

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



Responses to Fiscal Year 2024 Budget 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

*FY 2024 Budget Oversight Questions
Office of the State Superintendent of Education*

March 31, 2023

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 2024 Budget Oversight responses.

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

Sincerely,



Dr. Christina Grant
State Superintendent of Education

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Agency Goals and Structure

1. What are the agency’s performance goals and targeted outcomes for fiscal year 2024? How will the proposed fiscal year 2024 budget serve to achieve those goals and how does it align with your 5-Year Strategic Plan.

Measure	FY 2024 Target
High quality and actionable data	
Percent of user requests via the services portal solved and closed within five days of receipt.	80%
Percent of all students graduating from high school in four years.	74.60%
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment.	42.40%
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment.	40.20%
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment.	42.50%
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment.	31.00%
Quality and Equity Focus	
Percent of DC public and public charter school graduates completing a post-secondary degree within six years of high school graduation.	Not Yet Set
Percent of low-performing schools that show overall growth in academic achievement.	80%
Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG).	50%
Total number of licensed child development facilities meeting "Quality" and "High-Quality" designations.	Not Yet Set

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Measure	FY 2024 Target
Number of students placed in an internship through OSSE’s CTE Advanced Internship Program.	225 Students
Number of dual enrollment seats filled by high school students through the College Rising Initiative.	250 Seats
Number of DC residents receiving postsecondary support by DC Futures.	1,500 Residents
Percentage of target schools engaging with OSSE on HIT.	90%
Number of students receiving HIT in OSSE-funded programs.	7,000 Students
Responsive and Consistent Service	
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.	100%
Percent of timely completion of state complaint investigations.	100%
Number of Single Audit findings.	3
Percent of IEPs reviewed that comply with secondary transition requirements.	70%
Average response time for complaints filed against early child care facilities.	48 Hours
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions.	97%
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice.	92%
Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision.	30 Days

OSSE's total operating budget for FY24 is approximately \$1.04 billion across both federal and local sources. Most of this funding is passed through our local education agencies (LEAs), child development facilities, and other partners. The FY24 budget makes the investments required to meet our statutory obligations, move forward on meeting the ambitious goals outlined in our [2023-25 strategic plan](#), and advance our District-wide efforts to move from academic recovery to restoration.

The proposed budget represents a continued commitment to meeting the academic and social emotional needs of our students. Investments in high impact tutoring (HIT), structured literacy, high-quality instructional materials, extended learning, and other recovery-oriented supports will help District educators close achievement gaps and ensure more of our students are college and career ready. Further, it invests in core operational infrastructure by providing funding for course data collection, which will allow us to conduct important analyses to determine effective interventions and advance educational equity. In addition to the 5.05% increase in the Uniform Per Student Funding Formula (UPSFF), the proposed budget makes nearly \$20 million in new investments to the education sector from the Mayor's Recovery Fund. These investments will aid stability for DC public and public charter schools as federal dollars ramp down.

The proposed budget also advances our commitment to affordable, accessible, quality childcare, which supports child development and working families. By increasing the Special Education Enhancement Fund by \$6.8 million, the budget will increase the number of dedicated childcare slots for infants and toddlers with disabilities by 75 and the number of dedicated out-of-school time slots for children with disabilities by 100. The FY24 budget raises the eligibility for the childcare subsidy from 250% of the federal poverty line to 300% of the federal poverty line. Through this expansion, the income eligibility cap for a family of three in DC will increase from \$62,150 to \$74,580 and from \$75,000 to \$90,000 for a family of four. This investment will allow families of an estimated 2,200 children to become newly eligible for the child care subsidy.

Collectively, the proposed budget advances OSSE's priorities outlined in its strategic plan: starting early, advancing excellence, achieving equitable outcomes for all students, building bright futures, fostering student and staff wellbeing, cultivating OSSE's team, and reimagining systems, including for students with disabilities and for key educational data infrastructure.

2. Regarding the agency's organizational structure, please provide the following:
- (a) An explanation of any changes to OSSE's current organizational structure being proposed for fiscal year 2024.
 - (b) A crosswalk between the fiscal year 2024 organizational structure and the OSSE budget as submitted to the Council; and
 - (c) A list of all changes in FTE positions for the proposed fiscal year 2024 budget including the position title and division to which the FTE position is assigned.

ATTACHMENT: Q2 – OSSE Org Chart (SOAR Codes).pdf¹

(a) Organizational Structure Changes

OSSE made no proposed budget-based organizational structure changes that would be reflected in the proposed FY24 budget. However, to ensure stronger technological alignment across the agency, the State Superintendent reassigned all technology staff (six positions) in OSSE-DOT (six positions) to the Office of the Chief Information Officer during FY23. This step was taken to fully integrate technological systems across the agency. This resulted in stronger management and oversight of critical systems across the agency. This change was a human resources personnel action and had no FY24 budgetary implications.

(b) FY23-FY24 Organizational Changes Crosswalk

There were no budgetary organizational changes from FY23 to FY24.

(c) Changed FTE Positions

OSSE proffered no budgetary FTE changes from FY23 to FY24 that resulted in substantive organizational changes.

¹ Please note that SOAR codes will not be applicable next fiscal year. The District's new financial system, DIFS, will not allow for the creation of an organizational chart like the one attached.

OSSE's FY2023 Budget

3. Please provide the fiscal year 2023 budget, approved, revised, and YTD actuals, by source of funds and the lowest PBB structure level (service). In addition, please provide a breakdown of the information by CSG and include associated FTEs. Please provide this for:
 - (a) OSSE exclusively;
 - (b) Division of Special Education Transportation; and
 - (c) Non-Public Tuition.

ATTACHMENT: Q3 – OSSE FY23 Budget and Actuals.xlsx²

² Please note that CSG is no longer applicable in the District's new financial system, DIFS. Thus, the attached budget is presented by the closest, although imperfect, CSG analogue in DIFS, which is Account.

American Rescue Plan Act (ARPA)

4. Please provide a detailed breakdown by project/initiative of all American Rescue Plan Act (ARPA) funding that has been spent and what remaining funds need to be spent before each respective deadline. Also include the total amount of unspent funds remaining in fiscal year 2023 and projected unspent funds in fiscal year 2024, with the respective deadlines.

ATTACHMENT: Q4 – OSSE ARPA Funding.pdf

OSSE is managing a total of \$266.1 million in American Rescue Plan Act (ARPA) Treasury funds, including Revenue Replacement Funds, between Fiscal Year 2021 and 2024, \$105.9 million of which has been documented as expended as of February 2023. In FY22, OSSE spent a total of \$78.1 million of these funds to stand up and implement critical recovery projects supporting students and families throughout the District from birth through adulthood. With those new initiatives and grant programs fully up and running in FY23, we have a dedicated budget of \$158.9 million, including \$53.3 million that replaced local funds in the FY23 budget to cover the costs of the District's child care subsidy program and \$25.8 million that replaced local funds to cover mandated nonpublic tuition costs.

Our proposed budget in FY24 is significantly smaller at \$29.2 million, as several programs wind down at the end of this year or transition to other fund sources. Please note as well that not all spending is currently reflected in our FY23 expenditure figure due to delays between grantee spending and the issuing of reimbursement requests – as grantees are not required to submit all reimbursements until December of 2023 – the need to journal expenditures to the appropriate fund source, and other reconciliation processes. We remain on track to meet our programmatic targets for serving students and families in FY23 and anticipate fully spending down the dedicated funds in accordance with planned timelines.

Most of these projects were stood up from scratch in FY22 and required hiring new teams, establishing new grants, and building new infrastructure. We are proud of the work that has been accomplished to date, including the successful implementation and closeout of a comprehensive, district-wide contact tracing and testing initiative, as well as projects that are currently underway with visible, promising results.

Mayor Bowser has invested ARPA Treasury funds with OSSE to establish and bolster vital, innovative programming and move the District from academic recovery to restoration for DC's youngest residents through adult learners. Thanks to ARPA-funded projects and strategic changes to our subsidy policies, DC is one of the few jurisdictions that did not experience dramatic, permanent closures of **early childhood** facilities during the pandemic and is on track to strengthen the sector with new investments in quality as well as supply. We are funding the expansion of frequent, **high-quality tutoring** in the District and are on track to exceed our goal

of serving more than 10,000 students over three years, while strengthening the capacity of schools to serve many more, and building a strong foundation for the future of high-impact tutoring in the District. We are expanding citywide access to **work-based learning and career and technical education** for middle and high school students across the District through projects including the Advanced Technical Center, which expands access to hands-on career and technical education to students across the District, paid and for-credit work-based learning internships for high school students, and grants for CTE programming to middle schools. ARPA funds are also being used to provide **scholarships to college-going DC residents** striving to broaden their horizons of opportunity and depth of knowledge, including for early childhood educators to help them achieve District education requirements.

While OSSE expended more than \$78 million on these projects in FY22, a number of them did experience lower initial spend rates in FY22. However, **with all major initiatives fully launched and all grant programs fully awarded, we anticipate much faster spend-down for FY23 and FY24.** However, many of these expenditures will not appear the end of FY23, as grantees generally have until December of the following fiscal year to submit all reimbursements. We have also encountered several procurement challenges and are working with our partners to address them as expediently as possible. These issues have delayed the start date but have not impacted the planned scope of work for those projects. Lastly, the District’s transition to a new financial system at the start of FY23 added time and complexity to routine financial procedures, and we are still working to ensure via journaling and other reconciliation processes that all expenditures are reflected on the correct fund source. However, we continue to make steady progress in implementation, trouble-shooting challenges as they arise, and are confident that **all funds will be fully expended by the project closeout dates.**

A summary of active projects and their status follows, and a detailed financial report is attached.

Project	Project Status	Achievements and Outcomes to Date	Spend-Down Notes and Timeline
Charter School Stabilization Fund	Complete	This funding was for OSSE to issue stabilization payments to adult, early childhood, and residential charter school LEAs whose school year 2021-22 funding was less than 95 percent of their 2019-20 school year funding. This stabilization payment funded each eligible LEA up to a total amount that was equal to 95 percent of their 2019-20 school year funding.	100% of project funds were spent down in FY22. All payments were made to eligible LEAs before Dec. 31, 2021.
Charter School Reopening	Complete	These funds supported reopening grants for charter LEAs. These grant applications were released,	100% of project funds were spent down in FY22.

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Grants – Fall 2021		and grant awards made in Fall 2021 for the 2021-22 school year.	
SA: COVID Health Safety Measures in DCPS	Complete	This project was to provide health screeners and positive case response for students in DC Public Charter Schools and was completed in FY22.	100% of project funds were spent down across FY21 and FY22.
High Impact Tutoring	On-Track	<p>High-Impact Tutoring (HIT) is an evidence-based initiative that provides additional academic support to the students who need it most by offering them frequent, supplemental instruction in small groups of up to 4 students, for at least 10 weeks at a time.</p> <p>We are on track to meet, if not exceed, our target of directly serving 10,000 students with high-impact tutoring over three years. We served 2,109 students in FY22 and in Q1 of FY23 our grantees report already having reached approximately 3,000 students. Furthermore, we are seeing positive, initial results from HIT. Based on surveys 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. Additionally, 81% of students receiving HIT agreed that it's important to attend school every day of the week compared to 72% for those not receiving HIT.</p>	<p>100% of FY23 funds for HIT have been committed, with \$30.4M, or 85% of the total HIT budget (including an additional \$3M in ESSER funds) already awarded via multi-year grants to tutoring providers, a strategic support partner, and an evaluation partner. This includes two cohorts of scaling grants to tutoring providers. The remaining funds are committed via MOUs to sister agencies for additional tutoring initiatives and to support the program's internal infrastructure.</p> <p>Spend down of funds was initially slower in FY22 due to the time required to build a program team and launch a new grant program. However, all budgeted funds across FY22, FY23, and FY24 will be needed to meet our commitments.</p> <p>To meet our grant commitments in FY24, we anticipate rolling over approximately \$7 million of FY23 funds into FY24, in addition to using the full FY24 budget. All nine grantees in our first cohort of scaling grants (awarded in May 2022) are active in schools and non-school</p>

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			sites and have begun submitting reimbursements. The nine grantees in our second cohort, awarded in January 2023, are ramping up and beginning programming as early as this spring. We are closely monitoring grantee burn rates and anticipate all awarded funds being expended based on current progress.
School-Based Mental Health: Evidence Based Curricula & Programming	Delayed	This investment provides school-based behavioral health providers with training and student-facing resources and curriculum in research-based behavioral health programs and practices. The FY23 focus is evidence-based de-escalation and violence prevention curriculum for DCPS and public charter middle schools. The curriculum purchase is moving through procurement, and OSSE anticipates disseminating the curriculum by May 2023. DBH and OSSE will partner to offer peer-to-peer training and implementation support to providers throughout FY24.	100% of these funds have been committed towards the curriculum purchase and related training and implementation support in FY23. Procurement issues are the largest contributing factor to delayed spend down of these funds. We have been actively working with our partners in OCP to resolve the issues and anticipate fully spending down this award following completion of the procurement. This investment will not continue in FY24.
Support Students in Crisis	Delayed	This is an investment designed to support up to 20 LEAs with technical assistance and resources related to mental health crisis prevention, intervention, and post-vention supports to students, staff, and school communities. This project is in the final stages of procurement and OSSE anticipates the vendor will begin work by May 2023. OSSE has engaged LEAs to ensure they are committed and prepared to receive	100% of these funds have been committed towards the purchase of resources and related implementation support in FY23. Procurement issues are the largest contributing factor to delayed spend down of these funds. We have been actively working with our partners in OCP to resolve the issues and anticipate fully spending down this award

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		this upcoming support and prepared to engage once the award has been established.	following completion of the procurement in May 2023.
College Rising Dual Enrollment	On-Track	<p>This investment is designed to provide the opportunity for eligible high school students to enroll in credit bearing courses at local institutions of higher education (IHEs) while also securing a mentor to provide guidance and support as students plan and transition from high school to postsecondary education. College Rising is comprised of OSSE’s Dual Enrollment Consortium program and a new mentoring grant program.</p> <p>In FY23 to date (which includes Spring, Summer and Fall 2023), at least 62 seats have been filled. Projected enrollment for summer 2023 is ~330 students. Students are being matched to mentor services on a rolling basis.</p>	<p>100% of FY23 funds are committed based on projected dual enrollment figures for Summer and Fall 2023 and associated mentoring supports. The total funding amount over three years for College Rising is \$3,158,400.95. \$1,101,222 is budgeted for FY24. For FY22 and FY23, this program spending is on-track.</p>
DC Futures: Tuition Assistance	On-Track	<p>This investment is designed to provide “last dollar” scholarships of up to \$8,000 and other coaching and financial supports including an emergency fund to eligible District of Columbia residents to attend one of three approved local universities if the resident majors in a required program area.</p> <p>The DC Futures Program launched as a pilot in spring 2022 with 304 students, with full implementation planned for</p>	<p>To date, \$7.9M (60%) FY23 DC Futures funds are already obligated in the form of personnel costs and MOUs or contracts for advertising and student outreach, translation, IT consultants and equipment, the DC Futures Coaching Grant, Emergency Funds and Tuition Payments for the Fall 2022 semester. Virtually all of the remaining funds are committed for Tuition Payments for the Spring and Summer 2023 semesters.</p>

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		<p>Academic Year 2022-23. The program enrolled 1,327 participants in Fall 2022 and has made awards to the approved institutions of higher education (IHEs).</p> <p>In FY23 and 24, marketing for participants continues, as well as outreach to encourage additional course taking, where possible. In 2022, IHEs granted emergency funds to 287 students, averaging \$1,779 per student, to help them cover critical costs that could otherwise serve as roadblocks for remaining enrolled. As of March 2023, 214 students have been made eligible for DC Futures enrollment and an additional 322 applications are being reviewed.</p>	<p>While many elements of the program (coaching, advertising, application build) were in place in 2022, the emergency fund was not established until Fall 2022 due to complications identifying the appropriate vehicle for making payments. Additionally, the limited number of students participating in the pilot decreased tuition costs in the first year. In FY23 and FY24, the MOUs with institutions of higher education for managing the emergency funds are in place and will be fully implemented for the first time.</p>
<p>Re-imagining DC High Schools: Work-Based Learning Investments</p>	<p>On-Track</p>	<p>These funds are supporting several career and technical education/work-based learning investments, including:</p> <p>The Advanced Technical Center (ATC), which provides Career and Technical Education (CTE) course access to District students from high schools from across DC to prepare them for high-wage, high-skill, in-demand careers. The ATC is currently serving 96 students from 8 DC high schools, putting the program on track to meet or exceed its goal of serving 300-600 students over the first three years of operation, especially since additional schools have expressed interest in the program.</p>	<p>100% of the FY23 Re-imagining DC High Schools budget is committed and OSSE expects to fully spend down its FY23 ARPA funds for each of these “Reimagining High Schools” projects as planned by end of the fiscal year. OSSE has obligated or planned spending in the following amounts, which are not yet reflected as expenses in the budget attachment:</p> <ul style="list-style-type: none"> - \$1.73M in MOUs with Trinity Washington University for instructional services and with the Department of For Hire Vehicles to provide transportation for students attending the ATC and in AIP.

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Project	Project Status	Achievements and Outcomes to Date	Spend-Down Notes and Timeline
		<p>School Year Internships and Summer Internships, which place eligible high school seniors and juniors into paid and credit-bearing internship opportunities aligned to their CTE program of study. The Advanced Internship Program (AIP) launched in February 2022 and placed 110 students in internships in its first semester, of which 75 accepted and began working at their placements. For school year 2022-23, OSSE placed 253 students in internships, of which 198 accepted and began working at their placements. Student and host employer registration for the Career Ready Internship (CRI), a summer internship program, closed in early 2023.</p> <p>Middle School CTE Expansion, which is expanding CTE career exploration and career awareness courses starting in middle school. OSSE has awarded funding to 17 middle schools which will support middle school CTE programming for approximately 3,800 students.</p> <p>Work-Based Learning Grants, which provide formula grants to support six LEAs in expanding work-based learning experiences. Grants have been awarded to six LEAs for a total of \$1,290,000.</p>	<ul style="list-style-type: none"> - \$2.9M in student stipends and related expenses for AIP and CRI interns. OSSE partners with OCFO's Office of Pay and Retirement Services (OPRS) to pay interns every two weeks based on validated timesheets. These payments have been taking place throughout the year and will be appropriately journaled to the ARPA fund source. Additionally, OSSE has obligated \$39,000 in an MOU with OCTO related to the Advanced Internship Program. - OSSE has awarded \$600,000 in ARPA-funded middle school expansion grants. Reimbursement requests are not expected to be submitted and processed until later in the fiscal year. - For the work-based learning (WBL) grants, nearly \$1 million went to DCPS, which hasn't been able to access their funding yet because they are finalizing a reprogramming. DCPS been spending Perkins funding on WBL activities that they plan to journal over to these WBL grant funds once the reprogram is finalized. For the charter LEAs receiving funds, we also anticipate that reimbursement requests will not be submitted until later in the fiscal year.

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<p>Childcare Worker Recognition & Retention: Scholarships & Incentives</p>	<p>On-Track</p>	<p>Child Care Worker Recognition and Retention Fund project is being implemented through the DC Leading Educators toward Advanced Degrees (DC LEAD) program as an investment designed to expand on the District’s existing postsecondary education programs for early childhood educators by creating worker recognition/retention incentives and increasing funding for scholarship programs. In FY22, OSSE, through a competitive process, selected Southeast Children’s Fund to administer the scholarship and incentive program.</p> <p>In FY22, the grantee focused on supporting scholars transitioning from the previous TEACH scholarship program (whose costs were covered with funds previously appropriated for that program) and recruiting candidates to enroll in the scholarship program for the 2022-2023 school year. Including scholars transferred from TEACH, over 500 early childhood educators have been approved to receive scholarship funding from DC LEAD in FY23.</p>	<p>As of March 2023, OSSE has committed 100% of allocated funds for this project. OSSE has approved 500 scholars in FY23, of which 250 are currently enrolled in coursework. Southeast Children’s Fund, the intermediary for this program, pays scholars’ tuition on a semester basis as enrollment in coursework is confirmed, and OSSE releases funds to the grantee on a reimbursement basis per semester after the drop period. Anticipated reimbursement for spring semester 2023 from ARP Treasury is \$400,000, and remaining funds will be used to cover scholar costs for the summer 2023 and fall 2023 semesters. With anticipated reimbursements for spring, summer and fall 2023 semesters, all ARP Treasury funds will be exhausted by the end of FY23.</p> <p>OSSE will continue to fund the DC LEAD program with local and federal Child Care and Development Fund (CCDF) funds in FY24 and beyond but does not expect additional ARP Treasury funds for this program after FY23.</p>
<p>Child Care Subsidy Payments</p>	<p>On-Track</p>	<p>OSSE continues to make childcare subsidy payments monthly. As a result of OSSE’s comprehensive approach to supporting early childhood education during this recovery period – including setting an emergency subsidy rate</p>	<p>100% of these revenue replacement funds will be needed to make subsidy payments through the end of FY23. Subsidy spending is tracking lower than anticipated due to decreased subsidy</p>

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		that temporarily increased payment rates from December 2020-September 2021 and January-June 2022 and a permanent subsidy rate increase effective October 1, 2022– DC is one of the only states in the country not to have seen a decline in number of licensed seats in childcare centers and saw very few closures of early childhood providers during the pandemic.	enrollments but will increase over the rest of the year with the implementation of expanded eligibility and increased outreach and communications. OSSE has co
Access 2 Quality Grants	On-Track	Access to Quality (A2Q) funds grants to operators of existing and new child development facilities to support construction and renovation costs for projects that create new, quality childcare slots for infants and toddlers. In FY22, OSSE awarded a grant, through a competitive process, to the Low-Income Investment Fund (LIIF) to administer a subgrant program to childcare providers in all 8 wards of the District and provide technical assistance to childcare providers in planning, financing, permitting, and implementing construction and renovation projects. LIIF has received more than 100 applications for A2Q funds totaling \$28 million, and seven projects totaling \$1,889,500 have been awarded.	100% of FY23 Access to Quality funds are committed. Due to the type of construction and renovation projects funded by this grant, which require extensive review and permitting approval prior to disbursement of funds, distribution of grant funds is expected to be concentrated at the end of the grant period. Given that the pipeline of applications exceeds the available funds by nearly a factor of three, LIIF and OSSE are confident that all funds will be exhausted by the end of FY23. OSSE does not anticipate additional funds for this program in FY24.
Back 2 Work Childcare Grants	On-Track	The Back to Work (B2W) childcare program is an investment designed to support child development facilities in areas most impacted by the COVID-19 pandemic by providing ongoing financial support to enable these facilities to	100% of the funds budgeted for FY23 and FY24 are committed for this grant program. However, based on preliminary assessment of needs of the 44 approved grantees, we anticipate that this program will need less funding than initially

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		<p>remain in operation through the extended pandemic recovery and providing business and other supports to enable them to achieve long-term sustainability following the grant period. Following a competitive grant process to identify an intermediary (the Low-Income Investment Fund, or LIIF) to manage the grant, the Back to Work Childcare Grant program launched on January 9, 2023. The subgrant application closed on February 16, 2023. OSSE has selected a cohort of 44 child development facilities to participate in this grant program, and LIIF will announce awards in April 2023. Funds will be distributed to selected grantees in two payments in FY23.</p>	<p>projected for the total three-year project period (FY22-FY24, \$32,015,607). The FY24 budget reduced funding for this program by \$8,000,000, leaving \$309,000 for FY24. This will decrease the <u>total</u> funding amount for this program to \$24,015,607.</p> <p>Given the reduction in FY24 funding, OSSE will not distribute additional grant funds to participating facilities in FY24 but will use FY24 funds to continue to fund LIIF to provide technical assistance and business supports to grantees to implement their business sustainability plans developed under the grant through the end of FY24.</p>
Literacy Task Force	On-Track	<p>This investment is for OSSE to convene a task force of District government agency representatives to develop and submit an early literacy education report to the Mayor and Council. OSSE is working with Opportunity Consulting to bring early literacy instructional experts to upcoming task force meetings and to compile and synthesize a comprehensive set of research and evidence base to ensure task force members are equipped with the knowledge needed to develop a strong, actionable early literacy plan grounded in evidence and research. OSSE anticipates a timely delivery of recommendations from the literacy task force to the Council</p>	<p>100% of these funds are committed towards FY23 activities. OSSE received \$150,000 of ARPA funds in FY23 to implement the Early Literacy Education Task Force (LTF). All activities under the LTF should be completed by no later than September 2023.</p> <p>In parallel, OSSE is continuing to make deep investments in structured literacy and Science of Reading trainings for educators using federal ESSER and CLSD funds.</p>

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		in September 2023, including recommendations for structured literacy training for DC educators, consistent with the requirements of the legislation.	
Non-Public Tuition Cost Support	On-Track	ARPA local revenue replacement funds are being used in place of regular local dollars for this program in FY23, in accordance with the final, approved budget for FY23. OSSE issues payments to non-public schools over the course of the entire year, based on tuition invoices that we receive.	FY23 spend down is currently at zero because OSSE is charging all of the tuition to our regular local attributes, and we will journal expenditures onto the ARPA local revenue replacement throughout the year. To date in FY23, OSSE has spent or obligated roughly \$208,000 of these funds. While disbursement of payments is based on current need and demand, OSSE expects to disburse the full \$25.8M that is budgeted by the end of the fiscal year.

Elementary and Secondary School Emergency Relief Fund (ESSER) II and III

5. Please provide a detailed breakdown by project/initiative of all Elementary and Secondary School Emergency Relief Fund (ESSER) II and III funding that has been spent and what remaining funds need to be spent before each respective deadline. Also include the total amount of unspent funds remaining in fiscal year 2023 and projected unspent funds in fiscal year 2024, with the respective deadlines.

ATTACHMENT: Q5 – OSSE ESSER II Spending.pdf
ATTACHMENT: Q5 – OSSE ESSER III Spending.pdf

In response to the unprecedented COVID-19 pandemic, OSSE is responsible for overseeing the management of approximately \$1 billion of federal stimulus funds to support the recovery and restoration of our public education and child care sectors in the District. These are multi-year investments that will take place through FY2024.

Most of these funds are directed by the federal government to pass through OSSE to local education agencies and early childhood providers. OSSE has greater discretion over the remaining funds, which are used for state-led investments to support recovery and restoration. As of January 2023, OSSE is responsible for directly managing \$306.7 million in state-led investments. This includes \$60 million in ESSER funds, or 10% of the total ESSER funds awarded to OSSE by the U.S. Department of Education (i.e., ESSER State Set-Aside). In addition, OSSE is overseeing the \$540 million in ESSER funds that have been sub-granted via formula to LEAs (i.e., ESSER LEA Subgrants). Please see our [Recovery Portal](#) for additional detail on the overall breakdown of recovery funds.

OSSE has committed all of our \$306.7 million in state-led investments, including the \$60 million in ESSER State Set-Aside funds, to seven [recovery focus areas](#) and to specific strategies within those focus areas (see Chart One below). We are using these ESSER funds to implement critical new initiatives that are aligned to our [2023-2025 Strategic Plan: Recovery to Restoration](#) and the Deputy Mayor for Education’s [Roadmap to Recovery](#), with more than 40 percent of the funds going toward accelerated learning investments, including science of reading trainings, instructional coaching for educators, high-quality instructional materials adoption in schools, and summer accelerator grants – all of which are grounded in a strong evidence base.

OSSE is working diligently to commit, obligate, and spend down this unprecedented influx of funds across all of our state-led investments in accordance with our outlined [strategies](#) and our [2023-2025 Strategic Plan](#). See Charts Two and Three below for the total spend-down as of January 2023 across our ESSER State Set-Aside portion and the state-led investments excluding ESSER. The attachments provide additional detail of total planned spending and spending to date across all strategies for ESSER II and ESSER III.

OSSE’s spend down of ESSER State Set-Aside funds to date reflect delays in accessing funds for the first five months of FY23 due to District’s transition to the new financial system and the fiscal “carryover” process that multi-year fund sources must complete, involving a meticulous reconciliation process of FY22 spending, which took significantly longer than is typical due to the transition. Where available, many projects were initially funded using other fund sources until the ESSER carryover process could be completed and budget authority was established for FY23. This occurred in late February. Since then, OSSE has initiated its process of journaling over these projects to the appropriate ESSER fund source. We have also been working to finalize new contracts and purchase order and transfer funds to sister agencies. While this did delay the start of some strategies in FY23, we have adjusted our plans accordingly and remain confident that OSSE will fully spend down the funds in accordance with federal deadlines.

OSSE is also supporting LEAs to obligate and spend-down the 90% of ESSER funds sub-granted to LEAs, with a particular focus on the 20 percent of ESSER III funds that LEAs are required to use to address learning loss through the implementation of evidence-based interventions that respond to students’ academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. See Chart 4 below for the total spend-down of ESSER LEA subgrants as of the end of FY22. LEAs received the entirety of their ESSER awards in FY21 and can amend program budgets as needed throughout the life of their three-year awards. OSSE finalizes the budget for the following year once LEAs confirm their final spend down for each fiscal year. LEAs may submit reimbursements for FY23 through December 2023. Both LEAs and members of the public can see the balances on each LEA’s ESSER funds on our [recovery portal](#), updated quarterly. LEAs have spent approximately 70% of their ESSER funds to date on investments to support accelerated learning, such as devices to support student learning, additional instructional staff, and evidence-based interventions such as high-impact tutoring and summer programming.

All State-Led Investments³

Source	Total Award	\$ Spent	% Spent	Remaining Balance	Award Period End
CARES	\$16,008,861	\$15,604,978	97%	\$403,883 ⁴	Sept. 30, 2022
CRRSA	\$36,426,987	\$20,281,967	56%	\$16,145,020	Sept. 30, 2023
ARP	\$254,240,861	\$77,041,263	30%	\$177,199,598	Sept. 30, 2024
TOTAL	\$306,676,709	\$112,928,207	37%	\$193,748,502	

³ These state-led investments include multiple fund sources including ESSER, GEER, CCDF, ELC, and Treasury ARP funds as well as others. This data is based on spending through January 2023.

⁴ We are still in the process of finalizing our FY22 ESSER CARES State Set-Aside Spending based on the latest guidance from the U.S. Department of Education and anticipate that this balance will decrease as a result.

ESSER I, II, III State Set-Aside (10% of total ESSER Funds)⁵

Source	Total Award	\$ Spent	% Spent	Remaining Balance	Award Period End
ESSER I – CARES (10%)	\$4,200,592	\$4,013,694	96%	\$186,898 ⁶	Sept. 30, 2022
ESSER II – CRRSA (10%)	\$17,201,318	\$5,880,199	34%	\$11,321,119	Sept. 30, 2023
ESSER III – ARP (10%)	\$38,647,699	\$7,118,311	18%	\$31,529,387	Sept. 30, 2024
TOTAL	\$60,049,609	\$17,012,203	28%	\$43,037,405	

State-Led Investments Excluding ESSER⁷

Source	Total Award	\$ Spent	% Spent	Remaining Balance	Award Period End
CARES	\$11,808,269	\$11,591,284	98%	\$216,985	Sept. 30, 2022
CRRSA	\$19,225,669	\$14,401,768	75%	\$4,823,901	Sept. 30, 2023
ARP	\$215,593,162	\$69,922,952	32%	\$145,670,210	Sept. 30, 2024
TOTAL	\$246,627,100	\$95,916,004	39%	\$150,711,096	

ESSER I, II, III Subgrants to LEAs (90% of Total ESSER Funds)⁸

Source	Total Award	\$ Spent	% Spent	Remaining Balance	Award Period End
ESSER I – CARES (90%)	\$37,805,719	\$37,300,864	99%	\$504,855 ⁹	Sept. 30, 2022

⁵ This data is based on spending through January 2023.

⁶ We are still in the process of finalizing our FY22 CARES ESSER State Set-Aside Spending based on the latest guidance from the U.S. Department of Education and anticipate that this balance will decrease as a result.

⁷ This data is based on spending through January 2023.

⁸ This data is based on spending through September 2022.

⁹ OSSE was approved by the US Department of Education to be able to late liquidate \$404,225 of this amount, so we anticipate the final remaining balance to be \$100,630.

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Source	Total Award	\$ Spent	% Spent	Remaining Balance	Award Period End
ESSER II – CRRSA (90%)	\$154,811,857	\$110,336,599	71%	\$44,475,258	Sept. 30, 2023
ESSER III - ARP (90%)	\$347,829,299	\$80,516,182	23%	\$267,313,117	Sept. 30, 2024
TOTAL	\$540,446,875	\$228,153,645	42%	\$312,293,230	

Dyslexia and Other Reading Disabilities Screening and Prevention Pilot Program Act

6. The Dyslexia and Other Reading Disabilities Screening and Prevention Pilot Program Act of 2019 requires OSSE to implement several programs to help educators better identify and support students with reading disabilities beginning in school year 2022-2023. Please provide an update to the progress of each of the following four programs:
- (a) To 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;
 - (b) To provide reading difficulty awareness training to all educators in the District of Columbia;
 - (c) To 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
 - (d) To provide guidance on specialized, multi-tiered remediation and intervention instruction which is aligned to a science-based reading program.

(a) K-2 Professional Development

OSSE is currently developing professional development (PD) to support kindergarten, first, and second grade educators in recognizing reading difficulties, screening for reading difficulties, and implementing instruction that meet the needs of students with reading difficulties. These trainings will be hosted on OSSE's newly developed learning management system (LMS), which provides educators access to synchronized and asynchronous PD opportunities. These courses will be released no later than April 2023.

(b) Dyslexia Awareness Training

In March 2022, OSSE entered a vendor partnership with the American University Institute for Innovation in Education to develop an interactive, online module that provides an overview of reading difficulties and disorders, in alignment with the requirements of the Act. The Dyslexia Awareness Module was uploaded to OSSE's new learning management system (LMS) on November 16, 2022. As of March 27, 2023, 510 DC educators have registered for this coursework, with additional participants registering daily.

(c) Recommended Screening Instruments

On November 30, 2022, the 2022-23 Approved Universal Screener List and supporting Universal Screener Guidance was posted on [OSSE's website](#). Professional learning sessions tailored around screeners will be publicly available via our LMS starting April 2023. The

Approved Universal Screener list will be updated regularly to correspond to updates in research as the field continue to advance.

(d) Multi-Tiered Remediation Guidance

OSSE is currently developing guidance and professional learning to address multi-tiered remediation and intervention instruction that is aligned to the science of reading. These trainings will be offered through OSSE's LMS. These courses will be released no later than May 2023 for LEA access.

OSSE is planning to further discuss implementation of the Dyslexia and Other Reading Disabilities Screening and Prevention Pilot Program Act of 2019 with DC LEAs at OSSE's April 13, 2023, LEA Leaders Meeting to ensure that LEAs have the information they need to successfully meet these important requirements.

LETRS Training

7. How many new LETRS training opportunities, funded by OSSE, are available for teachers in fiscal year 2024? Explain.

Language Essentials for Teachers of Reading and Spelling (LETRS) 3rd Edition is a comprehensive professional development program which provides educators with a deep understanding of the science of reading and structured literacy. The program, which is accredited by the International Dyslexia Association, requires extensive coursework, and it typically takes two years to complete.

As of March 2023, OSSE has utilized federal Comprehensive Literacy State Development (CLSD) grant funds to enroll 150 educators in the LETRS program. In fiscal year 2024, OSSE will continue supporting these current CLSD LETRS cohort members in completing their training and will distribute a stipend of \$1,200 to educators who complete their training. These stipend awards will be funded by ESSER.

OSSE is currently working with LETRS to secure training opportunities for an additional 380 educators through federal ESSER funding beginning in spring 2023. Ultimately, this will enable OSSE to support a total of 530 DC educators in LETRS training. These new LETRS training opportunities will include additional LETRS 3rd Edition cohorts of DC teachers, as well as cohorts of LETRS for Administrators and LETRS for Early Childhood Educators. OSSE will continue to support these educators in fiscal year 2024.

Additionally, the DC Literacy Task Force continues to meet, and OSSE anticipates a timely delivery of recommendations to the Council in September 2023, including recommendations for structured literacy training for DC educators, consistent with the requirements of the legislation ([D.C. Law 24-167, § 4114, 69 DCR 009223](#) Early Literacy Education Task Force establishment).

Further note that LETRS training is one of many investments that OSSE is making to support literacy educator training and literacy advancement in the District. Alongside LETRS training, OSSE has developed and launched training in the Science of Reading and is providing stipends for the first 1,000 educators who successfully complete this training.

Enrollment Audit

8. Last year, OSSE's enrollment audit data for school year 2021-2022 was posted publicly on January 31. However, the data for school year 2022-2023 has still not yet been shared. What is the timeline for releasing that data? What is the cause of delay on releasing this?

The Audit and Verification of Student Enrollment for the 2022-23 School Year report is currently under review. OSSE strives to deliver the report as early as possible but must ensure the data is accurate. For 2022-23 enrollment audit, a small number of LEAs identified data issues *after* their data certification, that would have had a financial impact on the LEA if not corrected. This delayed both the internal review timeline as well as review by the Office of the Deputy Mayor for Education and the Executive Office of the Mayor. The report is in the final stage of review and shall be released soon.

Discipline

9. 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. When will the report for the 2021-2022 school year be released?

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 (and currently available) on the DC School Report Card. This data includes in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of violence, including bullying and harassment. That data is also available by student group. OSSE will publish the 2021-22 report in April 2023. The report will include several new analyses—including examining the impact of restorative justice practices, evaluating the impact of school-based mental health staff, and analyzing neighborhood environmental factors impacting out-of-school suspension rates—as well analysis that has not been conducted in several years.

Healthy Schools Act

10. Please provide a detailed account how the Healthy Schools Act funding has been spent over fiscal years 2022 and 2023. Please also provide the spending plan for fiscal year 2024.

The fund currently receives an allocation of \$5.69M annually from dedicated taxes. These dollars support meal reimbursements to schools and summer meal sponsors providing healthy breakfasts, lunches, and snacks, as well a variety of required health related educational programs, resources, and supports for schools. With the passing of the Healthy Students Amendment Act, the reimbursement rates for meals increased, allowing OSSE to provide more support to school food authorities.

The meals program has seen unprecedented growth since the pandemic—with increased participation in meal programs and more payments than ever to schools and sponsors. Historically, OSSE has leveraged not only the annual fund allocation but also fund balance (i.e., carryover) of unspent funds from prior years. However, over recent years, OSSE has fully spent down the fund balance. Rising meal participation and personnel costs (cost of living adjustments) have impacted OSSE’s ability to provide required grants, cadres, and trainings as all activities are funded by the same budget.

During the pandemic, our agency shifted healthy schools’ programmatic supports (e.g., school gardens grant, environmental literacy grant, physical activity grant, etc.) to ensure that the maximum amount of funds would be available for meal reimbursements. OSSE leveraged recovery funding to support many student and staff well-being endeavors during this time. We recognize the importance of student well-being during recovery and restoration and aim to maintain a robust healthy schools’ investments portfolio.

Healthy Schools Fund Expenditures	FY22	FY23
Meals	\$4,547,892	\$1,831,759 ¹⁰
Personnel	\$2,277,966	\$927,566
Programming ^{11,12}	\$395,370	\$698,372 ¹³
Total	\$7,221,2281	\$3,457,697

¹⁰ FY23 Meals – This represents approved, pending, and paid meal claims as of March 27, 2023.

¹¹ Programming in this table includes the Environmental Literacy Advancement Grant, School Garden Grant, School Garden Technical Assistance, Cafeteria Staff Training and Equipment Grant, Nutrition Education Grant, National School Lunch Program Equipment Grant, Farm to School Programming, Environmental Literacy Teacher Cadre, Health and PE Teacher Cadre, Healthy Food Curriculum Grant, and the Physical Activity Grant, as well as supplies for promotional events included in the HSA like Strawberry and Salad Greens Day and Growing Healthy Schools month.

¹² Note that our ESSER funded Educator Wellness grant is not currently included in the Healthy Schools Act, but OSSE would like to explore embedding these supports in the Act pending program evaluation outcomes.

¹³ This figure will increase as purchase orders liquidate.

Child Development Facilities

11. Please describe OSSE's timeline, design, and implementation for distributing fiscal year 2024 funding directly to child development facilities.

Legislation passed by the Council of the District of Columbia directs OSSE to distribute funds allocated for the Early Childhood Educator Pay Equity Fund directly to early childhood educators in FY22 and FY23 but to shift to distributing funds to child development facilities that enter into agreements with OSSE to increase staff pay starting in FY24. OSSE has made significant progress in preparing for FY24 distribution of the Pay Equity Fund through child development facilities, even as we continue to deliver direct payments to early childhood educators this year. We are implementing the fund consistent with the legislation.

In Fall 2022, we partnered with P-5 Fiscal Strategies, national early childhood finance experts, to conduct a child care provider survey and to support OSSE in updating our analysis of the cost to deliver child care in the District. The child care provider survey, which was distributed to all licensed facilities and had an over 50% response rate, collected important information on current compensation for child care staff, other child care provider costs, and tuition charged to families, all of which are necessary to support implementation of the Fund in FY24. Key findings of this survey are incorporated into the cost model report. The updated cost model report, which includes estimates of the cost to deliver care at new minimum salaries required by the Pay Equity Fund, as well as the estimated total cost to implement the fund in FY24, is currently undergoing final review and will be released soon. Both of these documents were also informed by extensive engagement with stakeholders, including meetings with child care provider associations and key stakeholder groups. Input from these groups was incorporated into the design of the fund wherever possible. Using information from the provider survey, cost model and updated salaries, OSSE has developed a draft funding formula to distribute payments to child development facilities. We anticipate that the cost model and funding formula will be released publicly in the near future and will be accompanied by additional guidance materials for child development facilities and extensive engagement efforts.

We know that this is a major systems changes for child development facilities that will require intensive engagement and technical assistance over the remainder of FY23 and through FY24 and beyond. OSSE is also putting in place internal and facility-facing systems and staffing capacity that will support implementation of the fund in FY23, including: enhancements to our licensing data system to collect and track necessary information from participating facilities and support program monitoring; hiring a Pay Equity Program Manager who will lead a team to support implementation of the fund and provide technical assistance and support to child care providers; and developing the agreement between OSSE and child development facilities that agree to participate in the fund, which will include minimum salaries, requirements and obligations of OSSE and participating facilities, timing and calculation of payments, monitoring and reporting requirements, and remedies for noncompliance.

In June, we will begin to enter into agreements with child development facilities that wish to participate in the fund. To minimize paperwork requirements, child development facilities that already accept child care subsidies will be able to do this as part of the process to renew their subsidy agreements. Facilities that do not participate in subsidies will be able to enter into a standalone agreement in the same time frame. The agreement will be shared with child development facilities for review in advance of June.

OSSE and our partner, AidKit, will distribute the last direct payment to early childhood educators in September 2023. We will begin distributing payments to child development facilities in Q1 of FY23.

OSSE Department of Student Transportation

12. Please address the following:
- (a) What improvements have been made over the past 18 months to improve OSSE-DOT?
 - (b) There were several parent complaints in early January about substantial delays, missed routes, and long holds on the OSSE parent-call-line. Why did this happen and how has it been fixed?

(a) OSSE-DOT Improvements Over Last 18 Months

FY22 IMPROVEMENTS

In FY22, OSSE-DOT continued to provide transportation service to eligible students and persevered through several obstacles.

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. In August of 2022, 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 2022.

OSSE-DOT's recruitment efforts also 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 to proactively recruit new bus drivers and reduce labor shortages.

To keep OSSE-DOT staff healthy and on the roads, OSSE-DOT worked to protect students and staff from COVID-19. OSSE maintained its partnership with DC Health to offer self-testing at each terminal location. Testing kits were available to staff on a weekly basis, samples were collected twice a week, and test results were typically provided within a 48 hour-time span. The partnership also enabled OSSE-DOT to offer a series of no-cost, walk-up vaccination clinics for employees at each terminal location. DC Health provided first dose, second dose, and COVID-19 booster shots.

Community Engagement

OSSE-DOT continued to work to engage DC families. OSSE-DOT hosted its first community and family engagement event at the Woody Ward Recreation Center in Ward 7, where

community members and stakeholders had the opportunity to learn about OSSE-DOT's services through guided bus tours and information booths. With the return to full in-service operations, OSSE-DOT reengaged the Transportation Advisory Council with a focus on customer engagement and COVID-19 response.

Electric Buses

OSSE-DOT took significant strides to procure electric buses for its fleet in order to address climate change. In order to build upon the District's dedication to procuring environmentally friendly school buses and electrifying its fleet, OSSE-DOT met with energy companies to identify the infrastructure needs to equip the bus terminals with electric vehicles and charging stations. In addition, OSSE-DOT applied for, and won, \$7.625 million in federal funding to electrify school buses through the EPA's 2022 Clean School Bus Rebate program. The District of Columbia was one of just 27 districts nationwide, including Guam, to win the maximum rebate, for 25 school buses. We are currently in the procurement phase to obtain these 25 buses.

Organizational Changes

OSSE-DOT took steps to better align its technology functions with the rest of the agency. OSSE-DOT uses many systems to intake transportation requests, route buses, and monitor service. Many of these systems rely on other systems in the agency that collect student data. In order to ensure stronger alignment across the agency, six positions were moved from OSSE-DOT to the Chief Information Officer. This resulted in stronger management and oversight of systems across the agency. OSSE also began an extensive executive search for a Director of Student Transportation, which was successfully completed in FY23.

Terminal Challenges

OSSE-DOT continued to confront challenges to upgrade its terminal facilities, including supply chain and labor shortage issues. OSSE-DOT worked collaboratively with DGS to make needed updates and major repairs to its four terminal locations, including critical roof repairs, bathroom renovations, and ramp reconstruction.

Improved Service

To address unprofessional conduct complaints, OSSE-DOT has continued to deliver "Communicate with Heart" training with a goal of all employees receiving the customer service training program developed by the Cleveland Clinic, as well as "Right Response" training to provide bus staff with additional skills on interacting with students and parents, focusing on proactive strategies to manage the environment. In addition, this past year the OSSE DOT Safety and Training team has developed and distributed a periodic Safety and Training Newsletter for employees and information on the 3:1 Engagement Method. The 3:1 Engagement Method supports the idea that having three positive interactions to every one negative interaction best supports and sustains constructive student-staff relationships. In combination with previously established training modules about professional conduct that continue to be delivered to staff, the 3:1 Engagement Method helps increase positive interactions and reduce unprofessional conduct.

FY23 Improvements

Electronic Run-Bid

OSSE-DOT implemented its first electronic run-bid process in FY23. Pursuant to both collective bargaining agreements, OSSE-DOT is required to host an annual run-bid event where drivers and bus attendants can bid on their desired bus route. Previously, this process used to be a time-consuming in-person and paper-based process that required staff to come to OSSE headquarters, which was also prone to human error and took several weeks to complete. With OSSE-DOT's new automated bidding system, employees were able to submit as many bids as they want (limited to 30 bus routes in prior years), from anywhere that has internet access, including the comfort of their own home, and the results could be produced during the same day. Close to 1,000 staff members participated in the last electronic run-bid event in December 2022.

Hiring Fair

To address our staffing challenges, OSSE hosted a hiring fair on February 16-17 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 and attendants. With over 2,400 pre-registrations and 929 attendees, OSSE-DOT was able to make contingent on-site offers to 124 individuals, including for 34 bus drivers, 81 bus attendants, and 9 administrative positions. 16 members have onboarded the agency as of March 27 while other candidates are in pre-employment screening with anticipated start dates of April 10 and April 24.

Parent Reimbursement Expansion

After receiving feedback from families, OSSE-DOT has 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. We used Uber because parents may use a ride sharing service to self-transport if OSSE-DOT is unable to provide service. We also chose the per-mile rate for Uber XL to accommodate those who may need to utilize a larger vehicle.

Expansion of Private Routes

Since January 9, 2023, OSSE-DOT, in partnership with the Office of Contracting and Procurement (OCP), has urgently expanded OSSE-DOT's private route capacity. Privatization of bus routes not only helps mitigate staffing challenges but also significantly increases efficiency in OSSE-DOT's operation as approximately 20 percent of OSSE-DOT's bus routes have four or fewer students, including routes that travel outside of DC. When OSSE-DOT can transfer a route with a single-riding student to a private vendor, OSSE-DOT can utilize the same bus and staffing to transport up to 14 students. In FY23, OSSE-DOT has continued to utilize and begun research of the appropriate model for privatization for the next school year.

Terminals

OSSE-DOT, in collaboration with the DGS, is currently building the W Street school bus terminal (1601 W Street NE). The new terminal will encompass an on-site maintenance and repair facility and will replace the New York Avenue terminal location.

Family Communication

OSSE-DOT has taken multiple steps to improve hold times and family communication in FY23: 1) DOT hired nine temporary employees to increase staffing coverage in the Parent Resource Center (PRC); 2) DOT launched a pilot program where selected routes are currently utilizing bus staff to send real-time updates, including estimated time of arrivals, via text message; 3) DOT stood up a new public-facing [website](#) in January 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, this 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.

(b) Transportation Operational Explanation and Improvements.

In January 2023, OSSE-DOT experienced significant issues in its service delivery for two reasons. OSSE-DOT returned to its previous routing system, Trapeze, due to issues with its new routing system, SEON. This effort resulted in providing new route times to all students utilizing service. When there are new routes, it takes time for routes to be perfected as drivers and attendants are traveling new streets with different students. Further complicating service delivery, OSSE-DOT experienced an increased number of staff callouts on top of existing labor shortages and start of year retirements. This resulted in OSSE-DOT requiring drivers and attendants to run multiple routes or to combine routes which led to significant service delivery issues and delays.

Since January, OSSE has taken steps to urgently address these issues. OSSE has reestablished a \$2,500 monetary attendance incentive to encourage daily driver and attendant attendance and reduced employee callouts. The agency has also reduced the number of bus routes needed by increasing the use of private contracts to fulfill bus routes that have three or fewer riders. Responding to stakeholder feedback, OSSE-DOT established a public website, updated multiple times every school day, that provides families with information regarding all delayed and disrupted routes. Further, the agency has launched a pilot to provide LEAs funding to contract their own transportation vendors.

OSSE-DOT has also taken new steps to monitor performance and provide transparency regularly to the public. Since the transition to our historic routing system on January 9, 2023, we have established a daily manual process to collect reportable data on whether a bus is “late” based on a bus departing its terminal later than its scheduled time; this is a proxy measure to whether students will experience service delays.

OSSE-DOT Bus Performance

	Daily Average of # Late Morning Routes (Approximate Percent On Time)	Daily Average # of Late Afternoon Routes	# of Routes Not Serviced (Daily Average)
Week of Jan. 9	N/A ¹⁴	NA	12

¹⁴ The process to collect reportable data on “late” bus routes was established during the week of Jan. 16, 2023.

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	Daily Average of # Late Morning Routes (Approximate Percent On Time)	Daily Average # of Late Afternoon Routes	# of Routes Not Serviced (Daily Average)
Week of Jan. 16	99 (82%)	24	3
Week of Jan. 23	91 (84%)	23	0
Week of Jan. 30	90 (84%)	5	0
Week of Feb. 6	65 (88%)	4	0
Week of Feb. 13	53 (91%)	5	0
Week of Feb. 20 (DCPS Closed)	3 (99%)	0	0
Week of Feb. 27	50 (91%)	5	0
Week of Mar. 6	32 (94%)	7	0
Week of Mar. 13	33 (94%)	9	0
Week of Mar. 20	22 (96%)	7	0

Overall, OSSE-DOT has stabilized its bus routes since January 9, when there were more than 100 late routes, over 2,400 calls made to the Parent Resource Center, and consecutive days with 12 unserved bus routes. In comparison, 96% of bus routes were served on time during the week of March 20, which was the fifth consecutive week where OSSE-DOT maintained above a 90% on-time service and ninth consecutive week where OSSE-DOT has not dropped a bus route. OSSE-DOT has continued to achieve incremental improvement every week, including on March 22, when there were nine late morning routes while all schools were open.

13. Please explain in detail what steps OSSE is taking to increase the reimbursement rate for parents who transport their child to school in lieu of OSSE-DOT. Include in your answer whether the rulemaking process is sufficient, or legislation will be necessary. Also include the current rate and desired rate.

OSSE-DOT allows parents to transport their children when it is unable to provide reliable service. Until January 2023, OSSE-DOT used the federal reimbursement rate established by the US General Services Administration, which was \$0.655 per mile. Responding to public feedback, and recognizing the strain placed on families to self-transport while OSSE-DOT works to resolve service delivery issues, OSSE-DOT raised the parent reimbursement rate from \$0.655 per mile to \$1.48 per mile, a 125 percent increase. This change did not require a rulemaking or legislation.

This new rate was established using the current rate per mile of the ridesharing service Uber XL, in which OSSE-DOT considered the cost of base fare, rate of total time taken, rate of total distance covered, surge multiplier, and tolls and other fees. In addition, OSSE-DOT specifically selected Uber to model its new reimbursement rate because parents may use a ride sharing service to self-transport if OSSE-DOT is unable to provide service. We also chose the per-mile rate for Uber XL to accommodate students with disability who may need to utilize a larger vehicle.

OSSE-DOT also retroactively applied the new rate to all trips in which parents self-transported their child since August 29, 2022. For any previously submitted reimbursement request made, OSSE-DOT has applied the new, higher rate and begun processing payment to families with no action required by them.

Due to fiscal impact, OSSE-DOT has temporarily set the new, higher rate for the duration of the 2022-23 school year which ends on June 22, 2023. OSSE-DOT is assessing whether to continue the higher rate for the next school year.

Financial Literacy & Social Studies

14. As you know, financial literacy is a critical skill all children should learn. Please identify where, in the proposed new social studies standards, there are opportunities for teaching financial literacy.

OSSE is currently revising its proposed, social studies standards to respond to the more than 5,000 public comments received in winter 2023. As of March 29, 2023, the proposed draft standards listed below provide educators with opportunities to teach important social studies content related to economic concepts, including redlining, resource distribution, taxes, and discrimination.

OSSE also appreciates that there are additional, important financial literacy concepts beyond those enumerated in the proposed, draft social studies standards below. Accordingly, OSSE is interested in exploring adoption of standalone financial literacy standards with the State Board of Education following the adoption of the new social studies standards.

Kindergarten

Driving Concept 5: Meeting Community Needs

In this driving concept, students will develop economic language to describe their classrooms, communities, and the larger world. Teachers should utilize a variety of fiction and non-fiction read-aloud texts, images, artifacts, and materials that introduce students to community jobs, services, and the exchange of goods and help students to develop early literacy skills.

K.22 Compare the different jobs individuals around the world perform and the ways in which specific goods and services are produced, both inside and outside of the home.

K.23 Identify and explain the difference between what we want versus what we need to survive on a daily basis.

K.24 Explain why people try to save money and/or resources.

K.25 Identify a scarce resource in our community, world, or classroom (e.g., food, land, water, energy), and evaluate how to allocate it to promote fairness.

K.26 Identify products that we use in our daily lives, where they come from, and how they connect us to local and global communities.

Grade 1:

Driving Concept 4: Meeting a Community's Needs

In this driving concept, students will learn basic economic concepts and the various goods, resources and services that meet the needs of Washingtonians through analyzing how individuals make choices in a free market economy. They will gain an initial understanding of inequalities across the city by comparing the availability of human, natural, and capital resources.

1.31 Describe and locate different human, natural or capital resources in Washington, DC, and compare the availability of those resources across the city.

1.32 Explain the varied ways that people labor, define the term income, and describe the kinds of work that people do inside and outside of the home.

1.33 Describe the goods and services that communities need (e.g., grocery stores, transportation, public safety, etc.), and identify how they are provided by local government and private businesses.

1.34 Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.

1.35 Analyze the reasons for, and consequences of, choices individuals make when purchasing goods and services.

Grade 2

2.7 Explain the difference between needs and wants and identify the essential needs of all humans.

2.8 Compare different ways people get food and water today locally, nationally and globally.
Grade 3

Grade 3

3.9 Explain at least one significant urban planning decision in the history of Washington, DC and evaluate the impact of that decision on the health and composition of different communities in Washington, DC (e.g., redlining, public transit planning, or the construction of highway 295).

3.17 Explain how the economic conditions in the Chesapeake Bay region that led to a slave economy and the difference between indenture and enslavement.

3.39 Analyze the impact of significant local organizations and businesses on the history of Washington, DC.

Grade 4

4.6 Explain the development of various economic and systems of trade of Indigenous peoples across the Americas using historical evidence (e.g., Inca ceque system, the use of cacao as currency, and the trade of turquoise and minerals in Chaco).

Grade 5

5.4 Compare multiple primary source accounts of a significant policy in American history and make a claim about why different individuals were differently impacted by a policy decision.

5.31 Analyze how economic pressures related to the slave economy determined whether states remained with the Union or joined the Confederacy.

5.39 Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality.

5.40 Analyze how laws passed after the end of slavery, such as the so-called “Black Codes,” impacted Black Americans’ ability to work, vote, and move in public space, and analyze the lived experiences of Black citizens after the Civil War.

5.54 Compare the efforts and impact of diverse groups and organizations inspired by the African American Civil Rights movement to address inequalities in American society, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women’s Liberation Movement, the Asian American Movement, disability rights movement, Chicano Movement and Latinx resistance.

Grade 6

6.9 Use physical, cultural, and economic maps to draw regions on the African continent and compare these to the existing region's economic communities.

6.12 Explain how population distribution, natural resources, and the history of at least one country or region within Africa have impacted changes in land use over time.

6.16 Identify ways that global climate policy could impact equitable access to economic, social, and public health opportunities for at least one group of people in Africa.

6.20 Use physical, cultural, and economic maps to draw regions on the Asian continent and compare these to the existing regional economic communities.

6.22 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country, or city within Asia.

6.23 Assess how the environmental characteristics of Asia influenced the economic development of at least one region or country within Asia and the region or country’s role in global trade patterns over time.

6.32 Use physical, cultural, and economic maps to draw regions in Latin America and the Caribbean and compare these to the existing region's economic communities.

6.50 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country or city within North America.

6.56 Use physical, cultural, and economic maps to draw regions on Oceania and compare these to the existing region's economic communities.

6.65 Use maps to examine global trade markets and to evaluate the spatiality of global supply chains.

Grade 7

7.26 Evaluate the economic, political, and ideological reasons for the movement for independence from England and construct a timeline of key events including the Stamp Act, Boston Massacre, Boston Tea Party, and the Battle at Lexington and Concord.

7.58 Evaluate the reasons for Asian immigration to the United States, the political, social and economic opportunities and challenges faced by Asian immigrants and the ways individuals demonstrated resilience.

7.59 Evaluate the political, social, and economic opportunities and challenges faced by Indigenous Nations and Mexicans living in land incorporated into America after 1848.

7.72 Explain the impact of grassroots efforts by Black Americans to gain access to land and fair labor, participate in political, economic, and legal systems (including voting), and achieve public education, in reconstituting a multiracial, democratic society.

Grade 8

8.7 Analyze the role of the Washington, DC government over time including its power to enact policy to address economic, social and political problems.

8.45 Evaluate lasting and short-term impacts of protests to economic, social, and environmental policy.

8.59 Critically evaluate price, product claims, and quality information from a variety of sources to make informed consumer decisions.

World History I

WH1.29 Analyze the emergence of complex, interregional networks of trade throughout Afro-Eurasia and how trade networks led to the diffusion and evolution of ideas, resources, and technologies between 800 BCE and 700 CE.

World History II

WH2.99 Examine and evaluate the impact of increased industrialization and global economic activities to analyze both the obstacles and proposed solutions to address climate change (i.e., UN Sustainable goals, Paris Climate Agreement), including the intersection of a “consumption-based modernity” and environmental limits.

US History II

US2.8 Analyze the political, social, and economic goals and actions taken by freedpeople, during the era of Reconstruction — including organized efforts to gain access to land, fair labor, public education, and political office using primary and secondary sources.

US2.13 Evaluate laws and policies of the Jim Crow era, including the immediate and longer-term impact of racialized segregation and unequal access to legal and economic institutions, rights and opportunities.

US2.14 Analyze the transformation of the American economy to explain the changing social and political conditions in the United States during the Industrial Revolution and the impact on the environment.

US2.15 Evaluate arguments about the causes of rising inequality in industrial America related to wealth, health, economic opportunity, and social class.

US2.18 Analyze the ways in which different immigrant communities resisted economic, social, and political oppression, including through labor activism and the establishment of community organizations.

US2.20 Analyze the reasons for the rise of organized labor, measuring the effectiveness of labor tactics and reactions to the labor movement, including the interactions between the federal government and labor groups.

US2.21 Use primary and secondary sources to analyze a case study, such as the Homestead strike, to evaluate the extent to which labor movements were able to create change.

US2.26 Evaluate the impact of progressive and populist movements on economic, social, and political inequality in America.

US2.27 Evaluate federal policies and actions toward westward invasion, and evaluate their impact on the national economy, environment, Indigenous populations, and the American public.

US2.36 Analyze the social, political, and economic ramifications of World War I on American society, including the labor movement, women, Black Americans, ethnic and religious groups, and efforts by different groups to advance civil rights.

US2.38 Analyze the reasons for the Great Depression and evaluate its impact on different groups of people in the United States, with special attention to race, ethnicity, religion, gender, and class, including an analysis of the impact of the underlying economic and social problems of the 1920s.

US2.41 Evaluate the domestic response to the Great Depression, including the election of Franklin Delano Roosevelt, measuring the impact of, and resistance to, New Deal programming, including its impact on the economy and different groups of Americans.

US2.50 Analyze the different experiences of servicemen in World War II, as well as the different experiences upon returning to the United States for white servicemen versus Black, Latinx, Indigenous, and Asian-American servicemen and their access to postwar economic opportunities.

US.56 Analyze the policies that led to the Vietnam War, and evaluate the social, political, and economic impacts of the invasion on Vietnam and the United States

US2.64 Analyze the grassroots efforts by African Americans to participate in political, economic, and legal systems, and access public education.

US2.74 Evaluate the tension over the role of the federal government in regulating the economy and providing a social safety net during the late 20th century.

US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy, and the increase in regional inequality (e.g., between major urban centers like Washington, DC and rural areas like West Virginia).

US2.85 Evaluate the extent to which advances in technology and investments in capital goods increased standards of living throughout the United States.

DC History

DC.20 Evaluate the impact of city planning and federal policy on the geography of Washington, DC in the late 19th and early 20th century, including the city's alley dwellings and local efforts at housing reform and the development and displacement of the city's first Chinatown.

DC.21 Analyze the origins and the impact of segregation and Jim Crow laws on the culture, geography and economics of Washington, DC.

DC.31 Explore the rationale for, and the impact of, urban planning decisions — including urban renewal policies and city infrastructure — on communities in Washington, DC, as well as how communities resisted some of these policies.

DC.36 Evaluate the roles different grassroots community organizations played in fighting for the expansion of political and economic power in the District and nation from the mid- to late 20th century including local organizing for tenant protections, LGBTQ rights, and immigrant rights; national struggles for welfare rights and against poverty; and international fights against the Vietnam War, Apartheid and U.S. imperialism in Latin America.

DC.37 Analyze the causes and effects of the city's financial crisis in the mid-1990s, and the role of the federal and city government in responding to the crisis.

DC.45 Evaluate financial resources and opportunities available to District residents to increase financial independence, and critically evaluate information from a variety of sources to make informed consumer decisions.

Government and Civics

GC.22 Analyze a political, economic, environmental, or social issue relating to civil rights or liberties and advocate for a specific change in current government policy or law.

GC.33 Compare historic or contemporary examples in which groups of people attempted to resist unjust economic conditions, evaluating short- and long-term impact.

GC.44 Assess different policies for the collection and use of federal, state, and local taxes to fund government provided goods and services, including income taxes, payroll taxes, property taxes, and sales taxes.