



Office of the State  
Superintendent of Education

# From Recovery to Restoration: A Year of Comebacks

# 20 ANNUAL 22 REPORT



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**VISION**

*What we're working toward*

DC learners of all ages and backgrounds are equipped with the knowledge and skills needed to pursue and thrive on the life path of their choice.

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**MISSION**

*How we'll get there*

As DC's state education agency, we will set high standards, build educator and system capacity to meet those standards, expand educational opportunities for all learners with a focus on those underserved and hold everyone - including ourselves - accountable for results.

# 2022: OSSE BY THE NUMBERS

**RECORD ENROLLMENT** 

**96,523 STUDENTS**

enrolled in DC public and public charter schools in the 2022-23 school year.



**3,172** early childhood educators received more than **\$37.8 MILLION** in Early Childhood Educator Pay Equity Funds.



**5,000**

grants and scholarships awarded to DC students pursuing higher education.

More than

**38 MILLION**

meals and snacks provided to DC children and families with support from OSSE.



Continued management, oversight and accountability of approximately

**\$1 BILLION**

in federal stimulus funds to support early childhood and K-12 education as we move from recovery to restoration in the District.



The inaugural class of the Advanced Technical Center earned

**415 COLLEGE CREDITS WORTH**

**MORE THAN \$350,000**

in the first semester.



More than

**4,300 STUDENTS**

received High-Impact Tutoring.

## A LETTER FROM THE STATE SUPERINTENDENT OF EDUCATION



Dear DC Community -

I am proud to present the 2022 annual report for the Office of the State Superintendent of Education (OSSE).

Our path in 2022 and over the next three years is guided by our new *2023-25 Strategic Plan From Recovery to Restoration* which builds on bright spots and identifies areas for improvement and new focus. It also creates a clear road map for us to strategically and thoughtfully invest in opportunities for students who historically have been left out and under-supported.

This report - *A Year of Comebacks* - highlights the progress we've made on our path toward restoration, and how we'll use that progress to propel us to make further advancements in the months and years ahead.

We saw enrollment in DC public and public charter schools not just rebound after the pandemic but reach its highest point since we started tracking student enrollment in 2007. Educators and families once again had access to critical data to support their students once we returned to administering our high-quality statewide assessments for the first time since the 2018-19 school year. In the early childhood sector, the District of Columbia was one of the few jurisdictions in the country that did not see dramatic number of closures of early childhood facilities, but actually grew the total number of slots.

2022 was also a year of many exciting firsts.

Thanks to an investment of more than \$35 million from Mayor Muriel Bowser, we started the year with the launch of our high-impact tutoring (HIT) program, one of our signature recovery priorities to accelerate learning for DC students. We also rolled out the Early Childhood Pay Equity Fund to provide critical pay increases for our early educators – a first for DC and the nation - and the District's new Advanced Technical Center welcomed its first class of DC high school students in August.

These accomplishments demonstrate the District's commitment to all students, from our littlest learners to our adult education students, and an unshakable determination to continue moving forward.

I am extremely proud of what OSSE accomplished in 2022 and believe it has solidly put us on the right trajectory to become the best urban school system in the country. There is much work to be done to reach that goal, but I am confident we can get there by staying focused on what matters – our students.

Sincerely,

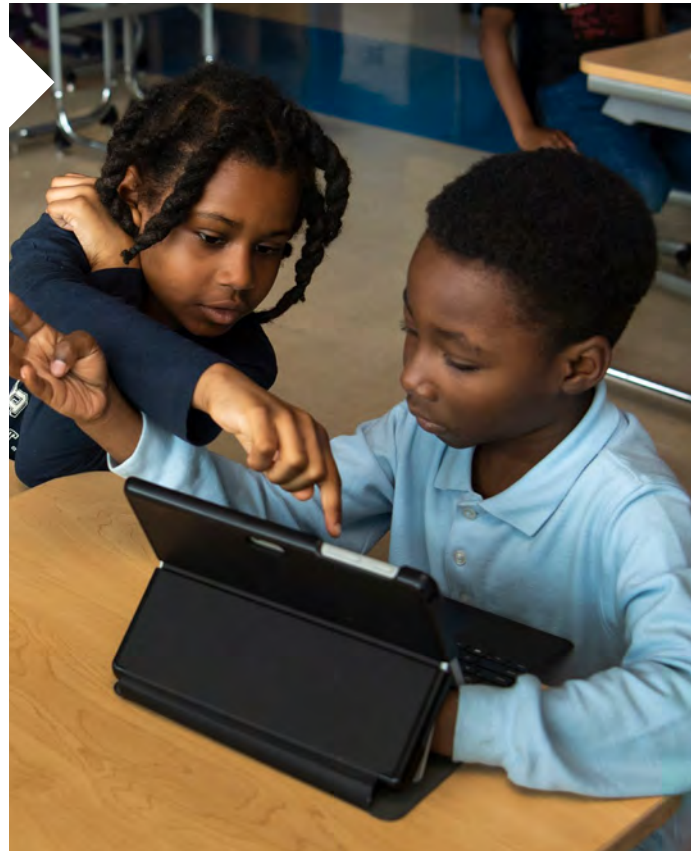
**Christina Grant, Ed.D.**

State Superintendent of Education



# RECOVERY INVESTMENTS

The District acted quickly to plan and implement a robust recovery to restoration plan in response to the pandemic, which includes investing nearly \$1 billion of federal stimulus funds to support the recovery and restoration of the public education and child care sectors. OSSE is responsible for overseeing the management of those federal stimulus funds, the majority of which 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. Projects funded in full or in part by federal recovery dollars will feature this symbol:



## A CLOSER LOOK AT DC'S RECORD-HIGH PUBLIC SCHOOL ENROLLMENT

After dipping slightly during the pandemic, enrollment in our public and public charter schools increased in 2022, reaching the highest level in 15 years. A total 96,523 students enrolled in DC Public Schools and public charter schools in the 2022-23 school year, representing an additional 2,589 students, or a 2.85 percentage point increase, over the previous school year.

These year-to-year increases in public school enrollment are confirmation and validation that the investments the District is making and the work we are doing to provide students a high-quality education in the District of Columbia are paying off with more families choosing our schools each year.

Students in all eight wards have amazing schools that engage their interests, challenge them academically and put them on a pathway to success in college and careers.



PUBLIC AND PUBLIC CHARTER SCHOOL ENROLLMENT REACHES HIGHEST LEVEL IN 15 YEARS



## RECOVERY TO RESTORATION: OSSE'S 2023-25 STRATEGIC PLAN

Since the release of the last OSSE annual report, we've been hard at work developing a new strategic plan grounded in the voices of our community. Through interviews, surveys, focus groups, deep-dive data analysis and much reflection, the agency has created an ambitious plan that sets a clear path for the next three years. The work featured in this report is framed through the lens of that plan, which sets revised inspirational statements, new measures to monitor our progress and a set of multi-year focus areas. Those priorities are:

### START EARLY

Ensure early learners have access to vibrant and quality early learning environments and are prepared for their K-12 education.



### ACHIEVE EQUITABLE OUTCOMES FOR ALL STUDENTS

Allocate resources to ensure all students have access to a high-quality education every day in order to remedy historical inequities in student experiences and outcomes.



### ADVANCE EXCELLENCE

Ensure all DC students have the opportunity to excel by setting high standards, providing robust supports for educators, and holding schools and school systems accountable.



### BUILD FUTURES

Ensure DC learners have access to robust and sustainable pathways to a fulfilling career and life by reimagining high school and providing relevant and accessible postsecondary programming.



## FOSTER STUDENT AND STAFF WELL-BEING

Unapologetically support the physical, mental, and social-emotional health of students and staff by promoting safe, welcoming, healthy and joyful learning environments.



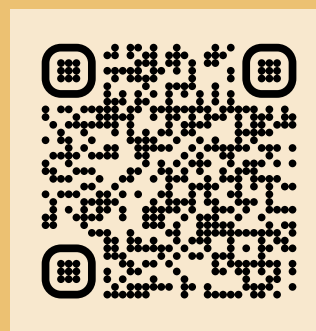
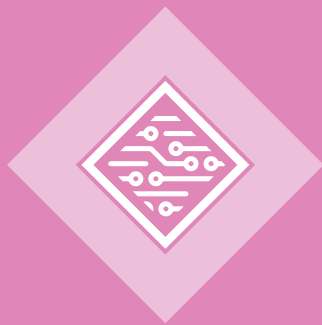
## CULTIVATE TEAM

Build a thriving team by ensuring staff feel welcome and connected, are able to grow continuously and act as stewards of OSSE's vision and mission.



## REIMAGINE SYSTEMS

Improve internal systems and processes so that OSSE staff are better equipped and ready to provide high-quality services to students, families, educators and schools.



**SCAN**  
TO VIEW OUR  
2023-25 STRATEGIC PLAN



## START EARLY

### INVESTING IN DC'S LITTLEST LEARNERS



As a national leader in early childhood education, the District continued to make great strides in service to our littlest learners and the educators who support them with OSSE leading the way. Robust investments in DC's early learning sector helped the District increase the number of child care slots during the recovery period while facilities in jurisdictions across the country saw declines and closures.

District investments in 2022 included a \$10 million infusion into the Access to Quality Grant program, which improves the supply and quality of child care services through grants to child development facilities to expand, open and improve new and existing facilities. Between FY18 and FY20, Access to Quality Grants helped create 1,244 infant and toddler slots in the District. Other investments included the \$38 million DC Child Care Stabilization Grant program funded through federal American Rescue Plan Act (ARPA) funds, made available to nearly every licensed child development facility in the District; the \$32 million Back to Work Child Care Grant program to help licensed child care facilities, particularly those in neighborhoods most impacted by COVID-19, resume and maintain full operations and enable families to find the child care; and the DC Child Care Road to Recovery Fund II, a \$3 million grant program to help support facilities with increased costs incurred during the pandemic.

### GETTING A STRONG START

While referrals to OSSE's Strong Start team initially declined at the start of the pandemic, they rebounded and surpassed pre-pandemic levels in 2022. Strong Start served more than 2,500 children and their families throughout the year, a 9 percent increase over the previous year. In its second year of implementing the research-backed Natural Learning Environment Practice and the Primary Service Provider Model, the Strong Start team developed a plan to effectively measure this work. This included new provider requirements, provider coaching requirements, guidelines for observers and the coaching observation checklist tool for observers.







## EARLY CHILDHOOD EDUCATOR PAY EQUITY FUND

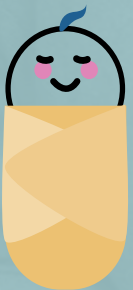
DC is committed to growing and sustaining an early childhood educator workforce that will be a model for the nation.

The District also recognizes not just the critical economic role this sector plays, but that education does not start in kindergarten or even in pre-K 3. Learning starts at birth, and investing in high quality early education and the early education workforce is just as important as investing in K-12.

To align with that commitment, OSSE launched the Early Childhood Educator Pay Equity following the recommendations

of the Early Childhood Educator Equitable Compensation Task Force. The Early Childhood Educator Pay Equity fund is a first-in-the nation initiative in FY22 to sustainably increase compensation for educators working with children age birth to 5 in licensed child development facilities.

In FY22, the fund distributed payments ranging from \$5,000 to \$14,000, totaling more than \$37.8 million, to more than 3,172 early childhood educators; eligible early childhood educators will continue receiving quarterly payments in FY23.



**3,172** early childhood educators received more than **\$37.8 MILLION** in Early Childhood Educator Pay Equity Funds.



## BUILDING DC'S EDUCATOR PIPELINE

As the state agency responsible for both pre-K through grade 12 education and early childhood education programs, OSSE is uniquely positioned to support initiatives aimed to elevate and build the pipeline for the teaching profession in the District of Columbia. In April 2022, OSSE launched its "Grow Your Own" (GYO) teacher preparation support program to educate, train and provide financial support to public high school dual enrollment students, public high school graduates and paraprofessionals to become licensed teachers at DCPS schools or certified teachers at District public charter schools.

GYO grants went to American University and the Relay Graduate School of Education. The American University grant serves District of Columbia high school students and graduates through dual enrollment courses and their Teacher Pipeline Project, allowing students to earn a bachelor's degree in education and an OSSE educator license. The Relay Graduate School of Education grant serves paraprofessionals in District of Columbia public and public charter schools through a two-year residency program resulting in a master of arts in teaching and an OSSE educator license.

Nearly 85 percent of all GYO program participants are persons of color, which will help ensure that DC's future teacher racial and ethnic demographics are reflective of DC's students.

## ADMINISTERING HIGH-QUALITY ASSESSMENTS

Sustaining the administration of high-quality assessments ensures our educators, families and policy leaders have the information they need to support academic success for all DC students.

In spring 2022, OSSE administered statewide assessments for the first time since the 2018-19 school year. Despite the challenges presented by the Omicron variant, more than 94 percent of expected test takers participated in assessments. In the fall, OSSE released results from those assessments, providing educators, families and advocates a clearer picture of where DC students need the most help. The data, which showed declines in math and English language arts proficiency rates, reinforce the District's recovery and restoration work and investments and continue to drive decision making.





## IMPROVING LITERACY OUTCOMES FOR DC STUDENTS



In 2022, OSSE leveraged a large share of its federal recovery funding – more than \$22 million from FY22 to FY24 – to expand access for DC educators to intensive professional learning opportunities with an emphasis on the science of reading, adolescent literacy and supports for the evaluation and high-quality English language arts curriculum that is aligned to the Common Core State Standards and rooted in evidence-based practices. To ensure sustainability, vendor partnerships provided dedicated literacy systems specialists in schools to support LEAs with planning and professional learning. In addition to these investments, OSSE, with the partnership of the DC Council and the DC State Board of Education (SBOE), formed the DC Literacy Task Force. The group, which includes District educators and policymakers, is charged with developing comprehensive early literacy findings and implementable steps for the next four years to improve literacy across the District of Columbia.





# UPDATING DC'S SOCIAL STUDIES STANDARDS

## REVISING DC'S SOCIAL STUDIES STANDARDS

After a two-year process, OSSE released revised DC Social Studies Standards for public comment in December 2022. Since 2020, OSSE has been working closely with the SBOE, and a committee of more than 30 educators across the District to write, revise and refine a set of inquiry-driven social studies standards. Before public comment opened in December, national experts in social studies education reviewed and provided feedback to social studies standards for quality, accuracy and rigor. Following the adoption of social studies standards, OSSE will release supplemental guidance, including sample content and concepts, inquiry questions and supporting instructional materials for use by LEAs.



OSSE and the SBOE have been working since 2020 to review, revise and update social studies standards.

- **APRIL 2020:** The SBOE directed OSSE to review and update the District’s statewide social studies standards. To begin the review process, the SBOE convened a Social Studies Standards Advisory Committee (SSAC) to develop a set of guiding principles for standards development.

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- **NOVEMBER 2020:** The guiding principles were distributed for public comment and then presented and approved by the SBOE in December 2020.

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- **FEBRUARY 2021 - SEPTEMBER 2021:** OSSE launched the DC Social Studies Standards Technical Writing Committee (TWC) to review and revise the social studies standards. The TWC was comprised of experienced K-12 educators from public and public charter schools and social studies stakeholders. The TWC met regularly between February and September 2021 to develop an initial draft of standards.

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- **SEPTEMBER 2021 - NOVEMBER 2022:** Grade-level leads from the TWC continued to refine and update standards to bring them into greater alignment with the guiding principles and best practices for social studies education.

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- **DECEMBER 2022:** Experts in social studies education reviewed and provided feedback to social studies standards for quality, accuracy and effectiveness.

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- **DECEMBER 2022 - FEBRUARY 2023:** OSSE heard feedback from stakeholders in Washington, DC to ensure that the standards meet the needs of educators and students in the District.

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- **JANUARY - MAY 2023:** OSSE presented an updated set of standards to the SBOE. A vote to adopt the standards is expected in the summer of 2023.

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## NAMING JERMAR “COACH” ROUNTREE THE 2023 DC TEACHER OF THE YEAR

Jermar “Coach” Rountree thought it was an illusion when Mayor Bowser and State Superintendent Grant appeared during a science magic show to name him the 2023 DC Teacher of the Year. Coach Rountree, a pre-K through eighth grade health and physical education teacher at Center City Public Charter School’s Brightwood campus, got to celebrate the honor – and the \$7,500 prize – with students, colleagues and his sister. Teaching for 16 years, six of them at Center City PCS-Brightwood, Coach Rountree devotes his time and talents to positively impact the lives of every child in the building from pre-K to middle school and is hyper-focused on making sure every child has the health instruction they need to thrive.

As the 2023 DC Teacher of the Year, and a top-five National Teacher of the Year finalist, Coach Rountree has the opportunity to serve as the District’s ambassador for the profession. His new post also provides him a platform to amplify teacher voice among state and national leaders.



Coach Rountree and First Lady Dr. Jill Biden



Dr. Grant, Coach Rountree and Principal Dr. Rachel Tommelleo at the annual White House Easter Egg Roll.



# 2023 DC TEACHER OF THE YEAR RUNNERS UP



## Alex Clark

Alex Clark is a physical education and health teacher at Paul Laurence Dunbar High School, where he builds community through fitness. Alex is a dedicated educator who inspires his students both inside and outside of the classroom. Motivated to maintain the health and safety of his students during the pandemic, including providing a way for youth to stay connected with one another and off the streets, Alex launched the Prime Ability Biking Program in 2020. What started as a way to provide bikes and riding instruction to his students, quickly evolved into a city-wide movement, which now serves over 300 DC youth. Alex and his students use bikes to take field trips, perform community service such as litter clean up, and to stay active. Alex is passionate about his students being able to have the same access and opportunities as their peers in wealthier neighborhoods and cities. For example, Alex partnered with Trek Bikes to provide scholarships to Dunbar students which led to the formation of DC's first all-Black competitive youth mountain biking team, which competes regularly in the Maryland league. His journey has been featured in magazines, newspapers and twice on the Today Show. Most rewarding for Alex, is seeing the physical, mental and social-emotional well-being of his students increase dramatically as they participate in programs such as Prime Ability, seeing his kids' aspirations and dreams reach new heights, while the community becomes stronger as a whole.

## Brandyn Poole

Brandyn Poole is a 7th- and 8th-grade mathematics teacher at Center City Public Charter School Trinidad Campus, where she takes very seriously her mission to help all students not just pass Algebra 1 but thrive and find joy in learning Algebra. Brandyn believes the way Algebra is traditionally taught has not been culturally relevant for students of color, and she has developed her own set of resources and tools to change that, and recently presented at the national NCTM conference on mathematical language acquisition in urban classrooms. On any given day, you can find her students out of their seats, using drama, music, role-playing, ancient African history and even dancing to learn and understand Algebra. For example, her geometry unit includes a line dancing activity to learn transformations, rotations and reflections in the plane. Brandyn's instructional style enables all her students to not just learn Algebra, but also develop real-world skills, such as financial literacy and video game coding. As a talented actor and performer, Brandyn has many career options but chooses to continue as a powerful teacher leader who leverages STEAM education as a means to close achievement gaps and open doors for students of color.



## Luz Mireya Pelaez Lopez

Luz Mireya Pelaez Lopez, a pre-kindergarten teacher at Marie Reed Elementary School, teaches her lessons in Spanish as part of the school's Spanish immersion program. She began as a university professor and also a kindergarten teacher in her native country of Colombia, before moving to DC in 2016. She strives to incorporate the rich diversity of her students' family heritages and backgrounds into everyday classroom learning. This not only builds her students' vocabulary and understanding of the world, but also makes them feel that they belong and are accepted in the school community. Outside the classroom, Luz is a true leader and tireless advocate for the teaching profession, including taking on many roles to help strengthen the recruitment, retention and support of Latinx and immigrant educators in DC schools. Her work in this space helps to ensure all students, from all backgrounds, will have increased access to culturally diverse educators who are representative of our student populations.



## REDESIGNING OUR ACCOUNTABILITY FRAMEWORK

In July 2022, the SBOE approved OSSE's updated Every Student Succeeds Act (ESSA) state plan to measure school performance using metrics such as academic achievement, student growth, attendance, graduation rates, and progress in attaining English language proficiency. OSSE drafted the plan after hearing extensive community input to increase the weight of student growth, add a measure of student growth for high school and increase the overall focus on economically disadvantaged students. In order to make these data more accessible to the public and understand any additional needs, OSSE looks forward to more public engagement on the redesign of the DC School Report Card in the fall of 2023.





Jada Casey-Mayo, 12th grade student, Cardozo Education Campus, talks about her experience with high-impact tutoring.

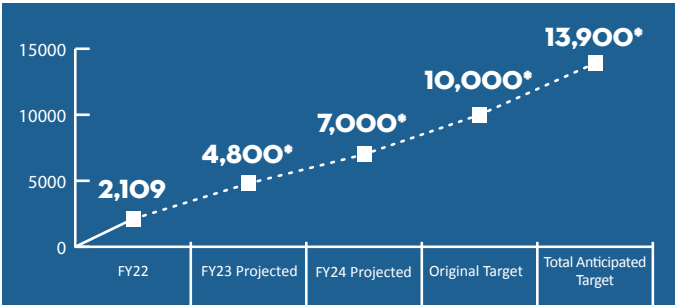


## ACHIEVE EQUITABLE OUTCOMES FOR ALL STUDENTS

### SCALING HIGH-IMPACT TUTORING



To prevent the existing achievement gap from growing even greater, OSSE is leading a three-year, \$35 million investment in scaling and supporting high-impact tutoring (HIT) across the District. HIT is a form of one-to-one or small group tutoring with a well-trained tutor that occurs multiple times a week and is designed to support students with what they are learning in their math and literacy classes. With a focus on reaching students designated as at-risk and those who were disproportionately affected by learning disruptions resulting from the pandemic. More than \$30 million of grant funding has already been awarded, putting us on track to surpass our goal of serving 10,000 students by the fall of 2024.



\*Actual students served may be higher.



Photo courtesy of CityTutor DC

## STRENGTHENING SUPPORTS FOR STUDENTS WITH DISABILITIES



OSSE continued to make progress in 2022 on our [Roadmap for Accelerating Outcomes for Students with Disabilities](#). In May 2022, after extensive community engagement, OSSE published updates to Chapter 30 of Title 5A in the District of Columbia Municipal Regulations, more commonly referred to as DC's local special education regulations, to strengthen services for students with disabilities through clear, robust guidance for LEAs.

In 2022, OSSE also announced its Special Education Performance Report (SEPR), a tool that evaluates the performance of special education programs in District public schools and suggests targeted supports to improve performance.

The SEPR outlines the steps the District is taking to accelerate outcomes for students with disabilities and pinpoints supports OSSE can provide LEAs, such as teacher training on classroom practices, school leader training on requirements and best practices for addressing key areas of special education programming, and LEA supports for transparent and meaningful parent engagement.

In partnership with OSSE, the DC Ombudsman launched the [DC Special Education Hub](#) through an investment of \$1.5 million in ARPA funding. Students and families who are information on special education services can use the DC SpEd Hub to access tools, information and one-on-one phone or in-person assistance. OSSE also expanded educator offerings with the November 2022 launch of our Foundations of Special Education coursework, which trains educators on essential special education skills.



## ACCELERATING LEARNING FOR DC STUDENTS



Accelerating learning for DC students is a key priority for OSSE and the District. As we move from recovery to restoration, OSSE has implemented several key strategies, to help students recover lost learning and excel. In 2022, we launched a grant offering DCPS and charter LEAs more than \$1.7 million in funding to select, purchase and adopt high-quality instructional resources and materials (HQIM) to support accelerated learning for more than 12,800 students across the District. The HQIM grant also supported professional development and training for educators who will use the curricula.

In FY22, OSSE launched a grant program for LEAs to engage thousands of students in month-long summer acceleration academies focused on early literacy, middle and high school writing and upper elementary and high school math. The academies are designed to provide 15,000 students through FY24 with an additional 1,800 minutes, approximately, of instruction and learning outside of the regular school year, to help them move forward on grade level and gain support on required foundational skills.



## BUILD FUTURES

### REIMAGINING THE HIGH SCHOOL EXPERIENCE



Under Mayor Bowser’s leadership, the District has invested more than \$30 million in recovery dollars to reimagine high school and expand experience-based learning opportunities that align with what DC high school students are studying and with what DC-area employers need. This includes a \$9 million recovery investment in the Advanced Technical Center, a \$12 million investment in the DC Futures Program, and expansions of the Advanced Internship and Dual Enrollment Programs. Collectively, these investments aim to increase engagement and provide clear pathways from high school to college or careers.

### CREATING PATHWAYS TO COLLEGE AND CAREER



In Spring 2022, OSSE launched the DC Futures Program. Made possible by a \$12 million investment by Mayor Bowser, DC Futures provided up to \$8,000 in tuition, coaching and financial supports to nearly 1,300 DC residents pursuing their first associate or bachelor’s degree in high-demand career fields at the University of the District of Columbia and the University of the District of Columbia Community College, Catholic University of America, or Trinity Washington University. DC Futures, along with existing postsecondary support options, including the DC Tuition Assistance Grant Program and the Mayor’s Scholars Undergraduate Program, further expands access to college for thousands of DC residents each year.

### OPENING THE ADVANCED TECHNICAL CENTER



OSSE kicked off the 2022-23 school year by opening the Advanced Technical Center (ATC), a centrally located, open-enrollment education center currently on the Trinity Washington University campus, where DCPS and charter school students entering grades 9-11 can participate in high-quality career and technical education programs while remaining enrolled in their high schools.

Created through a \$9 million recovery investment by Mayor Bowser, the ATC gives all DC high school students access to high-quality career and technical education at one central location. In the 2022-23 school year, the ATC enrolled students representing every ward in the District, with more than 40 percent residing in Wards 7 and 8. The ATC offers three four-year programs in cybersecurity, health information technology and general nursing. Students in every program can receive college course credit at no cost in addition to high school course credit, an industry credential and paid internship opportunities. In the first semester of the ATC, students earned 415 college credits worth more than \$350,000.





## IMPROVING GRADUATION RATES

The District saw a 2 percent increase in the four-year graduation rate for the 2021-22 school year. According to OSSE data, 74.9 percent of students in District of Columbia high schools graduated in four years compared to 72.6 percent the prior school year.

Graduating from high school is a key part of a DC student’s pathway to success – whether they go to college or pursue a career. We’re proud of this fourth straight year of growth and continue to focus on how we can reimagine the high school experience to provide learning environments that prepare our students for life after high school. Since OSSE began using the Adjusted Cohort Graduation Rate in the 2010-11 school year, the graduation rate for the District of Columbia has increased by 16 percent.

## EXPANDING DUAL ENROLLMENT



OSSE expanded high-quality dual enrollment opportunities for students in both public and public charter schools in the District of Columbia in 2022 to more than 450 students. Participants experienced the academic rigor of college courses and learned what is required for success in college. High school students participating in the District of Columbia Dual Enrollment Program enroll in approved college courses at postsecondary institutions and may earn college and/or high school credit.



**OSSE DUAL ENROLLMENT OPPORTUNITIES**

## EXPANDING CTE ACCESS TO MORE MIDDLE SCHOOL STUDENTS



As we increase efforts to reimagine high schools through CTE programming, OSSE launched a \$1.5 million grant to give District middle school students a chance to explore CTE and set a foundation for success in high school CTE courses. In the fall of 2022, OSSE awarded 17 public and public charter middle schools more than \$1.5 million to create career exploration or industry-focused courses and support activities for more than 3,800 public and public charter students over the next two years. Schools plan to incorporate various industries and local partners to create and support their CTE courses and programming. Some courses include Urban Agriculture, Robotics, Digital Arts and Technology, and Computer Science. Campuses plan to incorporate Career and Technical Student Organizations, such as SkillsUSA, HOSA Future Health Professionals, and Technology Student Association. LEAs also plan to partner with local and national partners such as Capital Experience Labs, Apple, TRIBL Records, NASA, the National Black Farmers Association, Microsoft, Nepris, and more to support CTE programming.



## OFFERING HANDS-ON EXPERIENCE IN HIGH-DEMAND FIELDS

In the spring of 2022, OSSE launched the Advanced Internship Program (AIP), the District’s first internship program to provide high school students with both paid work experience and high school credit. In the first year of AIP, more than 60 eligible high school seniors were placed into paid and credit-bearing internship opportunities aligned to the scholars’ CTE program of study. During the spring pilot, students worked more than 11,712 hours, earning almost \$180,000 and gaining valuable skills.



## FOSTER STUDENT AND STAFF WELL-BEING

### SUPPORTING STUDENT AND EDUCATOR MENTAL HEALTH



We know that the pandemic had negative impacts on the mental health of our students and educators, and in 2022, OSSE utilized federal stimulus funding to deepen investments in trauma-informed approaches to care, suicide prevention education and educator wellness.

Staff training and student curriculum at the elementary, middle and high school level and supported schools and helped build positive school cultures that allowed every member of the school community to thrive. OSSE and the Department of Behavioral Health (DBH) expanded technical assistance opportunities for schools to strengthen crisis prevention and intervention and schools' ability to address and respond to root causes of educator stress.

These timely and targeted investments helped schools meet acute student mental health needs exacerbated during the pandemic, as well as support school communities as they move from recovery to restoration.



### PROMOTING POSITIVE SCHOOL COMMUNITIES

OSSE has provided multiple trainings to support the school provider workforce in meeting the unique needs of their students and school community. OSSE also updated our School Mental Health Guidelines to support schools in evaluating and understanding their own school climate and build policies, procedures, practices and structures that promote positive social and emotional wellbeing among the school community.

### EXPANDING SUICIDE PREVENTION AND INTERVENTION TRAINING



OSSE made evidence-based suicide prevention and intervention curriculum and training available for all DC public and public charter schools and their behavioral health providers, both school-hired and community partners.

Trainings and curriculum support elementary, middle and high school students, families and staff in recognizing signs and symptoms related to depression and suicidal ideation, and seeking help in the face of depression and suicide.

School behavioral health providers also have access to technical assistance sessions in coordination with trainings to support and assist providers in overcoming any barriers to implementing programming at their school or campus.

### CHAMPIONING EDUCATOR WELLNESS

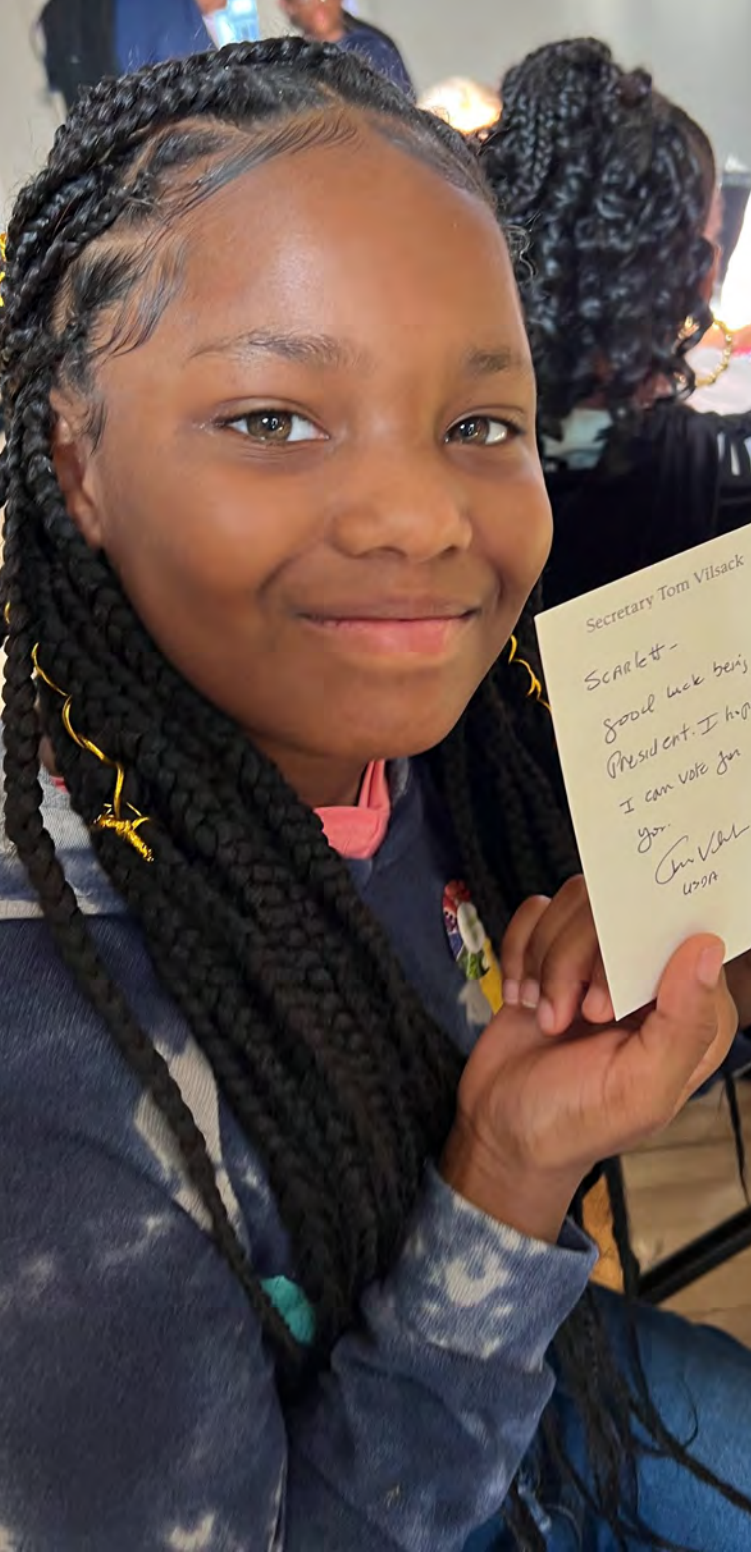


In supporting our students, OSSE has made key investments in the wellness of our educators and mental health providers including the Educator Wellness Institute – which teaches participants how to be educator wellness champions in their schools through research-based learning modules, and the Educator Wellness Technical Assistance Grant – which provided direct assistance to 25 schools in partnership with five community-based organizations (CBOs) to use a whole school approach to address root causes of educator stress.

Close collaboration and partnerships with DBH, DCPS, the DC Public Charter School Board, and other key stakeholders has been integral in OSSE's ability to support students, school communities, and families.

### SERVING SCHOOL BREAKFAST TO MORE STUDENTS

Because students who eat a healthy breakfast are better prepared to engage and learn in school, OSSE invested \$2 million in 2022 to improve the quality of school breakfast and increase participation in the School Breakfast Program. The School Breakfast Expansion Grant supports 104 public and public charter schools at 18 LEAs across the District, where more than 75 percent of students qualify for free or reduced-price meals, a national indicator of poverty. With this investment, we were able to build healthier classrooms and communities by ensuring every child has direct access to a nutritious breakfast to start the school day and live an active, healthy life.



Secretary of Agriculture Thomas J. Vilsack paid a visit to Burroughs Elementary School to meet students, including Scarlett who let him know she wanted to be president someday. Sec. Vilsack was joined by Superintendent Grant, and they got to see USDA-funded food and nutrition programs in action.

## COMMITTING TO SUPPORTING LGBTQ+ YOUTH



LGBTQ+ students were disproportionately impacted by the pandemic, and to address these impacts OSSE committed to investing \$750,000 in new resources and trainings over the next 2.5 years using a portion of our federal stimulus funds. In addition to our existing trainings and resources to help LEAs create inclusive environments, OSSE's new LGBTQ+ investments will drive future development of resources, professional development and technical assistance focusing on the health, mental health and social emotional needs of LGBTQ+ students, who make up roughly 20 percent of DC's student population, according to the 2021 District of Columbia Youth Risk Behavior Survey (YRBS). In addition to our existing trainings and resources to help LEAs create inclusive environments, OSSE's new LGBTQ+ investments will provide resources, professional development and technical assistance focusing on the health, mental health and social emotional needs of LGBTQ+ students, who make up roughly 20 percent of DC's student population, according to the [2021 District of Columbia Youth Risk Behavior Survey \(YRBS\)](#).



## ENSURING HEALTHY SCHOOL ENVIRONMENTS



One of the most important ways we can keep students safe and healthy in school is through immunizations. The District has worked across government, our schools, and our community to ensure families have access to vaccinations and know about our the immunization enforcement policy, as required by District law, for all students in DC schools. Before the start of the 2022-23 school year, OSSE staff worked in tandem with DC Health to ensure District families had access to the care and information they needed to get their children the immunizations required by District law.

When the Centers for Disease Control and Prevention (CDC) authorized COVID vaccinations for children ages 6 months through age 4 under an Emergency Use Authorization in June, OSSE helped to direct DC families to the District's COVID Centers. President Biden paid a visit to one of those COVID Centers on the first day the vaccine became available, and several OSSE staffers, including Ben and Sarah Peisch, had the opportunity to attend with their children.



## CULTIVATE TEAM

### GROWING OSSE'S TALENTED TEAM

After three successful hiring fairs, OSSE added a wealth of new talent to the team in 2022. After participating in a first-ever virtual hiring fair in 2021, OSSE increased participation in 2022 fairs aimed at attracting applications for positions in every OSSE division, including the Division of Student Transportation. Led by HR, these fairs require a high-level of cross-agency coordination, precision and speedy work.

### 2022 HIRING FAIRS

**1,830 APPLICANTS | 718 INTERVIEWS | 120 HIRED**

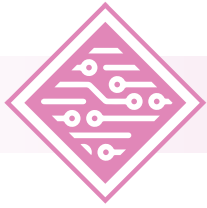


### ENHANCING OUR WORKPLACE CULTURE

OSSE found unique ways to engage the team and continue building an employee-focused culture in 2022. To encourage staff wellbeing, OSSE introduced a Centering Day time-off award for all employees. The Centering Day provides staff a day to disconnect, recharge and recuperate in a way that works for them. Other 2022 wellness initiatives included free vaccine clinics and health screenings, and OSSE Wears Pink, to promote breast health and breast cancer awareness.

Also, throughout the year, staff had the opportunity to participate in a number of Diversity, Equity, Inclusion and Belonging Events, including OSSE Wears Pink, a presentation on African American history in the District, a discussion on LGBTQ+ students, and a critical reflection workshop on mental health.





## REIMAGINE SYSTEMS

### LAUNCHING DATA MODERNIZATION

For OSSE, reimagining systems means ensuring effective, efficient and sustainable internal systems and processes across the agency, from procurement and grants to communications and data infrastructure, so that staff are equipped and ready to provide high quality services to students, families, educators and schools.

Part of those internal systems and processes include the authoritative, citywide data collections with close to 108 million data points collected annually.

In 2022, OSSE continued data modernization and analysis to improve the efficiency and effectiveness of OSSE's data operations, fixing legacy data siloes,

modernizing and aligning with data management best practices, and reducing burden on LEAs, while reengineering key programmatic business processes to be more efficient in programmatic ventures.

This work will allow OSSE to centralize and control more standardized citywide data across DCPS and charter schools, improving our ability to conduct more and better research and analysis to shape citywide policies and planning. It will also transform our understanding of District students and enhance the way we use data so we can better serve learners, families and schools to improve education outcomes across the District.

### ELECTRIFYING OUR BUS FLEET

In October, US Environmental Protection Agency (EPA) Deputy Administrator Janet McCabe and White House senior Advisor Mitch Landrieu visited John Lewis Elementary School to announce a nearly \$1 billion investment into the EPA's Clean School Bus Program. That investment includes \$7.6 million in rebates to replace older buses in the OSSE Division of Student Transportation (DOT) fleet with 20 new electric school buses. The clean school buses will help OSSE DOT to reduce emissions and produce cleaner air in and around DC schools and communities.





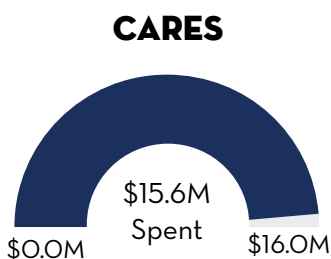
# PROVIDING TRANSPARENT RECOVERY SPENDING DATA



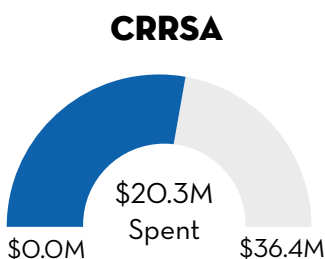
OSSE continued its administration of the Elementary and Secondary School Emergency Relief (ESSER) program in 2022, awarding and monitoring local education agencies' use of \$600 million of stimulus funds. This included successful close out of the first ESSER grant (CARES) and ongoing compliance with all federal grant administration and reporting requirements.

In parallel to creating and maintaining strong operational and compliance systems, OSSE also committed to providing clear, transparent information on how nearly \$1 billion in federal recovery funds are being leveraged by the state and LEAs by publishing an [interactive recovery dashboard](#). The dashboard includes an at-a-glance summary of all federal stimulus funds received by OSSE, a dashboard depicting the 90 percent of ESSER funds granted by OSSE to local education agencies (i.e., public school systems) via formula grants, and a breakdown of planned and actual spending by OSSE.

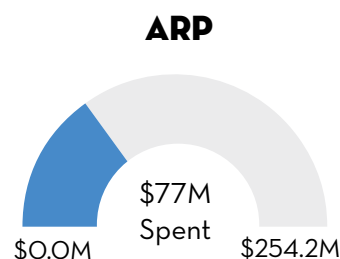
## Total State-Led Investments by Stimulus Law



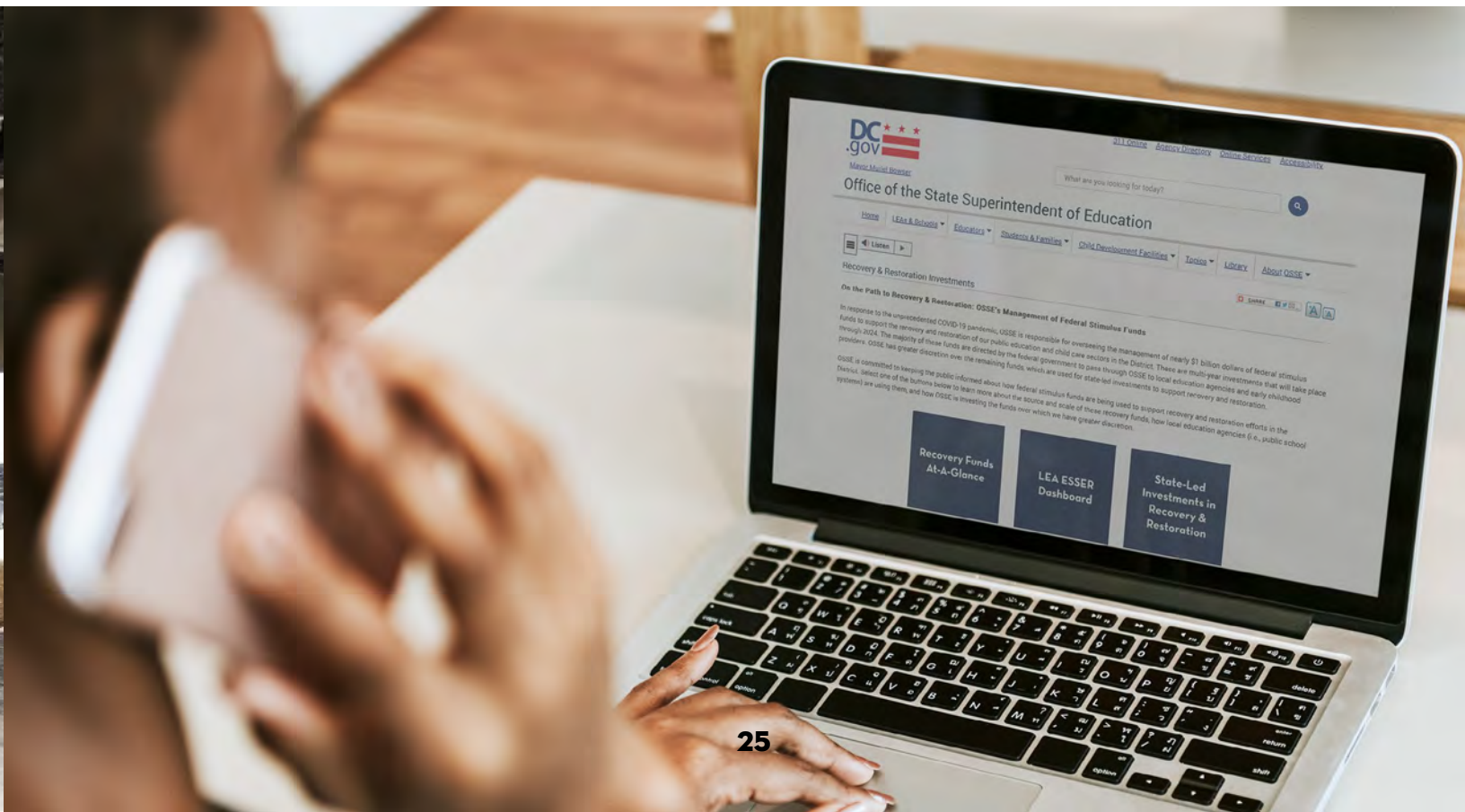
Grant end: 09/30/22



Grant end: 09/30/23



Grant end: 09/30/24



# LOOKING AHEAD: SOME OF OUR GOALS FOR 2023 AND BEYOND

## START EARLY

Build Capacity of Child Development Facilities to identify and serve children with disabilities and developmental delays.



## ADVANCE EXCELLENCE

Launch a new \$1.6 million investment to begin planning and implementing a Teacher Apprenticeship Program to train future teachers in the District.



## ACHIEVE EQUITABLE OUTCOMES FOR ALL STUDENTS

Reach at least 10,000 students with HIT programming.



## BUILD FUTURES

Finalize construction and open the doors of the ATC's permanent location.



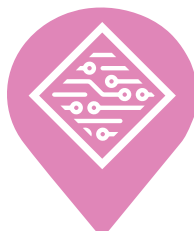
## FOSTER STUDENT AND STAFF WELL-BEING

Maintain our investments in educator wellbeing by deepening our investments in 1-on-1 coaching for DC leaders, hosting Racial Allyship and Equity Centered Leadership groups for current DC teachers and administrators, and providing coursework in mindfulness practices.



## REIMAGINE SYSTEMS

Modernize OSSE's bus fleet.



## CULTIVATE TEAM

Evaluate and grow the pipeline of internal talent at OSSE.



RECOVERY →

→ RESTORATION



# Thank You

To All Of The Partners and Stakeholders Who Made This Work Possible

**Mayor Muriel Bowser**

**Deputy Mayor for Education Paul Kihn**

**DC Public Schools Chancellor Lewis Ferebee**

**DC Public Charter School Board  
Executive Director  
Michelle Walker-Davis**

**DC Council**

**DC State Board of Education**

**DC Government Agency Partners**

**Educators**

**School and Child Care Facility Staff**

**Local Education Agency Leaders**

**Learners from Birth through  
Adulthood**

**Families**

**Advocates**

**Philanthropic Partners**

**OSSE Staff**



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