GOVERNMENT OF THE DISTRICT OF COLUMBIA
OFFICE OF THE DEPUTY MAYOR FOR EDUCATION

Responses to Fiscal Year 2020 Performance Oversight Questions

Paul Kihn
Deputy Mayor for Education
Office of the Deputy Mayor for Education

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

March 10, 2021
Live via Video Conference Broadcast
Committee of the Whole
John A. Wilson Building
1350 Pennsylvania Avenue, NW
Washington, D.C. 20004
1. Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel. Also include the effective date on the chart.

Please see attachment Q1_FY21 Organization Chart. For WIC’s organization chart, please refer to their performance oversight response to the Committee on Workforce and Labor Development’s Question 58.

2. Please provide, as an attachment, a Schedule A for your agency which identifies all employees by title/position, current salary, fringe benefits, and program office as of January 31, 2021. The Schedule A also should indicate all vacant positions in the agency. Please do not include Social Security numbers.

Please see attachment Q2_Schedule A.

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

Elysia DiCamillo was detailed to DME from OSSE from 1/20/20 to 3/6/20 to provide project management assistance during the 2020 Performance Oversight Hearing (POH) period while DME was interviewing and onboarding a new Director of Legislative and Governmental Affairs. Elysia worked directly under the DME’s Chief of Staff and provided timely assistance and organization to the DME team as they developed materials for their own POH, and in support of agency review of questions and testimony for their specific deadlines.

4. (a) For fiscal year 2020, please list each employee whose salary was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Salary</th>
<th>Overtime</th>
<th>Bonus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith, Ahnna K</td>
<td>Executive Director, Workforce Investment Council</td>
<td>171,628.84</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Towns, Suzanne</td>
<td>Deputy Director, WIC</td>
<td>165,000.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Kihn, Paul T</td>
<td>Deputy Mayor for Education</td>
<td>218,123.60</td>
<td>838.94*</td>
<td>-</td>
</tr>
<tr>
<td>Harding, Laura N</td>
<td>Director of Strategic Initiatives</td>
<td>128,176.88</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Comey, Jennifer T</td>
<td>Director of Planning and Analysis</td>
<td>144,895.60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Lynch, Tara Terrentia</td>
<td>Special Assistant</td>
<td>126,897.00</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fisherow, Caroline E</td>
<td>Chief of Staff, DME</td>
<td>144,895.60</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Dodge, Monica</td>
<td>Director of Strategic Initiatives</td>
<td>128,176.88</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fox, LaKeeshia</td>
<td>Director of Legislative &amp; Governmental Affairs</td>
<td>131,691.00</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
5. Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2020. For each, state the employee’s name, position or title, salary, and aggregate overtime pay.

Due to a coding error, the Deputy Mayor was mistakenly paid 8 hours of overtime in April 2020. DME has submitted a correction to DCHR and anticipates its resolution with the payroll run on Tuesday, February 16th. No DME staff otherwise received overtime in FY20.

6. For fiscal years 2020 and 2021 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.

There were no employees that received bonuses, special pay, additional compensation, or hiring incentives in FY20 or FY21 through January 31.
7. For fiscal years 2020 and 2021 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.

There were no employees who were separated from the agency with separation pay in FY20 or FY21 through January 31.

8. For fiscal years 2019, 2020, and 2021 (through January 31), please state the total number of employees receiving worker’s compensation payments.

There were no employees who received worker’s compensation payments in FY19, FY20, or FY21 through January 31.

9. Please provide the name of each employee who was or is on administrative leave in fiscal years 2020 and 2021 (through January 31). In addition, for each employee identified, please provide: (1) their position; (2) a brief description of the reason they were placed on leave; (3) the dates they were/are on administrative leave; (4) whether the leave was/is paid or unpaid; and (5) their current status (as of January 31, 2021).

There were no employees on administrative leave in FY20 or FY21 as of January 31, 2021.

10. For fiscal years 2020 and 2021 (through January 31), please list, in chronological order, all-District transfers to or from the agency. Give the date, amount, and reason for the transfer.

<table>
<thead>
<tr>
<th>Transferred to DME (GW0):</th>
<th>Date</th>
<th>Anticipated Termination Date</th>
<th>Project Title</th>
<th>Buyer Agency Name</th>
<th>FY20 Advance Amount</th>
<th>FY21 YTD Advance Amount</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>12/21/20</td>
<td>9/30/21</td>
<td>Workforce Investment Council</td>
<td>Department of Employment Services</td>
<td>$1,520,740.96</td>
<td></td>
<td>To support administrative services for Workforce Investment Council.</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,407,669.39</td>
<td>$1,520,740.96</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferred from DME (GW0):</th>
<th>Date</th>
<th>Anticipated Termination Date</th>
<th>Project Title</th>
<th>Seller Agency Name</th>
<th>FY20 Advance Amount</th>
<th>Narrative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/31/2019</td>
<td>9/30/2020</td>
<td>Workforce</td>
<td>Office of the</td>
<td>$1,650,000.00</td>
<td>To support</td>
</tr>
</tbody>
</table>
11. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2020 and 2021 (through January 31). Include a “bottom line” that explains the revised final budget for your agency. For each reprogramming, list the reprogramming number (if submitted to the Council for approval), the date, the amount, and the rationale.

GW0 had no reprogrammings into or out of the agency for fiscal years 2020 or 2021 through January 31.

12. Please list, in chronological order, every reprogramming within your agency during fiscal year 2020 to date. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.

**FY20 Reprogrammings within GW0:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Activity</th>
<th>Requested Amount</th>
<th>Narrative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/31/20</td>
<td>Workforce Investment Investment Council (3000) to Workforce Investment Council (3012)</td>
<td>$564,279.87</td>
<td>Realignment of the budget from Fund 0736 to Fund 0739.</td>
</tr>
<tr>
<td>7/8/20</td>
<td>Workforce Investment Investment Council (3000) to Workforce Investment Council (3012)</td>
<td>$356,881.70</td>
<td>Funds were reprogrammed from contractual services (CSG 0409) and grants and gratuities (CSG 0506) to other services (CSG 0040). This was due to realignment of priorities within the program.</td>
</tr>
</tbody>
</table>

**GRAND TOTAL** $921,161.57

**FY21 Reprogrammings within GW0 to date:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Activity</th>
<th>Requested Amount</th>
<th>Narrative Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/28/20</td>
<td>Workforce Investment Investment Council (3000) to Workforce Investment Council (3012)</td>
<td>$1,146,229.73</td>
<td>Funds were reprogramed to align funds to program spending plan. The funds were in Fund 0736 and were transferred to Fund 0739.</td>
</tr>
</tbody>
</table>
13. For fiscal years 2020 and 2021 (as of January 31), please identify each special purpose revenue fund maintained by, used by, or available for use by your agency. For each fund identified, provide: (1) the revenue source name and code; (2) the source of funding; (3) a description of the programs that generates the funds; (4) the amount of funds generated annually by each source or program; and (5) expenditures of funds, including the purpose of each expenditure. For (4) and (5) provide specific data for fiscal years 2019, 2020, and 2021 (as of January 31) and give starting and ending balances. You may wish to present this information first as a list (for numbers 1-5) and then as separate tables for numbers 4 and 5.

DME did not have any special purpose revenue funds in FY20 or FY21 through January 31.

14. Please provide a table showing your agency’s Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2019, 2020, and the first quarter of 2021. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2019 and 2020.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Approved Budget</th>
<th>Revised Budget</th>
<th>Expenditures</th>
<th>Variance</th>
<th>Variance explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>$17,441,423</td>
<td>$17,498,814</td>
<td>$17,181,332</td>
<td>$317,481</td>
<td>Small variance driven primarily by underspend in personnel services.</td>
</tr>
<tr>
<td>2020</td>
<td>$21,855,504</td>
<td>$18,369,628</td>
<td>$16,963,276</td>
<td>$1,406,352</td>
<td>Variance driven primarily by WIC local reductions due to mid-year budget cuts.</td>
</tr>
<tr>
<td>2021 (Q1)</td>
<td>$22,599,717</td>
<td>$22,599,717</td>
<td>$3,242,794</td>
<td>N/A (Q1)</td>
<td>N/A (Q1)</td>
</tr>
</tbody>
</table>

15. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2020 and 2021 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Agency</th>
<th>Purpose</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY20</td>
<td>OSSE</td>
<td>Provide detail employee to assist with the FY19 Performance Oversight Hearing</td>
<td>January 21, 2020</td>
<td>March 6, 2020</td>
</tr>
<tr>
<td>Fiscal Year</td>
<td>Department</td>
<td>Description</td>
<td>Start Date</td>
<td>End Date</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
<td>-------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>FY20</td>
<td>ODR</td>
<td>Multi-agency MOU to provide sign language interpretation (SLI) services to DME</td>
<td>January 1, 2020</td>
<td>September 30, 2020</td>
</tr>
<tr>
<td>FY20</td>
<td>EOM Support Services</td>
<td>Provide telecommunications, transportation, courier, and associated general administrative services to DME</td>
<td>October 1, 2019</td>
<td>September 30, 2020</td>
</tr>
<tr>
<td>FY21 through January 31</td>
<td>DCHR</td>
<td>DCHR to conduct compliance services in a manner consistent with prevailing District and federal law for each of the OST grantee program, employees, and volunteers who are subject to fitness evaluations, suitability screenings, or both.</td>
<td>October 1, 2020</td>
<td>September 30, 2021</td>
</tr>
<tr>
<td>FY 21 through January 31</td>
<td>EOM Support Services</td>
<td>Provide telecommunications, transportation, courier, and associated general administrative services to DME.</td>
<td>October 1, 2020</td>
<td>September 30, 2021</td>
</tr>
</tbody>
</table>

16. D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the “Form B” for all District agencies (See D.C. Code § 47-318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2019, 2020, and 2021.
DME works with the Office of the City Administrator to develop its annual budget. The annual budget submitted by the Mayor reflects those efforts.

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

DME does not have any open capital projects.

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

The DME is not listed as a party in any pending lawsuits.

19. (a) Please list and describe any investigations, studies, audits, or reports on your agency or any employee of your agency that were completed at any time in fiscal years 2020 or 2021 (through January 31).

The Office of the D.C. Auditor (ODCA) completed the audit of the Out of School Time Office, as required in legislation. The report was released on May 26, 2020 (attachment Q44_OST Report_5.26.20).

In spring 2019, ODCA commissioned Data Ethics to conduct research to assess the District’s current education data governance, management, use, and accuracy; compare these results with best practices in other relevant jurisdictions; and propose processes by which the District can improve data governance, use, accuracy, and management. We understand that the audit is completed and will be issued in February 2021.

In January 2020, the ODCA delivered a report called Enrollment Projections in D.C.’s Public Schools: Controls Are Needed to Ensure Funding Equity report (attachment Q44_Elrollment Projections in D.C. Public Schools_Controls Needed to Ensure Funding Equity_1.9.20). The DME and other education agencies were unaware that the ODCA had contracted with a separate entity to continue their audit of DCPS’ and public charter schools’ enrollment projections. The original enrollment projection study, A Study of Enrollment Projections for DC Public’s Schools: Assuring Accuracy and Transparency, was completed in September 2018.

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

There are no ongoing investigations, audits, or reports of DME or any employee of DME.

20. How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2019, 2020, and 2021 (through
January 31. Give a brief description of each grievance, and the outcome as of January 31, 2021. Include on the chronological list any earlier grievance that is still pending in any judicial forum.

The agency has not received any administrative complaints or grievances in FY20 or FY21 through January 31.

21. Please describe the agency’s procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY20 and FY21, to date, whether or not those allegations were resolved.

No allegations were received. DME follows DCHR policy, including additional requirements outlined in the December 2017 Mayor’s Order 2017-313.

22. In table format, please list the following for fiscal years 2020 and 2021 (through January 31, 2021) regarding the agency’s use of SmartPay (credit) cards for agency purchases: (1) individuals (by name and title/position) authorized to use the cards; (2) purchase limits (per person, per day, etc.); and (3) total spent (by person and for the agency).

The individual authorized to use the card for DME is Crystal Davis, Administrative Officer. The purchase limit on the card is $10,000 per day. The total spent for the agency for FY20 and FY21 through January 31 was $33,428.76, and all purchases were completed by Crystal Davis.

23. Please provide a list of all procurements for goods or services for use by your agency over $10,000 for fiscal years 2020 and 2021 (through January 31). Give a brief explanation of each, including the name of the contractor, purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.

<table>
<thead>
<tr>
<th>Program</th>
<th>Fiscal Year</th>
<th>Vendor</th>
<th>Purpose of Contract</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>DME</td>
<td>FY20</td>
<td>Kinvolved Inc.</td>
<td>Continuation of FY19 contract w/vendor to provide high quality attendance related training and support to DC Schools</td>
<td>$27,750.00</td>
</tr>
<tr>
<td>DME</td>
<td>FY20</td>
<td>Leadership for Education Equity</td>
<td>Fellowship Program</td>
<td>$115,000.00</td>
</tr>
<tr>
<td>WIC</td>
<td>FY20</td>
<td>Growth Transitions, INC</td>
<td>Consulting Services</td>
<td>$114,981.05</td>
</tr>
<tr>
<td>WIC</td>
<td>FY20</td>
<td>Kairos Management Inc</td>
<td>Consulting Services</td>
<td>$202,580.00</td>
</tr>
<tr>
<td>WIC</td>
<td>FY20</td>
<td>DB Grant Associates, Inc.</td>
<td>One-Stop Operator</td>
<td>$445,489.00</td>
</tr>
</tbody>
</table>
24. **(a)** Please describe how your agency manages and limits its mobile, voice, and data costs, including cellular phones and mobile devices.

The Office of the Chief Technology Officer (OCTO) manages DME’s mobile, voice and data costs, including cellular phones and mobile devices.

**(b)** In table format if the answer is more than 20 lines, and as an attachment, please provide the following information for fiscal years 2020 and 2021 (through January 31), regarding your agency’s use of cellular phones and mobile devices: (1) individuals (by name and title/position) authorized to carry and use such devices; (2) total annual expense (FY) for each individual’s use; and (3) justification for such use (per person). If the list is more than 20 individuals, group the answer by program, giving the total number of FTEs for that program as well as the number of cellular phones and mobile devices.

Please see attachment Q24b_Wireless Devices Costs.

25. **(a)** Does your agency have or use one or more government vehicle? If so, for fiscal years 2020 and 2021 (through January 31), please list any vehicle the agency owns, leases, or has assigned to it. You may group the vehicles by category (e.g., 15 sedans, 33 pick-up trucks, three transport buses, etc.; and (6) what employee discipline resulted, if any.

One WIC staff member used the DC Fleet Share program twice in FY20. DME does not otherwise have or use government vehicles.

**(b)** Please list all vehicle accidents involving your agency’s vehicles for fiscal years 2019, 2020, and 2021 (through January 31). Provide: (1) a brief description of each accident; (2) the type of vehicle involved; (3) the name and title/position of the driver involved; (4) the

<table>
<thead>
<tr>
<th>Agency</th>
<th>FY</th>
<th>Vendor/Program</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIC</td>
<td>FY20</td>
<td>DB Grant Associates, Inc.</td>
<td>One-Stop Operator</td>
<td>$110,000.00</td>
</tr>
<tr>
<td>WIC</td>
<td>FY20</td>
<td>SAS Institute Consulting Services</td>
<td>$125,204.00</td>
<td></td>
</tr>
<tr>
<td>DME</td>
<td>FY21 through January 31</td>
<td>Leadership for Education Equity Fellowship Program</td>
<td>$50,000.00</td>
<td></td>
</tr>
<tr>
<td>DME</td>
<td>FY21 through January 31</td>
<td>City Span Support for OST Data Management of the grant program</td>
<td>$59,100.00</td>
<td></td>
</tr>
<tr>
<td>WIC</td>
<td>FY21 through January 31</td>
<td>DB GRANT ASSOCIATES, INC. One-Stop Operator</td>
<td>$55,535.27</td>
<td></td>
</tr>
<tr>
<td>WIC</td>
<td>FY21 through January 31</td>
<td>AMERICA WORKS OF WASHINGTON D.C. One-Stop Operator</td>
<td>$412,261.20</td>
<td></td>
</tr>
</tbody>
</table>
justification for using such vehicle; and (5) whether there was a finding of fault and, if so, who was determined to be at fault.

The DME did not have any vehicle accidents in fiscal years 2019, 2020 or 2021 through January 31.

26. Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2020 and FY 2021 to date. Briefly describe each and the sanction, if any.

The DME was not involved in any lawsuits that were settled or decided by trial in FY20 or FY21, to date.

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

There were no settlements entered into by the agency or by the District on behalf of the agency in FY20 or FY21 to date.

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

The DME is in compliance with this law.

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

There are no exceptions to the response to question 28a.

29. In table format, please provide the following information for fiscal years 2020 and 2021 (through January 31) regarding your agency’s authorization of employee travel: (1) each trip outside the region on official business or agency expense; (2) individuals (by name and title/position) who traveled outside the region; (3) total expense for each trip (per person, per trip, etc.); (4) what agency or entity paid for the trips; and (5) justification for the travel (per person and trip).

The DME did not have any travel outside of the region in fiscal years 2020 or 2021. The WIC had travel outside of the region. In January 2020, four members of the Senior Leadership Team traveled to Spokane and Seattle, Washington to meet with the Workforce Development Councils in each of those cities. Details are included in the table below.

<table>
<thead>
<tr>
<th>Employee</th>
<th>Position</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahnna Smith</td>
<td>Executive Director</td>
<td>$1,330.92</td>
</tr>
<tr>
<td>Jasmine Illa</td>
<td>Chief of Staff</td>
<td>$1,711.62</td>
</tr>
<tr>
<td>Suzanne Towns</td>
<td>Deputy Director</td>
<td>$1,496.92</td>
</tr>
<tr>
<td>Lauren Scott</td>
<td>Senior Compliance Manager</td>
<td>$902.55</td>
</tr>
</tbody>
</table>
30. Please provide and itemize, as of January 31, 2020, the current number of When Actually Employed (WAE), term, and contract personnel within your agency. If your agency employs WAE or term personnel, please provide, in table format, the name of each employee, position title, the length of his or her term or contract, the date on which he or she first started with your agency, and the date on which his or her current term expires.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Position</th>
<th>Name</th>
<th>Position</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>DME</td>
<td>Term</td>
<td>Richelle Russell</td>
<td>Data Analyst</td>
<td>13-month term employee for 4 years and was converted to a Classified Employee in Dec 2020.</td>
</tr>
</tbody>
</table>

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

Since the start of the public health emergency, DME has taken a number of steps to increase transparency and improve communications with the education community and our residents more broadly. Each of our agencies has a robust communications team, aligned strategies, and plans to engage with the community on core projects including school reopening, COVID-related health and safety guidance, budgeting, facilities planning, data, and decision-making. The DME’s Director of Communications works closely with agency PIOs and the EOM Communications team to make sure we are continuously sharing information with our residents and leveraging a wide range of platforms including reports, social media, website updates, newsletters, and virtual meetings in order to broaden our outreach.

Specifically, the DME has increased transparency and improved communications through a number of channels, including annual updates and added content to the Edscape data warehouse, the publication of EdSights highlighting current trends in education and the workforce, the launch of the DME Bulletin for education stakeholders, the Learn24 newsletter, and numerous trainings and virtual meetings for members of the education, OST and workforce communities.

Additionally, DME kicked off on-going local education agency (LEA) leader calls in March, at the start of the public health emergency. In partnership with the Public Charter School Board (PCS B), OSSE, and DCPS, DME facilitated daily conversations with leaders across the education sector during the first three months of the pandemic. These calls have provided real time updates about public health and safety guidance, answered leaders’ questions, and created spaces for other agencies to facilitate discussions on key topics, including presentations on youth safety, nutrition, meal service, mental health, virtual learning, access to the internet, and
HVAC modifications to meet safety concerns. These conversations have been an important vehicle to increasing transparency. The frequency of the calls moved to weekly and now are held bi-monthly as our leaders have moved into a more familiar posture with operations during the pandemic.

The DME also launched a series of city-wide response work groups at the start of the pandemic. These were set up to facilitate greater coherence among partners and develop quick solutions to real time challenges. These were led by staff at the DME or education cluster agencies and included participants from government agencies, CBOs, and local leaders. Topics included the Family Supports, Bridging the Digital Divide, Students in the Care of DC, Youth Safety, Supporting Students with Disabilities, Contingency Education Budget Planning, Teacher Support, English Language Learners, and Adult Charters.

A significant amount of transparency work has been completed by the OST office within the DME, as OST values communication and transparency across the agency. The OST Commission continues to comply with the Open Meeting Act and notices all public meetings, though due to the public health emergency the OST Commission did not meet through the 2020 calendar year.

The OST Office has strong relationships with the OST sector and proactively communicates potential ideas and changes with the field before implementation. The OST Office conducted several community focus group meetings and direct phone calls related to a proposed accountability framework, which begins a conversation on longer-term transparency goals for OST grant funds.

The OST Office releases an annual grant report and tax check-off report to provide a list of organizations who have received grant awards. The reports are provided to the DC Council, and are also available on the OST website at https://learn24.dc.gov/.

As a result of the public health emergency and similar to the LEA leader call, the OST Office conducted weekly phone calls with grantees on the pandemic’s impact and to provide information that supported the sector in providing programming in the virtual environment. The OST office continues to hold the phone calls monthly.

32. What efforts will your agency be making to increase transparency? Explain.

DME will continue to make increased transparency, communications, and community engagement a core focus for the way we approach our work in the coming year. For fiscal year 2021 and 2022, we will continue to use the tools that we have put in place since March, as well as take new steps, particularly around city-wide planning for schools, and more authentic community engagement in the recovery planning process.

We plan to launch a series of listening sessions and focus groups to make sure we are getting the resident perspective on their experience during the pandemic and their hopes for recovery in the education and workforce space. Sessions will include first round conversations with our local leadership bodies including Education Councils and ANCs and then broaden out to discussions with students, educators, parents, and leaders in the non-profit, business, and workforce sector. We hope these conversations have a continuous arc and help us form a recovery cabinet who can help us continuously improve initiatives as they launch and provide valuable feedback about the steps we must take to center the work against our goals.
Our Planning and Analysis team is also continuing to release analytic pieces, EdScape, and Edsights that contribute to a shared understanding and fact base in the education space. These items will also contribute to the core mission of a shared needs assessment to help guide school planning going forward for DCPS and PCSB.

The OST Office values the feedback from community and will continue to proactively communicate and engage the public as needed throughout the year. The various methods include outreach through the newsletter, focus group meetings, individual phone calls, OST Commission and OST Commission committee meetings, and other methods to ensure a broad engagement that supports transparency.

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

There are no legislative requirements for which the DME lacks sufficient resources to properly implement at this time.

34. Please identify any statutory or regulatory impediments to your agency’s operations.

There are no statutory or regulatory impediments to DME’s operations at this time.

35. Did your agency receive any FOIA requests in fiscal year 2020? If yes, did the agency file a report of FOIA disclosure activities with the Secretary of the District of Columbia? If available, please provide a copy of that report as an attachment. Also state here the total cost incurred by your agency for each fiscal year 2019, 2020, and 2021 (as of January 31) related to FOIA.

The DME filed the report of FOIA disclosure activities with the Secretary of the District of Columbia in February 2021. Aside from staff time, the DME did not incur any costs for fiscal years 2019, 2020 or 2021 related to FOIA.

36. For purposes CBE agency compliance purposes, what is your agency’s current adjusted expendable budget; how much has been spent with SBEs; and what percent of your agency’s expendable budget was spent with SBEs? Further, where SBEs were not available, how much has been spent with CBEs, and what percent of CBE spending, relative to your current expendable budget? How many CBE waivers (including dollar amount) did the agency submit? What efforts has the agency taken to reduce the number of CBE waivers submitted? What is the CBE spending goal for your agency per the DSLBD SBE Opportunities Guide (Green book)? Give this answer for fiscal years 2019, 2020 and 2021 (through January 31).

<table>
<thead>
<tr>
<th></th>
<th>Current Adjusted Expendable Budget</th>
<th>How much been spent with SBEs</th>
<th>% of budget spent with SBEs</th>
<th>CBEs where SBEs not available</th>
<th>CBE Waivers</th>
<th>CBE Spending goal per Green Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY19</td>
<td>$104,269.85</td>
<td>$126,278.37</td>
<td>121.11%</td>
<td>None</td>
<td>None</td>
<td>$1,769,526</td>
</tr>
<tr>
<td>FY20</td>
<td>$225,667.16</td>
<td>$217,787.18</td>
<td>96.51%</td>
<td>None</td>
<td>None</td>
<td>$2,287,975</td>
</tr>
<tr>
<td>FY 21</td>
<td>$1,103,552.52</td>
<td>None to date</td>
<td>None to date</td>
<td>None</td>
<td>None</td>
<td>$1,103,553</td>
</tr>
</tbody>
</table>
37. Please provide, as an attachment, a copy of your agency’s current annual performance plan as submitted to the Office of the City Administrator.

Please see attachment Q37_FY21 DME Performance Plan.

38. (a) What are your agency’s key performance indicators and what has been your agency’s performance (for each of these KPIs) in fiscal year (or calendar year) 2019, 2020, and 2021 (through the first quarter)?

<table>
<thead>
<tr>
<th>KPI</th>
<th>FY19 Report</th>
<th>FY20 Report</th>
<th>FY21 Report (Q1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of approved Cross-Sector Collaboration Task Force Recommendations in pilot or implementation phase.</td>
<td>4*</td>
<td>4</td>
<td>Annual Measure</td>
</tr>
<tr>
<td>The number of OST sites improving their program quality year over year.</td>
<td>19</td>
<td>10</td>
<td>0**</td>
</tr>
<tr>
<td>Rate of chronic absenteeism citywide.</td>
<td>30.2%</td>
<td>23%</td>
<td>20.4%***</td>
</tr>
<tr>
<td>Percent of DME agency initiatives on track to be fully achieved by the end of the fiscal year.</td>
<td>100%</td>
<td>67%</td>
<td>42%</td>
</tr>
<tr>
<td>Number of web hits for data publication website.</td>
<td>23,652</td>
<td>22,939</td>
<td>5,338</td>
</tr>
</tbody>
</table>

*This metric is incorrectly listed as “Waiting on Data” in DME’s PAR. DME is working with OBPM to update to the correct FY2019 actual of 4.
**OST data for this KPI lags in Q1, but DME is confident that we will meet our target by the end of the fiscal year.
***The shifts in learning environments for the 2020-21 school year due to COVID-19 resulted in significant changes to attendance policies and reporting. Therefore, the measure will not be comparable to prior years. The FY21 Q1 rate of chronic absenteeism represents a preliminary calculation as of 11/6/2020 and is reflective of attendance by the subset of students participating in distance learning. The attendance data underlying the calculation has not been validated by LEAs.

39. (b) What KPIs have been dropped (or changed) since 2020? List each specifically and explain why it was dropped or changed.

No KPIs have been dropped or changed since 2020. The target for the KPI “Number of web hits for data publication website” was increased from 12,000 to 15,000 to better anticipate actual data for that metric.

40. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency expects to achieve or work toward these priorities in fiscal years 2020 and 2021.
DME’s vision is for all DC residents to have educational options and supports that are individualized, empowering and accessible from pre-K to sustained employment. That vision will be realized when every child can read, every student attends a high-quality school, and every young adult has opportunities for continuing education and employment at every step of their career. Our vision and goals for the District have not changed, despite the new challenges caused by the pandemic. Our priorities, on the other hand, have evolved to match the large-scale crisis facing our students, families, educators, and job seekers. For the next two years, the DME’s core work will be to lead the education cluster agencies through the pandemic recovery period. This includes accelerating learning for all of our students, ensuring youth safety, promoting efforts toward jobs recovery in the workforce space, and ensuring that there are strong enabling conditions in place to support our residents. As an office we have begun professional development and strategic work to ensure all of our priorities and actions are grounded in eradicating the systemic inequities that exist between White residents and their non-White peers. In addition to the professional development DME is undertaking as an office, keeping racial justice and equity at the center of our other priorities is a primary focus for the DME.

Racial Justice & Equity: The DME has begun professional development and strategic planning to ensure we place the greatest emphasis, resources, and attention on students, families, and residents most at-risk and impacted by generations of systemic racism. We have formed an internal Racial Justice & Equity team who is helping the Senior Leadership Team and full DME office to develop a stronger understanding of the systemic inequities in place, and to examine how we can transform our work to adopt truly anti-racist policies, practices, and programs going forward. In FY21, this includes work with a consultant, book studies, anti-bias training, and professional workshops each quarter.

Youth Safety: Protecting our students and preventing youth violence requires multiple, complementary strategies that include promoting healthy family environments, implementing school-based mental and social skills development strategies (including social-emotional learning approaches, youth skill development, and school climate), and creating positive community environments. Safety, belonging, and wellness are essential to academic achievement and inextricably intertwined with future success. In FY21, the DME will continue to play a critical coordination and consultative role with DC government agencies, school leaders and community-based partners to help our youth heal and recover. This includes leading the work of Safe Passage, facilitating the Every Day Counts! Task Force, supporting violence interruption pilots, and working closely with DCPS, DBH and PCSB on school mental health expansion. During the recovery period, this will include additional research into the most effective evidence-based models to reduce gun violence in and around schools, school-based SEL programs, and conflict resolution and mediation training.

Accelerating Learning: To address the learning slide that has resulted from the pandemic, we will redesign our education systems to achieve long-term transformation and apply a laser-like focus to addressing academic acceleration. Our focus for FY20 was on a safe reopening plan for our DCPS and charter school communities. This included collaborative work with DOH and OSSE on safety guidance, reopen planning with individual LEAs in the spring and summer, and partnerships with OCTO and others to provide more devices and internet for students. In the summer, we piloted Learning Hubs with DCPL and DPR to begin to address some of the learning gaps students faced over the spring and as an opportunity to put the safety guidance in place ahead of larger scale reopening projects. In addition to working to bring more students back into the classroom, our research has helped us identify several
strategies that we plan to adopt throughout the recovery period - stabilize the early childhood sector, strengthen virtual learning, extend learning opportunities including summer learning programs, broadly implement high-dosage tutoring, accelerate credit attainment, and support families as partners in learning. We will continue to solicit feedback from our residents about their hopes and needs for recovery and work closely across the city to design programs and policies to accelerate learning. We are currently engaged in planning efforts to begin our work to accelerate learning as early as summer 2021.

Inclusive Jobs and Workforce Development: In FY20, the DME’s new Director of Strategic Initiatives worked with agency leaders at OSSE, DOES and the WIC to assess the needs of our residents following the pandemic and design a clear issue tree mapping challenges with strategic solutions. This helped them target their planning on employees in key industries including the hospitality field. They have now developed a set of proposed initiatives to work on for the next three years that will help 1) create strong connections between employers and job seekers and 2) build high-quality training and credentialing opportunities. To date, the DME has piloted two MBSYEP programs, including an IT call center for youth and a literacy tutoring model, supported UDC with the launch of a free workforce IT program in partnership with Generation USA, hosted the first of several large scale hiring events, and taken steps to expand our most successful workforce development programs. The team will continue to target large-scale initiatives to support the thousands of residents seeking job training and employment.

41. How many vacancies were posted for DME during FY20 and in FY21 as of January 31, and what the positions were/are and why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the position funding source.

In FY20, the Chief of Staff position and Director of Communications & Outreach were filled in November 2019. The DME welcomed a new Director of Legislative & Governmental Affairs in at the end of February 2020 (vacant since January 2nd) and filled a vacancy following a staff departure for a second Director of Strategic Initiatives in April 2020; it had been vacant since the first of January 2020. The Office of Out of School Time (OST) filled a vacancy for a Data Analyst role when a team member relocated out of state in March. The new Data Analyst started on June 22, 2020.

DME also had a vacancy for the inaugural Executive Director for the Office for Students in the Care of DC (SCDC). This position opened on September 17, 2019 and was filled on January 6, 2020. In April 2020, the Executive Director filled the SCDC policy analyst position after several months of active recruitment and collaboration with the staffing specialists at DCHR. We also hired a policy analyst position to support our work with attendance, safe passage, workforce development and SEL. This position was filled through dual recruitment efforts with DCHR and MOTA on January 27, 2020; it was posted on October 3, 2019.

The Office of Out of School Time added four new roles in FY21 (Supervisor Grants Management Specialist, 2 Grants Management Specialists and 1 Data Analyst) to their team in FY21 as they moved the grants process in-house for the first time. They have filled two of the roles (Supervisor and Data Analyst) and are actively hiring for the remaining positions. We expect to have offers out for the remaining two team-members ahead of our Performance
Oversight Hearing in March. DME-Main added one new role in FY21 (Resource Allocation Analyst), which was filled on January 17, 2021.

At time of submission, the DME had three unfilled vacancies: Senior Advisor for Education Facilities Planning (vacant since May 2020), Director of Communications and Outreach (vacant since January 21, 2021) and a Policy Analyst (vacant since November 13, 2020). The Senior Advisor role is being held for vacancy savings through FY21; we have worked in close partnership with MOTA and DCHR to find a strong fit for the second open position. We anticipate having the Director of Communications and Policy Analyst onboarded and supporting DME programs by the end February.

All DME, OST, and SCDC positions are funded through local funds. WIC positions are funded via a mixture of federal and local funds.

In FY20 and FY21, the WIC shifted its organizational structure to meet existing and new demands from the workforce system. In FY20 the WIC filled the following positions: Deputy Executive Director (vacant for 4 months) and Workforce Investment Specialist (vacant just over 11 months). The positions were vacant due to staff departures, and in the case of the Workforce Investment Specialist, the position was never posted; it was a reassignment. In FY21, the WIC filled two positions that were vacant due to staff departures: Chief of Staff (vacant for just over 2 months) and Workforce Investment Specialist (vacant for just over 3 months). Both positions were filled in October 2020. The WIC added or modified five roles in FY21: two Workforce Investment Managers, a Workforce Investment Specialist, a Program Analyst, and a Staff Assistant. All new positions were filled as of January 2021. At the time of submission, the WIC has two unfilled vacancies: Program Analyst and Program Support Specialist. The positions are being held for vacancy savings through FY21.

All DME, OST, and SCDC positions are funded through local funds. WIC positions are funded via a mixture of federal and local funds.

42. Provide the following information, in table form, for all grants awarded to DME during FY20 and to date in FY21: 1) Grantor, 2) grant amount, and 3) grant purpose.

No grants were awarded to DME in FY20, and no grants have been awarded to DME to date in FY21.

43. (a) Provide a list of all DME grantmaking authorities for fiscal year 2020 and for fiscal year 2021 (through January 31). For each, identify the statutory or regulatory authority for the grant and describe the purpose of the grant.

In FY20, DME had limited grant-making authority not to exceed $300,000 for a study of the uniform per student funding formula, provided by Sec. 4032 of the Fiscal Year 2020 Budget Support Act of 2019. In FY21, DME has limited grant-making authority not to exceed $200,000 to support the establishment of common financial reporting standards, provided by Sec. 4052 of the Fiscal Year 2021 Budget Support Act of 2020 (Section 202 of the Department of Education Establishment Act of 2007, effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-191)).
The Office of Out of School Time Grants and Youth Outcomes has grantmaking authority pursuant to the authority set forth in Section 5 of the District of Columbia Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016, effective April 7, 2017 (D.C. Law 21-261; D.C. Official Code § 2-1555.04 (2016 Repl.)). The OST Office awards grants on a competitive basis to nonprofit organizations that provide out-of-school-time programs or provide grants to nonprofit organizations for the purpose of providing training or technical assistance to the OST Commission or to nonprofit organizations that provide out-of-school time programs.

The Workforce Investment Council (WIC) has grantmaking authority pursuant to the authority set forth in D.C. Official Code § 32–1603.

(b) Provide, in table form, a list of each grant awarded by DME in fiscal year 2020 in fiscal year 2021 (through January 31), including:
   (1) Grantee name;
   (2) Dollar amount of the grant; and
   (3) Source of funds for the grant by program and activity.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Grant Awarded</th>
<th>Grantee Name</th>
<th>Grant Dollar Amount</th>
<th>Source of Funds by Program and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2020</td>
<td>2020 UPSFF Study Grant</td>
<td>Afton Partners, LLC</td>
<td>$272,662</td>
<td>Program 2000, Activity 2010</td>
</tr>
<tr>
<td>FY2020</td>
<td>FY2020 Grantmaking Partner</td>
<td>United Way of the National Capital Area</td>
<td>$12,651,804 was originally awarded; $2,148,357 was requested to be returned to the District in June 2020.</td>
<td>Program 2000, Activity 2011</td>
</tr>
<tr>
<td>FY2020</td>
<td>DC Central Kitchen Continuation Grant</td>
<td>DC Central Kitchen</td>
<td>$500,000</td>
<td>Program 3000, Activity 3012</td>
</tr>
<tr>
<td>FY2021</td>
<td>FY21 Healthcare Workforce Partnership</td>
<td>DC Hospital Association Program Services Company, Inc.</td>
<td>$249,968</td>
<td>Program 3000, Activity 3012</td>
</tr>
<tr>
<td>FY2021*</td>
<td>Common Financial Reporting Standards Grant</td>
<td>Afton Partners, LLC</td>
<td>$200,000</td>
<td>Program 2000, Activity 2010</td>
</tr>
</tbody>
</table>

*Award date of 2/2/21

44. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during FY20 and FY21 (as of January 31). This includes any reports of the D.C. Auditor or the Office of the Inspector General. In addition, please
provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

In January 2020, the ODCA delivered a report called *Enrollment Projections in D.C.’s Public Schools: Controls Are Needed to Ensure Funding Equity* report, included as attachment Q44 Enrollment Projections in D.C. Public Schools Controls Needed to Ensure Funding Equity_ 1.9.20. This was a follow up to the original enrollment projection study, *A Study of Enrollment Projections for DC Public’s Schools: Assuring Accuracy and Transparency*, was completed in September 2018. The DME and other education agencies were unaware that the ODCA had contracted with a separate entity to continue their audit of DCPS’ and public charter schools’ enrollment projections. One of the report’s recommendations was that schools serving large shares of at-risk students should receive equitable funding. The DME released the 2020 UPSFF Study in August 2020, in progress prior to receiving the DC Auditor’s report, that evaluates the at-risk weight and reviews options for better targeting segments of the at-risk population who are particularly low-performing, including students who are designated as over-age in high school.

In spring 2019, ODCA commissioned Data Ethics to conduct research to assess the District’s current education data governance, management, use, and accuracy; compare these results with best practices in other relevant jurisdictions; and propose processes by which the District can improve data governance, use, accuracy, and management. We understand that the audit is completed and will be issued in February 2021.

ODCA completed the audit of the Out of School Time Office, as required in legislation. The report is included as attachment Q44_OST Report_5.26.20.

The OST Office has taken several steps to address the issues raised, including but not limited to:

- The OST Office brought the grant program in-house to provide the level of oversight needed with grantees. United Way NCA is no longer the grant administrator for the program.
- OST grantees have access background checks provided by the OST Office through an agreement with DCHR and a partnership with CFSA to ensure responses are received. The OST Office conducts the review and monitoring of all background checks through the year.
- The OST Office administers the grant program through District systems with OCFO and OCP. The financial documents demonstrating expenses are required for the reimbursement of the grant.

There were no DME-related reports issued by the Office of the Inspector General in FY20 or FY21, to date.

45. Has the DME adhered to all non-discrimination policies in hiring and employment?

Yes, the DME has adhered to all non-discrimination policies in regards to hiring and employment.

46. Have there been any accusations by employees or potential employees that the DME has violated hiring and employment non-discrimination policies in FY20 or to date in FY21? If so, what steps were taken to remedy the situation(s)?
There have been no accusations by employees or potential employees that DME has violated hiring and employment non-discrimination policies in FY20 or FY21 to date.

47. Discuss each of the programmatic and policy initiatives the DME has worked on in FY20 and FY21 to date. Please include details about how these initiatives, both new and on-going, are part of a long-term strategic plan for city-wide education.

The DME continues to be the driving force towards greater equity in public education and workforce development, collaborating with the agencies of the education cluster to set priorities and leveraging their talents and resources to achieve our shared goals. We remain committed to furthering the goals of equity aligning resources with demonstrated need for all residents and across all neighborhoods.

The table below provides descriptions of DME’s FY20 and FY21 strategic initiatives included in DME’s performance plan. While the list below doesn’t encompass the full body of work of the DME and the education cluster, it does detail the set of strategic levers that DME pursued in FY20, and will pursue in FY21, with the goal of making strides toward the equity vision described above.

<table>
<thead>
<tr>
<th>FY20 Strategic Initiatives</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Engagement Pilot</td>
<td>In FY20, DME oversaw the implementation of a tech-based support for family engagement in at least five public high schools and two public junior high schools; the pilot was evaluated with the support of the Lab at DC.</td>
</tr>
<tr>
<td>OST: Youth Development Practitioner Training</td>
<td>In FY20, the OST Office engaged over 700 youth development practitioners in professional development in order to improve program quality directly with youth.</td>
</tr>
<tr>
<td>OST: Quality Improvement</td>
<td>In FY20, the OST Office ensured 60 sites completed a program quality self-assessment, and helped 10 sites to improve scores though a quality improvement initiative.</td>
</tr>
<tr>
<td>UPSFF Study</td>
<td>DME leveraged $300,000 in one-time FY20 grant funding for a study of the Uniform Per Student Funding Formula (UPSFF). The study included the evaluation of four key funding formula areas: 1. At-Risk Adequacy; 2. At-Risk Concentration; 3. Foundation Level Cost Drivers; and 4. English Language Learners (ELL) Weight Structure.</td>
</tr>
<tr>
<td>Safe Passage Pilots</td>
<td>In FY20, DME implemented new safe passage supports with a focus on designated priority safe passage areas that reflect the public engagement with youth and community leaders completed in FY19.</td>
</tr>
<tr>
<td>FY21 Strategic Initiatives</td>
<td>Description</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Attendance: Every Day Counts!</td>
<td>In FY21, DME will restructure the Every Day Counts! Task Force by leveraging committees to assess the efficacy of EDC! initiatives, policies, and programs, and will lead the development and release of an updated strategic plan for SY21-24.</td>
</tr>
<tr>
<td>Students in the Care of DC</td>
<td>In FY21, the Students in the Care of DC Coordinating Committee will focus on the recruitment, placement, and training of teachers in correctional facilities, as well as supporting supplemental educational support and workforce development services for students in the community who are under DC’s care, through continued partnerships with community-based organizations, service providers, and universities.</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>In FY21, DME will publish a list of high-demand occupations in the region, and partner with agencies including UDC, DOES, OSSE, and the WIC to shift District workforce programming and resources toward occupations that will continue to experience high demand.</td>
</tr>
<tr>
<td>Racial Justice and Equity</td>
<td>In FY21, DME will provide a quarterly series of on-going racial justice and equity professional development training to staff.</td>
</tr>
<tr>
<td>OST: Youth Development Practitioner Training</td>
<td>In FY21, the OST Office will provide professional development for at least 750 youth development practitioners in order to improve program quality directly with youth.</td>
</tr>
<tr>
<td>OST: Quality Improvement</td>
<td>In FY21, the OST Office will coordinate with at least 60 sites to ensure completion of a program quality self-assessment and help at least 10 sites from FY20 to improve through a quality improvement initiative.</td>
</tr>
<tr>
<td>Safe Passage</td>
<td>In FY21, DME will provide Safe Passage professional development sessions for all schools in the 7 Safe Passage areas.</td>
</tr>
</tbody>
</table>

48. Describe the Office’s efforts in FY20 and FY21 to date to enhance interagency cooperation for the agencies under its purview and with the other Deputy Mayors’ offices to address and coordinate education policies, programs, and initiatives across the District of Columbia’s public education system.

The Office of the Deputy Mayor for Education is tasked with oversight and support of multiple agencies that have some of the highest level direct-to-resident interactions in District government. In addition to the agencies under its direct report, DME supports, facilitates, and directly manages robust interagency collaboration to address and coordinate education policies, programs, and initiatives across the District of Columbia’s education system from birth to and through career. The partnerships listed below include several innovative
collaborations that DME led and/or participated in throughout the last year, several of which were inspired by a greater need for cross-agency efforts in response to the COVID-19 pandemic.

Addressing the Digital Divide (Partnership with OCTO)
The transition from in-person learning to learning at home at the start of the health crisis emphasized the need for technology to ensure the continuation of teaching and learning. Schools could not rely on families to provide devices and internet connectivity as the digital divide is a long-recognized inequity. At the start of the stay at home order, Local Education Authorities (LEAs) ordered additional learning devices and MiFis financed from their own budgets or from philanthropic support. For instance, at the start of the pandemic:

- The DC Equity Fund granted DCPS and the charter LEAs $1.04M to help support devices and internet connectivity in early April of 2020.
- DCPS distributed up to 16,000 learning devices and, with OCTO’s support, up to 10,000 T-Mobile hotspots to its students for use during the remainder of SY2019-20 and into the summer.
- PCSB, with support from OCTO, coordinated a bulk order of 1,600 T-Mobile MiFi devices for interested public charter schools in early April of 2020.

Schools reported continuing to distribute laptops and MiFis to ensure students could continue to learn from home for SY20-21. For instance:

- DCPS purchased approximately 45,000 learning devices (laptops and tablets) and 10,700 hotspots. Out of the 45,000 devices, approximately 25,000 were LTE-enabled devices (built-in cellular connectivity). DCPS asked all families to complete a Technology Needs Survey to let us know about their technology needs.
- To date, DCPS has distributed over 32,000 devices (laptops and tablets) and 10,000 hotspots.
- Additionally, DCPS and OCTO stood up a multilingual Family & Student Tech Call Center prior to SY20-21 commencement to support students with technology issues directly.

In order to further support internet access, the DME on behalf of Mayor Bowser allocated $3.3M from the US Department of Education’s Governor's Emergency Education Relief Fund (GEER) to OCTO (through an MOU with OSSE) to help ensure students have the internet at home for virtual learning. Using the GEER funding, OCTO developed a new initiative called Internet for All where the DC Government pays for a year of residential internet service for eligible households with public school students grades PK-12 and now adult public school students provided by Comcast and RCN’s low-income internet programs. Eligible public school students are those who are receiving TANF or SNAP. OCTO continues to reach out to eligible families via email, phone, and text message to directly connect households with students enrolled in DCPS and public charter schools to the internet providers.

Learning Hubs (Partnership with DCPL and DPR)
In summer 2020, the DME partnered with DC Public Libraries (DCPL) and the Department of Parks Recreation (DPR) to pilot Summer Learning Hubs to support students continued learning during the summer. The Learning Hubs were an opportunity for agencies across the DME cluster to collaborate to provide families safe spaces for their children to engage in supervised activities.
Cross-Sector Virtual Teacher Recruitment Fair (Partnership with PCSB, DCPS, and OSSE)
The DME collaborated with the DC Public Charter School Board, DCPS, and OSSE to host a cross-sector teacher recruitment fair in 2020. As a result of this collaboration, 30 LEAs, 9 Education Prep programs, and multiple city agencies interacted with prospective teachers at the fair. More than 1,100 candidates attended the event. Of the 30 LEAs that attended the fair, 89% indicated the fair was an efficient way to make connections with teacher candidates, and 92% stated they had a conversation with at least one high-quality candidate.

Workforce Training Provider Landscape Analysis (Partnership with WIC and UDC)
From May to July 2020, the DME brought together multiple agencies to conduct a workforce training provider landscape analysis to better understand the District’s capacity to support residents entering the workforce during the pandemic. The analysis focused on identifying the largest workforce providers within the District and was grounded in data from the WIC’s Expenditure Guide, University of the District of Columbia (UDC), and providers under the purview of OSSE’s Higher Education Licensure Commission (HELC). The analysis continues to support the response and recovery workforce efforts amid the pandemic.

In addition to the efforts described above, DME has long-standing cross-agency collaborations on several topics of critical city-wide importance, including attendance, student safety, and out of school time activities:

Every Day Counts! Attendance
Every Day Counts! (EDC!) is a citywide effort initiated by Mayor Bowser to ensure every student attends school daily. EDC! brings together the entire community to support students and families through a public awareness campaign. A task force comprised of coordinating public agencies and stakeholders helps to develop a district-wide response to address attendance issues. The DME continues to work closely with, and coordinate across, a number of offices and agencies to support the goals of EDC!, including those in the DMHHS cluster to support data sharing between health and education agencies, and to plan the citywide attendance summit sessions on topics like student health and homelessness.

School Safety and Safe Passage
The School Safety and Safe Passage Working Group (Safe Passage Working Group) was created to enhance safety-related policies affecting both public charter and DCPS schools, and to better coordinate efforts between law enforcement and the community. Led by the DME, members of the Safe Passage Group include representatives from a variety of LEAs and government agencies and other stakeholders.

The DME continues to organize and lead the monthly coordination calls among DCPS and public charter schools in the safe passage priority areas, MPD, MTPD, other governmental agencies, and stakeholders. Further, in FY20, DME convened its Safe Passage Working Group partners to provide professional development and support to schools and LEAs in the seven Safe Passage priority areas, and to support schools/LEAs in designing school specific safe passage plans. Finally, DME also expanded the safe spots initiative to another safe passage priority area in FY20, and partnered with the Office of Student Advocate to support student physical and mental health via social media.

Out of School Time
The Office of Out of School Time Grants and Youth Outcomes (OST Office) supports the equitable distribution of high-quality, out-of-school time programs through coordination
among agencies. There has been broad support to increase coordination and collaboration and a number of interagency relationships developed by the office. Through the work of the OST Office, there have been a number of interagency engagement and cooperation improvements to support a coordinated OST system. However, due to COVID, the engagement was limited.

Specific achievements to highlight from FY20 through FY21 include OST’s partnership opportunities with OSSE. Through this partnership, OST now accepts OSSE background checks as meeting the requirements of the OST grants, continues to include 21st CCLC program sites on the Learn24.dc.gov program finder instead of creating a separate website, and staggering the deadlines for 21st CCLC RFP and the OST Grant by at least a week to provide some time for entities that apply for both grant competitions. Further, OSSE staff attend grantee meetings to inform them about the Summer Meals opportunities and how to become a site or sponsor, and coordinated on ensuring aligned training for Nonviolent Crisis Intervention and Youth Mental Health First Aid. Finally, the OST Office maintains a data access and use agreement with OSSE, allowing the OST to gain further insight into youth served by OST Grant funds, as detailed in the OST FY20 Annual Report (attachment Q58_OST Office FY20 Annual Report).

Other interagency partnerships to highlight include OST’s collaboration with DCPS, DCHA/DHS, and DCHR/CFSA. In response to COVID, DCPS permitted the OST Office access to schools to open up full-day OST programming for essential workers. The OST Office released the grant competition to existing DCPS partners who met the insurance requirements, partnership requirement and where already grantees of the OST Office. OST Office partners with DCPS on a specific summer enrichment grant opportunity to ensure Community-based Organizations (CBOs) have the opportunity to provide enrichment activities at DCPS Summer School Sites, and the OST Office continues to work in close collaboration with the DCPS Partnership Office. The OST Office continues to partner with DCHA and DHS in providing full day summer camp programs for children and youth at the short-term family housing and DCHA properties. Finally, the OST Office continues to partner with DCHR and CFSA to ensure that all adults that work with children and youth have appropriate background checks.

Office for Students in the Care of D.C.

The mission of the Office for Students in the Care of D.C. (SCDC) is to strengthen the educational and workforce development services and supports for students in the District’s child welfare and justice systems. SCDC’s mission is accomplished through stakeholder collaboration that leads to the development and support of much needed programs, policy reforms and services that create opportunity for students in the District’s care.

Since the beginning of the public health emergency, the SCDC has committed to working across agencies and community-based stakeholders to address the urgent needs of system-involved students that have been presented by COVID 19. The SCDC established ongoing cross-agency and stakeholder collaboration to address the unique immediate needs of students in D.C.’s care and to plan for their recovery through the creation of the SCDC COVID 19 Response Working Group. The working group brought together representatives from DCPS (both central office representation and principal representation), OSSE, School Justice Project, Children’s Law Center, DYRS, CFSA, DOC, Public Defender Services, PCSB, and Maya Angelou Academy.
In addition to COVID-19 response and recovery planning coordination, the SCDC is working in collaboration with D.C. agencies and community-based organizations serving system-involved students to address systemic challenges related to credit accumulation, transfer and educational continuity. Currently, the SCDC is convening a working group focused on educational continuity and credits challenges faced by system-involved students. This working group meets weekly and will collaboratively develop recommendations for how the District can address educational continuity challenges for students in the child welfare and justice systems.

49. Please list all of the agencies under the DME and the priorities and goals both set and met for those agencies for FY20 and to date FY21. Include any agencies added in the past year or planned to add for FY21 to the DME’s portfolio and how any of these changes alter the priorities of the DME.

DME provides oversight and support to District of Columbia Public Schools (DCPS), the Department of Parks and Recreation (DPR), the Office of the State Superintendent for Education (OSSE), the Department of Employment Services (DOES), and the Workforce Investment Council (WIC). Independent agencies and entities within the DME cluster include DC Public Library (DCPL), DC State Athletics Commission (DCSAC), the Public Charter School Board (PCSB) and public charter schools, the State Board of Education (SBOE) and the University of the District of Columbia (UDC). There are no new agencies added in the past year or planned to add for FY21 to the DME’s portfolio.

The Office of the Deputy Mayor is focused on developing and supporting an inclusive education and workforce system that meets the needs of all residents. Meeting this objective is done by aligning priorities and goals to ensure that students are Ready for School, Ready to Learn and Ready for Career. Within this framework, priority initiatives address strategic goals.

Ready for School
- Access to affordable, high quality Early Childhood Education for all residents
- Strong universal early learning standards and instruction
- Fully integrated trauma-informed learning for students 0-5 to ensure school-ready behaviors
- Community partnerships and wrap-around school ready supports

Ready to Learn
- Comprehensive, multi-tiered social emotional and mental health supports
- Innovative teacher leadership as part of a dynamic development pipelines
- World class school leadership in every school

Ready for Career
- Rigorous and flexible 6-12 pathways into college or career
- Redesigned secondary career and technical education
- Accelerated workforce programming for learners of all ages
- Positioning UDC as a first choice for students and as a public higher education model of urban student success
DME promotes city-wide commitment to ensuring every resident, no matter their age or circumstance, has a fair shot. DME’s role in this effort is to lead a coordinated and integrated approach to building our city-wide education system to meet the needs of residents from birth to and through career. This is done by leveraging actionable data to inform decisions made across the city. In 2019, DME rolled out EdScape and Edsights which provide the information and insights needed to create a coherent, unified public school system and transparently informs critical decision-making around facilities and programming. Combined with OSSE Report Cards, My School DC, DCPS School Profiles and the Charter Boards School Quality Reports, DME is creating an environment where the city as a whole, from parents to policymakers, can make informed decisions that support a shared vision for our public school system.

Through oversight of District agencies spanning education and workforce, DME is focused on managing a coherent, coordinated and integrated city-wide education and workforce system with clear, accessible pathways to career success for all residents. Please see attachments for a summary of FY20 goals set and met (attachments in the Q49a_FY20 PARs folder) and FY21 goals set (attachments in the Q49b_FY21 Performance Plans folder).

50. Provide a complete accounting of the city’s investment in reduce absenteeism and boost overall attendance for each agency involved. Please include the following:
   (a) A description of the investment (program, personnel, etc.)
   (b) Total funding budgeted for FY20 and FY21 (as of January 31)
   (c) Total amount spent in FY20 and FY21 (as of January 31)
   (d) The number of schools impacted by the investment
   (e) A description of the target population
   (f) The maximum capacity of the program, if any
   (g) The total number of youth impacted; and
   (h) Any evaluation data/key outcomes observed in FY20 and FY21 as of January 31 as a result of the investment.

   Please see attachment Q50_Attendance Investments.

51. Provide a comprehensive overview of the Every Day Counts Taskforce’s work in FY20 and FY21 (as of January 31). Please include outcomes to date and a copy of the Taskforce strategic plan.

   The Every Day Counts! Task Force, led by DME, continues to build upon the progress made in previous years, including improving data reporting and engaging in strategic planning. The Task Force’s work in FY20 and FY21 as of January 31 is included as attachment Q51a_Every Day Counts!_Dashboard The Every Day Counts Task Force’s strategic plan is included as attachment Q51b_Every Day Counts!_Strategic Plan. Please note that DME continues to engage with the Task Force on both of these documents, and the included attachments are not final versions.

52. Provide the following data regarding the Kids Ride Free program for FY18, FY19, FY20, and FY21 (as of January 31):
   (a) The number of students with an active DC One Card
      • In School Year (SY) 16-17, there were 23,414 unique students using the DC One Card’s transit benefits.
• In SY17-18, there were 34,699 unique students using the DC One Card’s transit benefits.
• IN SY18-19, there were 49,240 unique students using the DC One Card’s transit benefits.
• Please note that the DC One Card is no longer used by students to participate in the Kids Ride Free Program. Students now receive their own SmarTrip card.

(b) For FY20 and FY21 (as of January 31), please provide the number of students with active Metro cards;
• In SY19-20, a total of 50,012 KRF SmarTrip Cards were distributed (this includes total unique students for SY19-20).
• In SY20-21, a total of 15,762 KRF SmarTrip Cards have been distributed as of January 31, 2021 (this includes cards assigned to unique students.)

(c) The number of students that qualify for Kids Ride Free Bus program;

All students age 5 through 21 who are District residents and enrolled in an elementary or secondary public, charter, private and parochial school in the District, or a ward of DC through the foster care system, are eligible for free Metrorail, Metrobus, and Circulator Service.

(d) The number of students that qualify for Kids Ride Free Rail program;

All public and private school students in grades K-12 qualify for the Kids Ride Free Rail program.

(e) The number of students that have signed up for the Kids Ride Free Rail Program;

Students who have been assigned a Kids Ride Free SmarTrip card are eligible for the Kids Ride Free Rail Program. The card covers the rail and bus services. See numbers of ridership in the response to Q52b.

(f) The number of trips taken for the Kids Ride Free Rail Program August 2019 to date by month;

• See the table below for the number of trips taken by students each month on Metrorail and Metrobus. This does not include trips on DC Circulator.

<table>
<thead>
<tr>
<th>Month</th>
<th>Trips</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2019</td>
<td>1,039,196</td>
</tr>
<tr>
<td>September 2019</td>
<td>1,412,434</td>
</tr>
<tr>
<td>October 2019</td>
<td>1,334,287</td>
</tr>
<tr>
<td>November 2019</td>
<td>1,148,008</td>
</tr>
<tr>
<td>December 2019</td>
<td>1,109,383</td>
</tr>
<tr>
<td>January 2020</td>
<td>1,043,364</td>
</tr>
<tr>
<td>February 2020</td>
<td>1,170,240</td>
</tr>
<tr>
<td>March 2020</td>
<td>710,573</td>
</tr>
<tr>
<td>April 2020</td>
<td>73,441</td>
</tr>
</tbody>
</table>
(g) The number of students who participate in the metro subsidy for Metrorail access; and

Kids Ride Free is run independently from Metrorail access and is not a duplicative service.

(h) Any observed outcomes during the past year and a half with regard to attendance as a result of this investment.

DME continues to work on connecting ridership data with student attendance data, but in light of the largely virtual posture of most schools over the course of the last year, we are not able to report out any observed outcomes at this time.

53. What programs and initiatives are currently underway by the DME to promote and improve access to high quality early care and early childhood education in the District of Columbia? Describe the DME’s efforts to address the impact that the cost of living has had on the provision of childcare services for both families that receive subsidy and are private pay.

DME continues to work closely with the Office of the State Superintendent of Education (OSSE) on high quality early care and early childhood education, as they are the agency program owners for this work. OSSE’s tremendous work to support early childhood education and the child care sector is fully described in their performance oversight questions.

We would like to highlight a few places where we have done more extensive collaborative work or had unique cross agency partnerships in FY20 and FY21, including:

- The opening of the Thaddeus Stevens School as an early child care including a child care center for infants and toddlers ages 0 to 3 and a DCPS run early childhood program with classes for pre-K3 and pre-K4. The center has also served as a pilot for an at-risk preference in order to give an advantage to children from low-income families in the school lottery placement system.
- Joint partnership between Office of Out of School time and OSSE to establish emergency child care centers for employees in the health care community and other essential work fields.
- In partnership with DOH, collaborative planning on health and safety guidance for the childcare and K-12 education sectors. This includes reviews of guidance materials, applying lessons learned across the child care sector to reopening plans for schools and a continued push to make sure the guidance, technical assistance and training across sectors was as aligned as possible.
• Operations and communications support to help set up a new vaccine portal, call center and partnership with One Medical to provide vaccinations to child care workers supporting children in-person

OSSE has taken many steps to stabilize the early childcare sector during the ongoing public health emergency. This includes:
• $5 million in locally funded emergency relief grants for child care through the D.C. Child Care Relief Fund, which reached nearly all licensed providers.
• Providing $400,000 in Access to Quality Emergency grants to child care providers who previously received funding through the Access to Quality grant program, to support newly licensed or expanded providers to maintain the supply of infant and toddler care.
• Continuing to pay child care subsidy providers based on enrollment through October 2020.
• Implementing a Public Health Emergency subsidy rate in December 2020, to increase payments to subsidy providers in recognition of the increased costs of delivering child care during the public health emergency.

The DME remains focused on ensuring that residents have access to affordable, quality childcare. We will continue to focus on supports for the childcare sector will be a core element of our recovery work through 2021 and over the next three to five years.

54. What partnerships or collaborations with community partners and other District government agencies does the DME utilize to capture disconnected youth and connect them with adult learning, GED, workforce development, and other programs, and promote workforce development?

DME continues to focus energy and effort on ensuring students and young people furthest from opportunity, and in particular disconnected youth, have access to the education, support services and employment offerings that best meet their needs. DME continues to collaborate with multiple agencies toward this goal including DCPS’s alternative school programs, the public charter sector’s alternative and adult schools, OSSE’s ReEngagement Center and Office of Postsecondary and Career Education, DOES’s Marion Barry Summer Youth Employment Program (MBSYEP), DME’s own Out of School Time work, and DPR’s recreation activities to ensure that some of the District’s largest programmatic investments are focused on preventing young people from disconnecting, or re-engaging our young people if they become disconnected.

For young people who have disconnected from the education system, DME continues to support OSSE’s ReEngagement Center (REC), and has worked with our cluster agencies to expand outreach efforts. DME has also participated in the REC’s Live initiative, which is hosted on Fridays and served as a guest speaker in an effort to highlight and educate the REC’s clients on workforce and educational opportunities as well as supports offered by cluster agencies. In the DME’s analysis of workforce programming in the District, DME specifically reviewed programs that targets opportunity youth to better understand the scope of programming available to this population. Based on this information, DME conducted robust outreach to agency partners including the REC, DCPS, DOES and community-based organizations to inform them of the programs available to disconnected youth. We have also continued our outreach through DOES, with the MBSYEP, to provide relevant and engaging
work-based learning opportunities, and our mobile outreach efforts to connect young people with jobs.

Additionally, in FY20, DME helped facilitate a partnership between the University of the District of Columbia (UDC) and Generation USA (Generation), resulting in the launch of a free workforce IT program at UDC that prepares DC residents for high-wage technology jobs as a junior web developer and junior cloud practitioner. The program is open to DC residents who are at least 18 years of age, have a high school diploma or GED, and are eligible to work in the US. Although open to all residents, targeted outreach has been done to disconnected youth and young adults by connecting with the ReEngagement Center, and other agency partners and community-based organizations serving these residents. The program’s first cohort launched in November 2020.

DME will continue collaborating with our agency partners in order to strengthen and bolster programming for disconnected youth, and to identify new and future opportunities for improving the lives of students and their families.

55. (a) Describe the involvement that the DME has with the Workforce Investment Council through agencies in your purview, specifically any work done on the District of Columbia’s State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA) in FY20 and FY21 to date.

DME works closely with the Workforce Investment Council to implement the District’s strategic priorities for the workforce system. DM Kihn holds regular oversight and planning meetings with the WIC, providing expert input and feedback on the city’s overall approach to workforce planning and development.

Specifically as it pertains to the WIOA State Plan, DM Kihn is a member of the WIOA Steering Committee and regularly meets with workforce leadership to review progress. Representatives from DME also sit on multiple working groups related to WIOA State Plan implementation including the Skills and Training Development Working Group, Business Engagement Working Group, and Youth Working Group. DME also regularly engages with the WIC on developments that pertain to the AJC Partner Working Group and Data Vault Working Group.

DME led the District’s training provider outreach and analysis in summer 2020, which built on information in the WIC’s Expenditure Guide to better understand the status of workforce training providers under the public health emergency. DME continues to partner with the WIC to apply insights learned through this provider outreach in supporting and strengthening the District’s training provider system.

DME also partnered with the WIC to analyze the results of the 2020 unemployed worker survey, which was designed to better understand the needs of unemployed District residents. DME and the WIC continue to reference this information to inform workforce recovery strategy.

DME continues to explore avenues for collaboration and coordination across education and workforce development agencies to provide opportunities for learning and employment for District residents.
(b) Please include an accounting of the DME’s role on the Adult Career Pathways Taskforce.

DME has been a standing member on the Adult Career Pathways Task Force since its inception in 2014. As the WIC determines the best path forward for the task force in the context of COVID-19 and broader system infrastructure evolution, DME will continue to engage and support the development and implementation of career pathways and sector strategy development.

(c) Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or implemented by the DME in FY20 and FY21 to date. In your response indicate who in your office is responsible for overseeing these programs, the number of individuals who took part in each program, and a narrative description of the results and outcomes of this program.

DME is focused on leading an inclusive workforce recovery in response to COVID-19 for District residents. In this work, DME is working in collaboration with agencies across DC government including but not limited to DOES, WIC, OSSE, UDC, and DMPED. Additional information on key areas of focus and priorities for the workforce system is included in the chart below.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Area of Focus Within Each Strategy</th>
<th>Prioritized Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>Revise training/pathways to address business and worker needs</td>
<td>• SHP: launch &amp; scale training programs informed by employer demand</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Recruit and support workers and students in programs (e.g. UDC, IT&amp;R)</td>
</tr>
<tr>
<td>Employee-Info Seeker Connections</td>
<td>Flexible massive rehiring/rematching to support rapid recovery</td>
<td>• Modify &amp; scale traditional hiring/placement methods</td>
</tr>
<tr>
<td></td>
<td>Support employers through recovery</td>
<td>• Implement new massive rehiring methods</td>
</tr>
<tr>
<td>Supportive Services</td>
<td>Integrate supports for workers, especially vulnerable populations, and expand access to services</td>
<td>• Engage workers and integrate supports, including digital equity</td>
</tr>
<tr>
<td></td>
<td>Ensure response and reopening of core services</td>
<td>• Support youth/preadults through recovery</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Plan for other target populations</td>
</tr>
<tr>
<td>Enabling Conditions</td>
<td>Conduct labor market scenarios</td>
<td>• Craft quarterly supply and demand analysis and scenarios</td>
</tr>
<tr>
<td></td>
<td>Adjust systems and operations, including board engagement and system alignment</td>
<td>• Shape budget and engage external resources (e.g. philanthropy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Develop policy responses</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Modernize workforce data system and use of technology across system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assess progress based on qualitative and quantitative system performance goals</td>
</tr>
</tbody>
</table>

To further our office’s workforce development objectives beyond COVID-19 recovery, DME collaborates with agencies across the cluster including DOES, WIC, OSSE, DCPS, the city’s Public Charter Schools (and particularly the Adult Charter Schools), and University of the District of Columbia. In particular, DME has provided oversight and guidance to a number of programs and initiatives within each of these agencies, while not assuming a practical development or implementation role. These topics include, but are not limited to:

- **OSSE.** Coordination with adult schools, including the expansion of the Internet for All program to learners in adult schools; engagement with Adult and Family Education (AFE) grantee organizations; collaboration with the ReEngagement Center on identifying and highlighting opportunities for opportunity youth.

- **DCPS.** Participation in the Greater Washington Partnership and CoLAB Talent Ready initiative; connection to opportunities for students in DCPS Career Ready programming.

- **Public Charter Schools.** The strategic consideration of strengthening and expanding the workforce development components in the District’s high-demand industries.
• The WIC. The development of the new WIOA state plan; support and inventorying of workforce training providers during COVID-19; Data Vault implementation; streamlining of District business engagement.
• DOES. Coordination of virtual hiring events; support for MBSYEP.
• UDC. On-going support for UDC’s workforce offerings, including the UDC-Generation program launch.

For more specific workforce initiatives managed and run by each agency, please refer to those agencies’ performance oversight questions and responses on this topic.

56. Describe the DME’s engagement in FY20 and FY21 (as of January 31) with stakeholders to complete the review of the Uniform Per Student Funding Formula (“UPSFF”) that is required by law every 2 years. Please be sure to give an update on proposed studies on the formula and at-risk weight categories.

Per D.C. Official Code § 38-2911(a)(2), OSSE convened a working group with representatives of DC Public Schools (DCPS), DC public charter schools, DC Public Charter School Board (PCSB), the public, and government representatives to solicit input and recommendations regarding revisions to the Uniform Per Student Funding Formula (UPSFF). This group met monthly between August 2020 and January 2021, and reviewed the 2020 UPSFF Study’s chapters on at-risk student need, school-level at-risk concentration, the structure of the English Language Learner (ELL) weight, and the cost drivers of the formula’s foundation level.¹ DME released the 2020 UPSFF Study in August 2020 detailing Afton Partners’ analysis of these key funding formula components, including several options to modify the UPSFF in order to more effectively target funds to these groups of students.

All meetings for this group were public, and members of the public were invited to provide comment at each meeting. Membership, meeting notices, presentations and notes for these meetings are available on OSSE’s website.² The Mayor submitted OSSE’s 2020 report on the UPSFF to the Council on January 29, 2021.

57. Describe any programs or initiatives that the DME implemented to address homeless students during SY19-20 and SY20-21 (as of January 31).

In SY19-20, the DME took affirmative steps to address the barriers that negatively impact the educational success of students experiencing homelessness. They were as follows:

Every Ride Counts! Transit Benefit Flexibility for Families Experiencing Homelessness (Homeless Transit Pilot): To learn more about the transportation barriers that families experiencing homelessness face in traveling to and from school, the Office of the Deputy Mayor for Education (DME) committed $120,000 to pilot a new transportation program, Every Ride Counts (ERC), in close collaboration with the DC Department of Human Services (DHS) and the Lab. The objective of this pilot was to complete a randomized evaluation to learn whether offering families flexible transit options as they enter short-term housing will improve students’ attendance. In addition to Kids Ride Free and resources offered through McKinney-Vento, families with school-aged children in short-term

¹ dme.dc.gov/publication/2020-upsff-study
² osse.dc.gov/page/2020-21-uniform-student-funding-formula-upsff-working-group
emergency shelters receive one of two options. All families participating in the program receive the standard option of planning and two weeks of metro and bus passes. In addition, some families also get the flexible option which is either rideshare or fuel gift cards. This pilot is expected to serve around 320 families entering short-term housing in DC. Although the primary outcome of interest is school absenteeism, the Lab will also study the effects of the pilot’s enhanced model on school enrollment changes and the average length of a family’s stay in emergency shelter. As of November 2020, there were 213 families enrolled. The overarching question that this pilot addresses is “Does providing flexible transportation options to families in shelter improve attendance?” This pilot began in March 2019 and results were expected at the end of the 2019-2020 school year. However, please note that the pandemic has led to a reduction in family enrollment in the program and a delay in the publication of the study to the end of SY20-21.

Additional efforts in SY19-20 included the implementation of the New York Avenue Shuttle and continuing relationship building across stakeholders to support homeless students. DME implemented the following:

**New York Avenue Shuttle:** To address the challenges of the families living in short-term housing on New York Avenue, the DME reallocated funding to provide a shuttle for those families to take their children to school. The pilot started in January and ran during the winter of 2020. As of January 31, 2021 DHS is not placing families in short-term motel housing on New York Avenue, and does not anticipate having to do so at least until the evictions moratorium has concluded.

58. Describe the work done by the DME and contractors to stand up the Office and Commission on Out of School Time Grants and Youth Outcomes in FY20 and FY21 to date. Describe what was learned from the grant application, award, and monitoring processes in FY19 and FY20 that have led to changes to improve these efforts.

**The OST Commission**

An update on core priorities of the OST Commission:

a. **Strategic Plan**

The four strategic priorities are 1) Funding and Capacity Building, 2) Quality, 3) Outcomes and 4) Coordination and Collaboration. There is one committee for each strategic priority and each strategic priority committee allows public participation. At the beginning of FY20, the committees were active in moving the workplan related to the four priorities. Due to COVID, the committees have been suspended but the OST Office continues to implement the tactics that can be completed during this time.

b. **Annual Needs Assessment**

- Due to the inability to conduct in-person surveys due to COVID, the OST Commission suspended the annual needs assessment in both FY20 and FY21. A waiver of this requirement was included in a Mayor’s Order related to the public health emergency.
- Finally, The OST Commission continues to support the OST Office in using the individual tax check-off funds to continue to support the Coordinating Entity grant competition. This grant supports OST programming at DCHA locations or youth in
short-term family housing by DHS. Information about the tax-check-off is attached (Q58_FY20 Tax Check-Off Report.OCFO Approved).

The OST Office

da. Grant Program

Fiscal Year 2020

In FY20, the OST Office issued one grant to United Way NCA to support the administration of the grant program. The annual grant report is attached (Q58_OST Office FY20 Annual Report).

A direct and immediate response to COVID-19, the OST Office had to immediate pivot to support grantees. A couple of changes in the grant program were:

- In partnership with United Way NCA, grantees were permitted to modify budgets without prior notification for items related to distance learning, online staff development, or supplies related to reducing the spread of COVID-19.
- The OST Office sent regular communications to grantees regarding closures, held weekly phone calls that changed to monthly “Office Hours” as the need for constant information was alleviated.
- Typically, the SY19-20 grant periods ended July 31, 2020, if grantees requested extensions prior to that time period, they were granted.

In support of the District response to COVID, the OST Office released a grant opportunity to existing grantees to provide services for the youth of Essential Workers. This grant was released on March 23, 2020.

Fiscal Year 2021

The OST Office brought the grant program in-house in order to reduce the agency’s budget without impacting the total amount of grant funds to be awarded. The cut was a result of eliminating the use of the grant administrator that usually received between 8% and 10% of the grant as an administrative fee. The cost of the administrative fee was used to add 4 FTEs and a reduction in the overall budget.

As a result of the change, the OST Office staff will continue to create and release the competitions, organize and host grant information sessions, post all questions and answers, conduct eligibility reviews, recruit reviewers, train reviewers on the scoring rubric, issue grant agreements, review budgets, facilitate insurance conversations with the Office of Risk Management and grantees, host grantee mandatory meetings, conduct administrative and program site visits, and provide technical assistance and grantee support as needed.

Grant improvements made over the last several grant cycles include:

- A Request for Application (RFA) for Coordinating Entities (CE): The CE model engages subgrantees to subcontract with smaller programs, organizations, and individuals to deliver a full summer program in targeted communities that have high concentrations of “at-risk” students. The communities where the CE programs have been held include several DC Housing Authority properties and locations in walking distance to/from the Department of Human Services (DHS) short-term family housing buildings. Many CEs use this opportunity as capacity building for the subgrantees, who often go on to apply for grants of their own in subsequent grant cycles.
• In order to support the equity value of the OST Commission, the grant application includes a question asking applicants on how the organization or program is working to dismantle systemic racism.

• The OST Office heard from a number of OST providers about the challenges for organizations to write for two grant competitions annually (School Year and Summer), the reporting challenges that come with that, as well as the inability to plan long term.. The OST Office created a new invitation-only grant for organizations that were funded in the previous fiscal year and were awarded in both the SY and Summer competitions. The grantees could not ask for additional funds but have the ability to receive continuation grants for up to two additional years.

• The OST Office began holding Office Hours for grantees on a regular basis to provide additional support. These virtual meetings highlight various trainings and offer a time for grantees to ask general questions.

• Every grantee must have Certificates of Insurance and policies reviewed by the Office of Risk Management (ORM). The OST Office organizes, facilitates, and follows up on these calls until the insurance requirements are satisfactory with ORM.

• The OST Office quickly pivoted along with DC Human Resources (DCHR) and Child and Family Services Agency (CFSA) to continue to offer the required background checks for providers during COVID-19, through limited or no in-person contact. The OST Office has an MOU with DCHR to conduct FBI, MPD, and National Sex Offender background checks to determine suitability for adults to work with children and youth. These background checks are paid for by the OST Office instead of the OST provider. Prior to COVID, the CFSA Child Protection Register (CPR) check required a notary, but that has been suspended during the public health emergency.

• The requirement of a logic model was extended to all grant competitions in FY21. The OST Office offered logic model workshops several times throughout the year to support applicants.

b. Quality Initiative
Through the Institute for Youth Development (The Institute) at the University of the District of Columbia, the Quality Initiative includes two approaches to build quality OST programs, 1) program assessment and 2) professional development of OST practitioners.

Fiscal Year 2020
• FY20, The Institute provided 93 learning opportunities for OST practitioners, a 97.9% increase from FY19.
• 840 youth practitioners (unduplicated) were trained.
• 66 programs completed their first program quality self-assessment with the Program Quality Assessment (PQA). Of the 66 programs, 36 volunteered to have The Institute evaluator observe and assess the program using the PQA. Of the 36 programs participating in the Youth Program Quality Cohort, 23 programs had conducted a PQA in FY19 and FY20 and 10 of those programs showed improvement.
• The Institute continues to offer the Crisis Prevention Intervention (CPI) to de-escalate youth behavior using verbal techniques. This training is aligned with how OSSE delivers the information to schools to ensure both in-school and OST receives the same information.
• The OST Office continues to co-deliver the Youth Mental Health First Aid workshop with OSSE. The OST Office and OSSE provides this workshop to both in-school and OST professionals.

• Beginning in March 2020 with the public health emergency, The Institute pivoted quickly to provide virtual professional development opportunities. From Quarter 2 through the end of the fiscal year, 67 virtual professional development opportunities were provided with 463 attendees served.

• The Institute also added several new professional development workshops: Restorative Justice Practices, Self-Care for Youth Workers, and Conflict Resolution for Youth Workers.

Fiscal Year 2021

• To date there have been 24 professional development opportunities with 178 attendees served.

• The Institute has begun offering a ten-part series of capacity building and leadership workshops.

c. Outcomes

In FY20, the OST team worked with the database developer on the customization and use of the Learn24 database. The database is used to collect information on programs, participants, attendance, participant surveys and staff from subgrantees.

There were 107 organizations that provided OST programs to 10,639 youth. The observed number of youth served for FY20 was lower than in FY19, and below our goal for FY20 for two potential reasons:

1. The COVID pandemic disrupted many OST programs, directly impacting the number of youth that could be served.

2. The attendance tracking of asynchronous learning made it difficult to track attendance and enrollment.

Additionally, the OST Office waived the requirements that grantees enter attendance into the Learn24 database after March 2020, which may have led to reduced count after that period. However, many providers were unable to track attendance in the virtual environment when the program shifted to virtual programming as a result of the public health emergency.

The Survey of Academic & Youth Outcomes- Youth Survey (SAYO-Y) is usually required to be administered by grantees to participants in 4th grade or higher. Due to the COVID pandemic, this requirement was waived, as the SAYO is administered on-site during in-person programming.

Other successes in FY20 and to date in FY21 include the following:

• The OST Office worked with the database developer to add new features to the Learn24 database, including a verification system for background checks submitted by grantees.

• The OST Office utilized the data sharing agreement with OSSE and DCPS and gained additional insight into youth served by OST Grant funds, as detailed in the OST FY20 Annual Report. The second data exchange should occur in the coming months with analysis and information to be shared with the OST Commission and published in the annual report.