

**GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION**



Responses to Fiscal Year 2021 Budget Oversight Questions

Submission

to

Committee on Education
The Honorable David Grosso, Chairperson
Council of the District of Columbia

and

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

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OSSE Agency Performance Goals

1. What are the agency’s performance goals and targeted outcomes for FY21? How will the proposed FY21 budget serve to achieve those goals?

RESPONSE:

The agency’s FY21 strategic objectives, performance indicators, and targets for the Office of the State Superintendent of Education (OSSE) are as follows:

Strategic Objective	Performance Indicators	FY21 Target
<u>High Quality & Actionable Data</u> OSSE will provide high-quality data and analysis that will empower LEAs, CBOs, and providers to meet the needs of all learners and allow education partners to make informed policy decisions.	Percent of all students graduating from high school in four years:	79%
	Percent of all students at college and career ready level in reading on statewide assessment:	34%
	Percent of all students at college and career ready level in mathematics on statewide assessment:	32%
	Percent of user requests via the services portal solved and closed within five business days of receipt:	85%
<u>Quality & Equity Focus</u> OSSE will work with our education partners to set high expectations for program quality and align incentives to accelerate achievement for those learners most in need.	Percent of DC public and public charter school students completing a post-secondary degree or certificate within six years of college enrollment:	37%
	Percent of childhood and development programs that meet “Quality” and “High-Quality” designations:	50%
	Percent of low-performing schools that show overall growth in academic achievement:	80%
	Percent of residents enrolled in an adult and family education program who complete at least one functioning level:	45%
	Total number of childhood development programs meeting “Quality” and “High-Quality” designations:	100
<u>Responsive & Consistent Service</u> OSSE will provide responsive, consistent, and considerate customer service to free up LEAs, CBOs, and providers and allow them to focus on	Average response time for complaints filed against early childcare facilities:	48 hours
	Percent of timely Individuals with Disabilities Act (IDEA) due process hearings:	95%
	Percent of grant funds reimbursed within 30 days of receipt:	100%

Strategic Objective	Performance Indicators	FY21 Target
instruction and support for students.	Number of A-133 audit findings:	5
	Percent of eligible infants and toddlers under IDEA Part C (Birth to 3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period:	100%
	Average number of days taken to complete reviews of educator licensure applications:	30
	Percent of IEPs reviewed that comply with secondary transition requirements:	70%
	Percentage of timely completion of state complaint investigations:	100%

As the District's state education agency, OSSE remains committed to providing resources and programs that increase District residents' success in education and life. OSSE's FY21 budget provides the funding necessary to support the agency's goals by providing supports for the implementation of quality data and analysis tools that track the needs and progress of students, quality and equity expectations for programs, responsive and consistent customer service and communication, and innovative recruitment, development, and retention of talented staff members.

OSSE Organizational Structure

2. Regarding the agency's organizational structure:

- A. Provide the current organizational structure and proposed organizational structure for FY21. Please provide an explanation of any changes.**
- B. Provide crosswalk between organizational structure and the OSSE budget as submitted to the Council.**

RESPONSE: Q2 Attachment – Organizational Chart with FY21 Budget Codes.pdf

The Office of the State Superintendent of Education (OSSE) has undergone the following restructuring in FY20:

- The Office of Data Management and Applications moved from the Division of Data, Assessment, and Research to the Division of Systems Technology.
- The Office of Non-Public Tuition and Office of Medicaid Recovery moved from the Division of Systems and Supports, K-12, to the Division of Operations.

These organizational shifts are reflected in the Q2 attachment; however, these changes did not result in changes to the budget codes in FY21.

FY20 Approved Budget & Actuals

- 3. For OSSE, Special Ed Transportation, and Non-Public Tuition, please provide the FY20 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.**

RESPONSE: Q3 Attachment – FY20 Budget and Actuals.xls

Budget Crosswalk

- 4. Provide a detailed crosswalk between the OSSE FY20 budget and the proposed OSSE FY21 budget. The crosswalk should clearly identify how budget levels have changed for each OSSE function.**

RESPONSE: Q4 Attachment – Crosswalk of FY20 and FY21 Proposed Budget.xls

Vacancies

- 5. In addition to the FTE information requested through the Council budget office, for each vacant position please provide the effective date of the vacancy along with the current status of the position (i.e., recruiting, frozen, open). Indicate all FTEs that are being reclassified from contractor to employee status.**

RESPONSE: Q5 Attachment – FY21 OSSE, NPT and DOT Vacancy Status.xls

The additional requested information is presented in the attached file.

On April 6, 2020, Mayor Bowser issued Mayor’s Order 2020-057, “Fiscal Year 2020 Expenditure Restrictions: Restrictions on Certain Non-Personal Services Expenditures, Restrictions on Certain Personnel Actions, and Freeze on Travel and Training.” The Mayor’s Order placed a hiring freeze, including hiring on vacant positions on many government agencies, including OSSE unless waived by the City Administrator.

Up to the issuance of the hiring freeze on April 6, 2020, OSSE worked diligently to expand our recruitment outreach activities, boost retention efforts, and increase recruitment team capacity. Even with the existing hiring freeze in place, our vacancy rates as of May 2020 have stayed relatively stable vis-à-vis the previous year.

Our vacancy rate at OSSE headquarters (GD and GN) is 12% (57 vacant positions). Of these vacancies, however:

- 2 are seasonal summer meal monitor positions;
- 2 have selected candidates undergoing the pre-employment process; and
- 3 are in the interview process.

As a result, the effective vacancy rate for GD and GN is 10% (51 vacant positions). Of note: 1 of the vacancies represents a new position from newly awarded grants to the agency.

Our vacancy rate for the Division of Transportation (DOT) is 4% (66 vacancies).

Attracting Talent

OSSE has expanded its efforts to proactively find and recruit excellent candidates for open positions, moving beyond the standard postings on the DC.gov website to developing outreach channels targeted for specific roles. We have, up to the hiring freeze:

- Amassed an additional 550 followers on LinkedIn increasing our followers by 40%.
- Continued to solicit hundreds of resumes via a call for resumes to our ‘Careers’ inbox to build our candidate pipelines for hard-to-fill, executive, and other positions.
- Represented OSSE at more than three job fairs and events, and worked closely with our labor unions, the Mayor’s office, and various District agencies to address challenges relating to bus driver recruitment and retention.

Retaining Talent

To retain talent, we have primarily focused on increasing managerial capacity and hosting more professional development opportunities and employee engagement. In the past year, we have:

- Expanded our in-house professional development offerings for staff, including courses on Project Management, Employee Wellness and Workplace Ethics. Additionally, we partnered with individual divisions to offer team-specific trainings, and we continue to offer individualized career coaching sessions for interested staff.
- Expanded the OSSE Learning Portal, the agency-wide online source for professional development trainings and resources to empower OSSE employees through training, development, and growth opportunities.
- Implemented a robust manager support and training approach that includes an ‘Annual Manager Retreat’ with trainings on developing strong leadership skills, increasing delegation, and giving and receiving feedback.
- Welcomed the second cohort of our Manager Coaching Program, the program encourages reflection on areas of growth for managers. Additionally, we introduced a peer coaching model for alumni from the former coaching program cohorts. Combined, managers in the program have received 300+ hours of individual coaching and spent 180+ hours in group workshops.
- We launched our agency-wide Manager Community of Practice to compliment the work in the Manager Coaching Program, and designed a manager intranet site to document the materials shared in the Manager Community of Practice such as manager trainings, resources, and guidance documents.
- Successfully implemented a 360-degree feedback survey for all OSSE employees to facilitate feedback and support the Agency’s performance evaluation process. We collected more than 3,700 employee data points which will allow agency managers to support employees’ identified strengths and areas for improvement. The Talent Development Team continues to offer trainings, workshops, and brown bags to support managers in cultivating a culture of feedback.
- We created our first Diversity, Equity and Inclusion Working Group to be the driving force for promoting and supporting a more inclusive and equitable culture at OSSE, generating and vetting ideas within this group, sharing information back to our divisions and collaborating with interested people from across the agency to make OSSE one of the most diverse, inclusive and equitable workplaces in the District.

Finally, our workplace climate continues to improve. In our last annual staff survey, 93% of staff believe that OSSE is moving in the right direction and 87% say that they enjoy their work. Non-public Tuition

6. Provide a narrative explanation of how OSSE developed the proposed FY21 budget for non-public tuition including supporting documentation/analysis. In addition, please provide the following:

- A. For FY19: The list of all non-public institutions that received funding from nonpublic tuition, the number of students served by each institution in FY19, amount budgeted per student per institution for FY19, and the actual payments made to date per student to each institution.**
- B. For FY20: The list of all non-public institutions that received funding from nonpublic tuition, the number of students served by each institution in FY20, amount budgeted per student per institution for FY20, and the actual payments made per student to each institution.**
- C. For FY21: The list of all non-public institutions that will likely receive funding from non-public tuition, the proposed number of students served by each institution in FY21, and the proposed amount budgeted per student per institution for FY21.**

RESPONSE: Q6 Attachment – Nonpublic FY19 and FY20 To Date.xls

Note: OSSE did not provide the amount budgeted per student per institution for FY19 and FY20. Many nonpublic schools have fewer than 10 students. To safeguard student privacy when an institution serves less than 10 students, we do not show values less than 10 and cannot calculate a per student per institution for those schools. Further note, that OSSE bases this budget on a projection of students requiring services at a nonpublic school at the state level, not at the institution level.

The budget for Non-Public Tuition is established based upon a review of expenditures from three prior years and any rate increases from the placement schools. The OSSE Nonpublic Payment Unit (NPU) is responsible for processing and approving tuition, residential services, room and board, various related services, including student evaluations and assessments, and travel expenses between the District residential schools outside of the District, all in accordance with services as documented on the students' Individual Educational Programs (IEPs).

The OSSE Nonpublic Tuition Fund covers costs in two categories related to students, aged 3-22, who have been identified by an LEA as eligible to receive special education services under IDEA, 20 U.S.C. §§ 1400 et seq. (2004), that are documented in an IEP:

- 1) Students who are placed into a nonpublic school by the LEA; and
- 2) Students in the care of CFSA or DYRS being educated in a program outside of the District.

If students are placed by the LEA, the placement review and location assignment process occurs through OSSE's Placement Process. If students are placed for non-educational reasons by sister

agencies, such as CFSA and DYRS, OSSE provides funds that cover the educational portion of the placement.

In developing the FY21 budget for non-public tuition, OSSE provides projected student and administrative level expenditures on an annual basis to the OCFO, and the OCFO uses this data and prior years' data to project expenditures. The overall non-public tuition budget for FY21 shows a net decrease, as the number of students served in non-public institutions has decreased in recent years.

Regarding FY21, OSSE payments to non-public institutions will continue to be driven by student placements into those institutions through the Individualized Education Plan process. OSSE anticipates that the institutions listed in FY19 and FY20 will continue to serve DC students, unless the institution's Certificate of Approval status changes, or unless placement changes are made with individual students attending those institutions.

Early Learning

- 7. Provide a narrative explanation of how OSSE developed the proposed FY21 budget for the Division of Early Learning. Please provide the spending plans and FTE allocation for each program under that division and explain any enhancements or reductions from FY20 spending levels.**

RESPONSE: Q7-10 Attachment – FY21 Agency Budget and FTE Spending Plan.xls

OSSE’s approach to developing the FY21 budget for the Division of Early Learning focused on the needs of District families and included setting goals, analyzing historical trends and spending patterns, tracking costs, and identifying programmatic and operational needs and requirements. At the same time, the public health emergency required OSSE to make programmatic decisions that prioritized core services to residents and sustained public investments in child development facilities to help stabilize the sector.

The FY21 budget reflects the priorities of the Division of Early Learning to provide the leadership and coordination necessary to ensure that every District child, from birth to age five, has access to high-quality early learning programs and enters Kindergarten ready to succeed. Through the FY21 budget, the division seeks to continue its focus on improving access to high-quality, affordable early care and education for families and support to providers. The budget reflects OSSE’s commitment to sustain the District’s progress in implementing the requirements outlined in the Child Care Development Fund (CCDF) Plan, provide high-quality child development services through the Quality Improvement Network, support community-based pre-K enhancement and expansion seats, implement evidence-based practices in early intervention, and support for Capital Quality, DC’s redesigned quality rating and improvement system (QRIS).

Through the FY21 budget, OSSE is confident that its obligations related to ensuring access to high-quality early learning programs will be met.

Enhancements and Reductions from FY20 Spending Levels

The Division of Early Learning will see the following enhancements and reductions to the FY20 spending levels:

Enhancements:

There are no enhancements to the FY20 spending levels in the FY21 budget

Reductions:

The FY21 budget includes the following reductions:

- \$5,000,000 reduction in E802 for the removal of one-time funding for the child care subsidy program. This reduction was made in error, and we are pursuing a correction in the Mayor’s Errata letter.

- \$4,037,563 – in E805 for the Homeless Home Visiting Grant and the Immigrant Home Visiting Grant. These are cost savings identified for services that are currently duplicative with the work of other agencies. OSSE did not award these grants in FY20 so this is not a reduction of services provided.
- \$150,000 in E805 for the Quality Improvement Network grant, which is given to one of the QIN hubs in providing support to child development facilities (but does not impact the rates or funding for the QIN providers themselves).
- \$1,250,000 in E802 for the Early Intervention Program. This reduction will not reduce any current service levels but aligns the budget to actual historical expenditures for this program.
- \$300,000 in E802 for the Building and Sustaining Child Care grant, a reduction to a large, umbrella grant that provides quality supports and technical assistance to providers. In FY21, OSSE will award \$2.4M of local funds for this program.
- \$343,839 in E802 for the CLASS Observation Contract. OSSE awarded a contract to a new vendor in FY20 that is providing the same level of service for a reduced amount. The FY21 amount is adjusted to reflect that new contract.
- \$110,500 in E805 which eliminates the Early Development Instrument (EDI). OSSE will use existing data for policymaking.
- \$225,000 in E805 for the Community Needs Assessment to align the budget with the contract in the option year amount of \$5,000.

There are no other reductions to the FY20 spending levels in the FY21 budget that impact current services. The reductions made throughout the agency's budget were based on historical spending trends, the impact of the public health emergency, or vacancy savings.

K-12 Systems & Supports

- 8. Provide a narrative explanation of how OSSE developed the proposed FY21 budget for the Division of Elementary and Secondary Education. Please provide the spending plans and FTE allocation for each program under that division and explain any enhancements or reductions from FY20 spending levels.**

RESPONSE: Q7-10 Attachment – FY21 Agency Budget and FTE Spending Plan.xls

In October 2017, OSSE launched two new divisions, K-12 Systems & Supports Division (E600) and the Division of Teaching & Learning (F100), from what was previously the Division of Elementary, Secondary & Specialized Education.

(a) Division of K12 Systems and Supports

OSSE's students and families first approach to developing the FY21 budget for the Division of K12 Systems and Supports included setting goals, analyzing historical trends and spending patterns, tracking costs, and identifying programmatic and operational needs and requirements. At the same time, the public health emergency required OSSE to make programmatic decisions that prioritized core services to residents.

The FY21 budget reflects the priorities of the Division of K12 Systems and Supports to improve student outcomes by providing District schools and educational programs with foundational support to ensure compliance and support instructional best practices. The division sought to prioritize its work to ensure greater equity in outcomes for our students, by accelerating progress for those who are furthest behind, while continuing to ensure that foundational compliance with federal grant requirements is maintained.

With the Mayor's FY21 budget, OSSE is confident that its obligations related to ensuring compliance with the Individuals with Disabilities Education Act, and supporting the District's effective implementation of the *Every Student Succeeds Act*, will be met.

Enhancements and Reductions from FY20 Spending Levels

The Division of K12 Systems and Supports will see the following enhancements/reductions to the FY20 spending levels:

Enhancements:

There are no enhancements to the FY20 spending levels in the FY21 budget.

Transfer In:

- \$1,523,000 – in E607 transferred from the Commission of Arts and Humanities for field trips for DCPS and charter students. OSSE will work with DCPS and charter schools to manage this program.

Reductions:

- \$500,000 in E605 for the Community Schools grant program. In FY21 OSSE will award grants totaling \$3,196M to support our community schools partners. With this amount, OSSE will award grants to the 9 existing grantees for their third year of the cycle and a new competition for up to 8 new grantees.
- \$159,707 in E607 for contracts for grant reviewers.
- \$125,000 in E607 for reduced amounts of contracts related to catering and vendor services for events.
- \$87,930 in E607 for an LEA professional development contract, which we plan to bring in-house.

(b) Division of Teaching and Learning

OSSE’s students and families first approach to developing the FY21 budget for the Division of Teaching and Learning included setting goals, analyzing historical trends and spending patterns, tracking costs, and identifying programmatic and operational needs and requirements. At the same time, the public health emergency required OSSE to make programmatic decisions that prioritized core services to residents.

The FY21 budget reflects the priorities of the Division of Teaching and Learning to improve student outcomes by providing District educators and leaders with high-quality instructional supports. The Division provides instructional and human capital supports to LEAs, schools and educators, including oversight of the early literacy grant; management of the restorative justice initiative; development of multi-tiered systems of support trainings such as response to intervention, positive behavior intervention supports, English Language Arts (ELA), and STEM. The division also administers education licensure and educator preparation program administration.

Enhancements and Reductions from FY20 Spending Levels

The Division of Teaching and Learning will see the following enhancements and reductions to the FY20 spending levels:

Enhancements:

There are no enhancements to the FY20 spending levels in the FY21 budget.

Reductions:

- \$500,000 in F102 for the Early Literacy Grant due to the removal of one-time funding. In FY21, OSSE will award \$1.7M in grants under this program.
- \$809,000 in F102 and F103 for various contracts, including the DC Staffing Data Collaborative (where we are bringing data collection and human capital supports in-house), dual-language professional development, and other professional development.

There are no other reductions to the FY20 spending levels in the FY21 budget that impact current services. The reductions made throughout the agency's budget were based on historical spending trends, the impact of the public health emergency, or vacancy savings.

Post-Secondary and Career Education

- 9. Provide a narrative explanation of how OSSE developed the proposed FY21 budget for the Post-Secondary Education and Workforce Readiness division. Please provide the spending plans and FTE allocation for each program under that division and explain any enhancements or reductions from FY20 spending levels.**

RESPONSE: Q7-10 Attachment – FY21 Agency Budget and FTE Spending Plan.xls

OSSE's students and families first approach to developing the FY21 budget for the Division of Postsecondary and Career Education included setting goals, analyzing historical trends and spending patterns, tracking costs, and identifying programmatic and operational needs and requirements. At the same time, the public health emergency required OSSE to make programmatic decisions that prioritized core services to residents.

The FY21 budget reflects the priorities of the Division of Postsecondary and Career Education. The division seeks to continue to implement the integrated education and training program model in Adult and Family Education, continue to support current career academies in high schools, while maintaining progress in students' exposure to: advanced coursework and other programs to increase college and career readiness, GED programs, and the DC ReEngagement Center.

With the Mayor's budget, OSSE is confident that it will meet its obligations to provide access to adult and postsecondary and career education for District residents.

Enhancements and Reductions from FY20 Spending Levels

The Division of Postsecondary and Career Education will see the following enhancements and reductions to the FY20 spending levels:

Enhancements:

There are no enhancements to the FY20 spending levels in the FY21 budget.

Reductions:

The FY21 budget includes the following reductions:

- \$398,000 in E708 related to underspending in the DC Career Academy Network grants.
- \$49,000 in E709 for a temporary staffing contract at the ReEngagement Center. This reduction will affect community outreach and we plan to shift some of this work onto current staff to continue this work.
- \$408,603 in E707 related to SAT prep programs in a specific pilot program.

- \$328,432 in E703 for the Adult and Family Education Gateway to Careers grant. OSSE will award \$172,000 for this grant program in FY21.
- \$168,398 in E707 for SAT School Day, AP Test Fees, and professional development contracts. Many students qualify for the College Board's fee waiver based on income, so we will continue to support students through that program. We are also exploring no-cost professional development opportunities for our teachers and may leverage federal funds for this work.

There are no other reductions to the FY20 spending levels in the FY21 budget that impact current services. The reductions made throughout the agency's budget were based on historical spending trends, the impact of the public health emergency, or vacancy savings.

Data, Assessment, and Research

10. Provide a narrative explanation of how OSSE developed the proposed FY21 budget for the Division of Data, Assessments, and Research. Please provide the spending plans and FTE allocation for each program under that division and describe how these investments or cuts align with OSSE's strategic plan.

RESPONSE: Q7-10 Attachment – FY21 Agency Budget and FTE Spending Plan.xls

OSSE's approach to developing the FY21 budget for the Division of Data, Assessments, and Research included setting goals, tracking costs, analyzing historical spending patterns, and identifying programmatic and operational needs and requirements. At the same time, the public health emergency required OSSE to make programmatic decisions that prioritized core services to residents.

The FY21 budget reflects the priorities of the Division of Data, Assessments, and Research in maximizing the impact of the authoritative education data for OSSE, by continuing to build out OSSE's data governance program, ensuring safeguards are in place to support data privacy, creating and maintaining a comprehensive assessment program, providing high-quality research and analysis, and supporting compliance with federal and local reporting requirements. The division is also responsible for implementing the District's school accountability system.

With the Mayor's FY21 budget, OSSE is confident that its obligations will be met related to efficiently and effectively collecting, sharing, and storing information on DC's students, while protecting their privacy.

Enhancements and Reductions from FY20 Spending Levels

The Division of Data, Assessments, and Research will see the following enhancements and reductions to the FY20 spending levels:

Enhancements:

There are no enhancements for this division in the FY21 budget.

Reductions:

- \$500,000 in E202 for contracts related to the assessment program. OSSE plans to spend \$2.1M on assessment contracts in FY21.
- \$400,000 in E204 to eliminate the Hearing Officer Decision tracker contract. OSSE is bringing these services in-house.
- \$254,000 throughout the division in contractual services related to training and professional development for staff.
- \$202,935 in E204 for contracted staffing.

There are no other reductions to the FY20 spending levels in the FY21 budget that impact current services. The reductions made throughout the agency's budget were based on historical spending trends, the impact of the public health emergency, or vacancy savings.

Community Schools

11. What are the plans for FY21 to change or expand the Community Schools initiative?

RESPONSE:

The Community Schools Incentive Initiative was created by the Community Schools Incentive Initiative Act of 2012 ([DC Official Code § 38-754.02](#)) and provided funding, administered by OSSE to initially six grantees to create community schools. A “community school” is a public and private partnership to coordinate educational, developmental, family, health, and after-school-care programs during school and non-school hours for students, families, and local communities at a public school or public charter school with the objectives of improving academic achievement, reducing absenteeism, building stronger relationships between students, parents, and communities, and improving the skills, capacity, and well-being of the surrounding community residents. In FY 20, OSSE awarded 17 grants for an approximate \$2.9 million to the following grantees:

FY 20 Community Schools Grantees

Community Schools Program	Ward(s)	Services
Communities in Schools of the Nation’s Capital at Burrville	7	<ul style="list-style-type: none"> • Attendance and truancy support • Parent engagement and leadership • Social emotional learning, mental health support • Youth development and enrichment
Communities in Schools of the Nation’s Capital at Eastern	6	<ul style="list-style-type: none"> • Mental health prevention and treatment services • Academic enrichment activities • Prevention, intervention for truancy and absenteeism • Youth development programs
Communities in Schools of the Nation’s Capital at H.D. Woodson	7	<ul style="list-style-type: none"> • Attendance and truancy support • Parent engagement and leadership • Social emotional learning, mental health support • College/career exploration and post-secondary planning
Communities in Schools of the Nation’s Capital at J.O. Wilson	6	<ul style="list-style-type: none"> • Attendance and truancy support • Behavior intervention and support • Parent engagement and leadership • Social emotional learning, mental health support • Youth development
Communities in Schools of the	8	<ul style="list-style-type: none"> • Absenteeism prevention

Community Schools Program	Ward(s)	Services
Nation's Capital at Stanton		<ul style="list-style-type: none"> • Academic enrichment services • Mental health prevention, treatment, and wellness initiatives • Parental involvement initiatives
DC Scholars PCS	7	<ul style="list-style-type: none"> • Family engagement • Physical/mental health and wellness • Student enrichment
Edgewood/Brookland Family Support Collaborative and Browne EC Community School Initiative	5	<ul style="list-style-type: none"> • Attendance support and absenteeism reduction • Parental engagement and involvement • Support social, emotional, physical, and moral development • Youth and adult job training, career exploration, counseling services
Edgewood/Brookland Family Support Collaborative at Amidon-Bowen ES	6	<ul style="list-style-type: none"> • Afterschool and summer programs • Mentoring program • Parent supports • Truancy prevention
Edgewood/Brookland Family Support Collaborative at Jefferson MS	6	<ul style="list-style-type: none"> • Attendance support and absenteeism reduction • Before school, afterschool, and full day programming • Mental health prevention and treatment services • Parental engagement and involvement • Primary medical/dental care • Youth and adult job training, career exploration, counseling services
Edgewood/Brookland Family Support Collaborative and Miner ES Community School Initiative	1	<ul style="list-style-type: none"> • Afterschool academic assistance and enrichment • College access programming • Intensive case management and wraparound support • Mentoring to reduce truancy • Physical and mental health and wellness services
Latin American Youth Center (LAYC) – Cardozo Community School	4	<ul style="list-style-type: none"> • Academic enrichment • Case management and wraparound supports • College/career readiness programming • Mental health and wellness services
Latin American Youth Center (LAYC) – Coolidge Community School	1	<ul style="list-style-type: none"> • Basic needs • Fitness • Job training and career counseling services • Mental health • Nutrition education

Community Schools Program	Ward(s)	Services
		<ul style="list-style-type: none"> • Physical, dental, and vision services
Latin American Youth Center (LAYC) Community Schools	1, 4	<ul style="list-style-type: none"> • Attendance initiatives and truancy intervention • Mental health prevention and treatment services • Primary medical and dental care • Social, emotional, physical, and moral development
Mary's Center Partnership – Achieve	1	<ul style="list-style-type: none"> • Adult education and training • Medical, dental care • Mental health care • Truancy prevention
Mary's Center Partnership – Hearts & Minds	6	<ul style="list-style-type: none"> • Academic enrichment • Afterschool services • Family engagement • Mental health services • Nutrition education services
Monument Academy Community School	5	<ul style="list-style-type: none"> • Academic enrichment activities • Adult education programs • Adult job-training services • Early childhood education • Mental health prevention and treatment services • Parental involvement and leadership • Primary medical and dental care
Mount Pleasant Community School Consortium	4	<ul style="list-style-type: none"> • Educational supports • Mental health prevention and treatment services • Primary health care • Skill-building opportunities

Further note that OSSE also ran the *Truancy Prevention and Literacy Pilot Program Amendment Act of 2019* grantees through the Community Schools program. This grant awarded two competitive one-year grants in the amount of \$300,000 each. The goal of the pilot program is to increase attendance and literacy support for students in grades kindergarten through 5.

FY20 Truancy Prevention & Literacy Pilot Program Grantees

Community Schools Program	Ward(s)	Services
DanceMakers – Students Motivated through the Arts (SMARTS) at Langdon Elementary School	5	<ul style="list-style-type: none"> • Academic Enrichment • Remedial Education • Youth Development Programs

		<ul style="list-style-type: none"> • After-School Services • Parent Engagement • Attendance and Reduction of Chronic Absenteeism Interventions and Initiatives
District of Columbia Public Schools (DCPS)- Turner Elementary School	8	<ul style="list-style-type: none"> • ELA Intervention with an intense focus of fluency strategies, decoding and comprehension • Reduction of Chronic Absenteeism/Attendance Interventions • Family and Community Engagement Activities • Mental Health/Social-Emotional Learning • Youth Development Programs • Adult Education

The FY 21 budget will allow OSSE to provide continuation funding for 9 grantees that will enter their third year of the award cycle. OSSE will administer a competition for a new cohort of up to 8 new grantees. In FY21, OSSE will also continue to implement the Community School Community of Practice (COP) on a bi-monthly basis. Sessions are open to all District of Columbia schools that are interested in receiving training and technical assistance on creating and sustaining a community school model. OSSE will also continue to support to the Mayor's Community Schools Advisory Committee.

Restorative Justice

12. Provide the Committee with the narrative breakdown of how the FY21 budget supports restorative justice and other supports that would reduce disciplinary exclusion.

RESPONSE:

In FY19 and FY20, OSSE saw strong LEA and school level participation in supports aimed to reduce disciplinary exclusion. The FY21 budget continues to support efforts to reduce disciplinary exclusion and continues implementation of the Student Fair Access to School Act.

OSSE will continue to provide supports to LEAs and schools to support improved school climate and behavioral management. Programming in FY21 will continue to support professional development on the following topics: trauma and chronic stress, classroom management, disciplinary approaches that utilize instruction and correction, restorative practices of implementation of high quality functional behavior assessments, behavioral intervention plans, manifestation documentation reviews, and implicit bias. These supports will be financed with a \$1.1M investment in the School Climate Fund.

On restorative justice specifically, the FY21 budget sustains funding for the Restorative DC program at \$900,000. Investments in the FY21 budget support the following scopes of work: (1) Restorative DC- Whole School Program, (2) Restorative Justice Supplemental Technical Assistance (TA), and (3) Restorative Justice Community of Practice. For a complete description of these programs and the participating schools, please refer to Q34 in OSSE’s FY19 Performance Oversight Responses. Local funding has grown significantly over the past several years. The table below summarizes local funding for the Restorative DC.

DC Local Funding for Restorative Justice

Year	Local Funding
SY 2015-2016	\$35,000.00
SY 2016-2017	\$350,000.00
SY 2017-2018	\$450,000.00
SY 2018-2019	\$810,000.00
SY 2019-2020 (Budgeted)	\$900,000.00
SY 2020-2021	\$900,000.00

Finally, OSSE will continue to utilize investments in data and research to collect discipline data from LEAs and schools and report information to stakeholders. OSSE will continue to provide LEAs with technical assistance to meet reporting obligations.

Reporting Requirements

13. Provide a list of all reporting requirements that OSSE has to the Council for FY20 to date and FY21 and include the timeline and the budget allocation necessary to complete these reports.

RESPONSE:

The table below presents the reporting requirements that OSSE has to Council for the remainder of FY20 and FY21.

Report	FY20 / FY21 Deadlines	Budget Allocation
Healthy Tots Act: Child Development Facility Participation in CACFP (D.C. Official Code § 38-283(a)(4))	June 30, 2020 June 30, 2021	Annual appropriation for OSSE’s operation costs through the Healthy Schools Act supports the completion of this report.
Non-Resident Student Review and Findings (D.C. Official Code § 38-312.03)	July 31, 2020 July 31, 2021	Annual appropriation for OSSE’s operation costs supports the completion of this report.
Healthy Schools Act Report (D.C. Official Code 38-825.02, 38-823.03, and 38-824.05)	September 30, 2020	Annual appropriation for OSSE’s operation costs through the Healthy Schools Act supports the completion of this report.
Youth Suicide Prevention and School Climate Survey Act of 2016 – Annual Report (D.C. Code §38-2602(b)(28))	October 1, 2020	Annual appropriation for OSSE’s operation costs through the Healthy Schools Act supports the completion of this report.
State of Attendance (D.C. Official Code § 38-203(k))	November 30, 2020 November 30, 2021	Annual appropriation for OSSE’s operation costs supports the completion of this report.
State of Discipline (D.C. Official Code § 38-271)	December 15, 2020 December 15, 2021	Annual appropriation for OSSE’s operation costs supports the completion of this report.

Report	FY20 / FY21 Deadlines	Budget Allocation
Evaluating Report on Local Education Agency & School Implementation Practices to Promote School Safety & Reduce the Use of Exclusion (D.C. Official Code § 38-236.06(d))	August 25, 2020	\$175,000 appropriated to School Climate fund in FY19 and FY20 supports the completion of this report.
State of Pre-K Report (D.C. Official Code § 38-271.03-05)	December 30, 2020 December 30, 2021	Annual appropriation for OSSE's operation costs supports the completion of this report.
Promoting the Special Supplemental Nutrition Program for Women, Infants and Children (D.C. Official Code § 38-283(c))	December 30, 2020 December 30, 2021	Annual appropriation for OSSE's operation costs through the Healthy Schools Act supports the completion of this report.
Verified Enrollment of Each LEA Report (D.C. Official Code § 38-2911)	December 31, 2020 December 31, 2021	Annual appropriation for OSSE's operation costs supports the completion of this report.
Childhood Lead Exposure Prevention Amendment Act of 2017 (D.C. Official Code § 7-2051(g))	June 30, 2020 June 30, 2021	Annual appropriation for OSSE's operation costs supports the completion of this report.

Enhancements & Reductions

14. Please describe any other programmatic expansions, mayoral initiatives or anticipated reductions for FY21. Please provide a breakdown by program and provide a detailed description, including FY21 spending plans, the target population to be served, and the name and title of the OSSE employees responsible for the initiative.

RESPONSE:

The following tables describe all other programmatic expansions, mayoral initiatives, or anticipated reductions for FY21:

Enhancements:

There are no additional enhancements in the FY21 budget.

Reductions:

Budget Chapter	FY21 Program and Activity	Amount	Description of Budget Reduction
GD0	Data, Assessments, and Research	\$400,000	The HOD tracker application's maintenance and support will be eliminated as it is no longer needed. OSSE is bringing these services in-house.
GD0	Data, Assessments, and Research	\$254,000	This is a reduction to division-wide training.
GD0	Data, Assessments, and Research	\$500,000	This is a reduction to assessment contracts.
GD0	Data, Assessments, and Research	\$202,935	This is a reduction to the staff augmentation contract.
GD0	Division of Early Learning	\$343,839	CLASS observations are the basis for the Capital Quality Designs.
GD0	Division of Early Learning	\$150,000	This is a reduction for the Quality Improvement Network grant.
GD0	Division of Early Learning	\$225,000	Community Needs Assessment-- This reduction aligns the budget with the contract in the option year amount of \$5k. The option year is drastically reduced as it only includes services for reports, presentations, and meetings.

Budget Chapter	FY21 Program and Activity	Amount	Description of Budget Reduction
GD0	Division of Early Learning	\$1,250,000	This is a reduction to the Early Intervention Program and is an adjustment based on historical spending.
GD0	Division of Early Learning	\$300,000	Building and Sustaining Child Care grant
GD0	Division of Early Learning	\$49,000	This is a reduction to contractual services for the BUILD contract
GD0	Division of Early Learning	\$110,500	This is the reduction of the Early Development Instrument (EDI)
GD0	Division of Early Learning	\$32,559	This is a reduction for out of city travel for conferences.
GD0	Division of Early Learning	\$2,000,000	Homeless Home Visiting Grant (Birth-to-Three)
GD0	Division of Early Learning	\$2,037,563	Immigrant Home Visiting Grant (Birth-to-Three)
GD0	Division of Early Learning	\$17,000	This is a reduction to promotional materials.
GD0	Division of Early Learning	\$50,000	This reduction aligns the planned spending amount for translation services. This reduction will not reduce any current service levels.
GD0	Health and Wellness	\$298,000	This reduction represents the local portion of funds set aside for contracts to develop the Orchard system.
GD0	Health and Wellness	\$282,639	Environmental Literacy grant program.
GD0	Health and Wellness	\$844,000	Healthy Tots program
GD0	Health and Wellness	\$4,769	This is a reduction to out of city travel for conferences.
GD0	Operations	\$354,000	Fixed Costs
GD0	Operations	\$34,000	This is a reduction to the supplies budget for operations.
GD0	Operations	\$50,000	This is a reduction to the enrollment audit closeout and post-audit process
GD0	Operations	\$100,000	This is a reduction to the independent hearing officers' contract.
GD0	Operations	\$106,000	This is a reduction to the marketing budget for non-residency bus and metro ads.

Budget Chapter	FY21 Program and Activity	Amount	Description of Budget Reduction
GD0	Operations	\$50,000	This is a reduction to the school lottery audit contract.
GD0	Operations	\$32,000	This is a reduction to the DC Fleet Share due to expected reduction in need for this service.
GD0	Operations	\$17,711	This is a reduction to professional service fees and other contracts.
GD0	K-12, Systems and Supports	\$500,000	A reduction to the amount awarded for the Community Schools Grant
GD0	K-12, Systems and Supports	\$159,707	A reduction to the contract for grant reviewers.
GD0	K-12, Systems and Supports	\$87,930	A reduction to various LEA professional development contracts.
GD0	K-12, Systems and Supports	\$125,000	A reduction to the Parent Teacher summit contract.
GD0	K-12, Systems and Supports	\$12,788	A reduction for various out of city travel for conferences.
GD0	K-12, Systems and Supports	\$1,728	A reduction for office supplies.
GD0	Postsecondary Career and Education	\$25,800	This is a reduction to the DC CAN Industry Partner Events.
GD0	Postsecondary Career and Education	\$398,000	This is a reduction to the DC Career Academy Network Grant (DC CAN).
GD0	Postsecondary Career and Education	\$13,448	This is a reduction to the investigation services for the Higher Education Licensing Commission.
GD0	Postsecondary Career and Education	\$49,000	This is a reduction to temporary staff support at the DC Reengagement Center.
GD0	Postsecondary Career and Education	\$408,603	This is a reduction to the SAT and ACT Prep Grant.
GD0	Postsecondary Career and Education	\$328,432	Adult and Family Education Gateway to Careers Grant
GD0	Postsecondary Career and Education	\$5,880	This is a reduction for out of city travel for conferences.
GD0	Postsecondary Career and Education	\$168,398	SAT School Day, AP Test fees, and professional development for teachers.

Budget Chapter	FY21 Program and Activity	Amount	Description of Budget Reduction
GD0	Postsecondary Career and Education	\$24,000	This is a reduction for various training opportunities.
GD0	Postsecondary Career and Education	\$24,020	This is a reduction for out of city travel for conferences.
GD0	Postsecondary Career and Education	\$15,302	This is a reduction for IT software acquisitions.
GD0	Teaching and Learning	\$809,000	This is a reduction to the School Safety and Positive Climate Fund, various small contracts, and the teacher licensure data collection system (maintenance only).
GD0	Teaching and Learning	\$500,000	This is a reduction to the Early Literacy Grant program
GD0	Teaching and Learning	\$9,475	This is a reduction to out of city travel for conferences.
GN0	Nonpublic Tuition	\$800,070	Reduction to align the budget with projected student population. The reduction in Non-Public Tuition will not impact the level of services provided to our non-public students.

Homicide Prevention Initiatives

15. Please describe three initiatives, programs, or projects currently underway within your agency directed at preventing homicide in the District of Columbia. If you currently do not have any initiatives, programs, or projects currently underway directed at homicide prevention, please describe three ways in which your agency could play a role in reducing homicides in the District of Columbia.

A. Please describe the resources currently allocated to these initiatives, program, or projects, and describe what additional resources you would need to improve the efficacy or scale of these efforts (or resources you would need to implement the ideas detailed in response to the above question).

RESPONSE:

OSSE is deeply concerned about the growing number of youth involved homicides in the District of Columbia and is partnering with sister agencies to eliminate the violence adversely impacting our city. OSSE's ongoing work to focus on chronic absenteeism and truancy, discipline, restorative justice, and mental health contributes to efforts to reduce violence, including homicides, in the District of Columbia.

Attendance

Chronic absenteeism and truancy hold back the achievement of too many students in the District of Columbia, and we know that these issues cannot be addressed by the education sector alone. Cross-agency and government cooperation is important to addressing this problem. This is why OSSE is pleased to participate in the Every Day Counts! Taskforce, which plays an important role in coordinating strategies across government as we strive to reduce chronic absenteeism and truancy. OSSE contributes to this work is by collecting daily attendance from our LEAs, publicly reporting statewide attendance data, and conducting analysis that drives policy action. Whether the DC School Report Card or through our annual report on attendance, we aim to make all of our reports accurate, accessible, and actionable. We believe this work informs stakeholders, so we may more effectively address this pressing problem. In addition, OSSE shares attendance data through data sharing agreements with government agencies to help support their efforts to work with students that struggle with attendance. .

Specifically, OSSE provides actionable insights to the public that drives action. The 2018-19 Attendance Report examines the effect that student mobility, housing stability, and neighborhood safety have on student attendance and presents critical takeaways for policymakers and the public. For example, building on the fact that chronic absenteeism and truancy increase during 9th grade, the 2018-19 Attendance Report finds stark differences between the attendance rates of first-time ninth graders and ninth-grade repeaters. We find that student attendance rates drop significantly following a change in a student's residential address and school. We find that students living in public housing demonstrated better attendance patterns than students who experienced homelessness but generally lag behind the overall student population, suggesting that a more stable housing environment reinforces better attendance patterns. And OSSE's

analysis finds that there is a small, but statistically significant, increase in absenteeism in the immediate wake of a violent crime near a student's housing. These insights generated by OSSE are actionable and should drive conversations on policy and other actions throughout government and the city.

Discipline

The Office of the State Superintendent of Education (OSSE) is committed to supporting equitable discipline policies and practices. OSSE aims to assist students, administrators, teachers, and parents in ensuring a positive and safe school environment in order to promote learning and limit missed instructional days due to exclusionary discipline practices. OSSE implemented new school discipline initiatives under the requirements of The Student Fair Access to School Amendment Act of 2018. The law requires OSSE to assist LEAs in the implementation of the Act and to adopt trauma-informed disciplinary practices. The Act also requires OSSE to provide high-quality professional development addressing positive behavioral interventions, classroom management, restorative practices, and culturally responsive corrective action techniques. OSSE is a proud partner in this work. OSSE provides a variety of professional development opportunities to educators to improve classroom and school climate and culture. These opportunities include programming on positive behavioral interventions and supports (PBIS), trauma-informed care, and nonviolent crisis prevention. In 2019, OSSE hosted two school climate conferences with the goal of convening educators and stakeholders for workshops that highlight practical strategies which contribute to a positive and inclusive learning environment. OSSE continues to publish research and analysis on discipline annually and will publish a report on LEA and school implementation of practices to reduce exclusionary discipline later in 2020.

Restorative Justice

It is well established that exclusionary discipline practices attribute to student disengagement from school, and when students are disengaged, they are placed at considerable risk of violence and other negative outcomes. To reduce exclusionary discipline practices, OSSE provides robust professional development opportunities for LEAs and schools on restorative justice. The objectives of Restorative DC include the following:

- Building awareness of, and expertise in, the power of restorative practices across the education sector, including OSSE, LEAs, and community organizations;
- Promoting a shift from exclusionary discipline practices to a restorative approach in DC public and charter schools;
- Identifying model schools and practices for replication throughout the District; and
- Strengthening the ability of students to positively contribute to a positive school culture.
- OSSE provides an array of differentiated programming as part of its restorative justice initiative.

In SY 2019-20, 13 schools are participating in the Restorative DC whole school implementation. OSSE also provides supplemental technical assistance to prepare schools for future whole school efforts and a community of practice to share best practices.

Mental Health

OSSE works intentionally to ensure that students have access to supports to address mental health needs. In fiscal year 2019, OSSE received a five-year, \$8.8 million dollar federal grant for Project Advancing Wellness and Resilience Education (AWARE). This federal grant builds upon

significant local investment in school behavioral health through the Department of Behavioral Health (DBH). With this funding, OSSE and DBH will be able to deepen existing partnerships to provide health supports for students, educators, and communities with three large LEAs- DCPS, KIPP, and Friendship Public Charter Schools. In FY19, OSSE and DBH staff began training LEA and school-level staff in crisis prevention and Mental Health First Aid and began assessing school and student needs.

OSSE also successfully administers the 2019 Youth Risk Behavior Survey to middle and high schools across the District. OSSE has already publicly shared summary data files on our website. These data files outline District aggregate response rates for all questions. As a next step, OSSE will release its 2019 DC YRBS report outlining not only the findings from the most recent administration but a ten-year trend analysis this spring. To spur further action, OSSE will also distribute aggregate LEA and school level files to participating LEAs and identify other information to help school and external stakeholders better understand their students' health risks. We encourage stakeholders to use this actionable information to ground their work in improving these supports for all students.

Homicide Prevention Collaborations

16. Please describe how your agency works (or would work) collaboratively with other DC agencies toward the goal of reducing homicides.

A. Please also describe how your agency engages (or would engage) non-governmental organizations and the community at large on the issue of homicide prevention.

RESPONSE:

It is well established that increases in educational attainment reduces the likelihood of committing a crime. OSSE works towards the vision closing the achievement gap and ensure people of all ages and backgrounds are prepared to succeed in school and in life. As DC's state education agency, OSSE works urgently and purposefully, in partnership with education and related systems, to sustain, accelerate, and deepen progress for DC students. OSSE does not do its work in isolation but works collaboratively with sister agencies. Much of this work works towards the goal of increasing educational attainment which would reduce crime.

As stated in its strategic plan, OSSE aims to provide stakeholders both within and outside of government with actionable data. OSSE does this through various mechanisms, for example, the DC School Report Card, public data files, public reports. Stakeholders can use any of this publicly available data to drive decision-making in their respective organization or agency. Many governmental and non-governmental agencies use the data provided by OSSE to make programmatic decisions.

OSSE's work to share data is most robust in its work on attendance. A student's attendance record is an important barometer of their academic engagement and support, and when students struggle to attend school regularly, intervention is needed. Keeping students engaged in school is important to keeping them safe and out of trouble. OSSE provides attendance data to various government agencies and external partners to support their work. For example, OSSE shares attendance data with the Office of the Chief Medical Examiner to support child case fatality reviews and the Criminal Justice Coordinating Council to analyze the root causes of educational factors related to juvenile justice system involvement. OSSE also provides attendance data to community based organizations like the Covenant House to evaluate programs related to disconnected youth.

As stated earlier in Q15, OSSE works extensively with the Department of Behavioral Health to support mental health efforts in schools. In addition, OSSE provides robust data and analysis on the Youth Risk Behavior Survey. Stakeholders both inside and outside of government leverage the information in this analysis to support their decision-making.

Finally, OSSE is also a member of the Student Safety and Safe Passage Working Group, whose focus is to ensure that students and families travel safely to and from school, and school-related activities, and are safe in the school building.

Homicide Prevention Key Performance Indicators

17. Please describe how you currently measure (or would measure) the efficacy of the aforementioned initiatives, programs, or projects. Additionally, if three metrics related to homicide prevention were added to your Key Performance Indicators (KPIs), what should those metrics be?

RESPONSE:

OSSE measures the efficacy of the initiatives related to attendance, discipline, and mental health in the following ways:

- OSSE reports statewide attendance metrics annually. Monitoring the District's chronic absenteeism and truancy rates is important to measuring the effectiveness of our efforts to address this pressing issue.
- OSSE reports statewide discipline metrics annually. Monitoring the District's reliance on exclusionary discipline practices is important to ensuring that students are kept in school as much as possible and obtain the behavioral supports that they need.
- OSSE reports on the findings from the Youth Risk Behavior Survey biannually. This report provides robust information on student behaviors that adversely impact educational attainment. The metrics in this report pertaining to substance abuse, intimate relationships, and mental health are important measures to assess our collective efforts to address student mental and behavioral health.

Existing KPI relating to data collection and reporting apply to these reports and surveys. OSSE makes all of this data publicly available on its website in downloadable spreadsheets for public consumption.