Meetings: To ensure that disability-related policies, regulations, and guidelines are developed with input from SAPSE, OSSE met with an identified policy liaison to discuss upcoming policy changes and ensure the SAPSE had an opportunity to authentically engage in state education policy work led by OSSE. OSSE also encouraged the SAPSE to comment publicly on any rule or regulation proposed regarding the education of children with disabilities and discussed existing policies upon request.

79. **How many due process hearings and state complaints did OSSE issue final orders for in fiscal years 2022, 2023, and 2024 (through January 31)? Please identify answers with school type, reporting concern type (5 options), and LEA where possible.**

The Individuals with Disabilities Education Act (IDEA) allows a claim on any allegation of a failure to implement the requirements of the law. Concern types range from Child Find, to individual education program (IEP) implementation, to evaluations. Concern types do not fall into five predetermined categories. Further, due process and state complaints are filed against LEAs and other public agencies responsible for the education of students, not individual schools.

The table below shows due process hearings that resulted in final order issuances from FY22 to FY24 to date. The table also shows the number of decisions issued against LEAs or SEAs or parents.

Due Process Hearings That Resulted in Final Order Issued

	Total Number of Hearing Officer Decisions Issued Against LEAs or SEAs	Total Number of Hearing Officer Decisions Against Parents	Total Number of Hearing Officer Decisions Issued
FY22	52	5	57
FY23	64	3	67
FY24 to-date (Jan 31, 2023)	34	2	36

The table below shows the number of state level letters of decisions by federal fiscal years. The table also shows the LEAs and public agencies for which the complaints were made against.

State Complaint Letters of Decision (LODs) Issued by Federal Fiscal Year (FFY)

Federal Fiscal Year (July 1 – June 30)	Number of State Complaints Letters of Decision	LEA/Public Agencies Complaint(s) Made Against
FFY 2021	26	DCPS, St. Coletta PCS, OSSE DOT, Capital Village PCS, Mary McLeod Bethune PCS, Washington Leadership Academy PCS
FFY 2022	23	DCPS, Digital Pioneers Academy PCS, SEED PCS, Friendship PCS, Howard University Middle School of Math and Science PCS
FFY 2023 to date (Feb. 23, 2024)	3	KIPP DC PCS, Bridges PCS, DCPS

Note: Closed FFY totals may increase due to post-reporting issuance of LODs for complaints that are filed in one fiscal year and reach the 60-day decision due date in the subsequent fiscal year.

80.   **OSSE allocated roughly $10 million from the State and Local Recovery Fund in the American Rescue Plan Act of 2021 to address High Impact Tutoring in fiscal year 2023. The ESSER spending plan also allocated $3 million to support "high-dosage tutoring." How has OSSE used this funding for the purpose of high dosage tutoring? Please list grant amounts and grantees for fiscal years 2023 and 2024 (through January 31).**

The District is investing $33 million over 3 years (fiscal years 2022-2024) to fund high-impact tutoring (HIT) in math and literacy and is currently on track to reach more than 10,000 students by fall 2024. HIT funding includes $3.9 million of ESSER funds and approximately $29.1 million of additional recovery funds under the American Rescue Plan Act from the U.S. Department of the Treasury, all of which has been committed through September 30, 2024.

Below is a summary of actual expenditures for FY22 and FY23, as well as planned expenditures for FY24, inclusive of grant programs, partnerships, and HIT capacity-building supports.

FY22 HIT Actuals	FY23 HIT Actuals	FY24 Planned HIT Expenditures	Total Actuals + Planned HIT Expenditures
$4.2 Million	$12.2 Million	$16.6 Million	$33 Million

The vast majority of funds for the HIT initiative have been directed to multi-year grant awards (approximately $28 million, or 85% of total funds). OSSE has funded the following three high-impact tutoring grant programs. Please note that the award amounts listed below capture actual spending for FY22 and FY23 as well as projected spending for FY24.

- **Round One - FY22 HIT Grant:** OSSE partnered with the Office of Out of School Time Grants and Youth Outcomes (OST) to run a grant competition in FY22.
    - Eight tutoring providers were selected for the awards, expending nearly $2.9 million to reach 1,200 students.
    - **FY22 Grant Awardees:** AARP, Higher Achievement, Horton's Kids, Kid Power, Reading Partners, Springboard Collaborative, The House, Literacy Lab

- **Round Two - FY22-FY23-FY24 HIT Grant:** OSSE stood up a multi-year grant competition to support the expansion of quality HIT programs in priority schools and community-based sites across DC through three grant types. Priority schools for the HIT programs are those that serve the highest percentages of students designated as at-risk.
    - **Scaling Grants**: $11 million has been awarded to nine providers to expand services to 8,800 students across FY22, FY23, and FY24.
        - **FY22-FY23-FY24 HIT Scaling Grant Awardees:** Blueprint Schools Network, City Year, GWU Math Matters, Kid Power, Maryland Teacher Tutors, Reading Partners, Saga Education, Springboard Collaborative, The Literacy Lab
    - **Strategic Program Supports Grant:** $7.7 million has been awarded to a strategic program supports partner (CityTutor DC), which helps build the capacity of

schools and providers to implement HIT, incubates and directly funds new tutoring providers, and directly funds non-school tutoring sites called "Hubs."
  - **Program Evaluation Grant:** $500,000 was awarded to the National Student Support Accelerator out of Stanford University to conduct a robust analysis of the HIT initiative. The final report is due in fall of 2024.

- **Round Three - FY23-FY24 HIT Grant:** The most recent HIT grant competition funded additional tutoring providers to further expand quality HIT programs, with a continued focus on students who are economically disadvantaged.
  - **Scaling Grants**: $6.6 million was awarded to nine providers to expand services to 3,600 students across FY23 and FY24.
  - **FY23-FY24 HIT Scaling Grant Awardees:** AU Future Teacher Tutors, Bright Minds, Dance Makers, Great Oaks Foundation, Horton's Kids, Multicultural Career Intern Program, The House, Lana Learn, Tutor Partners

Throughout the HIT initiative, OSSE has dedicated funds to targeted supports, such as full-time high-impact tutor manager positions for eleven Comprehensive Supports and Improvement (CSI) schools (approximately $2.5 million). HIT managers design, coordinate, and facilitate the continuous improvement of robust HIT programs students at their respective CSI schools. OSSE also partnered with the DC Public Library to promote awareness and usage of the Brainfuse HelpNOW on-demand tutoring platform ($400,000). The remaining HIT funds (approximately $1.4 million) have gone toward HIT program staff capacity and other HIT professional development supports.

All OSSE spending has been in support of our strategy to systematically scale high quality HIT across DC. Each investment is aligned with the four key elements of our approach:

- **We are expanding access to HIT programs.**
  - HIT is a high-frequency, high-intensity intervention, "Tier 3" instructional support meant for approximately 10% of students.
  - OSSE has expanded DC's ecosystem of tutoring providers by directly funding the scaling of 18 HIT providers and, through our strategic supports partner, funding and incubating 10 more.
  - OSSE-funded HIT programs reached over 6,200 unique students from program launch in January 2022 to June 2023 and are projected to reach 7,000 unique students in SY23-24, putting OSSE on track to exceed OSSE's goal of reaching 10% of students during the initiative.
  - OSSE has already reached 9% of students from schools that are eligible for HIT supports (those with 40% or more students designated as at-risk) and 7% of all K-12 students during this time.
  - In FY24, HIT is being offered across 115 sites, 100 school sites, and 15 community-based sites.

- **We are targeting a subset of students and schools who need the most support and are farthest from opportunity.**
  - We have provided HIT supports to 78% of the 87 schools that have been identified as priority schools for the HIT initiative. Priority schools are those with 70% or more at-risk students and/or schools designated as Comprehensive Supports and Improvement (CSI) schools.
  - During the 2022-23 school year, 74% of DC public school students enrolled in OSSE-funded HIT programs were designated as economically disadvantaged, compared to 52% of DC students overall.

- **We are strengthening the quality of HIT programs so they are delivered with fidelity to evidence-based best practices and can yield the best possible outcomes for students.**
  - As our "strategic supports partner," CityTutor DC serves as our boots on the ground. They offer 1) extensive technical assistance to support HIT implementation 2) professional development to support the design, launch, and continuous improvement of programming, and 3) communities of practice so providers and schools have opportunities to discuss challenges and share best practices.
  - In addition to these supports, CityTutor is developing math tutor curricula for grades 3-8, aligned to DC standards and designed for tutors who are not trained educators, after we jointly identified a gap in high-quality, open-sourced math tutor materials. Grades 3, 4, and 6 are finalized and available online to DC educators for no cost, and the remaining grades are slated for completion and publication by the end of September.

- **We are dedicated to continuous improvement.**
  - We regularly collect and analyze data from multiple sources to inform our strategy, reviewing qualitative and quantitative data on a monthly basis in team meetings to identify challenges to address and bright spots to learn from.
  - CityTutor DC has also helped us remain laser focused on quality, conducting extensive site visits with all of our providers and helping us tailor support to them based on those site visits.
  - In addition to our continuous improvement cycle, our partnership with the National Student Support Accelerator to conduct a multi-year program evaluation will provide essential insights on student outcomes, which will inform program improvement and investments.

OSSE is seeing promising signs of impact in our work to date.

Academic Impact

We're seeing early signs of academic impact. Looking at interim assessment data, our strategic supports partner found that at-risk students receiving the appropriate dosage of HIT were

nearly 7% more likely to achieve their growth goals than at-risk students receiving less tutoring. There are very few education interventions with demonstrated proof to boost achievement, but HIT has a robust evidence base, and we are pleased to see an early return on what we anticipate will produce long-term improvements for student achievement.

Social-Emotional Benefits

We also know there are critical social-emotional benefits from the relationships developed between tutors and the students they tutor. According to a well-being survey conducted by our strategic supports partner, CityTutorDC:

- 94% of students who receive tutoring report that there is an adult at school they can go to for help versus 81% for those not receiving tutoring.
- 81% of students receiving HIT agreed that it is important to attend school every day of the week compared to 72% for those not receiving HIT.

Attendance

HIT improves daily attendance. Analysis conducted by our strategic program partner, CTDC, shows that the difference in average in-seat attendance rates between the students who received adequate HIT dosage and the non-tutored control student groups was 4 percentage points (89% for tutored students compared to 85% for non-tutored students). The positive difference was even more pronounced for students designated as "at-risk," Black, Hispanic/Latino, and English Learner subgroups at 5-to-6 percentage points.

Teacher Pipeline

Lastly, HIT has played a role in bolstering the DC teacher pipeline, and there are several instances of tutors from the past few years becoming teachers in DC, some of whom did not previously anticipate a career in education. For example, 37% of the 2022-23 DC tutor cohort for Blueprint Schools Network, an OSSE-funded math HIT provider, became DC school staff members this year (6 teachers and 1 paraprofessional). Additionally, multiple school leaders reported to CityTutor DC that approximately one-quarter of AmeriCorps tutors that work at their school have been recruited to be teachers.

81. **How many students were served in afterschool and summer programs funded by 21st Century Community Learning Centers Program by ward? By race? By age/grade?**

21st Century Community Learning Centers' (CCLC) subgrantees self-report data required for OSSE's annual reporting to the U.S. Department of Education. This Annual Performance Report (APR) does not require subgrantees to report student data by ward, age, or disability status. However, student participation data by race and grade bands (PK-5 and 6-12) is reported through the APR. OSSE has also identified the count of CCLC sites in each ward.

Number of 21st Century Community Learning Centers in each DC ward for FY23	
Ward	**# Sites: FY23**
1	8
2	4
3	0
4	17
5	10
6	12
7	23
8	29
Total	**103**

Number of 21st CCLC students by race in FY23			
Race	**Summer 2022**	**School Year 2022-23**	**Total**
American Indian	<10	12	13-22
Asian	24	83	107
Black or African American	1,010	6,331	7,341
Hispanic/Latino	137	1,513	1,650
Native Hawaiian or Pacific Islander	0	<10	<10
White	34	813	847
Two or More Races	23	177	200
Unknown	93	128	221

Number of 21st CCLC students by grade band in FY23			
Grade Band	Summer 2022	School Year 2022-23	Total
PK–5	1,004	7,757	8,761
6–12	315	1,277	1,592

82. **Provide the following related to OSSE's Department of Transportation:**

(a) How many buses and vans each does OSSE-DOT own/operate? What percentage are electric? What is OSSE's plan to increase its percentage of electric vehicles?

As of January 31, 2024, OSSE-DOT operates 647 school buses and 20 vans.

While none of OSSE-DOT's vehicle fleet are currently electric, as OSSE's first step towards electrification, OSSE applied for and won $7.625 million in federal funding to electrify school buses through the Environmental Protection Agency's (EPA) 2022 Clean School Bus Rebate program. The District of Columbia was one of just 27 districts nationwide to win the maximum rebate for 25 school buses. OSSE-DOT anticipates delivery of these 25 electric school buses from two manufacturers in October 2024.

The funds received from the EPA also included $500,000 for charging infrastructure. PEPCO, the Department of General Services, and the two vendors have been working on implementation of 40 charging stations at two OSSE-DOT bus terminals.

To further increase the number of electric buses, OSSE-DOT applied for the 2023 Clean School Bus Rebate Program on February 14, 2024. The final dollar amount awarded will be determined by the EPA.

(b) What percentage, and what is the total number of OSSE busses that have GPS?

All of OSSE-DOT's 647 school buses and 20 vans have a GPS device installed.

(c) What percentage, and what is the total number of OSSE busses that have cameras?

As of January 31, 2024, OSSE-DOT has 144 buses with internal cameras installed, representing 22 percent of OSSE's active bus fleet.

(d) Are all parents/guardians able to track their child on the bus route?

As of January 31, 2024, parents are able to track their child's location by calling the OSSE-DOT Parent Resource Center and speaking with a customer service agent. In October 2023, OSSE-DOT conducted a live pilot testing of a parent mobile application with 46 families. As of January 2024, the agency is addressing the underlying system and network issues identified in the pilot and working to identify the best path forward for a system-wide tool. (See Question 116 for additional detail).

(e) How many drivers does OSSE-DOT currently employee? On average, how long does a driver position remain vacant? What number of drivers does OSSE-DOT need to be fully staffed? Describe OSSE-DOT's efforts to fill vacancies and recruit more bus drivers in 2023 and what additional plans OSSE has for 2024.

As of January 31, 2024, OSSE-DOT has 552 bus drivers. A driver position can remain vacant for up to one year. The certification and license requirements (S and P endorsed commercial driver license) have made this position hard-to-fill, especially during the post Covid-19 pandemic period. OSSE-DOT currently needs to fill 64 additional driver vacancies. The number needed to be fully staffed will fluctuate based on OSSE-DOT's student ridership demand. If more students require transportation during the next school year, OSSE-DOT's staffing needs will also increase; staffing needs will also fluctuate based on the availability of private vendor-operated routes.

In an effort to fill vacancies, OSSE-DOT participated in three DCHR hiring fair events in 2023 that resulted in the hiring of 18 drivers. Additionally, in FY23, OSSE-DOT partnered with the Department of Employment Services (DOES) to conduct a Commercial Driver's License (CDL) training pilot that allowed OSSE-DOT bus attendants to earn a CDL and to create a pipeline of future bus drivers. Our initial training cohort produced five drivers with Class B CDL learners permits.

(f) How many students ride OSSE-DOT to schools? Provide a Ward breakdown.

As of January 31st, 2024*:

	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Other ***	Total
Number of Students**	317	82	123	461	619	258	1,023	1,138	72	4,093
% of Students	8%	2%	3%	11%	15%	6%	25%	28%	2%	100%

Above information is by Ward of the student's address, not by Ward of the school attended
**Above figures represent the number of active students in which a school has submitted a transportation request form. Not all students may regularly ride the bus.*
****"Other" identifies students that live outside of DC but are transported by OSSE DOT (e.g., Wards of DC, through McKinney-Vento, or in Foster Care)*

(g) How many students ride OSSE-DOT to nonpublic schools? Provide a breakdown of nonpublic school locations (DC, MD, and VA).

As of January 31, 2024:

	DC	Maryland	Virginia	Total
Number of Students Transported to Nonpublic Schools	69	322	100	491
Number of Non-Public Schools	4	28	6	38

(h) How many students did not have a confirmed route by their LEAs first day of school years 2022-2023 and 2023-2024? By the third school day? By the fifth school day? By the tenth school day? What were the top 3 reasons routes that were not confirmed by the first day of school?

Local Education Agencies (LEAs) are annually required to submit Transportation Request Forms (TRF) to OSSE-DOT by the first week of June for student transportation services needed for the upcoming new school year. It is critical that LEAs submit their transportation request forms on time as OSSE-DOT must complete many operational steps before the first day of school. For example, OSSE-DOT must route students, notify families of route time, conduct practice runs of routes, conduct a bidding process for bus drivers and attendants consistent with the terms of their collective bargaining agreement, and ensure sufficient staffing.

The following table represents student routing status of all TRFs that OSSE-DOT received before the first day of school SY2022-2023 and SY2023-2024:

	SY2022-2023	SY2023-2024
% of TRFs submitted by LEAs on time	1,193 of 3,034 (39%)	3,640 of 3,878 (94%)
% Routed* for 1st Day of School	2,480 of 3,043 (81%)	3,640 of 3,878 (94%)
% Routed for 3rd School Day	2,538 of 3,043 (83%)	3,689 of 3,878 (95%)
% Routed for 5th School Day	2,560 of 3,043 (84%)	3,643 of 3,878 (94%)
% Routed for 10th School Day	2,640 of 3,043 (87%)	3,709 of 3,878 (97%)

*"Routed" represents students whose name is recorded in OSSE's routing system and displayed on the trip ticket. Even if a student is not presented on the trip ticket, OSSE-DOT can still transport students manually via the Parent Resource Center informing bus terminal managers to pick-up the student the following day until the student is fully routed in the system.

Although OSSE-DOT does not collect aggregate data on reasons why routes are not confirmed by the first day of school, the most recurring issues include: TRFs being submitted past the submission deadline by the LEAs, students changing schools due to lottery waitlist decisions, and TRFs submitted by LEAs having incorrect information (e.g., missing the home address.)

(i) How many full school days have been missed by students due to no-show buses?

Our attendance codes identify whether an absence is excused or unexcused, but they do not identify the underlying reason students are absent from school (e.g., transportation issue, dentist appointment, funeral service, etc.). Further, even if a bus route is down, a parent may provide alternative transportation for the student and be reimbursed for expenses.

However, we can calculate attendance rates for students receiving transportation services that attend public or public charter schools. For the 2022-23 school year, this rate was: 82.5 percent and for the 2023-24 school year, through January 31, 2024, this rate is 87.5 percent.

OSSE-DOT has not experienced any dropped routes that we were not able to service for SY23-24.

(j) How many full school days have been missed by students due to lack of drivers on buses? Lack of bus attendants? Lack of nurses?

Please see the response in question 82(i) above.

(k) How many students have arrived after the bell due to OSSE-DOT transportation delays? What is the average number of late arrivals per student? What is the average length of time by which a student is tardy?

In FY23, OSSE took new steps to monitor performance and provide transparency to the public. Since the transition back to our legacy routing system in January 2023, the agency established a process to collect daily reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time; this is the best available proxy measure to determine whether students will experience service delays and arrive late to school. Below chart represents monthly on-time departure performance since January 2023 when the agency began collecting this data. OSSE is currently working on a capital IT infrastructure project that will enable the agency to collect student-level post-bell time arrival, average number of late arrivals per student, and average length of time a student is tardy.

Date (Month of)	% of on-time bus departure
January 2023	82.0%
February 2023	87.0%
March 2023	94.4%
April 2023	96.3%
May 2023	95.7%
June 2023	97.5%
July 2023	96.4%
August 2023	98.8%
September 2023	96.7%
October 2023	96.7%
November 2023	95.0%
December 2023	95.1%
January 2024	94.9%

83. **With regard to special education transportation, please provide the following information for School Year 2022-2023:**

(a) Any actions taken over the last year or planned for the next year to improve the special education transportation system;

Actions Completed in FY23

January 2023 Operational Challenges

In January 2023, OSSE-DOT experienced significant issues in its service delivery for two reasons. First, OSSE-DOT experienced issues with its new routing system during the beginning of SY2022-23, which required the agency to return to its previous routing system. Second, OSSE-DOT experienced an increased number of staff callouts on top of existing labor shortages and start of calendar year retirements. This resulted in OSSE-DOT requiring drivers and attendants to run multiple routes or to combine routes which led to service delivery issues and delays.

OSSE took multiple steps to quickly address these urgent issues. OSSE re-established a $2,500 monetary attendance incentive to encourage daily driver and attendant attendance and reduce employee callouts. The agency also reduced the number of bus routes needed by increasing the use of private contracts to fulfill bus routes that have ridership of four or fewer students. Responding to stakeholder feedback, OSSE-DOT also established a public website, updated multiple times every school day, to provide families with information regarding all delayed and disrupted routes.

To prepare and support LEAs with extended school year services, OSSE also met with every LEA to discuss the transition from the Special Education Data System (SEDS) to the District's new "Special Programs" data system, which houses the individualized Education Plans (IEPs) that identify student eligibility for transportation services. OSSE prioritized communicating early and often with LEAs to ensure they submit transportation requests for all eligible students.

Retention and Recruitment

To address our staffing challenges, OSSE hosted a hiring fair on February 16-17, 2023 for prospective bus drivers, bus attendants, fleet maintenance staff, customer service roles, and other positions as part of our ongoing efforts to recruit staff to serve DC students with disabilities. OSSE-DOT offered $5,000 signing bonuses as an incentive for bus drivers. With over 2,400 pre-registrations, a total of 929 attendees attended the fair, and OSSE-DOT made contingent on-site offers to 116 individuals, including 27 bus driver, 81 bus attendant, and 8 administrative positions.

OSSE-DOT partnered with the D.C. Infrastructure Academy (DCIA) within the Department of Employment Services (DOES) to deliver training designed to provide participants with a class B

CDL with school bus and passenger endorsements. Fifteen OSSE-DOT bus attendants completed classes Monday - Friday from 10:00 a.m. to 1:30 p.m. To deliver sustainable, quality transportation service, OSSE-DOT will continue to explore alternative, innovative solutions to staffing challenges while prioritizing internal growth and development opportunities to our dedicated service members.

Improved Parent Reimbursement Program

OSSE-DOT raised the parent reimbursement rate from $0.655 per mile to $1.48 per mile, a 125 percent increase. In addition, in FY23, we revamped our parent reimbursement program – updating public facing documents, streamlining the program's payment process, and expanding technical assistance offered to families – and held standing office hours to offer real-time parent assistance in understanding the new guidelines associated with the program. This proactive approach helped families understand OSSE-DOT's parent reimbursement guidelines and provided parents with a higher rate to transport their students to school.

Expansion of Private Routes

In FY23, OSSE-DOT, in partnership with the Office of Contracting and Procurement (OCP), urgently expanded OSSE-DOT's private route capacity to mitigate staffing challenges and increase OSSE-DOT's operational efficiency. By transferring routes with a single-riding student to vendor-supported transportation, OSSE-DOT was able to prioritize buses and staff for routes with multiple students.

Electric School Buses

In FY23, DOT was awarded the US Environmental Protection Agency's (EPA) Clean School Bus reimbursement. This opportunity provided funding to replace existing school buses with zero-emission and low-emission models. Under this reimbursement, DOT procured contracts to receive 25 fully electric Type A school buses with a delivery date scheduled in October 2024. The 25 electric buses will be the first step towards the development and initiation of a long-term strategy to electrify the agency's fleet and charging infrastructure. Through this work, OSSE is excited for the long-term impact for the residents of DC, including reduction of greenhouse gas emissions and school bus exhaust, which is linked to asthma and other health risks for children whose lungs are still developing. OSSE is excited to help lead the District to a more environmentally friendly and sustainable future.

Clear Lanes Bus Initiative

In FY23, OSSE-DOT worked collaboratively with DDOT to ensure school buses are a part of the Clear Lanes initiative. The Clear Lanes Project is a joint initiative between WMATA and DDOT that aims to improve bus travel times and enhance bus stop safety by using camera technology to identify illegally parked and stopped vehicles in dedicated bus lanes and bus zones. Adding

school buses to the Clear Lanes Project has increased operational efficiency by improving the travel time for our stakeholders translating to more reliable service and customer satisfaction.

Family Communication

OSSE-DOT implemented multiple strategies to improve family communication. In preparation for start of school, DOT's Parent Resource Call Center hired temporary employees to increase staffing coverage to support high call volume during the beginning of the school year. Second, in response to families' requests, OSSE-DOT created a publicly accessible webpage that provides families with daily information about the on-time status of their student(s) bus(es). The webpage provides families with on-time departure information for every bus. On-time departure provides a reliable indicator for families making morning transportation decisions. The webpage is updated daily before morning pick-up and afternoon drop off. The site highlights which bus routes are late, down, or have no service. Third, OSSE-DOT piloted a "Parent Texting" program for 75 routes where bus staff communicated directly to parents with real time pick-up/drop-off times. This program provided additional transparency to parents, reduced the need to contact the parent resource center, and allowed bus staff to provide better level of service to parents and schools who are calling about issues unrelated to estimated time of bus arrival. OSSE-DOT launched this program at full scale in FY24.

Actions Planned for, or Completed in, FY24

Electrification

In FY24, using the funds received from EPA's Clean School Bus rebate program, OSSE-DOT, in collaboration with DGS, will install electric charging stations at two of its terminal locations: 5th Street and Adams Place. OSSE-DOT is also expected to receive its 25 electric buses by October 2024. This will be the first series of electric buses towards a wider replacement of its existing vehicles and part of a long-term strategy for OSSE-DOT to reduce our carbon footprint.

Terminal and Fleet

OSSE-DOT, in collaboration with the DGS, will continue expanding its work on the W Street school bus terminal (1601 W. Street, NE). The new terminal will encompass an on-site maintenance, repair facility, electric charging stations, and will replace the New York Avenue terminal location. The new facility is scheduled to be completed in October 2024.

Customer Service Improvement

First, OSSE-DOT is participating in at least three community engagement events quarterly. The purpose of these community events is to proactively host outreach functions for stakeholders that will enable OSSE-DOT to deepen community relationships and trust. OSSE will prioritize

holding events in historically marginalized neighborhoods, with most of the engagement in Wards 7 and 8.

Second, in response to parents and families concerns regarding streamlining communications related to the school year, OSSE-DOT developed and published a family handbook. The family handbook functions as a resource of centralized information related to student transportation for the school year.

Parent Stipend

In FY24, OSSE-DOT plans to launch its first ever Parent Stipend Program. The program will offer a monthly stipend for eligible students to help families who self-transport their students to school. The goal of this program is to reduce student ridership demand during the nationwide bus driver shortage by providing upfront costs to families for self-transportation.

Retention and Recruitment

The transportation industry continues to experience a nationwide shortage of bus drivers. To address staffing challenges, in partnership with DCHR, OSSE-DOT will continue its participation in Districtwide hiring events to recruit and attract talented individuals.

To augment staff retention and attendance, OSSE-DOT introduced a driver and attendant attendance incentive in FY24. For the duration of the school year, staff will be offered $200 per week whenever perfect weekly attendance requirements are met. This performance-based incentive program has created the opportunity for bus drivers and bus attendants to increase their salary by up to $7,200 a year and has increased OSSE-DOT's attendance by more than eight percent during this school year.

In addition, OSSE-DOT is continuing its partnership with DOES to host a CDL training academy. The training academy serves as an internal mechanism to promote and develop the skillset of current employees to meet future demands and agency needs. The CDL-focused training program provides specialized training to enable OSSE-DOT employees to obtain a CDL permit and the required endorsements to drive school buses in the District of Columbia.

Stop Arm Project

OSSE-DOT will be a participant in the Stop Arm Program that is operated under DDOT's established authority to administer an automated traffic enforcement system to capture moving violations (Mayor's Order 2019-085.) DDOT will operate a stop arm automated traffic enforcement system using cameras installed on OSSE DOT school buses. OSSE-DOT will provide access and manage OSSE DOT vehicles and program support. To initiate the program, 25 school buses were equipped in January with external cameras to capture motorists that illegally pass when the bus is stopped and its warning lights, or stop arm is actuated. The buses will service

routes that touch each District quadrant. The next phase scheduled for March 2024 is to initiate a 45-day ticket warning period and launch the program at the end of April 2024.

Conclusion

As a result of these efforts, between the 2022-23 school year and 2023-24 school year, OSSE-DOT increased on-time TRF submissions from 1,224 to 3,604; improved staff attendance by 8%; and increased the on-time daily departure rate to 96%.

(b) Number of special education students receiving transportation services from OSSE-DOT;

As of January 31, 2024, there are 4,093 special education students receiving transportation services from OSSE-DOT.

(c) Number of special education students receiving transportation services from contractors;

As of January 31, 2024, there are 368 students transported across eight private contractors.

(d) In table format, the percentage of buses that arrived at school on time, broken down by month;

In FY23, OSSE took new steps to monitor performance and provide transparency to the public. Since the transition back to our legacy routing system in January 2023, the agency established a process to collect daily reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time; this is the best available proxy measure to determine whether students will experience service delays and arrive late to school. The below chart represents monthly on-time departure performance since January 2023 when the agency began collecting this data.

Date	% of on-time bus departure
January 2023	82.0%
February 2023	87.0%
March 2023	94.4%
April 2023	96.3%
May 2023	95.7%
June 2023	97.5%
July 2023	96.4%
August 2023	98.8%
September 2023	96.7%
October 2023	96.7%
November 2023	95.0%
December 2023	95.1%
January 2024	94.9%

(e) In table format, the percentage of bus ride times that exceeded one hour, broken down by month;

Approximately 15% of OSSE-DOT's students have ride times over an hour. Student ride times are determined by several factors that including: the student's individual needs and accommodations; the student's bus route; and the student's school location. Some ride times will always be over an hour because OSSE-DOT is mandated to provide transportation to students that travel outside of the District of Columbia. OSSE-DOT must also include sufficient onboarding times for every special education student to facilitate safe pick-up. Students

attending school outside of the District regularly experience longer ride times, with increased onboarding and travel time needs.

Percentage of Routes that Required More than 60-Minute Ride Time:

July 23	Aug 23	Sep 23	Oct 23	Nov 23	Dec 23	Jan 24
0%	14.8%	15.4%	15.3%	15.3%	15.4%	15.5%

OSSE only has access to this information through July 2023.

(f) In table format, the number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;

Complaint Category	Oct '22	Nov '22	Dec '22	Jan '23	Feb '23	Mar '23	Apr '23	May '23	Jun '23	Jul '23	Aug '23	Sep '23	Total
Unprofessional Conduct	46	36	32	63	31	73	25	42	22	15	14	13	**412**
Student Behavior	7	2	8	7	9	5	1	11	-	1	1	3	**55**
Operations	69	68	78	175	80	83	35	49	16	27	18	79	**777**
Routing	5	2	8	14	11	9	6	7	5	3	3	10	**83**
Student Accommodations	1	1	3	4	3	1	3	1	1	3	-	-	**21**
Administrative	2	2	1	5	4	1	1	-	-	-	-	1	**17**
Fleet Issues	-	-	-	-	-	1	-	-	-	-	-	-	**1**
Wrong School Information	-	-	-	1	1	-	-	-	-	-	-	-	**2**
Total	130	111	130	269	139	173	71	110	44	49	36	106	1,368

Note that these figures represent the complaints received, not substantiated

(g) In table format, the average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint;

Complaint Category	Oct '22	Nov '22	Dec '22	Jan '23	Feb '23	Mar '23	Apr '23	May '23	Jun '23	Jul '23	Aug '23	Sep '23	Avg.
Unprofessional Conduct	33	43	31	21	12	13	35	26	31	12	7	8	**23 days**
Student Behavior	30	38	20	20	26	24	36	15	-	8	17	6	**22 days**
Operations	37	27	12	11	12	8	11	13	15	8	4	5	**14 days**
Routing	24	5	11	11	9	7	4	24	22	21	27	9	**15 days**
Student Accommodations	80	29	7	31	2	11	2	4	52	5	-	-	**22 days**
Administrative	2	2	2	6	1	1	1	-	-	-	-	1	**2 days**
Fleet Issues	-	-	-	-	-	7	-	-	-	-	-	-	**7 days**
Wrong School Information	-	-	-	2	1	-	-	-	-	-	-	-	**2 days**

(h) In table format, the average wait time on the Parent Resource Center call line, broken down by month;

Oct '22	Nov '22	Dec '22	Jan '23	Feb '23	Mar '23	Apr '23	May '23	Jun '23	Jul '23	Aug '23	Sep '23
4:05	3:48	4:05	10:27	4:02	1:56	2:14	1:24	0:52	2:13	3:56	5:43

* The average wait time is the average time for the customer to be connected with a call center representative.

(i) The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation; and

OSSE-DOT is not obligated to transport students outside of the normal education hours. OSSE-DOT provides transportation as a related service pursuant to IDEA and its implementing regulations. Transportation is a related service under the IDEA and is limited to "travel to and from school and between schools, travel in and around school buildings . . . if required to provide special transportation for a child with a disability" (34 CFR §§ 300.34(a) and (c)(16)). However, when possible, OSSE-DOT has provided transportation services to accommodate the needs of our students, families, and school partners. For example, OSSE-DOT has provided transportation services to the Special Olympics, the White House, and worksites. OSSE-DOT has also provided transportation for over 961 field trips between February 2023 and January 2024.

(j) The current policy for compensatory education for students who miss specialized instruction or related services due to OSSE-DOT transportation errors, cancellations, or delays.

Compensatory education is an equitable remedy that a court or hearing officer may order after a finding that a student has suffered educational harm that constitutes a denial of a free and appropriate public education (FAPE). Such a finding is an individualized determination by a court or hearing officer based on the individual child, the particular services lost, and the educational harm, if any. Accordingly, OSSE does not have a policy on compensatory education but complies with every order of a court or hearing officer to provide compensatory education when due.

Further, as LEAs are in the best position to assess any educational impact to a child, OSSE maintains a related services policy for LEAs that addresses missed services due to a child's absence. If a child's IEP team believes that missed related services could be deemed a denial of FAPE, LEAs should follow this policy guidance and make up missed related services sessions to the fullest extent possible. OSSE is available to work with LEAs to authorize appropriate services and minimize potential educational harm caused by student absence. Such services may include tutoring in the areas of most concern for the student, as well as related services that are prescribed in a student's IEP.

84. **Please describe OSSE DOT's operating procedures for notifying schools and caregivers when bus delays or cancellations occur under the following circumstances: (1) Buses are delayed or cancelled for morning pick-up; and (2) Buses arrive late to transport students from school to their evening drop off locations. If no such operating procedures exist, please describe the limitations that prevent OSSE DOT from developing operating procedures that address these communication issues. Finally, please describe the efforts required for OSSE DOT to develop and implement operating procedures to address communication lapses.**

Once a bus terminal identifies a route that is delayed or cancelled for morning pick-up, the information is relayed from DOT's Dispatch Unit to the Parent Resource Center. The Parent Resource Center proactively sends text and voice messages to parents regarding the delay or cancellation and sends emails to impacted schools notifying them that a specific route is delayed or cancelled for morning pick up.

Similarly, once a terminal identifies a route will be delayed transporting students from school to their evening drop-off locations, the information is relayed from the Dispatch Unit to the Parent Resource Center. The Parent Resource Center sends text and voice messages to parents regarding the delay and sends emails to impacted schools notifying them that a specific route is delayed for evening pick up and drop-offs to homes.

Due to potential operational time lag in notification, OSSE-DOT established a new webpage (https://osse.dc.gov/page/daily-dot-updates) in 2023 that uniformly informs all parents of their students' transportation route status. In addition, OSSE-DOT hired temporary support staff in the Parent Resource Center at the beginning of the 2023-24 school year, who have been proactively communicating route status updates to families impacted by delays.

85. **(a) What were the top three compliance issues that OSSE faced with regard to special education transportation in fiscal year 2023?**

The top three complaints in FY23 were: 1) delayed student pickup; 2) student not picked up; and 3) unsatisfactory bus attendant performance.

(b) What steps has OSSE taken in fiscal years 2023 and 2024 (through January 31) to remedy these issues?

Labor Shortages
OSSE-DOT continued to confront labor shortages for bus drivers and attendants. OSSE-DOT's retention efforts included successful union negotiations with Teamsters to maintain its competitiveness in salary and benefits for staff. OSSE-DOT also implemented a $25,000 retention incentive to maintain retirement-eligible staff during peak seasons. For the 2022-23 school year, OSSE implemented a new back-to-school attendance incentive focused on successfully meeting Start of School attendance requirements for bus staff. This incentive provided $2,500 to bus staff for perfect attendance during the first semester of the school year and led to fewer callouts throughout the remainder of FY23. In addition, OSSE-DOT's recruitment efforts included participating in DCHR hiring fairs where more than 50 on the spot offers were extended and over 200 participants were added to the candidate pool for interview follow ups. OSSE-DOT also established and promoted a new one-time $3,000 hiring bonus for new school bus drivers (after successfully completing 90 days of employment). Additionally, in partnership with DC DMV, recruitment emails were sent to residents with commercial driver's licenses in order to proactively recruit new bus drivers and reduce labor shortages. In FY24, the agency implemented a newly designed back-to-school attendance incentive where bus drivers and attendants can earn up to $200 a week for perfect attendance.

Parent Reimbursement Expansion
After receiving feedback from families, OSSE-DOT raised the parent reimbursement rate from $0.655 per mile to $1.48 per mile, a 125 percent increase. This new rate was established using the current rate per mile of the ridesharing service Uber. The agency used Uber because parents may use a ride sharing service to self-transport if OSSE-DOT is unable to provide service; the per-mile rate for Uber XL was chosen to accommodate those who may need to utilize a larger vehicle. In addition, in FY23, DOT revamped its parent reimbursement program to include updating public facing documents, streamlining the program's payment process, and expanding technical assistance offered to families. Office hours were held for real-time parent assistance to help families properly understand the new guidelines associated with the program. This improvement assisted parents with understanding DOT's parent reimbursement guidelines more concisely and provided parents with a higher rate to transport their students to school.

Expansion of Private Routes
Prior to FY23, private routes were only utilized for instances when a student's IEP indicated that a child cannot ride a school bus but instead must ride a smaller vehicle. In FY23 OSSE-DOT, in

partnership with the Office of Contracting and Procurement (OCP), urgently expanded OSSE-DOT's private route capacity, allowing private route vendors to take on full OSSE bus routes. Privatization of bus routes not only has helped mitigate staffing challenges but also significantly increased efficiency in OSSE-DOT's operation, especially for routes that travel outside of DC. In FY23, DOT was able to transfer routes with a single-riding student to a private vendor, which resulted in OSSE-DOT being able to use staffing from those routes to create bus route with multiple students. For FY24, OSSE significantly expanded its private transportation services – now serving over 360 students. This expansion has allowed for OSSE-DOT to meet its 95% on-time performance metrics.

Family Communication
OSSE-DOT took multiple steps to improve call hold times and family communication in FY23-FY24. The agency hired nine temporary employees to increase staffing coverage in the Parent Resource Center (PRC). In addition, the team created a pilot where selected routes utilized bus staff to send real-time text messaging updates, including estimated time of arrivals. This program has expanded in FY24, after impact and effects bargaining with the Unions, to include all of the OSSE-DOT operated routes. The agency also stood up a new public-facing website in January 2023 that displays bus route numbers that are down or delayed; instead of parents having to call the PRC and wait on hold to request for a bus status, the website now provides bus status information multiple times per day so that parents can make necessary arrangements in the morning and afternoon if a bus cannot arrive on schedule. These efforts have led to parents and staff reporting faster load times, better communication, and improved response time from the Parent Resource Center.

86. **Provide an update on the Transportation Advisory Council. Please include: (1) the list of representatives serving on the Council; (2) the number of meetings held in fiscal years 2023 and 2024 (through January 31); (3) priorities identified by the Council; and (4) what changes to improve special education transportation that OSSE has undertaken as a result of the Advisory Council.**

The goal of the Transportation Advisory Council (TAC) is for OSSE-DOT to work collaboratively with a cohort of individuals from diverse backgrounds who possess various skillsets and knowledge of special education services for students with disabilities. Members share ideas and make recommendations for the purpose of supporting transportation services to ensure students successfully begin and end their school day with best-in-class transportation service.

Below is our current member list.

Name	Affiliation	Role
Michael Riley	OSSE-DOT	Advisory
Yvonne Smith	OSSE-DOT	Advisory
Thomas Bolden	OSSE-DOT	Advisory
Tameka Estep	OSSE-DOT	Chair
Keisha Nelson	WHUR/Howard University	Member
Tracy Talbert	DC Child and Family Services Agency	Member
Ian Paregol	DC Coalition of Disability Service Providers	Member
Shandell Matthews	St Coletta of Greater Washington	Member
Charles DeSantis	Parent	Member
JaVaan Veal	KIPP DC	Member
Lashonda Battle	DCPS teacher	Member
Dionne McAdoo	OSSE-DOT	Secretary
Chelcia Greer	OSSE-DOT	Secretary

 In FY24, a representative from the Children's Law Center requested to be removed from the TAC list due to other commitments.

There were nine meetings held by the TAC in fiscal years 2023 and 2024 through January 31, 2024. The Transportation Advisory Council focused on: community engagement, DOT technology modernization efforts, parental access to transportation status updates, policy changes for SY23-24, LEA and non-public school information submission processes, and strategic planning for OSSE-DOT communications to stakeholders.

The Council helped to promote awareness for OSSE-DOT outreach events, provided feedback and support in launching our pilot bus-app and parent-texting programs, offered useful feedback to newly instituted procedural changes, and helped inform the development of our parent handbook. The TAC also leveraged their networks to strengthen communications for non-public TRF and calendar submissions, which aided in OSSE DOT's start of school efforts.

87. **Describe any technology upgrades OSSE's Department of Transportation (OSSE-DOT) has taken in fiscal years 2023 and 2024 (through January 31) to improve the tracking of buses and to communicate with parents and schools regarding arrivals and pick-ups.**

DOT Case Management System

In response to a technology contract expiring on October 1, 2023, OSSE internally developed a new case management system. The new system uploads up-to-date student data from LEAs each day to ensure accurate information is available to support operations. The new system is used by multiple OSSE teams, including audit and compliance, customer engagement, and terminal operations, and it tracks daily calls into the Parent Resource Center, complaints, vehicular accidents, and incidents that occur during the commute. With the new system, OSSE-DOT has been able to track repeat caller trends, safety sensitive incidents, complaints, and accidents, as well as focus attention on developing solutions to recurring incidents to improve performance.

IDS Implementation

The Integrated Data Submission (IDS) platform is a tool used to perform real-time data push from LEAs to ensure accuracy of file submissions. This tool is widely used throughout the agency with external partners, such as LEAs and CBOs. With the need to protect the privacy of student data, OSSE pivoted to this secure pathway for LEAs to submit student transportation request forms. This new system allowed a significantly higher amount of transportation request forms to be received over the summer.

LEA TRF Submission Website

In April 2023, OSSE published a new webpage showing the transportation request submission status of eligible students, as well as anticipated eligible students for the upcoming Extended School Year (ESY) session. This page improved transparency for LEAs, parents, and the public. The page updates daily and shows the following data points: 1) the number of anticipated students pending extended school year (ESY) determinations; 2) the number of students who had an active transportation request form (TRFs) in the previous ESY and have an active TRF in the current term; 3) the number of students eligible for ESY transportation; 4) the number of students with successful TRF submissions to date; 5) the number of students with canceled TRF submissions to date; and 6) the number of students with missing TRF submissions.

OSSE has encouraged LEAs to use this page to monitor the status and timeliness of ESY and SY determinations and TRFs submissions. LEAs have utilized the website to submit cancellation forms for students who will not attend school or utilize the service. Timely cancellation form submissions are valuable to OSSE-DOT operations, as they streamline transportation service resources and delivery.

Parent Texting Communication

OSSE-DOT developed and launched the Parent-Guardian Texting Program ("Texting Program") to promote enhanced communication with families served by OSSE-DOT. Under the Texting Program, motor vehicle operators and bus attendants used their District provided cell phones to send a standardized, one-way text message to parents or guardians following their departure

from the bus terminal with a more accurate estimated time of arrival at the designated bus stop location.

OSSE-DOT drivers and attendants are represented by a labor union, and any required activities impacting work duties are subject to collective bargaining agreement. With the assistance of OLRCB, the agency and unions came to agreement that the program would be highly encouraged but not subject to discipline measures if driving staff did not participate. After phasing in 75 routes per week beginning early November, full implementation of the program began on Dec. 18, 2023.

OSSE-DOT has used the Texting Program to advise families of service delays, reduce call volumes to the Parent Resource Center, and generate faster pick up times. We notified all families of the opportunity to participate in the Texting Program. Parents may opt out of text messages at any time. Bus attendants are provided with a standard text message script to be used for all communications with families.

Daily OSSE-DOT Update Website
In January 2023, OSSE-DOT launched a [web page](web%20page) to provide daily morning and afternoon updates on late and down bus routes. This page was created in response to the feedback received from families looking for more up-to-date and accessible information. Updated multiple times throughout the morning and afternoon commutes, this page has provided greater insight to our delayed routes and allows parents to view the status of bus services as early as 7 a.m. to make travel arrangements if a bus is expected to be delayed or down that day.

88. **Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. For School Years 2022-2023 and 2023-2024 (through January 31), provide the number of drivers/aides needed and how many of each were employed.**

In order for OSSE-DOT to meet its ridership demand and provide timely transportation services to all of our students, OSSE needs 600 bus drivers and 666 bus attendants. As of February 2024, OSSE-DOT has 525 bus drivers and 576 bus attendants and is actively working to fill all vacant positions.

FY23 Retention and Recruitment Efforts

To address our staffing challenges, OSSE hosted a hiring fair on February 16-17, 2023 for prospective bus drivers, bus attendants, fleet maintenance staff, customer service roles, and other positions as part of our ongoing efforts to recruit staff to serve DC students with disabilities. OSSE-DOT offered $5,000 signing bonuses as an incentive for bus drivers. With over 2,400 pre-registrations, a total of 929 attendees attended the fair, and OSSE-DOT made contingent on-site offers to 116 individuals, including 27 bus driver, 81 bus attendant, and 8 administrative positions.

OSSE-DOT partnered with the D.C. Infrastructure Academy (DCIA) within the Department of Employment Services (DOES) to deliver training designed to provide participants with a class B CDL with school bus and passenger endorsements. Fifteen OSSE-DOT bus attendants completed classes Monday - Friday from 10:00 a.m. to 1:30 p.m. To deliver sustainable, quality transportation service, OSSE-DOT will continue to explore alternative, innovative solutions to staffing challenges while prioritizing internal growth and development opportunities to our dedicated service members.

FY24 Retention and Recruitment Efforts

The transportation industry continues to experience a [nationwide](#) shortage of bus drivers. To address staffing challenges, in partnership with DCHR, OSSE-DOT will continue its participation in Districtwide hiring events to recruit and attract talented individuals. OSSE-DOT is preparing for a February 13, 2024, hiring event to address remaining vacancies to further improve hiring and reduce vacancies.

To augment staff retention and attendance, OSSE-DOT introduced a driver and attendant attendance incentive in FY24. For the duration of the school year, staff will be offered $200 per week whenever perfect weekly attendance requirements are met. This performance-based incentive program has created the opportunity for bus drivers and bus attendants to increase their salary by up to $7,200 a year and has increased OSSE-DOT's attendance by more than eight percent during this school year.

In addition, OSSE-DOT is continuing its partnership with DOES to host a CDL training academy. The training academy serves as an internal mechanism to promote and develop the skillset of current employees to meet future demands and agency needs. The CDL-focused training program provides specialized training to enable OSSE-DOT employees to obtain a CDL permit and the required endorsements to drive school buses in the District of Columbia.

89.   **Please provide an update on the OSSE Scholars program in fiscal years 2023 and 2024 (through January 31). Please provide the following information:**

The OSSE Scholars Program was created in spring of 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students with funding support from the U.S. Department of Education's College Access Challenge Grant (CACG), which ended in 2015. Through partnerships with selective postsecondary universities, this program has continued and exposes high school sophomores and juniors to university campuses, various academic disciplines, and peers from a wide variety of backgrounds.

To participate in the OSSE Scholars Program, interested students apply during the fall, submitting an essay, income verification, and transcript and completing an interview. OSSE staff conduct interviews with all eligible applicants and makes final selections. Once students have been accepted as OSSE Scholars, they apply directly to university programs. Students may only attend one university program within a given summer. OSSE Scholars is a need-based program and, as such, OSSE funds all program costs, as well as travel to and from each student's selected program. Accepted students and their parents/legal guardians attend at least two informational sessions prior to attending their program. Scholars also receive essay writing assistance, summer college application assistance, and college and career counseling assistance.

All of our students returned to in-person college experiences in summer 2023, with 53 OSSE Scholars traveling to college campuses. This was a welcome return to the pre-pandemic program design and achieves the goal of an on-campus experience for participants.

(a) the number of students who applied to the program; (b) the number of students were accepted; (c) cost of the program per student;

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2022, 2023, and 2024 to date:

	Summer 2022	Summer 2023	Summer 2024
Number of student applicants	209	212	299
Number of accepted students	46	53	53
Total cost of the program*	$292,106	$283,947	$224,024
Average cost per student*	$6,350 (46 students)	$5,358 (53 students)	$4,227 (53 students)

Costs include tuition, travel, and educational supplies. The summer 2024 calculation is an estimate based on the agreements available with postsecondary institutions, as of January 2024.

(d) length of time students attended the program;

Normally, scholars attend programs at various partner postsecondary institutions with program date ranges between June and August. All programs run between two and eight weeks.

(e) activities and opportunities students experience through the program;

Normally, scholars experience a variety of activities and opportunities through the OSSE Scholars Program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared. Pre-summer activities offered to Scholars include:

- *New Student/Parent Orientation* – OSSE staff members introduce the expectations of OSSE Scholars and share details about deadlines.
- *Travel Orientation* – OSSE staff members meet with students and parents about the intricacies of travel (many of the Scholars have never traveled on an airplane before).
- *Peer Orientation* – Scholars alumni meet and discuss their experience with new Scholars.
- *Near Peer (Alumni) Mentoring* – Program alumni volunteer to serve as mentors for current Scholars through summer application assistance and by providing insights about the on-campus college experience, time management as a high school student, and the college and scholarship search and application processes.
- *One-on-Ones* – On-going and frequent 1:1 meetings with Scholars for essay writing and application assistance.

Once students arrive on campus, students are exposed to:

- College level academic courses;
- College professors and staff;
- College residence halls and college resident life; and
- Opportunities to explore the surrounding areas and participate in exploration activities and other cultural exposure activities.

Several recent alumni of the OSSE Scholars program advocated for permanently offering the college preparation program virtually. The virtual college preparation program includes synchronous and asynchronous weekly lessons and assignments and live panel discussions with representatives from college admissions, local and federal financial aid, scholarship programs, college professors, OSSE Scholars alumni, and current college students. Activities include essay and personal statement writing, college exploration of match and fit, exploring scholarships,

time management and planning for senior year, virtual college tours with OSSE Scholars alumni, financial literacy activities, and a mock admissions event. The virtual program was offered to all 2023 OSSE Scholars and 33 participated. In addition, through a DC Summer Youth Employment Program (SYEP) internship, seven OSSE Scholars alumni served as teaching assistants and near peer mentors throughout the six-week program in 2023.

(f) OSSE's student recruitment and outreach efforts; and

OSSE's recruitment and outreach efforts involve working with high school counselors and LEA staff to share information about the program and explain the application process. OSSE staff also work with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. OSSE staff also visit high schools to hold informational sessions with interested or eligible students. Recruitment for this program occurs in the fall and spring prior to the program dates. In FY23, in-person recruitment and outreach activities continued.

(g) program outcomes.

As the OSSE Scholar program pivoted to virtual program models in 2020 and 2021, staff found that additional college preparation support was needed and appreciated among scholars who participated. This need informed the inclusion of essay writing and personal statements as early program components and the continuation of the six-week virtual college prep program offered as an SYEP site for OSSE Scholars.

OSSE administers surveys to measure student feelings and expectations around postsecondary education related to their experience as an OSSE Scholar. 100% of respondents reported that participating in OSSE Scholars increased their awareness of the positive benefits of college and challenged negative assumptions about higher education.

Based on feedback from the most recently surveyed Scholars, students valued the "developing my personal brand" and essay writing instruction most – with many students using the essays they develop through OSSE Scholars programming for their college applications. Scholars also reported valuing the scholarship information sessions and alumni panels, as well as the ability to connect weekly with an assigned teaching assistant (who are alumni of the program).

90. **Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in School Year 2022-2023.**

OSSE funds dual enrollment through the DC Dual Enrollment Consortium, which began in the 2018-19 school year. The Consortium is designed to provide dual enrollment opportunities for all students, but particularly students attending small LEAs that may not otherwise be able to establish strong partnerships with multiple IHEs. Seats in the DC Dual Enrollment Consortium are funded with local dollars and recently with federal Elementary and Secondary School Emergency Relief (ESSER) and American Rescue Plan Act (ARPA) dollars through a program called College Rising.

In SY22-23, 393 students participated in OSSE's Dual Enrollment Consortium.

In FY23, OSSE filled 613 seats at 12 partner institutions of higher education through ARPA, ESSER, and OSSE local funds – a 156 seat (30%) increase from FY22. These seats were filled by 393 unique students (students may take multiple courses).

91. **Please provide the following information, in table format, for the DC TAG program for fiscal years 2021, 2022, and 2023:**

OSSE tracks DCTAG data by Award Year (July 1 - June 30). For the purposes of these questions, data are reported for the academic year, not the fiscal year. This Oversight Hearing question utilizes DCTAG application and payment information as of Dec. 18, 2023. Current reporting may not align with prior year reporting because students may disenroll or become ineligible for the program.

(a) Number of students participating in DC TAG: (1) overall; (2) broken down by ward; and broken down by annual household income.

DCTAG Participants by Ward

Ward	SY 2020-21	SY 2021-22	SY 2022-23
Ward 1	275	285	309
Ward 2	117	102	94
Ward 3	445	441	412
Ward 4	824	815	829
Ward 5	586	561	549
Ward 6	339	351	329
Ward 7	683	653	669
Ward 8	593	563	536
Ward Unknown	4	4	3
Total	**3,866**	**3,775**	**3,730**

The unique counts of students participating in DCTAG, by ward, for the corresponding year:

- Students are assigned to Ward using the address provided at the time of DCTAG application; students who did not provide address information are reported as "unknown."
- Students may be assigned to a different Ward across the years.

DCTAG Participants by Income Level

Income Level	2020-2021	2021-2022	SY 2022-23
$0 - $30,000	1486	1321	1296
$30,001 - $48,000	517	523	477
$48,001 - $75,000	481	532	461
$75,001 - $110,000	339	362	356
$110,001 and above	883	919	932
Negative Taxable Income	160	118	208

Total	**3,866**	**3,775**	**3,730**

Income is reported in six bands: $0-30,000; $30,001-$48,000; $48,000-$75,000; $75,001-$110,000; $110,001 and Above; Negative Taxable Income. Students participating in the DCTAG may have a Negative Taxable Income if their household has less taxable income than their supplemental pay from the government, deductions, or exemptions.

(b) Amount of funds expended through the program: (1) in total; and (2) broken down by ward of where students live.

DCTAG Funds Expended by Ward

Ward	2020-2021	2021-2022	SY 2022-23
Ward 1	$1,873,785.00	$1,920,535.80	$2,200,806.20
Ward 2	$908,212.60	$775,656.60	$718,125.00
Ward 3	$3,892,733.80	$3,880,747.20	$3,606,432.40
Ward 4	$5,924,165.40	$5,950,369.80	$6,083,242.80
Ward 5	$4,334,875,40	$4,053,412.60	$4,108,611.60
Ward 6	$2,614,117.80	$2,764,481.00	$2,734,591.40
Ward 7	$5,163,340.60	$4,844,121.40	$5,138,907.00
Ward 8	$4,423,323.40	$4,009,164.20	$4,062,865.80
Ward Unknown	$26,746.80	$23,423.00	$9,993.00
Total	**$29,161.300.80**	**$28,221,911.60**	**$28,663,575.20**

This is the total DCTAG award pay-out, by ward for the corresponding year

(c) Average DC TAG award amount for: (1) the District overall; and (2) broken down by ward.

Average DCTAG Award Amount by Ward

Ward	2020-2021	2021-2022	SY 2022-23
Ward 1	$6,813.80	$6,738.80	$7,122.40
Ward 2	$7,762.60	$7,604.40	$7,639.60
Ward 3	$8,747.80	$8,799.80	$8,753.40
Ward 4	$7,189.60	$7,301.00	$7,338.00
Ward 5	$7,397.40	$7,225.40	$7,483.80
Ward 6	$7,711.20	$7,876.00	$8,311.80
Ward 7	$7,559.80	$7,418.20	$7,681.40
Ward 8	$7,459.20	$7,121.00	$7,580.00
Ward Unknown	$6,686.60	$5,855.80	$3,331.00
District Average	**$7,543.00**	**$7,476.00**	**$7,684.60**

(d) Graduation rate for students receiving a DC TAG award.

DCTAG Graduation Rates

First year in DCTAG	Six Year Graduation Rate
2012/2013	47.00%
2013/2014	51.80%
2014/2015	51.40%
2015/2016	52.6%
2016/2017	50.0%
2017/2018	45.3%

(e) List of institutions DC TAG students attend and the number of DC TAG students who attend each institution.

Please see attachment: Q91(e) – DCTAG Institutions

92. **The District established the DC Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in fiscal year 2023 and 2024 (through January 31).**

The DC ReEngagement Center (DC REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from DC Public Schools and public charter schools, DC's Department of Human Services (DHS), Department of Youth Rehabilitation Services (DYRS), the Office of Neighborhood Safety and Engagement (ONSE), community-based organizations, and other key partner agencies. This fiscal year marked the first year of implementation for our first _Districtwide Strategic Plan to Decrease Disengagement from Education_. This four-year plan is designed to increase awareness around disengagement from education and strengthen Districtwide partner coordination and collaboration to support youth with reengagement of their education.

In an effort to successfully reconnect youth to school, the DC REC specialists complete the following steps:

- Perform an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provide assistance identifying "best fit" educational options, including District of Columbia Public Schools, public charter schools, community-based organizations, and faith-based organizations;
- Provide support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers);
- Provide support to scholars with developing postsecondary education and career plans; and
- Provide ongoing support for at least one year after enrollment occurs.

Outcomes

Number of Disconnected Youth Served in FY2023

In FY23, the DC REC supported the completion of 137 GED Ready tests, reconnected 106 youth to an education program, and supported REC scholars who passed 26 Math, 23 Reasoning, 16 Science, and 24 Social Studies sections of the GED test. Fewer than 10 scholars passed all four sections of the GED.

Barrier Remediation

The DC REC partnered with government agencies and community-based organizations to help alleviate barriers to education and access services to support reengagement in education, including finding solutions to the following common issues: childcare services, access to health services, access to mental health services, public assistance enrollment, court involvement, employment opportunities, stable housing, and access to transportation. Specialists at the DC REC use various barrier remediation techniques to lead scholars to success. Many of the activities and partnerships described below are related to barrier remediation.

Activities

Based on lessons learned from the DC REC's response to the pandemic, the DC REC continued utilizing virtual tools (including an online referral form and an online chat function) and maintained increased frequency of client check-ins, which have led to additional support and increased persistence for DC REC scholars. Details about these and other efforts are included below.

- *Districtwide Strategic Plan to Decrease Youth Disengagement from Education Implementation* – The DC REC embarked upon the first year of implementation of its strategic plan, including socializing the plan with key partners and stakeholders, and working to establish a coordinating consortium. The plan has led to three working groups collaborating to implement selected strategies related to collective outreach and advertising, inclusion of youth voices, and the provision of wrap-around support services. As a result of the plan's development, two community of practice (CoP) groups aimed at including the support and perspective of District staff who directly provide services to youth were formed. The COP meetings included discussions on scholar reengagement needs, data, and knowledge sharing. In FY24, upon completion of the second year of implementation, an external evaluation will be conducted to assess the progress of implementation.
- *ReEngagement Promotion and Advertising Campaign* – The DC REC sponsored a collective advertising campaign, which was conducted Districtwide via educational program advertising, social media, community canvassing, bus advertising, digital advertising, geofencing, and strategic marketing throughout the District of Columbia to promote the DC REC. Districtwide partners were invited to participate in the collective advertising initiative to promote available educational resources across the District. Through this effort, the DC REC highlighted numerous educational resources available in the District to disengaged youth, including Goodwill Excel, Closing the Gap Year, and LAYC.
- *Social Media & Street Canvassing Outreach Efforts* – The DC REC hired community residents to conduct street outreach and canvassing throughout prioritized wards to target reengagement efforts. We also leveraged social media marketing to reach and connect with DC youth. Targeted social media reengagement messaging was used by major social media influencers in the DC area.

- *Community Engagement* – The DC REC hosted three community engagement events aimed to promote reengagement across the District where OSSE distributed school supplies, food, clothing, and more, including information on how to reengage in school. These events were hosted in Wards 6 and 8 with Districtwide support from various partner agencies.

Partnerships

The success of the DC REC is due to the many partnerships formed throughout the District. The small number of DC REC staff maximize services and supports for clients by partnering with these agencies. Below are highlighted agencies that have contributed to the overall success of the DC REC in FY 2023 and FY 2024 to date (a full list of partnerships is available in the DC REC's annual report upon request).

- DC Department of Human Services (DHS): Opportunities include bi-weekly coordinated entry youth housing meetings, co-location of DC REC staff at DHS's homeless youth drop-in center (Zoe's Doors), and the co-location of DHS staff at the DC REC to support clients' access to TANF, SNAP, Medicaid, and other DHS administered benefits. In addition, the DC REC is a primary TANF vendor which means that DHS can assign TANF customers who are eligible for DC REC services to the DC REC.
- Office of Neighborhood Safety and Engagement's (ONSE) Pathways Program: The DC REC partners with the ONSE Pathways Program to provide educational assessments, planning, and referrals, as well as barrier identification and remediation for all Pathways participants.
- OSSE's Division of Early Learning and the Department of Human Services: DC REC Specialists have been trained to complete the full application process needed to issue child care vouchers at the DC REC to youth parents who identify child care as a barrier to re-enrollment.
- Department of Employment Services (DOES): DOES makes referrals to the DC REC, assists eligible DC REC clients in participating in the Career Connections employment program and the Marion Barry Summer Youth Employment Program (MBSYEP), provides multiple interns to the DC REC under the Project Empowerment program and the MBSYEP, and provides employment and job readiness services for DC REC clients through the American Job Center.
- Department of Youth and Rehabilitation Services (DYRS): DYRS refers clients in need of educational support to the DC REC, and DC REC staff provide onsite intakes at DYRS's Achievement Centers twice a month.

Finally, the DC REC continues to implement postsecondary and career planning and support for clients who have completed or are close to completing their secondary education through monthly postsecondary and career path workshops. The initiative includes utilizing the Career

Coach DC website to conduct career interest inventories and explore labor market information data regarding different career options and helping resident clients plan for their next steps in their career pathway, whether that leads them to a degree-granting college or university, a publicly funded job training program to earn an industry-recognized credential, an apprenticeship program, or directly into the workforce.

93. **Please provide the following information with regard to MySchool DC for School Year 2022-2023 and 2023-2024 (through January 31):**

(1) number of participating schools;

In the 2022-23 school year, 237 schools participated in the My School DC lottery. In the 2023-24 school year, 239 schools participated in My School DC lottery.

(2) total seats broken down by school/campus and grade at the beginning of each lottery period;

Please see attachment: Q93 – My School DC (the "SY22_23_Lottery_Seats" and "SY23_24_Lottery_Seats" sheets).

(3) number of applications were submitted by the first deadline;

In the 2023-24 school year 22,912 unique applicants submitted 102,334 applications by their respective deadlines: February 1st, 2023 (9th - 12th grade) and March 1st, 2023 (PK3 -8th grade).

Please see attachment: Q93 – My School DC (the "SY23_24_Applications" tab provides the full breakdown).

(4) match rate for applications submitted in the first round (i.e. how many families got their first choice, second choice, third choice, and so on);

SY22-23, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10,220	63%
2	2,448	15%
3	1,326	8%
4	761	5%
5	467	3%
6	300	2%
7	202	1%
8	160	1%
9	119	1%
10	90	1%
11	83	1%
12	77	0%
13*	3	0%
14*	2	0%
Total	**16,258**	**100%**

SY23-24, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10,550	63%
2	2,604	15%
3	1,381	8%
4	836	5%
5	458	3%
6	318	2%
7	220	1%
8	157	1%
9	107	1%
10	81	0%
11	65	0%
12	60	0%
13*	3	0%
14*	1	0%
15*	3	0%
16*	0	0%
17*	1	0%
Total	**16,845**	**100%**

*The Equitable Access Preference creates a secondary school choice for some applicants that is applied prior to running the lottery algorithm. This results in some applicants with more than 12 ranked school choices within the lottery.

(5) percent of families that accepted their match;

My School DC tracks the percentage of applicants that enroll (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2022-23 school year, approximately 8,900 out of the 16,279 matched applicants (55 percent) enrolled at their matched school. For the 2023-24 school year, approximately 9,100 out of the 16,845 matched applicants (54 percent) enrolled at their matched school.

(6) the average number of schools that parents/guardians selected;

Average Number of Lottery Selections

Lottery Year	Average # of Selections	Median # of Selections
SY22-23 Lottery	5	3
SY23-24 Lottery	4	3

(7) number of seats that were still available at the end of the lotter period, broken down by school/campus and grade level; and

My School DC collects the number of available seats offered in the lottery during February and March. After results are released, My School DC does not formally collect additional information regarding the current number of seats available from participating LEAs.

For the number of seats offered in the official lottery, please see attachment: Q93 – My School DC.xlsx, in the "SY22_23_Lottery_Seats" and "SY23_24_Lottery_Seats" tabs.

(8) the list of admissions preferences in order offered by each LEA in the 2024 lottery. For school offering the "equitable access" preference, please identify how many seats and in which grades each school is setting aside.

The list of admission preferences in order offered by each LEA in the upcoming 2024-2025 school lottery is included in the Q93 – My School DC_2023.xlsx attachment, in the "SY24_25_School_Preferences" tab. We will not have the number of seats offered from each school until mid-March of 2024.

In last year's SY23-24 lottery, 35 schools from 15 LEAs offered an Equitable Access preference through either a priority preference or designated seats. The preference applied to students who are homeless, in foster care, at least one year overage in high school, or whose families receive TANF or SNAP benefits. The following six schools offered the priority preference, along with their other preferences:

1. Breakthrough Montessori PCS
2. DC Bilingual PCS
3. Digital Pioneers Academy PCS – Capitol Hill
4. Digital Pioneers Academy – Johenning
5. The Children's Guild DC Public Charter School
6. The Sojourner Truth PCS

The following 29 schools designated seats, or set them aside, for qualifying equitable access students:

1. Barnard Elementary School
2. Capitol Hill Montessori
3. DC Wildflower PCS – The River Seed School
4. Dorothy I. Height Elementary School
5. E.L. Haynes PCS – Elementary School
6. E.L. Haynes PCS – Middle School
7. E.L. Haynes PCS – High School
8. Excel Academy
9. Garrison Elementary School

10.   H.D. Cooke Elementary School
11.   Inspired Teaching Demonstration PCS
12.   John Lewis Elementary School
13.   Latin American Montessori Bilingual
14.   Lee Montessori PCS – Brookland
15.   Lee Montessori PCS – East End
16.   MacArthur High School
17.   Military Road Early Learning Center
18.   Mundo Verde Bilingual PCS – Calle Ocho Campus
19.   Mundo Verde Bilingual PCS – J.F. Cook Campus
20.   School-Within-School
21.   Stevens Early Learning Center
22.   Two Rivers PCS at 4th Street
23.   Two Rivers PCS at Young Elementary School
24.   Two Rivers PCs at Young Middle School
25.   Van Ness Elementary School
26.   Washington Latin PCS – Cooper Campus
27.   Washington Latin PCS – Middle School
28.   Washington Latin PCS – Upper School
29.   Washington Yu Ying PCS

94.   (a) Provide a list of the Common Lottery Board members, including their membership terms.

My School DC is governed by the Common Lottery Board with representation from both DCPS and participating public charter schools. The Deputy Mayor for Education is the chairperson of the Board.

Each Board Member serves a two-year term with no term limits.

As of January 2024, the following representatives serve on the Common Lottery Board:

Role	Name	LEA	Sector
Chairperson, voting member	Paul Kihn	Deputy Mayor for Education	-
Voting member	Chyanne Eyde	D.C. Public Schools	DCPS
Voting member	Daniela Anello	DC Bilingual PCS	PCS
Voting member	Emerald Becker	D.C. Public Schools	DCPS
Voting member	Hilary Darilek	E.L. Haynes PCS	PCS
Voting member	Ijeoma Anyanwu	D.C. Public Schools	DCPS
Voting member	Shannon Hodges	KIPP DC	PCS
Non-voting member	Keinan Thompson	Interim, My School DC	-
Non-voting member	Dr. Christina Grant	Office of the State Superintendent for Education	-
Non-voting member	Dr. Michelle Walker-Davis	DC Public Charter School Board	-

(b) When did the Board meet in fiscal years 2023 and 2024 (through January 31)?

The Common Lottery Board typically meets virtually on a quarterly basis, and the meetings are open to the public in a virtual setting. Recordings are posted on the My School DC website to document any actions taken.

In 2023, the Common Lottery Board met on the following dates:

- January 26: Recording and Meeting Slides
- May 3: Recording and Meeting Slides
- August 2: Recording and Meeting Slides
- October 19: Recording and Meeting Slides
- January 25: Recording and Meeting Slides

(c) What decisions has the Board made in fiscal years 2023 and 2024 (through January 31)?

During the May 3, 2023, meeting, the Common Lottery Board reviewed and provided feedback on a new two-event model for EdFEST 2023. The Board ultimately recommended the two-event model. The recommendation was taken by the Deputy Mayor for Education and State Superintendent of Education to the Executive Office of the Mayor for final approval.

During the August 2, 2023, meeting, the Common Lottery Board approved an updated policy guide for the 2024-25 lottery cycle. The approved My School DC Policy Guide dated August 2023 included the three following changes from prior editions:

- The Board approved the addition of application data to the MSDC's public data page and dashboard:
  - MSDC will post aggregate and school-level data on each lottery cycle on the MSDC website (http://www.myschooldc.org/resources/data/). Aggregate data will include summaries of lottery results. School-level data will include the number of applicants by the lottery deadline.
- The Board updated the approval process for continuing data requests:
  - To ensure previously approved data requests can continue policy research to the betterment of residents of the District of Columbia and My School DC as a whole, the Common Lottery Board delegated discretion to the Executive Director of My School DC to renew appropriate and previously approved data requests without an additional Board vote. The Board will be notified of all renewed requests made at the discretion of the Executive Director.
- The Board clarified internal data sharing to specifically include the DME, OSSE, and DC PSCSB at the discretion of the Executive Director:
  - MSDC may share lottery data with state education authorities, including the DME, OSSE, and DC PCSB, for deliberative purposes to inform policy decisions that align with the goals of the Common Lottery. Approval of internal data requests rests within the discretion of the Executive Director of MSDC. The Board will be notified of any data requests approved at the discretion of the Executive Director. MSDC will implement and maintain appropriate security measures to protect personally identifiable student information in accordance with local and federal law.

For additional information on the Board's business, refer to the hyperlinked minutes and recordings for discussions of preferences, data releases, and any other business before the Board.

(d) What steps has the Board taken or is considering taking to address: (1) lottery preferences; (2) more data being publicly released; and (3) other initiatives?

The Common Lottery Board continues to monitor and discuss the results of the Equitable Access preference during its second full year of implementation. No additional decisions have been made or considered on Equitable Access by the Board at this time. Additionally, the Board publicly reviewed and discussed match results for the Equitable Access preference publicly at their May 3rd meeting. On August 2, 2023, the Common Lottery Board approved the release of application data for the 2024-25 lottery cycle as a part of MSDC's public dashboard update. Application data will reflect all applications submitted to each school grade prior to each lottery deadline. Additionally, the Board discussed and gave feedback on the adoption of a two-event model for EdFEST 2023, which returned to an in-person format for the first time since 2019.

95. **Provide an update on OSSE's collaboration with the Department of Behavioral Health and the Department of Health on the implementation and/or expansion of programs to identify and assist children with behavioral health or developmental challenges at DCPS and at charter schools. What new work was completed in fiscal year 2023? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.**

In recent years, the lives of DC children and youth have been majorly disrupted. Students are still struggling with ongoing negative impacts of the coronavirus (COVID-19) pandemic on their social and emotional well-being. Students continue to experience elevated levels of depression, stress, violence, and loss.

OSSE continues to collaborate with DC Department of Behavioral Health (DBH) and DC Department of Health (DC Health) in the development and delivery of behavioral health services to children and youth in the District and to offer guidance, actionable resources, and promising practices to help local education agencies (LEAs) and schools address the unique challenges of behavioral health services. This includes working closely with DBH and directly with LEAs to support student and educator behavioral health through both the city-wide Comprehensive School Behavioral Health System (also referred to here as the "System") and federal grant programs awarded to OSSE. OSSE was awarded two federal grants to support school-based behavioral health providers: Project AWARE (Advancing Wellness and Resiliency in Education), a five-year grant from the federal Substance Abuse and Mental Health Services Administration (SAMHSA) to promote mental health awareness among schools and communities and improve connections to services for school-ages youth, that concluded at the end of FY23; and Advancing Recruitment and Retention in Our Workforce (ARROW), a five-year grant from the US Department of Education (Jan. 2023 – Dec. 2027) focused on the recruitment and retention of credentialed school-based behavioral health providers.

The goal of the Comprehensive School Behavioral Health System is to integrate school and community-based provider services to ensure that all schools provide mental health promotion and prevention, intervention, and direct behavioral health services and supports. Led by DBH and guided by the Coordinating Council on School Behavioral Health, the System effort is executed in partnership with OSSE, education agencies, schools, community providers, parents, youth, and education advocates. Leadership from OSSE's Division of Health & Wellness serve as members of the Coordinating Council, members of the Community of Practice and evaluation core teams.

In partnership with DBH, OSSE continues to support schools with annually assessing the school's available behavioral health services using existing school-level data sources (e.g., attendance data, School Health Profiles, Youth Risk Behavior Survey, behavioral health referrals, family and youth surveys, and school staff surveys). Schools then complete a School

Strengthening Work Plan to set universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) school behavioral health goals.

During FY23, OSSE supported the System through:
- Continued support in the completion and mid-year review of the School Strengthening Self-Assessment and Work Plan process
- Promoting and disseminating targeted videos, tip sheets, and reproducible materials to support continued integration of school behavioral health services and programming and promoting student and family roles and engagement in the expansion of services.

In continued support this shift, a back-to-school communication series that was launched in by OSSE and DBH in FY22 was utilized again in FY23 for school leaders to: (1) re-orient school leaders to the point and purpose of the System; and (2) share information regarding the updated self-assessment process. Communication was also provided to the School Behavioral Health Coordinators through a back-to-school communications campaign to provide an in-depth overview of the updated process. Further, a monthly communication series with school leaders provides a regular touchpoint between OSSE and schools regarding the expansion. These regular touchpoints allow OSSE and DBH to provide support to schools in areas such as completing the School Strengthening Work Plan, mid-year reviews, and understanding the annual evaluation conducted by Child Trends. This monthly series has also provided a regular opportunity for schools to pose their questions and receive clarification or to provide connection to the technical assistance supports provided by DBH's clinical specialists.

Additionally, in FY23, OSSE and DBH completed the fifth and final year of Project AWARE, a five-year $8.8 million dollar grant awarded to OSSE in FY18 by SAMHSA. This grant opportunity complemented the significant local investment in school behavioral health and allowed OSSE and DBH to deepen the partnership with three large LEAs (DCPS, KIPP, and Friendship Public Charter School) to support the development of multi-tiered systems of behavioral health supports for students, educators, and school communities. Mental health promotion, trauma-responsive practices, and family engagement are key elements of the model of care. Major actions through Project AWARE in FY23 were as follows:

- Project AWARE LEAs maintained 38 participating schools.
- Project AWARE schools continued to use the Strengths and Difficulties Questionnaire (SDQ), a 25-item behavioral health screening tool for youth that assesses emotional symptoms, conduct problems, hyperactivity and inattention, peer relationship problems, and pro-social behaviors.
- Project AWARE schools hosted targeted trainings for their behavioral health providers and school staff on topics involving trauma-informed care, restorative practices, crisis

prevention and intervention, grief and loss, suicide prevention and intervention, and staff wellness.

- Project AWARE schools continued to elevate topics of mental health and wellness to parents and families through virtual and on-demand webinars, web platforms, reproducible resources, workshops and skill building events.
- Project AWARE LEAs engaged in sustainability planning for their mental health investments and programming post grant funding.
- OSSE provided all DC public and public charter middle schools with a Too Good for Violence (TGFV) middle school curriculum kit (grade 7). This offering expands school-based behavioral health providers' access to evidence-based curriculum in support of District students. Additional kits were purchased at grade 5 and high school to be loaned to schools upon request.
- OSSE developed school behavioral health posters for distribution to all DC public and public charter schools. These posters provide youth and families information about the school's behavioral health team, how they can connect with the team and the general types of services the team provides.

On the subject of training and trauma-informed practices, both local and federal investments supported the District's school-based behavioral health Community of Practice (DC CoP). The DC CoP advanced the citywide school behavioral health expansion and Project AWARE by inviting school behavioral health coordinators and community-based clinicians to participate in a peer learning environment aimed at building the capacity to implement high-quality school-based behavioral health systems. The DC CoP served as an essential, cross-agency link to school-based behavioral health efforts. During the 2022-23 school year, the DC CoP facilitated 9 monthly learning events attended by 635 school-based behavioral health providers and other relevant school and community stakeholders, and shared conversations to further best practices in school behavioral health. OSSE partnered with DBH and the DC CoP to develop sessions on building school culture and climate, building successful School Strengthening Work Plans, suicide prevention and postvention, a whole school approach to educator wellness, and supporting LGBTQ+ youth. An additional component of the DC CoP is the Crisis Response and Intervention/Suicide Prevention Practice Group (Crisis Group). The Crisis Group, which is co-chaired by OSSE's Mental Health Coordinator, continued to convene and support school behavioral health professionals and administrators in FY23.

As part of our own portfolio, OSSE continued to support schools using recovery funds to offer trainings and technical assistance. In FY23, this included the following:

- Hosting seven suicide prevention and intervention curriculum trainings for all District public and public charter school behavioral health providers targeted for appropriate grade bands served, and further technical assistance sessions to support school-based

clinicians in the implementation, roll-out, and problems of practice concerning the curriculum they were trained to use.

- Providing training curriculum to school-based clinicians from 110 elementary schools and 97 middle and high schools over FY22 and FY23.
- Hosting a special training session on "Operationalizing Psychological Safety in the Workplace," which reached 19 school-based providers.
- Using OSSE's whole school approach to educator wellness, OSSE administered the Educator Wellness Technical Assistance Grant to build capacity at District public and public charter schools to adopt and strategically implement educator wellness programs. This was an Elementary and Secondary School Emergency Relief (ESSER) funded two-year grant. This research-based approach to educator wellness uses a tiered framework that looks at the whole system to address root causes of educator stress as well as knowledge and skills to manage stress. In FY23, the following was accomplished with the grant:
  - o Five community-based organizations were provided continuation funds to continue their partnerships with their schools.
  - o The grantees supported their schools in the implementation of their educator wellness plans that were created in FY22. Through this work grantees and schools identified key themes and strategies to address educator wellness, such as through regular and transparent communication, building robust connections and trusting relationships, and work/life balance.
  - o This work culminated in the update of OSSE's Whole School Approach to Educator Wellness and the creation of the Blueprint for a Whole School Approach to Educator Wellness. The Blueprint is a resource for all schools that incorporate the best practices and lessons learned. It acts as a quick reference guide for integrating whole school educator wellness policies, practices, and processes into the school system. The Blueprint is in a pilot phase for FY24 during which time OSSE will be collecting feedback from schools regarding its applicability and use.
- Using a one-time investment of Governor's Emergency Education Relief (GEER) funds, OSSE announced the launch of and released the Request for Applications for the Whole School Educator Wellness Grant for FY24.
  - o EmpowerEd, the sole applicant and sole grant recipient, is partnering with six schools during FY24 to provide educator wellness supports and coaching.
  - o Schools will participate in cohort learning sessions – following the structure of the Blueprint – and receive coaching supports from EmpowerEd between each learning session.

Rounding out FY23 partnership activities between OSSE and DBH:

- OSSE began participation in the Whole School, Whole Community, Whole Child (WSCC) Emotional Well-Being Learning Collaborative (LC). The LC provides OSSE, DBH, and three LEAs, with training, technical assistance and coaching from national experts at the National Center for School Mental Health (NCSMH) and the Collaborative for Academic, Social, and Emotional Learning (CASEL). In this national LC, the District will be provided a wide range of training opportunities with a particular focus on how to elevate youth voice and engage youth as collaborative partners. The three District LEAs participating are Appletree PCS, Friendship PCS, and Ingenuity Prep PCS.
- OSSE was awarded the five-year School Mental Health Services grant from the US Department of Education to address the recruitment and retention of credentialed school-based behavioral health providers. This was awarded in partnership with DCPS and DBH and in consultation with the Public Charter School Board. Locally, the grant is referred to Advancing the Recruitment and Retention of Our Workforce (ARROW). To support this work OSSE will leverage the [ARROW strategic partner framework](). This includes advisory workgroups comprised of representatives from LEAs and DC-based colleges and universities to ensure opportunities for their voice and partnership in the implementation of this work. Over the five years:
  - The recruitment projects will focus on generating a career pathway from high school through post-graduate school job placement (e.g., extending DCPS' successful Youth Mental Health Ambassador Program to charter high schools, partnering with local colleges and universities to build interest and promote working in school based behavioral health, and supporting DCPS' and DBH's existing internship programs).
  - The retention projects will focus on the creation of a learning community and first-year cadre to support providers in their professional growth, skill development, and well-being. This work will be informed by a workforce assessment that was completed in fall 2023.

96. **(a) According to the data collected and available to OSSE, what was the compliance rate in School Year 2022-2023 among LEAs for completing health education and physical education requirements in the District?**

All data provided below are collected by OSSE via the School Health Profiles, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Code § 38–826.02).

According to the data collected via the School Health Profiles, the compliance rate in the 2022-23 school year for health and physical education is shown in the tables below:

Number and Percentage of Schools Meeting Physical Education Requirements

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Minimum Average of 90 minutes per week	92	54%
6-8	Minimum Average of 135 minutes per week	38	50%

Number and Percentage of Schools Meeting Health Education Requirements

Grade Level	Health Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Minimum Average of 75 minutes per week	37	22%
6-8	Minimum Average of 75 minutes per week	38	50%

All data in the School Health Profiles are self-reported annually by each District public and public charter school. One hundred (100) percent of applicable schools (excluding schools serving primarily adult education or pre-K students or that do not participate in the National School Lunch Program) completed the School Health Profiles in the 2022-23 school year. A list of schools that completed the mandatory School Health Profiles is reflected on OSSE's website.

(b) What is the average amount of time LEAs dedicated to health education and physical education during School Years 2021-2022 and 2022-2023?

According to the data collected via the School Health Profiles, the average amount of time dedicated to health education and physical education during the 2021-2022 and 2022-2023 school years is shown in the tables below:

Average Minutes per Week of Physical Education in Grades K-5 and Grades 6-8

School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
SY 2021-2022	86	133
SY 2022-2023	90	148

Median Minutes per Week of Physical Education in Grades K-5 and Grades 6-8

School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
SY 2021-2022	60	125
SY 2022-2023	90	130

Average Minutes per Week of Health Education in Grades K-5 and Grades 6-8

School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
SY 2021-2022	51	74
SY 2022-2023	48	101

Median Minutes per Week of Health Education in Grades K-5 and Grades 6-8

School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
SY 2021-2022	45	75
SY 2022-2023	45	80

Schools that are out of compliance with the Healthy Schools Act minutes requirements for health education, physical education, and/or physical activity, as reported in their School Health Profile, are required to complete a self-assessment and action plan (SAAP) that addresses challenges to meeting the requirements of the law. This process was launched in FY22 and continued in FY23. OSSE offered office hours and individualized technical assistance to out-of-compliance schools in the development of their SAAP, provided written feedback on proposed improvement strategies, and approved their final action plans. Among the top reasons for schools reporting non-compliance were space constraints (school facilities and grounds), staffing challenges, and difficulty with scheduling enough time during the school day. OSSE uses this information to plan and deliver professional development to LEAs and schools on how to provide high-quality health education, physical education, and physical activity programming that meet the Healthy Schools Act requirements set forth in law.

97. **Describe OSSE's efforts in fiscal years 2023 and 2024 (through January 31) to increase participation in the Child and Adult Care Food Program and promote health and wellness through Healthy Tots programming and funding.**

<u>Background</u>

The Child and Adult Care Food Program (CACFP) and the Healthy Tots Act provide an important funding stream that not only increases access to food for children in the District, but also supports child development facilities in becoming financially stronger by tapping into available funding sources. Returning to pre-pandemic operational capacity, CACFP provided over 3.5 million meals in FY23 to children in the District of Columbia through an investment of over $12.9 million. Most eligible child development facilities in the District participate in the CACFP.

OSSE plays a key role in supporting access to balanced and nutritious meals for children in the District. OSSE provided over $95 million in FY23 in local and United States Department of Agriculture (USDA) funding to support schools, child development facilities, adult day cares, summer meal programs, and other programs with healthy meals that feed District of Columbia residents. Through CACFP, child development facilities in the District can be reimbursed for up to four meals per day per eligible child, which includes local funding through the Healthy Tots Act for the fourth meal. The Healthy Tots Act ensures facilities have access to CACFP and additional local reimbursements beyond federal funding. The Healthy Tots Act establishes additional local funding for meals (breakfast, lunch, or supper) served by child development facilities that: (1) participate in CACFP; and (2) meet the USDA meal requirements. These Healthy Tots Act reimbursements are detailed below:

- <u>Add10</u>: Child development facilities participating in the CACFP may request an additional 10 cents ($0.10) for each eligible breakfast, lunch, and supper served to an eligible child (5A DCMR §1001.2).
- <u>Local5</u>: Child development facilities participating in CACFP may request an additional 5 cents ($0.05) per lunch or supper when at least one meal component is comprised of a locally sourced food item, as defined in section 101(3) of the Healthy Schools Act of 2010 (D.C. Code § 38–821.01) and unprocessed foods, as defined in section 101(10)(A) of the Healthy Schools Act of 2010 (D.C. Code § 38–821.01). Locally grown and unprocessed foods do not include milk (5A DCMR §1001.4-5).
- <u>Full Day4</u>: Child development facilities participating in CACFP that have maximized the number of daily meal services eligible for federal CACFP reimbursements (two (2) meals and one (1) snack or one (1) meal and two (2) snacks) are eligible for reimbursement of a fourth meal through the Healthy Tots Fund for each enrolled and participating child. To be eligible, 75 percent of the children enrolled and attending the child development facility must be District residents and at least 50 percent of the enrolled and attending children must be eligible for subsidized child care. (5A DCMR §1001.7)

The Healthy Tots Act requires licensed child development facilities to participate in CACFP if 50 percent or more of enrolled children are eligible for subsidized child care for at least six continuous months (D.C. Code § 38–282.01(a)). Facilities that are mandated to participate in CACFP receive extensive outreach and technical assistance from OSSE if they are not yet enrolled, including:

- Initial and subsequent notifications from OSSE outlining participation requirements and options for the facility;
- An introductory in-person technical assistance visit and orientation with the facility to provide face-to-face assistance with Healthy Tots Act and CACFP compliance;
- Training and reoccurring technical assistance from OSSE throughout the entire CACFP application process, including a minimum of two in-person technical assistance visits during the full application process; and
- Individual and group CACFP trainings for child development facilities at individual facilities and OSSE headquarters.

More information on CACFP participation can be found on OSSE's website, available here.

Beyond working directly with child development facilities to enroll in CACFP, OSSE also provides support and guidance to facilities on health and wellness, including through OSSE's Step by Step Guide for Implementing Wellness Guidelines, direct technical assistance on health initiatives, and wellness challenges for child development facilities to educate them on the Wellness Guidelines. New state-specific wellness guidelines will be released in spring 2024.

FY23 and FY24 CACFP Healthy Tots Act Enrollment Activities
OSSE has refined an effective and systematic approach for working with child development facilities that are required to participate in CACFP. When a child development facility has been identified as meeting the Healthy Tots Act requirements to participate in CACFP, OSSE contacts sponsoring organizations and the subsidy program manager to encourage the providers to participate in CACFP. Child development facilities often cite difficulties with staff retention, confusion with the federal application process, and other pediatric health challenges and demands of running a child development facility as barriers to participation in CACFP. OSSE's technical assistance and support throughout the CACFP application process is intended to alleviate some of the administrative burden, provide information on how to manage a high quality CACFP program, and to be available to answer questions and offer guidance for submitting a successful application.

Facilities that complete the letter of intent and apply for the CACFP program as independent centers receive training and reoccurring technical assistance from OSSE throughout the entire

application process, with a minimum of two technical assistance visits during the full application process.

OSSE conducts targeted and data-driven outreach to facilities in January through March of each year to begin their CACFP enrollment activities. The CACFP team also provides additional technical assistance to any program operator that requests support throughout the year. Coordinated CACFP training occurs quarterly with OSSE's Division of Early Learning, allowing for a broader reach to program participants.

In FY23, OSSE returned to standard pre-pandemic CACFP expansion program operations and identified 17 child development facilities that met the program standards. Outreach and technical assistance efforts resulted in 60 percent of the facilities initiating the CACFP application process. Three facilities were granted participation waivers under the expansion program's hardship provision. The remaining facilities are receiving intensive technical assistance through the Division of Early Learning's Child Care Subsidy team.

FY23 Healthy Tots Wellness Grant Activities
In FY22, the Healthy Tots Wellness Grant (HTWG) was paused to update the scope and design of the application in order to improve monitoring and evaluation of program activities. The HTWG resumed activities in FY23 and will operate a continuation grant in FY24. Three community-based organizations (CBOs) were awarded the grant in FY23 in the following areas: (1) farm-to-childcare and local food procurement; (2) staff wellness culture and program; and 3) outdoor learning/environmental education. CBOs are required to work directly with eligible child development facilities and provide direct services and support to staff and children. The goals of the HTWG are as follows: (1) position CBOs to serve as a sustained network for childcare providers in accessing wellness support and resources; and (2) identify and promulgate best practices to create early learning environments that nurture the health and wellness of early learners through concrete actions. The grantees will continue to implement their grant activities through FY24 with a focus on developing site-specific sustainability plans to support facilities in maintaining and maximizing grant activities and benefits in the absence of Healthy Tots Wellness funding.

FY24 Healthy Tots and Early Childhood Education Wellness Guidelines Activities
In Dec. 2023, OSSE was awarded a $10,000 Nemours Children's Grant for the Early Childhood Education (ECE) Wellness Guidelines for Child Care Facilities. This grant will support the creation of an online assessment and evaluation tool for OSSE's new state-specific wellness guidelines that support health promotion, nutrition, and physical activity at child development facilities in the District. The online interactive tool will include an assessment, data tracking, and implementation planner, as well as additional wellness resources for facilities. OSSE will analyze data collected from the tool to assess the root needs of the District's early childhood community and provide long-term technical assistance to facilities. The data will also be used to create a

reward system and an annual wellness report card for facilities. OSSE plans to incorporate the new guidelines back into future Healthy Tots Wellness Grant's (HTWG) application scope and design.

98. **Please provide the Committee with an update on OSSE's food and nutrition education programming during fiscal year 2023 and 2024 to date.**

(a) How many schools participated in the program in fiscal year 2023, and how many are intended to participate in fiscal year 2024? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?

OSSE provides a variety of opportunities for food and nutrition education programming in public and public charter schools, including through the school garden program, special annual celebrations and events (including Growing Healthy Schools Month), the Healthy Schools Curriculum Grant, and the Fresh Fruit and Vegetable Program. These activities are described in more detail below.

Growing Healthy Schools Month (GHSM) celebrates the health of students in public schools throughout the District. During the October month-long celebration, schools (with the help of OSSE) coordinate and facilitate inspiring activities to engage students in nutrition, the environment, and physical activity. During each week of GHSM, OSSE highlights different topics that support student wellbeing and relate to this year's theme, including mental health and wellbeing, nutrition, outdoor learning and environmental literacy, and physical education. Each year, schools pledge to participate in GHSM by completing at least one activity associated with any of the weekly themes. After taking the pledge, schools are designated as a Healthy Schools Champion and receive a certificate. In FY23, OSSE promoted and celebrated GHSM with all DC public and public charter schools by employing the theme "Recover, Reconnect, Refresh." In FY23, seven schools took the pledge. OSSE set out to revitalize students' sense of wellbeing as well as their connection to others and the environment. In FY24, OSSE promoted and celebrated GHSM with all DC public and public charter schools by employing the theme "Thriving Together." In FY24, 43 schools took the pledge. This increase from FY23 to FY24 is in part attributed to OSSE's improved communication with schools.

Strawberries & Salad Greens Day celebrates seasonality in school meals and is designed to get students energized about the summer produce coming to their plate. Since 2011, schools across the District have participated in Strawberries & Salad Greens Day as a way to showcase locally grown produce in school meals. OSSE looks forward to encouraging schools to serve locally grown strawberries and salad greens as part of school meals and to educate students about both the health and environmental benefits of eating locally grown fruits and vegetables during this annual event.

The Fresh Fruit & Vegetable Program (FFVP) incorporates nutrition education while it increases students' exposure to fresh produce. To maintain access to the FFVP, including nutrition education, during FY23, OSSE extended maximum federal and local flexibilities available for

each school year including allowing the FFVP to be served in the following ways if the school closed for in-person instruction and congregate meal service is limited by the COVID-19 pandemic:

- Served to students in a non-congregate setting (including home delivery)
  - Provided to all children in the household regardless of age when provided along with meals via home delivery
  - Provided to any child attending an elementary school that is operating an open meal site
  - Provided to a parent or guardian even without a student being present
- Served at a time the operators deem appropriate, including outside of a regular school day
- Provided alongside other child nutrition program meals
- Provided multiple days' worth of foods at one time when the school is providing multiple days' worth of meals at a time
- Served at alternate non-elementary school sites if the elementary school building is closed or alternate instructional models are being provided.

The following chart includes detail on the number of schools that participated in FFVP in the 2022-23 and 2023-24 school years:

Fresh Fruit & Vegetable Program School Participation

Ward	SY22-23	SY23-24
1	6	4
2	7	7
3	0	0
4	14	12
5	13	12
6	10	12
7	17	18
8	22	23
Total	89	88

OSSE developed and awarded a new Healthy Schools Curriculum Grant to integrate farming, cooking, and nutrition education curriculum into core academics at District of Columbia Public Schools (DCPS) in the 2022-23 school year. OSSE awarded $1.6M to one grantee, FRESHFARM FoodPrints, in FY23. FRESHFARM FoodPrints programming is focused on teaching nutrition curriculum aligned with DC standards, providing learning opportunities in school gardens and kitchens, partnering with school communities to maintain and improve existing teaching kitchens and school gardens and establish new garden and kitchen capacity in swing spaces and modernization plans, and increasing food access and family engagement in partnership with

FRESHFARM Pop Up Food Hub and Community Food Educators. In FY24, OSSE awarded $1.9M in funding.

FRESHFARM FoodPrints Partner Elementary Schools for the 2022-23 School Year

LEA Type	School Name	Ward
DCPS	Marie Reed Elementary School	1
DCPS	School Without Walls @ Francis-Stevens	2
DCPS	Powell Elementary School	4
DCPS	Truesdell Elementary School	4
DCPS	Whittier Elementary School	4
DCPS	Burroughs Elementary School	5
DCPS	Langley Elementary School	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School	6
DCPS	School-Within-School @ Goding	6
DCPS	Tyler Elementary School	6
DCPS	Watkins Elementary School	6
DCPS	Beers Elementary School	7
DCPS	CW Harris Elementary School	7
DCPS	Kimball Elementary School	7
DCPS	Garfield Elementary School	8
DCPS	Simon Elementary School	8

FRESHFARM FoodPrints Partner Elementary Schools for the 2023-24 School Year

LEA Type	School Name	Ward
DCPS	Marie Reed Elementary School	1
DCPS	School Without Walls @ Francis-Stevens	2
DCPS	Powell Elementary School	4
DCPS	Truesdell Elementary School	4
DCPS	Whittier Elementary School	4
DCPS	Burroughs Elementary School	5
DCPS	Langley Elementary School	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School	6
DCPS	School-Within-School @ Goding	6
DCPS	Tyler Elementary School	6

DCPS	Watkins Elementary School	6
DCPS	Beers Elementary School	7
DCPS	CW Harris Elementary School	7
DCPS	Miner Elementary School	7
DCPS	Kimball Elementary School	7
DCPS	Garfield Elementary School	8
DCPS	Malcom X Elementary School	8
DCPS	Simon Elementary School	8

(b) How many schools have school gardens? Please provide this data broken down by ward.

During the 2022-23 school year, there were 124 campuses with active school gardens. The table below shows schools with gardens by ward. This information was collected through the School Health Profiles, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Code § 38–826.02).

Active School Gardens for the 2022-23 School Year

LEA Type	School Name	Ward
DCPS	Bancroft Elementary School	1
DCPS	Bruce-Monroe Elementary School @ Park View	1
DCPS	Cardozo Education Campus	1
DCPS	Columbia Heights Education Campus	1
DCPS	H.D. Cooke Elementary School	1
DCPS	Marie Reed Elementary School	1
PCS	Meridian PCS	1
DCPS	Tubman Elementary School	1
DCPS	Benjamin Banneker High School	2
DCPS	Garrison Elementary School	2
DCPS	Hardy Middle School	2
DCPS	Hyde-Addison Elementary School	2
PCS	KIPP DC - Lead Academy PCS	2
DCPS	School Without Walls @ Francis-Stevens	2
DCPS	Eaton Elementary School	3
DCPS	Janney Elementary School	3
DCPS	John Lewis Elementary School	3
DCPS	Key Elementary School	3
DCPS	Mann Elementary School	3

LEA Type	School Name	Ward
DCPS	Murch Elementary School	3
DCPS	Stoddert Elementary School	3
DCPS	Barnard Elementary School	4
PCS	Breakthrough Montessori PCS	4
DCPS	Brightwood Elementary School	4
PCS	Capital City PCS - High School	4
PCS	Capital City PCS - Lower School	4
PCS	Capital City PCS - Middle School	4
PCS	Center City PCS - Brightwood	4
PCS	Center City PCS - Petworth	4
DCPS	Coolidge High School	4
PCS	District of Columbia International School	4
PCS	E.L. Haynes PCS - Elementary School	4
PCS	Friendship PCS - Ideal Elementary	4
PCS	Friendship PCS - Ideal Middle	4
DCPS	Lafayette Elementary School	4
DCPS	LaSalle-Backus Elementary School	4
PCS	Paul PCS - International High School	4
PCS	Paul PCS - Middle School	4
DCPS	Powell Elementary School	4
DCPS	Raymond Elementary School	4
PCS	Roots PCS	4
PCS	Sela PCS	4
DCPS	Shepherd Elementary School	4
DCPS	Takoma Elementary School	4
DCPS	Truesdell Elementary School	4
PCS	Washington Latin PCS - Middle School	4
PCS	Washington Latin PCS - Upper School	4
DCPS	Whittier Elementary School	4
PCS	Bridges PCS	5
DCPS	Bunker Hill Elementary School	5
DCPS	Burroughs Elementary School	5
PCS	Center City PCS - Trinidad (NoMa)	5
PCS	Creative Minds International PCS	5
PCS	DC Bilingual PCS	5
PCS	DC Prep PCS - Edgewood Elementary School	5

LEA Type	School Name	Ward
PCS	Elsie Whitlow Stokes Community Freedom PCS - Brookland	5
PCS	Friendship PCS - Armstrong Elementary	5
PCS	Friendship PCS - Armstrong Middle	5
PCS	Friendship PCS - Woodridge International Elementary	5
PCS	Friendship PCS - Woodridge International Middle	5
PCS	Inspired Teaching Demonstration PCS	5
PCS	KIPP DC - College Preparatory PCS	5
DCPS	Langley Elementary School	5
PCS	Lee Montessori PCS - Brookland	5
PCS	Mary McLeod Bethune Day Academy PCS	5
DCPS	McKinley Technology High School	5
PCS	Mundo Verde Bilingual PCS - Calle Ocho	5
PCS	Mundo Verde Bilingual PCS - J.F. Cook	5
DCPS	Noyes Elementary School	5
PCS	Perry Street Preparatory PCS	5
PCS	Shining Stars Montessori Academy PCS	5
PCS	The Sojourner Truth School PCS	5
PCS	Washington Latin PCS - Anna Julia Cooper Middle School	5
PCS	Washington Yu Ying PCS	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Capitol Hill Montessori School @ Logan	6
DCPS	Eastern High School	6
DCPS	J.O. Wilson Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6
DCPS	Miner Elementary School	6
PCS	Monument Academy PCS	6
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School (Capitol Hill Cluster)	6
DCPS	School-Within-School @ Goding	6
DCPS	Seaton Elementary School	6
DCPS	Stuart-Hobson Middle School (Capitol Hill Cluster)	6
DCPS	Tyler Elementary School	6
DCPS	Van Ness Elementary School	6
PCS	Washington Global PCS	6
DCPS	Watkins Elementary School (Capitol Hill Cluster)	6
DCPS	Beers Elementary School	7

LEA Type	School Name	Ward
DCPS	Burrville Elementary School	7
DCPS	C.W. Harris Elementary School	7
PCS	DC Scholars PCS	7
PCS	Elsie Whitlow Stokes Community Freedom PCS - East End	7
PCS	Friendship PCS - Collegiate Academy	7
DCPS	Houston Elementary School	7
PCS	IDEA PCS	7
DCPS	Kimball Elementary School	7
DCPS	Nalle Elementary School	7
DCPS	Randle Highlands Elementary School	7
DCPS	Ron Brown College Preparatory High School	7
PCS	The SEED PCS of Washington DC	7
DCPS	Thomas Elementary School	7
DCPS	Anacostia High School	8
PCS	Cedar Tree Academy PCS	8
DCPS	Excel Academy	8
PCS	Friendship PCS - Southeast Elementary	8
PCS	Friendship PCS - Southeast Middle	8
PCS	Friendship PCS - Technology Preparatory High School	8
DCPS	Garfield Elementary School	8
DCPS	Hendley Elementary School	8
DCPS	Johnson Middle School	8
DCPS	Ketcham Elementary School	8
DCPS	King Elementary School	8
PCS	KIPP DC - Heights Academy PCS	8
DCPS	Kramer Middle School	8
DCPS	Leckie Education Campus	8
PCS	Lee Montessori PCS - East End	8
DCPS	Patterson Elementary School	8
DCPS	Simon Elementary School	8
DCPS	Stanton Elementary School	8
PCS	Thurgood Marshall Academy PCS	8
DCPS	Turner Elementary School	8

99. **Given that OSSE is responsible for distributing federal education funding, please provide a chart of all Title I, Title II, and Title III funding for fiscal years 2020, 2021, 2022, and 2023. In the chart, please include: (1) the allocation; (2) actual amount spent; (3) amount unspent; (4) how the funds were used; and (5) status of unspent funding for each LEA. You may submit this information as an attachment.**

Please see attachment: Q99 – ESEA Titles Grant Funding

The attached file delineates requested information for FY 2020, FY 2021, FY 2022, and FY 2023.

All funds were used in accordance with the rules, regulations, and use requirements associated with each grant. Title I-A funds are used to provide responsive instruction and student support; student data collection and analysis systems to inform instruction and multi-tiered support systems; and professional development for educators to raise instructional quality. Title II-A funds are also used for professional development for educators, as well as recruitment, retention, and support initiatives to increase capacity. Title III-A funds are used to increase instructional capacity and quality for teachers of English learners; support data systems to respond to student needs; and provide outreach to parents and families of English learners. All of these dollars carry a "supplement, not supplant" requirement.

Many LEAs in the District of Columbia opt to combine their ESEA Title awards into consolidated pool of funding to support schoolwide programs to address the needs identified by a comprehensive needs assessment. Most plans are designed to offer robust instruction that is informed by student progress and to support a positive school environment that is sensitive to student needs. An example is a literacy strategy that uses data analysis, instructional coaching, educational software, and extended learning time.

LEAs with schools that do not consolidate their Title awards, or do not receive Title I-A, keep their ESEA Title awards separate and the expenditures for each Title have separate program plans.

Any remaining balances from FY23 will be spent in FY24 during the award period.

100. **(a) Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)?**

The budget for nonpublic tuition is established based upon a review of expenditures from three prior years and any rate increases from the placement schools. The nonpublic budget is responsible for funding the following costs: tuition, residential services, room and board, various related services (audiology, counseling, speech, physical therapy, occupational therapy, 1:1 aide, nursing), evaluations/assessments, and travel expenses to and from residential schools outside of the District. Education costs are funded in accordance with services documented on the student's Individual Educational Program (IEP).

(b) How much did OSSE spend on Non-Public Tuition in each school year 2019-2020, 2020- 2021, 2021-2022, 2022-2023?

	2019-20	2020-21	2021-22	2022-23
General Education	$996,406.69	$636,379.02	$634,585.99	$689,369.38
Special Education	$43,089,234.41	$42,858,169.91	$38,394,293.74	$38,448,929.51
Total	$44,085,641.10	$43,494,548.93	$39,028,879.73	$39,138,298.89

(c) What steps is OSSE taking to assist LEAs in providing students with a free appropriate public education and reducing the number of students who are served by non-public institutions?

Read more about OSSE's placement oversight process and technical assistance designed to ensure students with disabilities are served in the least restrictive environment in the response to Q76.

101. **(a) Provide a list of the membership of the Healthy Youth and Schools Commission through January 31, 2023. Include the following information: (1) each person's name; (2) affiliated organization; (3) appointing organization; (4) start and end of appointment; and (5) ward of residence. List any current vacancies on the Commission and when the position became vacant.**

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
Darien Thomas	Mayoral Appointee	Grassroots Health	November 2023 – May 2025	Ward 5
Kristy McCarron	Chairperson, Appointed by the Chairman of the Council	YMCA	May 2021 - May 2024	Ward 5
Jenn Mampara	Appointed by the Chairperson of the Council Committee with oversight of education	FRESHFarm	October 2021 – May 2024	Ward 6
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	May 2021 - May 2024	Maryland Resident
Tia Brumsted	Designee Representative of OSSE, Mayoral Appointee	OSSE	January 2023 – January 2027	Maryland Resident
Marierose Mbinack	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	July 2022 – January 2027	Maryland Resident
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	January 2019 - January 2027	Ward 4
Lori Garibay	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	August 2023 – January 2027	Maryland Resident
Diana Bruce	Public Member, Mayoral Appointee	Diana Bruce and Associates LLC	October 2022 – May 2024	Ward 6
Jessica Kirchner	Public Member, Mayoral Appointee	National Governors Association	November 2023 – May 2025	Ward 6
Taryn Morrissey	Public Member, Mayoral Appointee	American University, School of Public Affairs	May 2021 - May 2024	Ward 4

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
Danielle Dooley	Public Member, Mayoral Appointee	Children's National Health System	May 2021 - May 2024	Ward 2
VACANT*	Student Member, Mayoral Appointee	TBD	TBD	TBD

* The commissioner appointment designated for a student member became vacant in Nov. 2023 upon the conclusion of Noemie Durand's (BASIS DC Public Charter School) one-year term. Chairperson Kristy McCarron and OSSE remain in contact with the Mayor's Office of Talent and Appointments (MOTA) regarding all current and upcoming vacancies on the Healthy Youth and Schools Commission.

(b) Provide an update on the work plan and work undertaken by the Commission in fiscal years 2022 and 2023.

OSSE submits this response on behalf of the Healthy Youth and Schools Commission (HYSC)
The goal of the Healthy Youth and Schools Commission (HYSC) is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District, including school meals; farm-to-school programs; physical activity and physical education; health education; environmental programs; school gardens; sexual health programming; chronic disease prevention; emotional, social, and mental health services; substance abuse; and violence prevention. In this advisory role, the HYSC is charged with:

- Advising on the operations of all District health, wellness, and nutrition programs;
- Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;
- Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;
- Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;
- Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;
- Identifying gaps in funding and services, or methods of expanding services to District residents; engaging students in improving health, wellness, and nutrition in schools; and
- Participating in the selection process for any grants provided under the Healthy Schools Fund. OSSE has supported the HYSC in gathering raw data, conducting analytics, convening meetings, and working toward long-term goals for commissioners.

During FY22, the HYSC concentrated on implementation of Healthy Schools Act requirements and the continued response, recovery, and restoration work related to the COVID-19 pandemic. This work included the following:

- Reviewing the physical activity and physical education requirements from the Healthy Schools Act of 2010, as amended by the Healthy Students Amendment Act of 2018;
- Discussing meal access for students as pandemic-related programs changed;
- Continuing to review data from DC Health on the latest COVID-19 trends in the District;
- Learning about updates to the OSSE-sponsored COVID-19 testing programs;
- Hearing about school success stories with addressing the health and safety impacts of COVID-19 from consultants with the Public Charter School Board who work directly with schools;
- Learning about efforts to support indoor air quality and mental health and educator wellness; and
- Working closely with the Mayor's Office of Talent and Appointments to fill HYSC vacancies, including adding three new commissioners representing DC Public Schools, a student commissioner, and a Mayoral appointment for a public member.

In FY23, the HYSC met four times, including a preliminary meeting to identify the plan and priority areas for 2023. Those priority areas were determined to be school meal quality and school mental and behavioral health. Throughout FY23, the HYSC public meetings focused on the following:

- Learning about the work of Minneapolis Public Schools to elevate the value and quality of school meals;
- Hearing from DC Central Kitchen about their meal programs and best practices to increase student engagement and participation in school meals;
- Reviewing the school mental and behavioral health efforts of the Department of Behavioral Health; and
- Learning from students' first-hand experiences with navigating mental and behavioral health services in DC schools and discussing recommendations to enhance the services.

Based on the meeting discussions in FY23, the HYSC synthesized its recommendations to the Mayor and DC Council related to school meal quality and school mental and behavioral health in the 2023 Healthy Youth and Schools Commission report.

More information, including meeting minutes and materials, is available here.

102. **(a) Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, for fiscal years 2022 and 2023, please include: (1) a list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission; (b) a list of the date and time of all meetings; and (3) a narrative description of any action items taken or recommendations made by the Commission.**

The District of Columbia Public Charter School Credit Enhancement Committee ("Committee"), established by Mayor's Order 2016-037, is a committee established by the Mayor that is responsible for approving any financial transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia, or the Congress. Pursuant to 20 U.S.C. § 1155(e)(3), the funds may be provided directly to public charter schools, limited liability companies participating in the District's New Markets Tax Credit program, or to non-profit entities that develop and finance facilities intending to be occupied by a public charter school in order to promote innovative credit enhancement and loan initiatives for public charter schools.

The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia, and two are appointed by the DC Public Charter School Board. In FY23, one new member, Dominique Fortune, was appointed to the committee to replace a previous member whose final term had expired.

Name	Company	Appointment
Stefan Huh* (Mayoral)	Independent Consultant d/b/a Grateful Partners	12/19/2022 - 12/19/2025
Yair Inspektor* (Mayoral)	VP/Legal, The HSC Pediatric Center	10/30/2022 - 10/30/2025
Dominique Fortune (PCSB)	Director, Investor Relations, Nonprofit Finance Fund	04/17/2023 - 04/17/2026
Sara Batterton* (PCSB)	Independent Consultant	10/28/2022 - 10/28/2025
Mark Medema* (Mayoral)	School Outreach Advisor, Charter Impact Fund	9/17/2021 - 9/17/2024

Second Term

FY23 and FY24 to-date DC Public Charter School Credit Enhancement Committee Meetings

Meeting Dates	Meeting Times	Action Taken / Recommendation
October 20, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $2 million Direct Loan and a $1 million Credit Enhancement to Lee Montessori to support renovations at its R Street campus

Meeting Dates	Meeting Times	Action Taken / Recommendation
December 15, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $2 million Direct Loan to Sela PCS to support the acquisition and renovation of its existing facility
March 16, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $2 million Direct Loan to Friendship PCS to support the installation of an elevator at 725 19th Street NE • Approval of a $2 million Direct Loan to Community College Prep PCS to acquire land and construct a facility at 1802 Woodmont Pl SE
April 20, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $2 million Direct Loan to Sojourner Truth PCS to support the acquisition of their existing lease • Approval of an extension of the existing $500K Direct Loan to Social Justice PCS
May 18, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• No formal actions taken; voting deferred to next meeting
July 6, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $2 million Direct Loan and a $1 million Credit Enhancement to Ingenuity Prep PCS to support the acquisition of the school's lease • Approval of a $1 million Direct Loan to IDEA PCS to reimburse the school for renovation costs • Approval of a two-year extension on the existing $800K Direct Loan to Global Citizens PCS
October 19, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $2 million Direct Loan to Achievement Prep PCS to support the school's refinance of a New Market Tax Credit
December 5, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of a $750,000 Direct Loan to AppleTree PCS to support the opening of its new Waterfront Station campus
January 18, 2023	12:00 PM Executive Session 12:30 PM Public Meeting	• Approval of $2 million Direct Loan and $1 million Credit Enhancement to The Family Place for the acquisition and renovation of a second location.

(b) Please provide a record for the Direct Loan Account and the Credit Enhancement Account. In your response please include: (1) the fund balance for the account through January 31, 2024; (2) the amount loaned out to each charter school, and (3) any transfer of money from the account to other programs or initiatives.

Account Type	Current Fund Balance as of 09/30/23*	Amount Loaned Out as of 09/30/2023	Transfers
Direct Loan	$6,812,464.73	$42,299,547.60	No transfers to other programs or initiatives.
Credit Enhancement	$23,884,387.00*	$10,196,519.17*	No transfers to other programs or initiatives.

Note the United States Department of Education's Charter School Program grant funds ($5.9 million) are excluded from the credit enhancement numbers.

Direct Loan Account (As of September 30, 2023)

Public Charter School	Amount Loaned Out
AppleTree Early Learning PCS	$1,860,730.44
Breakthrough Montessori PCS	$2,000,000.00
Charter School Incubator Initiative	$1,872,920.26
Charter School Incubator Initiative	$1,312,500.00
Community College Prep PCS	$2,000,000.00
Creative Minds PCS	$1,780,047.96
DC Bilingual PCS	$1,964,698.09
Digital Pioneers Academy PCS	$697,372.23
Early Childhood Academy PCS	$1,753,879.91
Girls Global Academy PCS	$2,000,000.00
Global Citizens PCS	$649,877.05
Inspired Teaching Demonstration PCS	$1,734,574.70
Kingsman Academy PCS	$585,796.63
LEARN DC PCS	$1,982,371.08
Lee Montessori PCS	$295,243.39
Lee Montessori PCS	$2,000,000.00
Monument Academy PCS	$2,000,000.00
Mundo Verde PCS	$2,000,000.00
Richard Wright PCS	$1,809,591.00
Sela PCS	$1,999,944.84
Sojourner Truth PCS	$2,000,000.00
Washington Global PCS	$2,000,000.00
Washington Latin PCS	$2,000,000.00
Washington Yu Ying PCS	$2,000,000.00
DC Wildflower PCS	$1,507,000.00
DC Wildflower PCS	$493,000.00

(c) What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in fiscal years 2022 and 2023? How much of this allotment has been spent?

The tables below show the current outstanding credit enhancements as of the end of fiscal year 2022 (as of September 30, 2022) and the end of fiscal year 2023 (as of September 30, 2023).

Credit Enhancement Account (As of September 30, 2022)

School	Amount
Public Charter School	*Amount - Funded*
Friendship PCS	$2,996,519.17
Public Charter School	*Amount - Unfunded*
Breakthrough Montessori PCS	$1,000,000
Capital Village PCS	$250,000
Girls Global Academy PCS	$450,000
Lee Montessori PCS	$1,000,000
Social Justice PCS	$500,000
Washington Latin PCS	$1,000,000

Credit Enhancement Account (As of September 30, 2023)

School	Amount
Public Charter School	*Amount - Funded*
Friendship PCS	$2,996,519.17
Public Charter School	*Amount - Unfunded*
Breakthrough Montessori PCS	$1,000,000
Capital Village PCS	$250,000
Girls Global Academy PCS	$450,000
Lee Montessori PCS	$1,000,000
Mundo Verde PCS	$1,000,000
Sela PCS	$1,000,000
Social Justice PCS	$500,000
Washington Latin PCS	$1,000,000
Washington Yu Ying PCS	$1,000,000

103. **As of January 31, 2024, what percentage of K-2 general education teachers, K-5 reading specialists/interventionists, K-12 special education teachers, and school administrators with responsibility for evaluating K-5 literacy teachers and instructional coaches have completed appropriate structured literacy training or demonstrated literacy competency through a passing score on assessment?**

As of February 1, 2024, 5% (458) of DC educators have completed appropriate structured literacy trainings offered through OSSE (402 through OSSE's Science of Reading course and 56 through OSSE-funded LETRS training). To provide these trainings, OSSE is leveraging its federal, competitive Comprehensive Literacy State Development (CLSD) grant, through which OSSE is providing LETRS trainings for educators focused on grades K-5, and federal ESSER-funded LETRS training focused on early childhood educators, K-5 educators, and school administrators. At this time, OSSE does not have data disaggregated by educator role sufficient to enable reporting on the percentage for distinct educator groups. The reported 5% does not reflect educators who have completed training via an LEA or independently.

Additionally, OSSE is currently supporting 41 K-5 school administrators and instructional coaches in LETRS training for administrators. OSSE anticipates that these 41 educators will complete this training in June 2025. OSSE is further supporting 90 early childhood educators in LETRS for Early Childhood Educators (ECE). OSSE anticipates that these 90 educators will complete this training in August 2024. OSSE is also supporting 160 K-5 educators in LETRS for K-5 educators; 80 of whom are enrolled in volume 1 and have a completion date of June 2025 and 80 of whom are enrolled in volume 2 and have a completion date of August 2024.

OSSE's Science of Reading course in the OSSE learning management system (LMS) currently has 315 educators enrolled; educators are completing this course on a rolling basis.

OSSE's adolescent literacy course in the OSSE LMS currently has 90 educators enrolled; educators are completing this course on a rolling basis.

104. **As of January 31, 2024, how many educators have completed LETRS training in the 2023-24 school year?**

OSSE is strategically leveraging Comprehensive Literacy State Development (CLSD) grant funding and federal ESSER funding to provide LETRS training to DC educators. As of February 1, 2024, 56 educators have completed LETRS volume 1 and 2, funded through the CLSD grant. This number does not reflect educators who have completed training via an LEA, including those who have completed training in an LEA as a subrecipient of OSSE, or independently.

Federal ESSER funds are supporting additional cohorts of administrators and educators in the completion of volume 1 and 2 of LETRS.

OSSE is currently supporting 41 K-5 administrators and instructional coaches in LETRS training for administrators. Administrators are participating in 16 facilitated sessions over the course of two years, focused on independent reading, online modules, and bridge to practice activities. Administrators enrolled in this training have also committed to an additional 75 hours of professional learning.

In FY24, LETRS for K-5 educators currently has 80 educators enrolled in volume 1 with an additional 80 educators enrolled in volume 2. Educators are participating in 16 facilitated sessions over the course of two years, focused on independent reading, online modules, and bridge-to-practice activities. Educators enrolled in this training have also committed to an additional 30-40 hours of professional learning.

In FY24, LETRS for Early Childhood Educators (ECE) currently has 90 educators enrolled for a one-year commitment. Educators are participating in four facilitated sessions focused on foundational reading skills and bridge to practice activities. ECE educators enrolled in this training have also commit to an additional 10-15 hours of professional learning.

105. **As of January 31, 2024, how many educators have completed the Science of Reading course on OSSE's Learning Management System in the 2023-24 school year?**

As of February 1, 2024, 402 educators have completed OSSE's Science of Reading course and 315 educators are currently enrolled in the course, working toward completion on a rolling basis. This high quality, asynchronous course is available to all District educators through OSSE's Learning Management System (LMS).

106. **What is the status of the walkthrough tool recommended by the Literacy Task Force's recommendations? What is the timeline and plan to roll out the use of that tool?**

OSSE is diligently working and engaging with stakeholders to develop an effective walkthrough tool aligned to the Literacy Task Force recommendations. OSSE has developed a draft walkthrough tool that is currently undergoing extensive review by three District stakeholder advisory groups; these advisory groups include DC LEA leaders, school leaders, educators, and OSSE staff. These advisory groups are scheduled to complete their reviews by March 2024, and OSSE anticipates publishing the walkthrough tool in April 2024. In addition to finalizing and publishing the walkthrough tool, OSSE is developing resources and supports to enable DC LEAs to effectively leverage this tool to support high-quality literacy instructional practices.

107. **Please share the list of approved structured literacy curricula, as recommended by the Literacy Task Force.**

OSSE is currently working closely with internal and external stakeholders - including DC educators and instructional leaders - to develop a list of approved structured literacy training and a list of science-based reading curricular materials with consideration for current research and best practices. In addition to developing these resources, OSSE is also working closely with internal and external stakeholders, including District public and public charter school teachers and leaders to develop a rubric to support LEAs in selecting high-quality literacy instructional materials.

108. **OSSE shared that the funds that were temporarily redirected from OSSE's Division of Early Learning (DEL) to supplement the 21st CCLC grant have been returned to DEL's child care subsidy budget to support before-and-after care and that beginning in fiscal year 2024 DEL would be expanding child care services for children with disabilities, including school-age children. What is the status of this plan?**

In past years, OSSE transferred $6.3 million annually from the child care subsidy budget to the 21st Century Community Learning Centers program to supplement the amount of federal funding available for 21st Century Community Learning Centers grants. This resulted in a comingling of federal and local funds that created operational and compliance challenges and, accordingly, in FY22, OSSE made a strategic decision to shift 21st Century Community Learning Centers to a purely federally funded program and return funds previously transferred from subsidies to the local subsidy budget.

Because the 21st Century Community Learning Centers program awards multi-year grants, grants awarded before this decision continued to combine federal and local funds, and OSSE DEL continued to transfer $1,008,981 to the 21st Century Community Learning Centers program in FY24 to support previously made grant commitments. FY24 is the last year in which local subsidy funds will be used to support 21st Century Community Learning Centers in this way. In addition, in recognition of the potential impact of this shift on some out of school time programs previously supported with 21st Century Community Learning Centers funds, in FY24, OSSE entered into a Memorandum of Understanding (MOU) with the Office of Out of School Time Grants and Youth Outcomes (OST), located within the Office of the Deputy Mayor for Education, to enable OST to make increased grants to out of school time programs, including to programs no longer receiving 21st Century Community Learning Centers funding in FY24. As a result of these transfers, in FY24, more than $4.4 million of the $6.3 million continues to be used to support grants to out of school time programs outside of the District's child care subsidy program, though OSSE anticipates ramping down this amount in future fiscal years. In addition, in FY24, OSSE has made $3.4 million available to OST in ESSER-ARP funds, to expand both summer and afterschool programming this year – meaning OSSE increased the total amount of funding available to non-subsidy OST programming by more than $1.5 million in FY24.

Child care subsidy funds support both child care for young children and out of school time care for children up to age 13. In FY24, OSSE expanded access to child care subsidies for all families by increasing the income eligibility from 250 to 300 percent of the federal poverty level.

As noted in this question, the FY24 budget authorized OSSE to use child care subsidy funds to operate a grant program for child care for children with disabilities. While OSSE's child care subsidy program provides an enhanced "special needs rate" for facilities that provide additional services to meet the needs of children with disabilities, due to the variation in needs of children

with disabilities, this rate is often not sufficient to cover the costs of caring for children with the most intensive needs or in facilities where children have a range and diversity in needs.

To improve access to quality child care and out-of-school time care services that meet the needs of children with disabilities and their families, OSSE's Division of Early Learning is launching the Access to Quality Child Care for Children with Disabilities Pilot Grant. The purpose of this grant is to expand the supply of child care options that meet the needs of children with a variety of disabilities, including those who require intensive health, behavior, and other supports to successfully participate in early learning or out-of-school time care programs. This grant will provide funding, on a competitive basis, to child development facilities and out-of-school time programs, licensed by OSSE, to create and maintain dedicated child care slots for infants, toddlers, and school-age children with disabilities. Total funding for the grant is $6 million. OSSE anticipates awarding multiple grants to licensed child care and out-of-school time providers with capacity to serve up to 175 infants, toddlers, and school-age children and anticipates that grantees will begin spending funds and making slots available to children in FY25.

In FY24 to-date, OSSE conducted engagement sessions to get input from child development facilities, out-of-school time providers, families, and other stakeholders on the program's design and is preparing to launch a Request for Applications in April, with funds awarded by August 2024. Given this grant timeline, OSSE anticipates that new child care and out-of-school time slots for infants, toddlers, and school-aged children with disabilities will launch in early FY25. OSSE implemented an extended engagement period prior to crafting the grant because allocating additional time for stakeholder engagement was essential to ensure a successful launch of the program to meet the unique needs of the intended population of children and families in a way that builds the capacity of child development facilities. Importantly, the stakeholder engagement process also surfaced additional ways that OSSE can work through existing programming, both through Strong Start and OSSE's professional development system for early educators, to enhance the capacity of child development facilities to serve children with disabilities and developmental delays in advance of the launch of this program.

In FY24, OSSE will allocate funds returned to DEL from the 21st Century Community Learning Centers program (approximately $5.3 million) to cover the costs of the $3.4 million MOU with the DME to support expansions to the DME's out of school time grants, and the remaining $1.9 million will support the costs of child care subsidy payments for school aged children. As shown in response to question 51(e), total spending on child care subsidies for school-aged children in FY23 totaled approximately $5.3 million; given increases in the eligibility threshold for child care subsidies in FY24, OSSE anticipates increased costs for child care subsidy payments overall, including for school-aged children, which these funds will help to cover.

109. **Please provide a list of 21st CCLC grant applicants who did not receive awards for fiscal year 2024, including the number of youth proposed to serve, the dollar amount applied for, and proposed program location(s).**

The table below lists FY24 applicants who did not receive awards. However, on advice of counsel, OSSE is not providing additional details from each organization's competitive grant application because the content of individual applications may contain business information that those applicants may not want public and may impact the competitive grant process. If Council would like this information, OSSE can provide it in a separate, nonpublic memo.

Applications Not Receiving Award for FY24

Applicant
Access is Essential
Carmouche Performing Arts Academy
Dance Institute of Washington
Dance Makers
DC Scores
Education Resource Group
Howard University
Hurley and Associates
Jubilee Housing
Many Languages One Voice
Meridian PCS
Multicultural Career Internship Program
Royale National Ventures
Shaw Community Ministry
The Fishing School
The House, Inc.
Thurgood Marshall Academy
You by Yours
Youth Organizations United to Rise
YWCA National Capital Area

a. For programs previously funded by 21st CCLC, please provide a short rationale for cutting FY23 or FY24 funds.

All 21st CCLC grant funds provided in FY23 were continuation awards to subgrantees that had been awarded 3-year grants in FY21 and FY22. As such, no grants were cut in FY23. OSSE did not offer new grants in FY23 as we strategically stepped back to improve the design of the 21st CCLC grant program. A new grant competition was held in FY24 and winning applicants were awarded 5-year grants. As with all competitive grant programs, successful applicants may or may not have received awards in prior competitions.

110. **Provide a list of Out of School Time (OST) program providers who received more than a 25% cut in fiscal year 2023 or fiscal year 2024 21st CCLC funding compared to fiscal year 2022 or previous awards, including a comparison of the program's fiscal year 2022 capacity and the number of youth they were funded to serve with FY23 and/or FY24 awards.**

Please find a table displaying funding for FYs 22-23, funding awarded in FY24, and the number of students served. Funding provided in FY22 and FY23 continued 3-year grants awarded between FY20 and FY22. As such, no grantees' funding was cut in FY23.

Funding awarded in FY24 were new 5-year grants, and applicant budget requests varied in comparison to requests they made in prior competitions (when applicable). As with all competitive grant programs, successful applicants may or may not have received awards in prior competitions. Please note that, in the below table, some prior subgrantees with "No Award in FY24" did not apply for the FY24 competition.

Subgrantee	Funds Received Each Year in FY22 and FY23	Students Served Each Year in FY22 and FY23	Funds Awarded in FY24	Students Slated to be Served in FY24
After-School All-Stars	$476,570.96	230	$575,016.93	280
Children's Defense Fund	$178,000.00	80	*No Award in FY24*	
Dance Makers	$322,625.00	145	*No Award in FY24*	
DC Public Schools	$4,608,164.34	5,644	$4,365,470.55	5,627
Hurley & Associates	$219,854.00	100	*No Award in FY24*	
Kid Power, Inc.	$516,000.00	421	$496,618.48	335
Latin American Youth Center	$327,373.48	225	$289,754.27	280
Life Pieces to Masterpieces	$157,500.00	80	$249,621.60	120
Meridian Public Charter School	$665,440.00	325	*No Award in FY24*	
Shaw Community Ministry	$311,472.22	140	*No Award in FY24*	
Sitar Arts Center	$133,500.00	60	*No Award in FY24*	
The Fishing School	$500,000.00	570	*No Award in FY24*	
United Planning Organization	$133,500.00	60	$211,379.79	115
Beacon House	$375,191.55	400	$375,191.55*	400
City Gate	$344,875.00	115	$344,875.00*	115
Community Services Foundation	$303,714.00	135	$303,714.00*	135
Excellence through Opportunity	$400,500.00	100	$400,500.00*	100
Higher Achievement Program	$400,000.00	185	$400,000.00*	185
Horton's Kids	$400,000.00	200	$400,000.00*	200
Transcend Academy	$298,171.56	135	$298,171.56*	135
Tutoring Cafe	*No Award*		$116,458.52	60

These grantees received 3-year awards in FY22 and received the third year of funding at the start of FY24.

111. According to ESEA 4203(a)(14)(C), states must publicly disseminate the evaluation of 21 CCLC programs and activities. Please provide an explanation of where OSSE has disseminated its FY23 evaluation, or the most recent available evaluation.

The most recent evaluation of the 21st CCLC program is located on OSSE's 21st CCLC webpage linked here (2022 DC Citywide Evaluation Report) and also found at the URL below: https://osse.dc.gov/sites/default/files/dc/sites/osse/service_content/attachments/21st CCLC Program 2022 Evaluation Report for Washington DC %28002%29.pdf

112. What is the status of the annual school discipline report for the 2022-23 school year?

Please see the response to question 47.

113. **In past years OSSE's school report card data file has included a rate of school-based arrests. Please provide an updated count of student arrests that occurred in SY 2022-2023 and 2023- 2024, to date, on or immediately adjacent to DC And DC public charter school campuses by:**

School-based arrests are available on the DC School Report Card for SY2022-2023 and are also noted below. OSSE does not have access to arrests that happen outside of school. Fewer than 10 incidents have been reported so far for SY2023-2024, so data are not able to be shared due to OSSE's data privacy/suppression rules. Data below are for SY2022-23.

    a. **Sector (DCPS vs Charter)**

Sector	Number of School Arrests
DCPS	5
PCS	9

    b. **Ward of the school (overall, for DCPS schools, and for public charter schools)**

Ward	Number of School Arrests
1	3
2	3
3	<=1
4	<=1
5	2
6	<=1
7	5
8	<=1

    c. **Gender**

Gender	Number of School Arrests
Female	<=1
Male	13
Non-binary	<=1

    d. **Race/Ethnicity**

Race/Ethnicity	Number of School Arrests
Black/African American	13
Hispanic/Latino	<=1
American Indian/Alaskan Native	<=1
Native Hawaiian or Other Pacific Islander	<=1

Race/Ethnicity	Number of School Arrests
Asian	<=1
Two or more races	<=1
White	<=1

e. **Reason for arrest (including type of weapon if arrest was weapons related)**

Reason for Discipline	Weapon Type	Number of School Arrests
Threat/intimidation	No Weapon	<=1
Other	No Weapon	<=1
Harassment, sexual	No Weapon	<=1
Theft/Robbery	No Weapon	<=1
Disruptive/ Reckless Behavior	No Weapon	<=1
Physical altercation, minor	No Weapon	<=1
Gang related behavior	No Weapon	3
Weapons	Firearm, Handgun	4
Weapons	Other object	<=1

f. **Please also provide the arrest count at the school level for the ten schools in each grade span (elementary, middle, high) with the most school-based arrests.**

School Name	Number of School Arrests
Friendship PCS - Collegiate Academy	3
Cardozo Education Campus	3
KIPP DC - WILL Academy PCS	2

These data are on the SY2022-2023 DC School Report Card. As noted in our response to question 49, there were only 14 total school-based arrests in SY2022-2023, so many disaggregations are suppressed for the purposes of student privacy. OSSE does not have access to arrests that are not school based, even if they involve DC students. The arrest rate was <0.1 percent in all wards.

114. **Please provide spring 2023 ELA and Math proficiency rates (across both PARCC and MSAA assessments) by ward of the school for each major racial group:**
    a. **for assessments overall (all grades), and**
    b. **for 3rd grade**

Please see attachment: Q114 – Assessment Proficiency Rates

115. **Please share school suspension rates by ward of the school for the 2022-2023 school year.**

Ward	Out-of-School Suspension (OSS) Rate (the percent of students who ever had at least one OSS during SY22-23, of any duration)*
1	3.3%
2	2.9%
3	3.0%
4	4.3%
5	6.7%
6	3.8%
7	8.4%
8	8.4%

* Students are included at all schools where they were enrolled at the time of a suspension. Adult students are included.

116. Please share an update on the implementation of the DOT bus application pilot program, including the number of routes and families currently participating, the status and content of trainings, and the goals and timeline for expanding access.

In October 2023, OSSE-DOT conducted a live pilot testing of its parent mobile tracking application ("application") with 46 families whose students travel the furthest distance within OSSE's routing structure. Unfortunately, the pilot program resulted in the identification of several underlying system and network issues, where parents provided feedback that they were experiencing routine outage issues on the application. One of the more critical issues identified from the pilot was that the parent tracking feature required deeper integration with the SEON Routing System, which was the routing system that caused significant operational challenges for OSSE-DOT in January 2023 (the application is also a product of the same vendor). In order to stabilize DOT's bus routes, OSSE-DOT made the decision in January 2023 to revert its routing system back to its legacy system, which ensured that all routes were able to be serviced based on the staffing capacity at the time. Due to the potential risks posed by re-launching SEON Routing System, OSSE-DOT made the decision to continue to utilize its legacy routing system entering the School Year 2023-2024. While this decision provided stability in DOT's route performance for this school year, it unfortunately also created added difficulties in successfully implementing the parent tracking application.

As of January 2024, OSSE has decided to pursue a different routing system, outside of SEON to meet the District's unique needs in providing a door-to-door pick-up and drop-off transportation services for our special education students in FY25.

OSSE-DOT is still deeply committed to making sure that parents will be able to utilize a successful GPS tracking application. As an initial step towards identifying the best path forward, OSSE-DOT has initiated market research to select our next routing system vendor. In addition, OSSE-DOT also fully expanded its bus attendant-texting programs this fiscal year, where parents receive standardized, one-way text messages from our bus staff with the status of the bus routes.