
COMMITTEE ON EDUCATION



DAVID GROSSO, CHAIRPERSON
FISCAL YEAR 2021 COMMITTEE BUDGET REPORT

TO: Members of the Council of the District of Columbia

FROM: Councilmember David Grosso
Chairperson, Committee on Education

DATE: June 25, 2020

SUBJECT: Report and Recommendations of the Committee on Education on the
Fiscal Year 2021 Budget for Agencies Under Its Purview

The Committee on Education (“Committee”), having conducted hearings and received testimony on the Mayor’s proposed operating and capital budgets for Fiscal Year 2021 (“FY21”) for the agencies under its purview, reports its recommendations for review and consideration by the Committee of the Whole. The Committee also comments on several sections in the Fiscal Year 2021 Budget Support Act of 2020 as proposed by the Mayor.

TABLE OF CONTENTS

I. Summary	3
A. Executive Summary	3
B. FY21 Agency Operating Budget Summary	8
C. FY21 Agency Full-Time Equivalents	10
D. FY21-FY26 Agency Capital Budget Summary	12
E. Transfers from Other Committees	21
F. Transfers to Other Committees	21
G. Revenue Adjustment	21
H. Funding of Legislation	21
II. Agency FY21 Budget Recommendations	22
A. Introduction	22
B. June 4, 2020 Hearing: Invited Witnesses	23
C. June 11, 2020 Hearing: Deputy Mayor for Education and the District of Columbia Public Schools	36
D. DC Public Charter School Board	53
E. DC Public Charter Schools	61
F. District of Columbia Public Library	62
G. District of Columbia Public Schools	66
H. DC State Athletics Commission	87
I. Non-Public Tuition	91
J. Office of the Deputy Mayor for Education	92

K. Office of the State Superintendent of Education	98
L. Special Education Transportation	110
M. DC State Board of Education	111
N. Office of the Ombudsman for Public Education	113
O. Office of the Student Advocate	115
III. Budget Support Act Recommendations	117
A. Recommendations on Proposed Subtitles	117
B. Recommendations for New Subtitles	124
IV. Action and Vote	128
V. Attachments	129

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I. SUMMARY

A. EXECUTIVE SUMMARY

At the end of 2019, Committee on Education Chairperson David P. Grosso (I-At-Large) sent a letter to Mayor Muriel Bowser outlining his view of what was needed for the Education Sector to continue and accelerate academic achievement. Having spent five years as Chairperson of the Committee on Education, Councilmember Grosso has worked collaboratively with agency heads to ensure they have the resources needed to support the academic and social-emotional needs of children in the District of Columbia. Going into the FY21 budget cycle, the Committee spent significant time engaging students, school leaders, and teachers to identify the resources needed to accelerate academic achievement for all students.

In November of 2019, the Committee on Education held a public hearing on Academic Achievement in D.C. public and public charter schools. During the hearing, the Committee heard from researchers regarding how daunting the task is before the city when it comes to closing the academic gap. But within that data, there was reason for optimism as many school leaders were seeing amazing growth from all students they serve. The Committee heard from school leaders across both sectors who shared their strategies for implementing behavioral supports and academic supports leading to increased academic gains for students categorized as at-risk. This hearing played a critical role in Councilmember Grosso's annual budget letter to the Mayor. In it, he requested a 4% increase in the Universal Per Pupil Funding Formula dedicated to behavioral and academic supports for students.

On February 3, 2020, Mayor Muriel Bowser held a press conference to unveil a mobile District of Columbia Public Schools Budget Guide to allow school communities to better understand the FY21 school budget. The Committee supported this action, given its long history of promoting policies and laws aimed at more budget transparency. It was also during this press conference that the Mayor announced a 4% UPSFF increase for schools, agreeing with Councilmember Grosso's Budget Request Letter.

Unfortunately, on March 11, 2020, the Mayor declared both a state of emergency and a public health emergency due to community spread of the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), which causes COVID-19. This posed significant risk to the city, forcing the Mayor to subsequently issue a stay-at-home order. The public health emergency delayed the budget submission by the Mayor until May 18, 2020, and forced the Council to modify its normal public procedures to maintain social distancing. This also impacted the Mayor's proposed UPSFF increase, lowering the expected increase from 4% to 3%. While this was not what the Committee had initially hoped for, given the economic impact of the public health emergency the Committee supports this move.

Under the public health emergency circumstances the Council operated – including the allotment of only 12 hours of hearings to each Committee – the Committee on Education held virtual hearings for the Office of the State Superintendent of Education, the Deputy Mayor for Education, and the District of Columbia Public Schools with invited testimony from other educational bodies. In addition, the Committee received public testimony by email and Google Voice throughout May and June.

After hearing the public testimony and working with Councilmembers, below is a summary of the significant changes the Committee recommends:

- After reviewing the numbers for each Local Education Agency, the Committee noticed that enrollment projections included the Middle School at Achievement Prep, which is now scheduled to close. This accounted for \$5,788,028.
 - Per the Errata Letter sent by the Mayor, The Committee on Education recommends a transfer of \$2,552,246 to DCPS to account for an enrollment adjustment;
 - \$900,000 to OSSE to enhance the early literacy intervention grant program to ensure students are reading on grade level by third grade;
 - \$250,000 to OSSE to develop and maintain a data visualization platform that connects with the Office of Out of School Time Grants and Youth Outcomes' Learn 24 data platform;
 - \$150,692 to OSSE for grants to support positive school climate and trauma informed emotional services;
 - \$1,356,000 to OSSE for access to quality early childhood emergency grant;
 - \$244,000 to the Committee on Gov Ops to pay for the costs of implementing the Strengthening Reproductive Health Protections Amendment Act of 2019; and
 - All costs associated with implementing a recommended Budget Support Act Subtitle on School Financial Transparency.
- Understanding that the upcoming school year will look significantly different than previous years, the Committee believes there will be significant increases in calls and outreach to the Office of the Ombudsman for Public Education and the Office of the Student Advocate. The Committee therefore recommends decreasing \$50,000 from the State Board of Education's Non-Personnel Services and transferring \$25,000 to the Ombudsman and \$25,000 to the Student Advocate for translation services to ensure that language access is not a barrier for families to access their support.
- Finally, the Committee accepts the following transfers:
 - \$300,000 from the Committee on Facilities and Procurement to increase the at-risk weight in the UPSFF;
 - \$1M from the Committee on Business and Economic Development for the Go-Go Archives in the DC Public Libraries; and

- From the Committee on Transportation and the Environment:
 - \$844,000 in recurring funds to fully fund the breakfast reimbursements under Healthy Students Amendment Act of 2018;
 - \$283,000 in one-time funds to reinstate the funding for environmental literacy grants that was cut in FY 2021;
 - \$440,000 in one-time funds to support wellness grant programming in FY 2021, including school gardens, nutrition education, and physical education;
 - \$480,000 in recurring funding to increase the annual amount of sales tax revenue dedicated to the Healthy Schools Fund.
 - \$844,400 in one-time funds to restore a cut to Healthy Tots, to support healthy meals for childcare facilities; and
 - \$100,000 in one-time funds to the State Board of Education for education research projects.

Regarding the Capital Budget, two new education facilities were inserted into the Capital Improvement Plan (CIP). A new Foxhall Elementary School is slated for planning in FY2023, and construction in FY2024 and 2025 for a total of \$56.3 million. Bard High School Early College is currently occupying the former Davis facility and slated to receive planning and construction of a new facility between FY2021-2023 totaling \$80.2 million. According to Committee analysis on Ward 3 enrollment and capacity, a new facility is needed to alleviate overcrowding at the elementary level. The overcrowding cannot be attributed to out-of-boundary students entirely. Examining SY2018-2019 data, the Committee saw that while Ward 3 had the second lowest number of students who are out of boundary at 1,710, it had the lowest proportion of out-of-boundary students at 25%. Wards 1 and 2 have the highest out of boundary proportions at 61% and 58% respectively.

Further, Wilson High School accounted for 40% of the out-of-boundary student population (646). Combining out of boundary populations for Wilson and Deal (399) comprises 63% of the out of boundary population in the ward. Investment in elementary school facilities east of the river alone is unlikely to significantly reduce the number of out of boundary students in Ward 3.

Bard and Foxhall both comport with the PACE Act for their insertion into the FY2021-2026 Capital Improvement Plan (CIP), which requires that DCPS consider new education program space requirements when determining the prioritization and inclusion of capital projects in the school facility CIP. The overcrowding in Ward 3 requires new education program space. While the situation for Bard is somewhat different, the program at Bard is relatively new, popular, and occupies a space that was previously used as a valuable swing space. Due to the new education program space requirements, the students at Bard are also deserving of a new facility akin to other high school facilities. The Committee supports both projects and encourages DCPS to continue to alleviate the over-crowding in Ward 3 with demountable structures as needed.

The Committee supports the CIP with minor changes, including:

- an accelerating of funding for general improvements in FY21 by \$1M;
- providing a planning year for Chevy Chase Library by accelerating \$1.1M from FY24 to FY23;
- a reduction of \$365,000 in FY20 and moving this to FY21 for elementary school hydration stations; and
- accepting a transfer from the Committee on Youth and Recreation Affairs of \$1M to provide a public entrance to the Ballou High School Pool.

Finally, the Mayor has submitted a number of subtitles referred to the Committee on Education in the FY21 Budget Support Act. The Committee recommends adoption of them, with some minor edits as suggested by the Council Office of the General Council, along with two additional subtitles submitted by the Committee.

On April 2, 2019, Councilmember David Grosso (At-Large), along with Councilmembers R. White, Cheh, Allen, Gray, Todd, Silverman, Bonds, Nadeau, McDuffie, T. White, Evans, and Chairman Mendelson, introduced the B23-0239, “School Based Budgeting and Transparency Amendment Act of 2019.” On October 8, 2019, the Committee on Education held a meeting to consider B23–0239, the “School Expenditure Transparency Amendment Act of 2019” where it was passed unanimously. The Committee report and Committee print for the bill has been filed in the Secretary’s office, but the bill, having been jointly referred to the Committee on Education and the Committee of the Whole, awaits a markup in the COW.

As such, the Committee recommends adoption of this subtitle as it is a modified version of that bill, working with the Executive, to build upon the financial transparency work of OSSE, DME, DCPS, and the Public Charter School Board.

The second recommended additional subtitle, the “DCPS Authority for School Security Amendment Act of 2020,” was sparked by recent highly publicized instances of police murdering unarmed Black Americans. In the midst of widespread demonstrations for racial justice in the District of Columbia and across the nation, the Council began receiving significant calls for divestment from the police, reimagining the role of police officers, and removing police from schools. The Committee on Education began re-examining current law requiring MPD to coordinate and authorize security for DCPS schools.

After discussions with principals, teachers, and students, the Committee began seriously considering this issue. During the public hearing on the FY21 budget for DCPS, it was noted that DCPS has one counselor for every 408 students. It has one psychologist for every 402 students, and has one DCPS hired social worker for every 217 students. On the other hand, there is 1 security officer or special police officer for every 129 students.

It is the belief of the Committee on Education that DCPS UPSFF funds are better utilized on educating our students and supporting their behavioral health. It is not a decision that the Committee takes lightly but it is in line with the significant work the Committee has

undertaken under Councilmember Grosso’s leadership over the past five years to disrupt the school-to-prison pipeline and its disproportionate impact on Black students.

The Committee does not believe that this subtitle will have a negative impact on the safety of students. On the contrary, the subtitle would require DCPS, whose primary mission is the educational and social-emotional development of our students, to take the lead on ensuring school remains a safe and secure place and allows for those with the closest relationship to students to ensure their safety. It should also be noted that the Committee on Education is not the only entity considering this type of move. Minneapolis, Denver, and Portland, Oregon all recently voted to remove the police department from organizing security for schools.

The Committee recommends adoption of this subtitle.

Finally, on the “Education Facility Collocation Amendment Act of 2020,” the Committee heard from a number of witnesses who testified that before moving forward with this subtitle, the Committee on Education should hold a full hearing on this subtitle. However, there appeared to be a misunderstanding of this subtitle. The Mayor currently has authority to co-locate a charter school with a DCPS operated school. This provision is not meant to change that. This provision’s sole purpose is to ensure that in the event of co-location, funding for space usage and co-locations is used for additional programing, supplemental staff, and special initiatives at the DCPS host school.

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

A more detailed breakdown of all changes the Committee on Education recommends can be found within this report.

B. FY21 AGENCY OPERATING BUDGET SUMMARY

Operating Budget Summary						
Fund Type	FY 2019 Actuals	FY 2020 Approved	Mayor's FY2021 Proposed	Committee Variance	Committee's FY2021 Recommendation	Percent Change
D.C. PUBLIC CHARTER SCHOOL BOARD						
LOCAL FUND	\$0	\$1,800,000	\$0		\$0	-100.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	\$9,330,107	\$10,159,481	\$10,087,252		\$10,087,252	-0.7%
TOTAL GROSS FUNDS	\$9,330,107	\$11,959,481	\$10,087,252	\$0	\$10,087,252	-15.7%
D.C. STATE ATHLETICS COMMISSION						
LOCAL FUND	\$1,189,207	\$1,200,124	\$1,185,643		\$1,185,643	-1.2%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	\$86,132	\$100,000	\$100,000		\$100,000	0.0%
TOTAL GROSS FUNDS	\$1,275,339	\$1,300,124	\$1,285,643	\$0	\$1,285,643	-1.1%
DC PUBLIC LIBRARY						
LOCAL FUND	\$59,660,542	\$64,975,606	\$65,471,662	\$1,000,000	\$66,471,662	2.3%
FEDERAL GRANT FUND	\$1,029,875	\$1,115,382	\$1,129,959		\$1,129,959	1.3%
PRIVATE DONATIONS	\$3,443	\$17,000	\$17,000		\$17,000	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	\$1,208,208	\$1,155,000	\$1,230,000		\$1,230,000	6.5%
OPERATING INTRA-DISTRICT FUNDS	\$1,265,799	\$88,800	\$117,300		\$117,300	32.1%
TOTAL GROSS FUNDS	\$63,167,867	\$67,351,788	\$67,965,921	\$1,000,000	\$68,965,921	2.4%
DC PUBLIC LIBRARY TRUST FUNDS						
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	(\$26,156)	\$0	\$0		\$0	0.0%
TOTAL GROSS FUNDS	(\$26,156)	\$0	\$0	\$0	\$0	0.0%
DC STATE BOARD OF EDUCATION						
LOCAL FUND	\$1,737,786	\$2,159,553	\$2,007,103	\$100,000	\$2,107,103	-2.4%
PRIVATE GRANT FUND	\$0	\$0	\$0		\$0	0.0%
TOTAL GROSS FUNDS	\$1,737,786	\$2,159,553	\$2,007,103	\$100,000	\$2,107,103	-2.4%
DEPUTY MAYOR FOR EDUCATION						
LOCAL FUND	\$16,966,756	\$16,849,287	\$15,849,338	\$320,000	\$16,169,338	-4.0%
PRIVATE DONATIONS	\$214,576	\$60,000	\$60,000		\$60,000	0.0%
TOTAL GROSS FUNDS	\$17,181,332	\$16,909,287	\$15,909,338	\$320,000	\$16,229,338	-4.0%
DISTRICT OF COLUMBIA PUBLIC SCHOOLS						
LOCAL FUND	\$857,435,145	\$902,522,981	\$979,392,006	\$2,625,081	\$982,017,087	8.8%
FEDERAL PAYMENTS	\$0	\$30,000,000	\$17,500,000		\$17,500,000	-41.7%
FEDERAL GRANT FUND	\$31,893,523	\$15,914,914	\$5,879,370		\$5,879,370	-63.1%
PRIVATE GRANT FUND	\$1,744,559	\$2,652,085	\$308,366		\$308,366	-88.4%
PRIVATE DONATIONS	\$112,451	\$0	\$0		\$0	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	\$9,692,897	\$15,238,472	\$12,037,073		\$12,037,073	-21.0%
OPERATING INTRA-DISTRICT FUNDS	\$111,246,111	\$106,176,136	\$112,032,118		\$112,032,118	5.5%
TOTAL GROSS FUNDS	\$1,012,124,685	\$1,072,504,588	\$1,127,148,933	\$2,625,081	\$1,129,774,014	5.3%
OFFICE FOR NON-PUBLIC TUITION						
LOCAL FUND	\$61,812,551	\$60,010,119	\$59,238,495		\$59,238,495	-1.3%
OPERATING INTRA-DISTRICT FUNDS	\$0	\$1,000,000	\$1,000,000		\$1,000,000	0.0%
TOTAL GROSS FUNDS	\$61,812,551	\$61,010,119	\$60,238,495	\$0	\$60,238,495	-1.3%

Operating Budget Summary

Fund Type	FY 2019 Actuals	FY 2020 Approved	Mayor's FY2021 Proposed	Committee Variance	Committee's FY2021 Recommendation	Percent Change
PUBLIC CHARTER SCHOOLS						
LOCAL FUND	\$887,463,461	\$904,768,857	\$940,568,739	(\$5,660,863)	\$934,907,876	3.3%
TOTAL GROSS FUNDS	\$887,463,461	\$904,768,857	\$940,568,739	(\$5,660,863)	\$934,907,876	3.3%
SPECIAL EDUCATION TRANSPORTATION						
LOCAL FUND	\$100,009,617	\$94,546,175	\$111,122,749		\$111,122,749	17.5%
OPERATING INTRA-DISTRICT FUNDS	\$14,158,381	\$12,000,000	\$9,500,000		\$9,500,000	-20.8%
TOTAL GROSS FUNDS	\$114,167,998	\$106,546,175	\$120,622,749	\$0	\$120,622,749	13.2%
STATE SUPERINTENDENT OF EDUCATION (OSSE)						
LOCAL FUND	\$171,000,218	\$178,878,261	\$160,686,473	\$5,548,092	\$166,234,565	-7.1%
DEDICATED TAXES	\$5,658,051	\$5,519,765	\$4,372,233		\$4,372,233	-20.8%
FEDERAL PAYMENTS	\$34,052,450	\$70,000,000	\$70,000,000		\$70,000,000	0.0%
FEDERAL GRANT FUND	\$185,663,777	\$283,206,694	\$271,968,412		\$271,968,412	-4.0%
PRIVATE GRANT FUND	\$99,381	\$105,000	\$130,000		\$130,000	23.8%
PRIVATE DONATIONS	\$40,520	\$0	\$0		\$0	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	\$960,612	\$1,250,000	\$1,170,467		\$1,170,467	-6.4%
OPERATING INTRA-DISTRICT FUNDS	\$39,231,700	\$37,763,671	\$39,666,769		\$39,666,769	5.0%
TOTAL GROSS FUNDS	\$436,706,709	\$576,723,391	\$547,994,355	\$5,548,092	\$553,542,447	-4.0%
GRAND TOTAL	\$2,604,941,680	\$2,821,233,363	\$2,893,828,528	\$3,932,310	\$2,897,760,838	2.7%

C. FY21 AGENCY FULL-TIME EQUIVALENTS

Agency Full-Time Equivalent Summary						
Fund Type	FY 2019	FY 2020	Mayor's FY	Committee	Committee's	Percent
	Actuals	Approved	2021	Variance	FY2021	Change
D.C. PUBLIC CHARTER SCHOOL BOARD						
LOCAL FUND	0.00	0.00	0.00		0.00	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	0.00	0.00	0.00		0.00	0.0%
TOTAL FTE	0.00	0.00	0.00	0.00	0.00	0.0%
D.C. STATE ATHLETICS COMMISSION						
LOCAL FUND	6.00	6.00	6.00		6.00	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	0.00	0.00	0.00		0.00	0.0%
TOTAL FTE	6.00	6.00	6.00	0.00	6.00	0.0%
DC PUBLIC LIBRARY						
LOCAL FUND	521.10	603.70	599.80		599.80	-0.6%
FEDERAL GRANT FUND	5.60	5.50	5.50		5.50	0.0%
PRIVATE DONATIONS	0.00	0.00	0.00		0.00	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	0.00	0.00	0.00		0.00	0.0%
OPERATING INTRA-DISTRICT FUNDS	0.00	0.00	0.00		0.00	0.0%
TOTAL FTE	526.70	609.20	605.30	0.00	605.30	-0.6%
DC PUBLIC LIBRARY TRUST FUNDS						
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	0.00	0.00	0.00		0.00	0.0%
TOTAL FTE	0.00	0.00	0.00	0.00	0.00	0.0%
DC STATE BOARD OF EDUCATION						
LOCAL FUND	29.00	29.00	29.00		29.00	0.0%
PRIVATE GRANT FUND	0.00	0.00			0.00	0.0%
TOTAL FTE	29.00	29.00	29.00	0.00	29.00	0.0%
DEPUTY MAYOR FOR EDUCATION						
LOCAL FUND	19.00	27.30	34.60	1.00	35.60	30.4%
INTRA-DISTRICT FUNDS	0.00	3.70	3.40		3.40	-8.1%
TOTAL FTE	19.00	31.00	38.00	1.00	39.00	25.8%
DISTRICT OF COLUMBIA PUBLIC SCHOOLS						
LOCAL FUND	7,542.90	8,026.80	8,472.60	3.00	8,472.60	5.6%
FEDERAL PAYMENTS	0.00	144.00	166.00		166.00	15.3%
FEDERAL GRANT FUND	152.60	120.20	62.00		62.00	-48.4%
PRIVATE GRANT FUND	14.00	0.00	0.00		0.00	0.0%
PRIVATE DONATIONS	0.00	0.00	0.00		0.00	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	22.00	24.70	62.70		62.70	153.8%
OPERATING INTRA-DISTRICT FUNDS	386.50	515.00	494.60		494.60	-4.0%
TOTAL FTE	8,118.00	8,830.70	9,257.90	3.00	9,257.90	4.8%
OFFICE FOR NON-PUBLIC TUITION						
LOCAL FUND	18.00	18.00	18.00		18.00	0.0%
OPERATING INTRA-DISTRICT FUNDS	0.00	0.00	0.00		0.00	0.0%
TOTAL FTE	18.00	18.00	18.00	0.00	18.00	0.0%

Agency Full-Time Equivalent Summary						
Fund Type	FY 2019	FY 2020	Mayor's FY	Committee	Committee's	Percent Change
	Actuals	Approved	2021 Proposed	Variance	FY2021 Recommendation	
PUBLIC CHARTER SCHOOLS						
LOCAL FUND	1.00	1.00	1.00		1.00	0.0%
TOTAL FTE	1.00	1.00	1.00	0.00	1.00	0.0%
SPECIAL EDUCATION TRANSPORTATION						
LOCAL FUND	1,385.80	1,361.50	1,388.30		1,388.30	2.0%
OPERATING INTRA-DISTRICT FUNDS	0.00	0.00	0.00		0.00	0.0%
TOTAL FTE	1,385.80	1,361.50	1,388.30	0.00	1,388.30	2.0%
STATE SUPERINTENDENT OF EDUCATION (OSSE)						
LOCAL FUND	298.50	294.50	297.80		297.80	1.1%
DEDICATED TAXES	24.90	24.70	25.40		25.40	2.8%
FEDERAL PAYMENTS	17.00	16.30	17.30		17.30	6.1%
FEDERAL GRANT FUND	118.50	116.60	119.50		119.50	2.5%
PRIVATE GRANT FUND	1.00	1.00	1.00		1.00	0.0%
PRIVATE DONATIONS	0.00	0.00	0.00		0.00	0.0%
SPECIAL PURPOSE REVENUE FUNDS ('O'TYPE)	4.00	5.20	5.50		5.50	5.8%
OPERATING INTRA-DISTRICT FUNDS	4.40	0.40	4.40		4.40	1000.0%
TOTAL FTE	468.30	458.70	470.90	0.00	470.90	2.7%
GRAND TOTAL	10,571.80	11,345.10	11,814.40	4.00	11,818.40	4.2%

D. FY21-FY26 AGENCY CAPITAL BUDGET SUMMARY

Project No	Project Title	Allotment Scenario	Sum of Available	Sum of FY	Sum of FY	Sum of FY	Sum of FY	Sum of FY	Sum of FY	Sum of FY	Sum of FY
			Allotment as of 5-16-20 (includes Pre- Encumbrances)								
DC PUBLIC LIBRARY (CEO)											
CAV37C	CAPITOL VIEW LIBRARY	Available Balances	60,077	0	0	0	0	0	0	0	0
CAV37C Total			60,077	0	0	0	0	0	0	0	0
CCL37C	CHEVY CHASE LIBRARY	Mayor's Proposed FY21 CIP Change	0	0	0	0	20,752,582	0	0	0	20,752,582
		Committee's FY21 Recommendation	0	0	0	1,100,000	(2,100,000)	0	0	0	(1,000,000)
CCL37C Total			0	0	0	1,100,000	18,652,582	0	0	0	19,752,582
CPL38C	CLEVELAND PARK LIBRARY	Available Balances	50,326	0	0	0	0	0	0	0	0
CPL38C Total			50,326	0	0	0	0	0	0	0	0
FLT01C	DCPL FLEET REPLACEMENT	Available Balances	255,360	0	0	0	0	0	0	0	0
FLT01C Total			255,360	0	0	0	0	0	0	0	0
ITM37C	INFORMATION TECHNOLOGY MODERNIZATION	Available Balances	18,166	0	0	0	0	0	0	0	0
ITM37C Total			18,166	0	0	0	0	0	0	0	0
LAR37C	LAMOND RIGGS LIBRARY	Available Balances	4,478,439	0	0	0	0	0	0	0	0
LAR37C Total			4,478,439	0	0	0	0	0	0	0	0
LB310C	GENERAL IMPROVEMENT- LIBRARIES	Approved FY20 CIP for FY21-25	0	0	1,000,000	1,000,000	1,000,000	750,000	0	0	3,750,000
		Mayor's Proposed FY21 CIP Change	0	0	(500,000)	(500,000)	(500,000)	0	0	0	(1,500,000)
		Available Balances	2,123,349	0	0	0	0	0	0	0	0
		Committee's FY21 Recommendation	0	1,000,000	0	0	0	0	0	0	1,000,000
LB310C Total			2,123,349	1,000,000	500,000	500,000	500,000	750,000	0	0	3,250,000
MCL03C	MARTIN LUTHER KING JR. MEMORIAL CENTRAL	Available Balances	2,585,746	0	0	0	0	0	0	0	0
MCL03C Total			2,585,746	0	0	0	0	0	0	0	0
PAL37C	PALISADES LIBRARY	Available Balances	25,606	0	0	0	0	0	0	0	0
PAL37C Total			25,606	0	0	0	0	0	0	0	0
PTL03C	PARKLANDS TURNER COMMUNITY CAMPUS	Mayor's Proposed FY21 CIP Change	0	0	2,054,889	18,093,248	0	0	0	0	20,148,137
PTL03C Total			0	0	2,054,889	18,093,248	0	0	0	0	20,148,137
SEL37C	SOUTHEAST LIBRARY	Available Balances	22,834,454	0	0	0	0	0	0	0	0
SEL37C Total			22,834,454	0	0	0	0	0	0	0	0
SWL37C	SOUTHWEST LIBRARY	Available Balances	1,096,143	0	0	0	0	0	0	0	0
SWL37C Total			1,096,143	0	0	0	0	0	0	0	0
WOD37C	WOODRIDGE LIBRARY	Available Balances	0	0	0	0	0	0	0	0	0
WOD37C Total			0	0	0	0	0	0	0	0	0
DC PUBLIC LIBRARY TOTAL			33,527,666	1,000,000	2,554,889	19,693,248	19,152,582	750,000	0	0	43,150,719
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
AFM04C	TECHNOLOGY MODERNIZATION INITIATIVE	Approved FY20 CIP for FY21-25	0	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	0	0	5,000,000
		Mayor's Proposed FY21 CIP Change	0	(500,000)	0	0	0	0	1,000,000	0	500,000
		Available Balances	3,846,683	0	0	0	0	0	0	0	0
AFM04C Total			3,846,683	500,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	0	5,500,000
BRK37C	BROOKLAND MS MODERNIZATION	Available Balances	0	0	0	0	0	0	0	0	0
BRK37C Total			0	0	0	0	0	0	0	0	0
GI010C	SPECIAL EDUCATION CLASSROOMS	Available Balances	0	0	0	0	0	0	0	0	0
GI010C Total			0	0	0	0	0	0	0	0	0
GI554C	MIDDLE SCHOOL IT	Available Balances	0	0	0	0	0	0	0	0	0
GI554C Total			0	0	0	0	0	0	0	0	0

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)							Sum of FY 2026	Sum of FY 2021-FY 2026 Total
			Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026			
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
GISEMC	EMERY EXPANSION PROJECT	Available Balances	0	0	0	0	0	0	0	0	
GISEMC Total			0	0	0	0	0	0	0	0	
GISFHC	FOXHALL MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	0	3,007,000	35,468,000	17,879,000	0	56,354,000	
GISFHC Total			0	0	0	3,007,000	35,468,000	17,879,000	0	56,354,000	
GISJAC	JUNIOR ACHIEVEMENT LAUNCHPAD	Approved FY20 CIP for FY21-25	0	8,300,000	0	0	0	0	0	8,300,000	
		Mayor's Proposed FY21 CIP Change	0	(8,300,000)	8,300,000	0	0	0	0	0	
Available Balances			1,700,000	0	0	0	0	0	0	0	
GISJAC Total			1,700,000	0	8,300,000	0	0	0	0	8,300,000	
GISPKC	EARLY ACTION PRE-K INITIATIVES	Approved FY20 CIP for FY21-25	0	1,350,000	1,350,000	1,350,000	1,350,000	1,250,000	0	6,650,000	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	50,000	1,300,000	1,350,000	
Available Balances			546,350	0	0	0	0	0	0	0	
GISPKC Total			546,350	1,350,000	1,350,000	1,350,000	1,350,000	1,300,000	1,300,000	8,000,000	
GM101C	ROOF REPAIRS - DCPS	Approved FY20 CIP for FY21-25	0	2,555,923	3,353,029	2,526,193	1,000,000	1,000,000	0	10,435,145	
		Mayor's Proposed FY21 CIP Change	0	2,336,217	(853,029)	(26,193)	0	0	1,000,000	2,456,995	
Available Balances			2,216,656	0	0	0	0	0	0	0	
GM101C Total			2,216,656	4,892,140	2,500,000	2,500,000	1,000,000	1,000,000	1,000,000	12,892,140	
GM102C	HVAC REPLACEMENT - DCPS	Approved FY20 CIP for FY21-25	0	3,145,000	3,089,000	8,420,312	7,465,157	1,000,000	0	23,119,469	
		Mayor's Proposed FY21 CIP Change	0	7,938,750	411,000	(4,920,312)	(3,965,157)	2,500,000	3,500,000	5,464,281	
Available Balances			32,258,462	0	0	0	0	0	0	0	
GM102C Total			32,258,462	11,083,750	3,500,000	3,500,000	3,500,000	3,500,000	3,500,000	28,583,750	
GM120C	GENERAL MISCELLANEOUS REPAIRS	Available Balances	50,502	0	0	0	0	0	0	0	
GM120C Total			50,502	0	0	0	0	0	0	0	
GM121C	MAJOR REPAIRS/MAINTENANCE	Approved FY20 CIP for FY21-25	0	9,000,000	4,000,000	1,000,000	1,000,000	1,000,000	0	16,000,000	
		Mayor's Proposed FY21 CIP Change	0	(6,740,685)	0	3,000,000	0	0	1,000,000	(2,740,685)	
Available Balances			10,096,560	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	365,000	1,000,000	0	0	0	0	0	1,000,000	
GM121C Total			10,461,560	3,259,315	4,000,000	4,000,000	1,000,000	1,000,000	1,000,000	14,259,315	
GM15KC	SCHOOLS KITCHENS	Available Balances	800,535	0	0	0	0	0	0	0	
GM15KC Total			800,535	0	0	0	0	0	0	0	
GM303C	ADA COMPLIANCE - DCPS	Approved FY20 CIP for FY21-25	0	2,250,000	1,500,000	1,125,000	1,000,000	1,000,000	0	6,875,000	
		Mayor's Proposed FY21 CIP Change	0	(387,247)	(750,000)	375,000	125,000	0	1,000,000	362,753	
Available Balances			5,081,823	0	0	0	0	0	0	0	
GM303C Total			5,081,823	1,862,753	750,000	1,500,000	1,125,000	1,000,000	1,000,000	7,237,753	
GM304C	ELECTRICAL UPGRADES	Approved FY20 CIP for FY21-25	0	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	0	7,500,000	
		Mayor's Proposed FY21 CIP Change	0	2,264,250	0	0	0	0	1,500,000	3,764,250	
Available Balances			1,515,957	0	0	0	0	0	0	0	
GM304C Total			1,515,957	3,764,250	1,500,000	1,500,000	1,500,000	1,500,000	1,500,000	11,264,250	
GM308C	PROJECT MANAGEMENT PROF. FEES & CONTINGE	Available Balances	0	0	0	0	0	0	0	0	
GM308C Total			0	0	0	0	0	0	0	0	
GM311C	HIGH SCHOOL LABOR - PROGRAM MANAGEMENT	Approved FY20 CIP for FY21-25	0	747,360	342,540	0	0	0	0	1,089,900	
		Mayor's Proposed FY21 CIP Change	0	1,290,493	(342,540)	0	0	0	0	947,953	
Available Balances			1,324,271	0	0	0	0	0	0	0	
GM311C Total			1,324,271	2,037,853	0	0	0	0	0	2,037,853	

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes							Sum of FY 2021-FY 2026	Sum of FY 2021-FY 2026 Total
			Pre-Encumbrances)	Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026		
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
GM312C	ES/MS MODERNIZATION CAPITAL LABOR - PROG	Approved FY20 CIP for FY21-25	0	2,153,760	2,153,760	2,653,760	3,000,000	1,000,000	0	10,961,280	
		Mayor's Proposed FY21 CIP Change	0	3,084,826	(2,153,760)	(2,653,760)	(3,000,000)	(1,000,000)	0	(5,722,694)	
		Available Balances	2,050,373	0	0	0	0	0	0	0	
GM312C Total			2,050,373	5,238,586	0	0	0	0	0	5,238,586	
GM313C	STABILIZATION CAPITAL LABOR - PROGRAM MG	Approved FY20 CIP for FY21-25	0	1,241,200	1,241,200	1,491,200	3,000,000	1,000,000	0	7,973,600	
		Mayor's Proposed FY21 CIP Change	0	2,668,746	(1,241,200)	(1,491,200)	(3,000,000)	(1,000,000)	0	(4,063,654)	
		Available Balances	545,789	0	0	0	0	0	0	0	
GM313C Total			545,789	3,909,946	0	0	0	0	0	3,909,946	
GR337C	GREEN ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	0	3,000,000	20,305,279	0	23,305,279	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	3,104,936	(4,780,599)	14,419,744	12,744,081	
		Available Balances	0	0	0	0	0	0	0	0	
GR337C Total			0	0	0	0	6,104,936	15,524,680	14,419,744	36,049,360	
JOH37C	JOHNSON MS RENOVATION/MODERNIZATION	Available Balances	0	0	0	0	0	0	0	0	
JOH37C Total			0	0	0	0	0	0	0	0	
MG237C	EASTERN HS	Available Balances	197	0	0	0	0	0	0	0	
MG237C Total			197	0	0	0	0	0	0	0	
MH137C	DUNBAR SHS MODERNIZATION	Available Balances	9,274	0	0	0	0	0	0	0	
MH137C Total			9,274	0	0	0	0	0	0	0	
MO337C	MOTEN ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	3,007,832	0	0	3,007,832	
MO337C Total			0	0	0	0	3,007,832	0	0	3,007,832	
MR337C	MAURY ES MODERNIZATION/RENOVATION	Available Balances	1,010,528	0	0	0	0	0	0	0	
MR337C Total			1,010,528	0	0	0	0	0	0	0	
N8001C	DCPS IT INFRASTRUCTURE UPGRADE	Available Balances	4	0	0	0	0	0	0	0	
N8001C Total			4	0	0	0	0	0	0	0	
N8005C	DCPS IT INFRASTRUCTURE UPGRADE	Approved FY20 CIP for FY21-25	0	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	0	5,000,000	
		Mayor's Proposed FY21 CIP Change	0	(500,000)	0	0	0	0	1,000,000	500,000	
		Available Balances	1,292,256	0	0	0	0	0	0	0	
N8005C Total			1,292,256	500,000	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000	5,500,000	
NA637C	BALLOU HS - MODERNIZATION/RENOVATION	Available Balances	2,763	0	0	0	0	0	0	0	
NA637C Total			2,763	0	0	0	0	0	0	0	
ND437C	DEAL MS MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	11,016,347	11,016,347	0	0	22,032,694	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
ND437C Total			0	0	0	11,016,347	11,016,347	0	0	22,032,694	
NK337C	MINER ES- MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	7,328,806	7,328,808	0	0	14,657,614	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
NK337C Total			0	0	0	7,328,806	7,328,808	0	0	14,657,614	
NM337C	RANDLE HIGHLANDS-MODERNIZATION/RENOV	Approved FY20 CIP for FY21-25	0	7,344,393	7,344,393	0	0	0	0	14,688,786	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
NM337C Total			0	7,344,393	7,344,393	0	0	0	0	14,688,786	
NP537C	THOMAS ES-MODERNIZATION/RENOV	Approved FY20 CIP for FY21-25	0	0	0	0	5,372,359	23,861,793	0	29,234,152	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	(359)	2,735,420	19,807,615	22,542,676	
NP537C Total			0	0	0	0	5,372,000	26,597,213	19,807,615	51,776,828	
NQ937C	WHEATLEY ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	2,623,500	0	0	0	0	2,623,500	
NQ937C Total			0	0	2,623,500	0	0	0	0	2,623,500	

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)	Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026	Sum of FY
										2021-FY 2026 Total
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)										
NR939C	ROOSEVELT HS MODERNIZATION	Available Balances	1,798,463	0	0	0	0	0	0	0
NR939C Total			1,798,463	0	0	0	0	0	0	0
NX238C	THADDEUS STEVENS RENOVATION/MODERNIZATIO	Available Balances	13,005,587	0	0	0	0	0	0	0
NX238C Total			13,005,587	0	0	0	0	0	0	0
NX437C	ANACOSTIA HS MODERNIZATION/RENOV	Available Balances	0	0	0	0	0	0	0	0
NX437C Total			0	0	0	0	0	0	0	0
NX837C	COOLIDGE HS MODERNIZATION/RENOVATION	Available Balances	2,836,481	0	0	0	0	0	0	0
NX837C Total			2,836,481	0	0	0	0	0	0	0
OA737C	STODDERT ELEMENTARY SCHOOL MODERNIZATION	Approved FY20 CIP for FY21-25	0	0	0	500,000	20,000,000	0	0	20,500,000
		Mayor's Proposed FY21 CIP Change	0	0	0	(500,000)	(20,000,000)	0	0	(20,500,000)
OA737C Total			0	0	0	0	0	0	0	0
PB337C	BURRVILLE ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	6,153,166	6,153,166
PB337C Total			0	0	0	0	0	0	6,153,166	6,153,166
PE337C	DREW ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	2,623,500	0	0	0	0	2,623,500
PE337C Total			0	0	2,623,500	0	0	0	0	2,623,500
PJMCLC	CAPITAL LABOR PROJECT	Approved FY20 CIP for FY21-25	0	500,000	250,000	500,000	250,000	250,000	0	1,750,000
		Mayor's Proposed FY21 CIP Change	0	1,000,000	(250,000)	(500,000)	(250,000)	(250,000)	0	(250,000)
		Available Balances	766,207	0	0	0	0	0	0	0
PJMCLC Total			766,207	1,500,000	0	0	0	0	0	1,500,000
PK337C	MARTIN LUTHER KING ES ECE MODERNIZATION	Mayor's Proposed FY21 CIP Change	0	0	2,780,910	0	0	0	0	2,780,910
		Available Balances	0	0	0	0	0	0	0	0
PK337C Total			0	0	2,780,910	0	0	0	0	2,780,910
PL337C	TRUESDELL ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	0	5,631,271	28,656,353	0	34,287,624
		Mayor's Proposed FY21 CIP Change	0	0	0	0	(271)	9,728,195	20,586,858	30,314,782
		Available Balances	962,357	0	0	0	0	0	0	0
PL337C Total			962,357	0	0	0	5,631,000	38,384,548	20,586,858	64,602,406
PT337C	TYLER ES MODERNIZATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	6,313,127	6,313,127
PT337C Total			0	0	0	0	0	0	6,313,127	6,313,127
PW337C	JO WILSON ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	0	6,242,946	33,578,196	0	39,821,142
		Mayor's Proposed FY21 CIP Change	0	0	0	0	488,621	(1,504,180)	25,056,596	24,041,037
		Available Balances	0	0	0	0	6,731,567	32,074,016	25,056,596	63,862,179
PW337C Total			0	0	0	0	6,731,567	32,074,016	25,056,596	63,862,179
SE337C	SEATON ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	4,558,387	4,558,387
SE337C Total			0	0	0	0	0	0	4,558,387	4,558,387
SG106C	WINDOW REPLACEMENT - DCPS	Approved FY20 CIP for FY21-25	0	2,782,500	2,893,800	1,000,000	1,000,000	1,000,000	0	8,676,300
		Mayor's Proposed FY21 CIP Change	0	(2,782,500)	(111,300)	0	0	0	1,000,000	(1,893,800)
		Available Balances	2,556,985	0	0	0	0	0	0	0
SG106C Total			2,556,985	0	2,782,500	1,000,000	1,000,000	1,000,000	1,000,000	6,782,500
SG305C	MODERNIZATION	Available Balances	0	0	0	0	0	0	0	0
SG305C Total			0	0	0	0	0	0	0	0
SG3W7C	RON BROWN EMPOWERING MALES HIGH SCHOOL	Available Balances	4,350	0	0	0	0	0	0	0
SG3W7C Total			4,350	0	0	0	0	0	0	0

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)								Sum of FY 2021-FY 2026 Total
			Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026			
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
SG403C	KEY ES	Approved FY20 CIP for FY21-25	0	10,000,000	10,000,000	0	0	0	0	20,000,000	
		Mayor's Proposed FY21 CIP Change	0	(10,000,000)	(10,000,000)	0	0	0	0	(20,000,000)	
		Available Balances	500,000	0	0	0	0	0	0	0	
SG403C Total			500,000	0	0	0	0	0	0	0	
SG404C	BARNARD ES	Mayor's Proposed FY21 CIP Change	0	0	0	0	8,842,076	13,883,169	22,725,245	22,725,245	
SG404C Total			0	0	0	0	8,842,076	13,883,169	22,725,245	22,725,245	
SK120C	ATHLETIC FACILITIES	Approved FY20 CIP for FY21-25	0	3,000,000	1,000,000	500,000	500,000	500,000	0	5,500,000	
		Mayor's Proposed FY21 CIP Change	0	1,528,000	500,000	500,000	0	0	500,000	3,028,000	
		Available Balances	3,427,004	0	0	0	0	0	0	0	
SK120C Total			3,427,004	4,528,000	1,500,000	1,000,000	500,000	500,000	500,000	8,528,000	
SK1ABC	AMIDON-BOWEN ES PLAYGROUND	Available Balances	0	0	0	0	0	0	0	0	
SK1ABC Total			0	0	0	0	0	0	0	0	
SK1SEC	SEATON ES PLAYGROUND	Available Balances	158,376	0	0	0	0	0	0	0	
SK1SEC Total			158,376	0	0	0	0	0	0	0	
T2247C	DCPS DCSTARS-ASPEN/ENTERPRISE APPLICATIO	Available Balances	4,664,333	0	0	0	0	0	0	0	
T2247C Total			4,664,333	0	0	0	0	0	0	0	
T22DIC	IT - DATA INFRASTRUCTURE	Mayor's Proposed FY21 CIP Change	0	1,000,000	1,000,000	0	0	0	0	2,000,000	
		Available Balances	624,500	0	0	0	0	0	0	0	
T22DIC Total			624,500	1,000,000	1,000,000	0	0	0	0	2,000,000	
TA137C	TUBMAN ES MODERNIZATION	Approved FY20 CIP for FY21-25	0	0	0	0	5,194,997	29,546,349	0	34,741,346	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	3	6,785,057	28,432,508	35,217,568	
TA137C Total			0	0	0	0	5,195,000	36,331,406	28,432,508	69,958,914	
TB137C	BRENT ES MODERNIZATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	15,000,000	0	15,000,000	
		Available Balances	8,976,668	0	0	0	0	0	0	0	
		Mayor's Proposed FY20 Supplemental	(8,976,668)	0	0	0	0	0	0	0	
TB137C Total			0	0	0	0	0	15,000,000	0	15,000,000	
TB237C	BURROUGHS ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	0	0	6,912,952	0	6,912,952	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	22,948,162	22,948,162	
TB237C Total			0	0	0	0	0	6,912,952	22,948,162	29,861,114	
WT337C	WHITTIER EC MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	4,437,203	4,437,203	
WT337C Total			0	0	0	0	0	0	4,437,203	4,437,203	
YY101C	BANNEKER HS MODERNIZATION/RENOVATION	Available Balances	1,085,646	0	0	0	0	0	0	0	
YY101C Total			1,085,646	0	0	0	0	0	0	0	
YY103C	FRANCIS/STEVENS EC MODERNIZATION/RENOVAT	Approved FY20 CIP for FY21-25	0	0	2,969,173	37,114,664	34,145,491	0	0	74,229,328	
		Mayor's Proposed FY21 CIP Change	0	0	5,000,000	0	(5,000,000)	0	0	0	
		Available Balances	0	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	0	0	0	(525,000)	525,000	0	0	0	
YY103C Total			0	0	7,969,173	36,589,664	29,670,491	0	0	74,229,328	
YY105C	PROSPECT ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	25,112,934	21,440,347	0	0	0	0	46,553,281	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
		Available Balances	5,119,921	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	0	(500,000)	500,000	0	0	0	0	0	
YY105C Total			5,119,921	24,612,934	21,940,347	0	0	0	0	46,553,281	

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)								Sum of FY 2021-FY 2026 Total
			Pre-Encumbrances	Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026		
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
YY107C	LOGAN ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	24,750,000	0	0	0	0	0	0	24,750,000
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	0
		Available Balances	22,886,257	0	0	0	0	0	0	0	0
YY107C Total			22,886,257	24,750,000	0	0	0	0	0	0	24,750,000
YY108C	BROWNE EC MODERNIZATION	Approved FY20 CIP for FY21-25	0	0	0	2,788,282	34,853,519	0	0	0	37,641,801
		Mayor's Proposed FY21 CIP Change	0	0	0	2,448,718	(4,658,076)	28,948,000	0	0	26,738,642
		Available Balances	20,000	0	0	0	0	0	0	0	0
YY108C Total			20,000	0	0	5,237,000	30,195,443	28,948,000	0	0	64,380,443
YY120C	SHAW MS @ 800 EUCLID ST NW	Available Balances	700,000	0	0	0	0	0	0	0	0
		Committee's FY21 Recommendation	(365,000)	0	0	0	0	0	0	0	0
YY120C Total			335,000	0	0	0	0	0	0	0	0
YY140C	AMIDON ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	6,601,150	0	0	0	0	0	6,601,150
YY140C Total			0	0	6,601,150	0	0	0	0	0	6,601,150
YY142C	BRUCE MONROE @ PARKVIEW ES MODERNIZATION	Available Balances	28,749	0	0	0	0	0	0	0	0
YY142C Total			28,749	0	0	0	0	0	0	0	0
YY144C	HOUSTON ES RENOVATION/MODERNIZATION	Available Balances	2,940,687	0	0	0	0	0	0	0	0
YY144C Total			2,940,687	0	0	0	0	0	0	0	0
YY145C	KETCHAM ES MODERNIZATION/RENOVATION	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	6,364,012	6,364,012
YY145C Total			0	0	0	0	0	0	0	6,364,012	6,364,012
YY152C	POWELL ES RENOVATION/MODERNIZATION	Available Balances	29,163	0	0	0	0	0	0	0	0
YY152C Total			29,163	0	0	0	0	0	0	0	0
YY153C	ROSS ES RENOVATION	Approved FY20 CIP for FY21-25	0	2,149,063	0	0	0	0	0	0	2,149,063
		Available Balances	1,169,063	0	0	0	0	0	0	0	0
YY153C Total			1,169,063	2,149,063	0	0	0	0	0	0	2,149,063
YY157C	STUART HOBSON MS RENOVATION	Available Balances	0	0	0	0	0	0	0	0	0
YY157C Total			0	0	0	0	0	0	0	0	0
YY159C	ELLINGTON MODERNIZATION/RENOVATION	Available Balances	0	0	0	0	0	0	0	0	0
YY159C Total			0	0	0	0	0	0	0	0	0
YY160C	ADAMS ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	0	0	6,437,391	30,686,957	27,249,565	0	0	64,373,913
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	(5,000,000)	0	0	(5,000,000)
YY160C Total			0	0	0	6,437,391	30,686,957	22,249,565	0	0	59,373,913
YY162C	HEARST ES MODERNIZATION/RENOVATION	Available Balances	(0)	0	0	0	0	0	0	0	0
YY162C Total			(0)	0	0	0	0	0	0	0	0
YY164C	HYDE ES MODERNIZATION/RENOVATION	Available Balances	591,770	0	0	0	0	0	0	0	0
YY164C Total			591,770	0	0	0	0	0	0	0	0
YY165C	JEFFERSON MS MODERNIZATION /RENOVATION	Available Balances	1,787,211	0	0	0	0	0	0	0	0
YY165C Total			1,787,211	0	0	0	0	0	0	0	0
YY167C	LANGDON ES - ECE MODERNIZATION/RENOVATIO	Mayor's Proposed FY21 CIP Change	0	0	0	0	0	11,348,360	0	0	11,348,360
		Available Balances	6,613	0	0	0	0	0	0	0	0
YY167C Total			6,613	0	0	0	0	11,348,360	0	0	11,348,360
YY168C	LUDLOW-TAYLOR ES MODERNIZATION/RENOVATIO	Available Balances	143	0	0	0	0	0	0	0	0
YY168C Total			143	0	0	0	0	0	0	0	0
YY169C	MANN ES MODERNIZATION/RENOVATION	Available Balances	0	0	0	0	0	0	0	0	0
YY169C Total			0	0	0	0	0	0	0	0	0

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)								Sum of FY 2021-FY 2026 Total
			Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026			
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
YY170C	ORR ES MODERNIZATION/RENOVATION	Available Balances	11,436	0	0	0	0	0	0	0	
YY170C Total			11,436	0	0	0	0	0	0	0	
YY171C	SHEPHERD ES MODERNIZATION/RENOVATION	Available Balances	4,548	0	0	0	0	0	0	0	
YY171C Total			4,548	0	0	0	0	0	0	0	
YY173C	WEST ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	35,900,000	0	0	0	0	0	35,900,000	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
		Available Balances	2,435,087	0	0	0	0	0	0	0	
YY173C Total			2,435,087	35,900,000	0	0	0	0	0	35,900,000	
YY176C	AITON ES RENOVATION/MODERNIZATION	Approved FY20 CIP for FY21-25	0	0	5,431,659	27,158,295	21,726,636	0	0	54,316,590	
		Mayor's Proposed FY21 CIP Change	0	0	341	4,010,148	364	0	0	4,010,853	
		Available Balances	0	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	0	0	0	(525,000)	525,000	0	0	0	
YY176C Total			0	0	5,432,000	30,643,443	22,252,000	0	0	58,327,443	
YY177C	BANCROFT ES MODERNIZATION/RENOVATION	Available Balances	0	0	0	0	0	0	0	0	
YY177C Total			0	0	0	0	0	0	0	0	
YY178C	CW HARRIS ES RENOVATION/MODERNIZATION	Available Balances	3,395,421	0	0	0	0	0	0	0	
YY178C Total			3,395,421	0	0	0	0	0	0	0	
YY180C	EATON ES RENOVATION/MODERNIZATION	Approved FY20 CIP for FY21-25	0	6,500,000	0	0	0	0	0	6,500,000	
		Available Balances	33,082,383	0	0	0	0	0	0	0	
YY180C Total			33,082,383	6,500,000	0	0	0	0	0	6,500,000	
YY181C	ELIOT-HINE JHS RENOVATION/MODERNIZATION	Mayor's Proposed FY21 CIP Change	0	6,000,000	0	0	0	0	0	6,000,000	
		Available Balances	11,133,615	0	0	0	0	0	0	0	
YY181C Total			11,133,615	6,000,000	0	0	0	0	0	6,000,000	
YY182C	GARFIELD ES RENOVATION/MODERNIZATION	Approved FY20 CIP for FY21-25	0	0	5,764,401	28,822,004	23,057,603	0	0	57,644,008	
		Mayor's Proposed FY21 CIP Change	0	0	0	4,010,443	0	0	0	4,010,443	
		Available Balances	0	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	0	0	0	(525,000)	525,000	0	0	0	
YY182C Total			0	0	5,764,401	32,307,447	23,582,603	0	0	61,654,451	
YY183C	GARRISON ES RENOVATION/MODERNIZATION	Available Balances	229,551	0	0	0	0	0	0	0	
YY183C Total			229,551	0	0	0	0	0	0	0	
YY185C	KIMBALL ES MODERNIZATION/RENOVATION	Available Balances	32,027	0	0	0	0	0	0	0	
YY185C Total			32,027	0	0	0	0	0	0	0	
YY186C	KRAMER MS MODERNIZATION/RENOVATION	Available Balances	98,846	0	0	0	0	0	0	0	
YY186C Total			98,846	0	0	0	0	0	0	0	
YY187C	LAFAYETTE ES MODERNIZATION/RENOVATION	Available Balances	3,251,321	0	0	0	0	0	0	0	
YY187C Total			3,251,321	0	0	0	0	0	0	0	
YY190C	MURCH ES RENOVATION/MODERNIZATION	Available Balances	119,748	0	0	0	0	0	0	0	
YY190C Total			119,748	0	0	0	0	0	0	0	
YY191C	PAYNE ES RENOVATION/MODERNIZATION	Available Balances	37,842	0	0	0	0	0	0	0	
YY191C Total			37,842	0	0	0	0	0	0	0	
YY192C	PLUMMER ES RENOVATION/MODERNIZATION	Available Balances	0	0	0	0	0	0	0	0	
YY192C Total			0	0	0	0	0	0	0	0	

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)								Sum of FY 2021-FY 2026 Total
			Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026			
DISTRICT OF COLUMBIA PUBLIC SCHOOLS (GAO)											
YY193C	RAYMOND ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	2,503,447	30,293,085	29,789,639	0	0	0	62,586,171	
		Mayor's Proposed FY21 CIP Change	0	1,989,397	2,171,134	(3,818,264)	0	0	0	342,267	
		Available Balances	0	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	0	0	(500,000)	500,000	0	0	0	0	
YY193C Total			0	4,492,844	31,964,219	26,471,375	0	0	0	62,928,438	
YY195C	SMOTHERS ES MODERNIZATION/RENOVATION	Approved FY20 CIP for FY21-25	0	24,742,997	21,144,398	0	0	0	0	45,887,395	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
		Available Balances	4,407,965	0	0	0	0	0	0	0	
		Committee's FY21 Recommendation	0	(500,000)	500,000	0	0	0	0	0	
YY195C Total			4,407,965	24,242,997	21,644,398	0	0	0	0	45,887,395	
YY196C	STANTON ES MODERNIZATION/RENOVATION	Available Balances	1	0	0	0	0	0	0	0	
YY196C Total			1	0	0	0	0	0	0	0	
YY197C	WATKINS ES MODERNIZATION/RENOVATIONS	Available Balances	68,455	0	0	0	0	0	0	0	
YY197C Total			68,455	0	0	0	0	0	0	0	
YY1BKC	BUNKER HILL ES - ECE MODERNIZATION/RENOV	Mayor's Proposed FY21 CIP Change	0	0	3,498,000	0	0	0	0	3,498,000	
YY1BKC Total			0	0	3,498,000	0	0	0	0	3,498,000	
YY1BSC	BANNEKER HS CONSTRUCTION @ 925 RI AVE NW	Approved FY20 CIP for FY21-25	0	48,030,842	0	0	0	0	0	48,030,842	
		Mayor's Proposed FY21 CIP Change	0	0	0	0	0	0	0	0	
		Available Balances	45,192,892	0	0	0	0	0	0	0	
YY1BSC Total			45,192,892	48,030,842	0	0	0	0	0	48,030,842	
YY1DHC	DOROTHY HEIGHT ES MODERNIZATION	Approved FY20 CIP for FY21-25	0	0	6,176,204	32,381,018	21,500,000	0	0	60,057,222	
		Mayor's Proposed FY21 CIP Change	0	0	245,146	(274,270)	4,185,399	0	0	4,156,275	
		Committee's FY21 Recommendation	0	0	0	(525,000)	525,000	0	0	0	
YY1DHC Total			0	0	6,421,350	31,581,748	26,210,399	0	0	64,213,497	
YY1EXC	EXCEL ACADEMY	Mayor's Proposed FY21 CIP Change	0	1,906,000	0	0	0	0	0	1,906,000	
YY1EXC Total			0	1,906,000	0	0	0	0	0	1,906,000	
YY1MBC	BARD EARLY COLLEGE MODERNIZATION/RENOVAT	Mayor's Proposed FY21 CIP Change	0	5,000,000	42,725,926	32,442,050	0	0	0	80,167,976	
		Committee's FY21 Recommendation	0	0	(500,000)	500,000	0	0	0	0	
YY1MBC Total			0	5,000,000	42,225,926	32,942,050	0	0	0	80,167,976	
YY1MRC	MARIE REED ES MODERNIZATION/RENOVATION	Available Balances	269,698	0	0	0	0	0	0	0	
YY1MRC Total			269,698	0	0	0	0	0	0	0	
YY1RTC	RIVER TERRACE SPECIAL EDUCATION CENTER	Available Balances	0	0	0	0	0	0	0	0	
YY1RTC Total			0	0	0	0	0	0	0	0	
YY1SPC	CENTRALIZED SWING SPACE	Approved FY20 CIP for FY21-25	0	4,000,000	0	0	0	0	0	4,000,000	
		Mayor's Proposed FY21 CIP Change	0	12,550,000	0	0	0	0	0	12,550,000	
		Available Balances	6,856,728	0	0	0	0	0	0	0	
YY1SPC Total			6,856,728	16,550,000	0	0	0	0	0	16,550,000	
YY1VNC	VAN NESS RENOVATION	Available Balances	5,537,633	0	0	0	0	0	0	0	
YY1VNC Total			5,537,633	0	0	0	0	0	0	0	
YY1W4C	MACFARLAND MS	Available Balances	6,827	0	0	0	0	0	0	0	
YY1W4C Total			6,827	0	0	0	0	0	0	0	
DISTRICT OF COLUMBIA PUBLIC SCHOOLS TOTAL			248,190,873	252,905,666	198,015,767	241,912,271	261,428,383	272,891,816	185,760,547	1,412,914,450	

Project No	Project Title	Allotment Scenario	Sum of Available Allotment as of 5-16-20 (includes Pre-Encumbrances)								Sum of FY 2021-FY 2026 Total
			Sum of FY 2021	Sum of FY 2022	Sum of FY 2023	Sum of FY 2024	Sum of FY 2025	Sum of FY 2026			
SPECIAL EDUCATION TRANSPORTATION (GOO)											
BRM15C	1601 W STREET NE BUILDING RENOVATION	Available Balances	17,447,002	0	0	0	0	0	0	0	
BRM15C Total			17,447,002	0	0	0	0	0	0	0	
BRM16C	2215 5TH STREET NE BUILDING RENOVATIONS	Available Balances	4,856,184	0	0	0	0	0	0	0	
BRM16C Total			4,856,184	0	0	0	0	0	0	0	
BU0B0C	BUS-VEHICLE REPLACEMENT	Approved FY20 CIP for FY21-25	0	1,600,000	0	700,000	700,000	700,000	0	3,700,000	
		Mayor's Proposed FY21 CIP Change	0	(1,600,000)	0	(700,000)	(700,000)	(700,000)	6,395,344	2,695,344	
		Available Balances	1,913,804	0	0	0	0	0	0	0	
BU0B0C Total			1,913,804	0	0	0	0	0	6,395,344	6,395,344	
BU405C	PRIMARY BUS TERMINAL	Available Balances	0	0	0	0	0	0	0	0	
BU405C Total			0	0	0	0	0	0	0	0	
SPECIAL EDUCATION TRANSPORTATION TOTAL			24,216,991	0	0	0	0	0	6,395,344	6,395,344	
STATE SUPERINTENDENT OF EDUCATION (OSSE) (GD0)											
EMG16C	EDUCATIONAL GRANT MANAGEMENT SYSTEM II	Available Balances	238,048	0	0	0	0	0	0	0	
EMG16C Total			238,048	0	0	0	0	0	0	0	
GD001C	DATA INFRASTRUCTURE	Approved FY20 CIP for FY21-25	0	0	0	2,500,000	0	0	0	2,500,000	
		Mayor's Proposed FY21 CIP Change	0	2,500,000	0	(2,500,000)	0	0	0	0	
		Available Balances	2,437,445	0	0	0	0	0	0	0	
GD001C Total			2,437,445	2,500,000	0	0	0	0	0	2,500,000	
MODARC	NEW STATEWIDE SPECIAL EDUCATION DATA SYS	Approved FY20 CIP for FY21-25	0	418,740	0	0	0	0	0	418,740	
		Available Balances	1,507,312	0	0	0	0	0	0	0	
MODARC Total			1,507,312	418,740	0	0	0	0	0	418,740	
N2802C	STUDENT LONGITUDINAL DATA SYSTEM	Available Balances	0	0	0	0	0	0	0	0	
N2802C Total			0	0	0	0	0	0	0	0	
N2803C	SPECIAL EDUCATION DATA SYSTEMS	Available Balances	0	0	0	0	0	0	0	0	
N2803C Total			0	0	0	0	0	0	0	0	
SIS01C	SINGLE STATE-WIDE STUDENT INFORMATION SY	Available Balances	8,279	0	0	0	0	0	0	0	
SIS01C Total			8,279	0	0	0	0	0	0	0	
STATE SUPERINTENDENT OF EDUCATION (OSSE) TOTAL			4,191,084	2,918,740	0	0	0	0	0	2,918,740	
Grand Total			310,126,614	256,824,406	200,570,656	261,605,519	280,580,965	273,641,816	192,155,891	1,465,379,253	

E. TRANSFERS IN FROM OTHER COMMITTEES

<i>Sending Committee</i>	<i>Amount</i>	<i>FTEs</i>	<i>Receiving agency</i>	<i>Amount</i>	<i>FTEs</i>	<i>Program</i>	<i>Purpose</i>	<i>Recurring or One-Time</i>
Business and Economic Development	\$1,000,000	0	DC Public Library	\$1,000,000	0	L300/L380	Enhance collections budget to fund the Go-Go Archive digitization, collection, and acquisitions.	One-time
Facilities and Procurement	\$300,00	0	DCPS/DCPCS	\$300,000	0	At-Risk Weight	To increase the At-Risk weight from 0.225 to 0.2256	Recurring
Transportation and the Environment	\$2,891,400	0	OSSE	\$2,891,400	0	E500/E504	To support various programs related to Healthy Students Amendment Act of 2018 and restore a cut to the Healthy Tots Program	\$1,324,000 recurring and \$1,567,400 one-time
Transportation and the Environment	\$100,000	0	SBOE	\$100,000	0	1000/SB01	To support education research projects.	One-time
Total								

F. TRANSFERS OUT TO OTHER COMMITTEES

<i>Receiving Committee</i>	<i>Amount</i>	<i>FTEs</i>	<i>Receiving agency</i>	<i>Amount</i>	<i>FTEs</i>	<i>Program</i>	<i>Purpose</i>	<i>Recurring or One-Time</i>
Government Operations	\$244,000		Office of Human Rights	\$244,000	2	1000/1090	To fund L23-90 the Strengthening Reproductive Health Protections Amendment Act of 2020	Recurring
Total								

G. REVENUE ADJUSTMENT

<i>Agency</i>	<i>Fund Type</i>	<i>Amount</i>	<i>Use</i>	<i>BSA subtitle</i>

H. FUNDING OF LEGISLATION

<i>Bill #, Law #, Subtitle #</i>	<i>Status</i>	<i>Agency</i>	<i>Program/Activity</i>	<i>Amount</i>	<i>FTEs</i>
3-C	BSA	CJCC	2000/2010	\$35,000	
L22-212	Passed S2A	DHCD	3000/3010	\$1,526,000	3
L23-90	Passed S2A	OHR	1000/1090	\$244,000	2

II. AGENCY FY21 BUDGET RECOMMENDATIONS

A. INTRODUCTION

Pursuant to Council Rules for Council Period 23, the Committee on Education is responsible for all matters related to PK-12 public education, as well as the following agencies and programs:

- Bullying Prevention Task Force
- Commission on Out of School Time Grants and Youth Outcomes
- Common Lottery Board
- Community Schools Advisory Committee
- DC Trust (formerly CYITC)
- District of Columbia Public Charter School Board
- District of Columbia Public Library System
- District of Columbia Public Library Trust Fund
- District of Columbia Public Schools
- Education Licensure Commission
- Healthy Youth and Schools Commission
- Office of the Deputy Mayor for Education
- Office of the State Superintendent of Education
- Office of Out of School Time Grants and Youth Outcomes
- Public Charter School Credit Enhancement Fund Committee
- State Board of Education

Chaired by Councilmember Grosso, the Committee is composed of Councilmembers Charles Allen, Anita Bonds, Robert White, Jr, and Trayon White, Sr. In 2020, the Committee held FY19 performance oversight hearings on the following dates:

<i>Performance Oversight Hearings</i>	
February 12, 2020	Deputy Mayor for Education and the DC Public Charter School Board
February 19, 2020	District of Columbia Public Schools Public Witnesses
February 20, 2020	District of Columbia Public Schools Government Witnesses
February 26, 2020	Office of the State Superintendent of Education
March 6, 2020	District of Columbia Public Libraries and the DC State Athletics Commission

The Committee planned, as is customary, to hold a series of budget oversight hearings in March and April for each of the agencies under its purview. However, given the pronouncement of a public health emergency on March 11, 2020, budget submission by the Mayor was delayed until May 18, 2020, and the Council modified its normal public

procedures to maintain social distancing. Under these circumstances – including the allotment of only 12 hours of hearings to each Committee – the Committee on Education held virtual hearings for the Office of the State Superintendent of Education, the Deputy Mayor for Education, and the District of Columbia Public Schools with invited testimony from other educational bodies. In addition, the Committee received public testimony by email and Google Voice throughout May and June.

<i>Budget Oversight Hearings</i>	
June 4, 2020	Invited Witnesses
June 4, 2020	Office of the State Superintendent of Education
June 11, 2020	Deputy Mayor for Education and the District of Columbia Public Schools

In preparation for these hearings, the Committee submitted a series of questions to the agencies in order to better understand the proposed budget as submitted to the Council. Responses submitted to the Committee have been made public at dccouncil.us. In the lead up to these hearings, the Committee also received important comments from members of the public via email and Google Voice; copies of witness testimony are included in this report as attachments and the Committee continues to welcome public input on the agencies and activities within its purview. A video recording of the hearings can be obtained through the Office of Cable Television or at oet.dc.gov.

B. JUNE 4, 2020 HEARING: INVITED WITNESSES

On June 4, 2020, the Committee on Education held an FY21 budget oversight hearing for invited public witnesses. Below is a summary of testimonies given at the hearing.

A recording of the hearing can be viewed at:
http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5465

Elizabeth Davis, President of the Washington Teachers’ Union, testified that the Mayor’s proposed FY21 budget continues to underfund schools and widen the opportunity gaps. Davis expressed opposition with the FY21 budget proposal to freeze wages for DC Government employees for four years. Davis believes that the city should be investing more in the workforce to speed up recovery. Davis stated that WTU does not support Subtitle B – Education Facility Colocation Amendment Act of 2020 and recommends that the Council revisit the Master Facilities Plan (MFP) and provide funding for an updated MFP. WTU recommends that the Council provide funding to the Office of the D.C. Auditor to conduct a study of the cost incurred to taxpayers of opening and closing schools, and to place a Moratorium on the opening and closing of new schools. With this, WTU also recommends moving the Public School Transparency Amendment Act forward. Davis stated that the FY21 budget should allow for schools to prepare for when schools reopen. The WTU convened a taskforce of about 200 teachers who have developed recommendations regarding the reopening of school buildings. The WTU conducted

various surveys of on the safety of teachers and students and the challenges of returning to school. The report of that survey, along with additional budgetary recommendations and Appendix 1. DC PARCC Results, is attached to the testimony.

Ruth Wattenberg, President of the DC State Board of Education, presented testimony on the Mayor's proposed budget for SBOE. President Wattenberg expressed concerns over their Needs for Appropriations not being fully included in the Mayor's proposed budget. In April of 2020, in response to the Mayor's call for agencies to reduce their budget, SBOE submitted a revised Need for Appropriations request for \$2,133,901.97, with \$412,071 for non-personnel services. President Wattenberg stated that the Board eliminated all enhancement request, and that they lowered their proposed research budget, but the funding for research is not in the proposed budget. President Wattenberg is requesting that the full Needs for Appropriation of \$2,133,901.97 be restored.

Dan Davis, Chief Student Advocate, testified that their FY21 budgets will not be enough to fully support families. Davis stated that with a team of three FTEs and two part-time fellows, the office often works beyond office hours to meet the current demand. Davis stated that adding an additional FTE would allow them to increase their outreach and maximize their impact in all eight wards. Davis also stated that the office is in desperate need of software products, outside of Microsoft Office and OneDrive that would allow the office to be more protective and responsive to the data they collect. With the appropriate software, Davis stated that the office would be able to clean, review, and analyze data with just a few keystrokes.

Serena Hayes, the Ombudsman for Public Education, testified on the changes to their budget that they had to make in light of the pandemic. Instead of asking for an additional Ombudsman, Hayes withdrew the request. Even with the budgetary sacrifices the office made, Hayes expressed that the additional budget shortages in the Mayor's budget will impact their ability to service families. Hayes stated that they expect call levels to return to pre-COVID levels, and if a surge in calls take place, many cases will have to be turned away. The office would have to prioritize special education cases and reduce the hours that calls can be answered live, as well as in-person meetings. Hayes testified that the proposed budget reduces the office's NPS by \$30,000. The office would need an additional 15,000 in NPS to meet statutory obligations. Hayes noted that while a reduction in travel and professional fees is manageable, the office will face challenges without additional funding for contracting and procurement.

Chelsea Coffin, Director of Policy at the D.C. Policy Center, presented testimony on the FY21 budget, specifically the 3% increase in the per-student funding amount. Coffin stated that the funding weight for at-risk students and the criteria to determine which students receive the funding has not expanded, even though the needs of those students will be higher next year. Coffin stated that during the school closures, 59% of households receiving SNAP did not have access to computers or internet. Coffin also testified that neighborhoods with more at-risk children were disproportionately impacted by COVID, and that the economic crisis is affecting neighborhoods with a lot of at-risk students more.

Qubilah Huddleston, Policy Analyst at the DC Fiscal Policy Institute (DCFPI), presented testimony on funding for childcare. Specifically, Huddleston's testimony speaks to stabilizing the childcare industry by providing \$10 million in the supplemental budget for OSSE to help providers cover rent, utilities, insurance, and many other things it takes to run a childcare facility. Huddleston's testimony states that the Mayor's budget does not go far enough to meet the childcare needs of families. Huddleston stated that the Mayor's investment to create 540 childcare seats fails to address the immediate need to stabilize the childcare industry now, since those seats will not be available for several years. DCFPI asked that the DC Council invest \$10 million or more in childcare subsidies for FY21 to increase the reimbursement rates. Huddleston testified on the UPSFF, stating that the 3% increase is not enough and that the per-pupil funding is still \$820 below what school finance experts agree is adequate. Huddleston testified that the Mayor fails to make needed investments in student mental health. DCFPI is asking that the Council provide at least \$4 million to support DBH's school mental health program expansion, with 2.5 million being reallocated from the proposed increase for 17 new school resource officers. Huddleston spoke to the digital divide in schools and stated that the proposed \$6 million in devices and technology for schools is inadequate and does not address the current needs of schools. Huddleston testified that Out of School Time programs play a vital role in the social and emotional wellbeing of children and youth. DCFPI is asking that the Council maintain proposed grant-making funding for OST programs. Lastly Huddleston recommends that the Council enact a common-sense revenue strategy that targets tax increases on the wealthiest residents, allowing the city to generate the revenue needed to stabilize the childcare industry.

Jonathan Weinstein, Chief Operating Officer of Capital City Public Charter School, testified supporting the 3% increase in the per-pupil funding and the 2.2% increase in facilities. These increases, along with the CARES Act funding, would allow Capital City PCS to provide the resources needed to further support distance learning. Weinstein asked that the Council consider the following as they make decisions:

1. The DC Department of Health provide information on the standards that must be met in order to safely reopen schools.
2. The District should use its buying power to purchase, in bulk, required personal protective equipment (PPE) for schools.
3. The Department of Behavioral Health should be fully funded to implement its school based mental health program.
4. Re-establish funding levels for schools serving adults and disconnected youth.

Kathy Hollowell-Makle, Executive Director of the DC Association for the Education of Young Children (DCAEYC), testified that childcare programs were shut out of the COVID-19 relief funding and that there's been a shortage in childcare during the pandemic. Hollowell-Makle's stated that childcare has become the most common concern among small business owners and that childcare programs must return to high-quality in order to support the development of children. Without dedicated funding, Hollowell-Makle stated that D.C. may lose 20% of their seats from the COVID crisis, adding to the shortage that D.C. already had before the pandemic. The DCAEYC asked for a \$10 million enhancement

to childcare in the FY21 budget for the OSSE. They also asked that \$10 million be allocated in the supplemental budget for childcare, and without it, childcare providers will struggle to keep their doors open.

Rebecca Reina, President of the Ward 1 Education Council, presented testimony on the proposed D.C. Public School's FY21 budget. She does not support the current proposal, and stated that this is a budget for normal times, not one you propose during extraordinary times, such as the COVID-19 pandemic. Reina stated that the school system needs devices for all students and teachers to use at home, a plan that tackles the distribution of teaching via virtual learning, a focus on students with IEPs and 504 plans, DCPS' solution to fill the federal Head Start funding gap, and a well-funded State Board of Education. Reina testified about a systemic plan for DCPS' feeder patterns, specifically as it relates to creating a Center City Middle school at 800 Euclid St, NW in the CIP. Reina testified for a funding system that provides a by-right school throughout the city. Reina also testified for a space to allow students and families to grieve lost ones from the COVID-19 pandemic.

Melody Molinoff, Co-President of the Ward 3 Wilson Feeder Education Network (W3EdNet), testified on the effects of the abrupt switch to distance learning, specifically around the technology needed for students to succeed during distance learning. Molinoff stated that W3EdNet supports the Digital Equity in DC Education's recommendation of \$11 million to fully fund a hybrid learning model and a 1:1 ratio computer access for K-12 students. W3EdNet is asking that the Council charge DCPS to work with individual school leaders to create a safe reopen plan, as well as providing PPE, additional cleaning supplies and custodial services, and a full-time nurse. Molinoff supports the Mayor's plan to fund a new elementary school in the Foxhall neighborhood because it would help with overcrowding in the Wilson Feeder Pattern. Molinoff asked the Council to return the existing Old Hardy School to DCPS as soon as the current lease expires. Molinoff testified on additions at Key and Stoddert Elementary schools. W3EdNet is asking that funding for the previously approved additions to Key and Stoddert be returned to the CIP. Molinoff testified on the overcrowding at Deal Middle School and Wilson High School. W3EdNet is asking that the Council deal with the overcrowding in the feeder pattern in a fiscally responsible manner considering the current economic situation.

Andy Rowe, Founding Member of the Ward 4 Education Alliance, testified that students will need to be fully equipped with the technology they need once schools starts back. Rowe recommends that the Council support Digital Equity in DC Education's request for an additional \$11 million to fully fund a 1:1 ratio computer access for K-12 students for in-school and at-home learning. Rowe also testified on colocation, which Rowe states needs its own hearing before decisions are made.

Robert Henderson, Member of the Ward 5 Education Equity Committee, testified on a survey they conducted of school leaders, teachers, students, and families in Ward 5. The survey found that families prioritized student safety and academic performance. Henderson stated that in light of all that has transpired in the last few months, their minimum ask is that the city funds schools at the level identified by the adequacy study, as well as increase at-risk funding. Henderson stated that while the 3% increase in per-pupil is appreciated

among school leaders and the Ward 5 Education Equity Committee, it's not enough. Henderson stated that the method of counting enrollment needs to be reformed, noting that there are several shelters in Ward 5 that serve students experiencing homelessness, which can cause variation in enrollment of nearby schools. Henderson also stated support of an additional \$11 million for computers and technology for K-12 DCPS students. Lastly, Henderson asked that the Council keeps the proposed funding for the full modernization of Browne Education Campus and stabilization of Spingarn.

Suzanne Wells, President of the Ward 6 Public Schools Parent Organization, testified against the opening of new schools and stated that the growth of charter schools in the last 20 years is unproportioned to the population of D.C.'s students, which has resulted in a 40% school closure rate. Wells stated that encouraging increased enrollment in DCPS schools will ultimately allow the city to use the education funds in more meaningful ways. Wells recommends accurately projecting enrollment counts to reflect DCPS' increase in enrollment after the October enrollment count, enact a moratorium on the approval and opening of DCPS or charter schools, and stop the expansion of new campuses for existing Charter schools. Wells testified on the funding for technology and stated that the city must provide funding for a 1:1 ratio for this coming school year. Wells testified about the budget for school librarians, stating that schools petitioned out their librarians due to lack of funding. Wells is asking that DCPS' budget is reimagined to support librarians for each school. Wells also testified that the Ward 6 PSPO is asking the Council to strike Subtitle B from the Budget Support Act. Wells stated that if the Council thinks this is important, a hearing should be held on the issue. Attached to Well's testimony is Attachment A, DCPS Librarians which lays out all of their budget demands for school libraries and librarians.

Eboni-Rose Thompson, President of the Ward 7 Education Council, testified that although inadequate, the increase to the education budget was needed. Thompson encourages the Council to not touch the education portion of the NEAR Act, and to look at more ways to increase the UPSFF.

LaJoy Johnson-Law, Member the Ward 8 Education Council, presented testimony on providing an equitable budget allocation for Ward 8 schools and families. Johnson-Law's testimony ask that the Council increase at-risk funding to 0.37 from 0.225, or by adding \$4,062 per at-risk student, fully fund the DBH school-based mental health program expansion with a \$16 million budget allocation, fund safe passage for schools in Ward 8, and allocate an additional \$11 million to fully fund a hybrid learning model and a 1:1 ratio computer access for K-12 students.

Ramona Edelin, Executive Director, DC Association of Chartered Schools testified in favor of serving as the Senior Advisor for the DC Charter School Alliance's Executive Team and Membership. Edelin called attention to three budget considerations. Within the three considerations, Edelin emphasized; 1) significant resources needed for students with the greatest needs. 2) expansion of solutions for long-standing facility challenges. 3) mass communication to families regarding enrollment, job training, etc., to ensure a successful school year. To Edelin's first consideration, resources, the pandemic and current state of the country exacerbate potential mental health implications. Edelin states that "the \$1.5

million allocated in our Mayor's Budget... is not at all sufficient for this huge task." Edelin states that the student's lack of access to and interaction with their peers, in addition to trauma, hunger, and other issues cause for more support for the students -the current budget allocation results in schools having to choose between instruction and mental health supports. In Edelin's second consideration, Edelin states appreciation for the Mayor's intention to release Wilkinson for charter school use and states the lack of access to high quality charter schools when millions of square feet of public-school space are vacant or underutilized. Edelin expresses hope that the Council will support decisions to create high quality charter schools in underutilized buildings to ensure access and equity.

Edelin's final consideration emphasizes the need to communicate to and with the families of the city. Encouraging families to enroll their students for the mandatory school attendance policy will aid the schools and students in being successful for the school year. As attendance is not mandatory for early childhood and adult programs, Edelin states that outreach should still be implemented in order to close achievement gaps and provide opportunities for adults to qualify for good-paying jobs and careers.

Josh Boots, Executive Director, EmpowerK12 testified to the loss of learning due to pandemic-related school closures -approximately 10,000 and 15,000 fewer students would be on grade level in math and reading, respectively, for the 2020-21 SY. Boots questions whether the 3% UPSFF increase will be enough to stem the COVID-19 proficiency slide – given that traditional in-person school is unlikely to return until sometime next year. Boots testified on how the Council can prioritize the budget; 1) Include a weight for extended school year in an amended UPSFF, 2) Prioritize mental health, 3) Stabilize adult funding, 4) Invest in data systems and technology, and 5) Reprioritize research line items.

1. Boots testifies that students need more high quality in-person instructional hours to offset the effects of COVID. Boots recommends providing two separate weights of extended school year based on 190-199 academic days and 200 or more academic days. Boots suggests that the extended days can occur during the summer of 2021 or on Saturdays.
2. Boots emphasizes trauma and inability to consume and retain information based on COVID has disproportionately affected low-income families of color. Boots proposes an increase to the at-risk funding weight to 0.37 or an amendment to UPSFF to include an additional At-Risk Mental Health weight.
3. Boots addresses the career development needs of adults across the district, considering that more than 100,000 DC workers have filed for unemployment. Boots recommends tabling any changes to OSSE's definitions of "alternative" and "adult" students for at least one year, as these changes would result in substantial funding declines for some adult learning programs.
4. Boots recommends increasing the UPSFF from 3% to 3.5% in order to ensure that schools can invest in substantial technology and industry-leading platforms for virtual learning. This budget increase, according to Boots, would also include setting aside innovation grants.
5. Boots testifies to reallocate research funding, currently used for attendance and discipline reports, to determine the extent of learning loss and which learning programs are effective.

Rochanda Hiligh-Thomas, Executive Director of Advocates for Justice and Education testified that the Mayor’s supplemental FY 20 budget is “void of any stabilization funding for childcare providers…” and the subsidy payments that OSSE covers is not sufficient for providers who rely on tuition payments. Hiligh-Thomas testified that the Council should add additional funds to the FY20 supplemental budget to help stabilize childcare businesses. Hiligh-Thomas also urged the Council to protect funding for Birth-to-Three for all DC health programs. As testified by Hiligh-Thomas, AJE urges the Council to prioritize the health and equity as the District works to recover from the pandemic. This can be achieved by:

1. Holding OSSE’s childcare subsidy program harmless by allocating at least \$90 million in local FY21 funds for the program and protect funding for the other Birth-to-Three health programs;
2. Ensure the school based mental health expansion is fully funded, without cutting cost to community based mental health services;
3. Ensure adequate funding to provide every student with equitable access to the digital devices and internet access they need for remote learning;
4. OSSE should enhance its technical assistance to LEAs on legal requirements and best practices to supporting students with disabilities, including guidance on the use of parent training as a related service in student’s IEPs; and
5. Ensure adequate funding to support the additional cost that will be incurred to prepare schools to provide in-person student instruction.

Attached to Hiligh-Thomas’ testimony is a document outlining Under 3 DC’s budget ask for FY21.

Sarah-Rose Dorton, Regional Director of Literacy Lab testified in favor of continuation of support for evidence-based early literature interventions and to maintain funding for early literacy grants at its current level. Dorton highlighted the positive impact the Literacy Lab had on students during the last school year and the effects of the school site closing. Dorton states that K-3 students with a Literacy Lab tutor outpaced their classmates in growth toward grade-level proficiency in literacy. In Pre-K classrooms, tutor assigned students demonstrated an increase from 15% to 60% in kindergarten readiness. Leading Men Fellows, as testified by Dorton, improved educator workforce diversity and increased student readiness by seven times more. Due to COVID-19, in-person tutoring was disrupted. As a result, The Literacy Lab developed a significant volume of resources including 996 pre-recorded interventions and virtual tutoring. Dorton testified that each intervention was reviewed and vetted by a veteran educator to ensure the highest fidelity of the curriculum. Dorton testified that the Literacy Lab will be offering virtual tutoring at 16 school sites and worked to convert live tutoring into an electronic and accessible service.

Shannon Hodge, FOCUS, testified in favor of the commitments made by the Mayor and the Council. As the incoming Executive Director of the DC Charter School Alliance, Hodge points out five critical areas that face obstacles for public charter school and DCPS students.

1. Clear standards for reopening –

Hodge testified that it is the duty of the District’s health department to coordinate with education leaders. Hodge emphasized that the schools cannot be liable for developing these medically based and expertly developed standards.

2. Increase investments for At-Risk –

Hodge testified that additional investments are necessary for at-risk students aside from the increase to the UPSFF.

3. Funding gaps for mental health –

Hodge stated that the \$1.5M in the Mayor’s budget is a good starting point, but more investment in DBH is necessary for a proper investment. Hodge emphasized that there cannot be a choice between mental health support and learning for students,

4. Citywide PPE –

Hodge testified that the city needs to commit to providing basic PPE supplies so there is no national competition for access to these materials.

5. Keep adult school budgets consistent –

Hodge stated the negative impact of the 20% decline of budget for adults and disconnected youth, emphasizing the current need for student to up-skill and re-train for the workforce.

Dane Anderson, Chief Operating Officer, KIPP testified that the proposed 3% increase to the UPSFF is worthy of applause and that an additional \$8-\$10 million in COVID-19 related costs are anticipated. Anderson specified three asks:

1) Stabilize Enrollment Funding –

Anderson stated that the effects of COVID-19 may result in more families’ home schooling, enrolling in private school, switching schools during the year or not enrolling in Pre-K – resulting in enrollment being down 78% compared to last year. Anderson urges the council to pass legislation that ensures no disruption to funding ties to enrollment for the upcoming year. According to Anderson, this ask is tied to ensuring that schools are equipped to educate the most vulnerable populations.

2) Fully Fund the School Nurse Program –

Anderson testified that the Council passed but never funded legislation requiring a nurse in every school. As a result, one in eight public charter schools lacked 40 hours of weekly nurse coverage, KIPP DC campuses have a DOH-assigned nurse but they can oversee up to 1,100 students. In the wake of COVID-19, overseeing so many students will become more challenging when attempting to keep all students safe. KIPP DC, as testified by Anderson, is considering hiring a private nurse for each campus at a cost of \$65,000 per campus. Anderson stated that funding is necessary and will expire in December. If the Council does not fund this legislation. This will result in students no longer being entitled to a nurse at school.

3) Expand Funding for At-Risk Students –

Anderson testified in support of increasing the at-risk funding weight to .37, ensuring vulnerable students have access to and receive the additional academic and social-emotional supports they need.

Nadia Gold-Moritz, Executive Director, Young Women’s Project testified that as a result of COVID-19, the program had to become virtual in order to continue to meet the needs of the participants. Gold-Moritz elaborate on the impact made by digitizing the services offered, reaching 6,701 youth through Instagram and Snapchat. Gold-Moritz’s testimony focuses on two Youth Justice Campaign priorities;

1) Increasing school-based mental health services –

Gold-Moritz stated that mental health was a crisis before the COVID-19 emergency, and it is continually worsening. Gold-Moritz testified that there will be an expected increase in depression, substance abuse, and suicide. The lack of coordinated and accessible mental health counseling, support, and education in schools is detrimental for youth staff and their peers who are experiencing increasing academic pressure combined with daily life trauma.

Gold-Moritz referenced a 2019 Youth Behavior Risk Survey stating that year after year, rates of depression and suicide among middle and high school students have continued to climb. Most children do and will continue to receive their mental health supports from schools. As testified by Gold-Moritz, when the 2020-21 SY begins, DCPS and Charters need to be operating effectively, however the school-based mental health systems are not equipped to confront the aforementioned challenges. This is not based on funding or staff, but lack of accessibility ad widespread and consistent information. Gold-Moritz testified on 8 recommendations to expand critical youth mental health services and education in the 2020-21 SY.

1. **Policy Recommendation:** The Committee directs DCPS and the Public Charter School Board to develop behavioral health and social emotional service goals and intervention plans that are inclusive of and responsive to data from the Youth Behavioral Risk Survey (YRBS) and OSSE’s At-Risk Youth Analysis as well as other school-based needs assessments.
2. **Policy Recommendation:** The Committee directs DCPS, DBH, and the DC Public Charter Board to provide a list of currently employed social-emotional staff, the job duties, and the budget allocation and to ensure these positions are identified in school-specific budgets.
3. **Policy Recommendation:** The Committee directs DCPS and the Public Charter Board to create and publicly share via website information that allows youth and families to access mental health services and supports at their school. Service access information should include: 1) an updated list of mental health & wellness staff at each school including name, position, role, email, and cell number; 2) a list of the specific interventions and wellness opportunities available at each school; 3) information on practitioner hours and how to schedule an appointment; and 4) a link to a scheduling app that students can use to schedule appointments.
4. **Policy Recommendation:** The Committee directs DCPS and the DC Public Charter Board to create and publicly share an annual mental health & wellness plan that includes goals and targets overall and by school and a timeline for delivery. Targets should reflect the needs and realities reflected in the 2019

YRBS data, School Climate Survey, OSSE student at-risk assessment data, and any other behavioral risk or economic data available to school leaders. Data should be collected and posted quarterly. Important data would include (by age and school): 1) the number of children and youth receiving individual and group interventions; 2) The number assessed and results of those assessments; 3) The number of youths connected to community services.

5. **Policy Recommendation:** The Committee directs DCPS and the DC Public Charter Schools to create school-based Wellness Councils comprised of social emotional staff, and including members who are teachers, administrators, students, and parents. The Councils will ensure the engagement and accessibility of students and parents to school-based mental health work.
 6. **Operating Budget Recommendations:** Allocate \$2.5 million to support the hiring of 25 additional health-only teachers to be hired in the DBH Tier 1 schools. Health instruction will help these schools meet the requirements outlined in the 2016 DC Health Education Standards and the 2010 Healthy Schools Act.
Policy Recommendation: The Committee directs DCPS and the Public Charter Schools to include a minimum of 12 hours of behavioral health and social emotional learning as part of health instruction. Instruction should include a focus on brain development, trauma, and resiliency building.
 7. **Policy Recommendation:** The Committee directs DCPS and the Public Charter Schools to include mental health and wellness days as an excused absence for a student.
 8. **Policy Recommendation:** The Committee directs DCPS and the Public Charter Schools to spend 70% of social emotional support resources on direct interventions with children, youth, and families.
- 2) Increasing youth power and decision-making in education –
- Gold-Moritz testified that a partnership with youth and families about what learning at home and in the classroom will look like is essential, but not yet accessible. Gold-Moritz provides 5 transitions recommendations that focus on planning, data sharing, and engagement of youth and families.
1. **Engage youth and families in transition planning.** Designate the Local School Advisory Team as the school-based advisory group to work through options and make recommendations on how individual schools will reopen. Expand youth positions to six positions in order to maximize student input. YWP would volunteer to train and manage youth LSAT members at any of the high schools – if schools need that kind of support.
 2. **Communicate weekly and comprehensively.** Parents and youth do not need marketing materials. They need real information that they can use to reorganize their own lives and prepare for the school year. DCPS and individual schools should develop and disseminate weekly emails that provide plans, resources, and solicit input on unresolved issues through Google surveys and other means.
 3. **Conduct regular family and youth assessments, integrate into planning:** Ongoing assessment and feedback from families and youth will be essential to

- develop workable reentry plans. DCPS should use Google survey and other social media venues to collect information on critical reopening issues.
4. **Require DCPS to develop a detailed operational plan that is released to the community.** The plan should be a real time, operational plan that include a range of guidelines, goals, budget considerations, policy shifts, and educational priorities. We don't need a marketing document (like the ReOpen DC Plan). We need details. Draft plans should be release by July 15th and updated and re-released on August 15th.
 5. **Require each individual school (public and charter)** to develop a detailed operational plan that would address safety issues as well as class size, space issues, and operational guidelines. Draft plans should be release by July 15th and updated and re-released on August 15th.

Gold-Moritz specified that the program is not requesting an increase in funding for the aforementioned areas, but an increase in oversight – additional accountability, reporting, accessibility, and engagement as part of the budget. Understanding the budget is a starting point. Gold-Moritz testified that in order for students and parents to be engaged in understanding and contributing to budgets and budget decisions, there needs to be basic rules of engagement. These rules serve to clarify terminology, obscure costs, and allow time for budget review. Gold- Moritz provided recommendations for both DCPS and Charter Schools which emphasize shifting budget decision-making power to school-based principals and LSATs, change definitions of unclear terminology, requirement to submit expenditures, and prioritization on front-line spending.

Judith Sandalow, Executive Director of Children's Law Center (CLC), testified on various points presented in the FY21 budget. Sandalow stated that CLC is in full support of the 3% increase in the UPSFF, the extra funds for early literacy intervention and wraparound supports for schools in the Connected Schools Program, and the capital funding to modernize over 40 schools and expand early childhood centers. Sandalow testified that the Mayor's budget lacks additional investments in the school based mental health program. CLC is requesting that \$4 million – about \$70,000 per school – be allocated in the FY21 budget to fully fund the planned expansion to 60 schools. Sandalow spoke to the plan to re-open schools and stated that the council should question schools leaders on whether or not their budget and school policies will be sufficient to keep students safe and learning during the pandemic. Sandalow stated that school re-opening decisions should be driven by public health considerations, and that schools may need to screen employees and students upon arrival for symptoms. Sandalow also testified that schools should have a plan in place to protect staff and students who are high risk of serious illnesses. Sandalow said that a hybrid approach would reduce the number of students at school and promote social distancing. Wrapping up her points on the re-opening of schools plan, Sandalow said that schools should take a transparent approach when developing their school level plans for this summer and the fall.

Sandalow testified that the inequities presented by schools closures should be addressed, especially since COVID-19 has had the heaviest impact on low income Black and Latinx residents. Sandalow stated that these inequities were displayed in the effectiveness of

delivering distance learning, with many students with disabilities being almost completely disconnected from school. Students with disabilities were not able to receive the specialized instruction required in their IEPs and many still do not have laptops or internet access. Sandalow stated that those who have been disconnected due to the digital divide should be given priority and in obtaining support and extra school time to regain from learning loss. Sandalow pointed out that schools will continue to rely on distance learning in the near future. With that, and to promote digital equity, CLC is urging the Council to press school leaders into answering questions around the digital divide, specifically how close schools are to the 1:1 device ratio, whether or not the budget allocates enough funds to provide devices and internet connections, and whether or not the budget provides enough funds for IT support, teacher training, and student computer literacy training. Sandalow also stated CLC supports the goal of providing additional funding for students to have equitable access to technology they need to learn and that OSSE should take a more active approach in promoting this goal. Sandalow testified that Special education Students need additional resources to compensate for learning loss. CLS recommends providing more robust technical assistance to LEAs who provide special education services, extend eligibility for students with disabilities in their final year of school, ensure adequate staffing during summer months to ensure evaluations can continue, and in corporate parent training into the student's IEP as a related services.

Sandalow testified to OSSE's transportation budget cuts, and urged the Council to consider is OSSE needs additional financial support to transport students with disabilities safely. CLC is also asking the Council to look at OSSE's transportation recovery plan and learn whether or not the pandemic will limit the number of students per bus. In regards to DCPS' early education programming, CLC is asking that the Council inquire that DCPS leadership explain the impact that the cutbacks will have on early childhood education, the loss of Head Start funds, and the steps DCPS is taking to ensure student safety. Regarding OSSE's Child Care Subsidy Program, CLC is asking that the Council make child care a priority so parents can get back to work. CLC recommends allocating at least \$90 million in local FY21 funds for the program, as well as supplement the FY20 budget with additional funds to provide immediate relief to child care providers struggling. Sandalow stated that CLC should also pass the Students' Right to Home or Hospital Instruction Act of 2019, which Sandalow said received strong support in the October 2019 hearing on the bill. Sandalow is asking the Council to consider revenue-raising opportunities to help meet the District's educational needs by eliminating ineffective tax expenditures and repurposing "special purpose" funds.

Maya Martin Cadogan, Executive Director of PAVE, testified on the injustices done to black and brown residents of DC. Cadogan testified that the Council should fund DC students equitably through an increase in at-risk dollars. Cadogan also stated that mental health services should be fully funded, especially in light of the ongoing pandemic and the trauma many students have experienced from it. Cadogan is recommending \$16 million be allocated to DBH, \$10.6 million for Social and Emotional Learning, \$10 million for childcare subsidy, and \$10 million in emergency funds to stabilize childcare centers. Cadogan also recommended expanding funding to support distance learning tele-help.

Ramin Taheri, State Director of Education Reform Now DC, testified on several key points in the FY21 proposed budget. The first is to increase at-risk funding support for the students who need it. Second, expand school based mental health supports. Third, Taheri testified that Council should sustain and strengthen innovative facilities solutions to support public school students. And fourth, Taheri asked that the Council ensure schools have a clear plan and resources needed to reopen schools safely to protect students and staff.

Allison Kokkoros, Executive Director of Carlos Rosario Public Charter School, opened her testimony with the sad news of losing one of their students to COVID-19. Kokkoros testified on the school's response to the virus and what they are currently doing to support students and staff. Some of their learning platforms include google classroom, zoom and remind. For many students who do not have computer access, the school communicates through texting, WhatsApp, phone calls and work packets. They have distributed 110 devices to their adult learners, and included instructions on how to use them. Kokkoros also stated that the school provides one on one tech support to students in their native language. Student support provide tele counseling on many things, such as those who are coping with the effects of the virus. Kokkoros testified on a survey that they distributed to their adult learners, which highlighted several main concerns, which is employment, physical health, housing, and homeschooling their children.

Shukurat Adamoh-Fainyan, Executive Director of Reading Partners, testified that although they are appreciative of the increase in the Mayor's proposed budget for education, but there should be no cuts to funding from critical supports like the early literacy initiative during this time. Adamoh-Fainyan stated that cutting these funds puts low-income students at risk for further isolation and academic decline. Adamoh-Fainyan testified to several things that Reading Partners have done to support students, such as hosting virtual reading sessions this spring and distance learning tutoring sessions. Reading Partners is requiring increased pay for tutor positions to meet the needs of their students. Reading Partners is asking that the Council keep the early literacy and OST funding stable in the FY21 budget.

Okechukwu Ukah, Lead Organizer the Black Swan Academy (BSA), testified on the demands presented in the Black Youth Agenda. The Agenda aims to invest in the mental health of students, particularly students of color and divest from the policing and caramelization of black and brown youth. Other parts of the agenda include addressing the violence in their communities by investing in the community and moving away from policing and creating jobs for youth year round. BSA recommends increasing school based mental health supports, specifically \$2.5 million towards expanding the mental health program to 30 schools. BSA recommends that the Council rejects the Mayor's proposal to cut \$800,000 from the Office of Neighborhood Safety and Engagement, as well as reject the Mayor's proposal to increase MPD's budget by \$18.5 million, specifically the \$2.5 million to increase school resource officers.

C. JUNE 11, 2020 HEARING: DEPUTY MAYOR FOR EDUCATION AND THE DISTRICT OF COLUMBIA PUBLIC SCHOOLS

On June 11, 2020, the Committee on Education held a budget oversight hearing for the Deputy Mayor for Education (“DME”) and the District of Columbia Public Schools (“DCPS”). Deputy Mayor for Education Paul Kihn and Chancellor Lewis Ferebee presented testimony and Chief Operating Officer Patrick Davis, Deputy Chancellor Amy Maisterra, and Associate Chief Financial Officer Delora Shepherd joined them in answering questions from Chairperson Grosso and members of the Committee on Education.

A recording of the hearing can be viewed at:

https://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5480.

During the Fiscal Year 2021 budget oversight hearing, the Committee on Education touched on several topics, but focused primarily on a return to in-person instruction, school-based policing, distance learning, and school modernizations. Below is a summary of major findings from the hearing:

School Reopenings

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency in light of increasing cases of COVID-19 in the District. In response, DCPS and charters alike began transitioning to distance learning the week of March 16 with plans to resume in-person operations at the start of April. On March 30, Mayor Bowser announced a stay-at-home order for the District that was originally set to expire on May 15, then subsequently extended until June 8. Responding to each in turn, DCPS and charters eventually committed to distance learning through the end of the 2019-2020 school year. As of the DCPS and DME budget hearing on June 11, 2020, the timeline on and manner in which schools would reopen for the 2020-2021 school year remained unclear.

Given this context, Committee Chairperson David Grosso opened questioning with a focus on school reopenings, asking specifically how the FY21 budget would support the process for both DCPS and public charter LEAs. Chancellor Lewis Ferebee responded that DCPS had kicked off the summer with educator professional development on this topic, and that the budget was designed to support teacher preparation for both online and in-person instruction. He also noted that DCPS had received \$6.1 million in targeted budget assistance alongside stimulus funding for technology and other resources. In preparation for the fall, DCPS was collaborating with the city administrator on plans for safety, cleaning, and sanitation.

Deputy Mayor for Education Paul Kihn followed up by noting that the priority of the DME was safety, ensuring children and staff alike would be safe whenever they returned to their school buildings. He stated that efforts in support of this priority were happening in collaboration with DC Health and the ReOpen DC Advisory Group; in addition, the

DME was collaborating with OSSE on the production of detailed guidance for schools and regular planning calls with all LEAs. He noted that reopening efforts – including the centralized purchase of PPE – were supported by federal pandemic funding through the CARES Act.

Asked by Chairman Mendelson what specifically DCPS was doing to address safety concerns, Chancellor Ferebee noted that DCPS was ramping up monitoring and accountability, providing additional safety protocol training for staff, adjusting schedules to minimize student movement between locations, and developing both a monitoring tool and walkthrough protocol. Asked by Chairperson Grosso where pandemic costs appeared in the DCPS budget, Chancellor Ferebee reiterated that costs such as PPE and cleaning were covered through the broader city budget and therefore not reflected in the DCPS budget; that said, DCPS ensured schools had appropriate staffing to cover both online and in-person instruction. Chancellor Ferebee also highlighted \$6.9 million dedicated to technology to support distance learning.

Communication with Families. Asked to discuss how the agencies were working to communicate with and assuage the anxieties of families and students, Chancellor Ferebee stated that DCPS had been in regular communication with families and had, in the process, been transparent about knowns and unknowns heading into the fall. He noted that DCPS had conducted a series of surveys and focus groups with school communities and consulted with various advisory boards. DME Kihn signaled that family engagement was of utmost importance, noting that a comprehensive citywide survey of LEAs had closed the night before the hearing with high response rates and that the results would be shared publicly. Asked by Councilmember Anita Bonds how soon parents and students would be informed of fall schedules – noting concerns about the potential of a bifurcated system sending students to school on staggered timelines – Deputy Mayor Kihn responded that the Executive had “worked extremely hard” to provide consistency and clarity, including via a recently completed comprehensive citywide survey – covering 23,000 students – that would be used to inform planning.

Union Engagement. Councilmember White asked about contract negotiations with the Washington Teachers’ Union (“WTU”), suggesting that teachers had made additional demands in light of the pandemic and that DCPS had subsequently stopped negotiations. Chancellor Ferebee stated that this did not reflect his own understanding, which was that both DCPS and WTU were committed to prioritizing reopening and shifting the conversation to how DCPS would support teachers when they returned to school. In the interim, legal teams were resolving concerns surrounding what could – and could not – be completed in an online environment and Chancellor Ferebee was unaware of conditions that needed to be met before negotiations over the contract – which expired in 2019 – could continue. Asked how WTU had been engaged in conversations surrounding school reopenings, Chancellor Ferebee stated that teachers and staff had been active partners, offering critical insights via focus groups and a teacher advisory board. Moving forward, DCPS would launch an additional staff survey and WTU would capture concerns from upcoming meetings for use by DCPS as the basis of a planning document. Chief Operating Officer Patrick Davis commented that WTU President Elizabeth Davis

was a member of the ReOpen DC Education and Childcare Committee and her suggestions had already been incorporated into planning.

Learning Loss. Asked how learning loss would be identified and addressed, Chancellor Ferebee noted that teachers would receive resources to help provide learning assessments and that families had already been provided a number of resources to support their students at home. For the students themselves, DCPS summer school would open at the end of June and – for those in 3rd, 6th, and 9th grade – the Summer Bridge Program would begin in August. During the academic year, DCPS would reserve the right to add extra learning time before or after school, during extra days, or on weekends. Asked specifically about learning loss for students in the lower grades – especially those in low-income households – Chancellor Ferebee noted that no devices were originally distributed to K-2 students, but feedback suggested this should be reconsidered; as a result, students in the lower grades would have access over the summer.

School-Based Policing

On March 13, 2020, Breonna Taylor – a 26-year-old Black woman in Louisville, KY – was murdered by police when three plainclothes narcotics officers executed a no-knock search warrant shortly after midnight. The three officers involved – all white – subsequently filed a falsified report. Two months later, on May 25, 2020, George Floyd – a Black man in Minneapolis, MN – was murdered by police when Derek Chauvin, a white cop with a history of misconduct complaints, knelt on his neck for nearly nine minutes during an arrest over a counterfeit bill.

In the hours, days, and weeks following, protests erupted across the country and around the world, united behind calls to recognize and account for the role of white supremacy and anti-Black racism in policing. Throughout the U.S., demonstrators demanded that local jurisdictions defund the police, investing instead in community supports whose serial underfunding had – and have – disproportionately negatively impacted Black communities. Responding to calls led by students and educators, several major school systems – including those in Minneapolis, Portland, Denver, and Seattle – ended their contracts with local police departments or moved to eliminate police forces under their own auspices as similar calls gained traction across the country. At the time of the June 11 hearing, Black Swan Academy had circulated a petition in D.C. demanding the removal of police from all DCPS and charter schools, a rejection of the proposed \$18.5 million increase for the D.C. Metropolitan Police Department (“MPD”) in the FY21 budget, strengthened supports for the well-being and continued development of local educators – including training in social-emotional learning and transformative justice approaches – and additional investments in school- and community-based mental health and violence interruption programs.

Within this context, Council Chairman Phil Mendelson used his first round of questions to hone in on the presence of police in D.C. schools. Chancellor Ferebee shared that DCPS had a \$23 million MOU with MPD to oversee contracted guards – who made up the majority of in-school security staff – and that some MPD officers, while not based

directly in LEAs, provided citywide support to both DCPS and charter schools. He noted that, in addition, DCPS had seven FTEs in a school police officer personnel group that were available to schools as needed. For Chancellor Ferebee, this combination of contracted guards, MPD officers, and other personnel were critical not only to initiatives such as the Safe Passage program and weapons abatement, but also safety perceptions by students – according to Ferebee, students had expressed gratitude and shared they would not feel comfortable participating in extracurriculars or traveling to or from school without them. The Chancellor stated that DCPS had worked hard to ensure school resource officers reflected District values and that, as a result, students often named SROs among trusted school adults. Asked by Councilmember Bonds how many personnel were funded by the school security contract, Chancellor Ferebee estimated 330 contracted security guards in DCPS and 17 DCPS school police officers.

Asked who made decisions regarding the presence of police in schools, Chancellor Ferebee stated that there were times when individual schools requested additional law enforcement presence, but that DCPS typically made these decisions based on central office analysis. He was not aware of a time when schools asked to have assigned officers removed from their campuses. Chairman Mendelson asked that Chancellor Ferebee report back to the Committees on Education and of the Whole with three sets of information: data on weapon confiscation in schools, focused primarily on firearms for the most recent academic year; the breakdown of officers at each school; and a firm answer on whether any schools had requested reduced law enforcement presence.

During his first round of questions, Councilmember Charles Allen noted that the DCPS security contract had increased by 56% since FY16. Asked to explain this increase, Chancellor Ferebee stated that the contract was evaluated on an ongoing basis and attributed the rise to three drivers: inflationary increases, additional square footage in the DCPS facilities portfolio, and a steady growth in enrollment, culminating in the largest gains over the last academic year. Councilmember Allen pushed back on the final point, noting that most enrollment growth happened within elementary schools – not included in the security contract – and calling attention to the fact that there were eight contracted security officers for every five social workers in DCPS schools. Chancellor Ferebee responded that safety was the responsibility of the entire school community and, as such, DCPS looked to everyone in the building to do this work.

Later in the hearing, Chairperson Grosso asked Chancellor Ferebee to summarize the mission, vision, and values of the five-year plan for DCPS. In response, Chancellor Ferebee stated that DCPS stood by the commitment that all students would feel loved, challenged, and prepared, and that students would graduate with the prerequisite skills to go on to college, careers, and earn a livable wage. He stated that it was critical to have a great school in every neighborhood – consisting of world-class facilities, exceptional teachers, and appropriate supports – so families could have great confidence in the post-secondary success of their students.

Asked by Chairperson Grosso whether security guards were trained in ways that upheld these expressed values, Chancellor Ferebee stated that DCPS had worked hard to ensure

the MPD Cadet Corps – a program in which DC residents between the ages of 17 and 24 serve part-time as uniformed, civilian employees and receive both a salary and up to 60 tuition-free college credits – prepared students to serve as officers. Chairperson Grosso redirected, clarifying that he wanted to know whether school-based officers were trained in ways that DCPS would train its own staff. In response, Chancellor Ferebee stated that DCPS had a strong working relationship with Chief of Police Peter Newsham and credited this partnership with ensuring officers and security were “trained accordingly as needs come up;” he also noted that DCPS had been pleased with the response to their calls for diversity in officer hiring practices. Deputy Mayor Kihn followed up on this with a comment that school-based officers were “trained deeply” in conflict resolution. In response to follow-up questions, Chancellor Ferebee was unable to say how many students had been arrested on school premises. When asked about the academic impact of arrests on student academics, he focused instead on the hierarchy of responses in school settings, stressing that the first responders in schools were administrators – with security serving as backup – and that administrators only sought assistance from law enforcement when critical needs arose. The goal, he said, was avoiding arrests “as much as possible.”

Asked by Chairperson Grosso whether students have accused any school-based officers of misconduct, Chancellor Ferebee responded that DCPS kept track, but he would need to follow up with three requested sets of data: the number of accusations between 2018 and 2020, the manner in which accusations were investigated, and the resulting number of officers removed from schools. Building on earlier comments, Chairperson Grosso noted that there was one security officer for every 129 students in DCPS schools – a ratio far lower than that for social workers, counselors, and other mental and behavioral support staff. Asked whether it would be better to have hired such staff instead of security personnel, Chancellor Ferebee responded that DCPS remained committed to trauma-responsive schools and restorative practices – for him, it was not an either/or situation because schools need to have appropriate counseling and support staff, but they also need safety. Expanding on this comment, Chancellor Ferebee later stated that safety was paramount, but that DCPS would continue to reevaluate security funding and decide if there were better areas for investment in the future. Expressing excitement over the Office of Neighborhood Safety and Engagement (“ONSE”) Leadership Academy at Anacostia – through which local “success coaches” provide case management, mentorship, and restorative practices – he said such a partnership could serve as an example of how to shift funding in the future.

Chairperson Grosso stated that it is important to recognize that the presence of police does not necessarily equate to a safer space for students; in fact, many students have expressed that police in schools do the opposite, making them feel less safe and secure. Chancellor Ferebee countered, stating that he frequently asks students if they feel safe and that students overwhelmingly say “yes,” worrying instead about their safety once they leave school for the day.

Referring to prehearing responses, Chairperson Grosso noted that DCPS hired two restorative justice practitioners and saw an 8% decrease in suspensions during the 2019-2020 school year. Asked how the central office supports this work, Chancellor Ferebee

responded that DCPS remained focused on restorative and trauma-responsive practices – considered critical in efforts to support students – and would be investing in a multitier support model designed to provide an effective foundation for social-emotional and behavioral work.

Shifting discussion to mental health services, Chairman Mendelson noted that the Department of Behavioral Health had previously funded one position at DCPS and another at OSSE to support school-based mental health expansion. Asked whether DCPS could fund these positions during the upcoming school year, Chancellor Ferebee noted that schools had responded positively to the school-based mental health structures already in place and that DCPS was concurrently implementing Cohort 2 and expanding the number of schools included in Cohort 3. As of the hearing, Chancellor Ferebee noted that 72 schools were receiving supports through the school-based mental health model; expanding on this, Deputy Mayor Kihn shared that 119 schools were slated to receive clinical supports in FY21 with 25-30 schools expected to participate in Cohort 3.

Leadership Changes and School Personnel

Boone Elementary School. Kicking off his first round of questions, Councilmember Robert White noted a number of concerns from the Boone Elementary School community and Ward 8 Education Council regarding the March non-reappointment announcement of Principal Carolyn Jackson-King. According to the community, the decision to fire Ms. Jackson-King was a direct and retributive response to her criticisms of the Relay instructional model as a “racist program contributing to the school-to-prison pipeline.” Asked whether he would be open to reconsidering the dismissal, Chancellor Ferebee stated that he could not speak to specifics and instead praised the “robust review process” – incorporating “a lot of data” – that DCPS used to make school leadership decisions. He noted that DCPS had started the principal selection process and he expected the process to continue. In response to these comments, Councilmember White asked whether school outcomes had improved or declined under Ms. Jackson-King; Chancellor Ferebee, in his own response, stated that DCPS expected students to achieve proficiency and mastery, but that Boone saw no “significant gains” over an “extended period.” Councilmember White noted his concerns about the qualification of “significant.”

Returning at a later point to conversations about Boone, Councilmember White asked about the selection committee for the new principal. Chancellor Ferebee responded that the committee had not only been established, but had also interviewed candidates, held a listening session with DCPS, and selected additional candidates to interview. Asked how long before each interview the committee received the names and resumes of interviewees, Chancellor Ferebee said that this information was not shared in advance to protect candidate information, suggesting it was “not best practice” to have credentials “floating around for an extended period.” Pressed on what the privacy issue could possibly be given that the committee would have the names and interviews at hand after each interview – and noting, too, that withholding such information only restricted the ability of the search committee to do due diligence – Chancellor Ferebee responded that sharing this information was “just not part of their practices.”

Kimball Elementary School. Turning attention to Ward 7, Councilmember Gray asked what he should tell families in response to questions about why “popular principal” Johann Lee would not be returning to Kimball Elementary School in the fall. In response, Chancellor Ferebee noted that DCPS had favorable experiences working with the school community on the new principal selection process and that both the selection committee and DCPS were excited about new leadership that was slated for announcement the week of the hearing. Pressed on why DCPS would seek out new leadership for Kimball when families wanted Mr. Lee to be retained, Chancellor Ferebee responded that he would not speak to personnel and appointment decisions. He stated that he stood by the “robust process” DCPS had in place to evaluate principals and make appointments because it took into account multiple components of school leadership.

Teacher Demographics. During her final round of questions, Councilmember Bonds asked about the demographics of DCPS teachers, particularly honing in on the gender breakdown. Chancellor Ferebee specified that 75% of teachers were women, and that – of the approximately 5,000 teachers employed by DCPS – 48% were Black, 32.5% white, 8% Latinx, 7% unreported, 3.5% Asian, and 0.4% American Indian or Alaska Native. Of principals, 63.2% were Black, 27.2% white, 4.4% Latinx, 4.4% unreported, and 0.9% Asian. He noted that while staff had the option not to disclose race, DCPS nonetheless had higher numbers of Black teachers than the national average. Given this diversity, Councilmember Bonds asked why there were no teachers of color at Ross Elementary School, located in Ward 2 with a student population that was approximately 51% white. In response, Chancellor Ferebee stated that while he could not speak to specific schools, DCPS provided a diverse pool of teacher candidates from which principals could make their hiring decisions and continued to work with principals on diversity training and recruitment. Ultimately, however, principals were responsible for final hiring decisions.

Washington Metropolitan Closure. On January 23, 2020, DCPS publicly announced its decision to close the Washington Metropolitan Opportunity Academy High School (“Wash Met”) at the end of the 2019-2020 school year. The decision – which came after an investigation of academic outcomes found the Wash Met had the lowest attendance rate of all opportunity academies, as well as markedly low graduation rates and academic proficiency – was met with opposition from members of the public and from a number of members of the Council. During the FY19 performance oversight hearing for DCPS, Chairperson Grosso and Councilmember Robert White devoted significant time to the Wash Met closure, with Councilmember White ultimately stating that he was dedicated to holding DCPS accountable during the closure process.

In this context, Councilmember White asked if and how DCPS was tracking the progress of students finishing out their time at Wash Met. Chancellor Ferebee responded that DCPS was tracking both students and staff, and that 41 students – approximately 40% – had completed or were in the process of enrollment for the upcoming academic year. In order to ensure a smooth transition, DCPS had made targeted announcements and outreach to families and provided supports to staff. In response to a follow-up question regarding how many students would be promoted to the next grade in the fall, Chancellor

Ferebee stated that DCPS schools were still working through the grading process, but he anticipated all students had a successful experience and were completing work the week of the hearing. For students in need, he said, credit recovery opportunities would be available during the summer. Asked how many Wash Met students had come into contact with law enforcement in the four months since the school closure announcement, Chancellor Ferebee responded that DCPS does not track student involvement with law enforcement – citing “very sensitive information” – but would continue to ensure supports were available to students as needed. Unsatisfied with these responses, Councilmember White noted his concern that DCPS said it would follow students closely, but he was not convinced this had happened.

Returning later to conversations about Wash Met, Chancellor Ferebee noted that DCPS was conducting weekly check-ins with school staff and had developed a tracker to monitor progress for students. As of the hearing, all middle school students had completed coursework, but high school was still in progress. Following up on this, Councilmember White asked whether a full status update on Wash Met would be sent to the Committee on Education. In response, Chancellor Ferebee cited a public website established months before to provide regular information on school staff and student supports and agreed to share this with the Committee, but noted that enrollment would continue throughout summer and into fall. Councilmember White also questioned the evidence supporting Summit Learning, an instructional program primarily used by DCPS in alternative schools to accelerate course completion. Chancellor Ferebee stated that DCPS had conducted and would continue to conduct an extensive review of resources for online instruction, but that Summit Learning “continues to be one of the top platforms” because it was competency based and supported blended learning. Councilmember White pushed back, stating that while Summit looked good on paper, no obvious evaluation was available and other districts had discontinued use of the program in recent years.

School Facilities and Modernizations

Ward 3 Overcrowding. For her first set of questions, Councilmember Mary Cheh focused on the Ward 3 feeder pattern and, in particular, the decision to open a new elementary school in Foxhall. Referring to trailers at Deal Middle and Key and Stoddert Elementary Schools – in place since 2018 to alleviate overcrowding – Councilmember Cheh noted that previous Capital Improvement Plans had allocated funds for the replacement of these trailers with permanent facilities over the next few years; in the FY21 budget, however, funds from Deal and Key were redirected to the new Foxhall school, not slated for completion until 2026. Councilmember Cheh questioned how such a reallocation responded to urgent overcrowding “right now” and expressed consternation with a lack of community, Council, and school leadership involvement in planning.

Asked whether DCPS had explored use of the old Hardy School (“Old Hardy”), Chancellor Ferebee stated that the decision was made by the Mayor not to do so and that the DME had worked with DCPS on this project. Deputy Mayor Kihn stated that he shared concerns about the Wilson feeder pattern community but noted that – in instance of Old Hardy – the decision had been made to provide a three-year renewal of the lease

for the Lab School as a “solid educational asset” in the community. For the DME, this solution was one that allowed the Executive to accomplish multiple goals at once with regards to alleviating overcrowding for the southern segment of the feeder pattern. At the time of the hearing, Deputy Mayor Kihn was unable to say how much the Lab School lease renewal would generate for the city or whether the renewal would need to go before Council.

In response to comments from Councilmember Cheh that the additions to the Hardy Recreation Center were to be completed before any new school was built in the area, Deputy Mayor Kihn noted that the DME was working on the design and build of the recreation center, including the field house, two field areas, and a playground which would all be left untouched in the development of the Foxhall school. He stated that the school would take up some of an existing parking lot and a field not slated for upgrades by the Department of Parks and Recreation, and that the DME had been in close contact with DPR regarding the project.

Asked what is planned for Key and Stoddert in the six years before the Foxhall school is built, the response from DCPS indicated that trailers and learning cottages would need to be used given the tight capital budget, but that the new school would ultimately relieve overcrowding by adding 200 additional seats to the Wilson feeder pattern without needing to expand the Key and Stoddert campuses. They also noted that DCPS had convened working groups on overcrowding in Ward 3 and that the new Foxhall school was one of the suggestions stemming from community engagement.

Returning later to conversations regarding Ward 3 overcrowding, Councilmember Cheh noted that Stoddert enrollment was projected to fall well above the cap for the upcoming school year. Asked yet again what plans or interventions were in place to deal with overcrowding over the next six years, COO Davis stated that DCPS evaluated capacity on an annual basis and would add extra space as needed to the small capital projects budget. He reminded Councilmember Cheh that, while the Foxhall school would be completed after projections for the Key expansion, enrollment at the school was dropping and the timing for Foxhall aligned with the scheduled expansion of Stoddert. In addition, COO Davis noted that – given construction challenges at Key and Stoddert – capital funding would be better spent on a new site, but DCPS was not precluded from building additional expansions at existing schools in future years if needed. Councilmember Cheh pushed back, stating that the local Advisory Neighborhood Commissioner had asked for use of Old Hardy, not a new school.

Chairman Mendelson picked up this thread at yet another point in the hearing, asking why the city would construct a new school when converting Old Hardy would be less expensive, saving DCPS \$35 million when compared to the building of a new school. COO Davis responded that Old Hardy was limited in square footage – offering up to 60,000 square feet less than the proposed for Foxhall – and would therefore require significant expansion. Such work would be especially expensive given the costs of renovating historic structures even if, like Old Hardy, they were not landmarked but still required to undergo historic preservation review.

In response to comments that Ward 3 parents wanted Key and Stoddert additions alongside the new Foxhall school, COO Davis noted, once again, that the timing of the Foxhall school aligned with the previously scheduled Stoddert addition, slated to begin in FY23. Further, while the Key expansion would have occurred in FY21 and FY22, enrollment was projected to continue decreasing over the next few years, lessening the necessity of such an expansion project. Asked whether they had considered purchasing the building occupied by Georgetown Day School, DCPS noted they were aware it might be available in the future and that they were exploring every opportunity. Asked whether any of the plans currently under consideration were analyzed in the MFP, Deputy Mayor Kihn responded that demographic analysis from the Office of Planning – contained in MFP – was, in fact, being used in planning to address Ward 3 overcrowding.

Ward 7 Modernizations. At the start of his first round of questions, Councilmember Vince Gray voiced long standing concerns regarding the disproportionate number of schools in Ward 7 that had yet to be modernized, including Burrville Elementary (not in the CIP until the last year of the plan), Drew Elementary (in the CIP for FY22, but not for full modernization), Neval Thomas Elementary (in the CIP for \$22.5 million, but delayed until FY26), and JC Nalle, Beers, and Plummer Elementary (none of which were accounted for in the CIP.) Asked what message this trend sent to Ward 7 residents regarding the value of their schools compared to those in other wards, Chancellor Ferebee stated that DCPS valued all school communities, but Councilmember Gray pushed back, asking again what message the deprioritization of Ward 7 buildings sent to families. COO Davis responded that DCPS capital budgets and plans were required by law to be developed according to the Planning Actively for Education (“PACE”) Facilities Amendment Act of 2016, noting that a benefit of the PACE Act was that sequencing of modernization had not changed in several years, granting schools consistency in their own planning. COO Davis went on to highlight several enhancements made to Ward 7 schools – including new windows at Neval Thomas – and noted that DCPS was leveraging the small capital budget to make additional improvements aimed at providing students with an “appropriate environment,” including HVAC at Neval Thomas and Beers and work on the Plummer playground. He also noted that DCPS was in the process of wrapping up modernizations at C.W. Harris and Houston Elementary.

Aiton Elementary Renaming. During his final round of questions, Councilmember Gray turned his attention to the Lorraine H. Whitlock Elementary School Designation Act of 2019, introduced in April 2019 to rename Aiton Elementary School after Whitlock, a teacher, University of the District of Columbia trustee, and longtime civic activist. Councilmember Gray expressed deep frustration, noting that while the school was to be renamed for a “luminary” in education, Council had received significant testimony from DCPS in opposition to the change and subsequently delayed markup so DCPS could solicit community input. As more than a year had passed since this decision, Councilmember Gray wanted to know why Council had yet to hear back. Chancellor Ferebee responded that DCPS had collected feedback online and by paper, and that representatives had attended civic association and ANC meetings earlier in the spring to continue the discussion. He stated that DCPS would be prepared to report out soon with

results and recommendations and, when pressed, shared that 69% of 32 community responses were in favor of the renaming, but he would only promise that DCPS could share “next steps [...] as early as next week.” In response, Chairman Mendelson stated that the Committee would mark up the bill at the first post-recess meeting regardless of whether DCPS had provided input by that point.

DC Infrastructure Academy. As part of the FY21 budget, the District of Columbia Infrastructure Academy would be moved to the old Spingarn High School, which closed in 2013 but garnered attention in February 2020 after a YouTube video surfaced showing severe disrepair in the abandoned building. Noting that DCIA was a Department of Employment Services project and Spingarn was a DCPS portfolio space, Chairperson Grosso asked why this space had been chosen over a building in Ward 8. In response, Deputy Mayor Kihn noted that the school had been looking for a permanent space for some time knowing that their current home at the old Wilkinson Elementary School was not an ideal long-term solution. He stated that DCIA had considered many buildings both in and outside of the government portfolio, but landed on Spingarn given its central location in Ward 5 and the potential for expansion within such a large building. Deputy Mayor Kihn also noted that Spingarn proximity to Phelps Architecture, Construction, and Engineering High School could lead to collaboration between the two schools. When Chairperson Grosso expressed concern over potential transportation challenges for students, Deputy Mayor Kihn responded that transportation was always a consideration, but Spingarn had both streetcar and bus access and the DME would consider a shuttle from the Stadium-Armory and Minnesota Avenue Metro stations.

Given that DCIA would likely only occupy half of the Spingarn building, Chairperson Grosso asked whether a charter colocation was under consideration for the remaining space. Deputy Mayor Kihn responded that a charter partner had not been identified, but the DME was considering the mechanisms that would be needed to select such a school. He also stated it “could be interesting” to establish a career pathways cluster in the geographic area surrounding DCIA and Phelps ACE.

Assorted Capital Expenses. Towards the close of the hearing, Chairman Mendelson dedicated time to questions about specific facilities and capital expenses, none of which required extensive conversation. Over the course of these questions, DCPS discussed a \$6 million increase for Eliot-Hine Middle School improvements, spurred by unforeseen asbestos conditions; increased investments in HVAC, stemming from temperature regulation as one of the biggest drivers behind a comfortable learning environment; a zeroing out of the window replacement line, resulting from the completion of most necessary window projects; and the absence of King, Drew, and Nalle Elementary from the CIP despite their PACE Act rankings, chalked up to a lack of available swing space. On the last point, COO Davis noted that DCPS was addressing the swing space issue by adding space at the old Kenilworth building and evaluating additional locations in Wards 7 and 8.

Drawing on this, Chairperson Grosso next asked about specifics behind the \$12.5 million increase in swing space for FY21. Deputy Mayor Kihn identified several projects,

including the aforementioned Kenilworth expansion – which required a permanent kitchen, cafeteria, and gym space – and a need to build out remaining space in the Davis building, Kimball, and modular campuses in Wards 6 and 8. Asked about the data behind a \$6 million decrease in major repairs, COO Davis explained that DCPS had grown more refined in their budget calculations and, as a result, had allocated more funds to specific line items instead of the general bucket. In the event that additional flexibility would be needed, he noted that DCPS also maintained a reserve for unknown capacity challenges and work orders falling outside of specific line items.

Euclid Street Middle School. Chairman Mendelson also asked for an update on a by-right neighborhood middle school in Ward 1, slated to open within one year of Banneker High School vacating its Euclid Street building. COO Davis responded that DCPS had actively engaged the community in planning and subsequently loaded the school into the capital budget, but cautioned that DCPS had not committed to opening a middle school – the plan, instead, was to conduct a design study for a potential 550 student school at either the Banneker building or Garnett-Patterson, previously home to Shaw Middle School. Asked why DCPS would be considered Garnett-Patterson when the law specified Banneker, COO Davis responded that an understanding of all options available in the immediate geographic area was needed; such an understanding, he said, would allow DCPS to make a more informed decision should they pursue the middle school.

Charter Colocations

Towards the middle of the hearing, Chairman Mendelson turned to the Education Facility Colocation Amendment Act of 2020, a subtitle in the Fiscal Year 2021 Budget Support Act of 2020. The Education Facility Colocation Amendment Act would amend the Public School and Public Charter School Facilities Sharing Act of 2002 to allow public charter colocation in underutilized DCPS facilities and create a non-reverting fund – under DCPS oversight – to house charter payments for allocated space; money in this fund would, in turn, be used to support programming, supplemental staff, special initiatives, maintenance, and improvements in colocated DCPS schools. In response to questions from Chairman Mendelson, Deputy Mayor Kihn affirmed that the Mayor already had the authority to make DCPS facilities available for charter colocations without the BSA subtitle; instead, what the subtitle aimed to accomplish was the placement of charter rent payments directly into the hands of DCPS schools instead of indirectly routing these funds through the Department of General Services. Deputy Mayor Kihn also noted that DCPS would not cut school budgets to balance out rental income, and Chancellor Ferebee shared that principals would have the opportunity to weigh in on any parameters surrounding use of the fund, although the overarching plan would be for school leadership to have broad discretion over rent payments as “autonomous resources.”

Asked what would happen should a colocated school need to expand, Chancellor Ferebee responded that logistical parameters would be developed in partnership with school leaders, but – as he understood the subtitle – colocation with a charter would not prevent any DCPS school from expanding. Deputy Mayor Kihn cited Bancroft Elementary – which recently ended its colocation with Briya PCS in 2019 – as a successful case study:

Briya understood that ending the lease should Bancroft need to expand was part of the colocation agreement, and DCPS provided Briya with sufficient time to find a new space before the lease came to a close. Given lingering questions about colocation logistics, Chairman Mendelson asked why the colocation bill was included as a BSA subtitle and not introduced as a standalone bill; in response, Deputy Mayor Kihn suggested that the subtitle only served to redirect funding from colocations rather than change the circumstances around their approval, hence its inclusion in the budget process. Asked whether certain schools or wards would benefit from this subtitle more quickly, Deputy Mayor Kihn noted that there were no current plans for colocations but called the subtitle a “good sense provision,” stating that local communities would benefit in the case that neighborhood schools were underutilized to such a degree that colocation was even considered.

Given the discussion at hand, Chairperson Grosso asked how the DME could better promote cross-sector collaboration when it came to the opening and closing schools, citing a March 2019 memo in which Deputy Mayor Kihn “raise[d] concerns” about the potential approval of new high school, middle school, and specialized charters. In response, Deputy Mayor Kihn argued he had not “openly disagreed” with the charter board on the opening of new schools, but had instead pushed with them – and others in the city – to ensure schools would only be opened to address identified needs. He suggested that EdScape – a set of interactive digital visualizations of citywide education data – would help a great deal by providing facilities assessment, information on student commutes, and insights into school quality in one place. Asked by Chairperson Grosso how exactly EdScape would facilitate collaboration, Deputy Mayor Kihn noted that members of the Cross-Sector Collaboration Task Force working group focused on the opening, closing, and siting of schools analyzed the data available in EdScape and collaborated with PCSB on charter application review.

Distance Learning and Tech Equity

As referenced earlier in this report, DCPS and charter schools transitioned to distance learning in March in response to the COVID-19 pandemic and subsequently finished out the 2019-2020 school year in this capacity. Given this, Chairperson Grosso dedicated a round of questions to distance learning and – one of the largest resulting concerns – tech equity. Councilmember Grosso asked first about technology distribution, noting that an estimated 30% of students could not access online distance learning in the spring because they lacked either internet access or an appropriate device. Chancellor Ferebee responded that every one of the approximately 10,000 students who reached out to request a device or hotspots had received them and that DCPS would continue to distribute technology over the summer to students participating in academic programming or the Summer Youth Employment Program (“SYEP”). Of distributed devices, those assigned to seniors would be returned at the end of the summer once SYEP had come to a close; devices assigned to all other grades would stay with students indefinitely. Asked further whether the 1:1 technology plan for high schools and 1:3 for lower grades was “out the window,” Chancellor Ferebee responded affirmatively, noting that DCPS was reevaluating this goal as part of the Empowered Learners Initiative.

While public testimony frequently cited a need for an additional \$11 million for tech equity, Chancellor Ferebee said that the \$6.9 million budget enhancement for the Empowered Learners Initiative and CARES Act funding would allow DCPS to provide up to 26,000 additional devices and cover losses and damages, hybrid and distance learning trainings for educators, and any additional tech needs that might arise in the coming year. To ensure sufficient tech support, he noted that DCPS was collaborating with the Office of Chief Technology Officer to ramp up help desk bandwidth and had allocated \$1 million for this work.

Asked about the state of tech equity in charter LEAs, Deputy Mayor Kihn cited an April survey indicating that 4,000 students still had unreliable internet access. He noted that the DME is exploring all options with confidence that all students would have sufficient access by the start of the 2020-2021 school year, especially in light of the tech funds allocated to individual schools budgets, the \$500,000 remaining in the DC Equity Fund, and the \$3 million DC had received in GEER funding. Deputy Mayor Kihn also noted that DC might receive additional federal funding in the coming months.

Head Start and UPSFF Budget Reductions

On April 15, 2020, DCPS announced that it had pulled its application for Head Start funding for the upcoming school year. Noting that the U.S. Department of Health and Human Services – which oversees Head Start – was planning to withhold funding given a failure by DCPS to meet federal safety standards, Chancellor Ferebee announced that he had pulled the application before the District could lose the funding, giving DCPS an opportunity to address systemic shortcomings dating back to at least 2010 before reapplying in future years. In a letter to families, Chancellor Ferebee stated that DCPS would not lose prekindergarten seats, but would lose approximately 80 employees associated with Head Start classrooms.

Asked by Chairman Mendelson about the impact the loss of Head Start funding would have on early childhood education in during the 2020-2021 school year, Chancellor Ferebee responded that DCPS was positioned to provide a stable number of seats without increasing the student to staff ratio; instead, some facilities would see a reduction in wraparound services if they had a lower enrollment of Head Start eligible students. Pressed on how DCPS could absorb the \$14 million loss without additional cuts, Chancellor Ferebee explained that some classrooms were already serving a lower proportion of Head Start eligible students in 2019-2020 and, therefore, resources would have been scaled back 50% or more regardless of grant funding. He also explained that DCPS was shifting to a model in which many supports were centrally managed and highlighted budgetary changes in the central office – including deep cuts to travel and a move towards virtual home visiting – that helped ensure seat stability.

Turning attention briefly to the budget more broadly, Chairman Mendelson noted that DCPS school-level budgets had not changed between their initial approval in early spring – at a time when the Universal Per Pupil Funding Formula was expected to increase 4% –

and their final approval after a 3% increase had been confirmed. Asked where the 1% in cuts was reflected in the budget, Chancellor Ferebee responded that the majority of reductions were made centrally, referring back to cuts in travel and a transition to virtual home visits.

Chairman Mendelson pushed back, estimating that DCPS lost \$20 million in UPSFF funding on top of the \$14 million in Head Start funding. Chancellor Ferebee clarified that the FY21 budget reflected less than \$14 million in losses for early childhood education because DCPS had assumed – given a lower proportion of eligible students – that they would have received substantially reduced federal support even if they had not pulled their application; as a result, supports had already been reduced in schools where lower numbers of Head Start eligible students were enrolled in line with what the projected funding reduction would have warranted. With regards to the remaining difference, Chancellor Ferebee noted that travel expenses were removed from school budgets given the pandemic, but everything else was absorbed centrally through a reduction in supplies and materials, a transition to in-house analytic and database work, and additional efficiencies that were still in the works. Chairman Mendelson remained unconvinced, stating that there had yet to be a satisfactory answer regarding what cuts were made to offset the \$14 million in lost Head Start funding.

Attendance and Enrollment

Chairperson Grosso asked the DME to discuss an attendance effort undertaken with EveryDay Labs that was addressed in prehearing responses. Deputy Mayor Kihn stated that the effort built on more than a year of work sending attendance letters home to students with the worst attendance rates in their respective schools, providing information to families about how their attendance compared to that of their peers. He noted that DCPS had seen solid outcomes and would be scaling up and extending the program to kindergarten, as well as targeting 9th grade – the population identified as most at-risk in the 2018-2019 DC Attendance Report.

Staying on the topic of attendance, Chairperson Grosso noted that Kids Ride Free (“KRF”) – which supplies DC students with preloaded SmarTrip cards for school-related travel – comprised two thirds of DME attendance investments, but there was no mention of the Safe Passage program in the budget. Asked what lessons the DME had learned from KRF and what changes were on the horizon, Deputy Mayor Kihn noted that they would need to provide clearer instructions to schools regarding the distribution of cards, calling back to challenges referenced in performance oversight hearings that arose when schools attempted to give cards to all students instead of just those requesting them. Asked what funding in the budget was specific to Safe Passage, Deputy Mayor Kihn pointed to dedicated FTEs coordinating with ONSE, community organizations, and businesses participating in the Safe Spots for Students Initiative.

Finally, in response to recurring school concerns that the 2020-2021 enrollment had been negatively impacted by the pandemic and the shift to distance learning, Chairperson Grosso asked whether DCPS had adjusted enrollment projections since the pandemic

began. In response, Chancellor Ferebee noted that they were maintaining pre-pandemic projections with the belief that families would continue to choose DCPS. Noting that the Achievement Prep Wahler Place Middle School – closed as of the end of the 2019-2020 school year – had not received formal closure approval from the Charter Board until May, he also noted that DCPS had built in contingencies to support Achievement Prep students transitioning to DCPS schools, factoring in an average influx of 150 students when charters close. On top of this, Chancellor Ferebee anticipated that DCPS would see the same 2% midyear increase in enrollment they have historically experienced.

At-Risk Funding

Noting that last year, DCPS had begun the work of transitioning to a new budget model – a process projected to take two years – Chairperson Grosso asked for an update on what research and engagement had been done, and what DCPS hoped to achieve with a new model. Chancellor Ferebee responded that DCPS had a working group focused on the process with the support of Education Resource Strategies and that they were in the midst of modeling out FY21 scenarios under different budgeting structures. He noted that the models under consideration were designed to balance elements of the comprehensive staffing model – currently in use by DCPS – with those of a student-based funding model based on individual school enrollment. Chancellor Ferebee stated that the stated belief behind such a mix was the need to “elevate” certain characteristics and needs of students and schools, similar to what is seen with the at-risk weight.

Asked by Chairperson Grosso how involved principals are in spending at-risk funds, Chancellor Ferebee noted that there were two means of allocating funds – district-wide spending and school-level discretionary funds – the latter of which is under the control of school leadership. Asked how DCPS evaluated the use of at-risk funds – and the effectiveness of this usage – Chancellor Ferebee stated that DCPS asked schools to complete an annual needs assessment, regular school improvement plans, and an analysis of performance by student subgroup; he went on to note that instructional superintendents guided principals in this process, monitoring and evaluating performance and sharing findings on best practices and high yield investments with colleagues. While Chancellor Ferebee was unable to comment on the role of students played in determining the use of at-risk funds, he noted that the central office reviewed and analyzed at-risk funds spent on interventions and, when outcomes were inappropriate, directed instructional superintendents to help schools identify better uses. He also noted that while DCPS opportunity academies received relatively low levels of at-risk funds, these schools were supported a little differently given that enrollment typically shifted throughout the school year depending on student referrals.

Chairperson Grosso referred back to prehearing responses, noting that six DCPS schools had pools and that five of them had used at-risk funds to pay for aquatics physical education teachers. Asked whether principals had made this decision and what the rationale was for using at-risk funding in this way, Chancellor Ferebee noted student tremendous interest in DCPS pools, and that many schools had embraced physical education and health as critical needs in supporting the well-being of students.

Chairperson Grosso pushed back, asking about the legitimacy and validity of using at-risk dollars to fund physical education when the relation to students and their academic outcomes was unclear. In response, Chancellor Ferebee shared that non-discretionary funds allocated by the central office were primarily used for physical education instruction in the base allocation for schools and that principals then had the right to augment staffing with discretionary funding. Asked next how DCPS had adjusted athletics programming given the pandemic, Chancellor Ferebee responded that coaches had continued keeping students engaged and active during the spring despite the lack of athletics programming; as such, DCPS would be keeping athletics fully funded and coaches would remain on for the upcoming academic year.

Asked by Chairman Mendelson what flexibility principals have over budgets, Chancellor Ferebee noted that schools have at-risk discretionary funding, but also receive flexibility in position categories under the comprehensive staffing model, meaning that principals could hire for different positions or propose new positions depending on school needs. Asked roughly what percentage of a school budget was discretionary, Chancellor Ferebee said the proportion varied widely and Deputy Chancellor Amy Maisterra clarified that principals have discretion over “maybe” 30-50% of school budgets. Asked how many schools were planning to get rid of librarians – a concern that had surfaced in public testimony during performance oversight – Chancellor Ferebee shared that 21 schools would be without librarians under the FY21 budget, 14 would have reduced librarian allocations, and six would have increased librarian service. For schools without librarians on staff, Chancellor Ferebee noted that DCPS would ensure personnel were identified to cover media programming and library staffing needs.

At a separate point in the hearing, Chairperson Grosso asked about initial findings from Afton Partners, a strategic and financial consultancy that was awarded a grant by the DME in November 2019 to conduct a student on the UPSFF. While the final report had been expected in spring, Deputy Mayor Kihn said he anticipated its release later in June due to pandemic-related delays. According to Deputy Mayor Kihn, the study focused on the at-risk weight, exploring whether it was sufficient to meet the needs of at-risk students and whether any interaction effects exist among the four identifiers named in the at-risk definition: homeless, in foster care, eligible for food stamps or welfare, and one or more years older than the expected age for their enrolled grade. Preliminary analysis showed some level of interaction effects, meaning that the more characteristics students have, the further they fall from grade-level performance; of all characteristics, students furthest from grade-level are those overage and in high school. Citing ongoing concerns with distance learning implementation, as well as emergent – and still emerging – economic impacts of the pandemic, Chairman Mendelson next asked whether there would be an increase in students considered at-risk during the 2020-2021 school year. In response, Deputy Mayor Kihn noted that the DME is collaborating closely with OSSE to monitor this and would have a better sense once student promotion rates – which determine the number of students who are overage – were finalized over the summer. He closed by noting that, prior to the pandemic, almost half of students were already categorized as at-risk.

DME Budget Adjustments

For his final round of questions, Chairman Mendelson asked first about \$195,000 allocated for shuttle service in FY21. Deputy Mayor Kihn explained that the funding was set aside for a shuttle assigned to bring students and families – who live in the Days Inn and Quality Inn motels serving as homeless shelters on New York Avenue – to and from the Rhode Island Avenue and Stadium-Armory Metro stops. He noted that the program was an extension of a pilot begun in January and originally slated to run just two months before public outcry won an extension through the end of the 2019-2020 school year; with the new funding allocation, the shuttle would run until families are moved out of the hotels in FY21.

Chairman Mendelson also inquired about a \$166,000 reduction from the Office of Out of School Time Grants and Youth Outcomes (“OST”), asking how many programs would be impacted by this cut. Deputy Mayor Kihn answered that no programs would be impacted because the cut stemmed from a decision to manage OST grants in-house rather than through an external partner. He went on to note that, even with the hire of four FTEs to facilitate the shift in grant management, OST would save money in FY21. Asked whether additional funds had been swept from OST in FY20, Deputy Mayor Kihn noted that the DME had been asked to freeze hiring across its budget – including within OST and the Workforce Development Council – and reduce non-personnel services. In total, \$2.1 million came from the FY20 OST budget.

D. D.C. PUBLIC CHARTER SCHOOL BOARD

1. AGENCY MISSION AND OVERVIEW

As an independent authorizer of public charter schools, the Public Charter School Board (“PCSB”) is responsible for chartering new schools through a comprehensive application review process; monitoring the existing charter schools for compliance with applicable local and federal laws; and, ensuring public charter schools are held accountable for both academic and non-academic performance. The mission of the District of Columbia Public Charter Schools (DCPCS) is to provide an alternative free public education for students who reside in the District of Columbia. Each charter school is a publicly funded, fully autonomous school and serves as its own local education agency (“LEA”). Currently there are 43,000 students attending 62 public charter LEAs operating 123 campuses in the 2019-2020 school year.

Due to the health emergency declared by the Mayor, the Committee on Education was not able to hold a traditional hearing on PCSB’s budget submission. However, the Committee did receive the testimony of Scott Pearson, the Executive Director of the Board. In it, Executive Director Pearson expressed his sympathies to DC students, families, and school communities who have been affected by COVID-19, noting that students in particular have lost not only classroom time – critical to developmental milestones – but also life milestones associated with the end of the academic year. He also expressed pride in how quickly schools have adapted to new realities, moving

quickly to ensure the uninterrupted delivery of instructions, meals, mental health supports, laptops, and internet access. He celebrated the more than 13,300 laptops and 550 mobile hotspots distributed to students in an effort to ensure a 1:1 student-to-device ratio, noting that the effort was both challenging and costly – and not yet complete, with thousands of additional devices slated for distribution in the following months. He also applauded PCSB for the delivery of more than 100 cross-sector webinars designed for school staff and leadership, as well as the 3% UPSFF increase proposed by the Mayor.

But Executive Director Pearson also called for further action, noting that the pandemic has widened an “unacceptable digital divide.” He stated that fast and reliable internet connectivity is not only necessary for students to effectively participate in distance learning, but also for every District resident – students and otherwise – to fully participate in society. Naming broadband internet as a modern day necessity, he called on the District to establish an entitlement that any low-income family with a child in a public or public charter school can access free or low-cost broadband in their home, citing Depression era federal laws guaranteeing affordable access to electricity and telephony as historical precedent, as well as a similar plan undertaken by Prince George’s County in April. Assuming 70% of eligible households opted in, he estimated an annual cost of \$4.2 million per year.

At the close of his testimony, Executive Director Pearson also urged Council to increase the at-risk weight to 0.37 in alignment with the DC Education Adequacy Study with the expectation that more students would fall into the category during the 2020-2021 school year – whether technically or functionally – given the sweeping economic impacts of the pandemic. He noted that such an increase would better support schools in their increasingly critical efforts to support students, and called further for an exploration of ways in which school might access additional funding should there be an additional increase in at-risk students after count day.

Operating Budget

The FY21 proposed gross budget for PCSB – comprised entirely of Special Purpose Revenue Funds – is \$10,087,252, which represents a 15.7% decrease from its FY20 approved gross budget of \$11,959,481. The decrease is attributed to two reductions: \$1,800,000 to account for the removal of one-time funding appropriated in FY20 to support the Special Needs Public Charter School Funding Authorization Act of 2019 and \$72,229 to align the budget with projected revenues and spending.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the DC Public Charter School Board as proposed by the Mayor.*

Fiscal Year 2021 Capital Budget Recommendations: *The proposed FY21 budget included no capital funds for the DC Public Charter School Board.*

3. COMMITTEE POLICY RECOMMENDATIONS

- *The COVID-19 pandemic has hit public education particularly hard. Overnight, schools have moved from 100% in-person instruction to 100% distance learning. As a result, schools modified their practices and have needed to learn on the fly. The DC PCSB facilitated dozens of webinars for LEAs to share best practices around distance learning and family engagement with great success. The Committee recommends that DC PCSB continue best practice sharing among local education agencies.*
- *The global health crisis continues to change the practices of each part of society. Given this reality, the District of Columbia must also adapt accountability metrics that schools are measured by. DC PCSB should adapt their Qualitative Site Review for the digital environment.*
- *DC PCSB should detail their plans to maintain educational standards for schools in the event that many of their traditional accountability metrics may not be available.*

4. PERFORMANCE OVERSIGHT

On February 12, 2020, the Committee on Education held a performance oversight hearing for the Public Charter School Board and the Deputy Mayor for Education. Public witnesses testified at the hearing on various issues including mental health expansion, compliance with applicable laws, and school discipline. The Chairperson of the Board, Rick Cruz, and Executive Director Scott Pearson presented testimony, and Chief School Performance Officer Rashida Young joined them in answering questions from Chairperson Grosso and members of the Committee on Education.

A recording of the hearing can be viewed at:
http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5368.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on the management of key programs and services within the Public Charter School Board. Below is a summary of major findings from the hearing:

Ingenuity Prep Special Education Audit

At the November 2019 PCSB Board meeting, four former vice principals from Ingenuity Prep PCS presented testimony regarding systemic student safety and special education compliance concerns within the K-2 Academy. Following a series of conversations with Mr. Pearson, Mr. Cruz, and the administrators, Chairperson Grosso asked PCSB to provide an update on measures taken to address these concerns as part of their prehearing responses. In their response – which detailed the special education audit process,

findings, and resulting recommendations – PCSB stated that they would “follow up on the status of the school’s turnaround efforts in future communications, continue to closely monitor community complaints that may potentially come in regarding the school, and conduct follow up unannounced site visits.”

Drawing from this, Chairperson Grosso asked PCSB to clarify what was meant by “future communications” and expressed concern over a perceived lack of urgency in their response. Mr. Cruz responded that the Board has taken a great interest in the concerns raised by the vice principals and personally met with both them and the Ingenuity Prep board to determine where the school is in their turnaround plan and what it plans to do moving forward. Mr. Pearson built on this, commenting that PCSB has heard “loud and clear” from the vice principals, but has not encountered the dire circumstances shared by the administrators during their unannounced visits to the school, which have continued as of the writing of this report. When pressed on further details about next steps, Mr. Pearson shared that the community complaint(s) lodged by the former administrators has been elevated to a state complaint with OSSE, so while PCSB has set forth recommendations for Ingenuity Prep, OSSE will issue its own findings.

When Chairperson Grosso asked how students and families have been kept apprised of both complaints and the resulting investigation, Ms. Young shared that Ingenuity Prep has expressed to PCSB an acknowledgment that they need to “do better” surrounding family engagement and have, as such, upped their communications to families over the course of the audit, especially regarding substantial staffing changes within the school.

Special Education Monitoring and Supports

Building on the conversation about Ingenuity Prep, Chairperson Grosso moved on to broader questions about special education monitoring in public charter schools. First, Chairperson Grosso asked PCSB to discuss implementation of their Special Education Audit Policy, which identifies and addresses public charter schools that may not be in compliance with laws pertaining to disabilities and was updated in January 2019. Mr. Pearson responded that the updates serve to broaden the situations that can trigger an audit, with Ingenuity Prep serving as an example of this. Mr. Pearson shared that PCSB typically sends a pre-audit warning in the fall, and that such a warning may or may not precipitate a full-fledged desk audit depending on the manner in which a school responds. There were five full audits last year, but only one – Ingenuity Prep – so far in SY 19-20.

Chairperson Grosso then expressed concern over a prehearing response regarding special education desk audits, noting that BASIS DC underwent an audit in both SY 18-19 and SY 17-18 – referring back to FY18 Performance Oversight prehearing responses – because the percentage of students receiving special education services fell below the court-established enrollment target for DC schools. Asked whether a school triggering the same audit in successive years is an anomaly and whether PCSB has any policies in place to escalate investigation and intervention in response to such an occurrence, Mr. Pearson stated that BASIS DC is considered a unique case because the school underwent a full investigation and audit a few years ago regarding other elements of their special

education policies and practices. Mr. Pearson also stated that PCSB can and will place conditions on a charter renewal should concerns sufficiently escalate, and that such conditions mandate that schools meet certain requirements before they can be officially renewed – the penalty here (under an “active notice of concern”) being that the LEA under active notice may be unable to expand to new campuses. Chairperson Grosso expressed frustration that there is no real sense of penalties beyond the threat of nonrenewal, to which Mr. Pearson responded that there is little PCSB can do to enforce special education enrollment targets, stating that sometimes students with disabilities are just not applying to certain schools.

At a separate point in the hearing, Council Chairman Mendelson asked about supplemental funding previously paid to St. Coletta Special Education Charter School through OSSE (and previously DCPS, which housed many state-level education functions prior to the Public Education Reform Act Amendments of 2007.) This supplement – intended to cover operating costs in excess of the per pupil allocation and allowance funding as a result of the intensive special education services offered by the school – was eliminated in 2019 given an understanding by OSSE that the funding was no longer needed; in the time since, St. Coletta has expressed a continuing need and requested that the supplement be reinstated. Asked how PCSB has supported St. Coletta in this ask, Mr. Pearson shared that PCSB has been in conversations with both the school and the Deputy Mayor for Education and will continue advocacy on behalf of St. Coletta – it is the belief of the Board that the school does, in fact, require supplemental funding.

English Learner Monitoring and Supports

Building on the conversation about audits and monitoring, Chairperson Grosso asked PCSB about the ten desk audits completed in SY 18-19 as a result of their English Learner Monitoring Policy, seven of which were triggered because a disproportionate number of English Learners were dually identified as students with disabilities. Chairperson Grosso noted that while all seven audits were closed by Spring 2019, prehearing responses indicated that PCSB has continued monitoring dual identification rates at the implicated schools. Asked whether there has been any change in the dual identification rates during SY 19-20, Ms. Young stated that the PCSB data team conducts a deep dive into this information quarterly and can share an update in the coming weeks.

At a separate point in the hearing, Council Chairman Mendelson asked PCSB how they support English Learners in charter schools, and Ms. Young responded that they conduct continuous data monitoring, regularly convene an English Learner Professional Learning Community, and are in the early stages of collaborating with DCPS on additional supports. Asked whether PCSB would like to see things move more quickly in conversations with DCPS, Ms. Young referenced the English Learner PLC, stating that there is a lot of value in charter schools learning from themselves, but she also acknowledged the work DCPS has done in support of English Learners and expressed an interest in an expedited timeline for their guidance and collaboration.

Physical and Behavioral Health Staffing

Chairperson Grosso thanked PCSB for their participation on the Coordinating Council on School Mental Health, noting that the number of public charter schools offering mental health services has increased to 54, but asked PCSB to expand on a prehearing response indicating some confusion among schools as to how expansion is being implemented. Ms. Young shared that some schools have asked specifically about how they are matched with clinicians and how they can request funding for services that cannot be directly billed. Following up on this, Chairperson Grosso then asked PCSB to discuss two schools noted in their prehearing responses that were initially part of the second cohort for expansion but decided to postpone expansion until next year. Mr. Pearson deferred response to Audrey Williams, Senior Manager for Intergovernmental Relations & School Support, who shared one case in which an LEA that had services at one of their schools wanted to hold on expanding until they could do so system-wide across their campuses. Ms. Williams also noted general concerns regarding expansion, including a lack of approved space for clinicians and difficulty in appointing a coordinator.

Chairperson Grosso also asked a series of questions regarding nurse coverage in public charter schools. Noting that, to date, 92 public charter campuses are served by a school nurse in SY 19-20 and another ten are currently undergoing approval, Chairperson Grosso first asked what is standing in the way of the final 22 schools without current or pending coverage. Mr. Pearson responded that many of the remaining schools serve adults, in which case they do not need to have a nurse on staff; for others, the school lacks the space requirements for nurse staffing, a known issue which is difficult to overcome. Next, Chairperson Grosso asked for clarification about a specific situation from SY 18-19 in which KIPP DC needed to pay out of pocket to keep what should have been a publicly funded nurse on staff at Somerset Prep after KIPP took over their charter. Mr. Pearson noted that while KIPP was eventually assigned a nurse in February 2019, the explanation provided by DC Health was that no one was available before then, indicating a staffing pipeline issue. Asked whether all schools – especially those without nurses – have at least three people on staff trained to administer medication, Ms. Williams stated that this is an ongoing effort: approximately 25 schools still need to complete the online training offered through the Department of Health.

Connecting the mental health and nursing conversations, Chairperson Grosso asked whether PCSB could work with LEAs to gather missing information about staffing levels for school-based physical and behavioral health professionals – their prehearing responses only included data for 25 LEAs. Mr. Pearson responded by stating that a more complete listing came through the Coordinating Council a year or so ago and that Council could look back at this for a fuller picture of staffing coverage.

Legal Compliance and Legislative Gaps

In their prehearing responses, PCSB stated that they collected school discipline policies in July 2019, and that schools with policies in conflict with the Student Fair Access to School Amendment Act – which restricts out-of-school suspensions – were prompted to

revise and resubmit. Noting that middle and high school implementation is not slated until the fall, Chairperson Grosso asked how many schools submitted school discipline policies that were initially rejected; by way of response, Mr. Pearson stated that all schools have now revised and resubmitted their policies.

At a separate point in the hearing, Council Chairman Mendelson noted that referrals to the Child and Family Services Agency (“CFSA”) and Court Social Services (“CSS”) are low and asked what PCSB is doing to ensure LEAs are compliant with the law. In response, Mr. Pearson stated that PCSB monitors CFSA and CSS reporting by schools and reaches out to LEAs in the case of missing or incorrect data, at which point it is then the responsibility of schools to make additional outreach to the appropriate agency. Asked what PCSB can do beyond this, Ms. Young stated that PCSB will begin differentiating between full- and partial-day absences in the coming year, an effort that will provide a fuller sense of school-level absenteeism. The Board commented that the feedback loop between CFSA, CSS, and schools needs to be strengthened.

Council Chairman Mendelson also asked about funding for the lead filter replacements that are required per the Childhood Lead Exposure Prevention Act of 2017, specifically how much the replacements cost and where the money should come from. Mr. Pearson estimated \$800,000 and suggested direct payment from the city. Council Chairman Mendelson followed up by asking whether PCSB ever loans money to schools to cover situations such as this, to which Mr. Pearson responded that PCSB only expends internal funds on LEAs in the case of insolvency to keep the school afloat in the months before its closure.

Finally, Council Chairman Mendelson asked PCSB about their request to amend the DC Code to better align the deadline for charter review and renewal applications – currently set for March – with My School DC lottery dates in January. Mr. Pearson stated that PCSB is continuing to work with schools to get it in their requests sooner, but would appreciate legal grounding for doing so.

Charter Authorizations, Closures, and Performance

During FY19, PCSB approved the opening of five new LEAs: Capital Village, Girls Global Academy, I Dream Academy, Social Justice Project, and The Sojourner Truth School. When asked by Chairperson Grosso to speak about these schools and the gaps they intend to fill in the overall school landscape, Mr. Cruz stated that all new schools provide a narrative response in their charter applications regarding what they plan to bring to the city, why, who they will look to serve; as such, the Board feels “very comfortable” with the schools approved last year and the role they will play in augmenting education in the city. Chairperson Grosso followed up by asking whether these new schools have secured facilities and Mr. Cruz confirmed that, as of the prior day, all five hold a building lease. Asked separately by Council Chairman Mendelson if there are any other concerns regarding charter facilities, Mr. Pearson commented broadly on recurring themes of field access and classroom space, but also cited an immediate need regarding Washington Latin expansion. Mr. Pearson advocated for cross-sector

conversations on the colocation of DCPS and charter schools and called for a rethinking of zoning and taxes to incentivize development if government-operated buildings are unavailable for release to charters.

Reflecting on the closures of City Arts & Prep, Chavez Prep, Chavez Capitol Hill, and Democracy Prep Congress Heights during SY 18-19, Chairperson Grosso asked whether PCSB tracks students from closed campuses to determine where they end up and how they fare in their new schools. In response, Mr. Pearson stated that PCSB puts significant effort into the family engagement process in the leadup to a closure, including paying out of pocket and going door-to-door to ensure all students have a place to land. While noting that PCSB lacks the ability to fully track the post-closure movement of students – given that many students end up in DCPS – Mr. Pearson expressed willingness to partner with OSSE this spring on a complete audit and Chairperson Grosso agreed to support such an effort. Asked specifically about the partnership between Monument Academy and the Friendship Education Foundation – which assumed management of the academic and boarding program at Monument at the close of SY 18-19 – Mr. Pearson stated that PCSB is closely monitoring data, specifically surrounding complaints, attendance, and discipline, and made weekly unannounced visits to the school throughout the fall. According to Mr. Pearson, PCSB has not encountered any safety issues or other concerns during this time and Monument has seen strong improvement under Friendship management. PCSB will provide additional updates to Chairperson Grosso during their standing meeting in March.

Drawing from pre-hearing responses, Chairperson Grosso asked PCSB to discuss the two Tier 1 schools – Eagle Academy Congress Heights and Friendship Blow Pierce – that received only 2 out of a possible 5 on the STAR Framework, preemptively noting that serving only PK-3 (and therefore being unable to demonstrate PARCC progress) seems an insufficient explanation given that the other Tier 1 PK-3 schools received either a 3 or 4 STAR rating. Mr. Pearson reiterated the PARCC explanation indicated in the prehearing responses.

Governance and Operations

Chairperson Grosso closed questioning for PCSB with a series of short inquiries into PCSB operations, including community complaints, data analysis, and staff organization. First, Chairperson Grosso asked why PCSB saw a reduction of 50% in community complaints from 2018 to 2019 when the Office of the Ombudsman reported a 26% increase during this same period; in response, Ms. Young stated that PCSB began sharing community complaints with the full boards of LEAs last year, perhaps inspiring schools to change their practices when it comes to handling complaints internally, reducing the need to escalate issues to PCSB.

Next, Chairperson Grosso asked how PCSB is using longitudinal data given that charters have now existed in DC for more than 20 years. Mr. Pearson commented that PCSB is not fully set up to handle longitudinal analysis given the frequent movement of students between DCPS and the charter sector, but noted that the Board has taken a look at how

long students stay at a school after a charter takeover, finding that few students tend to remain after a few years.

Finally, Chairperson Grosso asked why the Equity and Fidelity Team within PCSB was divided into two new teams – Equity, Audits, and Supports and Fidelity, Applications, and School Climate – during SY 18-19. Mr. Pearson responded that the decision was made when Ms. Young was promoted from Director of the Equity and Fidelity Team to Chief School Performance Officer, and that reorganization was initiated to give the new teams an opportunity to look more deeply at the data under their respective areas of purview.

E. D.C. PUBLIC CHARTER SCHOOLS

1. AGENCY MISSION AND OVERVIEW

The mission of the District of Columbia Public Charter Schools (“DCPCS”) is to provide an alternative free education for students who reside in the District of Columbia. Each charter school is a publicly funded, fully autonomous school and serves as its own LEA. This budget represents the total amount of local funds provided to the DCPCS as set forth by the Uniform Per Student Funding Formula (UPSFF).

Operating Budget

The FY21 proposed gross budget for DCPCS – comprised entirely of Local Revenue Funds – is \$940,568,739, which represents a 4% increase from its FY20 approved gross budget of \$904,768,857. The increase is attributed to a 3% increase in the UPSFF foundation level – equal to \$36,265,932 – less a \$466,050 reduction to account for the removal of one-time funding appropriated in FY20 to support the School Safety Omnibus Act of 2018.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the DCPCS with the following adjustments:*

- *Reduce by \$5,788,028 per the Mayor’s Errata letter, due to an enrollment decrease of 294 students accounting for the closure of Achievement Prep Middle School.*
- *Increase of \$127,165 to reflect an adjustment of the At-Risk weight to 0.2256 due to a transfer in from the Committee on Facilities and Procurement.*
- *To utilize the UPSFF increase to implement relevant portions of BSA subtitle on School Financial Transparency:*
 - *\$99,000 for Legal Fees*
 - *\$165,000 for online streaming and video storage services*
 - *\$60,000 for text transcription back-up of open meetings*
 - *\$990,000 in FY22 for Financial Systems Upgrade*

Fiscal Year 2021 Capital Budget Recommendations: *The proposed FY21 budget included no capital funds for the DC Public Charter School Board.*

3. COMMITTEE POLICY RECOMMENDATIONS

The Committee has no policy recommendations at this time.

F. DISTRICT OF COLUMBIA PUBLIC LIBRARY

1. AGENCY MISSION AND OVERVIEW

The District of Columbia Public Library (“DCPL”) supports children and adults with books and other library materials that foster success in school, reading and personal growth. D.C. Public Library includes the Martin Luther King Jr. central library and 25 neighborhood libraries that provide services to children, youth, teens, and adults. “Space is the service” is new and enhanced library facilities that provides inspiring destinations for learning, exploration, and community. “Libraries are not their buildings” is how DCPL strives to reach users in increasingly surprising and convenient ways outside of the library buildings. Libraries are also engines of human capital development and libraries must plan for the rapidly evolving informational and educational needs of the residents of the District of Columbia.

Due to the health emergency declared by the Mayor, the Committee on Education was not able to hold a traditional hearing on DCPL’s budget submission. On Monday, June 8, 2020, the District of Columbia Public Library Executive Director Richard Reyes-Gavilan provided written testimony to the committee. Director Reyes-Gavilan testified on the sudden impact of the pandemic on all aspects of life including the ongoing work of DCPL. That said, the Director did point out that while there are some cuts to the Library’s budget, the proposed FY21 budget does not require any reduction in the Library’s existing workforce, nor any staff furloughs.

Director Reyes-Gavilan highlighted budget increases to support maintenance and janitorial services at MLK Library, and full-year funding for the 35.5 new FTE they received in FY20, with funding in FY20 for half a year. Mr. Reyes-Gavilan proceeded to highlight the reductions for the FY21 budget, which include the inability to fill approximately 46 vacant positions; reduction in personnel services and a loss of 4 FTE; reduction in the collections budget of \$450,000 resulting in approximately 18,000 fewer items purchased; and a reduction in travel, training, and other professional services. In FY21, DCPL will need to modify its services and reduce hours while transferring former MLK Library staff back from branch locations where they have been working since MLK’s closure.

Director Reyes-Gavilan proceed to outline challenges posed by the pandemic, including staffing and operation procedures, and needs related to safety and sanitation. For

example, staff may need to take on new responsibilities such as serving as greeters, ensuring visitors wear masks, monitoring social distancing, and performing ongoing regular cleaning and sanitation of high touch areas. Additionally, staff have been instructed to quarantine returned books for 72 hours prior to processing. Additional utilization of leave is also expected from the workforce, including COVID-19 leave, other FMLA leave, sick leave, and annual leave.

While the Library has been closed during the public health emergency, customers have continued to rely on digital collections and virtual programming, including a daily Facebook Story Time, online chat reference, a public call center, and Twitter book clubs. Due to the increased use and expected ongoing utilization Executive Director Reyes-Gavilan stated there will be a strain placed on DCPL's collections budget next year due to limited resources and the need to invest more in digital resources, which are more expensive than physical items.

The aforementioned challenges (budgetary, and pandemic-related) have contributed to the need to reduce service hours, including elimination of 12-hour days in favor of 8-hour days. The Executive Director is working with the Board of Trustees Finance Committee to develop new service models for FY21 and formally present the service plans at the July meeting of the full Board. Other options could include elimination of all or some Sunday service, in addition to looking at closing branches because enforcing social distancing may be too difficult.

On the Capital Improvement Plan, the Library was allocated \$20.1 million in FY22 and FY23 for the replacement of Parklands-Turner and funding for a new Chevy Chase Library. There is also \$2.2 million allocated for general improvements, however no funding was included for FY21, which may present challenges for any capital-eligible interior reconfigurations, including those that may be required to comply with social distancing guidelines.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the Mayor's proposed operating budget for the District of Columbia Public Library with the following changes:*

- *Increase Program L300 Library Services/Activity L380 Collections/CSG 70 Equipment by \$1 million from a transfer from the Committee on Business and Economic Development to support the Go-Go Archive.*
- *Increase L300 (Library Services), L380 (Collections), 70 (Equipment & Equipment Rental) by \$1,000,000 in one-time funds for the Go-Go Archives at DCPL to assist with the archive digitization, collection, and acquisitions.*

Fiscal Year 2021 Capital Budget Recommendations: *The Committee recommends the following changes to the Mayor's proposed FY2021-2026 Capital Budget:*

- *Enhance LB310C General Improvements Libraries by \$1 million in FY21.*
- *Enhance CCL37C Chevy Chase Library by \$1.1 million in FY23.*
- *Reduce CCL37C Chevy Chase Library by \$2.1 million in FY24.*

3. COMMITTEE POLICY RECOMMENDATIONS

- *Continue to provide services to the extent possible during the public health emergency, with proper social distancing measures, following guidance from public health professionals.*
- *Prioritize enhancements to the General Improvements capital budget in a manner that is consistent with the upcoming Facilities Master Plan, and if needed, for reconfigurations to allow for social distancing.*
- *Examine ways the public safety division can receive further training and guidance on non-violent interventions, community policing.*
- *Continue the Credible Messenger program through the partnership with the Department of Youth Rehabilitative Services, as necessary in accordance with the public health emergency.*

4. PERFORMANCE OVERSIGHT

On March 6, 2020, the Committee on Education held a performance oversight hearing for the D.C. Public Library System, and the District of Columbia State Athletic Association. The witness list contained 14 witnesses to testify regarding DCPL.

The Executive Director, Richard Reyes-Gavilan also provided testimony. Director Reyes-Gavilan began by highlighting that DCPL is in its third year of implementation of the Library’s strategic plan *Know Your Neighborhood*, and is on pace to meet ambitious participation goals of 5 million visits and 5 million items borrowed by Fall 2021. In FY19, over 4.8 million items were borrowed from libraries, including a 20% increase in the circulation of digital materials with 673,000 circulated—a new record. Mr. Reyes Gavilan did note that major publishers like Macmillan continue to explore ways to cut public libraries and their users out of the e-book ecosystem.

In FY19 there were also 3.8 million physical visits to neighborhood branches, an increase of 190,000 visits from the previous year. As alluded to, the goal is for 5 million visits per year by the end of FY21, which may be easily achievable once MLK Library is back online.

Director Reyes-Gavilan spoke about the Facilities Master Plan, which is expected to be published in spring of 2020 articulates three goals: managing existing assets wisely; designing and building responsively; and growing smartly and equitably. It also offers long term recommendations for addressing geographical service gaps, and recommendations for addressing challenges of providing adequate library services in small co-located facilities. The FMP also challenges DCPL to consider ways in which

they might continue to grow and modernize the library system while simultaneously contributing to the housing goals articulated in the Comprehensive Plan.

Capital projects were also part of Mr. Reyes-Gavilan's testimony, touching on completing the final face of the Capitol View Library project this coming summer; reopening the Takoma Library after a six-month renovation; demolishing the old Southwest Library and opening a popular interim library; the approval of the concept design for the new Lamond Riggs Library; community engagement on the Southeast Library; and an update on the Martin Luther King Jr. Memorial Library modernization.

The MLK library modernization at the time of the testimony was 92% complete with construction, and substantial completion expected by the end of April 2020. Mr. Reyes-Gavilan spoke of the Labs returning to MLK and introducing new emerging technologies. He spoke of the work library employees who are working on programmatic additions, coordinating partnerships, curating exhibitions, onboarding the dozens of new employees, buying tens of thousands of new books for five miles of new shelving, and making the IT improvements to support the thousands of people who will log on to the WiFi and use the 100 public computers in the Library.

Mr. Reyes-Gavilan also spoke about the upcoming closures of interim services in order to move materials back to MLK for its reopening. Those closures include Washingtoniana at UDC, the Fab Test Lab at the Reeves Center, and Library Express on K Street NW.

The Director spoke about safety in the libraries, and how there's been a national concern on the topic citing high profile attacks including the December 2018 killing of a Sacramento Public Library Supervisor, and the killing of a library safety officer in Spring Valley, New York earlier in 2020. In the FY20 budget, the Mayor and Council included 10 FTEs for additional safety officers, and the Director testified that most are in active recruitment.

Mr. Reyes-Gavilan also outlined another approach the library is taking: establishing a Credible Messenger program through a partnership with the Department of Youth Rehabilitation Services at the Shaw Library. Credible Messengers are neighborhood leaders with relevant life experiences who can help youth change attitudes and behaviors regarding crime and violence. DCPL compared 8 months of incident reports at Shaw pre- and post-Credible Messenger program and saw significant reductions in disruptive disturbances and a 200% increase in program attendance in the 12-19 age group. The Committee supports this type of approach to public safety and applauds the Library for embracing it.

Several public witnesses also testified, and among the things they spoke about included public safety at libraries, the new Lamond Riggs facility, increased funding for the collections budget, collections east of the river including vox books, and the process regarding programming at branch libraries.

Chairperson Grosso asked the Executive Director about the differences in the former MLK facility, and the modernized facility. The Director noted that the old facility was a building that was built as storage for books and designed to facilitate the use of those materials. Over the years it evolved a bit including opening the digital commons and the labs, until it closed in 2017.

Now, DCPL is reintroducing the city to a building that offers services in purpose-built space that they've never been able to provide before. The emerging technologies lab is 3 times the size of what was offered before, offering residents creative skills, use of studio space, wood working tools, a dance studio, among others. The new MLK will have an auditorium that will provide cultural programs. It will be part library and part playground for the children's reading room that will be attractive to parents and kids alike. The new MLK will offer a sense of hope and happiness and draw people into the building upon entering, which wasn't necessarily present in the old facility. The new space will provide expanded neighborhood and city partnerships in a community services center where between 7-12 city service agencies can locate all in one space. The new café will offer a workforce development program.

Additionally, DCPL will do a better job of honoring Dr. Martin Luther King Jr. in the new building—both through the architecture and through programming. The architecture is meant to be inspirational and embody Dr. King's thoughts and words. Special collections on social justice, local history, and protest will all be offered while providing opportunities for residents to contribute their thoughts and history to create an organic local history collection moving forward and rotating over time.

The new facility also offers an opportunity for the DCPL Foundation partnership. Given the Committee's passage of the DCPL Partnerships and Sponsorships Amendment Act in the FY2020 Budget Support Act, it has empowered DCPL to work closely with the foundation to strategize about raising money, which has secured about \$1 million worth of commitments to the Foundation that will come back to the library for programming for the entire system.

G. DISTRICT OF COLUMBIA PUBLIC SCHOOLS

1. AGENCY MISSION AND OVERVIEW

The mission of the District of Columbia Public Schools ("DCPS") is to provide a world-class education that prepares all students, regardless of background or circumstance, for success in college, career, and life. The DCPS budget is organized into three main divisions: Central Office, School Support, and Schools. Each of these three divisions is broken down into separate activities, all of which align to both the agency's spending plan and its organizational chart.

Operating Budget

The FY21 proposed gross budget for DCPCS is \$1,127,148,933, which represents a 5.1% increase from its FY20 approved gross budget of \$1,072,504,588. The budget is comprised of six revenue funds:

- \$979,392,006 in Local Funds, up \$76,869,025 from FY20 due to a 3% increase in the UPSFF foundation level – \$11,310 for FY21 in comparison to \$10,980 for FY20 – less \$375,950 in one-time funding for the Capital Hill Cluster School Bus and the School Safety Omnibus Act;
- \$17,500,000 in Federal Payments, down \$12,500,000 from FY20 to align with the President’s budget request;
- \$5,879,370 in Federal Grants, down \$10,035,544 from FY20 to reflect expiring and rescinded grant awards;
- \$308,366 in Private Grants, down \$2,343,719 from FY20 based on projected grant awards;
- \$12,037,073 in Special Purpose Revenue Funds, down \$3,201,399 from FY20 based on projected revenue collections; and
- \$112,032,118 in Intra-District Funds, up \$5,855,982 from FY20 due primarily to projected MOU agreements with the Office of the State Superintendent of Education that will help to improve performance at Comprehensive Support schools and provide District students access to well-rounded education and improved technology and school conditions.

Capital Budget

Foxhall and Bard. Two new education facilities were inserted into the Capital Improvement Plan (CIP). A new Foxhall Elementary School is slated for planning in FY2023, and construction in FY2024 and 2025 for a total of \$56.3 million. Bard High School Early College is currently occupying the former Davis facility and slated to receive planning and construction of a new facility between FY2021-2023 totaling \$80.2 million. According to Committee analysis on Ward 3 enrollment and capacity, a new facility is needed to alleviate overcrowding at the elementary level. The overcrowding cannot be attributed to out-of-boundary students entirely. Examining SY2018-2019 data while Ward 3 had the second lowest number of students who are out of boundary at 1,710, it had the lowest proportion of out of boundary students at 25%. Wards 1 and 2 have the highest out of boundary proportions at 61% and 58% respectively.

Further, Wilson High School accounted for 40% of the out of boundary student population (646). Combining out of boundary populations for Wilson and Deal (399) comprises 63% of the out of boundary population in the ward. Investment in elementary school facilities east of the river alone is unlikely to significantly reduce the number of out of boundary students in Ward 3.

Regarding utilization, below is a chart illustrating the permanent capacity utilization of Ward 3 schools, which shows that of the 7 elementary schools in Ward 3, 4 have permanent capacity utilization over 100%, with another 2 over 90%. Murch is newly renovated, a project that built-in future growth projections.

School Name	Ward	Perm. Utilization
Stoddert Elementary School	3	137%
Deal Middle School	3	110%
Eaton Elementary School	3	105%
Key Elementary School	3	104%
Janney Elementary School	3	102%
Woodrow Wilson High School	3	98%
Hearst Elementary School	3	96%
Mann Elementary School	3	93%
Murch Elementary School	3	82%

Bard and Foxhall both comport with the PACE Act for their insertion into the FY2021-2026 Capital Improvement Plan (CIP). According to § 38-2803(d)(3)(D), as amended by the PACE Act of 2016, DCPS shall consider new education program space requirements when determining the prioritization and inclusion of capital projects in the school facility CIP. The overcrowding in Ward 3 requires new education program space. While the situation for Bard is somewhat different, the program at Bard is relatively new, popular, and occupies a space that was previously used as a valuable swing space. Due to the new education program space requirements, the students at Bard are also deserving of a new facility akin to other high school facilities. The Committee supports both projects and encourages DCPS to continue to alleviate the over-crowding in Ward 3 with demountable structures as needed.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends the following changes to the proposed FY21 operating budget:*

- *Increase by \$2,452,246 per the Mayor's Errata letter, due to an enrollment increase of 150 students accounting for the closure of Achievement Prep Middle School.*
- *Increase by \$172,835 to reflect an adjustment to the At-Risk weight to 0.2256 due to a transfer in from the Committee on Facilities and Procurement.*
- *A reallocation of \$7,000,000 currently dedicated to security to be redirected for the following purpose:*

- *Reallocation of \$385,396 in recurring funds from Program S100 (DC Public Schools); Activity ZA10 (Schoolwide), CSG 41 to Program C100 (Central), Activity C010 (Office of the Chief Operating Officer) CSGs 11 and 14 to support 3 new FTEs.*
 - *CSG 11 – \$331,952*
 - *CSG 14 - \$53,444*
- *A reallocation of \$6,614,604 redirected to support Social Emotional Learning within schools.*

Fiscal Year 2021 Capital Budget Recommendations: *The Committee recommends the following changes to the proposed FY21-26 Capital Budget:*

- *YY195C Smothers*
 - *Reduce by \$500,000 in FY21*
 - *Increase by \$500,000 in FY22*
- *YY105 Goding*
 - *Reduce by \$500,000 in FY21*
 - *Increase by \$500,000 in FY22*
- *YY1MBC Bard*
 - *Reduce by \$500,000 in FY22*
 - *Increase by \$500,000 in FY23*
- *YY193C Raymond*
 - *Reduce by \$500,000 in FY22*
 - *Increase by \$500,000 in FY23*
- *YY176C Aiton*
 - *Reduce by \$525,000 in FY23*
 - *Increase by \$525,000 in FY24*
- *YY1DHC Dorothy Height*
 - *Reduce by \$525,000 in FY23*
 - *Increase by \$525,000 in FY24*
- *YY103C Francis Stevens*
 - *Reduce by \$525,000 in FY23*
 - *Increase by \$525,000 in FY24*
- *YY182C Garfield*
 - *Reduce by \$525,000 in FY23*
 - *Increase by \$525,000 in FY24*
- *YY120C Shaw MS—reduce by \$365,000 in FY20*

- *GM121C Major Repairs*
 - *Increase by \$365,000 in FY20 for elementary school hydration stations.*
 - *Increase by \$1,000,000 in FY21 from a transfer from the Committee on Youth and Recreation Affairs to provide a public entrance to the Ballou High School pool.*

3. COMMITTEE POLICY RECOMMENDATIONS

- *DCPS should evaluate its approach to security, including training for personnel, planning, and integration within the school community. As a part of that evaluation, DCPS should engage parents, students, teachers, and principals to identify ways to institute systemic changes that ensure security is aligned with equity and mental health efforts within the school.*
- *DCPS shall engage stakeholders on a more equitable and transparent budget for FY22 that considers the possibility of a student-based budgeting system.*
- *DCPS should implement a professional development plan related trauma-informed practices for educators and other relevant staff members.*

4. PERFORMANCE OVERSIGHT

The Committee on Education held the performance oversight hearing for DCPS public witnesses on February 19, 2020, in Room 412 in a joint hearing with the Committee of the Whole. The Committee held the performance oversight hearing for DCPS government witnesses on February 26, 2020, in Room 500 in a joint hearing with the Committee of the Whole. During the public witness hearing, over 100 public witnesses testified on various issues. Dr. Lewis Ferebee, Chancellor for DCPS, presented testimony and DCPS Core Leadership Team members joined him in answering questions from Chairperson Grosso and other members of the Committee on Education.

A recording of the public witness hearing can be viewed at http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5379.

A recording of the government witness hearing can be viewed at http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5382.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on the management of key programs and services Below is a summary of major findings from the hearing:

Washington Metropolitan Opportunity Academy High School

On January 23, 2020, DCPS publicly announced its decision to close the Washington Metropolitan Opportunity Academy High School (“Wash Met”) following their proposal issued in November 2019. The decision to close Wash Met was met with opposition from members of the public and from a number of Councilmembers. Chairperson Grosso began the hearing asking Chancellor Ferebee to share, on the record, the decision-making process for the closure of Wash Met. Chancellor Ferebee described that his initial concerns with Wash Met stemmed from several site visits. During these visits, he became concerned with a lack of instruction and requested that Wash Met leadership create an improvement plan. He described engaging with Wash Met students through several feedback sessions and becoming concerned about the student experience, which led DCPS to conduct a deeper investigation into academic outcomes. The investigation found that – at 39% – Wash Met had the lowest attendance rate of all opportunity academies, and also exhibited low graduation rates and low levels of academic proficiency.

Chairperson Grosso brought attention to an argument that Wash Met was never given the opportunity to succeed and asked Chancellor Ferebee to respond. Chancellor Ferebee acknowledged that Wash Met has one of the highest per pupil resources of any school at \$30,000. He also acknowledged that despite this investment, the building structure is not adequate and is a concern for DCPS. Chancellor Ferebee more specifically spoke to the fact that the building was built for elementary school students and is unable to accommodate, for example, career and technical education (“CTE”) programs requested by Wash Met students.

Chairperson Grosso transitioned to give Chancellor Ferebee the opportunity to state, on the record, the plan DCPS has in place for current Wash Met students to transition to new schools in the 2020-2021 school year. Chancellor Ferebee shared that between 140 and 150 students are currently enrolled at Wash Met, and that DCPS has already connected with 132 students and their families to host individualized transition meetings. DCPS extended the My School D.C. lottery application deadline to March 2, 2020, to give Wash Met students appropriate time to select a new school. Chancellor Ferebee stated that Wash Met students have the same options every DCPS secondary student has: they can go to their neighborhood high school or a charter school. DCPS will not mandate Wash Met student attendance at any particular school, and Chancellor Ferebee noted that many Wash Met students are interested in a variety of options including choice programs and CTE programs. He shared that 89 of the 132 students with whom DCPS has hosted individualized transition meetings have already indicated where they want to attend school and that 33 students have completed the My School D.C. lottery application.

Chairperson Grosso asked about transition plans for Wash Met middle school students. Chancellor Ferebee indicated that the goal is to customize Wash Met middle school student coursework during the remainder of the school year and during the summer to ensure that students are ready to begin high school in the 2020-2021 school year. He noted that the majority of Wash Met middle school students are in 8th grade and that the small portion of 7th graders are overage. He stated that DCPS will work with the 7th graders to accelerate their coursework so that they can transition to high school with

their 8th grade peers. Chancellor Ferebee indicated that all middle school students are very motivated to complete their coursework.

Councilmember Robert White expressed specific concerns for middle school student transitions after Wash Met closes. He stated that it was “difficult to convince” the Council that middle school students would be ready for high school and have adequate transition time between February and the summer. Councilmember White asked Chancellor Ferebee where Wash Met 7th graders, particularly overage 7th graders, would go at the end of the summer if they were not ready for 9th grade at that time. Chancellor Ferebee responded that these students would go to either their neighborhood middle school or another campus. Deputy Chancellor Melissa Kim also noted that the youngest Wash Met 7th grader is 13 and the oldest could be 16, and that it is very difficult to hold students back more than two years. She stated that DCPS would consider the education history of each student and their need for special education services in order to place them in the least restrictive environments with their age-normative peers as much as possible.

Councilmember White continued the discussion by expressing concerns for capacity at STAY academies including Luke C. Moore and Ballou. He asked Chancellor Ferebee how DCPS plans to support the opportunity academies with the necessary resources to support incoming Wash Met students. Chancellor Ferebee stated that all opportunity academies have space for current Wash Met students in the 2020-2021 school year, and that DCPS has been meeting with opportunity academy principals so that they are ready. He also noted that principals are gathering on their own to determine their needs. Councilmember White concluded his discussion on Wash Met by expressing concern over the school population declining approximately 50% over the last five to ten years. He stated that this points to problems in school funding or school leadership. He suggested that if any other school in D.C. had a loss of more than half of its population, DCPS would have responded.

Councilmember White then shared concerns about a January 21, 2020, *Washington Post* article that reported that Wash Met pathways coordinators sent an email to a Wash Met principal or Vice Principal with a directive to transfer 20-30 Wash Met students in one week. Councilmember White first asked DCPS to define a pathways coordinator. Deputy Chancellor Kim stated that pathway coordinators were established in SY 16-17 in response to too many students being off track for graduation. Councilmember White followed up by asking why a pathway coordinator would send such a directive. Deputy Chancellor Kim stated that she does not know why and believes the email was sent in error. She stated that DCPS instructional superintendents have met with Wash Met staff and do not believe that a mid-year transition is good for students and that DCPS stopped the email as soon as it learned about it. Chancellor Ferebee also shared that the directive is not something that came from DCPS central administration and was made in error.

Finally, Councilmember White referenced testimony from the DCPS performance oversight hearing for public witnesses and asked if social workers would be present in Wash Met student transition meetings. Deputy Chancellor Kim responded that social

workers are part of the transition meetings, particularly for students who are most disengaged and need a social worker present. Councilmember White stated that the DCPS follow-up to the Wash Met closure decision was a “goal” but not a “plan.” He stated that no one from DCPS has been able to articulate specifically how students will make the transition to new schools. Chancellor Ferebee responded that it is not “fair to say there isn’t a plan.” He stated that DCPS needs to have more conversations with students, noting that what students need is fluid and dynamic. Councilmember White stated that he is dedicated to holding DCPS accountable because he disagrees with the closure of Wash Met.

Special Education

Chairperson Grosso transitioned the conversation to special education, particularly issues of adequate special education personnel. He referenced testimony from the DCPS performance oversight hearing for public witnesses, noting that the Committee heard concerns about special education teacher qualifications and two Letters of Decision from the Office of the State Superintendent (“OSSE”) regarding DCPS noncompliance with special education laws. Specifically, Chairperson Grosso asked DCPS to describe how it is ensuring that there are no compliance issues regarding staffing special education teachers. Deputy Chief of Specialized Instruction Kerri Larkin acknowledged a deficit of special education teachers and stated that DCPS submitted a corrective action plan to OSSE to address this deficit. Deputy Chief Larkin acknowledged that DCPS is in the early recruitment process for special education teachers. She then described the corrective action plan to include building a pool of certified special education substitutes who can partner with veteran teachers and work in self-contained classrooms by partnering with teacher residency programs and with the DCPS Office of Talent and Culture to recruit and train substitutes who are working toward special education certification.

Chairperson Grosso followed up by asking Deputy Chief Larkin to name the staffing agency with which DCPS contracts to fulfil vacancies. Neither Deputy Chief Larkin nor Chancellor Ferebee knew the name of the agency, and noted that they would follow up with the Chairperson to provide this information.

Chairperson Grosso then transitioned to concerns about the workload of special education teachers – specifically, how special education teachers balance providing support to general education teachers with the paperwork needed to stay aligned to individualized education plans (“IEPs”). Deputy Chief Larkin responded by pointing to the manner in which DCPS considers individual instructional hours outlined in IEPs in the allocation of staff to schools. According to Deputy Chief Larkin, DCPS tries to align the number of staff with the individual hours outlined in IEPs, but there are other demands like caseload management and progress monitoring that make balancing time difficult.

Chairperson Grosso transitioned to identification of students and asked Deputy Chief Larkin if teachers should continue to identify students for special education services at the current rate, even if there is enough infrastructure to support special education students. Deputy Chief Larkin noted that DCPS thinks a lot about

overidentification of students, particularly overidentifying African American students with emotional disturbances. In addition, she pointed to a concern of under-identification, particularly of “children 3-5.” She stated that DCPS needs better training for school level staff around identifying students with special needs.

Chancellor Ferebee followed up on this response by indicating that identification is a common challenge across the district and that DCPS needs to ensure that principals have a deep understanding of best practices around inclusion. He stated that research supports that student outcomes are improved when students are participating in the least restrictive academic environment. Chancellor Ferebee defined inclusion to mean the integration of general education and special education and highlighted the importance of inclusion so students have access to grade-level content.

Academic Rigor and Attendance

Chairperson Grosso referenced an OSSE report on attendance that demonstrated a decrease in attendance and a rise in chronic absenteeism. It also demonstrated lower levels of academic achievement and course passing rates, while also demonstrating an increase in student experiences with trauma. Chairperson Grosso more specifically noted that, in their prehearing responses, DCPS indicated that 9th grade academies promoted 74% of students with at least six credits in SY 18-19, down 5% from the previous school year. He asked DCPS to explain what might cause these trends and what its plan is to rectify them. Chancellor Ferebee responded that he was not happy with where DCPS is in various 9th grade measures like attendance, discipline, and course completion. He stated that “all of the indicators leave a lot to be desired.” He has asked his team to rethink the 9th grade academy strategy. He added that attendance is absolutely connected to course failures and that DCPS is in corrective action. Chairperson Grosso offered that DCPS apply its brain science work in 9th grade and not assume that high schoolers are capable of handling new rigor and instruction levels.

Councilmember Trayon White shared that during the previous week, he visited a middle school and was concerned that there was no rigor of instruction. He added that he is concerned about the achievement gap for “Black and brown boys” in the school system. Chancellor Ferebee stated that this is a “personal priority.” He added that he thinks about Ron Brown College Preparatory High School in particular when thinking about providing literacy access supports for African American boys. He stated that he was happy about the large number of African American boys in the classroom, but that there is a need for development with educators on cultural competency. He stated that he holds a high bar for all students and particularly students of color. Councilmember White followed up by asking Chancellor Ferebee to describe the specific literacy supports. Chancellor Ferebee described a unique focus on phonics, use of reading recovery, and reading clinic literacy labs with small group instruction. He also indicated a plan to expand summer reading opportunities.

Council Chairman Phil Mendelson began his questioning by referencing public testimony at the DCPS public oversight hearing for public witnesses. He shared the testimony of a

high school senior that highlighted concerns about DCPS attendance policy and rigor of work, specifically that they are too “lax.” Chancellor Ferebee noted that DCPS receives a lot of student feedback on the attendance policies, including some that reflect the opposite sentiment of the student Chairman Mendelson referenced. Chancellor Ferebee added that DCPS tries to “strike the right balance” by looking at the 80/20 rule, course failures, and driving factors for course failures. He shared that he was not sure that having a stricter policy would yield the outcomes DCPS is seeking, and that he appreciates the feedback. Chairman Mendelson referenced back to the same testimony, specifically a concern about DCPS “dumbing down work.” He shared that the student testified that the work is not enough to prepare students for college and that teachers appear to be afraid to fail students. Her testimony stated that in DCPS, it is proven that a student can have low attendance, do little work, and still pass classes. According to the student, “that does nothing but shelter students from reality.” She indicated that her experience in dual enrollment at Georgetown University has demonstrated to her that DCPS is not preparing students for college. Chancellor Ferebee noted that DCPS is “always thinking about addressing lack of rigor when we visit classrooms” and that it wants to hold schools and principals accountable for this. He indicated that DCPS “simply cannot afford to not have rigor for our students” and that their work should represent high expectations for student mastery. He also stated that he believes there are instances where DCPS should be sensitive to a student being unable to meet deadlines and that penalizing students in the same way that the student witness described at Georgetown is not the right decision. He added that if DCPS solely relies on deadlines that may result in course failure, he does not believe that it is best supporting its students for mastery of content.

At a different time during the hearing, Council Chairman Mendelson asked about student support teams (“SST”) as they relate to truancy and chronic absenteeism. He indicated that as of December 2019, DCPS had completed only 45% of the required SST meetings, down from 79% from the previous year. Deputy Chancellor Amy Maisterra responded with more recent information: as of February 9, 2020, DCPS had completed 68% of the required SST meetings, consistent with the compliance rate as of this time last year. She noted that the lower-than-anticipated completion rate is due to processing and recording lags. Chairman Mendelson asked why SSTs are not convening more quickly. Deputy Chancellor Maisterra responded that DCPS is balancing SST meetings with interventions. She indicated that as a proactive measure, DCPS has implemented a new pilot model with the Child and Family Services Agency (“CFSA”) to come into schools.

Budget Transparency

Chairperson Grosso began the discussion on the budget by clarifying that he recognized that the current hearing was on performance, but that the Committee had received many questions regarding the budget process, and he wanted to shed light on the process ahead of the upcoming budget hearing. Chairperson Grosso referenced the determination by the D.C. Board of Ethics and Government Accountability Office (“BEGA”) that Local School Advisory Teams (“LSATs”) are subject to the Open Meetings Act. He noted that

his staff were unable to find any information on LSAT meeting dates or minutes from any meetings this year. He asked Chancellor Ferebee if he was aware of the requirements. Chancellor Ferebee acknowledged that DCPS is “keenly aware” of the requirements and expects that LSATs will govern themselves accordingly. Chancellor Ferebee then turned to Deputy Chancellor Maisterra to describe the manner in which DCPS engages with LSATs and principals. Deputy Chancellor Maisterra noted that when the BEGA decision was made, DCPS worked to ensure alignment with the current LSAT policy. Then, DCPS trained principals on the expectations of the policy change. She noted that training and monitoring were needed given any policy change.

Chairperson Grosso followed up by asking what the process is for LSATs and school communities to provide feedback on the DCPS budget, given that it has been released. Deputy Chancellor Maisterra indicated that a “robust process” is in place. The process begins with training LSATs, including the principals from every school, before the budget is released. This involves “extensive” webinars and in-person meetings with all LSATs. After the budget is released, DCPS recommends two principal meetings with LSATs to facilitate LSAT understanding of the allocation process. Afterwards, the principal is required to submit a proposed budget and LSATs certify that they have seen and agree with the proposal. Deputy Chancellor Maisterra noted that it is rare for LSATs to disagree with principal budget proposals. DCPS instructional superintendents also support principals through the budget process and sign off on principal budgets. Finally, DCPS submits all budgets to the Council via the Mayor.

Chairperson Grosso transitioned the discussion to budget transparency with regards to diverse budget models. He asked Chancellor Ferebee if he was examining funding models outside of the comprehensive staffing model. Chancellor Ferebee responded that DCPS is continuing to work through FY21 and is making plans for FY22. Regarding FY22, he stated that DCPS is considering if there are ways to separate unique funding streams such as special education and at-risk funding in order to better track those funds. He noted that DCPS has also considered giving schools more staffing flexibility. He concluded by stating that there would be further engagement on any proposed changes for FY22. Chairperson Grosso acknowledged that there is no perfect model.

Chairperson Grosso concluded his budget questions by stating that the School Based Budgeting and Transparency Act of 2019 would require DCPS to review its school budgeting model every five years in conjunction with its review of priorities and strategic planning. He asked Chancellor Ferebee if he planned to review and make significant changes to the strategic plan, priorities, or budget model. Chancellor Ferebee stated that these are areas he anticipates reviewing on an annual basis. He also noted that the comprehensive staffing model represents a ten-year iteration period, so establishing points in time to review the budget model is important. He acknowledged the financial landscape can change within five years, requiring reviews on an annual basis.

Council Chairperson Mendelson began his questions on the budget noting discrepancies between the budget book and what is published on the DCPS website. He specifically pointed to an expected budget decrease for schools, especially those with at-risk students,

that are anticipating an increase in enrollment. Chancellor Ferebee responded by pointing to two drivers for change in a school budget – enrollment and change in special needs – the latter driven by services for special education and English language learners (“ELLs”). He added that student needs make the budget very sensitive, and that schools also have the ability to request more funds. Chancellor Ferebee stated that, on average, schools are receiving an 8% increase in budgets because of the 4% increase in the uniform per student funding formula (“UPSFF”) set by the Mayor. He also highlighted that schools make decisions about how to arrange staff and personnel.

Council Chairperson Mendelson concluded his questions about the budget by referencing testimony from the DCPS performance oversight hearing for public witnesses, during which a licensed clinical social worker from Cardozo Education Campus testified that none of the social workers at Cardozo are dedicated to ELLs. Chancellor Ferebee responded that he found that “odd” and Deputy Chancellor Kim stated that she would follow up with Cardozo regarding staffing allocations, especially social worker time. She noted that per pupil dollars for special education and ELLs are different, particularly that per pupil funds for ELLs are not as large. She further noted that Cardozo has more ELLs, and found the staffing discrepancy “interesting.” Finally, she stated that ELL students not receiving supports seems concerning.

Councilmember Charles Allen expressed similar concerns to those of Chairman Mendelson. He stated that principals are not experiencing true flexibility in a 4% UPSFF increase if they need to replace core staffing functions. He stated that an average 8% increase is “great,” but it is expected because costs are also going up. Chancellor Ferebee responded by stating that the majority of schools are seeing a budget increase, that the average increase in the budget is more than the average costs in personnel, and that there are tradeoffs with staffing models. Finally, Councilmember Allen shared that every Ward 6 LSAT is contacting him about reducing staff, particularly language teachers and math specialists, and that this does not reflect true flexibility.

Staff and Personnel

Chairperson Grosso referenced a partnership between OSSE and the New Teacher Project that yielded a report on the DCPS teacher workforce. The report indicated a gap between the DCPS Latinx student population and the Latinx teaching force. Chairperson Grosso asked DCPS to describe, beyond recruitment in Puerto Rico, recruitment strategies to address the gap. Chancellor Ferebee responded that DCPS has targeted recruiting at universities with larger percentages of graduates in education who have dual language experience and at universities with large percentages of Latinx populations. Chairperson Grosso transitioned to ask about males of color in the DCPS teacher workforce. He referenced DCPS prehearing responses indicating that 16% of teachers hired in FY19 were males of color, which is four times the national average. Chairperson Grosso specifically asked what strategies DCPS is using to increase this pipeline. Chancellor Ferebee responded that DCPS has a very strong network of male educators of color. He noted that a unique DCPS strategy is a paraprofessional model that targets males of colors and supports them in getting their teaching certification. He added that

DCPS targets and recruits from other school districts. Chairperson Grosso followed up by asking how DCPS supports those newly recruited teachers. Chancellor Ferebee responded that some supports are formal, and others are informal. He indicated that principals are thoughtful and create support plans for their staff. He added that he also supports those new teachers through the advisory council and through focus groups hosted at schools. He noted that targeted recruitment has given him the opportunity to meet with high quality candidates and that DCPS follows a similar strategy when developing leadership personnel.

Responding to the leadership development strategy, Chairperson Grosso asked about the role of community panels in selecting principals. He stated that he asks this question because he is aware of the belief that community panels hire principals. Chancellor Ferebee clarified this belief in stating that community panels convene to ensure there is input from the school community on the qualities they believe are needed, and to ensure that the community has the opportunity to engage with candidates. He stated that, ultimately, the Chancellor selects principals.

Chairperson Grosso transitioned back to questions about the teaching workforce. He referenced the DCPS prehearing responses that state that one-star schools partner with Urban Teachers to develop DCPS teachers through a residency program. He asked how DCPS prioritizes veteran teacher placements in the neediest schools and if it makes sense for first- or second-year teachers to be hired at the neediest schools. Chancellor Ferebee responded that, having served as a principal at a school that was in need of turnaround, he acknowledges a desire to “grow your own” because they are more likely to stay for an extended period of time. The Urban Teachers residency allows for “grow your own” opportunities, but DCPS also wants principals to feel that they can “tap into the talent across the district.” He added that DCPS has recalculated the schools that are eligible for performance incentives, resulting in a “boom” of talent for those schools. Deputy Chancellor Kim added that the bonus incentivizes the best teachers to bring their talents to the neediest schools. She noted that the combination of a “soft start” for new teachers and the mix of bonuses for veteran teachers helps to balance new and veteran teachers being placed at needy schools. Finally, Chancellor Ferebee indicated that an early recruitment and hiring priority for a subset of schools has also helped strike this balance. He stated that this priority represents a commitment by DCPS to ensure that certain schools have the best supports.

Council Chairman Mendelson referenced testimony during the DCPS performance oversight hearing for public witnesses, noting that a Dunbar High School (“Dunbar”) teacher stated that he was a whistleblower and is worried that he is being retaliated against. His testimony indicated that he had been rated “effective” every year until the most recent year in which he was evaluated as “ineffective.” Chairman Mendelson asked DCPS if evaluations can be used to weaponize teachers or principals and if there are processes in place to mitigate this. Chancellor Ferebee responded by stating that there are channels like the Comprehensive Alternative Resolution and Equity team and anonymous reports through which individuals need to report. He added that there is an appeals process and that DCPS is creating reporting and review structures to create integrity in

the evaluation process. Chairman Mendelson asked if Chancellor Ferebee was confident that educators are aware of these channels. Chancellor Ferebee answered yes and stated that it is also important that unions have an understanding of the grievance process. He added that DCPS should evaluate the impact model in a multi-year process and noted that American University, a neutral party, will help in this process. Chairman Mendelson stated that the testimony of the Dunbar teacher undermines the evaluation process.

Council Chairman Mendelson transitioned to reference a previous hearing on teacher and principal retention. He indicated that constructive suggestions were made, including extending principal contracts beyond one year. He asked DCPS when this change would be made. Chancellor Ferebee indicated that he is actively engaged in this discussion and that there are some legal requirements and financial considerations. He stated that this issue is complex and will take time. Chairman Mendelson stated that it is reasonable to assume that this “should be figured out” by March or April of this year, when contracts for the upcoming school year are initiated. He expressed concern that this issue would carry over for another year if it is not “figured out” by March or April.

Finally, Council Chairman Mendelson asked DCPS to explain the role of instructional superintendents, noting that he has heard both good and bad things from schools about this role. Chancellor Ferebee responded that DCPS reorganized to a cluster support model. He noted that instructional superintendents build relationships with principals by removing barriers to teaching and learning, serving as evaluators for principals, and providing coaching and supports. Chancellor Ferebee added that one instructional superintendent is assigned for each cluster, with each cluster having an average of about ten schools. Council Chairperson Mendelson asked how DCPS manages the quality of these relationships. Chancellor Ferebee responded that DCPS considers principal perception data on instructional superintendent performance and that, overall, principals feel that instructional superintendents have increased value add. Chairman Mendelson finally asked how often instructional superintendents should visit schools. Chancellor Ferebee responded weekly or less, based on school needs.

School Safety

Chairperson Grosso then transitioned to questions about school safety. He noted that the DCPS pre-hearing responses indicated that the number of school security personnel for SY 19-20 decreased from SY 17-18, but that the associated costs in the current fiscal year are over \$1MM more. Deputy Chancellor Maisterra responded that the distinction is in a shift from the Metropolitan Police Department (“MPD”) as they are now providing personnel across DCPS and the charter school sector. She added that there are built-in escalations in costs. She specifically identified the shift occurring for School Resource Officers (“SROs”) and noted that they used to be 100% deployed across DCPS, but now DCPS shares that deployment with the charter school sector. Chairperson Grosso responded by asking how DCPS was working to increase SRO presence. He stated that his “push” is for no street officers to be deployed to schools and that officers who engage with students should be trained as SROs. Chief Operating Officer (“COO”) Patrick Davis

added that DCPS is in active daily communication with MPD about resources and their priorities. He stated that they are also actively working with the Metropolitan Transit Police Department (“MTPD”) to increase training and bring them into schools. Chancellor Ferebee noted that there are police officers who are not SROs who do assist, particularly with safe passage, and that DCPS appreciates that. Chairperson Grosso acknowledged this active communication but stated that he has not seen progress in interactions with students over the years. He stated that he believes that MPD leadership does not care to change interactions with students. Chancellor Ferebee responded that this sentiment was not reflected in his conversations with MPD Chief Peter Newsham.

At a later point in the hearing, Chairperson Grosso asked about implementation of the School Safety Act (“SSA”), particularly regarding deeper background checks. Chancellor Ferebee responded by noting tremendous work done by DCPS, including policy updates and training. He stated that DCPS takes the safety of its students very seriously and that safety is paramount. Deputy Chancellor Maisterra expanded by stating that background checks became a “real priority.” DCPS began by addressing fingerprinting system compliance. Now DCPS has automated reminders and alerts and feels confident in complying with the SSA requirements, including those for contracted staff. Deputy Maisterra stated that DCPS next made sure that schools understand their reporting obligations with new policies and training, especially on identifying and reporting suspected abuse. She also described her efforts to lead a Parent and Community Safety Task Force in the fall, from where she gathered input on “how to do the work in the right way.” She noted that DCPS continues to work toward full implementation around cross-checks with nearby jurisdictions. She described this work as “a bit complicated.”

At a different point in the hearing, Councilmember Allen stated that it is important to think about staff and parent background checks and that, in particular, schools may not be following protocol because they may find fingerprinting and background checks to be a barrier to parent engagement. He added that he is concerned about the “collateral consequences” and asked what DCPS has done to make the process easier for parents. Deputy Chancellor Maisterra responded that the fall task force examined the DCPS volunteer policy. DCPS wants to strike a balance and not create unnecessary barriers and also “thread the needle” between safety and security and is in the process of revising its policies by clarifying what the requirements are and looking at what changes can be made for the upcoming school year. She added that DCPS might consider using screening or a risk assessment tool that is more manageable as the Federal Bureau Investigation clearance is “tricky” for families who do not want to pursue it. Councilmember Allen stated that, as the Chair of the Committee on the Judiciary and Public Safety, he welcomes a partnership with DCPS to determine alternatives.

Chairperson Grosso noted that the SSA also requires age-appropriate education on sexual assault and healthy relationships and asked DCPS to provide an update on its staff meeting this requirement. Deputy Chancellor Maisterra responded by noting that, starting this year, DCPS ensured that its 3 Rs curriculum was rolled out with fidelity, by focusing particularly on working with each principal and school team to develop a training and delivery plan. She stated that principals received training, multi-disciplinary teams

received training, and principals were required to create and get approval for an implementation plan. Deputy Maisterra shared that over 100 schools have completed training, and schools that have not are underway with theirs. In total, 95% of school staff have been trained.

Public witnesses testified to the implementation of the SSA. Specifically, they discussed dating violence among students and how DCPS has shown a lack of commitment to implementing policies that address dating violence and sexual misconduct. They testified that dating violence and child sexual abuse should be addressed simultaneously, something many schools are not doing.

Equity and Inclusion

Chairperson Grosso initiated a discussion about equity and inclusion by asking DCPS to provide an update on their implementation of the Student Fair Access to School law. Chancellor Ferebee stated that DCPS is pleased that they have seen less out-of-school time reported: 6,000 fewer days of out-of-school suspensions compared to the previous year. They have also added restorative specialists in schools and have given more social-emotional and climate support for schools, guided by a stronger focus on brain science. Chancellor Ferebee stated that, as a result of this work, there are more nurturing environments and schools are better prepared to deal with student behavior challenges. Finally, he noted that as DCPS collects data centrally, they also share this data with schools so they can see their progress. Chairperson Grosso followed up by asking for a timeline for DCPS revisions of DCMR Title V Chapter 25. Chancellor Ferebee responded that DCPS is still working on the revisions and plans to have them finalized in the next few months, as they continue to engage with the community.

Chairperson Grosso drew attention back to DCPS prehearing responses and noted that 49% of DCPS students attend a school other than their in-boundary school, and that schools with high in-boundary populations tend to be less diverse. He asked DCPS if they were concerned about the implications of this issue, particularly as it relates to school segregation and school-level demographics. He also asked how DCPS was training teachers on issues of diversity and inclusivity. Chancellor Ferebee responded by stating that DCPS wants every neighborhood to have a great school. He added that DCPS continues to elevate its cultural training, noting challenges in ensuring that this is a consistent practice across all schools. He also stated that an emphasis on “real engagement” allows DCPS to be able to address issues of inclusivity. Chairperson Grosso followed up by referencing testimony from the DCPS performance oversight hearing for public witnesses. He stated that the Committee on Education heard from one student at Wilson High School who shared her experience with a lack of diversity in her honors and Advanced Placement (“AP”) courses. Her testimony indicated that she is the only Hispanic student in her AP Psychology class and that there was only one Black student. Chairperson Grosso asked Chancellor Ferebee to respond to her testimony, noting that this is a systematic problem with society, not just with D.C. Chancellor Ferebee responded that DCPS is happy that students raise these issues and that it wants to be responsive to them.

Chairperson Grosso asked about an issue that was discussed at the selective admissions high school hearing: a test for the admissions test for School Without Walls High School. He expressed concern that the test acts as a way for the school to filter out students. He asked how the school determined what is in the test, why it determined to use the test, and if the school was concerned about bias baked into the development of the test and the test itself. Chairperson Grosso also noted that the test has never been made public, which makes him think that the school is “trying to hide something” or is “embarrassed” about something. Finally, he asked why some families have access to the test for preparation. Chancellor Ferebee acknowledged these concerns and stated that he is “committed to looking at this.”

Councilmember Allen also asked questions about the selective high schools application process. He stated that he was “struck” when a DCPS representative stated that DCPS does not collect demographic data on selective high school participants. Councilmember Allen asked if DCPS will collect that information. Chancellor Ferebee noted that demographic information is not a part of the selective high school application and stated that while there might be more information to glean from collecting that data, there might also be risks to families. Councilmember Allen stated that he recognized these concerns, and followed up with additional concerns about being ignorant to biases that may exist. He stated that “we won’t know about structural balance” or structural inequities. Chancellor Ferebee stated that DCPS has identified areas for greater diversity in choice and that if families feel that bias is present, DCPS will respond to it. He challenged the concern put forward by Councilmember Allen and stated that having demographic data would not solve bias problems. Councilmember Allen responded that having the information will inform policies that can fix the bias. He then asked Chancellor Ferebee if he believes that students with disabilities are being systematically screened out of the application process and why there are selective high schools with no students with disabilities. Chancellor Ferebee responded that students with disabilities might not be applying and noted a similar underrepresentation of ELLs and some student groups of color. He stated that DCPS has taken steps to improve representation, like targeting marketing in communities where students have not historically participated in the lottery system, but has not had an opportunity to evaluate those steps. Councilmember Allen noted that this response was broad and does not demonstrate how DCPS is acting with intentionality. Deputy Chancellor Kim added that DCPS has been very intentional in the process. She noted that they work with school leaders who are “excited” about the conversations on patterns in data, and all of whom have made changes to their admissions process this year. Deputy Chancellor Kim noted that DCPS is ready to get deeper into a root cause analysis and want people who are close to the practice to “own it” so that the response is not a top-down approach.

At a different point in the hearing, Councilmember Trayon White asked how DCPS is tracking boys of color. Chancellor Ferebee responded that they are seeing some of their data points improving and that others still need work. He noted discipline data as an example, stating that DCPS has had challenges with disproportionate rates of suspension for males of color and has launched strategies to help schools with this. He also noted

that DCPS monitors attendance data, math and literacy assessments, National Assessment of Educational Progress, and the Partnership for Assessment of Readiness for College and Careers. Councilmember White asked DCPS to describe a specific intervention for a hypothetical male student who enters 9th grade three grade levels behind. Chancellor Ferebee responded that schools employ tiered supports and interventions. Deputy Chancellor Kim expanded and described that DCPS currently conducts a reading inventory three times per year, allowing schools to move students into a data cycle and target interventions. School staff convene six to eight weeks after an intervention has been implemented to determine if changes are needed.

Councilmember White continued the discussion by stating that when he visits schools, he sees disengaged young men, indicating that interventions are not effective. Deputy Chancellor Kim responded that DCPS knows that its students will be disengaged if they are unable to connect their learning to the real world; thus, DCPS is evaluating its approach to find a better balance between what they “ask kids to do” and what supports it gives. Councilmember White noted that students share that they spend so much time in school but graduate not knowing how to balance a checkbook or balance a budget. Chancellor Ferebee noted that certain electives and curricula may be a way to engage students with real-world application. He stated that DCPS created a financial literacy elective for high school students that is currently optional. He added that DCPS has had discussions about making the course mandatory, but it is not a graduation requirement. Chancellor Ferebee also brought attention to the DCPS tenacity curriculum and the cornerstone experience with real-world opportunities to engage middle and high school students.

School-Based Mental Health

Chairperson Grosso opened questioning on school-based mental health by asking Chancellor Ferebee to share, on the record, the partnership between DCPS and Turnaround for Children (“Turnaround”) in expanding trauma-informed training for school leaders. Chancellor Ferebee described that, in general, there is a lot of work around incorporating brain science throughout daily operations in schools. The partnership is enabling discussions on what supports students need to address behavioral challenges and what actions adults can do to support them. He added that Turnaround coaches principals, provides tiered interventions, and offers an extensive rubric. Over the last several years, DCPS has discussed resiliency building and the Turnaround partnership has enabled DCPS to develop common language and practices. Chancellor Ferebee noted that four out of the ten clusters of schools are receiving more intentional work in their monthly cluster meeting, and that Turnaround is working with eight schools in an even more intense way. They offer academic and behavioral interventions and the tools to conduct a whole-child inventory. Chancellor Ferebee noted that DCPS hopes that, within a three-year period, all schools will have the same supports as the four clusters. Chairperson Grosso asked how DCPS is funding this partnership, and specifically if it is using school climate funding from OSSE. Chancellor Ferebee responded that funding is coming from DCPS and philanthropic support, not from OSSE school climate funding. Chairperson Grosso stated that OSSE school climate funding

should be supporting the Turnaround partnership as part of the Fair Access to School law and that DCPS should be leveraging these dollars.

Continuing discussions of partnerships, Chairperson Grosso asked DCPS to describe its role in ensuring that community-based organizations (“CBOs”) are staffing schools, as is their responsibility, with school-based mental health coordinators. Chancellor Ferebee responded that DCPS priorities are aligning resources, ensuring accessibility, and maintaining accountability for the partnership. He added that if the CBO partnership is not responsive to school needs, DCPS will not hesitate to reevaluate the relationship. Deputy Chancellor Kim also noted that DCPS is assisting school principals in coordinating with other agencies.

Public witnesses, particularly students, testified to the lack of mental health supports in schools. Students testified to being stressed and overwhelmed with trying to complete assignments and focusing on applying for college. Students shared that they may try positive ways to cope such as listening to music, while others turn to more dangerous methods such as using drugs. Students talked about the lack of mental health awareness in schools and that they feel that classes focused on mental health awareness would improve the conversations that students have and help them understand the signs of mental health issues. Students spoke to training teachers on mental health issues to better assist students who are struggling and strongly expressed the need for mental health days for students. Finally, students expressed losing peers to gun violence and being scared to walk the streets, and that they are not receiving the mental health support from schools to deal with their trauma.

School Facilities and Modernizations

Chairperson Grosso asked DCPS about its compliance with the Planning Actively for Comprehensive Education Facilities Amendment Act (“PACE”). Chancellor Ferebee responded that DCPS is working with the Department of General Services (“DGS”) to forecast fixed costs and that its intention is to include this in the PACE Capital Improvement Plan (“CIP”) documentation. COO Davis added that not every building is the same and that all of the systems that DCPS has are tied to the required standards, though there is opportunity for DCPS to be more targeted and strategic about it. Chairperson Grosso asked if DCPS felt like it had enough money for maintenance or if it had to move funds around. COO Davis responded that DCPS is “very lucky” for the funds it receives and that it has been strategic in moving some projects to capital projects, which allows funds to be freed. As an example, he shared that DCPS completed heating, ventilation, and air conditioning (“HVAC”) work that moved to capital projects. If DCPS had not done this, the HVAC work would have remained work orders year after year. COO Davis notes that DCPS can be more fluid with its capital budgets.

Chairperson Grosso transitioned to state that DCPS received a lot of money for modernizations and capital projects generally. He asked DCPS to confirm that much of the small capital improvements funding was allocated through a reprogramming. COO Davis stated that \$56MM was allocated through a reprogramming from unspent

allotments to other agencies. Chairperson Grosso asked if the \$100MM per year is the appropriate allocation for small capital projects. COO Davis responded that it is more than any district in the country would receive and that DCPS is “happy with it.”

Chairperson Grosso noted that 32 schools are designated as “phase one,” yet only a handful are in the CIP. He stated that he requested that the Mayor include additional funding for the CIP to bring it up to the level of funding realized in FY15-20 CIP. He indicated that through a joint analysis with the Chief Financial Officer, this additional funding would allow DCPS to add 15 phase one schools into the CIP and modernize schools more quickly. Chairperson Grosso asked if DCPS was “up to the task in making this happen.” COO Davis responded that “money doesn’t solve everything” and that D.C. has a hyperlocal construction market that yields limited contractors who do school modernizations and improvements. He suspects that the market cannot support additional school projects and that DCPS would pay a premium as contractors were stretched. Finally, Chairperson Grosso indicated that phase one schools are frustrated and asked when DCPS would get to them. COO Davis responded that the majority of small capital project dollars go to phase one schools and that maybe modernization costs would decrease.

Councilmember Allen began his questioning by stating that he is “struck by how often teachers and families are frustrated with facilities challenges.” He shared his own frustrations as a DCPS parent, noting challenges with the HVAC system. He stated that DGS is the contractor, but DCPS is the client. He asked DCPS if it was satisfied with the services it receives. Chancellor Ferebee responded that DCPS has made significant progress with DGS in prioritizing DCPS facilities and that there is more progress to be made. He added that DGS has been eager in their partnership. Councilmember Allen asked if the relationship has reached a place where DGS should not be in the service-provider role since they are not delivering. He noted that modernizations are fine, but there are difficulties with small-scale projects. He finally asked if there are enough funds for small capital projects. Chancellor Ferebee responded that DCPS made the FY21 funds request.

Councilmember Allen transitioned to noting that DCPS has put a lot of thought into facilities planning. He asked how DCPS plans to phase projects to be able to have swing space. Chancellor Ferebee responded that DCPS is “constantly” thinking about swing spaces and that it tries to ensure that swing spaces are located close to the home school. Councilmember Allen then asked about swing space plans specifically for School Within a School at Goding Elementary School and Tyler Elementary School. He also asked when more space would be added to Stuart-Hobson Middle School. COO Davis generally responded that identifying swing spaces and making additions are made more challenging by a general lack of funding.

Councilmember Allen concluded his questioning by bringing attention to waitlists for every early childhood program in Ward 6, which exemplifies that the public values Pre-K. He noted that five schools have almost 1,500 Pre-K 3 students on their waitlists and that the in-boundary waitlist is also high. He characterized the situation as a “crisis point

for Pre-K 3 and Pre-K 4 seats” and asked what DCPS is doing to increase family and student ability to get into these programs. He expressed concern that if those families do not enter DCPS, they might be lost from the system and it would be difficult to “get them back.” Chancellor Ferebee responded that DCPS is challenged by the fact that its elementary schools were built for K-5 students, and so the luxury of space is not available for early childhood programs. He added, therefore, that DCPS must think of nontraditional spaces, as exemplified by Stevens Early Learning Center. Councilmember Allen stated that “we” have to balance access with how people live their lives. He shared that he likes using nontraditional spaces and asked what can be done to expedite this model. Chancellor Ferebee responded that timing is important when thinking about opening new spaces.

Councilmember Allen asked what other sites DCPS is considering for early learning spaces. Chancellor Ferebee responded that other spaces that DCPS is considering are not currently in the DCPS portfolio and that DCPS would need to compete for those spaces. Councilmember Allen stated that he does not feel like “we are going at this urgently or aggressively.” He emphasized that increasing the number of families “in the pipeline” would be better and that families are likely to leave DCPS if they are unable to get their student enrolled in Pre-K 3. He stated that he believes that “they’ll like what they see once they’re in” and that he would like to work with DCPS on its budget to “see if we can expedite the process.”

Councilmember Trayon White indicated “controversy” surrounding Excel Academy Public School (“Excel Academy”). He asked DCPS if there is a desire to stay in that facility or transition to the Malcolm X Elementary School (“Malcolm X”) facility. Chancellor Ferebee responded that Excel Academy has a permanent home for SY 20-21. He acknowledged that the school’s lease will expire and that DCPS is actively working to identify long-term space beyond SY 20-21. Councilmember White noted that Excel Academy has expressed interest in the Malcolm X facility. Chancellor Ferebee responded that DCPS is considering multiple options and locations and that Excel Academy originally was not part of their long-term planning as they were previously a charter school.

Council Chairman Mendelson referenced testimony from the DCPS performance oversight hearing for public witnesses and shared concerns for the design of the Truesdell Education Campus playground. He stated that DCPS has reviewed playground equipment but has not shared concerns about the broader layout for the space. He asked DCPS to explain the disconnect. COO Davis stated that DCPS is excited about the playground and that it has held seven community meetings since December. He added that DCPS is targeting to send out the layout next week, and that generally DCPS has been consistently in the community.

Council Chairman Mendelson then transitioned to ask about DGS work orders, and specifically mentioned the front door buzzer system at Turner Elementary School. He stated that this particular work order has been pending for years and that it “seems like a responsibility of DGS.” He asked DCPS how “we get these work orders taken care of.”

Deputy Chancellor Maisterra responded that DCPS is aware of the work order and that it wants to ensure that DGS work orders are prioritized. COO Davis added that DCPS began streamlining communication with DGS in January, so that it was not sending so many emails from various sources. He also noted that DCPS is working to move some work orders to capital projects because DCPS has previously “put bandaids on these issues” and now needs to allocate money to transition work orders to capital projects. Chairman Mendelson stated that there are issues every time he visits a school.

Individual Data and Records

Councilmember Allen asked several questions regarding individual data and records. First, he asked DCPS to provide an update on transitioning from paper records submission to electronic records submission. Chancellor Ferebee stated that he did not have an update on that because DCPS prioritizes as much of its resources in its schools rather than in central office infrastructure. He added that DCPS is in the process of identifying a student information system. Councilmember Allen noted that these responses “sounds similar to last year’s response” and that he hopes this will move forward.

Councilmember Allen next asked what percentage of students have submitted a universal health certificate. Chancellor Ferebee responded that the universal health certificate is part of the registration process, and while he does not have the exact number, he would anticipate that a majority of students have provided it.

Councilmember Allen transitioned to a question about selective service awareness. He noted that he is critical of the selective service process, but that just under 50% of young men in D.C. are signed up through selective service. He indicated that this percentage is “dead last” nationally, and that the national average is 92%. He noted that this low sign-up rate results in adverse federal impacts like eligibility for college financial aid. Chancellor Ferebee responded that DCPS tries to inform young men about the negative federal impact on college tuition.

H. D.C. STATE ATHLETICS COMMISSION

1. AGENCY MISSION AND OVERVIEW

The mission of the D.C. State Athletics Commission is to oversee the state interscholastic athletics programs and competitions in the District through oversight of the D.C. State Athletics Association (DCSAA), which is in turn charged with ensuring that interscholastic athletics programs are compatible with the educational mission of member schools; providing for fair competition between member schools; promoting sportsmanship and ethical behavior for participants, coaches, administrators, officials, and spectators; promoting gender equity and equal access to athletic opportunity; and protecting the physical well-being of participants and promoting healthy adolescent lifestyles.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the DC State Athletic Commission as proposed by the Mayor.*

Fiscal Year 2021 Capital Budget Recommendations: *The proposed FY21 budget included no capital funds for the DC State Athletic Commission.*

3. COMMITTEE POLICY RECOMMENDATIONS

- *Continue to expand offerings and opportunities for co-ed sports*
- *Continue to partner with DPR and DCPS to identify opportunities for recreational facility access to Public Charter Schools*

4. PERFORMANCE OVERSIGHT

On March 6, 2020, the Committee on Education held the first performance oversight hearing for DCSAA and the D.C. Public Library System. No public witnesses testified at the hearing. DCSAA Executive Director Clark Ray presented testimony, and DCSAA staff members joined him in answering questions from Chairperson Grosso.

A recording of the hearing can be viewed at:
http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5420.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on the management of key programs and services. Below is a summary of major findings from the hearing:

Accomplishments

Chairperson Grosso began the hearing with questions about DCSAA expansion to middle school sports, including any impacts on the DCSAA budget. Executive Director Clark Ray responded that public schools have robust athletic departments, including offerings in grades 4 through 12. He noted that the statute indicates that DCSAA only governs grades 9 through 12, but that the interest from middle school parents in DCSAA offering championship sports, particularly to compete against charter, independent, and private schools, was strong. He explained that the only additional costs were low and associated with medals and trophies for cross country. Director Ray shared that he believes the government needs to grant the statutory authority for DCSAA to add offerings for grades 6 through 8. Chairperson Grosso responded that he might add this request to the Budget Support Act.

Referencing DCSAA prehearing questions, Chairperson Grosso asked DCSAA to explain its academic scholarship program outcomes. Director Ray responded that DCSAA

provides \$1,000 academic scholarships that go directly to the post-secondary school rather than to the student. Executive Director Ray shared that beyond the academic scholarships, DCSAA quarterly awards signed certificates to student athletes who achieve at least a 3.0 GPA. He added that DCSAA shares these accomplishments on its social media platforms and that parents are receptive to this as they promote student academic successes to post-secondary schools.

Next, Chairperson Grosso asked DCSAA to describe its National Girls and Women in Sports Day event. Executive Director Ray explained that it was created when Natalie Randolph was with DCSAA. He stated that the event provides an opportunity for girls and women in sport to come together with groups like the Washington Mystics and attend a vendors fair. Director Ray indicated that traditional public schools host a similar event.

Finally, Chairperson Grosso asked DCSAA to describe its partnership with Special Olympics D.C. Executive Director Ray explained that the partnership provided an opportunity to expand sports offerings for a pool of students who might not otherwise have an opportunity to compete in a state event. He described that in practice, students with a learning disability partner with another student athlete, compete in unified contests, and are awarded a medal and championship sweatshirts. He indicated that most schools participating in unified sports are in D.C. Public Schools (“DCPS”), though some charter schools have participated. Finally, he noted that DCSAA would like to offer more unified basketball and unified soccer.

At another point during the hearing, Executive Director Ray shared the DCSAA expansion to offer a co-ed esports pilot program as part of a larger effort to improve access for students who might not think of themselves as athletes. He noted that this has allowed DCSAA to become more than an athletic association. He indicated that esports have served as a “huge opportunity” as 27 schools are offering it to its students.

Gender Policy and Human Resources

Chairperson Grosso acknowledged that the DCSAA gender policy is robust and asked DCSAA how it was developed. He also asked DCSAA to explain the prohibitive eligibility policy for students who change their gender identity during the school year and seek to participate in opposite-gendered sports. Executive Director Ray responded that the gender policy was developed in conjunction with the Office of LGBTQ Affairs under the Mayor. Regarding the prohibitive eligibility policy, Executive Director Ray explained that DCSAA will engage in more conversations around gender nonbinary students, and that the rationale is to achieve equity in sports. He shared an example of a student who participated in football and then participated in volleyball, a girls sport. The student identified as gender neutral or nonbinary. He stated that though this case never “made it up to DCSAA,” DCSAA wonders if hormonal levels may be a competitive advantage. Finally, he shared that he self-identifies within the LGBT community and that student athletes should be respected.

Chairperson Grosso then referenced the DCSAA prehearing responses that indicated that DCSAA entered into a Memorandum of Understanding with D.C. Human Resources (“DCHR”) for all personnel issues like sexual harassment. He asked DCSAA to explain the provisions included in the MOU and how DCSAA communicates its policies with its staff. Executive Director Ray shared that the MOU with DCHR was something he thought he needed to do because he is not as familiar with human resources policies as DCHR is. He noted that DCHR handles on-boarding, classifications, and nuisances of hiring. He added that while he is less familiar with HR, he is still connected to staff trainings like sexual harassment. He explained that the “last push” is for performance management and indicated that the D.C. State Athletic Commission (“DCSAC”) does not have access to a performance management system and that it instead seems to be given directly to the Office of the Deputy Mayor of Education and to the Office of the State Superintendent.

DCSAA Membership

Chairperson Grosso referenced DCSAA prehearing responses and stated that he would like to understand more about the DCSAA membership meetings, particularly the attendance policy. Executive Director Ray responded that DCSAA just implemented the strict attendance meeting policy, indicating to members that if they did not attend the meetings, they would not receive important information regarding rules and regulations.

Appeals Process

Chairperson Grosso asked DCSAA to describe its appeals process. Executive Director Ray responded that in the beginning, DCSAA experienced waiver submissions for “everything” that escalated to an appeals panel convening. He described that at that time, his office was not issuing any decisions or findings on waivers. He added that since then, the appeals panel is hearing “true appeals.” Executive Director Ray turned to the Chairperson of DCSAC, Rosalyn Overstreet-Gonzalez, to share more about the appeals process. She indicated that the process is going well and that the interim step of DCSAA reviewing submission from the compliance officer “provides education for everyone.” She noted that the process was “a little onerous” at the beginning as there were often appeals, but she now feels that it is going well. She indicated that she and other commissioners feel “very removed” from conflicts of interest and added that she wants to bring more structure to the appeals process as she does not want to “rehash” everything but also wants to make a clean record that demonstrates that everyone has access to due process. DCSAC Commissioner Terrence Lynch added that additional funding for training and certification for athletic directors and coaches could improve the waivers and submissions for appeals. He notes that they currently continue to have misunderstandings of the rules and what is in the best interest of the athletes.

Cross-Sector Collaboration

Chairperson Grosso asked DCSAA to describe the relationships within and among cross-sector leagues. Executive Director Ray indicated that the D.C. Interscholastic Athletic

Association (“DCIAA”) now has continuity with DCPS and there are “no complaints on their end.” He added that the Public Charter School Athletic Association experienced turnover in their leadership this year and may not be as formalized as DCIAA. He noted that he will follow up at a later time with Chairperson Grosso regarding this challenge. Finally, Executive Director Ray shared that DCSAA communicates regularly with its leagues through “email blasts” and through regulatory conversations with athletic directors.

Facilities Accessibility

Chairperson Grosso transitioned to questions about accessibility to practice facilities and what role, if any, the Department of Parks and Recreation (“DPR”) may play in facilitating access. Executive Director Ray responded that when he was at DPR, this was also an issue. He noted that field shortage is particularly prevalent, which is exacerbated by the uniquely packed geography of D.C. He added that it has gotten better, but that every scheduling season, especially in the spring, individuals call him with complaints as shortages become very apparent. Commissioner Lynch added that girls teams do not receive the same level of priority and have fewer facilities than the boys teams. He called on DPR to be a partner to best facilitate access. Chairperson Grosso commented that the issue appears to be driven by a lack of desire to more efficiently allocate spaces and notes complications because it involves DPR, Department of General Services, and private fields, as well as the National Park Service. He suggested that leadership could decide, for example, that all available fields are placed in one database and are allocated equitably. He also stated that it is a “disgrace” and “embarrassing” that there is no championship facility for youth. He suggested that all sports should have one “stadium-like” field maintained by the city to celebrate games in a public facility. Executive Director Ray finally noted that DPR has been a great partner for DCSAA.

I. NON-PUBLIC TUITION

1. AGENCY MISSION AND OVERVIEW

The mission of the Non-Public Tuition agency is to provide funding, oversight, and leadership for required special education and related services for children with disability who attend special education schools and programs under the federal Individuals with Disabilities Education Act (IDEA). Non-Public Tuition funds a variety of required specialized services, including instruction, related services, educational evaluations, and other supports and services provided by day and residential public and non-public special education schools and programs. The agency also funds students with disabilities who are District residents placed by the Child and Family Services Agency (CFSA) into foster homes and attending public schools in those jurisdictions.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the Non-Public Tuition agency as proposed by the Mayor.*

Fiscal Year 2021 Capital Budget Recommendations: *Non-Public Tuition has no capital budget.*

3. COMMITTEE POLICY RECOMMENDATIONS

The Committee has no policy recommendations at this time.

J. OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

1. AGENCY MISSION AND OVERVIEW

The Office of the Deputy Mayor for Education (“DME”) is responsible for developing and implementing the Mayor's vision for academic excellence and supporting the education-related District Government agencies in creating and maintaining a high-quality education continuum from early childhood to K-12, to postsecondary and the workforce. The three major functions of the DME include: overseeing a District-wide education strategy; managing interagency and cross-sector coordination, and providing oversight and/or support for the following education-related agencies: DCPS, OSSE, the Department of Parks and Recreation (DPR), DCPL, PCSB, the University of the District of Columbia (UDC), Department of Employment Services (DOES), and the Workforce Investment Council (WIC).

Operating Budget

The FY21 proposed gross budget for the DME is \$20,206,092, which represents a 7.5% decrease from its FY20 approved gross budget of \$21,855,504. The budget is comprised of \$18,744,261 in Local Funds, down \$2,564,736 from FY20; \$60,000 in Private Donation Funds, stable from FY20; and \$1,401,831 in Intra-District Funds, up \$915,324 from FY20.

The FY21 proposed budget includes \$1,906,072 in increases, including:

- \$318,048 in Local Funds – 3.6 FTEs – across multiple programs to align the budget with projected costs for salary and fringe benefits;
- \$849,631 in Intra-District Funds for the Workforce Investment program to align the budget with a projected Department of Employment Services MOU for workforce development services and Workforce Investment Council support services;
- \$110,942 – 0.4 FTE – in the Workforce Investment program to reflect projected salary and fringe benefits costs and support staffing needs;
- \$367,451 in net Local Funds – 4.0 FTEs – comprised of \$371,690 to support in-house grants management offset by a decrease of \$4,239 to reflect savings in personal services;
- \$195,000 in one-time funding to support a shuttle service to school for families at shelters on New York Avenue; and

- \$65,000 for costs associated with the Cityspan System data management system that will track out-of-school time attendance and outcomes for District youth.

These increases, however, were offset by \$3,552,482 in reductions, including:

- \$1,300,000 in one-time funding from FY20 to support the Career Pathway Innovation fund, Information Technology and Construction Training Outreach, and the Central Kitchen grant extension, as well as \$43,000 to support a work space and website for students in the Care of the DC Coordinating Committee;
- \$732,205 in Local Funds stemming from completed agency oversight and support grants, as well as a decrease in contractual services for WIC as a result of bringing career pathways work in-house;
- \$1,435,029 in Local Funds – 0.3 FTE – across multiple programs to reflect decreases in personal services, contracts, travel, and administrative fees; and
- \$45,248 in Intra-District Funds – 0.7 FTE – to realize anticipated savings in personal services.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the Deputy Mayor for Education as proposed by the Mayor, with the following modifications:*

- *Increase 2000 (Department of Education), 2010 (Agency Oversight and Support), 50 (Subsidies and Transfers) by \$200,000 in recurring funds to pay for the FIS for proposed Budget Transparency BSA Subtitle.*
- *Increase 2000 (Department of Education), 2010 (Agency Oversight and Support), 11 (Regular Pay - Cont Full Time) by \$100,000 in recurring funds to pay for the FIS for proposed Budget Transparency BSA Subtitle.*
- *Increase 2000 (Department of Education), 2010 (Agency Oversight and Support), 14 (Fringe Benefits - Curr Personnel) by \$20,000 in recurring funds to pay for the FIS for proposed Budget Transparency BSA Subtitle.*

Fiscal Year 2021 Capital Budget Recommendations: *The Deputy Mayor for Education does not have a capital budget in the six-year CIP.*

3. COMMITTEE POLICY RECOMMENDATIONS

- *Continue to expand the work of the Students in the Care Coordinating Council to ensure students who come into contact with the child welfare and justice systems have access to resources and supportive programming to achieve educational goals.*
- *As schools prepare for reopening post-Covid19, continue to build shared planning across schools and across sectors to meet the needs of all families.*

- *Actively engage community stakeholders, including parents and teachers, to identify contingency plans should schools have to becoming completely virtual during a second wave of Covid-19.*

4. PERFORMANCE OVERSIGHT

On February 12, 2020, the Committee on Education held a performance oversight hearing for the Public Charter School Board and the Deputy Mayor for Education. Public witnesses testified at the hearing on various issues including alternative school funding, mental health expansion, and out of school time programming. Deputy Mayor for Education Paul Kihn presented testimony at the hearing.

A recording of the hearing can be viewed at http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5368.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on the management of key programs and services within the agency. Below is a summary of major findings from the hearing:

Attendance, Absenteeism, and Every Day Counts!

Chairperson Grosso opened with a set of questions about attendance and chronic absenteeism in schools, honing in on the work of the Every Day Counts! Task Force. Asked how the DME is tracking what is working amongst the 15+ programs running in schools with the intent to – at least in part – improve attendance, Mr. Kihn stated that the DME is tracking both attendance and programming at the school level to determine impact. Asked specifically about particularly low attendance rates amongst 9th graders, Mr. Kihn stated that he was “quite stunned” at these outcomes, so the DME has increased communication to students and families at this grade level, noting that “we need to use the data to do a better job.” Chairperson Grosso followed up with a concern that agencies may be so wedded to their programming that they are not adjusting to new data and needs as they arise, asking how the DME is focusing the work of the task force to guard against this. Mr. Kihn responded that the DME expects to have a deeper understanding of the contributions of programs over the coming month with the expectation that there will be a corresponding shift in agency work in response.

Asked whether the DME has the power to move funding around to impactful programs, Mr. Kihn responded that, while the DME is unable to do this at the agency level, the city as a whole will shift its resources and supports appropriately. Mr. Kihn also responded to a question from Chairperson Grosso about the Proving Ground pilot, the work of which the DME summarized as shifting the understanding of families about where their kids fall with respect to their peers when it comes to attendance. Mr. Kihn noted that the Absence Reports Intervention from EveryDay Labs – which uses districtwide attendance data to inform individualized communication to families of students

experiencing chronic absenteeism – is being explored as an option to expand the work of Proving Ground into schools that are not part of the pilot, including charters.

Building on this conversation, Council Chairman Mendelson noted that 69,000 Kids Ride Free (“KRF”) SmarTrip cards have been issued, but absenteeism and truancy rates have not fallen, begging the question as to whether KRF is working and whether something else would work in its place. Mr. Kihn responded that KRF is working – not because of an impact on attendance, but because the goal is to provide free transportation to schools.

Kids Ride Free and Safe Passage

Council Chairman Mendelson followed up on his questioning about Kids Ride Free with three additional questions: whether the DME has access to sophisticated data on KRF card use, how the DME responds to parents using their students’ cards, and whether the DME is tracking data on students participating in fare evasion. In turn, Mr. Kihn offered the following responses: that KRF cards track rides like any other SmarTrip card, so the DME can access and share this information; that the KRF cards now have a distinctive look to set them apart from traditional SmarTrip cards, so WMATA staff have the opportunity to address “abuse” by talking with any adults they witness using them; and that while the DME is unable to track the equivalent of fare evasion by students covered under KRF, this is a nonissue.

Chairperson Grosso expressed concern that the Committee of Education often hears from students that their interactions with Metro Transit Police (“MTP”) are more aggressive than they should be and asked about coordination between the DME and MTP. Mr. Kihn responded that MTP has agreed to provide conflict resolution training to officers and that the DME will not be responsible for overseeing this work; for Mr. Kihn, the rationale is that MTP staff are not only professionals within a government agency, but also professionals for whom conflict resolution is an integral part of their job, so the DME trusts them to implement training well. Chairperson Grosso pushed back on this response, reiterating immense concerns about MTP and calling for external oversight and collaboration on the development and implementation of nonviolent approaches for MTP.

At a separate point in the hearing, Chairperson Grosso asked about a DME grant to Richard Wright PCS to fund their “Man the Block” Program, which involves community members in forming a human chain of protection and support for kids walking home from school. Describing it as part of a “community watchers” effort, Mr. Kihn responded that the Richard Wright program – which currently has 30+ volunteers – is based on a model wherein local individuals are hired to oversee dismissal time, leading to a reduction in violent incidents.

Council Chairman Mendelson asked about the shuttle for homeless students that began in January, was funded by OSSE and the DME, provides service between the hotels on New York Avenue to the Rhode Island Avenue and Stadium-Armory Metro stations, and is slated to end before March. Mr. Kihn responded that funding is no longer available.

Asked about the Lab @ DC study – which has provided free and discounted SmarTrip cards to more than 1,000 low-income residents as part of a pilot program to eliminate the cost of transportation as hurdle to employment, services, and recreation – Mr. Kihn responded that the study is ongoing with results expected in the fall.

At-Risk Preference in the My School DC Lottery

In 2019, Mayor Bowser announced that the early childhood program at Stevens School will give an “at-risk” preference in the My School DC lottery. Noting that a number of charter LEAs have requested such a preference as well, Chairperson Grosso asked whether the DME would support such an introduction. Mr. Kihn responded that an at-risk preference is a laudable idea with backing by charter providers, and that he is struck by the consideration – raised frequently during public testimony and in other conversations with advocates – that such a preference would be most impactful when a new school opens, before sibling preference has a chance to take precedence. Mr. Kihn referred back to the 2018 study by My School DC which found that “only hundreds of students” would be impacted by an at-risk preference given the strength of the sibling preference in enrollment determinations.

In response, Chairperson Grosso asked whether the DME would support placing at-risk above sibling preference in the lottery. Mr. Kihn responded by stating that the DME has commissioned partners to study components of the at-risk definition with the goal of identifying which are the biggest determinants for student outcomes and whether a multiplier effect is at play. The DME is currently analyzing LEA budgets to determine how schools have historically spent at-risk funds and what the impact has been; the goal is to release a report in spring of 2020. According to Mr. Kihn, there is no one answer as to whether the provision of additional funds to schools educating a certain threshold of at-risk students has an impact.

Workforce Training and Development

While not a member of the Committee on Education, At-Large Councilmember Elisa Silverman – acting in her role as Chairperson of the Committee on Labor and Workforce Development – engaged the DME in extensive conversation about oversight, implementation, and evaluation of workforce development. Asked first about the scope of programming in the District, Mr. Kihn cited partial knowledge – suggesting that, with some digging, the DME could determine who is engaged in the programs and what they do – but named a need for a close look at how existing programming is serving particular populations, such as low-wage earners. Mr. Kihn committed the DME to conducting this analysis as part of the next Workforce Development System Expenditure Guide produced by the Workforce Investment Council in compliance with the Workforce Development System Transparency Act of 2017. Asked about specific obstacles to data collection, Mr. Kihn cited several layers of barriers, including insufficient IT infrastructure and gaps between the information requested by Chairperson Silverman and the information mandated by the funding and legal requirements that drive existing data collection and analysis.

Asked whether there is a clear understanding of what workforce development and adult education needs exist in the city and whether the DME is committed to studying this, Mr. Kihn suggested that – similar to his previous response – while it would be possible to cobble together information from old surveys and in-take exams for certifications, there is no comprehensive data set currently available. Knowing this, the DME has engaged an external partner – TogetherEd – to complete a gap analysis over the next several months. Council Chairman Mendelson asked that Mr. Kihn share the results of this analysis with the Committees on Education and Labor and Workforce Development.

Finally, Councilmember Silverman asked the DME to respond to complaints by participants in the Summer Youth Employment Program (“SYEP”) that placements are largely disconnected from their interests and inapplicable to future employment opportunities. Mr. Kihn responded that there is massive variability in SYEP experiences, but placements are ultimately designed to match the opportunities available in local career and technical education programs.

Program, Operations, and Legislative Updates

In addition to the in-depth conversations detailed above, members of the Committee on Education also engaged in brief lines of questioning about the Students in the Care of DC Coordinating Committee, the Research Practice Partnership, student immunization policies, Duke Ellington Field, the 2019 Master Facilities Plan, changes in Head Start funding, the Commission on Out of School Time Grants and Youth Outcomes, and the DC Arts and Humanities Education Collaborative.

Students in the Care of DC. Asked by Chairperson Grosso for an update on the Students in the Care of DC Coordinating Committee – launched under the auspices of the DME in 2018 – Mr. Kihn shared that the DME is currently undertaking three strands of work: hiring for a second position, appointing committee members, and conducting a listening tour to develop a program of work for the next three, six, and nine months.

Research Practice Partnership. Asked by Council Chairman Mendelson for an update on the Research Practice Partnership – established by the District of Columbia Education Research Practice Partnership Establishment and Audit Act of 2018 – Mr. Kihn responded that applications were due just recently, so the Mayor’s order is not anticipated until late March.

Immunization Policy. Council Chairman Mendelson also asked about plans by OSSE to begin removing students from school until they have received required immunizations. Mr. Kihn responded that the new policies planned by OSSE represent full implementation of existing immunization requirements in the DC Code, reflect concern over low vaccination rates in the city, and are the result of a collaborative effort between government agencies and schools.

Duke Ellington Field. Responding to public testimony regarding the transfer of Duke Ellington Field from DCPS to the Department of Parks and Recreation (“DPR”), Council Chairman Mendelson asked the DME to explain the rationale behind the transfer. Mr. Kihn responded that there are multiple demands on the field well beyond the scope of DCPS that make it better suited for DPR oversight, and that Ellington will be in the company of six other DPR-operated fields that have active use by DCPS. Asked to clarify what field access plans are in place for Hardy Middle School and whether these plans are publicly available, Mr. Kihn stated that Hardy access to Ellington is outlined in the transfer agreement.

Master Facilities Plan. Pressed by Council Chairman Mendelson for an update on the 2019 Master Facilities Plan (“MFP”) – submitted to and subsequently voted down by Council – Mr. Kihn stated that the submitted MFP is the final version and that there are no plans to revise or replace it. After some back and forth with the Chairman about recurring concerns, particularly Ward 3 overcrowding, Mr. Kihn noted that there are many instances of facilities planning beyond the scope of the MFP, notably within strategic planning conducted by individual schools and the DCPS central office. While there is no one comprehensive plan in place for Ward 3, Mr. Kihn cited significant infrastructure investment in the area.

Head Start. Asked by Councilmember Silverman about a dramatic reduction in preschool classrooms within DCPS funded by Head Start, Mr. Kihn noted that Head Start is only one source of funding for early childhood education, so a reduction Head Start funding does not necessarily equate to a reduction in preschool classrooms throughout the District.

Out of School Time. Noting that the Commission on Out of School Time Grants and Youth Outcomes (“OST Commission”) funded 113 organizations serving 12,567 students in FY2019 and referring to public testimony from earlier in the day, Chairperson Grosso shared a hope that both the DME and the Mayor understand the importance of out of school time programming in improving safety and attendance. In response, Mr. Kihn stated that the Mayor is deeply committed to this work and is looking towards an updated strategy from the OST Commission in the near future.

DC Arts Collaborative. Chairperson Grosso asked the DME to discuss engagement with the DC Arts and Humanities Education Collaborative. In his response, Mr. Kihn shared that he had not only met with the Collaborative to understand their recommendations, but also with the Smithsonian to build partnership opportunities and with the OST Commission to ensure their resources would be available to the Collaborative. Asked whether the DME was aware of the federal funding available for arts education – referenced by the Collaborative during their testimony earlier in the day – Mr. Kihn stated that he would reach out to the Collaborative to explore the opportunity and pursue cross-sector collaboration.

1. AGENCY MISSION AND OVERVIEW

The mission of the Office of the State Superintendent of Education (“OSSE”) is to remove barriers and create pathways so District of Columbia residents can receive an excellent education and are prepared for success in college, careers, and life. OSSE serves as the District of Columbia’s State Education Agency (“SEA”). In this role, OSSE manages and distributes federal funding to education providers and exercises oversight responsibility over federal education programs and related grants administered in the District of Columbia to ensure quality and compliance. In addition to its responsibilities as the SEA, OSSE has responsibility for developing and setting state-level standards and annually assessing student proficiency, ensuring universal access to childcare and PK programs, and providing funding and technical assistance to adult education providers and LEAs in achieving objectives. OSSE further ensures that the District of Columbia collects accurate and reliable data, and assesses meaningful interventions to ensure quality improvements and compliance with state and federal law. OSSE also administers the budgets for Special Education Transportation, Non-Public Tuition, and DCPCS payments.

On June 4, 2020, the Committee on Education held a FY21 budget oversight hearing for the Office of the State Superintendent of Education (“OSSE”) Superintendent Hanseul Kang presented testimony and Agency Fiscal Officer Paris Saunders joined her in answering questions from Chairperson Grosso and members of the Committee on Education.

A recording of the hearing can be viewed at:
https://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5466.

During the Fiscal Year 2021 budget oversight hearing, the Committee on Education focused on federal pandemic funding, early childhood education, and school-based mental health. Below is a summary of major findings from the hearing:

Federal Pandemic Funding

On March 27, 2020, Congress passed the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act, a \$2 trillion stimulus package intended to address the economic fallout of the COVID-19 pandemic. Amongst other efforts, the CARES Act created the \$30.75 billion Education Stabilization Fund – and, within it, Rethink K12 Education Models Grants, the Governor’s Emergency Education Relief (“GEER”) Fund, the Elementary and Secondary School Emergency Relief (“ESSER”) Fund, and the Higher Education Emergency Relief Fund – aimed at differentially addressing the impacts of COVID-19 on educational institutions from preschool through to college.

To begin questioning, Committee Chairperson David Grosso asked Superintendent Kang to discuss the funding made available to OSSE under the CARES Act. In response, Superintendent Kang noted that while OSSE had not yet received funding, they had received grant award notification letters for the \$42 million that would be made available under ESSER. Of these funds, OSSE would be required to distribute 90% to Title I local

education agencies (“LEAs”) using the Title I formula, but Superintendent Kang noted that LEAs would have flexibility in usage. Save for 0.5% that could be used for administrative purposes by OSSE, the remaining 10% would be set aside to support LEAs – perhaps with an emphasis on those without Title I status – through other means. Superintendent Kang also highlighted GEER funding and noted that OSSE was working with the Deputy Mayor for Education to distribute associated federal funds to meet technology, mental health, and equity needs in schools throughout the District.

Asked by Chairperson Grosso what guidance and foreshadowing OSSE planned to provide to schools on the use of CARES Act funding ahead of the upcoming school year, Superintendent Kang stated that OSSE would release guidance over the summer with the expectation that funding would last through September 2021 on top of regular Title I allocations. Asked further about federal guidance on “equitable services” covered by the CARES Act, Superintendent Kang noted that the debate centered on how much federal funding should be allocated to equitable services – based on proportion of all students, for instance, versus at-risk students – and that conversations were ongoing with the Council of Chief State School Officers. She also clarified that funding from the CARES Act was not reflected in the DC budget.

Early Childhood Education

Asked by Chairperson Grosso to provide an overview of childcare during the public health crisis, Superintendent Kang noted that childcare regularly represents the most significant cost for OSSE: \$118 million in FY21, or approximately 60% of the local OSSE budget. During the pandemic, subsidy payments – normally distributed monthly based on attendance – continued to all providers based on average enrollment before the stay-at-home order was imposed on March 30. As of the hearing, OSSE was reviewing the status of subsidy payments for the rest of the current calendar year and upcoming academic year.

During his first round of questions, Council Chairman Phil Mendelson asked what supports beyond subsidy payments were available to early childhood providers. In response, Superintendent Kang highlighted Preschool Enhancement and Extension Program payments, which have continued throughout the pandemic, as well as weekly technical assistance for providers – supported by an external partner – regarding access to small business relief opportunities. She also noted that OSSE was exploring joint purchasing opportunities for personal protective equipment (“PPE”).

Asked by Chairman Mendelson whether additional costs incurred by providers during the pandemic would be covered by the CARES Act, Superintendent Kang noted that \$6 million had been made available to the District as part of the Childcare Development Block Grant program, but acknowledged that this would not cover the full scope of needs of the childcare community – subsidies alone fall amount to between \$9 million and \$10 million each month. Asked by Councilmember Brianne Nadeau how and when the \$6 million in Childcare Development Block Grants would be used, Superintendent Kang responded that OSSE was continuing to work on the “how,” but noted that part would

cover the Emergency Childcare Initiative – which DC implemented provide local health workers and essential government employees and contractors with emergency childcare – and remaining funds might cover subsidy cost increases stemming from potential policy changes. Chairman Mendelson asked that OSSE follow up in writing with a breakdown of where CARES Act education funding was ultimately allocated.

During her only round of questions, Councilmember Elissa Silverman asked about childcare access for DC employees, as well as the risk of childcare facilities closures heading into FY21. Superintendent Kang noted that OSSE had taken steps to obtain public funding for early childcare in the District, but private funding had been an issue given the far-reaching fiscal impact of the pandemic. As of the hearing, she noted that 470 licensed facilities existed in DC, more than half of which participated in the subsidy program – a higher rate than many other jurisdictions. Asked whether any facilities outside of the subsidy program would need to close during FY21, Superintendent Kang explained that OSSE did not have an estimate of potential closures, but had been in touch with all facilities and both heard and shared the concerns expressed by Councilmember Silverman. Asked further whether any assistance to non-subsidy facilities was incorporated into the budget, Superintendent Kang explained that the subsidy program represented the only public local funds dedicated to early childhood facilities, but that OSSE continued to work on sharing known private funding options with all facilities, subsidized or not.

As part of his second round of questions, Chairperson Grosso noted concerns about how – and even if – all childcare facilities would be able to reopen and asked how the District would ensure sufficient childcare seats in the city during each phase of reopening? In response, Superintendent Kang noted that OSSE was reviewing all possible options to support providers, including reviewing licensing regulations designed to support quality that might be temporarily loosened to allow additional flexibility for facilities as they dealt with the economic fallout of the public health crisis. Asked what would happen if families could not continue to pay for childcare during the pandemic – whether that would endanger the ability of a facility to remain open – Superintendent Kang noted that subsidies were based on the number of children enrolled rather than the number of families able to pay for childcare, so facilities would continue to receive the same amount of funding unless families began withdrawing their children.

Mental and Behavioral Health

For his penultimate round of questions, Chairperson Grosso shifted attention towards in-school mental and behavioral health supports. Stressing that children had been exposed to heightened trauma in the months leading up to the hearing – experiencing severe isolation under the stay-at-home order and witnessing state violence in the police murders of Breonna Taylor and George Floyd – he asked what additional mental health supports had been made available to students and their families. In response, Superintendent Kang stated that mental health and restorative justice were major areas of planning for the Health and Wellness Team and cited two particular programs. The first, Project Aware, was a grant given to SEAs working with some of the largest LEAs in their jurisdiction to

complement direct mental health consultations and build out multi-tiered response systems; in DC, OSSE had been allocated \$8 million over five years for work with DCPS, Friendship, and KIPP. The second, the Youth Mental Health First Aid program, was a train-the-trainer model introducing common mental health concerns to educators and providing them with a five-step plan for crisis situations. The latter had taken place quarterly during the spring, but was ramping up to monthly heading into the fall and would be extended to cover the special education transportation team.

Speaking next to restorative justice and climate work, Superintendent Kang noted that restorative justice funding was stable from FY20 to FY21 at \$900,000, but climate efforts – geared towards helping LEAs ensure the safety and wellbeing of all students by responding to difficult situations in a healing manner – fell \$250,000 to \$1 million in FY21. As this work was accomplished through both external contracts and direct professional development via OSSE-based FTEs, Superintendent Kang suggested OSSE could shift how staff spent their time to make up for the decrease in funding, but stated it would likely be challenging to allocate additional staff to this work given that the FY21 budget did not include any increases for the agency.

General Operations and Budget Changes

Reporting Requirements. During her only round of questions, Councilmember Brianne Nadeau asked about the Child Development Facilities and Pre-k Reports Amendment Act of 2020 – a subtitle in the FY21 Budget Support Act (“BSA”) – which would eliminate an annual report on efforts to promote WIC in child development facilities required by the Healthy Tots Act of 2014 and change from annual to triennial preschool data reporting required by The Pre-k Enhancement and Expansion Amendment Act of 2008 and Sections 104 and 105(a) of the D.C. Official Code. In response, Superintendent Kang noted the first of the newly triennial reports was launched as DC was first moving to universal preschool and that data was much more stable at the time of the hearing; in addition, most relevant data covered by the impacted reports was already reported annually in other public formats, including performance oversight, the DC School Report Card, and the OSSE website.

Miscellaneous Line Items. During his penultimate round of questions, Chairman Mendelson asked for specifics regarding various line item changes in the FY21 OSSE budget. Asked first about vacancy savings, Superintendent Kang cited just over 100 vacancies represented by a 4% change in OSSE Main and a 5% change in DOT. Asked next about decreases in non-public tuition, Superintendent Kang expressed confidence that the budget would cover costs given a corresponding decrease in overtime; she also noted that an increase in special education transportation was based on a COLA increase set in the last collective bargaining agreement, introduced in the FY20 supplemental budget and continued into FY21 under the regular budget formulation. Asked finally about PPE for educators, Superintendent Kang noted that pandemic-related costs – including PPE, sanitation, and additional cleaning – would largely be covered through central purchasing outside of OSSE oversight.

Field Trips and the Arts. In his final round of questions, Chairperson Grosso asked about the status of funding for the arts, field trips, and study abroad, especially funding from the DC Commission on the Arts and Humanities dedicated to the latter two. Superintendent Kang responded that OSSE would work with LEAs to determine how and when these funds could be used as they continued to monitor the public health situation. Chairperson Grosso ended by suggesting OSSE meet with the DC Arts and Humanities Education Collaborative as they figured out this work given that the Collaborative had been a strong partner in the past and developed expertise in virtual field trips during distance learning.

Annual Enrollment Count. Responding to LEA concerns that enrollment levels were lower than anticipated for early June, Chairman Mendelson began his final round with questions about the annual student enrollment count. Superintendent Kang acknowledged these concerns, stating that OSSE was monitoring the situation and would know more about enrollment trends after the June 15 family decision deadline for the My School DC lottery, but did not agree the count itself would be less reliable as a result of the public health crisis. The bigger concern, she said, was ensuring families knew remote instructional alternatives would be widely available so they did not avoid enrolling their students altogether – should OSSE see lower enrollment coming out of the October count, she noted that a broader campaign would be needed to correct for the situation.

Community Schools. Asked by Chairman Mendelson to discuss community schools, Superintendent Kang shared that there were 17 community schools in DC with a growing number of grantees; as a result, the FY21 budget included approximately \$3.7 million to cover grant continuation for nine existing grantees and additional funds for up to eight new grantees. Asked why OSSE would not continue funding the same schools, Superintendent Kang expressed the hope that grants were not used to fund schools into perpetuity, but instead to lead a growing number of schools towards sustainable programming. Asked further whether the grants were making a difference, Superintendent Kang noted that OSSE had both anecdotal and qualitative reports from grantees to this effect, but no specific analysis of improvement over time. Chairperson Grosso noted that it would be interesting to consider, given school-level data, whether the grants appeared to support change even if it would be difficult to prove causation; in response, Chairman Mendelson asked that OSSE follow up with relevant data.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the Office of the State Superintendent of Education as proposed by the Mayor, with the following modifications:*

- *Increase F100 (Division of Teaching and Learning), F102 (Office of Operations), 50 (Subsidies and Transfers) by \$900,000 in recurring funds to enhance the early literacy intervention grant program to get students on reading level by third grade*
- *Increase E200 (Data, Assessments and Research), E204 (Data Management and Applications), 50 (Subsidies and Transfers) by \$250,000 in recurring funds To*

- develop and maintain a data visualization platform that connects with the Office of Out of School Time Grants and Youth Outcomes' Learn 24 data platform to reflect all available opportunities and existing gaps in arts and humanities education offered by the District's public and public charter schools.*
- *Increase E600 (K-12 System and Supports), E605 (Office of Special Programs), 50 (Subsidies and Transfers) by \$150,692 in recurring funds for grants to support positive school climate and trauma informed educational settings.*
 - *Increase E800 (Early Learning), E802 (Office of Licensing and Compliance), 50 (Subsidies and Transfers) by \$1,356,000 in recurring funds for access to quality early childhood emergency grants.*
 - *Increase E500 (Division of Health and Wellness), E504 (Office of Nutrition Programs), 50 (Subsidies and Transfers) by \$844,000 in recurring funds for breakfast reimbursements under the Healthy Students Amendment Act.*
 - *Increase E500 (Division of Health and Wellness), E504 (Office of Nutrition Programs), 50 (Subsidies and Transfers) by \$283,000 in one-time funds to restore grant funding that was eliminated in the Mayor's proposed budget.*
 - *Increase E500 (Division of Health and Wellness), E504 (Office of Nutrition Programs), 50 (Subsidies and Transfers) by \$440,000 in one-time funds for wellness grant programming, including school gardens, nutrition education, and physical education.*
 - *Increase E500 (Division of Health and Wellness), E504 (Office of Nutrition Programs), 50 (Subsidies and Transfers) by \$480,000 in recurring funds to increase the annual amount of sales tax revenue dedicated to the Healthy Schools Fund.*
 - *Increase E500 (Division of Health and Wellness), E504 (Office of Nutrition Programs), 50 (Subsidies and Transfers) by \$844,400 in one-time funds to support healthy meals for childcare facilities which was cut in error in the Mayor's proposed budget, per Errata Letter.*
 - *Increase E200 (Data, Assessments and Research), E204 (Data Management and Applications), 41 (Contractual Services - Other) by \$- 0 in one-time funds to pay for the FIS for proposed Budget Transparency BSA Subtitle.*

Fiscal Year 2021 Capital Budget Recommendations: *The Committee recommends adoption of the FY21-FY26 capital budget as proposed by the Mayor.*

3. COMMITTEE POLICY RECOMMENDATIONS

- *As the state education agency, OSSE plays an influential role in creating statewide policies governing public education. This is always important in a system with flexibility and choice, but it becomes even more important during a global pandemic. The Committee is pleased that OSSE has led during the pandemic. OSSE should continue to engage stakeholders and keep the Committee apprised of statewide policies that address current realities.*

4. PERFORMANCE OVERSIGHT

On February 26, 2020, the Committee on Education held a performance oversight hearing for the Office of the State Superintendent for Education. Thirty-five public witnesses testified at the hearing on various issues including alternative school funding, special education outcomes, the STAR Framework, and early childhood investments. Superintendent Hanseul Kang presented testimony at the hearing.

A recording of the hearing can be viewed at:

http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5399.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on the management of key programs and services within the agency. Below is a summary of major findings from the hearing:

Early Childhood Education

Access to Quality Child Care. Chairperson Grosso opened questioning with a series of inquiries into early childhood learning in the District, focusing first on new work undertaken by OSSE to increase access. Superintendent Kang shared that OSSE has prioritized the focus on early childhood education and made significant gains in the process. She highlighted one new program in particular – the Access to Quality Child Care Expansion grant (“A2Q”) – which was launched in FY 2018 and will conclude in FY 2020. Designed to help existing providers seeking to expand or open new locations, streamline and improve the child care licensure process, and support DC residents in gaining certification or advanced early education credentials, A2Q has led to the creation of 1,100 new early childhood seats for DC families, coming in ahead of schedule and under budget having spent only \$7MM of an allotted \$9MM set aside to create 1,000 seats by FY 2020. As the grant period wraps up, OSSE aims to 150 more seats by the end of the year. In addition to this work, OSSE has provided 1,000 hours of technical assistance to providers and several professional development opportunities across multiple modalities – including both in-person and online language cohorts – and plans to continue supporting teacher credentialing. Further, OSSE has used A2Q to support home providers through the Shared Services Business Alliance, which allows early childhood learning providers to focus on the care and education of children by outsourcing operational and administrative functions to businesses with that expertise. OSSE has taken steps to expand the Shared Services Business Alliance to small sites.

At a separate point in the hearing, Council Chairman Mendelson asked Superintendent Kang to explain why childcare is so expensive in the District. She responded that OSSE has modeled the cost of care and looked at the drivers behind it, as well as the revenue sources available to providers. Ultimately, the most salient factors are the cost of labor – especially in a labor-intensive sector like childcare – as well as the high cost of facilities, which is why OSSE has worked to help subsidize startup costs. Superintendent Kang also spoke to the role of supply and demand, noting that DC has a continuing need to increase infant and toddler spots – hence the work OSSE has pursued with A2Q funding.

Preschool Development Grant. Chairperson Grosso next asked about the \$10.6MM federal Birth to Five Preschool Development Grant OSSE received in August 2018. Superintendent Kang shared that DC has until April 2020 to spend the money, but did not receive a renewal given the highly competitive nature of the program. With just one cycle of funding, however, OSSE has done some amazing work bolstering and supporting early childhood learning facilities across the District, allowing providers to make needed small repairs. OSSE also used the grant to host a summit which drew more than 3,000 attendees to talk about the importance of early childhood learning, reviewed pilot programs to figure out what should continue, and updated data collection processes. Asked to discuss the early childhood needs assessment supported by the federal grant, Superintendent Kang noted a key finding that the District has a wealth of programs and offerings that often go overlooked by families. In conducting the needs assessment, OSSE also looked at the importance of transitioning students out of preschool and into K-12, as well as the specific special education services needed in early childhood settings.

In their prehearing response, OSSE noted that it had strengthened supports to maximize parental choice and involvement in early childhood education. Asked by Chairperson Grosso how OSSE would measure the success of these efforts, Superintendent Kang stated that OSSE has received significant direct feedback from parents through Early Learning Quality Improvement Network parent panels and invited leadership from sister agencies to hear directly from parents. At this time, OSSE is still evaluating what can be done to continue this work through current funding given the end of Preschool Development Grant funding. Asked about the simultaneous increase in infant and toddler seats and decrease in licensed sites, Superintendent Kang noted that there is significant fluctuation between licensed providers, but the grant funding available over the last fiscal year allowed some licensed sites to expand.

Capital Quality Designations. Chairperson Grosso then asked about Capital Quality, which replaced Going for the Gold as the Quality Rating and Improvement System (“QRIS”) for DC child development providers in 2016. Asked what OSSE is doing to incentivize facility participation in Capital Quality, Superintendent Kang said that OSSE has seen an increase in number of those participating – including 25 licensed facilities and one unlicensed – and the intention is that having quality rating information for only those facilities participating will spur parents to ask for more information of the remaining facilities, ultimately encouraging increased participation. Chairperson Grosso followed up by asking about the “hold harmless” policy OSSE implemented during the QRIS transition in order to protect child development facilities from receiving reduced reimbursements in the event that their rating was initially lower in Capital Quality than it had been under “Going for the Gold”. Superintendent Kang clarified that each Capital Quality designation is in place for three years, after which a facility can ask to be rerated if they feel they have improved. When a facility receives its designation, it is also given a Capital Quality Improvement Plan (“CQIP”) and matched with a coach – OSSE takes the improvement component of the QRIS seriously, and providers have found the CQIP to be impactful because it allows them to see what high quality care looks like and the steps it takes to get there.

Early Intervention. Chairperson Grosso next asked about the Strong Start DC Early Intervention Program, which provides early intervention services for infants and toddlers with disabilities and developmental delays. In their prehearing responses, OSSE noted that – of children referred to Strong Start in FY19 – only 62% in Ward 7 and 57% in Ward 8 were evaluated for services compared to up to 85% in Ward 3, and that these wards were experiencing similarly disproportionate rates year-to-date in FY20. Asked what OSSE is doing to address barriers to evaluation in Wards 7 and 8, Superintendent Kang noted that the evaluation rates do not necessarily tell the whole story: sometimes referrals are duplicative, and in other cases there is a change in information or families make the decision not to move forward with evaluation. For every referral, OSSE attempts contact on three different days at different times of the day; if no response is received after three contact attempts and a follow-up letter, OSSE closes the case without evaluation. In order to improve outreach, OSSE has created region-specific teams for Strong Start DC and is building an office that will specifically support the regional team for Wards 7 and 8 on that side of the city. OSSE also offers playgroups in libraries across the city, allowing families to learn about the program and connect Strong Start kids.

Birth-to-Three for All. Although not a member of the Committee on Education, Ward 7 Councilmember Vince Gray joined the hearing to ask a series of questions about early childhood investments under the “Birth-to-Three for All DC Act of 2018.” Under the bill, OSSE is required to award a grant to at least one nonprofit organization to provide Early Head Start to homeless families residing in the DC General Family Shelter or replacement units. Asked how the funding allocated for this component is being spent, Superintendent Kang stated that OSSE is still developing the application, but expects to release the RFP in the spring and make awards in the summer. When asked by Councilmember Gray about reimbursement rates, Superintendent Kang referenced the October 2018 “Modeling the Cost of Child Care in the District of Columbia” report which sought to understand the actual costs of care for child care homes and centers and led OSSE to match reimbursement rates to these costs at each Capital Quality level. She noted that there is still a significant discrepancy in wages and benefits; as such, OSSE is working to complete a salary scale study with the expectation of a report in the spring. The goal for OSSE is to determine how to best define parity and work towards a greater level of compensation for child development staff, recognizing that providers are private rather than public entities. When Councilmember Gray asked about subsidy rates, Superintendent Kang noted that the “subject to appropriations” language would need to be lifted in order for DC to meet the rates outlined in the bill.

Academic Achievement and School Performance

Asked by Chairperson Grosso what OSSE learned from the first round of the STAR Framework and school report cards in 2018 and how these lessons informed the second round of ratings and results released in November, Superintendent Kang highlighted strong usage of the DC School Report Card website, which has seen more than 500MM visits since its launch. Results of the second round of ratings demonstrated the performance of schools on average, as well as the outcomes for different student groups within each school; for schools that have worked to better serve at-risk students, this

improvement is reflected in their ratings, and approximately 30% of schools in Wards 7 and 8 have seen improvements. Moving forward, OSSE is working to identify a high school growth measure. Asked about progress on the inclusion of school-level financial data on School Report Cards, Superintendent Kang clarified that such financial information will not be included in STAR ratings, but will nonetheless be accessible on the DC School Report Card website as a tool to determine school shares of LEA expenditures. As of the performance oversight hearing, OSSE is in the midst of collecting actual expenditure data from LEAs with school reports set to go live in late spring.

At a separate point in the hearing, Council Chairman Mendelson asked about the work OSSE is doing to support the bottom 5% of schools in the District. Under the Every Student Succeeds Act (“ESSA”), states are required to identify – every three years – those schools that are rated in the bottom 5% of the local accountability system; from there, each state is left to decide what it will do to help those schools improve. According to Superintendent Kang, ten schools made up the bottom 5% of performers in DC based on the STAR Framework; of these schools, two charters closed last year, leaving eight DCPS schools as the focal point of federal improvement efforts. OSSE required these eight schools to conduct a needs assessment with input from stakeholders, then create a plan for how to improve. As this process takes place on a three-year cycle, schools are just now at work spending funding as improvement plans were only finalized at the close of the last academic year.

Chairman Mendelson also asked about the Early Literacy Grant, noting that the two organizations funded by OSSE – Reading Partners and Literacy Lab – reported outcomes using different metrics. Superintendent Kang stated that OSSE does not prescribe a single metric for success given that different programs use different models and, in turn, require different metrics for success. She also noted that these particular grants represent only one component of investment in literacy, citing significant professional development delivered by OSSE, as well as various other grant opportunities.

Students with Disabilities

Echoing concerns raised during public testimony about the state of special education in DC, Chairperson Grosso asked about the comprehensive landscape analysis OSSE conducted in FY19 to better understand exactly that. Noting that OSSE released a report for this analysis in October 2019, Chairperson Grosso asked about major findings and the manner in which analysis is being leveraged to better support students with disabilities. Superintendent Kang began her response by sharing how gratifying it was to hear witnesses reference the report during public testimony – OSSE spent a significant amount of time working on the landscape analysis given its role as a foundational step in understanding the state of special education in DC schools. Topline findings include the fact that students with disabilities constitute 20% of the overall student population – and that they are not being served well enough.

According to OSSE, the gap in quality education available to students with disabilities and those without is growing, and students with disabilities are getting left behind. As it

currently stands, DC is last in the country on students exiting their IEPs with 0% of students exiting status; as a result, OSSE plans to dig into factors around identification and exit status and look at national comparisons. Over the course of the analysis, OSSE heard about poverty, race, and traumas that blur the lines of identification, with some kids identified as in need of special education not because of developmental disabilities, but because they need other supports beyond what is typically offered in the classroom. Superintendent Kang noted Miami and Boston in particular are cities that are outperforming DC, noting that OSSE is looking to learn from them, particularly around identification and supports. Building on the report and ongoing conversations, OSSE is looking towards releasing a plan later in the current fiscal year, with strong interest on the part of LEAs to engage in the process.

Superintendent Kang also spoke briefly about nonpublic placements for students with disabilities, stating that these placements receive an onsite review at least once every three years in a process that includes an analysis of files, classrooms, and instruction, and as well as interviews with staff and students. She stressed that any student in a nonpublic placement is still enrolled at a public LEA in the District and, as such, that LEA is responsible for ensuring that all necessary services are being offered.

District Policies and School Climate

Immunization Attendance Policy. Turning attention to districtwide policies, Chairperson Grosso raised the new enforcement requirements announced in February for the Immunization Attendance Policy, which requires schools to verify immunization certification for all students and, after 20 days, remove noncompliant students until they have obtained the required immunizations and provided accompanying documentation. In response to questions about what this policy will look like in practice, Superintendent Kang noted that the immunization requirement has been part of code for a long time and is common practice in other jurisdictions. Stating that 78% of students were fully immunized at the end of the last school year, Superintendent Kang suggested the gap may come down to documentation, in which case the question becomes how schools and school-based clinicians can support families in obtaining immunization certification; as a result, OSSE has worked closely with DC Health on nurse coverage and will continue conversations about policy implementation and supports over the summer.

Alternative School Funding. Council Chairman Mendelson also inquired about updated policies, but focused on June 2019 rulemaking by OSSE which redefined the “alternative education program” designation for DC schools. Responding to public testimony critiquing a loss of funding for previously designated programs, Superintendent Kang stated that OSSE pursued this change to account for programs that should have been able to obtain alternative program designation, but were unable to do so under earlier rulemaking – the goal, then, was to create as expansive a definition as possible. Under the new definition, schools and specialized programs need to incorporate an at-risk-specific element into their mission and support students in earning their first high school credential. While two schools saw some reduction in funding due because they serve

adults – who are ineligible for at-risk status – or students who have already earned their high school diploma or an equivalent credential, three more schools saw increases.

School Climate Conference. Asked by Chairperson Grosso about the School Climate Conference, which OSSE has hosted for the last two years, Superintendent Kang stated that the conference saw strong attendance this year at both of its convenings, first in May and later in December. As part of the conference, OSSE brought in national experts as keynote speakers, focused on highlighting student voice, and held a number of breakout sessions aimed at giving practitioners opportunities to connect and participate in individualized programming. Superintendent Kang shared that OSSE is currently looking at school-level discipline data to see if there is any resulting improvement, but cautioned that discipline cannot be the only indicator – outcomes from the Youth Risk Behavior Survey and data surrounding attendance and re-enrollment are also critical for understanding school climate.

Ninth Grade Attendance. To close, Chairperson Grosso turned to the “DC Attendance Report: 2018-19 School Year,” specifically to findings about the 9th grade year. In the report, OSSE found a marked drop in attendance between 8th and 9th grade, with even students who regularly attended classes prior to high school becoming chronically absent as they start high school; in light of this, Chairperson Grosso asked how OSSE is leveraging the data to push LEAs on addressing 9th grade attendance. Superintendent Kang responded that OSSE has raised this particular issue of 9th grade attendance in meetings with LEAs. She noted new analysis this year which differentiated outcomes for first-time and repeat 9th graders and found that two different strategies are needed: schools that have repeaters need to be engaging them now to make sure they are not falling through the cracks, and first-time 9th graders need extra support since not all students are going through a normalized feeder pattern, and even then the transition can be difficult. To address this need, OSSE has created a data exchange between middle and high schools and has moved towards holding in-person meetings during the summer that bring together middle and high school staff to help set up students for success; from what students have shared, this has been particularly meaningful. Building off of this work, OSSE is looking to apply this model specifically to special education and English learner populations and will fold that into their traditional “start of school” work.

L. SPECIAL EDUCATION TRANSPORTATION

1. AGENCY MISSION AND OVERVIEW

The mission of the Special Education Transportation, also known as the Department of Student Transportation (“DOT”) and located within OSSE, is to support learning opportunities by providing safe, on-time, and efficient transportation services to eligible District of Columbia students. OSSE-DOT is primarily responsible for processing student transportation requests from LEAs; maintaining the means to transport eligible students safely and on time; and improving service levels by collaborating with stakeholder groups that include parents, school staff and special education advocates.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for Special Education Transportation as proposed by the Mayor.*

Fiscal Year 2021 Capital Budget Recommendations: *The Committee recommends adoption of the FY20-FY25 capital budget as proposed by the Mayor.*

3. COMMITTEE POLICY RECOMMENDATIONS

The Committee has no policy recommendations at this time.

M. D.C. STATE BOARD OF EDUCATION

1. AGENCY MISSION AND OVERVIEW

The mission of the District of Columbia State Board of Education (“State Board”) is to provide policy leadership, support, advocacy, and oversight of public education to ensure that every student is valued and gains the skills and knowledge necessary to become informed, competent and contributing global citizens. The State Board views its role in the achievement of this mission as one with shared responsibility, whereby it engages families, students, educators, community members, elected officials and business leaders to play a vital role in preparing every child for college and/or career success. The Office of the Ombudsman and the Office of the Student Advocate are independent agencies housed within the State Board.

Operating Budget

The FY21 proposed gross budget for the State Board – comprised entirely of Local Funds and also encompassing the Offices of the Ombudsman and the Student Advocate– is \$2,007,103, which represents a 7.1% decrease from its FY20 approved gross budget of \$2,159,553. The FY21 budget includes \$302,517 in increases, including:

- \$168,713 in nonpersonal services to reflect projected costs for professional services and fees and to support research and analysis on issues impacting education in the District; and
- \$133,804 in personal services to align the budget with projected salaries and fringe benefits costs.

These increases are offset by \$454,967 in reductions, including:

- \$130,000 to account for the removal of one-time FY20 funding to enable research and analysis on issues impacting education in the District; and

- \$39,230 in personal services, \$130,000 in contractual services, and \$155,737 in professional services, conference fees, and travel to align the budget with projected spending.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *The Committee recommends adoption of the FY21 operating budget for the State Board of Education, with the following modification:*

- *Decrease 1000 (State Board of Education), SB01 (State Board of Education), 41 (Contractual Services - Other) by \$50,000 in recurring funds.*
- *Increase 1000 (State Board of Education), SB02 (Office of the Ombudsman), 41 (Contractual Services - Other) by \$25,000 in recurring funds for translation services.*
- *Increase 1000 (State Board of Education), SB03 (Office of the Student Advocate), 41 (Contractual Services - Other) by \$25,000 in recurring funds for translation services.*
- *Increase 1000 (State Board of Education), SB01 (State Board of Education), 41 (Contractual Services - Other) by \$100,000 in one-time funds for education research projects.*

Fiscal Year 2021 Capital Budget Recommendations: *The State Board has no capital budget.*

3. COMMITTEE POLICY RECOMMENDATIONS

The State Board, Office of the Student Advocate, and Office of the Ombudsman for Public Education should explore opportunities for shared services, particularly when it comes to translation services for FY21.

4. PERFORMANCE OVERSIGHT

On January 29, 2020, the Committee on Education held a performance oversight hearing for the State Board of Education (“SBOE”), the Office of the Ombudsman for Public Education (“Ombudsman”), and the Office of the Student Advocate (“Advocate”). SBOE President Ruth Wattenberg, Ombudsman Serena Hayes, and Chief Student Advocate Dan Davis presented testimony and SBOE Executive Director John-Paul Hayworth and Assistant Ombudsman Ryvell Fitzpatrick joined them in answering questions from Chairperson Grosso and members of the Committee on Education.

A recording of the hearing can be viewed at:

http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5340.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on community concerns alongside agency recommendations and needs. Early in the hearing, SBOE President Wattenberg spoke briefly about facilities challenges faced by DCPS and charter schools – highlighting overcrowding in the Ward 3 feeder pattern and a backlog of modernizations in Wards 7 and 8 – as well as projects SBOE had undertaken with regards to the STAR framework and teacher retention. Asked by Councilmember Robert White what OSSE, DCPS, and PCSB – in response to the teacher retention report – could do to improve retention in Wards 5, 7, and 8, SBOE President Wattenberg noted that SBOE was digging more deeply into the issue by interviewing not only teachers who have D.C. schools, but those who stayed; after this, she said, recommendations would be made public, but OSSE would ultimately need to make subsequent policies. With regards to DCPS, SBOE President Wattenberg suggested the role of SBOE was to surface and elevate “some of the realities” that often do not make their way to leadership within top-down agencies.

Discussed more substantively were recommendations made by the High School Graduation Requirements Task Force in FY18 and about which SBOE said it would continue conversations with OSSE in FY19. Asked by Chairperson Grosso what they had done to revise and resubmit, SBOE President Wattenberg responded that the recommendations had been submitted to OSSE and that they were responsible for taking any next steps. Chairperson Grosso followed up by asking whether SBOE had incorporated FY19 recommendations from the Office of the Ombudsman and Office of the Student Advocate, SBOE President Wattenberg highlighted work surrounding homeless students and special education students that SBOE had undertaken at their lead, but noted that the offices are ultimately independent agencies undertaking their own work.

Of note, Chairperson Grosso also asked about the Statewide Educational Data Warehouse Amendment Act of 2019, which would require OSSE to publicly report annual data relevant to teacher retention and attrition, including information on professional experience and demographics. Asked to respond to concerns raised by SBOE members that they were not given the opportunity to submit feedback on the bill before it landed with Council, SBOE President Wattenberg chalked them up to a process issue and suggested that everyone supported the bill after amendments were made.

N. OFFICE OF THE OMBUDSMAN FOR PUBLIC EDUCATION

1. AGENCY MISSION AND OVERVIEW

The Office of the Ombudsman for Public Education (“Ombudsman”) is an independent office within the State Board. The mission of the Ombudsman is to provide equal access to education for all students within DCPS and DCPCS and to support student engagement and achievement. To accomplish this mission, the Ombudsman provides conflict resolution services to families in PK-12 public schools; identifies and recommends strategies to improve educational outcomes for all students; collaborates with families and stakeholders to address systemic issues such as bullying, harassment, equity issues,

and school discipline; and provides information to families about the education system in the District of Columbia.

Operating Budget

The FY21 proposed gross budget for the State Board – comprised entirely of Local Funds and also encompassing the Offices of the Ombudsman and the Student Advocate– is \$2,007,103, which represents a 7.1% decrease from its FY20 approved gross budget of \$2,159,553. The FY21 budget includes \$302,517 in increases, including:

- \$168,713 in nonpersonal services to reflect projected costs for professional services and fees and to support research and analysis on issues impacting education in the District; and
- \$133,804 in personal services to align the budget with projected salaries and fringe benefits costs.

These increases are offset by \$454,967 in reductions, including:

- \$130,000 to account for the removal of one-time FY20 funding to enable research and analysis on issues impacting education in the District; and
- \$39,230 in personal services, \$130,000 in contractual services, and \$155,737 in professional services, conference fees, and travel to align the budget with projected spending.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *See SBOE.*

Fiscal Year 2021 Capital Budget Recommendations: *See SBOE.*

3. COMMITTEE POLICY RECOMMENDATIONS

See SBOE.

4. PERFORMANCE OVERSIGHT

On January 29, 2020, the Committee on Education held a performance oversight hearing for the State Board of Education (“SBOE”), the Office of the Ombudsman for Public Education (“Ombudsman”), and the Office of the Student Advocate (“Advocate”). SBOE President Ruth Wattenberg, Ombudsman Serena Hayes, and Chief Student Advocate Dan Davis presented testimony and SBOE Executive Director John-Paul Hayworth and Assistant Ombudsman Ryvell Fitzpatrick joined them in answering questions from Chairperson Grosso and members of the Committee on Education.

A recording of the hearing can be viewed at:

http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5340.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on community concerns alongside agency recommendations and needs. Asked by Councilmember Robert White to discuss the top concerns cited by parents, Ombudsman Hayes noted bullying and student safety, special education and disabilities, and communication and engagement as the three major categories. Asked further what the Ombudsman could do for parents, especially with regards to special education concerns, Ombudsman Hayes identified several common practices, including explaining basic special education processes to families, helping with the initial review of IEPs, generating questions for families to ask schools, assisting families with bringing their concerns to school leaderships, and simply sitting with families in IEP meetings to help facilitate conversation and hold space for questions. She noted that the Ombudsman also frequently refers cases out to Advocates for Justice in Education and the Children’s Law Center in the case of due process complaints.

Over the course of the hearing, Ombudsman Hayes and Assistant Ombudsman Ryvell Fitzpatrick delved into the specifics of concerns from the past year, noting – in part – that schools have begun reaching out more frequently since their office had positioned itself as a trusted neutral party. They also noted that the Ombudsman had received its largest number of contacts to date in FY19, accepted more cases, and increased the number of outside referrals. After stating that the departure of Citywide Youth Bullying Prevention Director Suzanne Greenfield from the Office of Human Rights Bullying Director had led to the Ombudsman needing to hold back on bullying referrals – and that more work needed to be done to connect with other city agencies – Ombudsman Hayes highlighted a growing relationship with the Department of Behavioral Health, which has requested Ombudsman support in training partnering community organizations. Finally, Ombudsman Hayes provided an update on attendance mediations, which require the Ombudsman to go into a different school each day of the week. She noted that the mediations typically center around transportation challenges for homeless families and instances in which guardians who leave very early in the morning for work are unable to bring their children to school.

O. OFFICE OF THE STUDENT ADVOCATE

1. AGENCY MISSION AND OVERVIEW

The mission of the Office of the Student Advocate is to support and empower DC residents to achieve equal access to public education through advocacy, outreach, and information services. To accomplish this mission, the Office of the Student Advocate provides step-by-step assistance for students, parents, families, and community members to be informed, connected, and empowered.

Operating Budget

The FY21 proposed gross budget for the State Board – comprised entirely of Local Funds and also encompassing the Offices of the Ombudsman and the Student Advocate– is

\$2,007,103, which represents a 7.1% decrease from its FY20 approved gross budget of \$2,159,553. The FY21 budget includes \$302,517 in increases, including:

- \$168,713 in nonpersonal services to reflect projected costs for professional services and fees and to support research and analysis on issues impacting education in the District; and
- \$133,804 in personal services to align the budget with projected salaries and fringe benefits costs.

These increases are offset by \$454,967 in reductions, including:

- \$130,000 to account for the removal of one-time FY20 funding to enable research and analysis on issues impacting education in the District; and
- \$39,230 in personal services, \$130,000 in contractual services, and \$155,737 in professional services, conference fees, and travel to align the budget with projected spending.

2. COMMITTEE BUDGET RECOMMENDATIONS

Fiscal Year 2021 Operating Budget Recommendations: *See SBOE.*

Fiscal Year 2021 Capital Budget Recommendations: *See SBOE.*

3. COMMITTEE POLICY RECOMMENDATIONS

See SBOE.

4. PERFORMANCE OVERSIGHT

On January 29, 2020, the Committee on Education held a performance oversight hearing for the State Board of Education (“SBOE”), the Office of the Ombudsman for Public Education (“Ombudsman”), and the Office of the Student Advocate (“Advocate”). SBOE President Ruth Wattenberg, Ombudsman Serena Hayes, and Chief Student Advocate Dan Davis presented testimony and SBOE Executive Director John-Paul Hayworth and Assistant Ombudsman Ryvell Fitzpatrick joined them in answering questions from Chairperson Grosso and members of the Committee on Education.

A recording of the hearing can be viewed at:

http://dc.granicus.com/MediaPlayer.php?view_id=2&clip_id=5340.

During the Fiscal Year 2019 performance oversight hearing, the Committee on Education focused on community concerns alongside agency recommendations and needs. With regards to staffing, Chief Student Advocate (“CSA”) Davis noted that the office was physically constrained, but staffing needs continued to grow; as a result, the OSA had

begun making decisions to forgo services offered in 2017-2018 – such as the Parent Student Advisory Committee – in order to be present for parents and in the community and to focus on safe passage initiatives.

Over the course of the hearing, Chairperson Grosso and CSA Davis focused primarily on safe passage. To begin these conversations, CSA Davis provided an update on the Student Ward 8 Safe Passage Working Group, which he described as work that is “student-led and stakeholder-informed” and focused on finding solutions that can work specifically in Ward 8. Over the course of their meeting, the working group came to find that many LEAs – even those in close proximity to one another – do not necessarily communicate with one another or with relevant agencies such as WMATA and MPD. As these stakeholders talked more, however, they were able to identify projects that could potentially be expanded, including the “walking school bus model” at Center City Congress Heights where staff make themselves more present and engaged during dismissal, as well as the Safe Spots initiative which developed from feedback offered by students at Thurgood Marshall and developed into a partnership with the Deputy Mayor for Education. CSA Davis also discussed Carpool to School – an app launched out of the DME as a result of conversations with parents looking to connect students traveling similar routes to and from schools – and efforts to partner with rideshare platforms on an alternative to public transportation.

Beyond safe passage, CSA Davis spoke to work the OSA had done to increase community engagement and face-to-face contact, including spending a significant amount of time tabling at community events and offering monthly workshops to families. In response to a question from Chairperson Grosso, CSA Davis also provided an update on an OSA partnership with Howard University School of Law aimed at conducting a comparative analysis of school discipline policies. From the findings, he shared four recommendations: broader compliance by schools with the Student Fair Access to School Amendment Act of 2018, the introduction of a state-level advisory panel focused on school discipline, the creation of a student discipline advisory committee mirroring ones present in other jurisdictions, and the development of alternative instructional practices for students out of school for disciplinary reasons. With regards to the last recommendation, CSA Davis noted that such alternative practices are required, but individual LEAs sometimes lack the capacity to do this work well.

III. BUDGET SUPPORT ACT RECOMMENDATIONS

On Monday, May 18, 2020, Chairman Mendelson introduced, on behalf of the Mayor, the “Fiscal Year 2021 Budget Support Act of 2020” (Bill 23-0760.). The bill contains 46 subtitles for which the Committee has provided comments. The Committee also recommends the addition of two new subtitles.

IV. RECOMMENDATIONS ON PROPOSED SUBTITLES

The Committee provides comments on the following subtitles of the “Fiscal Year 2021 Budget Support Act of 2020”:

1. Title IV, Subtitle A. Uniform Per Student Funding Formula Increase
2. Title IV, Subtitle B. Education Facility Colocation Amendment Act of 2020
3. Title IV, Subtitle C. Grantmaking Authority to Expand Access to Quality Child Care Amendment Act of 2020
6. Title IV, Subtitle F. Child Development Facilities and Pre-k Reports Amendment Act of 2020
7. Title IV, Subtitle G. School Meal Cost Reimbursement and Subsidies Amendment Act of 2020
8. Title IV, Subtitle H. Early Head Start Home Visiting Grants Authority Amendment Act of 2020
10. Title IV, Subtitle J. Wilkinson School Disposition Process Amendment Act

The legislative language is included in Appendix A.

1. TITLE IV, SUBTITLE A. UNIFORM PER STUDENT FUNDING FORMULA INCREASE

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle amends The Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998 (D.C. Law 12-207; D.C. Official Code § 38-2903 et seq.) to increase base level funding for the UPSFF by 3%, bringing it from \$10,980 in FY20 to \$11,310 in FY21. The subtitle also increases the weighting for the alternative program add-on from 1.44 to 1.445.

b. Committee Reasoning

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

c. Section-by-Section Analysis

Sec. 4001. Short title.

Sec. 4002. Increases the UPSFF to \$11,310, increases the alternative program weight to 1.445, delineates per pupil allocation by grade level, and delineates per pupil supplemental allocation by level and program for special education, general education, and residential add-ons.

d. Fiscal Impact

The fiscal impact of this subtitle was incorporated into the FY21 budget and financial plan.

2. TITLE IV, SUBTITLE B. EDUCATION FACILITY COLOCATION AMENDMENT ACT OF 2020

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle allows existing public charter schools to use space and co-locate in DCPS facilities where space is underutilized if they pay DCPS for the space allocation in an amount agreed upon by both schools. The subtitle also establishes a non-lapsing DCPS School Facility Colocation Fund, administered by DCPS, to house charter payments for space usage and colocations. Money in the fund must be used for additional school programming, supplemental staff, and special initiatives at the DCPS schools where charters are co-located, or to perform maintenance and improve these same facilities.

b. Committee Reasoning

During the hearing, there were a number of witnesses who testified that before co-location happened, the Committee on Education hold a full hearing on this subtitle. However, there appeared to be a misunderstanding of this subtitle. The Mayor currently has authority to co-locate a charter school with a DCPS operated school. This provision is not meant to change that. This provision's sole purpose is to ensure that in the event of co-location, funding for space usage and co-locations is used for additional programming, supplemental staff, and special initiatives at the DCPS host school.

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

c. Section-by-Section Analysis

Sec. 4011. Short title.

Sec. 4012. Amends the Public School and Public Charter School Facilities Sharing Act of 2002 (D.C. Law 14-190; DC Official Code § 38-1831.01) to allow public charter schools used of DCPS underutilized facilities, creates the non-reverting DCPS School Facility Colocation Fund under DCPS, directs charter payments for allocated space to the Fund, and directs DCPS to use money in the Fund to support programming, supplemental staff, special initiatives, maintenance, and improvements in the DCPS schools in which charters are co-located.

d. Fiscal Impact

The fiscal impact of this subtitle was incorporated into the FY21 budget and financial plan.

3. TITLE IV, SUBTITLE C. GRANTMAKING AUTHORITY TO EXPAND ACCESS TO QUALITY CHILD CARE AMENDMENT ACT OF 2020

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle grants OSSE authorization to issue grants to non-profit and community-based organizations for the purpose of increasing the quality of childcare in the District.

b. Committee Reasoning

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

c. Section-by-Section Analysis

Sec. 4021. Short title.

Sec. 4022. Amends the State Education Office Establishment Act of 2000 (D.C. Law 13-176; D.C. Official Code § 38-2602(b)) to grant OSSE authorization to issue grants to non-profit and community-based organizations working to increase access to, affordability of, and quality of child care in the District.

d. Fiscal Impact

The fiscal impact of this subtitle was incorporated into the FY21 budget and financial plan.

4. TITLE IV, SUBTITLE F. CHILD DEVELOPMENT FACILITIES AND PRE-K REPORTS AMENDMENT ACT OF 2020

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle changes annual reporting requirements for OSSE by eliminating the annual report on efforts to promote the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) in child development facilities and changing the frequency of three additional reports from annually to triennially:

- the projected benchmarks by which to measure annual achievements within the pre-k-education system,
- the capacity audit of pre-k programs for all sectors, and
- the annual report on the status of pre-k for all sectors.

b. Committee Reasoning

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

c. Section-by-Section Analysis

Sec. 4051. Short title.

Sec. 4052. Repeals Section 4074(c) of the Healthy Tots Act of 2014 (D.C. Law 20-155; D.C. Official Code § 38-283(c)), which required OSSE to produce an annual report on efforts to promote WIC in child development facilities.

Sec. 4053. Amends The Pre-k Enhancement and Expansion Amendment Act of 2008 (D.C. Law 17-202; D.C. Official Code § 38-271.01 et seq.), Section 104 of the D.C. Official Code (D.C. Official Code § 38-271.04), and Section 105(a) of the D.C. Official Code (D.C. Official Code § 38-271.05(a)) to change reporting requirements for annual achievement benchmarks, capacity audits, and status reports for pre-k in the District from annual to triennial.

d. Fiscal Impact

The fiscal impact of this subtitle was incorporated into the FY21 budget and financial plan.

5. TITLE IV, SUBTITLE G. SCHOOL MEAL COST REIMBURSEMENT AND SUBSIDIES AMENDMENT ACT OF 2020

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle reduces the amount of reimbursement provided to public schools by OSSE for each healthy breakfast served from \$0.20 per breakfast to \$0.10 per breakfast and eliminates the \$2 per student subsidy provided to schools that implement an alternative breakfast model. The \$0.20 reimbursement and \$2 subsidy levels were set by the Healthy Students Amendment Act in December 2018 and funded for the first time in FY20.

b. Committee Reasoning

The Committee revises this subtitle to maintain the reimbursements for school breakfast and increase the annual amount of sales tax revenue dedicated to the Healthy Schools Fund from \$5,110,000 to \$5,590,000. Because the subtitle no longer revises school meal reimbursements and subsidies, the Committee has renamed the subtitle.

In addition to preserving the breakfast reimbursements, the Committee would revise the subtitle to increase the annual amount of sales tax revenue dedicated to the Healthy Schools Fund. The Fund is used for several Healthy Schools Act grants, including those dedicated to school gardens, nutrition education, and environmental literacy. In past years, OSSE has relied on fund balance to offer these grants. Because outlays now exceed revenue in the Fund, there is no longer fund balance to support this programming. In addition, the increase in annual revenue dedicated to the fund in FY 2020 appears to have excluded funds that were dedicated to the Fund in FY 2018 to fund new wellness grants. To increase the amount available for grants and to correct the omission in FY 2020, the Committee proposes revising the subtitle to increase the annual amount going to the Healthy Schools Fund by \$480,000, to \$5,590,000.

c. Section-by-Section Analysis

Sec. 4061. Short title.

Sec. 4062. Amends the Healthy Schools Act of 2010 (D.C. Law 18-209; D.C. Official Code § 38-821.02) to increase the annual amount of sales tax revenue dedicated to the Healthy Schools Fund from \$5,110,000 to \$5,590,000.

d. Fiscal Impact

The Committee's FY 2021 budget provides the funding necessary for this subtitle.

6. TITLE IV, SUBTITLE H. EARLY HEAD START HOME VISITING GRANTS AUTHORITY AMENDMENT ACT OF 2020

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle makes permissive the requirement that OSSE provide a grant to an organization to provide Early Head Start Home Visiting services to homeless and immigrant families.

b. Committee Reasoning

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

c. Section-by-Section Analysis

Sec. 4071. Short title.

Sec. 4072. Amends the Birth to Three for All Act of 2018 (D.C. Law 22-179; D.C. Official Code § 4-651.07) to make permissive the requirement that OSSE provide an annual grant to an organization providing Early Head Start Home Visiting services to homeless and immigrant families.

d. Fiscal Impact

The fiscal impact of this subtitle was incorporated into the FY21 budget and financial plan.

7. TITLE IV, SUBTITLE J. WILKINSON SCHOOL DISPOSITION PROCESS AMENDMENT ACT

a. Purpose, Effect, and Impact on Existing Law

As introduced, this subtitle allows the Mayor to give the right of first offer to purchase, lease, or use of the former Wilkinson Elementary School building to a charter school facility incubator or a public charter school – DC Prep Anacostia Middle Campus – that occupied all or a portion of the former Birney Elementary School as of May 12, 2020. This subtitle also allows the Mayor to hold only one public hearing on the disposition of Wilkinson Elementary School rather than the two required under normal disposition procedures.

b. Committee Reasoning

The Committee recommends adoption of the proposed subtitle with technical edits as suggested by the Office of the General Counsel.

c. Section-by-Section Analysis

Sec. 4091. Short title.

Sec. 4092. Amends the District of Columbia School Reform Act of 1995 (110 Stat. 1321; D.C. Official Code § 38-1802.09(b)(1)) to authorize the Mayor to give the right of first offer to purchase, lease, or use the former Wilkinson Elementary School building to a charter school facility incubator that leased, or a public charter school that occupied, all or a

portion of the former Birney Elementary School building as of October 1, 2020.

Sec. 4093. Amends An Act Authorizing the sale of certain real estate in the District of Columbia no longer required for public purposes (53 Stat. 1211; D.C. Official Code § D.C. Code § 10-801) to reduce the number of public hearings the Mayor must hold on the disposition of the former Wilkinson Elementary School from two to one and stipulates that such a hearing must be held on an accessible evening or weekend time and in an accessible location in the vicinity of the school building.

d. Fiscal Impact

The fiscal impact of this subtitle was incorporated into the FY21 budget and financial plan.

B. RECOMMENDATIONS FOR NEW SUBTITLES

The Committee on Education recommends the following new subtitles to be added to the “Fiscal Year 2021 Budget Support Act of 2020”:

1. **TITLE IV, SUBTITLE XX. SCHOOL FINANCIAL TRANSPARENCY AMENDMENT ACT OF 2020**
2. **TITLE IV, SUBTITLE XX. DCPS Authority for School Security Amendment Act of 2020**

The legislative language is included in Appendix A.

1. **TITLE IV, SUBTITLE XX. SCHOOL FINANCIAL TRANSPARENCY AMENDMENT ACT OF 2020**

a. Purpose, Effect, and Impact on Existing Law

On April 2, 2019, Councilmember David Grosso (At-Large), along with Councilmembers R. White, Cheh, Allen, Gray, Todd, Silverman, Bonds, Nadeau, McDuffie, T. White, Evans, and Chairman Mendelson, introduced the B23-0239, “School Based Budgeting and Transparency Amendment Act of 2019.” As introduced, the bill would require District of Columbia Public Schools (DCPS) to use a school-based budgeting model to fund schools and delineate the cost of central office in its budget submission. The bill also would require public charter schools to publish both charter school budgets and school expenditures, along with delineating how at-risk funds are spent at each school. The bill would also subject charter schools to the DC Open Meetings Act. Finally, the bill requires the Office of the State Superintendent of Education (OSSE) to

publish school budget expenditure information in a way that ensure these public can compare expenditures by Local Education Agency (LEA) and by school in a clear manner. On October 8, 2019, the Committee on Education held a meeting to consider B23–0239, the “School Expenditure Transparency Amendment Act of 2019” where it was passed unanimously. The Committee report and Committee print for the bill has been filed in the Secretary’s office, but the bill, having been jointly referred to the Committee on Education and the Committee of the Whole, awaits a markup in the COW.

As such, this subtitle is a modified version of that bill, working with the Executive, to build upon the financial transparency work of OSSE, DME, DCPS, and the Public Charter School Board.

This subtitle requires the Deputy Mayor of Education to establish common financial reporting standards for public schools and public charter schools, the Office of the State Superintendent of Education to annually publish the previous school year’s expenditures for all public and public charter schools, DCPS to review the school level funding model in conjunction with its strategic planning and goal setting, and that the Public Charter School Board publish the detailed budget and end of year expenditures of each public charter school and the Board of Trustees of public charter school comply with Title IV of the District of Columbia Administrative Procedures Act. Finally, the bill makes amendments to the Open Meetings Amendment Act of 2010 to ensure the Board of Trustees of public charter schools are applied to this law.

b. Committee Reasoning

Each budget season, there has been consistent confusion around the DCPS budget submission. This, along with the little information given about school budgets within the Charter sector, has created a system where there is little accurate information, limiting public engagement at the school level. The Committee recommends adoption of the proposed subtitle to ensure the public has accurate, apples to apples information about school level budgets, and the Council can perform better oversight to identify strategies and programs that work.

c. Section-by-Section Analysis

Sec XX1 States the short title

Sex XX2 Amends the Department of Education Establishment Act of 2007 to require the Department of Education to establish common financial reporting standards for public schools and public charter schools.

- Sec XX3 Amends the State Education Office Establishment Act of 2000 to require the Office of the State Superintendent of Education to annually publish the previous school year's expenditures for all public and public charter schools
- Sec XX4 Amends the Board of Education Continuity and Transition Amendment Act of 2004 to require DCPS to review the model used to determine school-level budgets for District of Columbia Public Schools in conjunction with its goal setting and strategic planning, and require that the District of Columbia Public Schools annual budget submission include detailed information for each school's funding, a separate line-item for at-risk funding for each school, and a narrative description of programs and services funded by at-risk funds.
- Sec XX5 Amends the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Amendment Act of 1998 to require every local education agency that is allocated funds through the UPSFF to report to OSSE with data related to expenditures.
- Sec XX6 Amends the District of Columbia School Reform Act of 1995 to require that the Public Charter School Board shall publish the detailed budget and end of year expenditures of each public charter school and the Board of Trustees of public charter school comply with Title IV of the District of Columbia Administrative Procedures Act.
- Sec XX7 Amends the Open Meetings Amendment Act of 2010 to apply the Board of Trustees of a public charter school.

d. Fiscal Impact

The Committee's FY21 Budget Recommendation provides funding for this subtitle.

2. TITLE IV, SUBTITLE XX. DCPS Authority for School Security Amendment Act of 2020

a. Purpose, Effect, and Impact on Existing Law

The Metropolitan Police Department School Safety and Security Act of 2004 established a Metropolitan Police Department (MPD) School Safety Division and transferred all related personnel and funds from DCPS to

MPD. It represented a policy division to give direct supervision of school security to the police.

This subtitle aims to reverse aspects of the 2004 law by granting DCPS hiring and contracting authority over security officers in DCPS schools and require DCPS beginning in FY21 while it begins planning and community engagement to reimagine security that relies more on behavioral health. While this subtitle does require a new MOA between DCPS and MPD regarding security, the Committee believes this could be a modification of the existing MOA which reflects the new line of authority or DCPS issuing and monitoring the security contract.

b. Committee Reasoning

Sparked by recent highly publicized instances of police murdering unarmed citizens, the Council began receiving significant calls across the country for divestment from the police, reimagining the role of police officers, and removing police from schools, the Committee on Education began re-examining this law.

It should be noted that the Committee on Education is not the only entity considering this type of move. Minneapolis Public Schools unanimously voted to would sever its relationship with Minneapolis Police Department.¹ Denver Public School Board also voted unanimously to end its contract with the police department.²

After discussions with principals, teachers, and students, the Committee began seriously considering this issue. During the public hearing on the FY21 budget for DCPS, it was noted that DCPS has one counselor for every 408 students. It has one psychologist for every 402 students, and has one DCPS hired social worker for every 217 students. On the other hand, there is 1 security officer or special police officer for every 129 students.

It is the belief of the Committee on Education that DCPS UPSFF funds can and should be better utilized on education and behavioral health. It is not a decision that the Committee takes lightly.

The Committee does not believe that this subtitle jeopardizes the safety of students. In fact, the subtitle would require DCPS take the lead on ensuring

¹<https://www.startribune.com/mps-school-board-ends-contract-with-police-for-school-resource-officers/570967942/>

²https://go.boarddocs.com/co/dpsk12/Board.nsf/files/BQGUND783ACE/%24file/Board%20Resolution%20re%20SROs_6.11.2020.pdf

school remains a safe and secure place. This arrangement also allows for those with the closest relationship to students to ensure their safety.

The Committee recommends adoption of this subtitle.

c. Section-by-Section Analysis

Sec XX1 States the short title

Sex XX2 Amends the School Safety and Security Contracting Procedures Act of 2004 to transfer responsibility for hiring and contracting authority over school security guards within DCPS schools to DCPS.

Sec XX3 States the effective date

d. Fiscal Impact

The Committee's FY21 Budget Recommendation provides funding for this subtitle.

V. ACTION AND VOTE

On June 25, 2020, at 2:30 PM, the Committee met **WHERE** to consider and vote on the Committee's proposed FY21 operating and capital budgets for the following:

- D.C. Public Charter School Board
- D.C. Public Charter Schools
- District of Columbia Public Library
- District of Columbia Public Schools
- D.C. State Athletics Commission
- Non-Public Tuition
- Deputy Mayor for Education
- Office of the State Superintendent
- Special Education Transportation
- D.C. State Board of Education
- Office of the Ombudsman for Public Education
- Office of the Student Advocate

The agenda also included a review and vote on the Committee's recommendations for the FY21 Budget Support Act. Committee Chairperson David Grosso (At-Large) determined the presence of a quorum consisting of himself and **WHOM**.

Statements for the Record:

Chairperson David Grosso: X

Councilmember Robert White: X

Councilmember Trayon White: X

Councilmember Charles Allen: X

Councilmember Anita Bonds: X

Chairperson Grosso then moved the vote on the recommended operating and capital budgets for the agencies under its purview as presented in the Committee's FY21 Committee Budget Report, as well as the Committee's recommendations for the FY21 Budget Support Act.

Members in favor: X
Members opposed: X
Members abstaining: X
Members absent: X

The Committee's recommended operating and capital budget for agencies under its purview as presented in the Committee's FY21 Committee Budget Report, as well as the Committee's recommendations for the FY21 Budget Support Act, were adopted by a unanimous vote. The meeting adjourned WHEN.

VI. ATTACHMENTS

- A. Bill 23-0760, "Fiscal Year 2021 Budget Support Act of 2020 Recommended Subtitles"
- B. Committee Adjustments
- C. All Testimony Submitted to the Committee