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

Responses to Fiscal Year 2020 Performance Oversight Questions

Shana Young
Interim State Superintendent of Education

Submission to:

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

Committee of the Whole
John A. Wilson Building
1350 Pennsylvania Ave. NW, Suite 402
Washington, DC 20004

February 26, 2021

Chairman Phil Mendelson
Council of the District of Columbia
1350 Pennsylvania Avenue NW, Suite 504
Washington, DC 20004

Dear Chairman Mendelson,

Please find enclosed the Office of the State Superintendent of Education's (OSSE's) Fiscal Year 2020 Performance Oversight responses.

Per your request, OSSE submits two (2) bound, printed copies of the responses. Additionally, all responses and permitted attachments will be submitted electronically to the Committee of the Whole.

If you have any questions, please do not hesitate to contact Justin Tooley, Deputy Chief of Staff at justin.tooley@dc.gov or (202)-215-3617.

Sincerely,

Shana Young
Interim State Superintendent of Education

Table of Contents

Agency Operations

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.**

ATTACHMENT: Q1 – OSSE POH Org Chart.pdf

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.

ATTACHMENT: Q2 – Schedule A.pdf

3. **Please list as of January 31, 2021 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.**

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q3 – Detailed Staff.pdf

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.**

(b) For fiscal year 2021, please list each employee whose salary is or was $125,000 or more. For each employee listed provide the name, position title, salary, and amount of any overtime and any bonus pay as of the date of your response.

(a) The table below lists FY20 employees whose salary was $125,000 or more.

First Name	Last Name	Title	Salary
Hanseul	Kang	State Superintendent of Education	$203,199.36
Sara	Meyers	Chief Operations Officer	$185,960.32
Paris	Saunders	Agency Fiscal Officer	$182,363.00
Gretchen	Brumley	Director of Student Transportation	$182,097.82
William Jay	Huie	Chief Information Officer	$180,000.00
Ram	Murthy	Chief Information Officer	$180,000.00
Carmela N.	Edmunds	Supervisory Attorney Advisor	$179,507.14
Shana C.	Young	Chief of Staff	$177,775.75
Elizabeth	Groginsky	Assistant Superintendent of Early Childhood Education	$175,100.00
Sara	Mead	Assistant Superintendent of Early Childhood Education	$175,000.00
Heidi	Schumacher	Assistant Superintendent of Health & Wellness	$173,040.00
Rebecca	Lamury	Assistant Superintendent of Data Accountability & Research	$170,000.00
Nikki	Stewart	Assistant Superintendent for Systems & Support	$169,950.00
Kenneth H.	King	Deputy Director of Student Transportation	$167,378.44
Shavonne	Gibson	Assistant Superintendent for Teaching & Learning	$165,994.80
Antoinette S.	Mitchell	Assistant Superintendent of Postsecondary Education	$165,589.27
Sarah Jane	Forman	Supervisory Attorney Advisor	$162,101.28
Carole R	Lee	Deputy Director of Student Transportation	$161,546.75
Stephanie	Davis	Deputy Assistant Superintendent	$161,500.00
Jason	Kim	Chief Operations Officer	$159,650.00
Don R	Davis	Supervisory Information Technology Specialist	$159,404.00

First Name	Last Name	Title	Salary
Sharon	Gaskins	Deputy Assistant Superintendent	$158,426.62
Saurabh	Gupta	Supervisory Information Technology	$158,000.00
Darrell	Ashton	Strategic Plan & Perform Officer	$155,247.78
Rebecca C	Shaw	Director Operational Management	$155,137.53
Nagesh	Tammara	Attorney Advisor	$153,101.00 + Bonus of $2,296.52
Wesley	Forte	Program Manager	$150,978.28
Quiyana	Hall	Human Resources Officer	$150,802.89
Evan T	Kramer	Project Director (Ed Data Warehouse	$150,380.00
Margareth D.	Legaspi	Deputy Assistant Superintendent Early Learning	$150,273.22
Donna	Johnson	Strategic Plan & Performance Officer	$150,235.80
Danielle	Branson	Director Accountability & Assessment	$149,992.00
Tia	Brumsted	Deputy Assistant Superintendent	$146,260.00
Hillary E	Hoffman-Peak	Attorney Advisor	$145,941.00 + Bonus $2,129.93
Ernesto	Del Valle	Supervisory IT Specialist	$145,537.00
Wei	Zhang	Supervisor IT Specialist	$145,537.00
Angie	Kirk	Deputy Chief Of Staff	$145,000.00
Gwen	Rubinstein	Director, Data Governance & Privacy	$145,000.00
Eva L	Proctor-Laguerre	Director, Compliance and Licensure	$144,842.95
Aida	Fikre	IT Project Manager	$144,200.00
David	Esquith	Director, Policy, Planning & Research	$144,200.00
Shenee R.	Akinmolayan	Data Analysis Manager	$143,503.00
La'Shawndra C	Scroggins	Director, Teaching & Learning	$142,209.55
Kilin	Boardman-Schroyer	Deputy Assistant Superintendent	$141,895.15
Catherine	Peretti	Program Manager	$141,750.00
Lindsey M.	Palmer	Director, Nutrition Services	$141,607.59
Nancy	Mahon	Director of Federal Grants Fed Grants Compliance	$140,550.00
Carlynn M	Fuller	Director Student Hearings	$140,000.00
Amy M.	Lerman	Program Manager	$139,943.00
Jacqueline	Passley-Ojikutu	Strategic Plan & Perform Officer	$136,887.93

First Name	Last Name	Title	Salary
Jessie	Harteis	Deputy Assistant Superintendent for Systems & Supports, K12	$135,532.04
Ryan	Aurori	Strategic Plan & Perform Officer	$135,264.75
Victoria P	Pemberton	Deputy Assistant Superintendent for Systems & Supports, K12	$135,000.00
Kevin Maurice	Stokes	Attorney Advisor	$134,103.00 + Bonus of $2,682.06
Patrice	Bowman	Chief of Bus Operations	$133,972.67
Lida	Alikhani	Director of Communications	$133,900.00
Yuliana Del Arroyo	Bruister	Project Director Special Education	$133,637.25
Allan	Phillips	Special Assistant IDEA Part C	$133,537.00
Ahmad Osama	Alattar	IT Specialist	$133,537.00
Vijaya	Mahamuni	IT Specialist	$133,537.00
Miriam	Rudder Holman	IT Specialist	$133,537.00
Rachel	Stafford	Special Assistant IDEA Part C	$133,537.00
Elizabeth	Ross	Program Manager	$133,000.00
Andres	Alvarado	Early Intervention Manager	$131,675.90
Edgar A	Stewart	Supervisory Monitoring Specialist (Non-Public)	$131,536.81
Bonnie	Mackintosh	Director, Policy, Planning & Research	$131,325.00
William D	Henderson	Strategic Plan & Perform Officer	$130,217.00
Tiffany	Oates	Attorney Advisor	$130,157.00 + Bonus of $2,435.74
Sarah	Martin	Deputy Chief of Staff	$129,854.16
Justin D.	Tooley	Deputy Chief of Staff	$129,000.00
Emmanuel C	Fields	Director Operational Management	$128,750.00
Karen Elizabeth	Donaldson	Supervisory Education Policy & Compliance Specialist	$128,219.08
Celeste L.	Lightbourne	Program Manager	$126,560.53
David	Mobley	Accounting Officer	$126,479.00
Stephanie N	Snyder	Deputy Director of Assessment	$125,000.00

(b) The table below lists FY21 employees whose salary was $125,000 or more.

First Name	Last Name	Title	Salary
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Lesa S	Bonds	Management Analyst	$126,897.00
Celeste L.	Lightbourne	Program Manager	$126,560.53
David	Mobley	Accounting Officer	$126,479.00
Stephanie N	Snyder	Deputy Director of Assessment	$125,000.00

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.**

This table lists, for FY20, the top fifteen (15) overtime earners in the agency.

First Name	Last Name	Position / Title	Comp Rate	Gross OT Pay
Danny O	Caldwell Sr	Motor Vehicle Operator	$31.99	$26,155.45
Jeanetta L	Johnson	Human Resources Specialist	$85,570.00	$19,958.02
Charles	Burwell	Fleet Maintenance Assistant	$54,369.00	$19,146.95
Louicene M	Francois	Motor Vehicle Operator	$31.99	$18,790.36
Anthony E	Jackson	Motor Vehicle Operator	$31.99	$18,030.04
Cherise L	Ruffin	Motor Vehicle Operator	$31.99	$17,779.04
Ilfaut	Datis	Motor Vehicle Operator	$30.99	$17,307.15
Donna A	Jones	Motor Vehicle Operator	$31.99	$16,732.68
Joseph Camille	Augustin	Motor Vehicle Operator	$31.99	$16,323.83
Jean Lucien	Fontaine	Motor Vehicle Operator	$31.99	$16,146.07
Marie Sonia	Bolane	Motor Vehicle Operator	$30.99	$15,780.78
Lydia R	Horne	Motor Vehicle Operator	$30.99	$15,083.17
Fritz	Desrosiers	Motor Vehicle Operator	$31.99	$15,051.96
Omar	Saleem	Motor Vehicle Operator	$30.99	$14,938.13
Tesfu	Teckle	Motor Vehicle Operator	$31.99	$14,119.34

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.**

Due to the volume of data requested, the answer is supplemented with an attachment.

ATTACHMENT: Q6 – Bonuses (DOT).pdf

The table below shows bonuses and special award pay for FY20. These bonuses were paid in the first two quarters of FY20; none were made after that time. There have been no bonuses or special award pay granted in FY21 to date.

The following bonuses were awarded in OSSE-Main for FY 20.

First Name	Last Name	Title	Amount	Reason
Michael	Bender	Attorney Advisor	$1,852.38	Attorney Performance
Gregory	Burnett	Attorney Advisor	$1,431.46	Attorney Performance
Hillary	Hoffman-Peak	Attorney Advisor	$2,129.93	Attorney Performance
Tiffany	Oates	Attorney Advisor	$2,435.74	Attorney Performance
Kevin	Stokes	Attorney Advisor	$2,682.06	Attorney Performance
Nagesh	Tammara	Attorney Advisor	$2,296.52	Attorney Performance

The following bonuses were awarded in OSSE-DOT for FY 20.

See Attachment: Q6 – Bonuses (DOT).pdf

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.

This table lists, for FY20-21 (to date), the employees that separated from the agency with separation pay.

Employee	Amount of Pay	Weeks of Pay	Reason
Employee 1	$4,951.92	10	MSS Removal Without Cause
Employee 2	$3,870.72	8	MSS Removal Without Cause

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

The table below lists, for FY19-21, the number of employees receiving worker's compensation payments. Note that employees' claims in the table below could have been granted in prior fiscal years.

Fiscal Year	Total Employees Received Worker's Compensation
2019	120
2020	100
2021	43

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, 2020).

This table lists, for FY20-21, all employees who are (were) on administrative leave.
Please note: all leave listed below was paid.

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Proposed Termination	3/4/2020	11/19/2020	Returned to Work
Bus Attendant	Investigation	5/1/2020	11/19/2020	Returned to Work
Motor Vehicle Operator	Investigation	12/1/2019	12/27/2019	Returned to Work
Motor Vehicle Operator	Investigation	1/21/2020	11/19/2020	Returned to Work
Motor Vehicle Operator	Investigation	12/4/2020	1/29/2021	Remains on Admin Leave
Motor Vehicle Operator	Investigation	12/10/2019	12/23/2019	Returned to Work
Motor Vehicle Operator	Investigation	11/12/2020	1/27/2021	Returned to Work
Bus Attendant	Proposed Termination	9/4/2019	11/8/2019	Terminated
Motor Vehicle Operator	Investigation	12/6/2019	12/17/2019	Returned to Work
Bus Attendant	Investigation	10/8/2019	10/16/2019	Returned to Work
Bus Attendant	Investigation	10/1/2019	12/20/2019	Returned to Work
Motor Vehicle Operator	Investigation	12/19/2019	12/31/2019	Resigned
Motor Vehicle Operator	Investigation	10/30/2019	12/17/2019	Returned to Work
Bus Attendant	Investigation	10/9/2019	11/5/2019	Returned to Work
Bus Attendant	Probationary Removal	1/16/2020	1/31/2020	Terminated
Motor Vehicle Operator	Proposed Termination	6/24/2020	9/4/2020	Terminated
Staff Assistant	Proposed Termination	7/1/2020	9/25/2020	Terminated
Management Analyst	Proposed Termination	7/2/2020	10/2/2020	Terminated
Motor Vehicle Operator	Probationary Removal	11/8/2019	11/26/2019	Terminated
Bus Attendant	Investigation	2/4/2020	9/30/2020	Returned to Work
Special Assistant	Proposed Termination	9/20/2019	1/10/2020	Resigned
Motor Vehicle Operator	Investigation	11/18/2019	12/31/2019	Returned to Work

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Investigation	10/1/2019	12/31/2019	Returned to Work
Director Operational Mgmt.	Proposed Termination	10/23/2020	11/9/2020	Terminated
Program Intervention Specialist	Proposed Termination	2/27/2020	8/4/2020	Terminated
Motor Vehicle Operator	Probationary Removal	10/16/2019	10/25/2019	Terminated
Bus Attendant	Investigation	11/6/2019	3/13/2020	Returned to Work
Motor Vehicle Operator	Investigation	5/1/2020	11/30/2020	Returned to Work
Motor Vehicle Operator	Investigation	10/8/2019	12/13/2019	Returned to Work
Motor Vehicle Operator	Investigation	12/9/2020	1/29/2021	Remains on Admin Leave
Bus Attendant	Proposed Termination	12/10/2020	1/29/2021	Remains on Admin Leave
Motor Vehicle Operator	Investigation	10/8/2019	1/31/2020	Returned to Work
Fleet Maintenance Assistant	Proposed Termination	9/24/2019	12/27/2019	Terminated
Motor Vehicle Operator	Investigation	10/8/2019	10/22/2019	Returned to Work
Bus Attendant	Proposed Termination	12/4/2019	11/19/2020	Returned to Work
Motor Vehicle Operator	Proposed Termination	10/8/2019	12/31/2019	Terminated
Bus Attendant	Proposed Termination	10/8/2019	12/9/2019	Terminated
Motor Vehicle Operator	Investigation	10/11/2019	12/31/2019	Returned to Work
Bus Attendant	Proposed Termination	1/17/2020	10/29/2020	Terminated
Customer Service Specialist	Proposed Termination	11/1/2019	12/31/2019	Terminated
Motor Vehicle Operator	Investigation	10/10/2019	12/31/2019	Returned to Work
Motor Vehicle Operator	Investigation	3/6/2020	11/19/2020	Returned to Work
Management Analyst	Probationary Removal	8/13/2020	8/28/2020	Terminated
Bus Attendant	Proposed Termination	10/8/2019	12/4/2019	Terminated
Bus Attendant	Investigation	5/1/2020	11/19/2020	Returned to Work
Bus Attendant	Proposed Termination	11/21/2019	3/6/2020	Terminated
Data Analysis Manager	Proposed Termination	11/9/2020	1/15/2021	Resigned
Bus Attendant	Investigation	10/1/2020	11/19/2020	Returned to Work
Motor Vehicle Operator	Proposed Termination	12/11/2019	12/31/2019	Terminated
Motor Vehicle Operator	Investigation	10/1/2019	12/31/2019	Returned to Work

Position Title	Reason	Start Date	End Date	Status
Bus Attendant	Investigation	11/7/2019	11/19/2020	Returned to Work
Bus Attendant	Proposed Termination	10/21/2019	12/31/2019	Terminated
Bus Attendant	Proposed Termination	10/8/2019	12/20/2019	Terminated
Bus Attendant	Proposed Enforced Leave	1/8/2021	1/14/2021	Enforced Leave
Bus Attendant	Proposed Enforced Leave	1/8/2021	1/14/2021	Enforced Leave

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

The table below lists the intra-District transfer for FY20. All transfers were out of the agency.

Entity Name	Start Date	End Date	Reason for Transfer	Amount
District of Columbia Public Schools	10/1/2019	9/30/2020	21st Century Continuation Grant	$4,704,086
Deputy Mayor for Education	10/1/2019	9/30/2020	Adult and Family Education Integrated Education and Training Program (WIC)	$1,650,000
Department of Behavioral Health	10/1/2019	9/30/2020	Behavioral Health Expansion	$88,685
Department of Human Resources	10/1/2019	9/30/2020	Capital City Fellow	$77,205
District of Columbia Public Schools	10/1/2019	9/30/2020	Career & Technical Education Program	$3,214,449
Department of Corrections	10/1/2019	9/30/2020	Career and Technical Education	$80,000
Department of Consumer & Regulatory Affairs	10/1/2019	9/30/2020	Child Development Licensing and Permit Services	$380,000
Department of Youth Rehabilitation Services	10/1/2019	9/30/2020	Child Nutrition Program	$160,500
District of Columbia Public Schools	10/1/2019	9/30/2020	Child Nutrition Program	$31,444,919
Department of Forensic Science	10/1/2019	9/30/2020	Child Nutrition Program: Health Inspectors	$22,755
Department of Human Services	10/1/2019	9/30/2020	Childcare Eligibility Determination	$1,854,955
Department of Human Services	10/1/2019	9/30/2020	Childcare Subsidy Payments	$37,202,446
Office of Labor Relations and Collective Bargaining	10/1/2019	9/30/2020	Collective Bargaining Services by OLRCB	$225,000
American University	10/1/2019	9/30/2020	College and Career Readiness Support	$7,000
Bay Atlantic University	10/1/2019	9/30/2020	College and Career Readiness Support	$21,270
Montgomery College	10/1/2019	9/30/2020	College and Career Readiness Support	$25,468
Office of Contracting and Procurement	10/1/2019	9/30/2020	Contracting Services	$144,458

Entity Name	Start Date	End Date	Reason for Transfer	Amount
Executive Office of the Mayor (Serve DC)	10/1/2019	9/30/2020	CPR, First Aid, and AED Training	$190,016
Department of Human Resources	10/1/2019	9/30/2020	Criminal Background Checks	$191,786
District of Columbia Public Schools	10/1/2019	9/30/2020	DC Career Academy Network	$938,386
District of Columbia Public Schools	10/1/2019	9/30/2020	DC Truancy Prevention and Literacy Pilot Program	$300,000
Office of the Attorney General	10/1/2019	9/30/2020	DL Consultant	$150,000
Department of Behavioral Health	10/1/2019	9/30/2020	Early Headstart Expansion	$210,000
District of Columbia Public Schools	10/1/2019	9/30/2020	Early Stages (IDEA Part C)	$1,740,350
Department of Youth Rehabilitation Services	10/1/2019	9/30/2020	Elementary & Secondary Education Act	$85,464
District of Columbia Public Schools	10/1/2019	9/30/2020	ESSER	$7,956,705
Department of Human Resources	10/1/2019	9/30/2020	Executive Leadership Program	$50,000
Department of Human Services	10/1/2019	9/30/2020	Financial Assistance for TANF eligible recipients for Post-secondary degrees and certificate programs	$250,000
Department of Corrections	10/1/2019	9/30/2020	GED Examination	$24,000
Department of Youth Rehabilitation Services	10/1/2019	9/30/2020	GED Examination	$24,000
Office of the Chief Technology Officer	10/1/2019	9/30/2020	Governor's Emergency Education Relief Fund	$3,280,000
District of Columbia Public Schools	10/1/2019	9/30/2020	ICY Enrollment	$37,341
District of Columbia Public Schools	10/1/2019	9/30/2020	IDEA 611	$11,184,563
DC Public Charter School Board	10/1/2019	9/30/2020	K-12 Research	$49,000
District of Columbia Public Schools	10/1/2019	9/30/2020	MOU with DCPS (IDEA Part C project)	$2,240,350
District of Columbia Public Schools	10/1/2019	9/30/2020	MOU with DCPS (Title I - Part A)	$29,293,757
District of Columbia Public Schools	10/1/2019	9/30/2020	MOU with DCPS (Title II - Part A)	$5,143,079
District of Columbia Public Schools	10/1/2019	9/30/2020	MOU with DCPS (Title IV - Part A)	$3,344,717

Entity Name	Start Date	End Date	Reason for Transfer	Amount
District of Columbia Public Schools	10/1/2019	9/30/2020	MOU with DCPS CTE Program	$26,355
Department for Hire Vehicles	10/1/2019	9/30/2020	MOU with DVFHV vehicle-for-hire program	$125,000
District of Columbia Public Schools	10/1/2019	9/30/2020	MOU with DVFHV vehicle-for-hire program	$300,000
District of Columbia Public Schools	10/1/2019	9/30/2020	National School Lunch Program Equipment Assistance	$37,236
District of Columbia Public Schools	10/1/2019	9/30/2020	Perkins	$5,283,334
District of Columbia Public Schools	10/1/2019	9/30/2020	Pipeline to Para	$317,804
Department of Behavioral Health	10/1/2019	9/30/2020	Pre-K Enhancement & Expansion Program	$981,826
Department of Behavioral Health	10/1/2019	9/30/2020	Project (AWARE): Promoting Youth Awareness	$516,452
District of Columbia Public Schools	10/1/2019	9/30/2020	Project (AWARE): Promoting Youth Awareness	$366,922
Department of Behavioral Health	10/1/2019	9/30/2020	SAMHSA	$68,560
Department of Behavioral Health	10/1/2019	9/30/2020	Opioid Prevention	$221,360
Department of Behavioral Health	10/1/2019	9/30/2020	School Behavioral Health FTE	$135,645
Department of General Services	10/1/2019	9/30/2020	Security Camera Installation	$17,654
Department of Health	10/1/2019	9/30/2020	Services for Birth through Three	$441,438
District of Columbia Public Schools	10/1/2019	9/30/2020	SIG	$1,575,858
Office of Disability Rights	10/1/2019	9/30/2020	Sign Language and Interpretation Services	$6,928
Department of Motor Vehicles	10/1/2019	9/30/2020	Special Education Transportation Fleet Vehicle Inspection	$50,400
Department of Health	10/1/2019	9/30/2020	Summer Meals Program	$19,755
Department of Parks and Recreation	10/1/2019	9/30/2020	Summer Meals Program	$1,700,000
Deputy Mayor for Education	10/1/2019	9/30/2020	Support	$9,540
Department of Human Services	10/1/2019	9/30/2020	TANF & WIC Data Maintenance	$1,041,665

Entity Name	Start Date	End Date	Reason for Transfer	Amount
Office of the Deputy Mayor for Health & Human Services	10/1/2019	9/30/2020	Thrive by Five DC Enhancement	$200,000
District of Columbia Public Schools	10/1/2019	9/30/2020	Title I, Part D	$10,935,226
District of Columbia Public Schools	10/1/2019	9/30/2020	Title III	$879,978
Department of Energy and Environment	10/1/2019	9/30/2020	Transportation for Environmental Experience	$32,000
Department of Human Services	10/1/2019	9/30/2020	Tuition Assistance Program Initiative (TAPIT) for TANF	$250,000
Department of Employment Services	10/1/2019	9/30/2020	Workforce Innovation and Opportunity Act Infrastructure Agreement	$30,892

The table below lists the intra-District transfer for FY21 (to date). All transfers were out of the agency.

Entity Name	Start Date	End Date	Reason for Transfer	Amount
District of Columbia Public Schools	10/1/2020	9/30/2021	21st Century Continuation Grant	$4,608,164
American University	10/1/2020	9/30/2021	College and Career Readiness Support	$7,000
Bay Atlantic University	10/1/2020	9/30/2021	College and Career Readiness Support	$42,540
Department of Behavioral Health	10/1/2020	9/30/2021	Project (AWARE): Promoting Youth Awareness	$517,344
Unversity of the District of Columbia	10/1/2020	9/30/2021	Adult and Family Education	$290,000
Department of Employment Services (WIC)	10/1/2020	9/30/2021	AFE's Integrated Education and Training Grant Program	$1,650,000
Department of Human Resources	10/1/2020	9/30/2021	Capital City Fellow	$70,015
Department of Corrections	10/1/2020	9/30/2021	Career & Technical Education Program	$149,955
Department of Parks and Recreation	10/1/2020	9/30/2021	Child Nutrition Program	$1,680,180
Department of Youth Rehabilitation Services	10/1/2020	9/30/2021	Child Nutrition Program	$200,000
Executive Office of the Mayor (Serve DC)	10/1/2020	9/30/2021	CPR, First Aid, and AED Training	$140,000
Department of Human Resources	10/1/2020	9/30/2021	Criminal Background Checks	$270,533

Entity Name	Start Date	End Date	Reason for Transfer	Amount
Department of Behavioral Health	10/1/2020	9/30/2021	DBH Early Childhood Mental Health Consultants (QIN)	$831,007
District of Columbia Public Schools	10/1/2020	9/30/2021	DC Career Academy Network	$602,897
Department of Health	10/1/2020	9/30/2021	DCEIP Evaluation	$447,173
District of Columbia Public Schools	10/1/2020	9/30/2021	ESSER	$13,354,477
Department of Consumer and Regulatory Affairs/Fire and Emergency Medical Services	10/1/2020	9/30/2021	Fire Safety for Child Development Centers	$382,500
District of Columbia Public Schools	10/1/2020	9/30/2021	First Step at DC Public Schools	$228,259
Department of Corrections	10/1/2020	9/30/2021	GED Examination	$24,000
Department of Youth Rehabilitation Services	10/1/2020	9/30/2021	GED Examination	$24,000
Department of Behavioral Health	10/1/2020	9/30/2021	Governor's Emergency Education Relief Fund	$1,500,000
Office of Neighborhood and Safety Engagement	10/1/2020	9/30/2021	Governor's Emergency Education Relief Fund	$1,000,000
Office of the Chief Technology Officer	10/1/2020	9/30/2021	Governor's Emergency Education Relief Fund	$3,244,000
DC Public Charter School Board	10/1/2020	9/30/2021	My School DC Common Lottery Application	$50,000
District of Columbia Public Schools	10/1/2020	9/30/2021	My School DC Common Lottery Application	$516,207
Office of the Chief Technology Officer	10/1/2020	9/30/2021	My School DC Common Lottery Application	$300,000
Department of Behavioral Health	10/1/2020	9/30/2021	Opioid Prevention	$107,866
Department of Corrections	10/1/2020	9/30/2021	Perkins	$102,715
Department of Human Services	10/1/2020	9/30/2021	Shelter Hotline Transportation Services	$5,000
Department of Human Resources	10/1/2020	9/30/2021	Support Services	$3,419
Department of Youth Rehabilitation Services	10/1/2020	9/30/2021	Title I, Part D	$78,663
Department of Employment Services (WIC)	10/1/2020	9/30/2021	WIOA	$28,838

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.**

There were no reprogrammings into or out of OSSE during fiscal years 2020 and 2021 (through January 31).

12. **(a) Describe any spending pressures that existed in fiscal year 2020. Include a description of each spending pressure, how it was identified, and how it was remedied.**

(b) Identify potential areas where spending pressures may exist in fiscal year 2021. Include a description of the spending pressure and what steps are being taken to minimize the impact on the fiscal year 2021 budget.

(a) There were no spending pressures for fiscal year 2020.

(b) There are no spending pressures to identify for fiscal year 2021.

13.   Please list, in chronological order, every reprogramming within your agency during fiscal year 2021 to date. Also, include both known and anticipated intraagency reprogrammings. For each, give the date, amount, and rationale.

The following is a list of intra-agency reprogramming for FY21 to date.

Date	Purpose	Amount
Complete	CARES Act - Childcare PTR Early Head Start	$175,762
Complete	Funding MBSYEP and DC Can Code. CTE programs and PD for LEA's on building online learning platforms.	$262,771
Complete	New ED required program evaluation that wasn't required previously.	$360,000
Complete	CARES Act - Procure COVID-19 PD for educators.	$3,990,603
1/26/2021	Technology to deliver PD and continue Educator Credential processing.	$19,361
1/26/2021	Align the SOAR budget to the Homeless Education Program (HEP) spend plan including HEP starter kits, McKinney Vento Homeless Education annual credentialing, etc.	$38,113
1/26/2021	To align SOAR with spending plan.	$126,530
2/1/2021	Align SOAR budget to IDEA 611 spend plan.	$360,967
2/3/2021	Move SPDG to a subgrant from of a subcontractor.	$300,000
2/4/2021	Align projects in the Carl D Perkins grant pursuant to the legislation.	$1,413,737

14.   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.*

Revenue Source Name:	**State Superintendent of Education Fees**
Revenue Source Code:	603
Statutory Reference:	DC Code 38.2602
Source of Fund:	The fund receives revenue from fees collected by OSSE for a state academic credential certification, general education development testing or any other state-level education functions as established through regulations by OSSE.
Program Description:	The Division of Teaching and Learning provides an expanded strategic suite of instructional and human capital supports to LEAs, school, and educators. The Office of GED Testing facilitates the administration of GED examinations within the District and supports certification attainment for high school students.
Purpose:	This is a lapsing fund that was established to support the administration of the state academic credential certifications, general educational development and other state level programs that are administered by OSSE.

Revenue Generated			Expenditures		
FY 19	**FY20**	**FY21 (2/03/21)**	**FY 19**	**FY20**	**FY21 (2/03/21)**
$307,325	$239,645	$77,810	$185,209	$198,063	$17,339

Revenue Source Name: **Student Residency Verification Fund**

Revenue Source Code: 618

Statutory Reference: DC Code 38-312

Source of Fund: The fund receives revenue from fines imposed on non-resident families who send their children to DC Public Schools without paying tuition.

Program Description: The Office of Enrollment and Residency oversees the annual enrollment audit, manages residency verification, and investigates residency fraud.

Purpose: This is a non-lapsing fund that is used to finance the enforcement of the District's laws regarding student residency and primary caregiver status verification by OSSE.

Revenue Generated			Expenditures		
FY 19	**FY20**	**FY21 (2/03/21)**	**FY 19**	**FY20**	**FY21 (2/03/21)**
$904,966	$766,718	$169,947	$506,903	$834,432	$401,460

Revenue Source Name: **Child Development Facilities Fund**

Revenue Source Code: 620

Statutory Reference: D.C. Code 7-2036.01

Source of Fund: The fund receives revenue from fees collected for licensing day care facilities.

Program Description: The Office of Licensing and Compliance licenses and monitors the child development centers and home.

Purpose: This is a non-lapsing fund that is used to fund activities regulating child development facilities, including the enforcement and monitoring activities concerning the licensure of child development facilities.

Revenue Generated			Expenditures		
FY 19	**FY20**	**FY21 (2/03/21)**	**FY 19**	**FY20**	**FY21 (2/03/21)**
$41,000	$114,620	$98,406	$4,565	$13,293	$0

Revenue Source Name: **Education Licensure/Site Evaluation**

Revenue Source Code: 6007

Statutory Reference: DC Code 38.1306

Source of Fund: The fund receives revenue from fees that the commission is authorized to charge any institution that it licenses. The fees are intended to cover the cost of the Commission's independent evaluations of the institution's facilities and the Commission's observations of evaluations made by accrediting associations.

Program Description: The Office of Education Licensure Commission licenses degree-granting and non-degree granting postsecondary institutions in the District.

Purpose: This is a lapsing fund that is used to cover the cost of Education Licensure Commission's review of post-secondary institutions for licensing purposes. The Commission is part of OSSE.

Revenue Generated			Expenditures		
FY 19	**FY20**	**FY21 (2/03/21)**	**FY 19**	**FY20**	**FY21 (2/03/21)**
$413,682	$492,311	$115,660	$263,760	$269,986	$175,531

15. **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.**

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q15 – OSSE Budgets (FY19-21).pdf

16. **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.**

The table below lists the MOUs for FY20.

Reason / Project	Start Date	End Date	Agency Name
21st Century Continuation Grant	10/1/2019	9/30/2020	District of Columbia Public Schools
Adult and Family Education Integrated Education and Training Program (WIC)	10/1/2019	9/30/2020	Deputy Mayor for Education
Behavioral Health Expansion	10/1/2019	9/30/2020	Department of Behavioral Health
Capital City Fellow	10/1/2019	9/30/2020	Department of Human Resources
Career & Technical Education Program	10/1/2019	9/30/2020	District of Columbia Public Schools
Career and Technical Education	10/1/2019	9/30/2020	Department of Corrections
Child Development Licensing and Permit Services	10/1/2019	9/30/2020	Department of Consumer & Regulatory Affairs
Child Nutrition Program	10/1/2019	9/30/2020	Department of Youth Rehabilitation Services
Child Nutrition Program	10/1/2019	9/30/2020	District of Columbia Public Schools
Child Nutrition Program: Health Inspectors	10/1/2019	9/30/2020	Department of Forensic Science
Childcare Eligibility Determination	10/1/2019	9/30/2020	Department of Human Services
Childcare Subsidy Payments	10/1/2019	9/30/2020	Department of Human Services
Collective Bargaining Services by OLRCB	10/1/2019	9/30/2020	Office of Labor Relations and Collective Bargaining
College and Career Readiness Support	10/1/2019	9/30/2020	American University
College and Career Readiness Support	10/1/2019	9/30/2020	Bay Atlantic University
College and Career Readiness Support	10/1/2019	9/30/2020	Montgomery College
Contracting Services	10/1/2019	9/30/2020	Office of Contracting and Procurement
CPR, First Aid, and AED Training	10/1/2019	9/30/2020	Executive Office of the Mayor (Serve DC)

Reason / Project	Start Date	End Date	Agency Name
Criminal Background Checks	10/1/2019	9/30/2020	Department of Human Resources
DC Career Academy Network	10/1/2019	9/30/2020	District of Columbia Public Schools
DC Truancy Prevention and Literacy Pilot Program	10/1/2019	9/30/2020	District of Columbia Public Schools
DL Consultant	10/1/2019	9/30/2020	Office of the Attorney General
Early Headstart Expansion	10/1/2019	9/30/2020	Department of Behavioral Health
Early Stages (IDEA Part C)	10/1/2019	9/30/2020	District of Columbia Public Schools
Elementary & Secondary Education Act	10/1/2019	9/30/2020	Department of Youth Rehabilitation Services
ESSER	10/1/2019	9/30/2020	District of Columbia Public Schools
Executive Leadership Program	10/1/2019	9/30/2020	Department of Human Resources
Financial Assistance for TANF eligible recipients for Post-secondary degrees and certificate programs	10/1/2019	9/30/2020	Department of Human Services
GED Examination	10/1/2019	9/30/2020	Department of Corrections
GED Examination	10/1/2019	9/30/2020	Department of Youth Rehabilitation Services
Governor's Emergency Education Relief Fund	10/1/2019	9/30/2020	Office of the Chief Technology Officer
ICY Enrollment	10/1/2019	9/30/2020	District of Columbia Public Schools
IDEA 611	10/1/2019	9/30/2020	District of Columbia Public Schools
K-12 Research	10/1/2019	9/30/2020	DC Public Charter School Board
MOU with DCPS (IDEA Part C project)	10/1/2019	9/30/2020	District of Columbia Public Schools
MOU with DCPS (Title I - Part A)	10/1/2019	9/30/2020	District of Columbia Public Schools
MOU with DCPS (Title II - Part A)	10/1/2019	9/30/2020	District of Columbia Public Schools
MOU with DCPS (Title IV - Part A)	10/1/2019	9/30/2020	District of Columbia Public Schools
MOU with DCPS CTE Program	10/1/2019	9/30/2020	District of Columbia Public Schools
MOU with DVFHV vehicle-for-hire program	10/1/2019	9/30/2020	Department for Hire Vehicles
MOU with DVFHV vehicle-for-hire program	10/1/2019	9/30/2020	District of Columbia Public Schools

Reason / Project	Start Date	End Date	Agency Name
National School Lunch Program Equipment Assistance	10/1/2019	9/30/2020	District of Columbia Public Schools
Perkins	10/1/2019	9/30/2020	District of Columbia Public Schools
Pipeline to Para	10/1/2019	9/30/2020	District of Columbia Public Schools
Pre-K Enhancement & Expansion Program	10/1/2019	9/30/2020	Department of Behavioral Health
Project (AWARE): Promoting Youth Awareness	10/1/2019	9/30/2020	Department of Behavioral Health
Project (AWARE): Promoting Youth Awareness	10/1/2019	9/30/2020	District of Columbia Public Schools
SAMHSA	10/1/2019	9/30/2020	Department of Behavioral Health
Opioid Prevention	10/1/2019	9/30/2020	Department of Behavioral Health
School Behavioral Health FTE	10/1/2019	9/30/2020	Department of Behavioral Health
Security Camera Installation	10/1/2019	9/30/2020	Department of General Services
Services for Birth through Three	10/1/2019	9/30/2020	Department of Health
SIG	10/1/2019	9/30/2020	District of Columbia Public Schools
Sign Language and Interpretation Services	10/1/2019	9/30/2020	Office of Disability Rights
Special Education Transportation Fleet Vehicle Inspection	10/1/2019	9/30/2020	Department of Motor Vehicles
Summer Meals Program	10/1/2019	9/30/2020	Department of Health
Summer Meals Program	10/1/2019	9/30/2020	Department of Parks and Recreation
Support	10/1/2019	9/30/2020	Deputy Mayor for Education
TANF & WIC Data Maintenance	10/1/2019	9/30/2020	Department of Human Services
Thrive by Five DC Enhancement	10/1/2019	9/30/2020	Office of the Deputy Mayor for Health & Human Services
Title I, Part D	10/1/2019	9/30/2020	District of Columbia Public Schools
Title III	10/1/2019	9/30/2020	District of Columbia Public Schools
Transportation for Environmental Experience	10/1/2019	9/30/2020	Department of Energy and Environment
Tuition Assistance Program Initiative (TAPIT) for TANF	10/1/2019	9/30/2020	Department of Human Services

Reason / Project	Start Date	End Date	Agency Name
Workforce Innovation and Opportunity Act Infrastructure Agreement	10/1/2019	9/30/2020	Department of Employment Services

The table below lists the MOUs for FY21.

Reason / Project	Start Date	End Date	Agency Name
21st Century Continuation Grant	10/1/2020	9/30/2021	District of Columbia Public Schools
College and Career Readiness Support	10/1/2020	9/30/2021	American University
College and Career Readiness Support	10/1/2020	9/30/2021	Bay Atlantic University
Project (AWARE): Promoting Youth Awareness	10/1/2020	9/30/2021	Department of Behavioral Health
Adult and Family Education	10/1/2020	9/30/2021	University of the District of Columbia
AFE's Integrated Education and Training Grant Program	10/1/2020	9/30/2021	Department of Employment Services (WIC)
Capital City Fellow	10/1/2020	9/30/2021	Department of Human Resources
Career & Technical Education Program	10/1/2020	9/30/2021	Department of Corrections
Child Nutrition Program	10/1/2020	9/30/2021	Department of Parks and Recreation
Child Nutrition Program	10/1/2020	9/30/2021	Department of Youth Rehabilitation Services
CPR, First Aid, and AED Training	10/1/2020	9/30/2021	Executive Office of the Mayor (Serve DC)
Criminal Background Checks	10/1/2020	9/30/2021	Department of Human Resources
DBH Early Childhood Mental Health Consultants (QIN)	10/1/2020	9/30/2021	Department of Behavioral Health
DC Career Academy Network	10/1/2020	9/30/2021	District of Columbia Public Schools
DCEIP Evaluation	10/1/2020	9/30/2021	Department of Health
ESSER	10/1/2020	9/30/2021	District of Columbia Public Schools
Fire Safety for Child Development Centers	10/1/2020	9/30/2021	Department of Consumer and Regulatory Affairs/Fire and Emergency Medical Services
First Step at DC Public Schools	10/1/2020	9/30/2021	District of Columbia Public Schools

Reason / Project	Start Date	End Date	Agency Name
GED Examination	10/1/2020	9/30/2021	Department of Corrections
GED Examination	10/1/2020	9/30/2021	Department of Youth Rehabilitation Services
Governor's Emergency Education Relief Fund	10/1/2020	9/30/2021	Department of Behavioral Health
Governor's Emergency Education Relief Fund	10/1/2020	9/30/2021	Office of Neighborhood and Safety Engagement
Governor's Emergency Education Relief Fund	10/1/2020	9/30/2021	Office of the Chief Technology Officer
My School DC Common Lottery Application	10/1/2020	9/30/2021	DC Public Charter School Board
My School DC Common Lottery Application	10/1/2020	9/30/2021	District of Columbia Public Schools
My School DC Common Lottery Application	10/1/2020	9/30/2021	Office of the Chief Technology Officer
Opioid Prevention	10/1/2020	9/30/2021	Department of Behavioral Health
Perkins	10/1/2020	9/30/2021	Department of Corrections
Shelter Hotline Transportation Services	10/1/2020	9/30/2021	Department of Human Services
Support Services	10/1/2020	9/30/2021	Department of Human Resources
Title I, Part D	10/1/2020	9/30/2021	Department of Youth Rehabilitation Services
WIOA	10/1/2020	9/30/2021	Department of Employment Services (WIC)

17. **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.**

OSSE works with the Office of the City Administrator and the Office of the Deputy Mayor Education (DME) to develop our annual budget. The FY19, FY20, and FY21 agency budgets submitted as part of the Mayor's budget submissions reflect those efforts.

18. **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.**

Project:	**BRM15C – 1601 W Street NE Building Renovation**
Project Description:	Building renovations and modernizations at Special Education Transportation (SET) facilities, required upgrades to meet OSSE's need of a 4.27 acre site currently with some maintenance infrastructure, office space and parking space. The agency's immediate need for taking possession of the property in FY 2017 was the relocation and consolidation of the Adam Place Terminal at this location as the agency's main bus depot. Upgrade plans, which are in line with the new zoning requirements, will include the upgrading of existing and installation of new parking pavement throughout with appropriate storm water management features. The existing office area will be rehabilitated.
Estimated Cost:	$18,800,000
Expenditures to Date:	$1,290,946
Start/Completion Dates:	Start: 03/2020 End: 07/2022
Current Status:	In FY 2020, the solicitation for the construction services needed for the capital project was cancelled and deemed non-responsive as the only 2 bids received far exceeded the available budget. The new solicitation is out and will close on 2/8/2021. Construction plan to begin in spring 2021.
Delay:	Yes, due to procurement and funding challenges.

Project:	**BRM16C – 2215 5th Street NE Building Renovation**
Project Description:	Major structural rehabilitation, expansion, and improvement of the existing facility to better accommodate approximately 150+ buses. Minor maintenance of the bay/area, partial pavement improvement, parking structure improvement and upgrades to the administration and support areas will also be implemented.
Estimated Cost:	$9,500,000
Expenditures to Date:	$568,383
Start/Completion Dates:	Ongoing
Current Status:	The design of the project is complete. DGS plans to begin construction in 2022 (following the completion of the W Street terminal).
Delay:	No

Project:	**BU0B0C – Bus Vehicle Replacement**
Project Description:	The Office of the State Superintendent of Education (OSSE)'s Division of Transportation (DOT) continues to purchase vehicles as a primary participant in the Capital Assets Replacement Scheduling System (CARSS). CARSS calculations are used to determine the OSSE DOT School Bus Replacement Program capital budget. The replacement program ensures that OSSE DOT continues to support learning opportunities for District of Columbia students with disabilities, in compliance with the Individuals with Disabilities Act of 1974 and help in the District's efforts to comply with Local and Federal air quality standards. This project aligns with Sustainable DC Action: Transportation 4.2
Estimated Cost:	$38,315,000
Expenditures to Date:	$19,581,289
Start/Completion Dates:	Ongoing
Current Status:	As of today, DOT received 144 new school buses for FY21.
Delay:	No

Project:	**GD001 - Data Infrastructure**
Project Description:	Initial expenditures went to key foundational investments such as capital planning, enhancements to SLED, a statewide SIS, enhancements to the Special Education Data System (SEDS) and data visualization infrastructure. A second phase of funding is obligated for a soon to be awarded contract for early childhood data and systems modernization, and the remaining funding will be used for investments in next generation data management and access tools.
Estimated Cost:	$9,429,000
Expenditures to Date:	$4,451,153
Start/Completion Dates:	Ongoing
Current Status:	The project is active, and work is underway.
Delay:	No

Project:	**MODAR - New Statewide Special Education System**
Project Description:	This project is the implementation of a new statewide special education data system that meets the growing needs of District schools and provides OSSE with the flexibility to quickly make functional changes to the system to accommodate regulation changes.
Estimated Cost:	$2,000,000
Expenditures to Date:	$0
Start/Completion Dates:	Ongoing
Current Status:	The work is underway, and we are working closely with OCTO and OCP.
Delay:	No.

19.   **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.**

For the purpose of OSSE's response, a "pending lawsuit" is defined as a matter before a trial court, local or federal, in which a decision is still pending. Pending lawsuits include cases where a complaint has been filed but the case has not gone to trial or cases that have gone to trial where no final decision or opinion has been issued by the court. The claimants in each of these matters are seeking monetary relief and/or changes in agency practice. Given that these are pending lawsuits in which no decision has been made, the agency cannot speculate as to the significance of any potential liability at this time. To maintain confidentiality of the claimants, party names are not provided.

Party	Case Description
Claimant B	Wrongful termination
Claimant C	Employment discrimination
Claimant D	Class action lawsuit, involving IDEA violations
Claimant E	Personal injury
Claimant F	Personal injury

20.   **(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).**

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

(a) The following tables list, for FY20-21 (through January 31, 2021), completed investigations, studies, audits, or reports.

External

FY Completed	Entity Conducting Audit/Investigation	Title	Description
2020	DC Office of the Chief Financial Officer	Management Observations for the Office of Public Charter School Financing and Support Direct Loan and Credit Enhancement Fund Revenue and Expenditure Report For the Fiscal Year Ended September 30, 2018	Obtained an understanding of the Direct Loan and Credit Enhancement Fund financial reporting framework, and revised accounting procedures.
2020	DC Office of the Inspector General	Evaluation of Compliance with the Healthy Schools Act Health Education Requirements	The District of Columbia Office of the Inspector General (OIG) conducted an evaluation to assess the extent to which the Office of the State Superintendent of Education (OSSE) and District of Columbia Public Schools (DCPS) have implemented key provisions in DC Healthy Schools Act (HSA) curriculum standards that focus on health education and HIV/AIDS.
2020	US Department of Education, Office of Head Start	Quality Improvement Network, Focus Area 1 Monitoring Review	This was a monitoring review of the Early Head Start-Child Care Partnership

FY Completed	Entity Conducting Audit/Investigation	Title	Description
			grant regarding adherence to the Head Start Program Performance Standards. The monitoring review determined that the Quality Improvement Network is meeting the Head Start Program Performance Standards
2021	DC Office of the Inspector General	Office of the State Superintendent of Education & Department of Human Services Inspection of the Child Care Subsidy Voucher Program	Inspection evaluated changes to the Childcare Subsidy eligibility determination process and effectiveness of internal controls designed to prevent subsidy payments to ineligible or unlicensed childcare providers.
2021	DC Office of the DC Auditor	DC Serves Grab & Go Meals Quickly, Efficiently During COVID-19	The District of Columbia Office of the District of Columbia Auditor (ODCA) initiated an audit of school meal sites during the COVID-19 public health emergency.
2021	Office of Special Education Programs, US Department of Education	Differentiated Monitoring and Support Report	The US Department of Education Office of Special Education Programs (OSEP) conducted an on-site monitoring visit of OSSE in September 2019. On January 15, 2021, US DOE issued a final report of the results of that monitoring visit. The monitoring included review of four areas pertaining to the Individuals with Disabilities Education Act (IDEA): Annual

FY Completed	Entity Conducting Audit/Investigation	Title	Description
			Performance Report (APR) results-focused activities, fiscal activities, compliance-focused activities, and state systemic improvement plan (SSIP) activities. The resulting report identified corrective action activities in the areas of compliance with timely re-evaluation of students with disabilities, secondary transition, the State definition of visual impairment, and the SSIP. OSSE has met requirements in the areas of timely re-evaluation and secondary transition and is implementing activities to meet requirements in their areas of visual impairment eligibility and the SSIP. OSSE remains in communication with US DOE and District LEAs regarding these requirements.
2021	ED Office of Career, Technical, and Adult Education (OCTAE)	DC Corrective Action Plan (Title II of WIOA) Closure Letter	After monitoring OSSE's implementation of its corrective action plan (CAP) since 2018, OCTAE has determined that all required actions have been satisfactorily completed. This CAP is now closed.

Internal Investigations

Employee	Description	FY
Employee 1	Time and Attendance	2020
Employee 2	Time and Attendance	2020
Employee 3	Conduct prejudicial to the District government, use of abusive language, and neglect of duty	2020
Employee 4	Time and Attendance	2020
Employee 5	Failure/Refusal to follow instructions, neglect of duty, and safety and health violations	2020
Employee 6	Termination during Probationary Period	2020
Employee 7	Suitability Violation	2020
Employee 8	Failure/Refusal to follow instructions and neglect of duty	2020
Employee 9	Sexual Harassment	2020
Employee 10	Inability to carry out assigned duties, attendance related offenses, and neglect of duty	2020
Employee 11	Termination during Probationary Period	2020
Employee 12	Failure/Refusal to follow instructions, neglect of duty, and safety and health violations	2020
Employee 13	Failure/Refusal to follow instructions, neglect of duty, and safety health violations	2020
Employee 14	Termination during Probationary Period	2020
Employee 15	Failure/Refusal to follow instructions and neglect of duty	2020
Employee 16	Sexual Harassment	2020
Employee 17	Neglect of duty and safety and health violations	2020
Employee 18	Time and Attendance	2020
Employee 19	False statements/records offenses, and time and attendance	2020
Employee 20	Sexual Harassment	2020
Employee 21	Sexual Harassment	2020
Employee 22	Suitability Violation	2020
Employee 23	Conduct prejudicial to the District government: assaulting, fighting, or inflicting bodily harm	2020
Employee 24	Time and Attendance	2020
Employee 25	Time and Attendance	2020
Employee 26	Conduct prejudicial to the district government; and failure to follow instructions	2020
Employee 27	Suitability Violation	2020
Employee 28	Suitability Violation	2020
Employee 29	Neglect of duty and safety and health violations	2020
Employee 30	Time and Attendance	2020
Employee 31	Time and Attendance	2020
Employee 32	Time and Attendance	2020
Employee 33	Failure/Refusal to follow instructions	2020

Employee	Description	FY
Employee 34	Time and Attendance	2020
Employee 35	Time and Attendance	2020
Employee 36	Time and Attendance	2020
Employee 37	Time and Attendance	2020
Employee 38	MSS termination	2020
Employee 39	Time and Attendance	2020
Employee 40	Suitability Violation	2020
Employee 41	Time and Attendance	2020
Employee 42	Sexual Harassment	2020
Employee 43	Suitability Violation	2020
Employee 44	Time and Attendance	2020
Employee 45	Sexual Harassment	2020
Employee 46	Failure/Refusal to follow instructions & neglect of duty	2020
Employee 47	Suitability Violation	2020
Employee 48	Time and Attendance	2020
Employee 49	Conduct prejudicial to the District government, use of abusive language and discriminatory practices	2020
Employee 50	Time and Attendance	2021
Employee 51	Residency Violation	2021
Employee 52	MSS Termination	2021
Employee 53	Disclosed confidential candidate information	2021
Employee 54	Time and Attendance	2021
Employee 55	Filed a complaint	2021
Employee 56	Disclosed subordinate's medical information	2021
Employee 57	Misconduct	2021

(b) The following table lists ongoing investigations, studies, audits, or reports.

External

FY	Entity Conducting Audit/Investigation	Title	Description
In Progress	US Department of Health & Human Services Office of the Inspector General	Childcare Licensing Criminal Background Check Audit	Review providers compliance with the District's requirements related to the child care subsidy program, specifically the criminal background check process.
In Progress	US Department of Health & Human	Child Care and Development Fund Block Grant (CCDF)	OCC completed the audit on December 10-12, 2019. The audit determines OSSE

FY	Entity Conducting Audit/Investigation	Title	Description
	Services, Office of Child Care (OCC)	State Monitoring Compliance Audit	DEL's compliance with: 1) the Child Care and Development Block Grant (CCDBG) Act of 2014; 2) the CCDF Final Rule; and 3) the State's approved CCDF Plan. OSSE DEL is awaiting the finalized audit report from OCC.
In Progress	Office of the Inspector General of the District of Columbia	OSSE Oversight of Residency Verification Process	Reviewing local education agencies' and community-based organizations' residency verification processes and OSSE oversight of these processes.
In Progress	Office of the Auditor of the District of Columbia	Audit authorized by the District of Columbia Education Research Practice Partnership Establishment Act of 2018	Audit of data-management and data-collection practices of local education agencies.

21. **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 table below lists, for FY19-21 (to date), the grievances filed against the agency.

Employee	Action	Details	Date Filed	Date Closed	Final Ruling
Employee 1	Suspension	ARB Suspension	10/16/2018	10/19/2018	Denied
Employee 2	Removal	Misconduct	11/8/2018	11/26/2018	Denied
Employee 3	Removal	Misconduct	11/23/2018	12/5/2018	Denied
Employee 4	Removed from Perm Route	Removed from Perm Route	11/28/2018	11/29/2018	Denied
Employee 5	Removal	Misconduct	12/10/2018	12/21/2018	Denied
Employee 6	Removal	Misconduct	12/10/2018	12/21/2018	Denied
Employee 7	Overtime in Excess of 8 hrs Per Day	Overtime in Excess of 8 hrs Per Day	1/28/2019	2/11/2019	Denied
Employee 8	Removed from Perm Route	Removed from Perm Route	1/29/2019	2/8/2019	Settled
Employee 9	Removed from Perm Route	Removed from Perm Route	1/29/2019	2/8/2019	Settled
Employee 10	Overtime Sign Up - Not Included	Overtime Sign Up - Not Included	2/5/2019	2/28/2019	Agency Overturned
Employee 11	Seniority Violation	Seniority Violation	2/7/2019	5/31/2019	Settled
Employee 12	Overtime in Excess of 8 hrs Per Day	Overtime in Excess of 8 hrs Per Day	2/18/2019	2/28/2019	Denied
Employee 13	Suspension	Absenteeism	2/20/2019	3/13/2019	Union Withdrew
Employee 14	Overtime in Excess of 8 hrs Per Day	Overtime in Excess of 8 hrs Per Day	3/1/2019	3/21/2019	Settled
Employee 15	Removal	CDL Non-Compliance	3/5/2019	3/18/2019	Denied
Employee 16	Progressive Discipline	Conduct - Reprimand	3/8/2019	4/19/2019	Denied
Employee 17	Official Reprimand	Engine Idling	3/8/2019	3/22/2019	Denied
Employee 18	Removal	Misconduct	3/10/2019	3/29/2019	Denied

Employee	Action	Details	Date Filed	Date Closed	Final Ruling
Employee 19	Removal	Misconduct	3/11/2019	3/15/2019	Denied
Employee 20	Removal	Summary Removal	3/18/2019	3/25/2019	Denied
Employee 21	Removal	CDL Non-Compliance	3/25/2019	4/4/2019	Denied
Employee 22	Suspension	Route Refusal	3/29/2019	4/11/2019	Settled
Employee 23	Suspension	Neglect of Duty	3/29/2019	4/11/2019	Settled
Employee 24	Suspension	Conduct	4/2/2019	4/4/2019	Settled
Employee 25	Removal	Summary Removal	4/3/2019	4/19/2019	Denied
Employee 26	Suspension	Conduct	4/15/2019	4/17/2019	Denied
Employee 27	Suspension	Time & Attendance	4/22/2019	5/29/2019	Settled
Employee 28	Suspension	Neglect of Duty	4/30/2019	6/6/2019	Settled
Employee 29	Failure to Receive Incentive Pay	Failure to Receive Incentive Pay	5/3/2019	6/11/2019	Settled
Employee 30	Suspension	Conduct	5/13/2019	7/5/2019	Settled
Employee 31	Career Ladder Promotion	Career Ladder Promotion	5/21/2019	5/28/2019	Denied
Employee 32	Verbal Counseling - Route Deviation	Verbal Counseling - Route Deviation	5/24/2019	7/1/2019	Denied
Employee 33	Suspension	Conduct	6/3/2019	7/18/2019	Settled
Employee 34	Suspension	Time & Attendance	6/12/2019	7/15/2019	Offer Rejected by Union
Employee 35	Suspension	Time & Attendance	6/17/2019	7/15/2019	Offer Rejected by Union
Employee 36	Suspension	Time & Attendance	6/18/2019	7/18/2019	Settled
Employee 37	Failure to Receive Incentive Pay	Failure to Receive Incentive Pay	6/18/2019	6/18/2019	Union Withdrew
Employee 38	Suspension	Time & Attendance	6/19/2019	7/25/2019	Settled
Employee 39	Suspension	Time & Attendance	6/20/2019	7/19/2019	Settled
Employee 40	Suspension	Time & Attendance	6/26/2019	7/24/2019	Settled
Employee 41	Official Reprimand - Conduct	Official Reprimand - Conduct	7/3/2019	8/16/2019	Denied
Employee 42	Suspension	Misconduct	8/1/2019	9/17/2019	Settled
Employee 43	Violation	Employee didn't have her badge present	8/20/2019	9/27/2019	Settled
Employee 44	Suspension	Time & Attendance related	8/29/2019	10/24/2019	Settled

Employee	Action	Details	Date Filed	Date Closed	Final Ruling
Employee 45	Suspension	Time & Attendance related	8/29/2019	10/23/2019	Settled
Employee 46	Violation	Employee earned 1.5 hours over the 8 hours designated	10/7/2019	10/15/2019	Denied
Employee 47	Overlooked and denied overtime	Overlooked and denied overtime	10/22/2019	11/22/2019	Settled
Employee 48	Violation	Refusal of route	11/14/2019	12/6/2019	Settled
Employee 49	Withdrawal	Employee is concerned about an hour being removed on days school are half days	11/15/2019	12/18/2019	Union Withdrew
Employee 50	Violation	Overlooked for OT assignment	11/18/2019	11/22/2019	Settled
Employee 51	Violation	Overlooked for OT assignment	11/18/2019	11/22/2019	Settled
Employee 52	Violation	Employee challenging Step 1 grievance response	11/22/2019	2/14/2020	Settled
Employee 53	Employee overlooked for overtime assignments	Employee overlooked for overtime assignment	11/22/2019	2/13/2020	Denied
Employee 54	Request to switch routes	Would like the students reassigned to routes	11/22/2019	1/29/2020	Denied
Employee 55	Violation	Overlooked for OT assignment	11/22/2019	11/22/2019	Denied
Employee 56	Telework ineligibility	Denied Telework due to having a verbal counseling within the 12 months	1/27/2020	1/29/2020	Denied

22.   **(a) Please describe the agency's procedures for investigating allegations of sexual harassment committed by or against its employees.**

(b) If different, please describe the agency's procedures for investigating allegations of misconduct.

(c) List and describe each allegation received by the agency in FY 2020 and FY 2021 (as of January 31) and the resolution of each as of the date of your answer.

(a) Agency's procedures for investigating allegations of sexual harassment.

OSSE takes claims of sexual harassment or misconduct very seriously. OSSE's procedures for investigating allegations of sexual harassment, or misconduct committed by or against its employees, are consistent with the procedures set forth in Mayor's Order 2017-313, dated December 18, 2017. In cases where claims are substantiated in part or in whole, OSSE will issue and implement a formal plan of action, which could result in disciplinary action up to and including adverse action and/or removal.

When an allegation of sexual harassment or misconduct is made, the Sexual Harassment Officer (SHO) or alternative Sexual Harassment Officer (ASHO) is tasked with reviewing the allegation and determining a plan of action. Depending on the nature of the complaint, immediate action may be required, such as separating the alleged harasser from the complainant. If immediate action is not required, the SHO or ASHO must move on to interviewing the complainant, harasser, and witnesses. If any follow-up interviews are required, those interviews are scheduled accordingly. The SHO or ASHO will gather all evidence for evaluation, document the investigation, and then report their findings to the agency General Counsel. If further action is required against any individual based on the findings, the agency General Counsel will provide the report to agency leadership and the Mayor's Office of Legal Counsel MOLC.

(b) See answer to (a) above.

(c) Complaints to EEO Counselors.

In FY20, there were six (6) complaints alleging discrimination on the basis of sex (which includes sexual harassment & right to breastfeed), gender identity/expression and sexual orientation received by OSSE's EEO counselors. In FY21 to date, there have been zero complaints alleging discrimination on those grounds. It is worth noting that for allegations of sexual harassment, complainants are able to bypass EEO counseling and file a formal complaint directly with the Office of Human Rights. Additionally, complainants are able to seek EEO counseling, for any of the protected traits, outside of their own agency. These EEO matters were handled by the agency in accordance with policy and protocol.

Employee	Description	Status	FY
Employee 1	Sexual Harassment	Completed – Unsubstantiated, No action taken	2020
Employee 2	Sexual Harassment	Completed – Unsubstantiated, No action taken	2020
Employee 3	Sexual Harassment	Completed – Unsubstantiated, No action taken	2020
Employee 4	Sexual Harassment	Completed – Substantiated, Employee terminated	2020
Employee 5	Sexual Harassment	Completed – Unsubstantiated, No action taken	2020
Employee 6	Sexual Harassment	Completed – Substantiated, Employee suspended	2020

23. **In table format, please list the following for fiscal years 2020 and 2021 (through January 31, 2020) 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 table below lists, for FY20-21 (to date), the agency's SmartPay use.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY20 Expenditures	Total FY21 Expenditures
Adrian Gore	Customer Service Specialist	$20,000	$5,000	$93,013	$13,064
Alfonzo Duckett	Program Support Specialist	$20,000	$5,000	$20,634	$0
Alicia Gadsden	Financial Programs Analyst	$20,000	$5,000	$75,007	$11,656
Earica Busby	Financial Programs Analyst	$20,000	$5,000	$35,258	$9,803
Emily Pigg	Operations Program Specialist	$20,000	$5,000	$14,153	$3,798
Kieran Bowen	Administrative Management Officer	$20,000	$5,000	$60,198	$0
LaToya Smith	Staff Assistant	$20,000	$5,000	$6,082	$718
Lori Todd	Management Analyst	$20,000	$5,000	$73,900	$12,502
Maisha Hayes	Executive Assistant	$20,000	$5,000	$20,973	$0
Matthew Epstein	Financial Programs Analyst	$20,000	$5,000	$26,775	$2,621
Nicole Boykin	Financial Programs Analyst	$20,000	$5,000	$10,532	$636
Rebecca Shaw	Director of Operational Management	$20,000	$5,000	$65,105	$14,874
Toshia Dark-Berry	Management Analyst	$20,000	$5,000	$27,721	$602

24.   **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.**

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q24 – Procurements Over $10k.pdf

25. **(a) Please describe how your agency manages and limits its 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.**

(a) Agency policy to limit mobile devices.

In an effort to save the District funds, OSSE's Agency Telecommunications Coordinators (ATCs) perform quarterly usage checks to determine if devices are being used productively, and within the scope of the District's rules and regulations. Devices are disconnected when a staff member departs to ensure monthly charges are not incurred. We are currently utilizing a 'pooled' Government plan, via OCTO, that enables minutes to be recycled and used by all OSSE staff. Instead of purchasing brand-new costly device, the ATCs recycle devices previously used by our staff.

(b) Mobile devices.

The table below shows the number of cell phones in use at OSSE. Phone expenditures are on a pooled basis as stated above and reflect the expenditure associated with all telecommunications services whether assigned or unassigned to an FTE. Cell phones are provided to employees that must work off-site to perform their job function, managers, and those that need to be more easily accessed.

Department	FTEs	# of Devices Assigned to FTEs	Unassigned Devices	Phone Device Expenditure (FY20)	Total Device Expenditures (FY21 to Date)
OSSE-Main	492	392	100	$253,272.24	$84,424.08
OSSE-DOT	1496	262	1234	$801,556.80	$267,185.60
Total	**1988**	**654**	**1334**	**$1,054,829.04**	**$351,609.68**

Assigned cellular device data includes all devices currently in use and assigned to an OSSE-Main or OSSE-DOT staff member. Unassigned cellular devices include spare cellular phones, I-Pad devices with cellular service for conference room management, cellular devices located on student transportation buses, cellular devices for bus terminal management, and mobile hotspot devices.

26.   **(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.).**

(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 justification for using such vehicle;
   (5) whether there was a finding of fault and, if so, who was determined to be at fault; and
   (6) what employee discipline resulted, if any.

(a) Agency government vehicles.

Yes, OSSE has one or more government vehicles. The table shows the number of vehicles that OSSE owned or leased in fiscal years 2020 and 2021 (through January 31, 2020).

Vehicle Type	OSSE-Main	OSSE-DOT
Leased		
Van	2	
Sedan	11	
Owned		
Van	2	2
Sedan		9
Express Van		4
Pick-up Truck		2

(b) The table below describes the agency's vehicle accidents for Fiscal Years 2019, 2020, and 2021 (through January 31, 2021).

Fiscal Year	Vehicle Type	Employee Name	Employee Title	Usage Justification	Accident Description	Fault
2019	Sedan	Ebony Todd	Customer Service Rep	Performing Outreach	As the car was backing out of a space, it was struck by another individual.	Ms. Todd

27. **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 table below shows all lawsuits in which a trial court issued an opinion or remanded a case to an administrative forum. For FY20 and FY21 to date, the table also reflects lawsuits before a trial court in which the parties executed a settlement agreement or agreed to participate in mediation. To maintain confidentiality of the claimants, party names are not provided.

Party	Description	Sanction
Claimant A	Personal injury; car accident	No
Claimant B	Personal injury; car accident	No
Claimant C	Personal injury; car accident	No
Claimant D	Personal injury; car accident	No
Claimant E	Tuition reimbursement under Individuals with Disabilities in Education Act (IDEA)	No
Claimant F	Alleged violation of due process rights under IDEA, denial of Free Appropriate Public Education (FAPE) and failure to propose an appropriate program and placement.	No
Claimant G	Alleged denial of FAPE under IDEA.	No
Claimant H	Personal injury	No
Claimant I	Personal injury	No
Claimant J	Federal case challenging OSSE's minimum education requirements for certain childcare staff at child development facilities.	No
Claimant K	Action for injunctive and compensatory relief filed under IDEA and the Americans with Disabilities Act (ADA).	No
Claimant L	IDEA violation; plaintiff alleges denial of free appropriate public education while incarcerated.	No
Claimant M	In a Circuit Court appeal, the Charter LEA alleges that the District is responsible under District law for parental reimbursement in all cases	No
Claimant N	Personal injury; car accident	No

28.   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.

In FY20, OSSE entered into four settlement agreements totaling $54,637.75. To date in FY21, the agency has not entered into any settlement agreements. The table details information regarding the settlement agreements entered into by the agency in specific civil and administrative matters. Due to confidentiality requirements of the settlement agreements, detailed descriptions of each case are not provided.

Case Name	Case Description
Confidential v. OSSE	ODR—special education
Confidential v. OSSE	ODR—special education
Confidential v. OSSE	ODR—special education
Confidential v. D.C.	Personal injury; car accident

29. **(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?**

(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.

(a) Yes, the agency is in compliance with D.C. Code §§ 50-203 and 50-204 regarding the prohibition of chauffeurs, take-home vehicles, and the use of SUVs. OSSE has no employees who use take-home vehicles or chauffeurs.

(b) See answer (a) above.

30. **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 table below shows all authorized employee travel, for FY20-21 (to date), paid for by the agency.

Staff Name	Title	Destination	Justification	Amount
Aimee McLaughlin	Data Analysis Manager	Cincinnati, OH	2019 School Health Conference	$1,454
Alison Howe	Early Intervention Service	Ft. Lauderdale, FL	Zero to Three Annual Conference	$1,510
Alison Losey	Program Analyst	Tampa, FL	National Alternative Education Association Conference	$1,435
Andres Alvarado	Early Intervention Manager	Kansas City, MO	2020 EHDI Annual Meeting	$1,457
Anna Rodriguez-Trejo	Early Intervention Service	Ft. Lauderdale, FL	Zero to Three Annual Conference	$1,495
Annette Thacker-Bartlett	Special Assistant (IDEA Part C)	Palo Alto, CA	National Teacher of the Year Program Induction	$1,365
Bonnie Bacon	Education Program Specialist	Atlanta, GA	ESEA National Conference	$2,159
Bonnie Bacon	Education Program Specialist	New Orleans, LA	SCASS Winter 2020 Meeting	$913
Caitlin Shauck	Policy Analyst	Cincinnati, OH	2019 School Health Conference	$1,298
Candace Mott	Performance Coordinator	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,083
Chandi Wagner	Data Analysis Manager	Minneapolis, MN	CCSSO 2019 SCASS Fall Meeting	$190
Chanon Bell	Assessment Specialist	Miami, FL	2019 Conference on Test Security	$818

Staff Name	Title	Destination	Justification	Amount
Cherri Pope Black	Program Monitor	Millcreek, AR	N/A	$761
Dani Wassef	Program Analyst	Albuquerque, NM	NAME Medicaid Conference	$1,633
Dawn Hilton	Coordinator - Special Ed	Fort Worth, TX	IDC Interactive Institutes 2020 Building and Sustaining a Culture of High Quality Data	$1,302
Delino House	Fleet Management	Columbus, OH	45th Annual NAPT Conference and Trade Show	$1,964
Donna Johnson	Strategic Plan & Performance Officer	New Orleans, LA	CCSSO 2020 State Collaborative on Assessment & ASR Winter Meeting	$169
Drew Yee	Change in Placement Coordinator	Tempe, AZ	Annual Teacher Educators for Children with Behavior Disorders Conference	$1,402
Elizabeth Groginsky	Program Specialist	Ft. Lauderdale, FL	Zero to Three Annual Conference	$1,809
Eva Laguerre	Director, Compliance and Licensure	New Orleans, LA	2020 BUILD Meeting	$278
Evan Kramer	Project Director	Minneapolis, MN	CCSSO 2019 SCASS Fall Meeting	$190
GeNia Robinson	Senior Accountant	Philadelphia, PA	2019 Portfolio Users Conference	$1,308
Giana Hutton	Program Analyst	Las Vegas, NV	2020 National Association of English Learner Program Administrators Conference and the 49th Annual NABE Conference	$1,940
Gilvina Cephas	Child Care Eligibility Monitor	Austin, TX	Eligibility and Admissions Compliance Bootcamp	$1,723
Grace Manubay	Environmental Literacy Coordinator	Lexington, KY	North American for Environmental Education Annual Conference	$1,131
Heidi Schumacher	Assistant Superintendent of Wellness	New Orleans, LA	American Academy of Pediatrics National Conference	$2,400
Jacqueline Corsey	Program Analyst	Albuquerque, NM	NAME Medicaid Conference	$1,633
Janel Young	Management Analyst	Phoenix, AZ	Complete College America 2019 Annual Convening	$1,844

Staff Name	Title	Destination	Justification	Amount
Jennelle Grier-Vaughan	Child Care Eligibility Monitor	Austin, TX	Eligibility and Admissions Compliance Bootcamp	$1,706
Jessyca Graves	Early Intervention Service	Dallas, TX	Division for Early Childhood 35th Annual Conference	$2,229
Joseph Green	Performance Coordinator	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,939
Karhryn Kigera	Director, Quality Initiatives	Newark, DE	Region III Head Start Meeting	$767
Kathryn Kigera	Director, Quality Initiatives	New Orleans, LA	2020 BUILD Meeting	$299
Kathryn Kigera	Director, Quality Initiatives	Philadelphia, PA	2019 BUILD State Teams Meeting	$153
Keith Gethers	Supervisory Investigator	Columbus, OH	45th Annual NAPT Conference and Trade Show	$1,964
Kemi Baltimore (DCPS)	Coach, Instructional	Atlanta, GA	ESEA National Conference	$1,854
Kieran Bowen	Administrative Management Officer	Kansas City, MO	Association of Educational Federal Finance Administration Conference	$1,497
Kim Freeland	Performance Coordinator	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,540
Kyera Hooks	Early Intervention Service	Dallas, TX	Division for Early Childhood 35th Annual Conference	$1,607
Luz Torres	Early Intervention Service	Dallas, TX	Zero to Three Annual Conference	$1,944
Lysa Torres	Program Manager	Newark, DE	Region III Head Start Meeting	$886
Margareth Legaspi	Deputy Assistant Superintendent (Early Childhood)	New Orleans, LA	State Collaborative on Assessment and Student Standards Winter Meeting	$1,016
Margareth Legaspi	Deputy Assistant Superintendent (Early Childhood)	Philadelphia, PA	2019 BUILD State Teams Meeting	$153

Staff Name	Title	Destination	Justification	Amount
Marie Hutchins	Program Analyst	Philadelphia, PA	2019 Portfolio Users Conference	$1,154
Mark Harris, Jr.	Program Analyst	Atlanta, GA	ESEA National Conference	$1,988
Mary Okowi	Management Analyst	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,262
Michelle Hood	Child Care Eligibility Monitor	Austin, TX	Eligibility and Admissions Compliance Bootcamp	$1,601
Mildred Washington	Program Analyst	Las Vegas, NV	2020 National Association of English Learner Program Administrators Conference and the 49th Annual NABE Conference	$2,241
Myles Cliff	Program Analyst	Orlando, FL	Beyond School Hours Conference	$2,243
Natalia Torres	Early Intervention Service	Ft. Lauderdale, FL	Zero to Three Annual Conference	$1,969
Patrice Bowman	Chief of Bus Operations	Columbus, OH	45th Annual NAPT Conference and Trade Show	$1,964
Rachel Stafford	Special Assistant (IDEA Part C)	Kansas City, MO	Association of Educational Federal Finance Administration Conference	$1,497
Richard Kincaid	Career & Tech. Educ. Director	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,876
Rima Fusisi	Early Intervention Service	Ft. Lauderdale, FL	Zero to Three Annual Conference	$1,538
Sam Ullery	School Garden Specialist	Santa Cruz, CA	2020 School Garden Support Organization Leadership Institute	$1,672
Samia Said	Program Analyst	Atlanta, GA	ESEA National Conference	$1,988
Sandra Cole (DCPS)	Coach, Instructional	Atlanta, GA	ESEA National Conference	$1,854
Sandra Smith	Early Intervention Service	Dallas, TX	Zero to Three Annual Conference	$1,983
Shana Young	Interim State Superintendent	Atlanta, GA	CCSSO Annual Policy Forum	$1,205
Shaniqa Roane	Program Specialist	Austin, TX	Eligibility and Admissions Compliance Bootcamp	$1,689

Staff Name	Title	Destination	Justification	Amount
Simon Earle	Change in Placement Coordinator	Tempe, AZ	Annual Teacher Educators for Children with Behavior Disorders Conference	$1,402
Simone Garcia	Education Program Specialist (Grants)	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,162
Stephanie Davis	Deputy CIO	Long Beach, CA	CCSSO 2019 Winter EIMAC CIO Network Meeting	$231
Stephanie Davis	Deputy CIO	St. Paul, MN	CCSSO Education Information Management Advisory Fall Meeting	$458
Tahja Polk	Child Care Eligibility Monitor	Austin, TX	Eligibility and Admissions Compliance Bootcamp	$1,600
Tanisha Brown	Education Policy Supervisor	Orlando, FL	Beyond School Hours Conference	$2,243
Tanya Mackall	Management Analyst	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,234
Tessa Haiden	Management Analyst	Albuquerque, NM	NAME Medicaid Conference	$1,633
Tiffany DeJesus	Performance Coordinator	Anaheim, CA	ACTE's Career Tech VISION 2019	$2,785
Toni Lemons	Program Monitor	Millcreek, AR	N/A	$963
Toya Thompson	Child Care Eligibility Monitor	Austin, TX	Eligibility and Admissions Compliance Bootcamp	$1,624
Yvonne Smith	Invoice Verification Specialist	Albuquerque, NM	NAME Medicaid Conference	$1,633
Zequilla Walton	Accountant	Philadelphia, PA	2019 Portfolio Users Conference	$1,193

31. **Please provide and itemize, as of January 31, 2021, 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.**

The table below lists, as of January 31, 2021, the Contract Personnel in the agency.

Contractor Name	Contractor Title	Start Date	Contract End Date	Contract Length
Farbod Sedghi	Lamp Developer	7/20/2017	7/9/2021	4 years
Ram Kanagala	.NET Developer	7/26/2017	9/30/2021	4 years
Rita Larkins	Subject Matters Expert	10/1/2017	9/30/2021	4 years
Sanjay Ramlall	EGMS Developer	10/1/2017	9/30/2021	4 years
Suraj Shretha	.NET Developer	10/1/2017	10/18/2021	4 years
Sree Movva	Quick Base Developer	10/1/2017	9/30/2021	4 years
Avi Jassra	.NET Developer	10/1/2017	9/30/2021	4 years
Teja Adusumalli	Business Analyst	10/1/2017	9/30/2021	4 years
Anupama Proddutur	Business Analyst	10/1/2017	9/30/2021	4 years
Padmavathi Arae	.NET Developer	10/1/2017	9/18/2021	4 years
Carl Kullback	Database Administrator	10/1/2017	9/18/2021	4 years
Kishore Battula	Database Developer	10/1/2017	2/18/2021	4 years
Kyle Worley	Business Analyst	10/1/2017	9/18/2021	4 years
Michael Benoy	Consultant	10/1/2017	9/18/2021	3 years
Rajendra Chinni	.NET Developer	10/1/2017	9/18/2021	4 years
Shiva Chikkula	.NET Developer	10/1/2017	9/18/2021	4 years
Venkata Motapothula	.NET Developer	10/1/2017	9/18/2021	4 years
Sravani Yarlagadda	Data Analyst	10/1/2017	9/30/2021	4 years
Sai Pulapa	Quick Base Developer	10/1/2017	9/30/2021	4 years
Naveen Kusula	App Development Lead	10/1/2017	9/30/2021	4 years
Divya Pogaku	Quick Base Developer	10/1/2017	9/30/2021	4 years
Aaditya Madala	.NET Developer	10/1/2017	9/30/2021	4 years
Prasad Chinni	.NET Developer	10/1/2017	6/26/2021	4 years
Raju Cherukuri	.NET Developer	10/1/2017	9/30/2021	4 years
Zaya Camacho	Quick Base Developer	10/1/2017	9/30/2021	4 years
Michael Lazan	Hearing Officers	11/1/2017	9/30/2021	1 year
Carrie-Ann Barrow	Consultant	2/1/2018	10/3/2021	3 years
Shelby Swann	Athletic Coordinator	1/9/2019	9/30/2021	2 years
Chengyu (Corey) Li	Developer	2/19/2019	2/18/2021	2 years
Manzoor Shah	Data Architect	3/25/2019	3/25/2021	2 years
Praveen Penmetsa	Developer	6/3/2019	6/3/2021	2 years
Surekha Busa	Data Analyst	7/8/2019	7/8/2021	2 years

Contractor Name	Contractor Title	Start Date	Contract End Date	Contract Length
Nalini Gajula	Business Analyst	10/10/2019	9/30/2021	2 years
Neeraj Deorah	Senior Project Manager	10/28/2019	9/30/2021	2 years
Ronald LaFleur	Project Co-Coordinatory, DBH	10/30/2019	9/30/2021	2 years
Christie Addepalli	Business Analyst	11/4/2019	9/30/2021	2 years
Irina Badu	Business Process Analyst	11/5/2019	9/30/2021	2 Years
Michael Dorsey	Data Architect	11/5/2019	9/30/2021	2 Years
Christopher Cunetto	Web Designer	11/26/2019	9/30/2021	2 years
Desmond Stewart	Athletic Coordinator	2/5/2020	9/30/2021	1 year
Keith Seat	Hearing Officers	9/30/2020	9/30/2021	1 year
Peter Vaden	Hearing Officers	9/30/2020	9/30/2021	1 year
Coles Ruff	Hearing Officers	9/30/2020	9/30/2021	1 year
Monica Davis	Licensing and Compliance Assistant	9/30/2020	9/30/2021	1 year
Terry Banks	Impartial Hearing Officer	9/30/2020	8/31/2021	1 year
Genevera Smith	Capital City Fellow	9/30/2020	6/30/2021	9 months
Rozeta Jones	Pathways Consultant	9/30/2020	9/30/2021	1 year
Robert Richards	Pathways Consultant	9/30/2020	9/30/2021	1 year
Regina Williams	Test Administrator	9/30/2020	9/30/2021	1 year
Lola Singletary	Test Administrator	9/30/2020	9/30/2021	1 year
Jerome Shelton	Test Administrator	9/30/2020	9/30/2021	1 year
Esther Anderson	Test Administrator	9/30/2020	9/30/2021	1 year
Caryl Vaughan	Test Administrator	9/30/2020	9/30/2021	1 year
Carolyn Joyner	Test Administrator	9/30/2020	9/30/2021	1 year
Dietrich Trent	Outreach Specialist	9/30/2020	9/30/2021	1 year
Hope Dion	Data Analyst	9/30/2020	9/30/2021	1 year
Gandhar Kothari	Data Analyst	9/30/2020	6/30/2021	9 months
Charlotte Nugent	Education Pioneer Consultant	11/9/2020	11/9/2021	1 year
Natalie Gramblin	Licensure Systems Technician	11/24/2020	9/30/2021	10 months
Sai Rachakonda	Data Developer	12/7/2020	9/30/2021	9 months
Ganeshkumar Sathiyamoorthy	Data Developer	1/4/2021	12/30/2022	1 year
Laura Maurizi	Business Process Strategist	1/4/2021	1/14/2022	1 year
Ugendran Machakkalai	Sr. Developer	1/4/2021	12/30/2022	1 year
Sharan Kamboj	Business Process Analyst	1/4/2021	12/31/2021	1 year

The table below lists, as of January 31, 2021, the term appointments in the agency.

Name	Title	Agency Start Date	NTE Date
Dorothy J Daniels	Early Intervention Intake Assistant	11/13/2018	2/11/2022
Michelle A. Price	Policy Analyst	4/15/2019	1/31/2022
Claudia Colette Price	Program Coordinator	6/9/2019	8/8/2021
Dawn Lynee Hilton	Coordinator (Special Education)	10/13/2019	12/12/2021
Shaneka King	Nutrition Program Specialist	10/28/2019	12/27/2021
Tiffany Hudson Ingram	Program Analyst	11/10/2019	1/9/2022
Starsha Hodge	Management Analyst	11/12/2019	1/11/2022
Aria Newton	Early Intervention Special Educator	1/6/2020	3/5/2022
Chanique Cash	Customer Service Representative	3/2/2020	4/1/2021
Chasity Cook	Higher Education Licensure Specialist	6/27/2020	7/21/2021
Sarah N Peisch	Education Program Specialist	8/31/2020	9/30/2021
Monica Davis	Management Analyst	11/23/2020	12/22/2021

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

Consistent with OSSE's core value of partnership, we strive to understand the needs and perspectives of our stakeholders, and we work in partnership with many others to support DC students and families. We are committed to transparency, and we are mindful of the trust placed in us to administer services fairly and honestly and operate with the highest standards of integrity and professionalism.

OSSE consistently engages and communicates with leadership and personnel in our local education agencies (LEAs), community-based organizations (CBOs), schools, child care facilities and partner organizations and we have built robust communications systems to support this effort. These communications systems with our partners have been exceptionally important as we respond to the COVID-19 pandemic. OSSE keeps partners informed through various emails going out weekly to education leaders and through the LEA Look Forward, a weekly publication from OSSE that provides information to LEAs on trainings, policy guidance, and opportunities for policy engagement. We continue to meet with leaders and staff of LEAs and CBOs on a consistent basis. Each division at OSSE conducts regular meetings with key stakeholder groups to share programmatic updates and receive feedback. A few examples of this include: child care providers, teachers, principals, teacher preparation programs, and data managers. We host bi-weekly early childhood stakeholder calls with child care providers to explain and obtain feedback from them on our policies. We meet with our Teacher Advisor Council and Principal Advisory Council quarterly to share programmatic information obtain their feedback. We conduct calls with LEA Data Managers on a routine basis to explain policies and procedures and obtain feedback. OSSE regularly engages with the State Board of Education in their public and working sessions on matters related to their joint functions, and the Superintendent meets monthly with leadership from the Board to ensure communication flow on policy matters.

We have also regularly kept the public informed about our work to support students with disabilities. In fall of 2019, OSSE published the Students with Disabilities in DC: Landscape Analysis, to help establish a shared understanding of the current state of students with disabilities in the District. Last year, we shared this analysis with various stakeholder groups to work together on setting forth an ambitious agenda to support this vulnerable group of students, particularly during this pandemic. We also created the first-ever Special Education Resource Hub, available in seven languages, to provide parents and families information they need to know to support their student this year.

The Division of Early Learning has implemented several strategies to increase support and transparency for childcare providers and families. During the public health emergency, the Division of Early Learning implemented weekly stakeholder calls to provide updates and information or health and safety guidance, payment policies, and regulatory fixes to assist the community with safe operations, business planning and parent engagement, which transitioned to a bi-weekly basis in September 2020. The Division of Early Learning also stood up a stakeholder working group to help inform the childcare recovery and reopening plan.

The sharing and use of actionable data foundational to OSSE's work. We collect and share reliable and actionable data to inform policy decisions, empower our partners to improve, and build community understanding. Despite the pandemic, we maintained our data and reporting practices while accommodating the operational shifts necessary to implement remote work and learning. OSSE modified student attendance policies to accommodate distance learning, so stakeholders would have important information on student attendance during these challenging times. We updated the DC School Report Card, so stakeholders would still have access to data that empowers their decision-making.

The sharing and use of actionable data foundational to OSSE's work. We collect and share reliable and actionable data to inform policy decisions, empower our partners to improve, and build community understanding. Despite the pandemic, we maintained our data and reporting practices while accommodating the operational shifts necessary to implement remote work and learning. OSSE has continued to publish data regularly and transparently on its website and on the DC School Report Card, and OSSE supported the process to select a partner for the Research Practice Partnership.

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

OSSE has operationalized many of the steps described in Q32, and we will continue to utilize them in the future. OSSE remains committed to transparency by forming strong partnerships with its stakeholders and ensuring that the public has access to accurate and actionable data on the performance of the District's schools and LEAs. We will continue publications like the LEA Look Forward and meet routinely with stakeholders through our established channels with child care operators, LEA leaders, LEA data managers, and members of the State Board of Education (SBOE). OSSE will continue to publish data and reports on the performance of LEAs and schools on topics including but not limited to attendance, discipline, enrollment, and academic achievement.

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

OSSE can meet its legislative requirements that are funded through the annual budget.

35. **Please identify any statutory or regulatory impediments to your agency's operations.**

OSSE has no such statutory or regulatory impediments.

36. **(a) Please identify all new policies that have been finalized in fiscal years 2020 and 2021 (as of January 31).**

(b) How does OSSE inform local education agencies (LEA) and the public of new regulations or policies?

(a) The table below identifies all new policies (regulations and orders) that have been finalized in fiscal years 2020 and 2021 (as of January 31, 2021).

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
CAO 2020-4	Delegation of Authority to the State Superintendent of Education—Extension of Teaching and Administrative Services Credentials, Payment Period for NonPublic School Tuition and Special Education Related Services, and District of Columbia Tuition Assistance Grant Application Deadline	Allows the Superintendent to extend the validity of an OSSE-issued teacher or administrative services credential that would otherwise expire; upon a written request by a local education agency, extend payments for tuition or for special education and related services under IDEA for a student enrolled in a nonpublic school; and extend or waives the DCTAG application deadline	4/13/2020	
Title 89, Chapter 70	Tuition Assistance Grant Program	Amends Tuition Assistance Grant Program Subsection 7000.4 by removing the existing District of Columbia Tuition Assistance Grant ("DCTAG") application deadline date and allow the Office of the State Superintendent of Education ("OSSE") to set the DCTAG application deadline date by publishing public notice in the D.C. Register and on	07/31/2020 67 DCR 32	12/04/2020 67 DCR 50

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
		its website with a reasonable period of time prior to the application deadline date.		
Title 5, Subtitle A. Chapter 21	Compulsory Education and School Attendance	Allows for the collection and submission of student attendance when students attended school remotely.	10/9/2020	2/19/2021 Vol 68/8
Title 5, Subtitle A, Chapter 1	Child Development Facilities: Licensing	Extends the deadline for assistant teachers, home caregivers, and associate caregivers to comply with specific requirements for assistant teachers, associate, caregivers, and home caregivers until December 2023.	12/11/2020 67 DCR 51	
CAO 2020-7	Delegation of Authority to State Superintendent of Education—Extension of Deadline for Non-Public School Monitoring and Reports	During the COVID-19 Emergency Period, the Superintendent may extend the deadlines by which the OSSE shall schedule the periodic monitoring visit of and issue a monitoring report to a nonpublic special education program.	12/22/20	
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	During the COVID-19 emergency, this rulemaking creates an enhanced "Public Health Emergency Subsidy Rate" for licensed child development facilities who participate in the District's childcare subsidy program.	01/15/2021 68 DCR 3	Public Comment period ends 2/16/2021

(b) How agency informs LEAs and public of new regulations.

OSSE is committed to helping child development facilities, local education agencies (LEAs), schools and families plan effectively for reopening and recovery after closures related to the coronavirus public health emergency. OSSE includes downloadable guidance, information and supports related to closures, reopening and recovery on its website.

OSSE informs the LEAs and the public of new or advised regulations through various engagements with major stakeholder groups including working groups, public hearings and meetings. In addition, OSSE informs LEAs and the public of new or altered regulations or policies through existing partner lists and coalitions or consortia, as well as through OSSE's weekly newsletter, the LEA Look Forward. As required by IDEA, OSSE holds two public hearings for all IDEA Part B special education regulations and policies. OSSE publishes all proposed rulemakings in the DC Register and generally provides a thirty-day public comment period for proposed regulations consistent with the District's Administrative Procedure Act.

37. **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.**

ATTACHMENT: Q37 – Annual FOIA Report (FY20).pdf

Yes, OSSE received FOIA requests in fiscal year 2020.

Yes, OSSE filed a report of FOIA disclosure activities with the Secretary of the District of Columbia. Refer to the attachment to this question.

Each FOIA request is subject to a four-tier review process including: initial review and redaction by the FOIA Officer, legal sufficiency review by the General Counsel, technical security check by the Chief Information Officer, and final review by the programmatic lead in the relevant OSSE division staff. Although FOIA requests take time and capacity to complete, they are completed with existing staff capacity. Due to the digital nature of fulfilling them, they come with no new cost to produce the response.

38. **For 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).**

	GD0: OSSE-Main			GO0: OSSE-DOT		
Fiscal Year	**2019**	**2020**	**2021**	**2019**	**2020**	**2021**
Greenbook SBE Spending Goal	$15,940,871	$26,569,139	$33,800,753	$4,783,482	$5,964,459	$3,590,276
Adjusted Expendable Budget	$31,881,742	$53,138,278	$67,601,506	$9,566,964	$11,928,918	$7,180,552
Adjusted SBE Spending Goal	$16,531,751	$27,477,365	$33,800,753	$5,178,311	$5,343,169	$3,590,276
SBE Expenditures	$17,710,806	$15,190,956		$4,870,172	$3,915,061	
% of Adjusted Expendable Budget Spent with SBEs	56%	28%	*Not yet available as of 01/31/2021*	51%	33%	*Not yet available as of 01/31/2021*
CBE Expenditures	$17,710,806	$15,192,622		$5,367,586	$3,925,250	
% of Expendable Budget spend with CBEs	41%	27%		56%	33%	
# Waivers	13	17	0	1	1	0
Waiver Amount	$2,657,133	$2,860,576	$0	$3,290,000	$315,000	$0

CBEs are registered companies with the Department of Small and Local Business Development (DSLBD) and receive preference in District contracting and procurement.

SBEs are a CBE subcategory. District agencies monitored by DSLBD are subject to an annual SBE spending goal requirement, and SBEs receive preference over all other CBEs for procurement.

39.   Please provide, as an attachment, a copy of your agency's current annual performance plan as submitted to the Office of the City Administrator.

ATTACHMENT: Q39 – OSSE Annual Performance Plan (FY20).pdf
Q39 – OSSE Annual Performance Plan (FY21).pdf

40. **(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).**

(b) What KPIs have been dropped (or changed) since 2019? List each specifically and explain why it was dropped or changed.

(a) The table below summarizes of OSSE's key performance indicators and our actuals for 2019, 2020, and 2021. Please note that that we do not have Q1 actuals for the KPIs that are annual measures.

Measure	FY2019 Actual	FY2020 Actual	FY 2021 Quarter 1
Percent of user requests via the services portal solved and closed within five days of receipt	87.80%	78.10%	Annual Measure
Percent of all students graduating from high school in four years	66%	68%	Annual Measure
Percent of all students at college and career ready level in reading on statewide assessment	37%	Not Available because no statewide assessment in SY 19-20.	Annual Measure
Percent of all students at college and career ready level in mathematics on statewide assessment	31%	Not Available because no statewide assessment in SY 19-20.	Annual Measure
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	Not Available	32.70%	Annual Measure
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	47.60%	41.80%	Annual Measure
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	New in 2020	89	Annual Measure
Percent of childhood and development programs that	42.90%	41.20%	Annual Measure

Measure	FY2019 Actual	FY2020 Actual	FY 2021 Quarter 1
meet "Quality" and "High-Quality" designations			
Percent of low-performing schools that show overall growth in academic achievement	80%	Not Available because no statewide assessment in SY 19-20.	Annual Measure
Number of A-133 audit findings	0	0	Annual Measure
Average number of days taken to complete reviews of educator licensure applications	24.7	82	35
Percent of IEPs reviewed that comply with secondary transition requirements	77.50%	70.00%	70%
Average response time for complaints filed against early child care facilities	37	48	Annual Measure
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	95.40%	98.90%	94.10%
Percent of grant funds reimbursed within 30 days of receipt	95.60%	94.80%	97.50%
Percent of eligible infants and toddlers under IDEA Part C (birth-3) for whom an evaluation and assessment and an initial IFSP meeting were conducted within required time period	98%	Reporting not complete for FY20	Annual Measure
Percent of timely completion of state complaint investigations	100%	100%	Annual Measure

(b) The table below provides explanations of the two KPIs that have changed since 2019.

Measure	Explanation
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	CHANGED - In 2020, the business rules for this KPIs were modified slightly to align with our DCTAG reporting to Council.
Total number of childhood development programs meeting "Quality" and "High-Quality" designations	CHANGED - In 2020, the business rules for this KPIs were updated to reflect the transition from OSSE's previous quality rating and improvement system under, "Going for the Gold," to our new system, "Capital Quality"

41. **What are your top five priorities for the agency? Please provide a detailed explanation for how the agency achieved or worked toward these priorities in fiscal years 2020 and 2021.**

Priority 1: Continuous Education

Description: Communicate clear expectations to families and LEAs about what they should expect for the 20-21 school year and provide corresponding supports to help schools meet them.

Achievements: Public schools in the District of Columbia ended a tumultuous 2019-20 school year amid a public health emergency and uncertainty over whether conditions would support in-person learning, distance learning, or a hybrid of both in the 2020-21 school year. In an effort to ensure students continue to learn and grow in the safest environments according to health guidelines, OSSE developed a set of guiding principles to provide local education agencies (LEAs) and families with clear and consistent expectations for continuous education in the 2020-21 school year. The principles were intended to help LEAs develop effective and equitable continuous education plans that strive to meet the needs of all students and are developed in partnership with families. These guiding principles also sought to help families understand what they should expect for their students and the two-way communication that schools should establish with them. All of the District's LEAs submitted plans that were reviewed by OSSE and (for charter LEAs) the Public Charter School Board. OSSE made these plans publicly available on its website and compiled a summary of model responses. Additionally, OSSE curated a list of internal and external resources to aid LEAs in the implementation of the guiding principles.

Priority 2: COVID Response

Description: Offer timely guidance, actionable resources, and promising practices to help LEAs respond effectively to the public health crisis.

Achievements: Throughout the public health emergency, OSSE remained committed to providing accurate and timely information to the DC education community to help child development facilities, LEAs, schools and families plan effectively for reopening and recovery after closures related to the COVID-19 pandemic. From March through December 2020, OSSE provided critical policy updates, guidance and resources, publishing more than 1,000 documents and holding weekly technical assistance calls to help students, families, educators and our partners navigate a challenging school year in a dynamic public health emergency. Topics included on OSSE's Guidance and Resources for COVID-19-related Closures and Recovery webpage range from educator licensure, grants, enrollment, assessment and attendance to planning for continuous education and virtual professional development, serving vulnerable student populations, meals guidance, information on child care subsidies, resources for higher education and more.

Priority 3: Stabilize the Early Childhood Sector

Description: Coordinate efforts across OSSE and external partners to support early care and education providers to promote health and safety of children and staff, provide high-quality early learning, meet families' child care needs through closures and reopenings, and promote sustainability of the early care and education sector.

Achievements: In September, Mayor Muriel Bowser announced the DC Child Care Provider Relief Fund, which provided $5 million in emergency operational funding to local child care facilities. As part of the District's COVID-19 recovery efforts, relief was granted to all licensed District child care providers to ensure a supply of child care for families as the public health emergency continues. Mayor Bowser, the Office of the Deputy Mayor for Planning and Economic Development and OSSE partnered to deliver this relief to child care providers. The Washington Area Community Investment Fund managed the disbursement of program funds.

OSSE also received $6 million in federal CARES Act funding for child care to support the child care sector during the public health emergency. OSSE used $1.4 million to provide emergency child care for essential workers during periods when many child care providers were closed, $1.7 million to cover increased costs of continuing subsidy payments to closed child care providers from April-September 2020, and $2.8 million for the District Road to Recovery Fund, which will provide additional emergency relief grants to child care providers with demonstrated need who meet additional priorities.

Later in the year, OSSE partnered with the Low-Income Investment Fund (LIIF) to make an additional $2.8 million in emergency grants available to both subsidy and non-subsidy child care providers. Distribution of the emergency grant funds prioritized child care providers serving children and families with low incomes, as well as underserved neighborhoods. In December, Mayor Bowser announced a new Public Health Emergency Subsidy Rate, that increased the daily, per-child payment rate for open subsidized child care providers by 32.7 percent for three months beginning December, 2020.

OSSE also made personal protective equipment (PPE) available to any child care facility in the District to ensure the health and safety of staff, children and families, and help reduce the financial burden for providers.

Priority 4: Special Education

Description: Lay the groundwork for closing the special education achievement gap by analyzing the landscape and developing a long-term citywide agenda for change in partnership with our stakeholders.

Achievements: Following the October 2019 release of OSSE's seminal [Students with Disabilities in the District of Columbia Landscape Analysis](#), which showed growing gaps in academic performance between students with disabilities and other student groups, OSSE doubled down on its strategic plan commitment to improving academic progress for these

students and shared the agency's vision for in a [Roadmap for Accelerating Outcomes for Students with Disabilities](). Developed in collaboration with partners across the education space, including teachers, school leaders, families, advocacy organizations, and colleagues at the Public Charter School Board (PCSB), DC Public Schools, and the Deputy Mayor for Education. Released in October 2020, the roadmap outlines the strategic direction and core priorities for accelerating academic progress for students with disabilities across the District.

Additionally, in response to the immediate needs, OSSE partnered with families, organizations across DC and national experts in 2020 to launch a new online Special Education Resource Hub before the start of the 2020-21 school year to help ensure families of students with disabilities feel equipped and empowered to support their child, in partnership with their child's school. The resource hub provides students and families with answers to common questions around what to expect this school year and information on how parents and family members can best support their students. Translated into multiple languages, the resources hub is simple and accessible, offering multiple pathways for finding answers.

Priority 5: Data Vision

Description: Build the foundation for transforming the experience of using OSSE's data into a seamless and user-friendly process that drives program, policy and practice improvements and enable the agency to realize its mission and goals more fully.

Achievements: In FY20, OSSE completed an inventory of data assets and launched an application that empowers data stewards across the agency to define critical assets and serve as a hub for users to learn about the data points they use in FY20. This work represented the beginning of a multi-year effort to transform how our data is stored, accessed, and used. While this effort is deeply behind the scenes, it is critically important to the efficient functioning of the agency, continued success of our programs, and ongoing improvements for students, parents, families, and stakeholders.

Each year, OSSE collects more than 108 million data points, completes more than 700 pages of required reporting to Council, submits 200 plus reports to the U.S. Department of Education, fulfills hundreds of data requests, and executes nearly 100 external data sharing agreements. Investments in data infrastructure such as the ones described above are critical in order to improve data management practices that have not kept pace with the agency's growth and introduce the potential for errors and burden staff. This work will continue through the next several fiscal years and ultimately result in more modern, user-friendly, and efficient services.

Data and Research

42. **In table format, how many students were homeschooled in the District in School Years 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021 (as of January 31)?**

The table below provides a count of homeschooled students in the District for SY15-21 (to date).

School Year	Count of Reported Homeschooled Students in DC
SY15-16	425
SY16-17	409
SY17-18	469
SY18-19	510
SY19-20	389
SY20-21 (July 1, 2020-Feb. 4, 2021)	764

43. **In table format, how many students were enrolled in private and parochial schools in the District in School Years 2015-2016, 2016-2017, 2017-2018, 2018-2019, 2019-2020, and 2020-2021 (as of January 31)?**

The table below provides a count of the number of students enrolled in private and parochial schools in the District for SY15-21 (to date).

School Year	Total Resident Students Count	Total Number of Students
SY15-16	-	-
SY16-17	-	15423*
SY17-18	-	15171*
SY18-19	8553	14954*
SY19-20	8349	15328
SY20-21 (as of January 31, 2021)	8457	16034**

Numbers provided by the Association of Greater Independent Schools and the Archdiocese of Washington.

*** Four schools (with an SY19-20 enrollment total of 124 students) have not responded to OSSE to provide SY20-21 enrollment totals and are not included in the SY20-21 totals at this time.*

Note: OSSE previously received private school student totals from the Association of Greater Independent Schools and the Archdiocese of Washington. In SY18-19, OSSE began to collect data directly from private schools to access counts of District residents, in addition to total school enrollment numbers.

44. **For School Years 2019-2020 and 2020-2021 (through January 31), as an attachment, please provide the number of students who are English Language Learners (ELL), broken down by:**
   (1) LEA;
   (2) age;
   (3) grade level;
   (4) special education status; and
   (5) ELL classification.

ATTACHMENT: Q44 – English Language Learners.xlsx

45. **For each LEA and for School Years 2018-2019 and 2019-2020, as an attachment, provide the number of:**
> **(1) homeless youth;**
> **(2) foster care youth;**
> **(3) TANF eligible;**
> **(4) SNAP eligible; and**
> **(5) high school students one year older or more than the expected age for grade in which the student is enrolled.**

ATTACHMENT: Q44 – At-Risk Students.xlsx

Note that data provided for this response is data validated from the entire school year not the enrollment audit which is conducted annually on October 5.

46. **In table format, provide the following student mobility rates at the state, LEA, and school levels:**
> **(1) entries by month; and**
> **(2) exits by months.**

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q46 – Mobility.xlsx

47.   **(a) What information does the Child and Family Services Agency and OSSE currently share or plan to share with regard to the education of students in foster care?**

(b) In table format, for School Years 2019-2020 and 2020-2021 (as of January 31), provide the number of foster children that were or are enrolled in out-of-District public schools and receive:
   (1) general education only; or
   (2) special education services.

(c) What data does OSSE track, or plan to track, regarding foster children enrolled in out-of-District public schools?

(d) How much did OSSE pay in fiscal years 2020 and 2021 (as of January 31) to enroll an individual student in an out-of-District public school? In table format, please break out the answer by school district attended, grade, and special education status.

(e) How much did OSSE spend in fiscal years 2020 and 2021 (as of January 31) on special education transportation for children in foster care?

(f) How much federal IDEA funding did the District receive in fiscal years 2019 and 2020 for DC foster children enrolled in out-of-District public schools in order to receive special education services?

(a) CFSA and OSSE info sharing.

CFSA and OSSE collaborate in various ways to ensure students in foster care receive their education. The following are the various collaborative activities led by the agencies:

- **CFSA, DCPS, OSSE Memorandum of Agreement (MOA).** OSSE, the District of Columbia Public Schools (DCPS), and CFSA entered into an MOA to address specialized education services for children and youth placed in out of state placements by CFSA. The MOA clarifies each participating agency's responsibility for District of Columbia wards receiving specialized educational services while placed and attending schools in other jurisdictions. It is the intent of this agreement to ensure that school-aged children receiving specialized educational services receive free appropriate public education (FAPE) and are monitored accordingly under federal and local laws and regulations.

- **ESSA Foster Care Provision.** With the reauthorization of the Elementary and Secondary Education Act ("ESEA"), as amended by the *Every Student Succeeds Act* ("ESSA") on Dec. 10, 2015, OSSE partnered with CFSA to create practical, comprehensive guidance to facilitate an LEA's ability to meet new requirements. This non-regulatory guidance was initially sent to all LEA Leaders on 11/28/2016 and it is available here: OSSE CFSA

Foster Care - Educational Continuity Non-regulatory Guidance. It has been posted on OSSE's website and shared with foster care points of contact.

(b) Foster child enrollment in out-of-District public schools.

Although the question asks for counts of students through January 31, 2021, the latest that we can provide is December 22, 2020. This is because these counts come from invoices for payments from the out-of-District LEA serving the student. These are provided to OSSE on a quarterly basis. The information from January 31, 2021 has not been provided.

OSSE FY19 -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receive General Education Services Only	
School System	**Count of General Education CFSA Students Served**
Total	**121**
Charles County	18
Fairfax County	n<10
Montgomery County	n<10
Prince George's County	93

OSSE FY20 -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receive General Education Services Only (Oct 1, 2019 thru Dec. 22, 2020)	
School System	**Count of General Education CFSA Students Served**
Total	**93**
Charles County	DS
Montgomery County	n<10
Prince George's County	66

| OSSE FY19 -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receive Special Education Services ||
School System	Count of Special Education CFSA Students Served*
Total	**54**
Charles County	n<10
Fairfax County	n<10
Montgomery County	n<10
Prince George's County	43

| OSSE FY20 -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receive Special Education Services (Oct 1, 2019 thru Dec. 23, 2020) ||
School System	Count of Special Education CFSA Students Served*
Total	**42**
Charles County	n<10
Fairfax County	n<10
Montgomery County	n<10
Prince George's County	29

(c) Agency tracking regarding foster children enrolled in out-of-District public schools.

OSSE currently collects the following metrics: CFSA ID, date of birth, USI, grade level, gender, race/ethnicity, social worker information (name, agency, supervisor, and program manager name), student care start date, student care end date, end of care reason, and the state of the foster parent.

(d) The tables below provide the individual per day rates to enroll a student in an out-of-District public school. The FY19 rates were used for rates for SY19-20. The FY20 rates are used for the 2020-21 school year.

OSSE FY19 -- Amount that OSSE pays to enroll an individual student in an out-of-District public school
The amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY19 Special Ed Services
$149.18 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S.Z half day Pre-K 3)
$298.36 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S.Z for all grades)
$163.26 per day includes all services (LRE codes B,Q,X Secondary grades)
$81.78 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
$163.56 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
$48.08 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
$95.17 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
$96.17 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
$36.85 per day GenEd Half day Kindergarten and 3 yr olds
$73.70 per day GenEd Full day Pre-school, Kindergarten, Elementary
$73.19 per day GenEd Secondary
Charles County FY19 Special Ed Services
$220.44 per day includes Regional services TAASC, OT, Speech, Counseling
$181.06 per day Special Education with no related services
$68.89 per day GenEd services
Fairfax County FY19 Special Ed Services
$197.22 per day Special Ed Cat B PD, IDS Special Ed Disabilities
$25.49 per hour speech
$33.74 per hour physical & occupational therapy
$29.11 per hour adapted physical education
$43.76 per hour Career & Transition services
$41.00 per hour Nurse services (LPN)
$43.15 per hour Nurse services (RN)
$62.66 per day GenEd services
Montgomery County FY19 Special Ed Services
$146.72 per day High School
$258.87 per day High School
$200.73 per day Elementary School (K)
$148.12 per day Elementary School
$87.97 per day GenEd Elementary School
$89.20 per day GenEd Secondary School

OSSE FY20 -- Amount that OSSE pays to enroll an individual student in an out-of-District public school
The amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY20 Special Ed Services
$149.58 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S.Z half day Pre-K 3)
$299.69 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S.Z for all grades)
$164.41 per day includes all services (LRE codes B,Q,X Secondary grades)
$82.60 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
$165.20 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
$48.98 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
$96.76 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
$97.95 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
$37.77 per day GenEd Half day Kindergarten and 3 yr olds
$75.54 per day GenEd Full day Pre-school, Kindergarten, Elementary
$74.22 per day GenEd Secondary
Charles County FY20 Special Ed Services
$122.00 per day Special Education with no related services
$153.83 per day Regionalized services
$71.00 Per Hour Related Services
$73.67 per day GenEd services
Fairfax County FY20 Special Ed Services
$206.04 per day Special Ed Cat B PD, IDS Special Ed Disabilities
$27.11 per hour speech
$35.49 per hour physical & occupational therapy
$29.11 per hour adapted physical education
$43.76 per hour Career & Transition services
$41.00 per hour Nurse services (LPN)
$43.15 per hour Nurse services (RN)
$76.17 Elementary $72.70 Middle, $81.32 per day GenEd services
Montgomery County FY20 Special Ed Services
$145.08 per day High School
$152.65/$189.06 per day High School
$200.73 per day Elementary School (K)
$179.41 per day Elementary School
$87.97 per day GenEd Elementary School
$88.18 per day GenEd Secondary School

(e) The table below lists the agency spend on special education transportation in FY20-21 (to date).

Date	Amount Spent to Transport Students in Foster Care*
FY20	$4,751,989.00
FY21 to date	$328,152.00

Note: Due to COVID-19, the total amount spent to transport students in foster care was impacted by the number of in- person school days.

(f) Federal IDEA funding received for FY19-20 for foster children enrolled in out-of-District public schools for special education services.

Federal IDEA funding is not directed specifically for DC foster children enrolled in out-of-District public schools to receive special education services. Federal IDEA funding does not follow students to out-of-District schools; they would be counted in their school of enrollment for the purposes of IDEA funding. As stated above, funding for foster students that attend out-of-District schools is funded through the local budget.

48. **(a) For fiscal years 2020 and 2021 (through January 31), how many nonresidency tips did OSSE: (1) receive; and (2) investigate?**

(b) How many nonresidency cases were substantiated in fiscal year 2019? Please breakdown the data by sector.

(c) Of the cases that were substantiated in fiscal year 2019, what actions did OSSE take to remediate them?

(d) What efforts did OSSE take to strengthen its nonresidency program in fiscal years 2019 and 2020? Include in your response what steps OSSE has taken to ensure that each family receives adequate due process and notice.

(a) Nonresidency tips for FY20-21 (to date).

Investigations of non-residency allegations can be initiated by any person submitting a tip through the OSSE tip hotline, both online and via telephone, through partner agencies investigating individuals for other fraud matters (e.g., Medicaid fraud), by sharing complaints received from the public relating to student residency, and by other mediums such as the mail, email, or in-person communications with OSSE's Office of Enrollment & Residency. The overall number of tips received by OSSE is greater than the number of cases investigated by OSSE. This is primarily due to duplicate tips (e.g. a tip for the same family submitted multiple times) or tips submitted without sufficient information for OSSE to investigate. Please note that OSSE tracks cases on a school year (SY) rather than fiscal year (FY) basis and the table below reflects that practice.

SY19-20 & SY 20-21 (as of 1/31/2021)
Non-Residency Tips Received

School Year	Non-Residency Tips Received
SY19-20 7/1/2019 – 6/30/2020	322
SY20-21 to date 7/1/2020 – 1/31/20210	54

Upon receiving a tip, OSSE merges duplicate tips or sibling tips and then reviews for sufficiency of information provided. For example, some tips come in without sufficient information to begin an investigation (e.g., providing a first name but no last name). If a tip has sufficient information to move forward, it will be assigned to an investigator for investigation.

In addition, investigation referrals can also come from the Enrollment Audit. Auditors flag documents that appear altered or suspect and are further examined by investigators within OSSE's Office of Enrollment and Residency.

The table below provides the number of cases OSSE is currently investigating or has investigated to date. A single case involving related students can be counted as both a DC Public Schools case and a Public Charter Schools case if the students are attending schools in both sectors. This crossover is why a total case count is not always the sum of cases in both sectors.

SY 19-20 & SY 20-21 (as of 1/31/2021)
Non-Residency Cases Investigated

School Year	DC Public Schools Cases	Public Charter Schools Cases
SY19-20 7/1/2019 – 6/30/2020	246	125
SY20-21 to date 7/1/2020 – 12/10/2021	37	30

       (b) Substantiated non-residency cases in FY19.

OSSE's non-residency investigations typically begin with a submitted tip or finding from the annual enrollment audit. Referrals from the annual enrollment audit and tips with sufficient information to identify the student are turned into cases and assigned an investigator. These cases are considered 'open' until a determination of resident has been made, or, in the case of a potential non-resident, substantiated after all notifications and administrative proceedings have concluded. For cases where a student is initially determined to be a non-resident, OSSE will issue a Finding of Non-residency to the family. The family can either contest or accept the finding. If the family accepts, the finding becomes final and substantiated, and the parties enter into an agreement for tuition. OSSE will notify the LEA that the student is a non-resident and ineligible to remain enrolled if the original enrollment was not in compliance. Continued enrollment at the LEA may require re-application, payment of owed tuition, and completion of a valid tuition agreement.

If the family contests the Finding of Non-residency, OSSE will file the request for an appeal at the Office of Administrative Hearings (OAH) and proceed with a mediation and continue with a hearing if the mediation is unsuccessful. The outcome at OAH will either be a concession from the family substantiating the finding of non-residency, a reversal of OSSE's initial finding of non-residency and a closing of the case, or a substantiation of its finding of non-residency through an OAH judgement.

		SY19-20			SY20-21 to date		
		DCPS	PCS	Total[7]	DCPS	PCS	Total[7]
Total Cases (Investigation Initiated)		246	125	371	37	30	67
Open	*OSSE in process*[1]	63	37	100	31	21	52
	OAH[2]						
Closed	*Residency verified during investigation*[3]	156	69	225	6	6	12
	Residency determined through Administrative Review[4]						
Substantiated (Final Agency Decision)	*Concede*[5]						
	Uncontested[6]						
	OAH decision[7]						
Withdrawn[8]		15	18	33		1	1
Duplicate[9]		12	1	13		2	2

[1]**Open – OSSE in process**. These cases are cases that OSSE is currently still investigating.
[2]**Open – OAH**: These cases are where OSSE issued a Notice of Finding and the family appealed the finding. When appealed, these cases are referred to OAH. These cases will continue through the administrative process with the OAH for formal mediation and hearing.
[3]**Closed – Residency verified during investigation:** These cases were investigated, and student determined to be eligible to attend as a resident.
[4]**Closed – Residency determined through Administrative Review:** these cases were initially determined to be non-residents, but the determination was changed through the OAH mediation and hearing process.
[5]**Substantiated – Concede:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family conceded they were non-residents.
[6]**Substantiated – Uncontested:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family failed to contest the finding within the provided timeframe. Because they did not contest the finding in the notice, OSSE's initial determination became the final decision, and these families are non-residents. If the students were still enrolled, these students were subsequently unenrolled from school. They were also issued tuition payment agreements for the relevant school year(s).
[7]**Substantiated – OAH Decision:** These cases are where OSSE issued a Notice of Finding and the family appealed the finding. Neither OSSE nor the family came to an agreement during the mediation process and the case was decided through a formal hearing.
[8]**Withdrawn:** These cases involve students enrolled for very short periods of time and withdrew before an investigation could be conducted.
[9]**Duplicate**: These cases were submitted more than once in the same school year. Information is consolidated and one case is moved forward while the other is closed.
*A single case involving related students can be counted as both a DC Public Schools case and a Public Charter Schools case if the students are attending schools in both sectors. This crossover is why a total case count is not always the sum of cases in both sectors.

(c) Actions taken to remediate FY19 substantiated cases.

All findings of non-residency are referred to the appropriate authorities, which may be the Office of the Attorney General, the Inspector General, and where a DC government employee is involved, the Board of Ethics and Government Accountability (BEGA). The prosecution of fraud, the pursuit of a False Claims Act case, or other civil remedies lies with the Office of the Attorney General or the United States Attorney.

(d) Agency's efforts to strengthen its residency fraud program in FY19 and FY20.

Strengthening the Non-Residency Program

OSSE is committed to ensuring District schools remain accessible first and foremost to Washington, DC residents This requires a robust system of compliance and enforcement to ensure that public schools in the District, including DC Public Schools (DCPS) and public charter schools, are available, first and foremost, to bona fide residents of the District.

In FY19, OSSE released requirements to LEAs on the electronic submission of supporting residency documents and the use of e-signatures on residency verification forms. These requirements strengthen the residency verification process while providing guidance to LEAs seeking a transition to electronic enrollment.

For tuition collection, OSSE continues to mandate electronic agreements for all tuition-paying non-resident students. This process allows for quicker processing of agreements and ensures that all payments and agreements are made prior to the start of school. In FY19, OSSE established a partnership with the Office of the Chief Financial Officer to ensure clear enforcement of significantly delinquent payments through referral to their Central Collections Unit (OCFO-CCU). To date, OSSE has referred $638,213.68 in outstanding debt for follow-up collection.

Finally, OSSE continued its public information campaign to assist District residents with understanding the enrollment and residency process by developing a non-resident tuition guide for interested families, updating the DC residency verification form, and continuing an outreach campaign that notifies the general public on how to report potential non-residents. OSSE expanded its outreach campaign to run digital ads two times during the year – during the release of the common lottery results and the start of school. These ads not only targeted District residents, but also residents in surrounding counties.

The enrollment and residency process must balance ease for families and LEAs and support for our most vulnerable families, with enforcing District laws and regulations that ensure residents have access to a free, public education. OSSE remains committed to ensuring District schools remain accessible first and foremost to Washington, DC residents. We will continue to take steps to improve our practice, and look forward to working with schools, families, and the community to further improve our residency efforts.

Ensuring Due Process

When OSSE conducts a residency investigation, if it is not clear from the initial review of records that the student is a DC resident, and prior to issuing a determination of non-residency, OSSE contacts the family to gather additional information. An OSSE investigator will set up a time either over the phone or in-person to talk with the enrolling person about any questions OSSE has regarding the persons residency claim. This also allows the family to help the investigation understand complex and unique circumstances that some of our District resident's experience.

In some cases, the additional information and context provided by a family does not verify District residency, and in those cases, OSSE will make a determination that the student is not a resident of the District. When a determination of non-residency is made, a detailed notice letter is sent to the parent, guardian, other primary caregiver or adult student by mail and email, if known. The detailed notice letter helps families understand why OSSE's investigation led to a finding of non-residency and explains the next steps and timeline for the administrative review process.

Specifically, the detailed notice letter includes the following information:

- The basis of the non-resident finding;
- An option to request an administrative review within 10 business days;
- An explanation that the student may remain enrolled until a final administrative decision is made;
- An explanation that if a request for administrative review is not received within 10 business days, then the non-resident finding will be the final administrative decision; and
- An explanation of the tuition owed in the event of a final administrative decision of non-residency and that the tuition is prorated on the time the student spent enrolled in a DC public school as a non-resident.

If an administrative review is requested, OSSE will refer the request for review to the Office of Administrative Hearings. The purpose of administrative review is provide families with an additional opportunity to tell their story and present evidence that proves they are a resident. First, OAH will schedule a mediation session between the two parties. In mediation, a specially-trained neutral mediator meets with the parties (the family and OSSE) and assists them to state their positions and to explore options to resolve the case without going to an actual evidentiary hearing. The mediator helps the parties to reach a mutually acceptable settlement of the case. All judges are qualified to mediate any case before the Office of Administrative Hearings.

If, during mediation, OSSE agrees that the documents and information presented in mediation are sufficient to establish a student's status as a District resident, OSSE will withdraw the finding of non-residency and take no further action. If a family concedes that a student is not a resident, the non-residency finding becomes final and the parties will enter into a settlement agreement for tuition. If mediation is not successful, the matter will proceed to a full evidentiary hearing where the Administrative Law Judge will issue a final decision, which will be the final administrative decision of OSSE. The final decision that is provided by the judge will also include the statement

of appeal rights. As stated in the appeal rights, if a party wishes to contest the decision of the judge, they have 30 calendar days from the date the decision was issued to file an appeal to the DC Superior Court.

Collectively, these efforts have been sustained into FY20 and to present.

49.   **(a) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2017, 2018, 2019, and 2020 that dropped out.**

(b) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2017, 2018, 2019, and 2020 that enrolled in a post-secondary school.

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q49 – Graduation (ACGR).xlsx

(a) See attachment above.

(b) See attachment above.

50. **(a) Describe all studies, research papers, and analyses OSSE conducted or contracted for in fiscal years 2019 and 2020, including the status and purpose of each.**

(b) Provide a list of all current research data agreements between OSSE and non-governmental entities. Include scope of the project and the deliverable date, if applicable.

(a) Studies, reports, etc. for FY19-20.

The following reports were published in FY19.

- OSSE District of Columbia Healthy Schools Act 2018 Report (October 31, 2018)
- District of Columbia Public Schools (DCPS) Graduation Documentation Review (Nov. 2018)
- Interim Update on Duke Ellington Investigation (November 9, 2018)
- 2018 STAR Framework Brief (December 7, 2018)
- 2017-18 School Year Attendance Report (December 14, 2018)
- 2018 STAR Analysis: Exploring Distributions and Correlations (December 18, 2018)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2018 Report (January 3, 2019)
- Non-Traditional Childcare (Jan. 22, 2019)
- OSSE Report on the Uniform Per Student Funding Formula, January 2019 (February 1, 2019)
- Fiscal Year 2018 Pre-K Report (March 15, 2019)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2019 Report (October 15, 2019)
- State of Discipline: 2017-18 School Year (March 8, 2019)
- OSSE Promoting the Special Supplemental Nutrition Program for Women, Infants and Children (WIC) at Child Development Facilities (FY18), (June 20, 2019)
- Non-Resident Student Review & Findings, School Year 2018-19 (September 17, 2019)
- District of Columbia Office of the State Superintendent of Education 2019 Child and Adult Care Food Program Report (September 26. 2019)

The following reports have been published in FY20.

- Students with Disabilities in the District of Columbia Landscape Analysis (October 9, 2019)
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2019 Report (October 15, 2019)
- DC Teacher Workforce Report (October 9, 2019)
- National Assessment of Educational Progress: 2019 Results (October 30, 2019)
- OSSE Report on the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act Under Council Review, (December 20, 2019)
- 2018-19 School Year Attendance Report (December 2, 2019)

- 2019 STAR Framework Brief (December 18, 2019)
- 2019-20 Enrollment Audit Report and Data (January 31, 2020)
- Plan to Expand the Use of School Climate Surveys in District of Columbia Public and Public Charter Middle and High Schools (February 7, 2020)
- State of Discipline: 2018-19 School Year (March 2020)
- Youth Risk Behavior Survey, 2019 Report (July 8, 2020)
- Fiscal Year 2019 Pre-K Report (September 3, 2020)
- Annual Non-Resident Student Review and Findings Report for the 2019-20 School Year (September 14, 2020)

The following reports have been published in FY21 (to date) or are in progress:
- 2019-20 School Year Attendance Report (November 30, 2020)
- DC Environmental Literacy Plan (January 5, 2021)
- DC Free Summer Meals Program Report (February 9, 2021)
- Dual Language Landscape (February 19, 2021)
- 2020-21 Enrollment Audit Report and Data
- Youth Suicide Prevention and School Climate Amendment Act of 2016, 2020 Report (Forthcoming)
- State of Discipline: 2019-20 School Year (Forthcoming)
- Fiscal Year 2020 Pre-K Report (Forthcoming)

(b) Current research data agreements between the agency and non-governmental entities.

OSSE is committed to facilitating access to and use of education data so education stakeholders have high-quality information for decision making, as described in OSSE's strategic plan. External organizations and government agencies may request data from OSSE using its online data request portal.

The Family Educational Rights and Privacy Act (FERPA) is a federal law about the privacy of, and access to, student education records. FERPA allows OSSE to re-disclose student-level data to third parties without parental consent under several exceptions. Most frequently, OSSE shares FERPA data under the exceptions for:

- Audit/evaluation (including enforcement/compliance) (also commonly referred to as "authorized representative"); and
- Research studies

The table below describes OSSE's current research data agreements with governmental and non-governmental entities. The table indicates where OSSE is sharing data under:

- FERPA's audit/evaluation exception to parental consent
- FERPA's research studies exception to parental consent
- Parental consent (other agreement)
- Non-FERPA agreement (not FERPA data)

For more information on OSSE and federal privacy laws, please see the OSSE website. All submitted requests for data go through an internal review process to be considered for fulfillment. OSSE's data request policy may be found on the OSSE website.

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Research Studies)	American Institutes for Research	1/31/2023	10/24/2018	Evaluate AppleTree's Every Child Ready early learning curriculum
University	FERPA (Audit / Evaluation)	Arizona State University and American University	8/31/2023	8/9/2018	Early learning workforce reporting
Research Organization	FERPA (Research Studies)	Center for Research on Education Outcomes (CREDO)	4/30/2024	5/3/2019	Evaluate impact of charter school attendance on academic achievement
DC agency	FERPA (Audit / Evaluation)	Criminal Justice Coordinating Council	10/24/2025	10/25/2018	Analysis of the root causes of, model the impact of, and evaluate the educational factors related to juvenile justice system involvement
DC agency	Non-FERPA agreement (not FERPA data)	DC Health	3/28/2025	3/31/2020	Support Maternal and Child Health Needs Assessment
DC agency	Non-FERPA agreement (not FERPA data)	DC Health	5/15/2023	6/29/2018	Youth Risk Behavior Survey study
Research Organization	FERPA (Audit / Evaluation)	DC Policy Center	9/30/2021	3/30/2020	Analyze trends of applications in the common lottery program by

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
					students at-risk of academic failure
DC agency	FERPA (Audit / Evaluation)	Department of Behavioral Health	3/22/2024	3/22/2019	Rank schools by mental health services needs
DC agency	FERPA (Audit / Evaluation)	Department of Employment Services	10/1/2021	10/2/2015	Evaluation of and compliance with WIA Title II (adult education and literacy)
DC agency	Non-FERPA agreement (not FERPA data)	Department of Human Services	11/30/2025	3/5/2018	Analysis of TANF family participation in subsidized child care program
DC agency	FERPA (Audit / Evaluation)	Department of Human Services	8/2/2024	5/19/2020	Analysis of attendance of participants in Youth Services Division programs
OSSE contractor	FERPA (Audit / Evaluation)	Georgetown University	10/30/2023	9/28/2020	Evaluate Preschool Development Grant
OSSE contractor	FERPA (Audit / Evaluation)	Lincoln Square Group	9/30/2021	1/8/2021	Audit My School DC lottery application data
Research Organization	FERPA (Research Studies)	Mathematica Policy Research	8/31/2021	3/9/2020	Effectiveness of DC high schools moving students toward college
Research Organization	Non-FERPA agreement (not FERPA data)	Mathematica Policy Research, Inc.	1/31/2025	12/3/2019	DC School Report Card website user study
Research Organization	FERPA (Research Studies)	Merit Research, Policy and Evaluation, LLC	2/1/2022	4/30/2019	Examine the longitudinal outcomes of preschool graduates from Briya Public Charter School

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Research Studies)	National Center for Special Education in Charter Schools	6/1/2021	8/7/2019	Inform policy decisions about special education services and support delivery and instruction
Other	Non-FERPA agreement (not FERPA data)	National League of Cities	3/1/2023	3/6/2018	Support NLC Census + ad hoc project
DC agency	FERPA (Audit / Evaluation)	Office of Planning State Data Center	Close-out in progress	2/2/2016	Enrollment and population projections
DC agency	FERPA (Audit / Evaluation)	Office of the City Administrator	8/29/2025	4/19/2017	Analysis to model the impact of implementing three Mayoral initiatives, including attendance
DC agency	FERPA (Audit / Evaluation)	Office of the DC Auditor	1/15/2023	2/2/2018	Review enrollment projections process
DC agency	FERPA (Audit / Evaluation)	Office of the DC Auditor, Data Ethics, DCPS, PCSB, DME	4/15/2021	6/14/2019	Data audit
DC agency	Non-FERPA agreement (not FERPA data)	Office of the Deputy Mayor for Education	6/30/2023	4/30/2019	Evaluate and benchmark performance of out of school time program grantees
DC agency	FERPA (Audit / Evaluation)	Office of the Deputy Mayor for Education and Office of the Chief Technology Officer	9/30/2022	12/6/2017	School boundary analysis

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
DC agency	FERPA (Audit / Evaluation)	Office of the Inspector General	9/30/2023	5/7/2019	Evaluate enrollment procedures, residency verification requirements and tuition agreement and non-resident tuition payment process at Duke Ellington School of the Arts
DC agency	FERPA (Audit / Evaluation)	Office of Victim Services and Justice Grants	1/31/2025	12/2/2019	Analyze attendance support for grantees working with participating schools
Other	FERPA (Audit / Evaluation)	SAS Institute	9/30/2021	6/26/2017	Provide PARCC scores to DCPS value-added vendor
OSSE contractor	FERPA (Audit / Evaluation)	UCLA	9/30/2022	2/4/2016	Early Development Instrument analysis and reporting
University	FERPA (Audit / Evaluation)	University of Maryland Center for Early Childhood Education and Intervention	12/31/2025	5/16/2017	QIN implementation and impact evaluation
University	FERPA (Research Studies)	University of Virginia	1/31/2022	7/10/2014	Effects of DCPS reforms and to improve IMPACT
Research Organization	FERPA (Research Studies)	Urban Institute	2/28/2023	5/21/2019	Evaluate the effectiveness of DC's PK program

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	Non-FERPA agreement (not FERPA data)	Urban Institute	9/30/2024	4/27/2020	Evaluate Capital Quality implementation
Federal agency	FERPA (Audit / Evaluation)	US Department of Education	Currently negotiating extension	4/20/2012	Evaluate the Opportunity Scholars Program
University	FERPA (Research Studies)	Yale School of Medicine and DHS	8/1/2027	10/4/2019	Evaluate the DC MOMS Partnership (DHS 2-gen program)

51.   Describe OSSE's protocol to ensure that student data is protected and how this impacts responses to Freedom of Information Act requests or research requests.

OSSE's policies and procedures to protect student data

OSSE is committed to protecting student privacy and takes its responsibilities as the state education agency under local and federal privacy laws seriously. At the same time, OSSE is committed to facilitating access to and use of education data so that education stakeholders have high-quality information for decision-making.

To meet both of these goals, OSSE has taken a robust approach to codifying policies and procedures to ensure the protection of student information, and to build the agency's capacity around data privacy, security, and confidentiality.

Dedicating resources and supporting ongoing efforts

OSSE has a data governance and privacy team within the Division of Data, Assessment, and Research that is charged with overseeing policies, procedures, and structures that govern and protect student data. To meet this charge, the data governance and privacy team collaborates with OSSE's Office of General Counsel to develop policies and ensure compliance.

Additionally, data sharing agreements are critical legal vehicles needed to share student information with third parties, while holding them accountable for keeping that information private, secure, and confidential. OSSE ensures that all contracts and data sharing agreements comply with the federal Family Educational Rights and Privacy Act (FERPA) and include additional protections for sensitive data. OSSE has created an internal tracking system for data sharing agreements and been featured nationally for this work in accordance with FERPA. OSSE requires all third parties that receive personal identifiable information (PII) to complete a data destruction form that describes how the data received from OSSE has been destroyed, and third parties are required to certify that the destruction occurred after the data sharing agreement has ended, in accordance with OSSE's [Data Destruction Policy](#).

As part of continuous improvement and in an effort to better balance privacy and public transparency, OSSE adopted a new Student Privacy and Data Suppression Policy in November 2020. Under the new policy, OSSE will be able to report more data to the public transparently, while still rigorously protecting student privacy. This is accomplished by setting the rules for suppression of affected datasets based on the potential risk of identifying individual students. For bigger populations, there is lower risk to individual privacy, so less suppression is needed. For smaller populations, more data is suppressed to ensure individuals are protected. This population-based approach is ultimately more transparent than having absolute suppression rules for all files, without sacrificing student privacy. More specific information about the policy, including an example illustrating it, is available on [OSSE's website](#).

Training staff on protecting student data

As cited in a recent report by the National Association of State Boards of Education, human error is a factor in 95 percent of all data security incidents. To address this, OSSE has continued to implement its data privacy training policy that includes two (2) primary components:

Data Privacy Training
- All new employees and on-site contractors at OSSE must complete data privacy training within 30 days of their start date.
- All current employees and on-site contractors must complete data privacy training once every fiscal year.

Non-Disclosure Agreement
- All new employees and on-site contractors at OSSE must sign a data non-disclosure agreement upon start with the organization.
- OSSE's human resources team must ensure all current employees and on-site contractors have a non-disclosure agreement on file.

In consultation with national experts, OSSE has developed a robust training curriculum on the basics of student privacy that is used with all employees annually and has been shared with LEAs and other states. In 2018, OSSE released an online data privacy training module that included real life examples of data incidents and required all staff to complete a data privacy quiz upon completion. This year's new content is about best practices and tips for protecting privacy while working remotely.

Regarding non-disclosure agreements (NDAs), all current employees and on-site contractors signed and returned NDAs, affirming their commitment to protecting confidential information. OSSE's Human Resources Division is required to ensure all current employees and on-site contractors have a non-disclosure agreement on file.

OSSE has a robust data destruction policy, which is enforced when data sharing agreements end. Stakeholders that receive individual-level under written data sharing agreements are required to submit a certificate attesting that they have destroyed data OSSE provided. In addition, OSSE's data incident response plan provides guidance and best practices process for staff to report potential data incidents for a response to investigate and propose mitigation and other next steps.

OSSE's policies and procedures to respond to data and FOIA requests

OSSE has protocols in place for sharing of data as permissible by law. The release of student records/data is prohibited under D.C. Official Code § 2-534 (a)(2) and § 2-534 (a)(6). OSSE does not fulfill request for student data through FOIA. Student data is protected through FERPA, and may only be released if it meets one of the statutory release exemptions. OSSE believes in transparency in accordance with FOIA, but student records have heightened statutory standards under FERPA and applicable local laws. This section outlines OSSE's procedures for reviewing

and complying with request for records including student records when permissible by the relevant laws.

General data requests

The [OSSE Data Request Portal](#) serves as a centralized intake and tracking system for all requesters. In general, regardless of the type of request or requester, data request fulfillments go through a minimum of three (3) stages of quality assurance and security checks, including:

- Peer review in OSSE's Division of Data, Assessment and Research (DAR), where analysts review data pulled together by other analysts and ensure it meets the relevant standards, requirements, and limitations;
- Review and approval from DAR's Director of Data Governance and Assistant Superintendent, where data are checked for proper suppression and alignment with data sharing agreement(s); and
- Final approval from the Superintendent.

Data requests for student records

Under FERPA, parents (and guardians) and adult students have rights to request their child's education records and their own, whether for themselves or for a third party (such as an attorney). These requests are most often and appropriately directed to schools, so OSSE redirects requesters to LEAs as they are the original source of the information shared with OSSE.

If LEAs are unable to respond to the request, OSSE will periodically receive and fulfill student records requests, as deemed legally appropriate and authorized under FERPA.

These requests are also entered and tracked in OSSE's data request portal and handled by a designated staff person in CIO. Prior to receiving data, requestors are required to verify their identity in-person to ensure the person is entitled to this information.

Data requests for research and evaluation

OSSE staff ensures that data requests that include a student's personally identifiable information (or other confidential information) require signed data sharing agreements outlining legal responsibilities for requesters and OSSE regarding data sharing, use, re-disclosure, protections, and destruction. Entities must agree to written data sharing agreements and demonstrate compliance with these agreements. If they do not, an entity may be subject to compliance monitoring and required corrective actions. Data sharing under FERPA is permissive, not mandatory; FERPA provides discretion to the state education agency with regard whether to prohibit non-compliant entities from receiving data. The US Department of Education has enforcement authority and may also unilaterally impose 5-year ban on data sharing with non-compliant entities. *See* 20 U.S. Code § 1232g(b)(4)(B) and 34 CFR 99.67.

Freedom of Information Act (FOIA) requests

OSSE's Office of the General Counsel ensures compliance with the District of Columbia Freedom of Information Act (FOIA) (D.C. Code §§ 2-531-540) statute and has developed a system for processing FOIA requests that increase transparency, communication, and timeliness while safeguarding student data. This system encompasses robust coordination between the agency FOIA officer and points of contact within OSSE divisions to identify and gather responsive documents in a timely manner. The FOIA officer is responsible for review and redaction of all responsive records in compliance with the D.C. FOIA statute to ensure protection of student information. Each FOIA request is subject to a four-tier review process including: initial review and redaction by the FOIA officer, legal sufficiency review by the General Counsel, technical security check by the Chief Information Officer, and final review by the programmatic lead in the relevant OSSE division. OSSE has adopted the FOIAXPress tool that allows for centralized submission and tracking of all FOIA requests.

52. **Provide the findings from the testing integrity investigations for School Year 2017-2018 and the status of the investigation reports for School Year 2018-2019.**

Documentation on OSSE's test security and integrity processes, requirements, and templates as well as the test security investigations process can be found on the OSSE's website. Following the test integrity investigations of SY 17-18 and SY18-19, there were no substantiated findings that resulted in official OSSE sanctions.

On Friday, March 20, Mayor Bowser announced that all District of Columbia public schools would be closed until April 27, 2020 (extended following that announcement). In light of that announcement, OSSE announced the cancellation of statewide summative assessments for students in spring 2020. This impacted the PARCC, DC Science, Multi-State Alternate Assessments (MSAA), Dynamic Learning Maps (DLM), and all the remaining ACCESS for ELLs 2.0 and Alternate ACCESS assessments. Given that statewide testing was cancelled in spring 2020, there were no test integrity investigations.

Childcare and Early Learning

53. **Provide a detailed description of the childcare sector in the District for fiscal years 2019, 2020, and 2021 (as of January 31). Include in that discussion:**

(a) Data on the capacity, subsidy enrollment, and subsidy utilization of all infant, toddler, and preschool age and school age licensed capacity child care programs in the District) broken down by ward and program type (i.e. center, home, or LEA);

(b) Number of infants and toddlers (0-3) residing in the District by ward.

(c) Number and percentage of facilities that have closed;

(d) Amount paid to child development care providers who provided subsidized care; and

(e) A list of the childcare facilities that were newly licensed during that fiscal year.

ATTACHMENT: Q53 – Childcare.xlsx

Early Childhood Education in the District of Columbia is delivered through a mixed delivery system that includes child development homes (105); child development centers (365) operated by independent businesses, non-profits, and faith-based organizations; and pre-k and afterschool programs operated by District of Columbia Public Schools and charter LEAs. This mixed delivery system provides a range of options for families.

To assist families with the costs of care, the District of Columbia funds child care subsidies for low-income and working families, which follow children to the care their families choose. Roughly 55% of the District's licensed child care facilities participate in the subsidy system. Child care facilities that participate in Early Head Start, Head Start, or the District's publicly funded pre-k program also receive public funding through these programs, but the majority of child care funding in the District comes from tuition payments made by parents.

The District's 470 licensed child development facilities have licensed capacity to serve 26,958 children ages 6 weeks through 13 years old, although the number of children that providers are able to serve is currently reduced as a result of COVID health and safety guidance. In FY19, FY20, and FY21, the District worked to enhance access to, quality of, and affordability of child care through a variety of strategies. In FY19, a historic investment in child care subsidies allowed the District to increase payment rates for subsidy child care providers to reflect the cost of quality, and from FY18 through FY20 the District invested $9M to create and sustain the supply of quality infant and toddler child care slots through the Access to Quality grant program.

The public health emergency declared in March 2020 has had a substantial effect on the District's child care sector in FY20 and FY21 to date. In March 2020, 88% of child care facilities—like most District businesses—closed in response to stay-at-home orders. As the District entered the recovery phases in Summer 2020, child care providers began to reopen, and roughly 70% of the District's licensed child care facilities (325) were open as of January 31, 2020. However, those facilities that are open are operating at reduced capacity, as a result of COVID-related health and safety guidance that limits the number of children and adults per group. In addition, family demand for child care varies, so that while some facilities are not able to accommodate all families who wish to return, others have fewer children in attendance than even their reduced COVID capacity allows. As a result of closures, capacity limits, and varied attendance, District child care facilities have experienced significant revenue losses during the public health emergency, even as they face increased operating costs for staff, cleaning, and materials and supplies as a result of the public health emergency.

The District has taken a variety of steps to support child care providers during the public health emergency, including:

- Providing health and safety guidance, technical assistance, and personal protective equipment (PPE) to support child care providers to operate safely during the public health emergency
- Funding $5 million in 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.
- Utilizing $6 million in federal CARES Act funding for child care to support the child care sector during the public health emergency, including through:
  - $1.4 million to provide emergency child care for essential workers during periods when many child care providers were closed
  - $1.7 million to cover increased costs of continuing enrollment-based subsidy payments to child care providers from April-September 2020
  - $2.8 million for the District Road to Recovery Fund, which will provide additional emergency relief grants to child care providers with demonstrated need who meet additional priorities.

As a result of these efforts, the licensed capacity of child care facilities has not declined substantially in FY20 and FY21 to date (although most facilities are currently operating below licensed capacity as a result of COVID-related health and safety guidance).

The Division of Early Learning continues working, in partnership with child care providers, other District agencies, and other stakeholders, to support the child care sector through the public

health emergency and prepare to facilitate and accelerate the sector's recovery in service of the District's economic recovery as the public health emergency resolves.

(a) Childcare programs.

Due to the volume of data requested, the answer is provided as an attachment.

See Attachment: Q53 – Childcare.xlsx

(b) Number of infants and toddlers (0-3) residing in the District by ward.

OSSE does not collect data on the universe of infants and toddlers residing in the District. The Office of Planning reports ward level demographics data from the American Community Survey which is described in the table below:

2013-2017 Census Population Estimate

Ward	Estimate of Children Under 5
Ward 1	4,464
Ward 2	2,327
Ward 3	4,429
Ward 4	5,728
Ward 5	6,056
Ward 6	5,847
Ward 7	6,444
Ward 8	8,312
Total	**43,607**

(c) Amount paid to child development care providers who provided subsidized care.

Year	Subsidy Amount
FY19	$111,500,977
FY20	$118,382,904
FY21 YTD (Oct 2020 – Dec 2020)	$25,276,984

(d) A list of the childcare facilities that were newly licensed during FY19-21 (to date).

Provider Name	Year
AlphaBEST Education @ KIPP DC Douglass Campus	FY19
AlphaBEST Education @ KIPP DC Shaw Campus	FY19
AlphaBEST Education @ KIPP DC Smilow Campus	FY19

Provider Name	Year
AlphaBEST Education @ KIPP DC Webb Campus	FY19
Apple Tree Early Public Charter School @ Parkland	FY19
AppleTree Early Learning Public Charter School - Lincoln Park	FY19
Bambini Play and Learn @ Golden Triangle, LLC	FY19
Bright Horizons at Alexander Court	FY19
Broadcasters' Child Development Center, Inc.	FY19
Cassandra Leigh Corrales/CUCO KIDS LLC	FY19
CommuniKids Preschool, LLC IV	FY19
Communikids Preschool LLC V	FY19
Creative Minds Child Care	FY19
David's Stars Child Development Center Brains in Development	FY19
Deborah M. Berhane/Titi's Happy Hearts	FY19
Department of Labor CDC / KinderCare Education, LLC	FY19
Diplotots	FY19
Erin Roxborough / Ms. Rox's Child Care, LLC	FY19
Erin Roxborough/Ms. Rox's Child Care, LLC	FY19
JAG Child Care, LLC	FY19
K-12 Coders @ Lawrence E. Boone Elementary	FY19
KD's Klubhouse	FY19
KinderCare Champions @ Amidon - Bowen	FY19
KinderCare Champions @ Anacostia Elementary Campus	FY19
KinderCare Champions @ Benning Elementary Campus	FY19
KinderCare Champions @ Edgewood Elementary Campus	FY19
LaLeLo Beautiful Beginnings Child Development Center	FY19
Martha's Table Maycroft Early Learning Center	FY19
Nicole J. Jasper	FY19
Palisades Montessori Infant and Toddler Center	FY19
Prep Enrichment Center	FY19
Skadkids By Bright Horizons	FY19
Springboard Education In America @ Brent Elementary School	FY19
Taylored Education, LLC /DBA The Goddard School	FY19
The Montessori School of Washington	FY19
The Socratic School of Language	FY19
Two Birds Tenleytown	FY19
UPO @ Ketcham Elementary School	FY19
UPO @ Marie Reed Elementary School	FY19
US Kids Child Development Center	FY19
Wonders Extended Day at Horace Mann	FY19
Wonders Extended Day at Milton	FY19
2 New Heights Child Development Center	FY20
Bambini Play & Day Care Center LLC	FY20
Communikids Preschool LLC VI	FY20

Provider Name	Year
Edna De Leon Lopez / Peaceful Play Bilingual CDX	FY20
FAA/DOT Child Development Center	FY20
First Choice Day Care	FY20
Floricelda M. Avila De Alvarez	FY20
Growing Minds Together	FY20
Isatou Jabang / Curious Explorers Home Day Care	FY20
KU Kids Deanwood, LLC	FY20
Khadijah Thomas/Ngegha Beginner Child Care	FY20
Kidz Care Unlimited Child Development Center	FY20
Kimberly Clarke	FY20
KinderCare Champions @ Excel Academy	FY20
KittyFlo Learning Academy/Renessa L. Copeland	FY20
Lachan Bush/Little Geniuses Leadership Academy	FY20
Mesac Child Development Center	FY20
Rising Stars Early Learning Center	FY20
Rocketship Legacy Prep	FY20
Rocketship Rise Academy	FY20
Sukarno Glory Childcare Development Center	FY20
UPO @ C. W. Harris Elementary School	FY20
Winifred Thomas	FY20
Woodbridge Day Care Center V	FY20
AlphaBEST Education @ Two Rivers Charles Young	FY21 YTD
AlphaBEST Education @ KIPP DC Somerset	FY21 YTD
AlphaBEST Education @ Two Rivers 4th ST	FY21 YTD
Bellas Artes Child Creativity Center	FY21 YTD
Bright Start Early Care Preschool II	FY21 YTD
Children Of The Future	FY21 YTD
Emergent Preparatory Academy III	FY21 YTD
Learning Leaf Childcare Center	FY21 YTD
Little Rockets	FY21 YTD
REDHEAD Laugh Learn and Play Child Care	FY21 YTD
SW Design School LLC D/B/A K-12 Coders	FY21 YTD

54.   **Please describe how OSSE is supporting the early childcare education workforce in meeting the enhanced educational requirements.**

OSSE's child development facility licensing regulations, 5A DCMR §§100-199 (effective Dec. 2, 2016) seek to improve the quality of the early care and education workforce by ensuring that staff have the necessary qualifications and credentials to educate and care for young children. In June 2018, OSSE extended the deadline for meeting the qualifications for various child development facility positions. In Dec. 2020, in order to support child care providers who are experiencing challenges recruiting and retaining adequate staff as a result of the public health emergency, OSSE promulgated emergency and proposed rulemaking (posted on Dec. 11, 2020) to extend the deadline for teaching assistants and home-based child care providers to obtain a Child Development Associate (CDA) to Dec. 2023.

OSSE has determined that some staff in child development facilities will need more time to reach the minimum education requirements deadline due to the unforeseen hurdles that were caused directly (or in part) by the public health crisis due to the novel coronavirus pandemic (or COVID-19). The table below reflects all of the aforementioned deadline extensions for each position and their required credential type.

Position	Minimum Education Credential Required	Compliance Date
Center Director	Bachelor's degree (BA) in early childhood education (including early childhood development, early childhood education, elementary education, or early special education) **or** a bachelor's degree in any subject area with at least 15 semester credit hours in early childhood education.	Dec. 2, 2022
Teacher	Associate degree (AA) in early childhood education (or early childhood development, child and family studies, or a closely related field) **or** an associate degree (or higher) in any subject area with at least 24 semester credit hours in early childhood.	Dec. 2, 2023
Assistant Teacher	Child Development Associate (CDA) or an associate degree (or higher) in any subject area	Dec. 2, 2023
Expanded Home Caregiver	Associate degree in early childhood education (or early childhood development, child and family studies or a closely related field) **or** an associate degree (or higher) in any subject area with at least 24 semester credit hours in early childhood.	Dec. 2, 2023
Home Caregiver and Associate Home Caregiver	Child Development Associate (CDA)	Dec. 2, 2023

OSSE has taken numerous steps to ensure that the early care and education workforce meets the enhanced educational requirements. The list below summarizes some highlights of these efforts.

ECE Resources Webpage
Launched in July 2017, the ECE resources webpage provides position-specific information on the new education requirements, as well as programs and resources available to help the workforce meet the new requirements.

Early Childhood Education (ECE) Help Desk
In Fall 2017, OSSE launched the ECE Help Desk to provide individualized support and address specific questions about the new education requirements. Child care professionals can contact the help desk at ECEhelpdesk@dc.gov or (202) 478-5903 and will receive a response immediately or within 24 hours.

College Fairs
OSSE's Division of Early Learning, in partnership with OSSE's Division of Postsecondary and Career Education, facilitates the Adult College Completion Fairs: Early Childhood Educators Edition. This initiative provides focused support to DC's early childhood education workforce in learning about programs and resources to help gain their respective education credential. Due to the public health emergency caused by COVID-19, this workforce initiative has been modified. OSSE has plans to conduct a virtual college fair in FY2021.

Quorum Online Learning
In May 2017, OSSE introduced an online training platform through Quorum. The platform allows child development staff unlimited, 24/7 access to a catalogue of engaging and interactive training courses, including those required for obtaining a Child Development Associate (CDA) credential.

Professional Development Scholarships
OSSE also supports the early learning workforce by providing funding to obtain higher educational credentials. There are three avenues of support: (1) Child Development Associate (CDA) grants; (2) Teacher Education and Compensation Helps (T.E.A.C.H.) scholarships; and (3) First Step program.

Child Development Associate (CDA) Grants
OSSE funds two grantees, CentroNia and Southeast Children's Fund, to provide scholarships and supports through their CDA programs, which are offered in English, Spanish, and Amharic. The grantees also provide scholarship funding to cover the CDA application fee for those who obtain the required instructional hours outside of the grantees' programs, including via Quorum.

Teacher Education and Compensation Helps (T.E.A.C.H.) DC Scholarship Program
The National Black Child Development Institute (NBCDI) administers this program on behalf of OSSE. In FY2020, there were 137 active scholars (i.e. teachers, directors or expanded home caregivers) in the T.E.A.C.H. program working on either an associate or bachelor's degree.

Additionally, there are several assistant teachers enrolled in the program with hopes of earning their degree and becoming a lead teacher.

First Step
OSSE piloted the First Step CDA Career and Technical Education (CTE) program in FY17, which provides high school students the opportunity to work towards earning their CDA credential and high school diploma at the same time. For the 2019-20 school year, there were 162 students in the First Step CDA Program across three DC Public Schools and one DC Public Charter School high school site, that successfully graduated 62 students. Currently enrolled in the program for the 2020-21 school year, there are 163 students participating, with 55 expected graduates. This includes students from the previous school year who are in their second year of the program.

Continuous Service Waiver
OSSE recognizes the value of experience in the field. Facilities can apply for waivers for center directors, teachers and expanded home caregivers who have demonstrated at least ten years of continuous service in early childhood education. Further information on the waiver application process is available on OSSE's website.

55. **Describe the professional development opportunities OSSE provided/offered to child development centers and early care staff in fiscal years 2019 and 2020. Include in the description the formats in which the opportunities were offered (e.g. face-to-face or online).**

OSSE continues to provide robust professional development and support for child development centers and early child care staff. Trainings are delivered by OSSE's Division of Early Learning (DEL), contractors, inter-governmental partners, external partners and a cohort of OSSE-certified trainers. In response to the coronavirus (COVID-19), pandemic OSSE had to modify its delivery of in-person trainings to synchronous online trainings while continuing to make asynchronous online course offerings available. This shift has allowed OSSE to reach more centers and staff with helpful content to better serve children in their care.

OSSE makes training available to the early childhood workforce through the Professional Development Information System, (PDIS), OSSE's workforce registry and professional development tracking system, as well as OSSE-certified trainers offering trainings outside of PDIS. Through these delivery mechanisms, OSSE provided approximately 794 face-to-face and synchronous online training opportunities for approximately 26,419 participants in FY20. Note that this number is not unique individuals, but the total number of participants. Compared to FY19 numbers (955 trainings and 24, 114 participants), there was a 17 percent decrease in trainings but a 10 percent increase in participants in FY20. It's clear that the workforce is responsive to changes in delivery method.

OSSE leveraged professional development platforms to provide trainings to the early childcare workforce with great success once the shift was made from in-person training to synchronous online trainings during the COVID-19 pandemic. The number of trainings offered through PDIS from April to December 2020 (323) was an increase of 92 from the same time period in 2019 (168). The number of participants in trainings offered through PDIS increased 173 percent during this time period from 4,608 to 12,585.

OSSE also uses Quorum, an online professional development platform of asynchronous courses, for the early childhood education workforce. As of Feb. 2, 2021, there were a total of 551 facilities registered for Quorum, comprised of 437 centers/schools/programs and 114 child development homes/expanded homes. There were a total of 7,336 individual active users registered in the online e-learning system. Once each course is completed, educators earn a certificate. A total of 122,160 courses have been completed from May 2017 to Jan. 31, 2021. During the COVID-19 pandemic, course completions have increased 74 percent, from 30,605 course completions from March 1, 2019 to Jan. 31, 2020 to 53,153 course completions from March 1, 2020 to Jan. 31, 2021.

We believe that the PDIS and Quorum ere effective in reaching more of the childcare workforce in taking advantage of these trainings due to online delivery.

The chart below outlines the continuing education topics required of all staff working in a licensed child development facility, per 5-A DCMR Chapter 1. This table includes in-person and

synchronous online course offerings, as well as courses available through the online Quorum professional development system.

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Child abuse and neglect, prevention, detection and reporting	• Training for Mandated Reporters/Human Trafficking Awareness and Mandated Reporter Training • Stewards of Children: Child Sexual Abuse Prevention	• Understanding Child Abuse and Prevention
Emergency preparation and response planning for emergencies resulting from a natural disaster or a human-caused event	• Emergency Preparedness • Emergency Response Training and Plan Development during the Coronavirus (COVID-19) Pandemic	• Keeping Our Children Safe: Planning Ahead and Being Prepared
Prevention of sudden infant death syndrome and use of safe sleep practices, as applicable	• Infant Safe Sleep Practices	• Safe Sleep and Sweet Dreams for Infants
Prevention of shaken baby syndrome and abusive head trauma, as applicable	• Protecting Young Children (formerly the Period of Purple Crying	• Understanding Child Abuse and Prevention
First aid and CPR	• Adult/Pediatric First Aid/CPR/AED	• Must be completed in-person
Developmentally appropriate programming for infants, toddlers, preschool and/or school-age children, as applicable	• The Art of Recycling: Bring on the Animal Kingdom • Building Literacy Skills through Stories and Books/WETA Kids Ready to Learn • Child and Adult Care Food Program (CACFP) 101 • Classroom Assessment Scoring System (CLASS) Primer Training for Teachers • Cradling Literacy: The Role of Meaningful Experiences in Supporting Early Language and Literacy	• Child Assessment: The Essentials of Individualizing • Child Language Development and Signs of Delay • Creating Positive Connections • Curriculum Unpacked • The Developing Infant and Toddler • Developmental Milestones

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• The Creative Curriculum for Family Child Care Series • The Creative Curriculum for Infants, Toddlers and Twos Series • The Creative Curriculum for Preschool Series • Curriculum Training: Frog Street Infants and Toddlers • Curriculum Training: Frog Street Pre-K • Curriculum Training: Frog Street Threes • DC Common Core Early Learning Standards 101 • DC Early Learning Standards 201 • Deepening Reading Comprehension through STEM • Developing Young Thinkers • Developmental Milestones for 3-5 Year Olds • Developmental Milestones for Infants and Toddlers • Developmentally Appropriate Practice (DAP) for Infants and Toddlers • E is for Engineering (for Infants and Toddlers) • E is for Engineering (for Preschool) • Early Engineering with Structures • Early Literacy Series • Early Math Toolkit for Infant and Toddler Educators • Engaging School-Age Children in an Afterschool Distance Learning Platform • Engaging Students in STEAM in Afterschool Programs	• Dual Language Learners • Enriching Play • Exploring the Piramide Approach • Family Child Care Indoor Environment • Foundations for Learning Every Day • Foundations of Curriculum • From Food to Physical Activity • Growing Language for Infants and Toddlers • Inspiring Creativity • Juggling Act: Schedules, Routines and Transitions • Learning Environment • Learning Every Day Through the Senses • Phonological Awareness • Piramide: Interactive Storytelling • Power of Play • Responsive Caregiving for Infants and Toddlers • School-Age Care: Learning by Design • STEM in the Preschool Classroom • Teaching with Intention

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	- Exploring Air with Young Children - Exploring Light with Young Children - Facilitating Meaningful Online Experiences With Young Children: Unexpected Challenges and Joyful Opportunities in Action - Family Child Care Environment Rating Scale-Revised (FCCERS-R) Series - Food Manager's Training - How to Administer the Ages and Stages Questionnaires, Third Edition (ASQ-3) - Infant/Toddler Environment Rating Scale-Revised (ITERS-R) Series - M is for Mathematics - Part I: Counting and Quantity - M is for Mathematics - Part 2: Sets - Music and Movement for Infants and Toddlers - Physical Science and Engineering for Young Children - Pre-K CLASS Series - Preventing the Preschool-to-Prison Pipeline with Arts Integration - S is for Science - Science, Technology, Engineering, Arts and Mathematics (STEAM) Experiences for Infants and Toddlers - Standard Story Time Training - Supporting Children's Optimal Brain Growth while Stuck at Home	

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Supporting Children's Optimal Brain Growth while Transitioning Back to the Classroom	
Prevention and control of infectious diseases, including immunization	• How to Prevent and Control Infectious Diseases	• Cut the Cooties: Communicable Disease Prevention
Administration of medication, consistent with standards for parental or guardian consent	• Administration of Medication (AOM) Training (Center and Home Child Development Facilities)	• Cut the Cooties: Communicable Disease Prevention
Prevention of and response to emergencies due to food and allergic reactions	• Food Allergy Prevention and Response in Early Care and Preschool Settings • Food Handler's Certification	• From Food to Physical Activity
Building and physical premises safety, including identification of and protection from hazards that can cause bodily injury such as electrical hazards, bodies of water and vehicular traffic	• Building and Physical Premises Safety	• Keeping Our Children Safe: Planning Ahead and Being Prepared • Safe Spaces and Places to Grow and Learn
Poison prevention, including the handling and storage of hazardous materials and the appropriate disposal of bio contaminants	• Children and Fires, Fire Extinguisher Training and Storage of Hazardous Materials	• Keeping Our Children Safe: Planning Ahead and Being Prepared
Developmentally appropriate methods of positive behavior intervention and support	• Addressing Challenging Behaviors • Behavioral and Social-Emotional Considerations for School Re-entry during the Coronavirus (COVID-19) Pandemic • Building a Solid Foundation: Social-Emotional Development in Young Children	• Building Positive Relationships • Building Resilience After Natural Disaster • Challenging Behavior: Reveal the Meaning • Learning Environment: How Classroom

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Classrooms as the Root of Challenging Behaviors • FLIP IT: A Strategy for Challenging Behavior Series • Pre-K CLASS: Behavior Management	Arrangement Impacts Behavior • Responsive Caregiving: Nurturing Relationships with Infants and Toddlers • To Expel or Not to Expel
Inclusion of children with special needs, including the Americans with Disabilities Act and the Individuals with Disabilities Education Act	• Enhancing Inclusive Practices in Early Childhood Education • Gear Up for Inclusion: Disability Inclusion Tools • The Importance of Early Intervention • Overview of Special Education	• Autism 101 • Basics of Inclusion • Child Assessment: The Essentials of Individualizing • Child Language Development and Signs of Delay • Developmental Milestones
Communication and collaboration with parents, guardians and families	• The Importance of Family Engagement: Engaging Families for Student Success • Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion • Supporting Dual Language Learners	• The Nuts and Bolts of Developmental Screening • Building Strong Relationships with Families • Creating Positive Connections • Engaging Families with Social Media • Family Engagement • Honoring All Families
Community health and social services resources for children and families	• The Importance of Family Engagement: Engaging Families for Student Success • Trauma and Resilience: Building Strength in Children	• Building Strong Relationships with Families • Creating Positive Connections • Family Engagement • Honoring All Families • Trauma Informed Practice

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
Planning developmentally appropriate programs and activities for children and families	• The Creative Curriculum for Preschool: Coaching Teachers to Fidelity of Implementation • Data Basics: Using Data to Enhance Everyday Classroom Practices • Data Basics: Using Data to Enhance Everyday Classroom Practices (Advanced - A Deeper Dive) • How to Administer the Ages and Stages Questionnaires: Third Edition (ASQ-3) • Teaching Strategies GOLD Series	• Foundations of Curriculum • Foundations for Learning Every Day
Enhancing self-regulation and self-esteem in children	• Building a Solid Foundation: Social- Emotional Development in Young Children • FLIP IT: A Strategy for Challenging Behavior • Pre-K CLASS: Overview of Emotional Support, Classroom Organization and Instructional Support (Basic) • Promoting Healthy Social- Emotional Development through Nurturing and Responsive Relationships Trauma and Resilience: Building Strength in Children	• Building Positive Relationships • Building Resilience After Natural Disasters • Learning Every Day Through the Senses
Basic or advanced business practices	• Data Basics: Using Data to Enhance Everyday Classroom Practices • Director's Corner: Financial Reports and Internal Controls for Child Care Providers • Director's Corner: Introduction to the Business Assessment Tools	• Administrative Leadership • Essentials of Leadership in Early Childhood Education • Foundations of Quality Teams • Implementing Quality Teams

Professional Development Mandated by 5A DCMR § 139	OSSE Course Offerings	Quorum Courses
	• Director's Corner: Introduction to the Business Administration Scale for Family Child Care (BAS) Assessment Tool • Director's Corner: A Deep Dive into the Business Administration Scale (BAS) for Child Development Homes • Director's Corner: Introduction to the Program Administration Scale (PAS) Assessment Tool • Director's Corner: A Deep Dive into the Program Administration Scale (PAS) for Child Development Centers • Director's Corner: Marketing Your Program for Child Care Providers • Director's Corner: Operating a Child Care Business in the 21st Century - Business Applications that Save Time and Money • Director's Corner: Recruiting and Retaining Staff for Child Care Providers • Director's Corner: Tips to Building an Emergency Fund Safety Net	• Program and Classroom Assessment • Teacher Leadership

56. **List all the professional development opportunities OSSE offered or provided to child development facilities' staff on social emotional skills, behavior, and children with special needs in fiscal years 2020 and 2021 (through January 31). Include in a description of each training or activity in the response.**

OSSE's professional development system offers 25 face-to-face and synchronous online trainings and 13 asynchronous online trainings that address issues surrounding social-emotional development of young children and the behaviors, signs and symptoms that manifest in young children experiencing developmental delays and disabilities. In addition, OSSE provides ongoing opportunities to address the education of young children experiencing developmental delays and diagnosed conditions.

In FY20, OSSE provided 72 sessions on the training topics described below. As of Jan.31, 2021, OSSE has provided 35 sessions described below for FY21.

<u>**Social-Emotional Development Training Descriptions**</u>
<u>**(Face-to-Face and Synchronous Online Trainings)**</u>

- **Addressing Challenging Behaviors**
  This workshop uses information and materials from the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) to help teachers and child care professionals understand why children behave the way they do. It helps teachers and other child care professionals develop universal strategies to address behavior, as well as target intervention strategies.

- **The Art of Recycling: Bring on the Animal Kingdom Parts 1 and 2**
  What do a paper tiger, a cardboard fish and an egg carton turtle have in common? They are all ways to assess student's social-emotional and cognitive development. During this two-day workshop, artist Karen O. Brown will explore how visual arts can enhance your early childhood classroom. The training will deepen your students' understanding of animals and the Earth by using everyday recyclable materials to create animals and their habitats.

- **Behavioral and Social-Emotional Considerations for School Re-entry during the Coronavirus (COVID-19) Pandemic**
  This session will be led by facilitators from two DC Department of Behavioral Health (DBH) programs, the DC Social Emotional and Early Development (DC SEED) Project and Healthy Futures. They will discuss the behavioral and social-emotional considerations for early childhood programs during the coronavirus (COVID-19) pandemic. They will help participants identify behaviors or systems needed to be put into place to ensure the emotional well-being of the program's children, families and staff. The facilitators will help participants to view behaviors through a trauma-informed lens. This training will also continue the ongoing focus on helping educators gain a better understanding of their own stressors in relation to school re-entry.

- **Building a Solid Foundation: Strategies for Promoting Social-Emotional Development in Young Children**
  This course gleans content from the CSEFEL infant and toddler training modules. Participants engage in hands-on activities that illustrate the importance of positive social-emotional climates for children from birth through age three.

- **Classrooms as the Root of Challenging Behaviors**
  Through this interactive presentation, participants will learn how to identify what children are communicating through their behaviors. Participants will be able to apply this knowledge of how to interpret children's behavior to understand what children may be communicating about the classroom environment. Best practices and tips on ways to adapt classroom environments and revise teaching practices to lessen challenging behaviors will be shared.

- **The Creative Curriculum for Preschool: Creating a Caring, Collaborative Community in the Time of the Coronavirus (COVID-19) Pandemic Parts 1 and 2**
  This two-part session will help teachers and administrators develop their back-to-school strategy during the COVID-19 pandemic using a variety of instructional delivery methods. Participants will consider the increased need for supporting the social-emotional development of children starting school this year. Participants will identify ways to navigate a return to school that will be different for teachers, children and families, including strategies for implementing a distance-learning approach and partnering with families.

- **FLIP IT: A Strategy for Challenging Behavior – Module 1: Overview**
  During this training, participants learn the four supportive steps of FLIP-IT, developed by Devereux. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquires, P-Prompts.

- **FLIP IT: A Strategy for Challenging Behavior – Module 2: Feelings**
  During this training, participants will learn more about the four supportive steps of FLIP-IT, developed by the Devereux Center for Resilient Children. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquiries, P-Prompts. This session focuses on the first step: feelings.

- **FLIP IT: A Strategy for Challenging Behavior – Module 3: Limits**
  During this training, participants will learn more about the four supportive steps of FLIP-IT, developed by the Devereux Center for Resilient Children. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquiries, P-Prompts. This session focuses on the second step: limits.

- **FLIP IT: A Strategy for Challenging Behavior – Module 4: Inquiry**
  During this training, participants will learn more about the four supportive steps of FLIP-IT, developed by the Devereux Center for Resilient Children. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquiries, P-Prompts. This session focuses on the third step: inquiry.

- **FLIP IT: A Strategy for Challenging Behavior – Module 5: Prompts**
  During this training, participants will learn more about the four supportive steps of FLIP-IT, developed by the Devereux Center for Resilient Children. These steps are designed to help young children learn about their feelings, gain self-control and reduce challenging behavior. The four steps are embodied in the FLIP-IT mnemonic, which stands for F-Feelings, L-Limits, I-Inquiries, P-Prompts. This session focuses on the fourth step: prompts.

- **Interactive Storytelling and Social-Emotional Learning Parts 1 and 2**
  This two-part training combines storytelling and participant centered practices to build social and emotional skills, support engagement and encourage creative and critical thinking skills for early learning programs. This professional development is for pre-K to second grade. Through a mixture of demonstration, practice and reflection, participants will collaborate to learn a story, expand upon it and add points of participant – both verbally and physically. The educators will learn how to interactively engage their students and develop their self-regulation skills and develop ways to build healthy relationships. As part of the training series, facilitators will offer follow-up instructional coaching to teachers to implement these strategies in their classroom.

- **Music and Movement for Infants and Toddlers Parts 1 and 2**
  The time from birth to 2-years-old is a crucial period to establish foundations that will shape children for the rest of their lives. This two-part professional development series, is an innovative, unique, research-based program that weaves the arts, brain science and human connection to produce positive developmental outcomes for infants and toddlers. In this interactive workshop, participants learn how sound, movement and rhythm nurture infants' optimal brain development and provide the basis for lifelong learning by building a foundation for bonding, cooperation and empathy. In part I, participants learn about the importance of and the brain science behind integrating sound, rhythm and movement into your infant classrooms. Participants practice music and movement-based strategies they can try in your classroom the next day. In part II, after trying the technique in the classroom, participants come back for further coaching, problem-solving and practice.

- **Pre-K Classroom Assessment Scoring System (CLASS): Overview of Emotional Support, Classroom Organization and Instructional Support (Basic)**
  In this basic-level training, participants focus on the Pre-K CLASS domains of Emotional Support, Classroom Organization and Instructional Support. The training demonstrates how to create a positive classroom climate and an engaging and language-rich learning environment.

- **Preventing the Preschool-to-Prison Pipeline with Arts Integration Parts 1 and 2**
  In this interactive session, participants reflect upon and discuss the causes for the preschool-to-prison pipeline and analyze the role arts integration plays in the early childhood curriculum to counter the achievement gap among children of color. Trainers discuss how arts can help promote social-emotional development and academic achievement for children living in poverty.

- **Promoting Healthy Social-Emotional Development through Nurturing and Responsive Relationships**
  This course gleans content from the Center on the Social Emotional Foundations of Early Learning (CSEFEL) infant/toddler and preschool training modules. Participants will engage in hands-on activities that illustrate the importance of positive social-emotional climates for children from birth through age five.

- **Promoting Nurturing Relationships through Family Engagement and Cultural Inclusion**
  This training builds on the principles of the Nurturing and Responsive Relationships tier of the Teaching Pyramid. It focuses on helping early childhood educators understand the importance of family engagement and cultural inclusion in a child's social-emotional development. It illustrates how practical strategies might be used in early childhood settings to increase the engagement of parents/guardians in the education of their children and how meaningful family engagement and cultural inclusion contribute to a child's school readiness and healthy social-emotional development.

- **Stewards of Children: Child Sexual Abuse Prevention**
  This training teaches adults how to prevent, recognize and react responsibly to child sexual abuse. The program is designed for individuals concerned about the safety of children as well as organizations that serve youth. Training includes discussion about critical issues in sexual abuse prevention and the relevance of these issues in our communities through a video sharing the voices of survivors and experts in the field.

- **Trauma and Resilience: Building Strength in Children**
  In this session, participants learn how trauma can affect a child's developing brain. We discuss how to identify signs of trauma and how to foster resilience in children so that they can develop into emotionally strong adults. We discuss how to access local early childhood mental services.

Social-Emotional Development Training Descriptions (Quorum)

- **Building Positive Relationships**
  Participants will explore the impact of classroom climate on children's behavior and learning. For instance, how do the subtle nuances of the teacher's behavior impact the atmosphere in the classroom? You will review important ideas about the nature of positive relationships, and you will study examples and strategies to promote positive teacher-child and child-child relationships. Relationships are essential to children's

development and learning. A teacher's ability to create a positive atmosphere will inspire positive relationships and support the education and healthy development of young children.

- **Building Resilience after Natural Disasters**
  Hurricanes, tornadoes, wildfires, and other natural disasters can threaten the well-being of adults and children. While some people easily bounce back from adversity brought on by these types of traumatic events, others struggle to overcome the experience and its aftereffects. Resilience - the ability to adapt or recover from a difficult event - can be learned during childhood or later in adulthood. This course is divided into two parts. Part I is about adults – the impact of stress on the body and mind, how resilience affects well-being, and how to build resilience before and after natural disasters. Part II is about children – supporting children after natural disasters, recognizing when a child might need extra help recovering, and building resilience to improve their ability to "bounce back" throughout life.

- **Challenging Behavior: Reveal the Meaning**
  Children express their needs through words, facial expressions, body language, and behavior. When communication is sent in the form of challenging behavior, understanding the message can be difficult. Participants will explore the ways children speak to us through behavior and will examine the role teachers play in the two-way conversation. Participants will learn how to interpret children's behavior, how to effectively teach social skills, how to develop an environment that supports cooperative and meaningful learning, and how to build partnerships with families.

- **Creating Positive Connections**
  The love and nurturing that a child receives in the first few years of life can have effects on development that last a lifetime. As we learn more about children and how they develop, we understand more clearly the role of early relationships. Warm, nurturing relationships based on respect, understanding, and acceptance are essential for children's optimal development. In this course, explore caregiver behaviors that create four positive connections: Teacher to child, child to child, child to environment, and teacher to family. Through interactive learning activities, group discussion forums, videos, reflective writing exercises, scenarios, and a field assignment, participants will learn to create an environment where relationships flourish.

- **Helping Children Navigate the World of COVID-19**
  Most children - even very young children - know, or at least sense, that something has changed in the world - that something isn't quite right. Though they may not be able to voice it, many of them are worried and afraid or at the very least, confused. They need the adults in their lives to help them understand and navigate the world of COVID-19. This 10 minute not-for-credit course provides tips and ideas to help adults guide children through this stressful time.

- **The Juggling Act: Schedules, Routines and Transitions**
  Connecting consistent, balanced schedules, routines, and transitions can enhance the emotional and social competence skills of young children. Participants will explore how to enhance these connections through an analysis of classroom challenges and will make plans for necessary changes. Discover how to make the best use of routine times. Learn how to use language and literacy-enhancing activities to create smooth transitions between activities.

- **Responsive Caregiving: Nurturing Relationships with Infants and Toddlers**
  Responsive caregiving is the foundation of quality infant and toddler care. This course begins with an overview of responsive caregiving, and then goes deeper into the aspects of developing nurturing relationships with infants and toddlers. Participants will explore Attachment Theory which is at the heart of responsive caregiving; examine the role of the caregiver in understanding social and emotional development; and review a variety of communication strategies that foster nurturing relationships.

- **School-Age Care: Learning by Design**
  This course provides information about the unique needs of school-age children and the type of environment that engages the whole child and best fosters learning. Participants will examine how to encourage exploration, uncover interests, and support peer relationships. Strategies that extend learning from the school day as well as encourage children to unwind, relax, be themselves, and socialize will be explored. Specific activities that support literacy and math learning, and physical development are presented.

- **To Expel or Not to Expel**
  Children who are expelled or suspended from school are more likely to experience academic failure and grade retention, hold negative views of schools and education, are at greater risk of dropping out, and have increased rates of incarceration. To Expel or Not to Expel covers the conditions and risk factors that lead to expulsion and suspension, strategies to promote social-emotional development in children and personal well-being in educators, ways to develop trusting partnership with families, and discipline practices that reduce the risk of suspension and expulsion.

- **Trauma Informed Practices**
  Approximately 66% of children report experiencing traumatic events before the age of 16. The effects of these experiences can be devastating, but with support, many children can overcome their traumatic experiences. This course, Trauma Informed Practices, raises awareness of the impact of childhood trauma on children's learning and development and provides strategies to support the healing, resilience, and well-being of traumatized children and those who care for them.

<u>**Inclusive Practices Training Descriptions**</u>
<u>**(Face-to-Face and Synchronous Online Trainings)**</u>

- **Ages and Stages Parent Questionnaires**
  These trainings provide a basic overview on how to use the ASQ-3 developmental screening tool and the ASQ: Social-Emotional, second edition (ASQ:SE-2) screening tool. These courses are appropriate for new users, those who are considering adopting the tool and individuals in need of a refresher on 1) the purpose of developmental and social emotional screening, 2) the features of the tools and 3) how to introduce, administer, score and interpret results of each screening tool.

- **Enhancing Inclusive Practices in Early Childhood Education**
  This training defined inclusive practices such as universal design for learning and multiple intelligences to identify adaptations so all early learners can access the information that is being taught in a variety of learning environments in accordance with the District of Columbia Early Learning Standards.

- **Gear Up for Inclusion: Disability Inclusion Tools**
  This webinar teaches child and youth program administrators how to describe the components of inclusive programs, identifies the elements of inclusive program leadership and offers reflective assessment tools to assess inclusive program goals. The tools referenced in the training are the Communicating Your Commitment to Inclusion reflection tool, Inclusive Program Goals self-assessment, and Inclusion Checklist for Programs. There are three objectives of this workshop: 1) Select a strategy to assess your organization or programs' commitment to inclusion; 2) Develop a strategy for gathering input from program staff, parents and participants; and 3) Identify one action of a supportive disability inclusion leader.

- **The Importance of Early Intervention**
  Early intervention can greatly improve a child's quality of life, prevent abuse and improve early education outcomes. This workshop will present what early intervention is and why it is important for children, their families and our society. Participants will learn about the DC Public Schools early intervention program, Early Stages, as well as how to refer a child for early intervention services.

- **The Importance of Early Intervention: Learn About Early Stages**
  Early Stages is DC's early intervention program for children age 3 through 5, run by DC Public Schools. This workshop will present what early intervention is and why it is important for children, their families and our society. Participants will learn about Early Stages as well as how to refer a child for early intervention services. Early Stages provides Individuals with Disabilities Education Act (IDEA) Part B, Section 619 services for District children ages three through five.

- **Overview of Special Education**
  This workshop covers the basics of special education, including special education laws, the process of eligibility and services delivery and the rights of the parent or guardian.

Inclusive Practices Training Descriptions (Quorum)

- **Autism 101**
  Once considered a rare disorder, the most recent study on autism from the Centers for Disease Control and Prevention (CDC) found that 1 in 59 children are living with it. Likely, most of us know someone—a family member, a friend's child, a neighbor, a student—who has been diagnosed. Autism seems to be everywhere, and most of us are left with lots of questions: What is this disorder? What causes it? Is there a cure? Is it becoming more common? What are some strategies for working with a child in your early childhood classroom who is on the autism spectrum? This course addresses these questions and will help you become more knowledgeable about autism and the people it impacts.

- **Basics of Inclusion**
  According to the Division for Exceptional Children (DEC), "Inclusion is children of all abilities learning, playing, and working together." While this sounds great, teachers and parents may wonder if inclusion is really the best choice for a child. Will the child with disabilities struggle and the child without disabilities fall behind? This course introduces learners to the value of inclusion, steps to creating an inclusive classroom, laws regarding inclusion of children with disabilities, benefits to everyone involved, and the importance of teamwork with families. Participants will create their own inclusion policy and will practice pre-admissions conversations with parents.

- **Learning Every Day Through the Senses**
  This course offers a brief overview of the principles, concepts, and foundations of infant/toddler development. Participants will explore how they, as caregivers, can enhance sensory development and provide modifications for infants, toddlers, and twos who need additional supports. Potential issues of sensory integration issues are also explored. Course content is based on Kaplan Early Learning Company's Learn Every Day™ for infants, toddlers, and twos.

57. **Provide an update on the full implementation of Capital Quality.**

Capital Quality is the District's Quality Rating and Improvement System (QRIS). Capital Quality is a systematic approach to assess, improve and communicate the level of quality of a child development facility. Capital Quality has three components: an annual rating, a continuous quality improvement (CQI) plan and process, and a public-facing online profile to convey the quality designation of each child development facility.

Methodology
Capital Quality measures program quality using research-based measures (the Infant/Toddler Environment Rating Scale (ITERS), the Family Child Care Environment Rating Scales (FCCERS) and/or the Classroom Assessment Scoring System Pre-K (CLASS Pre-K)) to evaluate the quality of each program.

The observation data is used to inform each facility's Capital Quality designation: Developing, Progressing, Quality and High-Quality. As of fall 2019, OSSE has collected observation data for licensed subsidy facilities and for non-subsidy licensed facilities that voluntarily participate in Capital Quality. OSSE canceled observations during the coronavirus (COVID-19) public health emergency and is working to assess when observations may safely resume.

The CQI plan includes a set of research-based quality standards that are common to programs that serve children birth to age five. Most of these standards align with the Head Start Program Performance Standards (HSPPS), the Pre-K Enhancement and Expansion Act and the National Association for the Education of Young Children's (NAEYC) accreditation standards. The 10 quality indicators in the Capital Quality Continuous Quality Improvement Plans (CQIPs) look at the following:

- Curriculum is aligned to DC Early Learning Standards;
- Formal and informal assessments are aligned to curriculum;
- Formal and informal assessments are implemented;
- Data is used to inform instructional and professional practices
- Using the results of the CLASS™ Pre-K and/or ITERS-R and/or FCCERS-R;
- Culturally and linguistically responsive practices are implemented;
- Inclusion practices are implemented;
- Developmental screenings are implemented;
- Early care and education professionals meaningfully engage in professional development;
- Family engagement promotes positive and goal-oriented relationships; and
- Mission statements are reflective of both the program and the families served.

Reporting
The public-facing quality profile on My Child Care DC includes the facility's designation and additional information that is beneficial to families including, but not limited to, group size and ratios, curriculum used and the mission of each facility, as appropriate.

Support

To support continuous improvement, each facility participating in Capital Quality has a quality facilitator (provided by a third-party grantee of OSSE) who provides one-on-one support to the child development facility director to help them improve quality and monitor progress.

New Capital Quality participants received an initial site visit from a facilitator and OSSE representatives: during the coronavirus (COVID-19) public health emergency, the facilitator and OSSE representatives conducted the initial site visit virtually. These visits were conducted to gain a better understanding of the child development facility and their specific needs. The programs received technical assistance (TA) on how to complete the online CQI plan and completed their first complete CQI draft plan within their first year in Capital Quality. The plans were reviewed by the quality facilitators and providers received feedback on the CQI plans. These plans will then be reviewed and updated on an annual basis. Initial and follow-up site visits were conducted with participants, OSSE staff and the quality facilitators. Follow-up site visits were then conducted to gather one-on-one feedback from providers about their experiences in the program (e.g., areas of strength, how OSSE could provide better supports). During the coronavirus (COVID-19) public health emergency, these site visits were held both virtually and in-person, as appropriate and with health and safety measures in place.

The valuable feedback received from both the site visits and the community of practice sessions is used to improve the overall design and implementation of Capital Quality.

Progress to Date

In April 2016, OSSE successfully launched the pilot of its redesigned QRIS, Capital Quality. Between March 2017 and January 2019, OSSE welcomed three cohorts of child development facilities in Group Two, Group Three and Group Four. Therefore, child development facilities joined Capital Quality on a rolling basis upon entering into a subsidy agreement or electing to participate. Child development facilities that join Capital Quality on a rolling basis are assigned to group Five.

There were 230 total active facilities in Capital Quality as of December 2020. Facilities that have entered into and maintain an agreement for subsidized child care services with OSSE are required to participate in Capital Quality. Licensed non-subsidy facilities may voluntarily elect to participate in Capital Quality. The following table shows the active facility types as of December 2020.

Facility Type	Subsidy	Non-subsidy	Total
Child Development Centers	168	9	177
Child Development Homes	29	3	32
Expanded Child Development Homes	17	4	21
Total	**214**	**16**	**230**

Beginning Oct. 1, 2018, OSSE transitioned all subsidized child care facilities from their Going for the Gold rating to one of four Capital Quality Designations: (1) High Quality, (2) Quality (3) Progressing, or (4) Developing and all subsidized child care facilities will be reimbursed based

on their Capital Quality designation. OSSE implemented a "hold harmless" policy to ensure that the tiered reimbursement for each of the four Capital Quality implementation groups would not be lowered upon initially participating in Capital Quality. If the program's designation lowered during the designated timeframe (which varies for each Capital Quality group), then the tiered reimbursement remains the same for a period of time (i.e., the program does not receive a lower reimbursement that would be associated with that lower designation). However, if a program earned a higher designation, then the program received a higher reimbursement that aligns with the higher designation. The hold harmless policy is summarized in the following table.

Action	Pilot and Group Two	Group Three	Group Four
Capital Quality designation determined	Fall 2019		
Tiered reimbursement changes **only** if facility designation is **higher**	Fall 2019		
Hold Harmless policy ends; tiered reimbursement aligns to facility designation whether higher or lower	Fall 2020	Fall 2021	Fall 2022

OSSE completed the Capital Quality rating and designation process for facilities participating in the Pilot, Group Two, Group Three and Group Four in fall 2019. Subsidy facilities that received a higher designation in fall 2019 began receiving the higher tiered reimbursement effective Oct. 1, 2019.

Due to the cancelation of observations during the coronavirus (COVID-19) public health emergency, OSSE did not complete the Capital Quality rating and designation process in fall 2020. Child development facilities maintained their current designations; however, upon expiration of the hold harmless policy for Pilot and Group Two in fall 2020, 18 out of 64 total Pilot and Group Two facilities' tiered reimbursement rate lowered to align to their Capital Quality ratings and designations based on observation data (determined in fall 2019).

Facilities that entered into a new subsidy agreement after Oct. 1, 2018 are designated Preliminary until a Capital Quality rating and designation is determined based on observation data. As noted previously, these facilities joined Capital Quality on a rolling basis and are assigned to Group Five, The hold harmless policy is not applicable to Group Five facilities; once a Capital Quality rating and designation of Developing, Progressing, Quality or High-Quality is determined, the designation immediately takes effect.

In September 2019, the authorized representative from each child development facility that participates in Capital Quality had an opportunity to review the accuracy of their facility's Capital Quality rating, designation and review the calculations. This review process is referred to as validation. Each year, child development facility owners, center directors and home providers ("providers") have an opportunity to review the scores used to calculate their facilities' Capital Quality rating and designation. Providers also have the opportunity to review for accuracy other

information that is included in their facilities' Capital Quality profile, accessed through My Child Care DC. Validation is a passive process, meaning if a provider does not submit any concerns during the validation time period, OSSE considers the Capital Quality rating, designation and all other information to be final. Since OSSE did not complete the Capital Quality rating and designation process in fall 2020, providers validated only the information included in their facilities' Capital Quality profile during the fall 2020 validation period.

In November 2019, all Capital Quality participants received their official Capital Quality designation notification letter and certificate based on the Hold Harmless policy. These designations are in effect for each facility for FY 2020 and the observation-based designations are valid for up to three years.

58.   Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for fiscal years 2020 and 2021 (as of January 31). For each of these grants, provide the following information:
   (1) the award recipient;
   (2) the amount awarded;
   (3) the type and amount of funds used to support the program;
   (4) the number of at-risk students served; and
   (5) the criteria used to select the grant recipients.

In accordance with the requirements of the Pre-K Act and Chapter 35 (Pre-K Enhancement and Expansion Funding) of Title 5 (Education), Subtitle A (Office of the State Superintendent of Education) of the District of Columbia Municipal Regulations (DCMR), OSSE allocates funding in an amount consistent with the Uniform per Student Funding Formula (UPSFF) rate, to eligible community-based organizations (CBOs) to provide and maintain high-quality pre-K education services. The regulations define general eligibility requirements that each pre-K program must meet and maintain in order to receive funding allocation through the program including criteria related to determination of eligibility for enrolled children, required class size, program length and operating hours and participation in the Child and Adult Care Food Program (CACFP). Moreover, the regulations outline the high-quality standards pre-K programs must meet and maintain to receive funding, which include the following:

- Maintenance of defined adult-to-child ratios;
- Consistent use of a comprehensive curriculum that is aligned with DC's early learning standards;
- Accreditation by a national accrediting body approved by OSSE;
- Utilization of assessment tools that are aligned with the program's chosen curriculum;
- Employment and retention of teachers and teacher assistants who meet or exceed minimum educational requirements;
- Equitable wages for educators comparable to the public school system in DC;
- Professional development and coaching support for educators;
- Opportunities for families to participate in and support the program's educational mission as active partners in their child's learning and development;
- Plans to ensure inclusion of children with disabilities, in accordance with federal-stated goals;
- Safe, secure and developmentally appropriate space for use as classrooms;
- Daily active play for each pre-K age child;
- Maintenance of a process for ongoing program assessment and continuous quality improvement;
- Provision of comprehensive health and support services for all children enrolled in the program (e.g., developmental, vision and health screenings); and
- Compliance with program guidelines and reporting requirements.

In addition to the requirements guiding eligibility and program quality, the regulations also broadened access to high-quality early learning programs by maximizing the utilization of multiple funding sources. As such, Pre-K Enhancement and Expansion community-based

organization (CBOs) are required to use funding allocated to supplement, and not supplant, existing federal and local funding sources, such as those available through subsidized child care and the Head Start program.

FY20

In FY20, all applicants who applied and met the high-quality standards were designated as high-quality pre-K programs. Specifically, OSSE designated two new CBOs as high-quality pre-K programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of $2471 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY20 award recipients is provided in the table below.

Overview of FY20 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
Associate for Renewals in Education (ARE)	$338,302	$215,074	$123,228	12
Barbara Chambers Children's Center	$2,305,817	$1,298,611	$1,007,206	38
Big Mama's Children Center	$338,009	$183,974	$154,035	10
Bright Beginnings	$448,018	$448,018	$0	36
Bright Start Childcare and Preschool	$493,009	$410,857	$82,152	<10
CentroNia	$2,088,385	$1,247,202	$841,183	30
Children's Hut	$707,976	$379,368	$328,608	17
Christian Tabernacle Child Development Center	$330,596	$176,561	$154,035	<10
CommuniKids Preschool	$1,898,913	$1,876,777	$22,136	<10
Dawn to Dusk Child Development Center	$491,071	$295,960	$195,111	21
Easter Seals Child Development Center	$299,611	$207,190	$92,421	<10
Educare of Washington DC	$1,619,990	$1,310,080	$309,910	64

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
Edward C. Mazique Parent Child Center, Inc.	$339,391	$175,087	$164,304	<10
GAP Community Child Development Center	$253,066	$150,376	$102,690	<10
Happy Faces Early Learning Academy	$827,369	$467,954	$359,415	23
Home Away From Home Child Development Center, Inc.	$264,641	$172,220	$92,421	<10
Ideal Child Development Center	$257,520	$195,906	$61,614	<10
Jubilee Jumpstart	$285,629	$224,015	$61,614	<10
Kids Are People Too	$231,190	$164,781	$66,409	<10
Ids Are Us	$231,605	$128,915	$102,690	<10
Kuumba Learning Center, Inc.	$248,903	$187,289	$61,614	<10
Nation's Capital Child and Family Development	$396,064	$221,491	$174,573	11
National Children's Center	$922,972	$568,790	$354,182	27
Paramount Child Development Center	$675,460	$408,466	$266,994	26
Rosemount Center	$896,173	$608,641	$287,532	10
Spanish Education Development (SED) Center	$1,439,455	$761,701	$677,754	29
Sunshine Early Learning	$1,127,445	$737,223	$390,222	44
St. Philips Child Development Center	$319,866	$186,369	$133,497	<10
Total	**$20,076,446**	**$13,408,896**	**$6,667,550**	**461**

OSSE conducts the annual Pre-K Enhancement and Expansion Program High-Quality Designation Application process, pursuant to the Pre-K Enhancement and Expansion Amendment Act of 2008, (the "Act"), effective July 18, 2008 (D.C. Law 17-202; D.C. Official Code § 38-271.01 *et seq.*) and its' implementing regulations (5-A DCMR Chapter 35). While each applicant is required to meet the basic eligibility criteria, outlined in § 3500.3, 5-A DCMR

Chapter 35, CBOs applying for a PKEEP high-quality designation must outline strategies that align with the District's overarching goal of increasing the quality of pre-K education services and expanding access to high-quality pre-K to target populations. Some of these strategies include adopting business practices that promote a culture of continuous quality improvement, expanding collaborations and supports for parents to ensure their active participation in the CBO's education programming, leveraging partnerships to address the needs of students and families and others.

The PKEEP high-quality designation is awarded for a three-year period and thus the table below provides the breakdown of CBOs that maintained their Pre-K High-Quality designation in FY20 (not required to complete a new full PKEEP application), CBOs that were re-designated as high-quality pre-K programs in FY20 (CBOs that were previously designated high-quality but their designation expired), and CBOs that achieved a new pre-K high-quality designation in FY20 (first time applicants).

FY20 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY20	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY20	FY20 New Programs that achieved the Pre-K Enhancement and Expansion High-Quality Designation
Associates for Renewal in Education, Inc.	Barbara Chambers Children's Center	Kids Are People Too
Big Mama's Children Center	Bright Beginnings	St. Philips Child Development Center
Bright Start Childcare and Preschool	CentroNía	
Children's Hut	Dawn to Dusk Child Development Center	
Christian Tabernacle Child Development Center	Easter Seals Child Development Center	
CommuniKids Preschool and Children's Language Center	Educare of Washington DC	
Edward C. Mazique Parent Child Center, Inc.	Happy Faces Early Learning Academy	
GAP Community Child Development Center	Ideal Child Development Center	
Home Away From Home Child Development Center, Inc.	Jubilee JumpStart	
Kids Are Us Learning Center	Kuumba Learning Center, Inc.	
Nation's Capital Child and Family Development	National Children's Center	
Paramount Child Development Center		

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY20	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY20	FY20 New Programs that achieved the Pre-K Enhancement and Expansion High-Quality Designation
Rosemount Center		
Spanish Education Development (SED) Center		
Sunshine Early Learning		

FY21

In FY21, all applicants who applied and met the high-quality standards were designated as high-quality pre-K programs. Specifically, OSSE designated two new CBOs as high-quality pre-K programs and allocated funding consistent with the UPSFF for each student enrolled in a Pre-K Enhancement and Expansion classroom. Additionally, in accordance with the Early Learning Equity in Funding Amendment Act, (D.C. Law 22-9; D.C. Code § 38-271.06(b)(1)), OSSE will also provide a supplemental allocation in the amount of $2,471 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that is enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY21 award recipients is provided in the table below. Note that the below represent FY21 projections. The final funding amounts will be adjusted after completion/close-out of the annual enrollment audit for the 2020-21 school year

Overview of FY21 Pre-K Enhancement and Expansion Grant Participants

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
Associate for Renewals in Education (ARE)	$335,924	$212,696	$123,228	12
Barbara Chambers Children's Center	$2,551,779	$1,312,141	$1,239,638	75
Big Mama's Children Center	$355,188	$190,884	$164,304	10
Bright Beginnings	$243,341	$243,341	$0	32
Bright Start Childcare and Preschool	$556,067	$432,839	$123,228	<10
CentroNia	$2,125,657	$1,240,201	$885,456	35
Children's Hut	$706,037	$377,429	$328,608	17
Christian Tabernacle Child Development Center	$363,918	$199,614	$164,304	13

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
CommuniKids Preschool	$2,575,956	$2,531,683	$44,273	<10
Dawn to Dusk Child Development Center	$419,339	$234,497	$184,842	18
Easter Seals Child Development Center	$321,261	$198,033	$123,228	<10
Educare of Washington DC	$1,632,157	$1,244,770	$387,387	51
Edward C. Mazique Parent Child Center, Inc.	$372,209	$207,905	$164,304	16
Estrellitas Montessori School	$434,349	$403,542	$30,807	<10
GAP Community Child Development Center	$338,087	$194,321	$143,766	<10
Happy Faces Early Learning Academy	$1,303,429	$677,020	$626,409	<10
Home Away From Home Child Development Center, Inc.	$707,694	$420,162	$287,532	28
Ideal Child Development Center	$300,955	$218,803	$82,152	<10
Jubilee Jumpstart	$316,253	$203,294	$112,959	<10
Kiddie Academy of DC West End	$231,896	$231,896	$0	<10
Kids Are People Too	$319,758	$153,735	$166,023	<10
Kuumba Learning Center, Inc.	$368,697	$204,393	$164,304	16
Nation's Capital Child and Family Development	$335,209	$211,981	$123,228	11
National Children's Center	$1,165,533	$645,328	$520,205	40
Paramount Child Development Center	$691,925	$414,662	$277,263	25
Rosemount Center	$886,561	$588,760	$297,801	<10
Spanish Education Development (SED) Center	$1,531,011	$812,181	$718,830	35

Program Name	Total Amount Awarded	Funding Amount from Local Pre-K Funds	Funding Amount from The CCDF Subsidy Federal Grant	Total # Of At-Risk Children
Sunshine Early Learning	$1,545,543	$847,251	$698,292	56
St. Philips Child Development Center	$333,990	$169,686	$164,304	<10
Total	**$23,369,723**	**$15,023,048**	**$8,346,675**	**535**

The PKEEP high-quality designation is awarded for a three-year period and thus the table below provides the breakdown of CBOs that maintained their Pre-K High-Quality designation in FY21 (not required to complete a new full PKEEP application), CBOs that were re-designated as high-quality pre-K programs in FY21 (CBOs that were previously designated high-quality but their designation expired) and CBOs that achieved a new pre-K high-quality designation in FY21 (first time applicants).

FY21 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY21	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY21	FY21 New Programs that achieved the Pre-K Enhancement and Expansion High-Quality Designation
Associates for Renewal in Education, Inc.	CommuniKids Preschool and Children's Language Center	Estrellitas Montessori School
Barbara Chambers Children's Center	Educare of Washington DC	Kiddie Academy of DC West End
Big Mama's Children Center	Edward C. Mazique Parent Child Center, Inc.	
Bright Beginnings	GAP Community Child Development Center	
Bright Start Childcare and Preschool	Home Away From Home Child Dev. Center, Inc.	
CentroNía	Nation's Capital Child and Family Development	
Children's Hut	Paramount Child Dev. Center	
Christian Tabernacle Child Development Center		
Dawn to Dusk Child Development Center		
Emergent Preparatory Academy		
Happy Faces Early Learning Academy		

Ideal Child Development Center		
Jubilee JumpStart		
Kids Are People Too		
Kuumba Learning Center, Inc.		
National Children's Center		
Rosemount Center		
Spanish Education Development (SED) Center		
St. Philips Child Development Center		
Sunshine Early Learning		

59. **Provide a narrative update of OSSE's oversight of the Early Head Start program in the District. Include the number of children enrolled in the District's early head start program as of January 31, 2021 and the location of each individual program in the District.**

The federal U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS) provides grants directly to local public and private non-profit and for-profit agencies to provide Head Start and Early Head Start services in the District. OSSE is one of the District's recipients of these grants. OSSE leveraged its grants to develop the Quality Improvement Network (QIN), as discussed below.

OSSE does not provide direct oversight to Head Start programs in the District. OSSE's role in Head Start programs include the following:
   (1) Leading the District's Head Start State Collaboration Office (HSSCO);
   (2) Administering the Early Head Start-Child Care Partnership (EHS-CCP) Grants that are part of the QIN; and
   (3) Coordinating with Local Education Agencies.

Head Start State Collaboration Office (HSSCO)
OSSE receives the Head Start State Collaboration grant from the U.S. Department of Health and Human Services, Administration for Children and Families (ACF), Office of Head Start (OHS) and leads the Head Start State Collaboration Office (HSSCO) which works to enhance state coordination and partnerships to meet the unique needs and challenges of low-income children and families in the District. The HSSCO supports ongoing collaboration on crucial issues, such as family and community engagement, continuity of care for children, comprehensive services and supports and ongoing professional development for early learning professionals. Additionally, the HSSCO works in collaboration with the District's State Early Childhood Development Coordinating Council (SECDCC) to address gaps in early care and education service delivery, improve the overall quality of delivery services to low-income children and their families, and improve coordination of services and information exchange between various programs within the early care and education system.

Administering the Early Head Start-Child Care Partnership Grants
In 2015, OSSE was awarded the Early Head Start-Child Care Partnership (EHS-CCP) grant and used the funds to develop a neighborhood-based Quality Improvement Network (QIN) to build capacity, increase access and enhance the quality of care for infants and toddlers. The QIN is comprised of two hubs - United Planning Organization (UPO) and Easterseals DC MD VA. All services provided through this initiative are full-day and full-year. All facilities that participate in the QIN are required to meet EHS standards. In addition, OSSE received a federal expansion grant to support an additional 166 EHS-eligible children in March 2019. Accordingly, OSSE is maximizing the impact of the QIN by leveraging local, and federal funding to increase the number of children birth to three years old receiving an EHS quality experience.

Coordinating with Local Education Agencies:

The *Every Student Succeeds Act* (ESSA) emphasizes coordination and quality of Head Start programs. Local educational agencies (LEAs) receiving Title I funds must develop a written Memorandum of Agreement (MOA) with Head Start programs, and other early learning programs if feasible, on records, parent communication, staff training, student needs, transition, and services (ESSA Sec. 1119). OSSE had an ESSA Working Group to coordinate and collaborate with the DCHSA and interested LEAs. The goal of the working group was to draft a model citywide MOA that outlines how LEAs will work with Head Start and other early childhood programs. LEAs applying for Title I funds and serving pre-K or kindergarten signed an MOA with HSAs as part of their Elementary and Secondary Education Act (ESEA) annual application to OSSE for federal funds. The working group provided a model, citywide MOA to ease the challenges of coordinating with the Head Start providers. LEAs had the option to sign the citywide MOA or sign individual MOAs with all District Head Start agencies sending students to their LEA. The final citywide MOA and supporting documents are posted [here](#). The District of Columbia has expanded and aligned efforts of both Early Head Start and Head Start programs to better meet the needs of children from infancy through preschool age. Through this continuum of support, the District is focused on providing more young children access to high-quality early learning opportunities needed to succeed in school and beyond.

The table below provides the number of children enrolled in Head Start and Early Head Start programs.

Program	Early Head Start (Home Based)	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
Bright Beginnings, Inc.	64	104	45	213
CentroNía	56	16		72
Rosemount	74	39	21	134
Educare of Washington, DC		191	60	251
Edward C. Mazique Parent Child Center, Inc.		90	26	116
United Planning Organization (UPO)				146
Azeeze Bates		11		
Ballou High School		2		
Christian Tabernacle		14		
C.W. Harris Elementary School		7		
Dunbar High School		2		
Eagle Academy		42		
Edgewood		13		
Fredrick Douglass		24		
Ketchum		10		
Luke C. Moore High School		2		
Marie Reed		8		
Roosevelt High School		12		

Program	Early Head Start (Home Based)	Early Head Start Center	Head Start Center	Total Enrollment by Grantee
Spanish Education Development (SED) Center		34		
Anacostia High School		7		
Paradise		11		
Atlantic Gardens		8		
Healthy Babies		45		
Home-Based Program	77			
OSSE Quality Improvement Network (QIN)				261
Bell Teen Parent and Child Development Center		32		
Big Mama's Children Center		7		
Board of Child Care		7		
Christian Tabernacle Child Development Center		21		
Community Educational Research Group		6		
House of Ruth Kidspace Child Development Center		19		
Jubilee Jumpstart		16		
Kennedy Child Development Center		7		
Kids Are People Too		24		
Kids Are Us Learning Center		10		
Love and Care Child Development Center		7		
Loving Care Day Nursery, INC.		37		
National Children's Center		41		
Southeast Children's Fund I		9		
Sunshine Early Learning Center		18		
Total Enrollment by Model	**194**	**770**	**152**	**1193**

60. **Please provide the following details, in table format, about the Strong Start DC Early Intervention Program (DC EIP) for fiscal years 2019 and 2020:**

(a) Number and percent of referrals, broken out by source (e.g. parent, primary care physician, other medical provider, teacher, child development center, Medicaid MCO, home provider);

(b) Number of repeat referrals of the same child by broken out by referral source and ward;

(c) Number of children found eligible as a result of the referral, broken out by ward;

(d) Number and percent of children evaluated from overall pool of children referred, broken out by ward;

(e) Number and percent of children who were not fully evaluated, broken out by ward and the reason they were not evaluated;

(f) Number of evaluations by source of payment (Medicaid, MCO, or EIP);

(g) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral, broken out by ward;

(h) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan, broken out by ward;

(i) The number of children who received the following services:
    (1) occupational therapy;
    (2) physical therapy;
    (3) specialized instruction;
    (4) assistive technology;
    (5) psychological services;
    (6) vision;
    (7) transportation;
    (8) respite; and
    (9) family counseling/training/home visitation); and

(j) Number of children receiving services, broken out by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance) and ward.

Note that data from FY19 was submitted to the Council in prior performance oversight responses. Refer to Q26 from OSSE's Performance Oversight Responses for Fiscal Year 2019. OSSE has historically provided Council with the prior fiscal year and the fiscal year to date for this question and will continue to do that.

(a) Number and percent of referrals, broken out by source.

The total number of referrals below includes potential referrals for one child from more than one referral source.

Referral Source	Number	Percent
CFSA	29	1.5%
Child Development Centers	149	7.9%
Clinics	522	27.6%
Community-Based Organizations	186	9.8%
Hospitals	219	11.6%
Medicaid Manage Care Organizations (MCO)	7	0.4%
Other	33	1.7%
Other Government Agencies	19	1.0%
Parent/Family	394	20.8%
Physician's Offices	332	17.6%
Totals	**1890**	**100%**

(b) Number of repeat referrals of the same child by broken out by referral source and ward.

For FY20, 128 out of 1804 unduplicated referrals received were referred more than once by multiple sources.

Ward	Total # of repeat referrals
1	15
2	3
3	3
4	10
5	16
6	15
7	18
8	48
Out of District	0
Grand Total	**128**

Fifty-one (51) of the 128 referrals were referred more than once by a single referral source.

Referral Source	Total # of repeat referrals
CFSA	2
Child Development Centers	5

Referral Source	Total # of repeat referrals
Clinics	25
Community-Based Organizations	7
Hospitals	2
MCO	0
Other	1
Other Government Agencies	0
Parent/Family	4
Physician's Offices	5
Grand Total	**51**

(c) Number of children found eligible as a result of the referral, broken out by ward.

Children Found Eligible By Ward, FY20

Ward	Number of Children Eligible
1	138
2	40
3	71
4	156
5	167
6	170
7	144
8	202
Out of Dist.	1
Total	**1089**

(d) Number and percent of children evaluated from overall pool of children referred, broken out by ward.

The total number of referrals is the unduplicated count of children that were referred to Strong Start. The number of children referred is greater than the number evaluated for various reasons, including but not limited to, attempts to contact family unsuccessful, child unavailable and family deciding not to proceed with evaluation upon referral.

Ward	Number Referred	Number Evaluated	% Evaluated
1	216	148	69%
2	56	44	79%
3	93	80	86%
4	241	174	72%
5	269	178	66%

Ward	Number Referred	Number Evaluated	% Evaluated
6	261	202	77%
7	271	153	56%
8	388	218	56%
Out of Dist.	9	2	22%
Total	**1804**	**1199**	**66%**

(e) Number and percent of children who were not fully evaluated, broken out by ward and the reason they were not evaluated.

The table below shows the percent of children who were not fully evaluated along with the reason for not being evaluated by ward for FY20.

Reason not evaluated	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Out of Dist.	Total
Attempts To Contact Unsuccessful	32	6	6	38	54	25	74	106	1	**342**
Child Unavailable - Hospitalized				2				1		**3**
Child Unavailable - Not in State					4		2	1	1	**8**
Guardian Withdrawal	30	5	5	23	28	27	37	47	2	**204**
Inappropriate Referral	2			1		1			2	**6**
Moved Out of State	3				3	3		1		**10**
Other		1	1	1						**3**
Still open	1	1	2	2	3	5	14	1		**29**
# not evaluated	**68**	**13**	**14**	**67**	**92**	**61**	**127**	**157**	**6**	**605**
% not evaluated	**31%**	**23%**	**15%**	**28%**	**34%**	**23%**	**45%**	**42%**	**75%**	**34%**

Attempts to contact unsuccessful - Service coordinators are required to make three attempts to establish contact with a family via phone at different days and times. After the third attempt, the service coordinator mails a letter to the family indicating that Strong Start needs to hear from them within seven calendar days to keep the case open.

Still open – A case is marked as "still open" when a service coordinator has established contact with a family, and they are still in the process of evaluating and/or conducting an IFSP. It can include cases that are still within the 45-day timeline or cases past the timeline due to family delay, evaluation delay or program delay.

(f) Number of evaluations by source of payment.

DC EIP and MCO are the only source of payment options allowed by the program, below is the breakdown.

Source of payment \ Evaluation Agency	# of Evaluations
DCEIP	**606**
Coastal Healthcare	143
Kids In Motion	12
Milestone Therapeutic Services	26
National Therapy Center	10
Playwell	12
Strong Start	403
MCO	**543**
Coastal Healthcare	130
Kids In Motion	339
Little Feet and Hands	5
Milestone Therapeutic Services	36
National Therapy Center	16
Playwell	17
Grand Total	**1149**

(g) Number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral, broken out by ward.

OSSE reports annually to the U.S. Department of Education on the number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral in its Annual Performance Report (APR). This is Indicator 7 in the APR which is submitted in February of each year and published on the OSSE website upon finalization in April. The most recent approved data is from the 4th Quarter of FFY2018. FFY2019's data is under review with the USED. This reflects the most recent data finalized. OSSE does not provide USED with ward level data; however, the information is provided below.

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2018 (April 2019 - June 2019 - 4th Qtr.)	295	98.06%

Ward	Number of Timely Children	% Timely
1	32	100.00%
2	13	100.00%

Ward	Number of Timely Children	% Timely
3	13	100.00%
4	50	100.00%
5	53	95.31%
6	41	96.08%
7	40	98.11%
8	47	98.36%
Out of District	6	100.00%
Total	**295**	**98.06%**

(h) Number and percent of children receiving services within 30 days of receiving the Individualized Family Service Plan, broken out by ward.

OSSE reports annually to the U.S. Department of Education on the number and percent of children receiving an eligibility determination and Individualized Family Service Plan within 45 days of referral in its Annual Performance Report (APR). Indicator 1 in the APR also includes data on the number and percent of children receiving services within 30 days of a child's Individualized Family Service Plan. The most recent approved data is from the 4th Quarter of FFY2018. FFY2019's data is under review with the USED. This reflects the most recent data finalized. OSSE does not provide USED with ward level data; however, the information is provided below.

Year	Number of Children	Percent of Children
Federal Fiscal Year (FFY) 2018 (April 2019 - June 2019 - 4th Qtr.)	284	94.02%

Ward	Number of Timely Children	% Timely
1	31	97.14%
2	12	88.24%
3	13	100.00%
4	47	96.23%
5	48	94.64%
6	38	89.80%
7	40	94.55%

Ward	Number of Timely Children	% Timely
8	48	91.80%
Out of District	7	100.00%
Total	**284**	**94.02%**

(i) The number of children who received certain services.

Service*	Number of children receiving service (FY20)
Speech/Language Pathology (SLP)	1612
Physical Therapy (PT)	638
Occupational Therapy (OT)	439
Developmental Therapy (DT)	267
DT – Applied Behavior Analysis (ABA)	116
Vision Services	11
Hearing Services	12

A child may receive more than one service.

(j) Number of children receiving services, broken out by funding source (e.g. Medicaid MCO, Medicaid fee for service, no insurance) and ward.

Payor Source/Insurance	# of Children (FY20)	Percentages (FY20)
DC EIP	902	42%
Medicaid MCO	1155	53.8%
Fee for Service Medicaid	90	4.2%
Total	2147	100%

Please note, the data provided in OSSE's responses to the question above may not always be consistent with data points provided by OSSE in federal or other reporting requirements due to specific business rules for particular requirements.

61.   What progress has early intervention made in implementing the Natural Learning Environment Practices (NLEP) and what changes has OSSE seen as a result?

The District of Columbia Early Intervention Program (DC EIP), Strong Start, supports and complies with the federal law and regulations that require early intervention services to be family centered, community-based, and provided in the natural environment, to the maximum extent appropriate.

Natural environments are more than places. The critical component of early intervention practice is to embed services and supports into naturally occurring learning opportunities. Natural environments are settings where the child, family, and care providers participate in everyday routines and activities that are important to them and serve as important learning opportunities. Early intervention providers support families to promote functional participation in these activities. A provider coaching a mother to use techniques to help her son pick up and hold a spoon, fill it with yogurt and get it to his mouth during breakfast in the kitchen at their home so that he can learn to feed himself and enjoy a meal with his family is an example of providing interventions in a natural environment. Interventions within the context of a naturally occurring learning activity create opportunities for children to learn and practice skills that promote participation, build relationships; and get their needs and wants met.

Primary Service Provided (PSP) and teaming approach
DC EIP has made strong progress to implement the Primary Service Provided (PSP) and teaming approach which will better serve the District's children with disabilities. The PSP and teaming approach matches families with a lead early interventionist who serves as the primary provider on the child's team. A child's team will include interventionists from all disciplines who can support the family and the primary provider in addressing their child's specific developmental needs. This approach, as part of the evidence-based natural learning environment practices, will continue to improve outcomes for children with developmental delays or disabilities and their families.

In February of 2020, OSSE issued a solicitation to contract for service delivery for the four core disciplines (Speech Therapy (ST), Physical Therapy (PT), Occupational Therapy (OT) and Developmental Therapy (DT)). This change was needed in order to start the implementation of the primary service provider (PSP) and teaming approach.

OSSE selected and awarded contracts effective Oct. 1, 2020 to 9 agencies that are qualified contractors to provide early intervention teams that consist of at least one member of each of the four core disciplines, and provide services that are family centered, reflect a primary provider approach, and are delivered in accordance with the coaching interaction style promoted by DC EIP.

Strong Start facilitated a smooth transition for families. Of the roughly 24% of Strong Start children who had the potential to be affected by this transition, 98% have successfully transitioned to new vendors (the others are on hold due to COVID-19 and the family's decision to pause services), and 58% were able to continue with their previous therapist, who transitioned

to a new vendor who is in the system. Overall, about 11% of children experienced a change in interventionists as a result of this transition. Those families were notified on Sept. 11 via email of the changes effective Oct. 1 and their service coordinator notified them of their new assigned therapist who continued to deliver the approved services.

This transition to the PSP and teaming approach is important to providing equitable services to all families regardless of payer. Prior to the contract transition, vendors could choose whether to provide services to children enrolled with a DC Medicaid Managed Care Organization (MCO). As contracts ended for vendors exiting the system (not participating in the transition), analysis showed that 71% of impacted children were not enrolled with DC Medicaid. This means that the exiting vendors had overwhelmingly chosen to not to serve our most vulnerable families. To prevent this kind of fracture in our system, the new contract stipulates that all vendors must be participating with all DC Medicaid MCOs and must take children from all payers. Effective Oct. 1, 2020, all the current vendors are credentialed with the Managed Care Organizations (MCOs) and serve families from all areas and income brackets in the city. This is a significant step that will yield long-term benefits for the system, children, and families.

Strong Start is now on track to fully implement the PSP and teaming approach by July of 2021.

Professional Development
In March of 2020, Strong Start started the Early Intervention Teaming and Coaching Handbook study group in order to ensure that Strong Start leadership, Strong Start staff and vendor agencies obtain foundational knowledge about coaching and teaming and are able to support early interventionists in the system.

The book study group was done in three different cohorts. The first cohort was Strong Start leadership which included the director, program manager, clinical manager and three service coordination supervisors. The second cohort included all Strong Start staff including service coordinators, early intervention specialists, child find personnel and evaluation team. The last cohort included the clinical supervisors at each vendor agency.

The Strong Start Reflection Group is an initiative created in 2019 where providers in the DC early intervention community can come together monthly to discuss issues related to using a coaching interaction style, family-related challenges and challenges related to delivery of early intervention services in child development centers. The group is also an opportunity to reflect on what providers have been doing to support families in early intervention and to engage in peer coaching opportunities with current providers in the DC early intervention system.

In FY20, Strong Start held 13 sessions and some of the topics included Teaming across agencies, supporting families with feeding challenges in the Natural Learning Environment, coaching families through new routines, coaching during the COVID-19 public health emergency, and cultural humility.

In FY20, we had 104 total unique service providers participate across the 13 Reflection Group opportunities from three different units within our EI system (service coordinators, clinical team/early interventionists, and child find outreach specialists).

100% of the respondents to the Reflection Group Survey rated the initiative as Effective or Highly Effective in enhancing their knowledge of effective teaming and NLEP implementation. Additionally, 90% of respondents rated the groups as Effective or Highly Effective in providing opportunities for them to address case-specific barriers to implementing the coaching interaction style and teaming approach to service delivery.

62. **(a) Provide the following information regarding children who exited Part C services in fiscal year 2020:**

> **(1) number and percent of children who are meeting age-expectations in areas of previous delay at exit;**
> **(2) number and percent of children eligible for Part B services who have an Individualized Education Plan (IEP) by age three;**
> **(3) number and percent of children eligible for Part B who have a placement to implement their IEP by age three;**
> **(4) number and percent of children eligible for Part B who have all their IEP special education and related services commence by age three;**
> **(5) percent of the time that Part B and LEA staff attend transition conferences;**
> **(6) number of children exited, broken down by type of placement or services, after age three; and**
> **(7) percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility is decided after age three).**

(b) Please describe how COVID-19 and distance learning has impacted transitioning students from Part C to Part B special education services.

(a) Regarding Part C services:

> (1) Number and percent of children who are meeting age-expectations in areas of previous delay at exit.

These performance metrics are based on federal fiscal years. The data presented below is from FFY18 which spans the period from July 1, 2018 to June 30, 2019. FFY19 spans the period from July 1, 2019 to June 30, 2020 and encompasses much of FY20. FFY19 metrics have just been sent to the US Department of Education for their approval.

Federal Fiscal Year 2018 (FFY18) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	450	72.78%	70%	Met Target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	364	57.59%	51%	Met Target
Outcome C – Use of appropriate behaviors to meet their needs	499	78.96%	75%	Met Target

(2) Number and percent of children eligible for Part B services who have an Individualized Education Plan (IEP) by age three.

Reporting Year	Students with timely IEP[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely IEP
FFY2018	131	132	99.2%
FFY2019	113	116	97.4%

[1]*Number of students with an IEP finalized by their third birthday.*
[2]*Number of students who were in the reporting universe for IEPs.*

(3) A number and percent of children eligible for Part B who have a placement to implement their IEP by age three.

Reporting Year	Students with timely placement[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely placement[3]
FFY2018	132	132	100%
FFY2019	115	116	99.1%

[1]*Number of students who had a location of services provided by their third birthday.*
[2]*Number of students who were in the reporting universe for IEPs.*
[3]*Percentage of students who had a location of services provided by their third birthday.*

(4) Number and percent of children eligible for Part B who have all their IEP special education and related services commence by age three.

Reporting Year	Students with timely implementation of services[1]	Students transitioning from Part C to Part B[2]	Percentage of students with timely implementation of services
FFY2018	119	132	90.2%
FFY2019	100	116	86.2%

[1]*Number of students whose related services were attempted within 14 days of their third birthday or date of first school enrollment; also includes students who did not have related services prescribed.*
[2]*Number of students who were in the reporting universe for IEPs.*

(5) Percent of the time that Part B and LEA staff attend transition conferences.

In FY20, 693 meeting invitations were sent, and 686 meetings were attended, for a 98.9 percent attendance rate.

(6) Number of children exited, broken down by type of placement or services, after age three.

Reporting Year	DCPS	Charter	Extended IFSP[1]	Total Students who received services after transitioning from Part C[2]
FFY2018	119	13	221	353
FFY2019	100	16	215	331

[1]*Number of students who were on Extended IFSPS as of their third birthday.*
[2]*Total number of students who transitioned from Part C to Part B or who continued to received Part C services.*

Students who exited Part C and were not part of the cohort of students who transitioned from Part C to Part B are not included in the table above. Preschool and pre-K program attendance are not mandatory in DC. Therefore, if a parent exits early intervention services and does not move forward with school enrollment before age 5, OSSE will not have data related to that child's services in the interim unless parents provide it.

(7) Percent of children in Part C who are ultimately deemed eligible for Part B (even if Part B eligibility is decided after age three)

Reporting Year	Students deemed eligible for Part B[1]	Students served by Part C and referred to Part B[2]	Percentage of students deemed eligible for Part B[3]
FFY2018	470	720	65.3%
FFY2019	489	817	59.9%

*Includes all students who were referred from Part C to Part B and had a Part B eligibility as of July 6, 2018 (FFY2017) or July 22, 2019 (FFY2018).
[1]*Number of students who were referred from Part C to Part B and were deemed eligible for Part B services.*
[2]*Number of students who were referred from Part C to Part B.*
[3]*Percentage of students who were referred from Part C to Part B and were deemed eligible for Part B services.*

(b) Please describe how COVID-19 and distance learning has impacted transitioning students from Part C to Part B special education services.

On March 16, 2020, the offices of the state lead agency (OSSE) and the early intervention service (EIS) provider (Strong Start, DC's Early Intervention Program (DC EIP)) closed due to public health and safety concerns as a result of a coronavirus (COVID-19) outbreak in the area

and did not provide Part C services to infants and toddlers with disabilities and their families during this period of Monday, March 16, 2020 through Tuesday, March 31, 2020.

During the weeks that the program was closed, DC EIP worked on developing guidance to be able to resume services remotely. DC EIP partnered with the Department of Health Care Finance (DHCF) to ensure that all services delivered via telehealth were covered by DHCF and the Managed Care Organizations (MCOs). On April 1, 2020, Strong Start resumed the delivery of Part C services remotely via telehealth. The term telehealth includes services delivered by phone (audio) or through video conferencing (audio-visual) technology.

Evaluations
Between April 1 and Oct. 31, 2020, eligibility for children to access Part C services was determined using the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) eligibility cut-off score allowing the system to easily respond to the public health emergency and continuing to identify children in need of early intervention services without any delays. The Strong Start evaluation team worked with other states and the publisher of the Battelle Developmental Inventory, Second Edition Normative Update (BDI-2 NU) to adapt the test to be delivered virtually. Effective Nov. 1, 2020, DC EIP resumed the use of the BDI-2 NU tool virtually to determine eligibility for Part C services.

Services
During the pandemic, Strong Start has been able to provide services to an average of 82 percent of the children with and IFSP. Even though the number of children with an active IFSP increased from 1,339 in FY19 to 1,378 in FY20, the number of children receiving services decreased by 2 percent for the fiscal year and 10 percent if analyzed from April to September.

In a study conducted on May 1, 2020, the reasons for families deciding not to receive services were as follows:

Reasons for Declining	Region 1	Region 2	Region 3	Total	Total %
Family staying outside of DC	6	1		7	2%
Not Available / Interested	83	98	66	247	82%
Technology – No Computer		1		1	0%
Technology – No Internet			3	3	1%
Technology – No Phone	2	2	1	5	2%
Unknown	18	16	4	38	13%
Grand Total	**109**	**118**	**74**	**301**	**100%**

Region 1 – Wards 1, 3 and 4
Region 2 – Ward 2, 5 and 6
Region 3 – Wards 7 and 8

Transitions to Part B

DC EIP developed different scenarios for coordinating extended IFSP option and ensuring continuity of services as reflected in the Part C guidance during the coronavirus public health emergency. Since April 1, Strong Start continued to provide services for children age 3 and older in the transition process to Part B whose Part B eligibility has not been determined.

During this time, Strong Start continued to work closely with DCPS Early Stages to ensure that their evaluation teams have the most updated information for them to be able to determine Part B eligibility. We did this by continuing to hold transition meetings before the child turns 2 years 9 months, providing access to Part C records, sharing intervention log notes and most recently resuming the use of the BDI-2U assessment tool.

Even though services continued to be provided for children over 3 years, the unavailability of safe in-person assessments has delayed the Part B service eligibility process. Now that DCPS Early Stages has started to offer limited in-person evaluations and Part C has resumed, Early Stages' use of the BDI-2U, a standardized assessment tool, will support the District to decrease the backlog for Part B eligibility determination. OSSE continues to monitor DCPS' activities to scale-up in-person assessment activities to address this backlog of delayed evaluations, and OSSE confirmed as of the date of this submission that all families have been offered the opportunity to complete assessment activities. OSSE continues to provide DCPS with supports necessary to continue addressing delayed initial evaluation activities.

63. **Provide an update on the work of the Early Childhood Development Coordinating Council in fiscal years 2020 and 2021 (through January 31). Include the following information in your response:**
   (1) a list of all members of the Council, including the organization they represent and how long they have served on the Council;
   (2) a list of the date and time of all meetings; and
   (3) a narrative description of any action items taken or recommendations made by the Council.

The table below provides a listing of the members of the Early Childhood Development Coordinating Council.

First Name	Last Name	Affiliation	Appointment Date
Maria	Gomez	Mary's Center	06-30-2011
LaToya	Smith	Parent	06-03-2015
Sean	Compagnucci	Early Stages, District of Columbia Public Schools (DCPS)	05-09-2014
Stacey	Collins	PNC Bank	05-09-2014
Jack	McCarthy	AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School	04-24-2015
LaQuandra	Nesbitt	DC Health	06-03-2015
Carrie	Thornhill	DC Early Learning Collaborative	05-09-2014
Cynthia	Davis	Kings and Queens Childcare	04-24-2015
Laura	Zeilinger	Department of Human Services (DHS)	06-03-2015
Linda	Moore	Elsie Whitlow Stokes Community Freedom Public Charter School	06-02-2017
Cheryl	Ohlson	DCPS	02-21-2019
Daniela	Anello	Parent	11-02-2017
Brenda	Harris	Kids Comprehensive Services, LLC DC Child Care Connections	05-17-2017
Johnathaan	Pannell	Connecting Communities, Inc	12-04-2018
Akeem	Anderson	Chairman of the Council of the District of Columbia designee	11-25-2019
Marica	Cox Mitchell	Bainum Family Foundation	11-25-2019
Andrea	Thomas	United Planning Organization	11-25-2019
Cara	Biddle	Children's National Hospital	11-25-2019
Nicole	Cole	Public Charter School Board	11-26-2019
Shana	Young	OSSE	10-19-2020
Sara	Mead	OSSE	8-3-2020
Michelle	Price	OSSE	10-12-2020
Kim	Ford	Martha's Table	11-25-2019
Ruqiyyah	Anbar-Shaheen	DC Action	New member

The table below provides a listing of the dates and times of all meetings in FY 20 and to date in FY21.

Date	Time
Oct. 21, 2019	2-3:30 p.m.
Dec. 16, 2019	3-4:30 p.m.
Feb. 5, 2020	3-4:30 p.m.
March 18, 2020	2-3 p.m.
June 5, 2020	1:30-3 p.m.
Aug. 20, 2020	2-3:30 p.m.
Jan. 28, 2021	3-4:30 p.m.

The SECDCC ensures statewide coordination and collaboration of early childhood development activities. In FY20 and FY21 to date, the SECDCC:

- Informed the development of the needs assessment for children birth to age 5 in the District, as part of the Preschool Development Grant (PDG), and discussed implications of the needs assessment's findings.
- Informed development and discussed implications of the District's five-year strategic plan for children birth to age 5 in the District, as part of the PDG.
- Provided guidance and input on the District's PDG renewal application.
- Assessed implications of the Early Development Instrument (EDI) and the Neighborhood Risk Index and provided guidance and input on how the data can be used to create stronger systems for children and families across the city.
- Considered the impact of legislative updates from the Council of the District of Columbia.
- Reviewed updates from SECDCC committees.
- Explored the connections between Thrive by Five DC and the SECDCC.
- Strategized how to reach families with children under age 5 in the District for the 2020 Census.
- Discussed DC Public Library's Books From Birth program and other early childhood initiatives through libraries in the District.
- Provided an initial overview of policy guidance for child development facilities during the public health emergency, including child care provider closures and public funding, early child care meal provision guidance, and Individuals with Disabilities Education Act (IDEA), Part C provision of early intervention services (Strong Start).
- Shared updated coronavirus policy guidance for child development facilities, including information about the ReOpen DC child care chapter, ECE meetings and bi-weekly ECE reopening working group and changes to CLASS and ERS observations.
- Shared coronavirus updates from member agencies.
- Discussed Strong Start's operations during the public health emergency.

- Examined mental health resources for early childhood.
- Considered the District's Comprehensive Literacy State Development (CLSD) grant and its connections to early literacy.
- Reviewed an update on Federal Emergency Relief Funds.
- Examined and provided feedback on the Child Care and Development Fund (CCDF) State Plan development process.

For all SECDCC meeting agendas and presentations, please refer to the OSSE's website here.

Teaching and Learning

64.   Describe OSSE's efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in fiscal years 2019 and 2020.

OSSE provides guidance to school leaders and teachers around maintaining a language instruction educational program for English learners that is rooted in federal and local regulations. OSSE does this through Title III, Part A monitoring, policy guidance, professional development, technical assistance, and program supports.

Title III, Part A Monitoring
In winter 2018 and spring 2019, OSSE conducted on-site monitoring of selected LEAs receiving federal funding in FY19 for English Learners under Title III, Part A grants, including a program and fiscal review. A similar on-site monitoring process is being conducted virtually now for selected LEAs who received Title III, Part A funding in FY20. Monitoring was conducted through OSSE's risk-based monitoring framework to help reduce burden on LEAs and to focus OSSE's onsite monitoring efforts on the highest-risk grantees across all federal grants. Under the Coordinated Risk-Based Monitoring framework, OSSE evaluated LEAs' compliance with fiscal and programmatic requirements under Title III and LEAs were given one of three designations: low-risk, medium-risk, or high-risk based. High-risk grantees received an onsite monitoring review. Each LEA participated in an on-site monitoring review of indicators and alignment of required activities required by Title II, Part A. After each visit, participating LEAs received findings of non-compliance in each applicable area and targeted technical assistance to develop a corrective action plan and improve the English Learner program.

Supporting English Learners: Policy, Program, and Instructional Supports
During FY20, OSSE's Division of Teaching and Learning provided responsive supports for English learner (EL) students' achievement in these key areas: (1) maintaining up-to-date EL policy and guidance, (2) providing timely policy and guidance on serving ELs during the public health emergency, (3) engaging stakeholders in policy and guidance input, (4) expanding EL resource hubs, (5) developing a dual language roadmap, (6) building LEAs' capacity to use data to improve EL programs, and (7) providing in-person and online EL and dual language professional development. During the global public health emergency (PHE), OSSE's EL supports shifted rapidly to anticipate the needs of EL students, teachers, schools, and LEAs and develop timely and relevant policy, guidance, and training.

Maintained Up-to-Date EL Policy and Program Guidance
- OSSE made minor updates to the [OSSE EL policies and procedures document](#), which is the main policy and guidance document OSSE maintains to guide LEAs in serving ELs. The updates included announcing the new Home Language Survey, adding citations, and making stylistic edits.
- OSSE released an updated Home Language Survey with new, clear survey questions to increase accuracy of subsequent referrals for EL identification screening. The OSSE Home Language Survey is the first part of the two-step EL identification process. The

OSSE Home Language Survey is used to determine if the student is eligible to take an English language proficiency screener. The screener score determines if the student is identified as an English learner or not an English learner. OSSE released its four foundational principles for EL policy and programs and its vision for success for ELs, developed by the OSSE EL working group and reviewed by stakeholders including the State Title III Advisory Committee. In addition to being grounding principles for OSSE's EL work, LEAs are encouraged to use these statements as a foundation for providing high-quality education to ELs in the District.

Provided Timely Policy and Guidance on Serving ELs During the PHE

- In response to the public health emergency, OSSE released a frequently asked questions document, ELs and Distance Learning FAQ, which reiterated LEAs' continued responsibility to provide language development services to EL students.
- In response to the need for remote identification of ELs, the list of state-approved EL identification screener assessments was updated to include the Pre-IPT Oral Remote for grades pre-K 3 and pre-K 4. This assessment can be administered remotely and can serve as the full identification assessment for grades pre-K 3 and pre-K 4. (Remote screeners are not available for grades K-12.)
- In anticipation of the need for continued distance learning, and given the lack of remote EL identification assessments for grades K-12, OSSE developed a Provisional EL Identification Procedure to ensure that EL identification could occur and needed EL service could begin during the PHE. OSSE included EL specifically in the State Continuous Education Principles, which set a target for success for LEA during distance learning.
- OSSE developed distance learning guides for educators and multilingual families (in six languages) that focused on English language development, home language development, partnering with schools during distance learning, and how to support your child during distance learning.
- OSSE released Eleven Actionable Strategies for LEAs to Support English Learners' Success During the 2020-21 School Year, a guide organizing OSSE's four foundational principles for serving ELs that provides concrete program-level strategies for LEAs to take, and tools, examples, and resources to support them in implementing these key strategies.

Engaged Stakeholders in Policy and Guidance Input

- OSSE convened five meetings of the State Title III Advisory Committee to provide input on key policy and guidance considerations, including EL exit criteria review, EL progress monitoring for current and monitored ELs, and monitoring for exited ELs, and, in response to the move to distance learning, provisional EL identification.
- OSSE led a cross-agency agency response working group at the beginning of the public health emergency to rapidly address the needs of EL students. Resources and trainings created through this group include: multilingual resources for immigrant families, guidance on increasing EL students' participation in distance learning, strategies for engaging students new to English, and guidance on translation and interpretation.

Expanded EL Resource Hubs

- OSSE responded to the increasing volume of resources we offer by dividing the OSSE EL Policy webpage into two distinct pages: OSSE EL Policy and Programs and OSSE EL Instructional Resources. The webpage on OSSE EL Policy and Programs provides school leaders and teachers guidance around maintaining a language instruction educational program (LIEP) for ELs that is rooted in federal and local regulations. This guidance, including administrative procedures and instruction, is available in the form of publications, professional development, and in-person technical assistance and programmatic support. The webpage on OSSE EL Instructional Resources provides educators resources and archived training materials to inform their instruction of ELs in academic content and English language development. Among the resources are publications, tools, archived webinars, materials to support EL parent and family engagement, and information on accessing OSSE's professional development and technical assistance opportunities.
- OSSE created a new dual language resources webpage that included frequently asked questions, program model definitions, relevant research, training recordings, and multilingual instructional resources for use by the 20+ dual language programs in DC.

Developed a dual language roadmap

In the Fiscal Year 2020 Local Budget Act of 2019, the DC Council appropriated funds for the Office of Multilingual Education to create a citywide roadmap for dual language school. The dual language roadmap includes sections pertaining to student enrollment, performance and growth outcomes among students, demand and equitable access to dual language programs, projected supply, demand, and enrolled, programs models and characteristics, national approaches to dual language programming, performance measurement and program evaluation toward continuous improvement. The roadmap reflects on the progress that the District of Columbia has made over the past five years to increase students' access to dual language programs. The report includes the following key findings:

- The District has grown its DL program options significantly in the past five years, and enrollment has nearly doubled in those programs.
- DL programs tend to serve more students who are English learners, Hispanic/Latinx, two or more races, or White. Students who are at-risk, have disabilities or are Black are less likely to enroll.
- Academic outcomes in DL programs are positive overall but are uneven when examining improvements for students of underserved groups.
- Data on attaining bilingualism in DL programs' languages (in addition to English) may be available at the local level but are not statewide.
- While demand for DL will likely outpace supply by the 2024-25 school year, building program quality for all students in DL programs is paramount.

Built LEAs' Capacity to Use Data to Improve EL Programs and Services

- OSSE released the Landscape of English Learners in DC and Vision for Success, based on the state-level and LEA-level analysis of ELs students' academic and English language growth conducted the previous fiscal year. After a guided analysis of and discussion about the data participants drafted a vision of success for the state's ELs.

- OSSE provided EL data "deep dive" technical assistance to four LEAs that focused on how to use performance data to improve EL programs. OSSE provided visualizations of state and local education agency-level EL data and tools to identify trends in data related to EL achievement. Participants gained skills in analyzing ACCESS and PARCC data to identify strengths and areas for growth in serving EL students; and how to guide data interpretation discussions with school-based staff. As a result of these sessions, the four LEAs that participated have refined their professional development to build capacity in serving their EL students.
- To build upon the agency's prior training initiatives to increase LEAs' data literacy and usage of EL-data to improve their programming for EL students, OSSE released a new web training designed to inform users of the Early Access to English Learner (EL) Data Qlik application to understand how to use its new features to enhance their EL program planning and supports in the 2020-21 school year. The goals of the training were to inform potential users of the expanded role access to the app and to identify how data from the app can be used to collaborate with colleagues on EL program planning and supports.

Provided In-Person and Online EL and Dual Language Professional Development
EL-focused professional development consisted of (1) in-person training workshops (2) On-line training workshops, and (3) Start of School Summit trainings designed for educators and school leaders to addressed specific strategies for supporting EL student achievement. For the first time, EL supports expanded to include new professional development geared specifically to dual language teachers and school leaders. OSSE offered nineteen professional learning opportunities, including several multi-day workshop series and a cohort series.

13 EL-focused offerings
- English Language Acquisition three-part series of half-day sessions each followed offered twice with each part being followed by an extension webinar training
- What Teachers Need to Know About Teaching ELs 4-day cohort series for teachers who are new to teaching EL students
- Supporting English Learners in the Four Language Domains and its extension webinar
- Secondary Transition for ELs (offered twice)
- Literacy and Numeracy for Secondary Students with Limited or Interrupted Formal Education
- Response to Intervention for ELs
- EL Instructional Practices During Distance Learning
- Igniting ELs' Enthusiasm for Learning five-part series to address ELs' unique learning needs during remote instruction
- Guiding Principles for Using Educational Technology with ELs
- The Language-Rich Classroom
- WIDA's six Self-Paced eWorkshops
- Supporting English Learners in the Four Language Domains school-based offering
- The Sheltered Instruction Observation Protocol (SIOP)

6 dual language-focused offerings
- The Potential of Biliteracy
- Additive Bilingualism
- Biliterate Writing Trajectory
- Dual Language Classroom Observations and Feedback
- School Visits: Dual Language Classroom Observations and Feedback
- Biliteracy from the Start

OSSE conducted fifteen webinars for distance learning planning and instruction, including workshops series and virtual PDs were conducted.

2.1. EL focused offerings: Four webinars on special topics in EL programming and instruction, addressing the following topics:
- ELs and The Law
- OSSE's Testing Accommodations Manual Part 2: English Learners
- Difference vs. Disability
- Preparing ELs for College and Career

Eleven on-line training workshops focused on Dual Language were conducted, addressing the following topics:
- Virtual Libraries for Dual Language
- Google Classroom for Dual Language Instruction
- Tips to Record Read Aloud Stories
- Home Habits for Distance Learning
- Prácticas efectivas para el aprendizaje a distancia
- Teaching Strategies to Develop Cross-Language Connections
- Educator Certification for Bilingual Teachers
- Biliterate Writing Trajectory
- The Biliteracy Framework: Planning and Delivering Instruction in Two Languages
- Defining Instructional Programs for Multilingual Education

In conjunction with the OSSE Start of School Campaign, five webinar-based workshops were provided to all LEAs to ensure each LEA had a team of skilled staff who could not only leverage EL student-level data from multiple systems to meet state and federally required responsibilities, but also be prepared for the rapidly changing nature of education caused by the COVID-19 crisis. OSSE's offering to ready LEAs to effectively serve ELs on the first day of the 2020-21 school year included:
- What's New for 2020-21 in the Early Access to English Learner Data Qlik Application
- New OSSE Home Language Survey2020-21 School Year
- New EL Coordinator Orientation
- Serving English Learners During Distance Learning: FAQs and Provisional Identification Procedure
- Landscape of English Learners in DC and Vision for Success
- Re-Entry to the 2020-21 School Year: Strategies and Tools for Supporting ELs:
  - Part 1: Value English Learners' Cultural and Linguistic Backgrounds

- o Part 2: Partner with English Learners' Families
- o Part 3: Provide Language Development and Academic Instruction Programs to English Learners
- o Part 4: Use Multiple Data Sources to Support English Learner Students and Programs

In January 2020, OSSE convened EL Coordinators for its first-ever LEA EL Coordinator Meeting which focused on policy and practice topics that are key to supporting ELs effectively. In October held its second LEA EL Coordinator Meeting this fall, which focused LEAs' current implementation and goal setting for using OSSE's publication Eleven Actionable Strategies for LEAs to Support English Learners' Success During the 2020-21 School Year.

65. **Provide a description of the early literacy grant programs administered by OSSE in fiscal years 2020 and 2021 (as of January 31). For each fiscal year and each grant, include in your description:**
 (1) the total amount of grant funds OSSE budgeted;
 (2) the total amount of grant funds that OSSE awarded;
 (3) the name each grant recipient and the amount the entity received; and
 (4) the outcomes observed by these organizations as a result of the grant.

In FY20, OSSE awarded the early literacy grant as a two-year competitive grant to two (2) organizations: The Literacy Lab and Reading Partners Each organization worked with DC Public Schools and/or public charter schools to implement interventions to increase reading outcomes for students in pre-Kindergarten through third grade across the District. In FY 20, grant recipients received $2,200,000. Additional funding was provided in FY21 increasing the total grant fund available to $2,600,000. Individual awards per organization are listed below.

The Literacy Lab

Amount awarded: $1,445,000.00 in FY20 and $1,690,000 in FY21

Overview
The Literacy Lab served 968 students in 15 schools between September -March 2020 The program tutors are prepared through summer literacy training and consisted of full-time Americorps tutors and the Leading Men fellowship. The Literacy Lab reports that an additional 146 students were supported through virtual classroom support, once in-person support was paused. This grant allowed The Literacy Lab to provide direct, evidence-based literacy interventions daily to achieve the goal of tutoring 1,114 students in early literacy skills. Literacy Lab shared the following outcome data with OSSE:

FY20 Outcomes
During the 2019-20 school year, The Literacy Lab placed 55 tutors and fellows in 15 schools. Literacy Lab proposed serving 684 in SY 20 and served 1,114 students.
Leading Men Fellows focus on comprehension through a daily repeated read aloud intervention with their pre-K students. The impact of this intervention can be seen in growth in their students' reading comprehension from fall to winter, based on scores from the Preschool Early Literacy Indicators assessment. In the fall, 11% of students served by Leading Men were "on target" for Kindergarten readiness in comprehension. By the winter, this number had grown to 64% of students "on target". Fifty percent of K-3 students served exceeded their weekly growth targets. In addition, Literacy Lab has noted that their program attracts people to education who might have not otherwise considered a career in the field. They provide intensive training and coaching in evidence-based literacy instruction.

Updates for FY21
In the early months of the COVID-19 in-person school closures, Literacy Lab pivoted to a virtual learning posture to provide services. They created tutoring videos with the same practices of

their in-person tutoring. They also provided virtual tutoring. They met with OSSE to discuss plans for continuing supports.

Reading Partners

Amount awarded: $755,000 in FY20 and $910,000 in FY21

Overview
Reading Partners' goal is to help close the achievement gap among low-income youth at a system-wide level by producing measurable improvement in students' reading skills. During the 2019-20 and 2020-21 school years, Reading Partners' overarching goal has been to close the opportunity gap for literacy achievement among low-income youth at a system-wide level by producing measurable improvements in reading skills of students.

Reading Partners shared the following outcomes data with OSSE:

FY20 Outcomes
During October - March, Reading Partners engaged 19 schools to serve 683 students across DC. These students received at total of 90 minutes (two 45-minute sessions) of one-on-one literacy tutoring each week. On average, students received 24 sessions. 20% of students served are English learners. In the early months of the public health emergency and in-person school closures, Reading Partners held tutoring on Zoom. Beginning in April 2021, one-to-one tutoring was provided to students in two, 45-minute sessions each week for the remainder of the grant period. They also had a virtual platform, Reading IQ, for virtual story time.

In fall 2019, 75% of all Reading Partners students were meeting or exceeding their primary literacy growth goal. 75% of Pre-K students had a composite score that was far below the kindergarten readiness level on the PELI assessment. 11% were on level. By winter, 30% of students were on track or near target for kindergarten readiness, including 21% of the students who were far below grade level.

Updates for FY21
Reading Partners continues to provide tutoring sessions on Zoom and hosts the virtual platform, Reading IQ, for virtual story time. One-to-one tutoring continues to be provided to students in two, 45-minute sessions each week. Reading Partners have also created at-home learning packets and shared resources to families including family literacy workshops and text messaging services that send tips to parents on what they can do at home. They met with OSSE to discuss plans for continuing supports.

66.   **(a) How much funding, separate from the Uniform Per Student Funding Formula, did OSSE provide to each LEA to support homeless students in fiscal years 2020 and 2021 (as of January 31) and how did each LEA use it?**

        (b) Describe the professional development training OSSE made available to school liaisons in fiscal years 2020 and 2021 (through January 31).

        (a) Funding, separate from the Uniform Per Student Funding Formula, did OSSE provide to each LEA to support homeless students in fiscal years 2020 and 2021.

Federal Funding – McKinney-Vento Homeless Assistance Grant (MKV) Program

OSSE distributed $211,640.01 to LEAs in FY20 and $333,435.62 in FY21 (of which $74,310.18 is carry over funds) as documented below:

LEA	FY20	FY21	
		New Awards	**Carryover**
Appletree PCS	-	$15,791.50	-
Cedar Tree PCS	-	$2,500.00	-
DC Prep PCS	$31,706.33	$45,000.00	$20,409.28
DC Public Schools	$98,440.00	$70,000.00	$43,425.80
Friendship PCS	$69,833.94	$69,833.94	$10,475.10
Howard University PCS	-	$10,000.00	-
Maya Angelou PCS	-	$15,500.00	-
Monument Academy PCS	-	$18,500.00	-
Youthbuild PCS	$11,659.74	$12,000.00	-
Sub-totals	*$211,640.01*	*$259,125.44*	*$74,310.18*
GRAND TOTALS	**$211,640.01**	**$333,435.62**	

Note: the FY21 allocation includes carry over funds for three LEAs—two were slated to exit but were granted a no cost extension to carry over remaining FY20 funds because of delays in spending down funds due to COVID-19.

OSSE sub-granted these federal funds through a competitive process to LEAs that serve homeless students. Sub-grants must be used to supplement LEA strategies for children and youth experiencing homelessness that are intended to ensure immediate enrollment, educational stability, and equal access to the same free appropriate public education (FAPE) as provided to all other students. As described above, $333,435.62 was distributed to LEAs in FY21 for this purpose. Three LEAs were slated to exit the MKV grant program in FY20; however, one LEA exited as scheduled, and two LEAs had challenges spending down funds due to the unscheduled closing and the shift to virtual/distance learning resulting from the COVID-19 pandemic. These two LEAs (DC Prep and DCPS) were granted a no cost extension to carry over remaining FY20 funds.

Eight new subawards were granted as a result of the FY21 MKV competition that was held in June 2020. Also, there was one continuing subaward granted to Friendship PCS in FY21 (Friendship also carried over funds, which is a standard process for multi-year grants). The MKV competition is held every two years to ensure there are enough funds reserved for continuation subgrants. A new Request for Applications (RFA) will be released in spring 2022 for the FY23 MKV competition to award available FY22 and FY23 federal funds.

LEAs use MKV grant funding to ensure that students and families experiencing homelessness receive necessary educational supplies and services. The information in the following table (taken from the appendices from the approved SLATE) provides an overview of each LEA's intended uses of MKV grant funding in FY21:

LEA Name (*Award Type*)	Program Summary / Use of Funds
Appletree PCS (New FY21 Award)	Appletree Early Learning Center Public Charter School (Appletree PCS) reported that they had 82 students experiencing homelessness in SY2019-20. Appletree homeless liaison works to assist families with the essential items needed to ensure that their student attends school daily. This assistance includes providing transportation support to our families, supplying them with uniforms twice a year, and other clothing items, food, laundry support, and resources, enabling their students to participate in field trips, aftercare, picture day, and other extracurricular school activities. Appletree also provides health and wellness support in the form of hearing and vision screenings, as well as dental cleanings. Finally, Appletree provides training and support for social workers (also referred to as school-based homeless liaisons) and other school-based staff. It is essential that they are equipped to address our McKinney-Vento families' sometimes unique needs without any implicit bias. This year with the COVID pandemic, the need focused on food, general household items, and access to technology and internet data. This will continue to be a requested need in the 2020-2021 school year. The following is a breakdown of proposed allowable budget items: • **Student Supplies** to purchase books, supplies, materials, and resources provided to students experiencing homelessness in order to support Instruction. • **Equipment** to provide Wi-Fi hotspots connectivity to 8 students experiencing homelessness to participate in virtual learning. • **School supplies and uniforms** (2 uniforms per year based on growth) at a cost of $35 per student for 83 students experiencing homelessness. • **Basic Needs Clothing and Supplies** for students such as, underwear, socks, shoes, and laundry detergent/supplies. Young children grow out of clothes quickly and need multiple pairs of clothing. These basic

LEA Name (*Award Type*)	Program Summary / Use of Funds
	needs clothing will be supplied to children experiencing homelessness. • **Winter Apparel** for students, such as hats, coats, and gloves and blankets to protect students experiencing homelessness during winter months. • **Transportation support** to support parents who accompany younger children to/from school. SmarTrips will be purchase at an average cost of $20-$60 per month for 65 families experiencing homelessness over a period of - 9 months.
Cedar Tree PCS (New FY21 Award)	Cedar Tree Public Charter School (Cedar Tree PCS) reported that they had 118 students experiencing homelessness in SY2019-20. Cedar Tree's homeless population continues to increase, each year, at minimum by 5%. Many families struggle with housing and instability, which causes low school attendance and students lack educational resources i.e. school supplies, food, transportation and uniforms. This has a significant impact on our young learners; however, Cedar Tree continues to provide stabilization for these students and their families. Cedar Tree has three goals: 1) To eliminate barriers for displaced students and offer students the opportunity to participate in extracurricular activities. Their objective for this goal is that 100% of our displaced students will have opportunities to participate in enrichment activities, evidenced by documentation of participation forms and they measure outcomes by student participation. 2) To increase in awareness and sensitivity surrounding homelessness. Their objective for this goal is to provide training opportunities for school personnel and our families. Indicators of success will be gauged by parent participation in school events and having 90% of our staff trained in MKV awareness. 3) To eliminate barriers to successful completion of the academic program. Their objective is to provide transportation subsidies, school uniforms and supplies for displaced students. Indicator of success will be through tracking student attendance and ensuring that students are in the range of approaching all their early learning standards. The following is a breakdown of proposed allowable budget items: **Student Supplies to support Instruction** including uniforms, winter coats, socks, shoes, instructional supplies like backpack, pencils, crayons, notebooks etc. for the students who are experiencing homelessness.

LEA Name (*Award Type*)	Program Summary / Use of Funds
DC Preparatory Academy Public Charter School (New FY21 Award)	DC Preparatory Academy Public Charter School (DC Prep PCS) reported that they had 263 students experiencing homelessness in SY2019-20. Funds will be used to focus on three specific goals identified in their needs assessment to ensure all students experiencing homelessness receive school supplies and materials, uniforms, and transportation support for parents (including the ability to pick up resources and materials for distance learning). The following is a breakdown of proposed allowable budget items: **School supplies and materials** (headphones, visual timers, highlighters, pencils, scissors, crayons, markers, pens, erasers, sharpeners, glue sticks, independent reading books, composition books, spiral notebooks, binders, graph paper, individual whiteboards & markers, Math at-home kits, early childhood kits, book tote baggies) for an estimated 300+ MKV students across six DC Prep campuses. **School uniforms** (shirts, pants, shoes, belts, underwear, socks) and weather appropriate clothing (raincoats, winter coats, hats, gloves) for an estimated 300+ MKV students across our six campuses. **Transportation support** to purchase WMATA tokens for students and families experiencing homelessness for travel to and from school, either for in-person learning or to pick up resources and materials for distance learning as needed throughout the school year.
DC Public Schools (New FY21 Award)	DC Public Schools (DCPS) reported that they had 3,478 students experiencing homelessness in SY2019-20. Due to COVID-19 and the challenges families and youth experiencing homelessness face on a regular basis, DCPS will provide relevant support to families to remove barriers. In the upcoming school year during and post COVID-19, DCPS identify the need to provide technology to all students experiencing homelessness who do not have a device they can use for virtual learning. Also, due to COVID-19 and the challenges our families and youth are facing during this pandemic, many of our families will lose their housing once eviction moratoriums are lifted. As a result, DCPS also identified an increased need for educational and social emotional support—trauma informed care, mental health services, mentorship, and educational support—that are critical to the success and well-being of students. The following is a breakdown of proposed allowable budget items: **Professional Development** to purchase a subscription to educational content, summer enrichment, tutoring and mentoring programs provided by licensed companies to support enhanced instruction for students experiencing homelessness. Also, will host several events to increase parent engagement activities. **Equipment purchases** (laptops, tablets, Wi-Fi devices) for up to 150 students experiencing homelessness in need of technology to

LEA Name (*Award Type*)	Program Summary / Use of Funds
	completed coursework. Will also obtain 150 Wi-Fi devices for students experiencing homelessness who do not have internet access. • **School supplies and uniforms**, including the purchase of uniforms and outerwear clothing. • **Transportation support** to support parents who accompany younger children to/from school.
Friendship Public Charter School (*Continuation from FY20—Year Two*)	Friendship Public Charter School (PCS) reported that they had 273 students experiencing homelessness enrolled in SY2019-20. The results of Friendship's needs assessment identified four key priority areas for this grant funding that serves as a barrier to academic achievement: 1) Mental Health: A major barrier continues to be mental health needs, which have become an even greater issue during the pandemic. 2) Supplies: personal and school supplies will be purchased to alleviate stress by ensuring that families who have been displaced have personal supplies, school supplies, and transportation. Friendship will enhance MKV funds with its own resources, in-kind contributions, and private grants. For example, Friendship Food and Nutrition Services have provided meals seven days a week. For every $1 in MKV funds, Friendship provides $4 to meet the needs of students experiencing homelessness. 3) Transportation: Children ages three to eight (Pre-K to 3rd grade) or students with disabilities is transportation for parents to bring the child to and from school. The grade-by-grade data show that 163 (59%) of the 273 children who are displaced are in third grade or under. The parents of the 163 elementary school students will need transportation support to pick up food and supplies from their children's campus. Three 2nd grade whose families are experiencing homelessness are in a learning pod, so their parent will need transportation to and from school four days per week. The following is a breakdown of approved allowable budget items: • **Outerwear and Uniforms** outer wear will be purchased to meet the needs of students experiencing homelessness, including shoes and boots @ $20 each, coats @ $43 each, hats, gloves, scarves @ $15 each, and school uniforms if in person classes resume. Outer wear is estimated at approximately $78 per student X 244 = $19,047.40 per student. • **School supplies and devices**, supplies and materials will cover iPad data plans for 244 students experiencing homelessness throughout the Friendship system. Each data plan is $20 per month X 244 students = $4880 per month X 12 months = $58,560. The data plan ensures successful distance learning for students experiencing homelessness.

LEA Name (*Award Type*)	**Program Summary / Use of Funds**
Howard University Public Charter School (New FY21 Award)	Howard University Public Charter School (Howard University PCS) reported that they had 10 students experiencing homelessness in SY2019-20. The following is a breakdown of proposed allowable budget items: • **Salaries** for a portion of the homeless liaison's salary and reimburse teachers for providing tutoring services. • **Professional Development** to provide training for the Homeless Liaison to increase his/her capacity to serve families experiencing homelessness and provide quarter workshops for school staff and parent engagement. • **School supplies and uniform**, including the purchase of uniforms and outerwear clothing. • **Transportation support** to support parents who accompany younger children to/from school.
Maya Angelou Public Charter School (New FY21 Award)	Maya Angelou Public Charter School (Maya Angelou PCS) reported that they had 61 students experiencing homelessness in SY2019-20. Maya Angelou identified that the needs for their student population experiencing homelessness are directly related to the ability to increase daily attendance practices in their students. Additionally, students need regular clothing, shoes, food, and support to access to medical care (including dental and vision services). The following is a breakdown of proposed allowable budget items: • **Salaries** for a portion of the Director of Parent and Community Engagement/Homeless Liaison's (HL) salary to connect students and families experiencing homelessness with community resources. • **Professional Development** to provide training for all school staff on issues of homelessness and particularly during COVID 19. • **School supplies and clothing**, including the purchase of outerwear clothing, toiletries, necessary items for parenting youth, etc. • **Transportation support** to support students and parents as needed, to pay for ride share services (Uber, etc.) for parents and/or students experiencing homelessness to be transported to receive COVID-19 testing.
Monument Academy Public Charter School (New FY21 Award)	Monument Academy Public Charter School (Monument PCS) reported that they had 30 students experiencing homelessness in SY2019-20. Funds will be used to address what they categorized as "their greatest need" for students experiencing homelessness—to purchase uniforms, provide transportation support, and defray fees for primary medical care. The LEA expressed that "when they are able to supply these supports for our families, the student's attendance rate dramatically increases." The following is a breakdown of proposed allowable budget items:

LEA Name (*Award Type*)	Program Summary / Use of Funds
	• **Salaries** for a portion of the homeless liaison's salary to connect school team and community partners with families to ensure coordination of services for students experiencing homelessness. • **School supplies and uniform**, including the purchase of uniforms. • **Transportation support** to support students to ensure they attend school regularly.
Youthbuild Public Charter School (New FY21 Award)	Youthbuild Public Charter School (Youthbuild PCS) reported that they had 34 students experiencing homelessness in SY2019-20. Funds will be used to comply with the McKinney-Vento Act to ensure all students experiencing homelessness enrolled at Youthbuild are identified and receive the necessary supports needed to be successful in school and beyond. The following is a breakdown of proposed allowable budget items: • **Salaries and Benefits:** Funds will be used to pay a portion Student Support Counselor/Case Manager salary. The Student Support Counselor will oversee the provision of services and supports to students; identify (and collaborate with colleagues to identify) students experiencing homelessness through one-on-one meetings during the enrollment period; and develop individual case management plans to meet students' individual needs. This will include coordination internally with Transitions, Special Education, and other departments, and externally (e.g. with housing, health, childcare, and our Community Schools liaison) to ensure students receive individualized support to experience academic and professional success.

A list of allowable uses of funds for the MKV grant can be found on page 7 of OSSE's FY21 MKV Request for Applications (RFA # GD0-MKV-FY2021). OSSE also released Guidance Related to COVID-19: Education for Homeless Children and Youths Frequently Asked Questions (updated in May 2020), which provided additional guidance to LEAs regarding allowable uses of Title I, Part A and MKV funds during the public health emergency and distance learning (see Q4 and Q5 on page 2).

It is important to note that even if LEAs are not awarded a competitive grant, LEAs must ensure that children and youth experiencing homelessness have equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths, with or without this supplemental funding. Authorized by Title VII-B of the McKinney-Vento Homeless Assistance Act of 1987, Section 726, as reauthorized on Dec. 10, 2015 by Title IX, Part A of the Every Student Succeeds Act (ESSA), the law's specific purposes are to facilitate the enrollment, attendance, and success in school of children and youth experiencing homelessness.

Local Funding:

Local funding supports two program specialists who work with the Homeless Education Program (HEP) coordinator to: provide targeted support to District agencies serving students experiencing homelessness; oversee the federal grants funding for services to students experiencing homelessness; conduct ongoing training for homeless liaisons, school staff, and community partners; and collect information on the problems faced by children and youth experiencing homelessness, the progress of the SEA and LEAs in addressing those problems, and the success of locally implemented strategies intended to ensure that children and youth experiencing homelessness enroll, attend, and succeed in school.

OSSE's Homeless Education Program (HEP) and Postsecondary & Career Education Division (PCE) partnered for a fifth year to provide the following postsecondary educational opportunities for students experiencing homelessness:

Purchased items to create college care packages for 10 students experiencing homelessness who were accepted and enrolled in colleges and universities in the 2020-21 school year. Additionally, HEP distributed new laptops with software to each recipient in August 2020 to complete their college supply list. Due to COVID-19 restrictions, HEP offered the recipients an opportunity to speak with a PCE staff person by phone to discuss financial aid and other postsecondary educational supports in lieu of the in-person send-off workshop and reception traditionally hosted by HEP and PCE each year. The selected students are currently attending higher educational institutions such as Montgomery College, Trinity Washington University and University of the District of Columbia.

(b) Professional development training OSSE made available to school liaisons in fiscal years 2020 and 2021 (through January 31).

In FY19 and FY20, OSSE worked to further refine systems and increase LEA access to meaningful and timely data on students experiencing homelessness. OSSE has also provided high-level technical assistance to schools, in coordination with local liaisons, on the legal obligations of schools, rights of students, enrollment policies, transportation assistance, and the review and revision of policies that may act as enrollment barriers.

In FY20 and FY21 (Oct. 2019 – Dec. 2020), OSSE offered professional development and technical assistance in collaboration with District and community agencies that serve students experiencing homelessness, on the following topics:
- Data Quality and Fidelity
- Best Practices for Utilizing OSSE's MKV QuickBase Application
- Improving Access to Child Care for Children and Families Experiencing Homelessness
- Ensuring Quality Homeless Student Data
- Assisting Unaccompanied Homeless Youth Applying for DCTAG & FAFSA
- Transportation Resources for Students and Families Experiencing Homelessness
- Homeless Education Program Overview for Virginia Williams Family Resource Center Staff

- Homeless Education Program Overview for High School Counselors
- Resources for Youth and Families Experiencing Housing Instability
- HEP Ally Partner Program
- Postsecondary and Career Education Resources for Prospective Students
- McKinney-Vento Competitive Grant Program
- Homeless Education Program: 2019-20 End-of-Year MKV Webinar
- 2020 Youth Count DC
- Dispute Resolution Policy
- Capturing Homeless Student Data: LEA Data Manager Training
- New LEA Homeless Liaison Orientation: McKinney-Vento 101, Community Resources & Sense – Comprehensive Homeless Student Data Application
- MKV QuickBase Application, SLED & Comprehensive Homeless Student Data Application Training for Homeless Liaisons
- Introduction to Trauma In Schools
- My School DC Enrollment Process
- Building Trauma Informed Schools
- Professional Development Convening for Public Charter Schools (Hosted by HEP and SchoolHouse Connection)
- Homeless Awareness Presentation for OSSE Student Transportation Audit and Compliance Staff
- The Impact of FAFSA Dependency and Homeless Questions on DCTAG Eligibility
- Supporting Students Experiencing Homelessness During Distance Learning (Webinar)
- Youth Shelters, Services and Programs (Webinar)
- Self-Care – Tips for Healing During and After COVID-19 (Webinar)
- Youth HOPE and Project Reconnect Services (Webinar)
- HSEMA Emergency Preparedness for Homeless Liaisons (Webinar)
- Homeless Awareness Month Webinar Series: Understanding Domestic Violence Among Families in Unstable Housing with DC SAFE and My Sister's Place
- Homeless Awareness Month Webinar Series: Be Red Cross Ready/Using Food as a Tool to Build Communities
- Homeless Awareness Month Webinar Series: Catholic Charities - Trafficking Victims Assistance Program
- Homeless Awareness Month Webinar Series: Parent Advocacy and Resources: Child Find Referrals and Rights for English Learners

67. **(a) In table format, please supply the number of licensees/certified professionals/registered professionals, broken down by status, that OSSE received and approved in fiscal years 2017, 2018, 2019, 2020, and 2021 (as of January 31).**

(b) List and describe all the alternative certification/licensure programs that are currently available in the District in fiscal years 2020 and 2021 (as of January 31). How many individuals were licensed through those programs during each fiscal year?

(a) Number of licensees/certified professionals/registered professionals, broken down by status, that OSSE received and approved in fiscal years 2017, 2018, 2019, 2020, and 2021 (as of January 31)

The following table shows the total number of educator license applications received and licenses issued by the agency during FY17-21 (to date).

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY17	3,510	2,755
FY18	4,235	3,004
FY19	4,187	3,737
FY20	2,756	2,448
FY21 to date*	1,188	683

*as of Jan. 31, 2021

(b) List with description of all the alternative certification/licensure programs that are currently available in the District in fiscal years 2020 and 2021 (as of January 31), and an indication of how many individuals were licensed through those programs during each fiscal year.

The federal definition of alternative certification program, to which OSSE adheres, is any licensure program in which a teacher candidate serves as a teacher of record in a DC school while also completing coursework, field experience, and clinical practice requirements toward completion of the program. Thus, in DC, an alternative certification program can be based within (a) an institution of higher education, such as The George Washington University; (b) a non-profit organization, such as Teach for America; or (c) a LEA, such as KIPP DC. The following table identifies all state-accredited alternative certification providers in the District of Columbia and shows the number of teacher candidates who were granted an alternative license through each.

Licenses Issued by District of Columbia Alternative Certification Providers

Alternative Certification Provider	Program Type	Alt Route Licenses FY20	Alt Route Licenses (to date FY21)
American University	University-based	0	0
Catholic University of America	University-based	0	0
Center for Inspired Teaching	Non-Profit Org	0	0
Capital Teaching Residency – KIPP DC	LEA-based	0	0
Gallaudet University	University-based	0	0
Georgetown University	University-based	0	0
Relay Graduate School of Education	University-based	3	4
The George Washington University	University-based	0	0
Teach for America	Non-Profit Org	10	7
Teach-Now	Non-Profit Org	3	1
Trinity Washington University	University-based	1	0
Urban Teachers	Non-Profit Org	83	19
University of the District of Columbia	University-based	0	0

68. **Through Scholarships for Opportunity and Results (SOAR) Act funding, OSSE provides support to public charter schools to assist in their academic, operational, and programmatic improvements specific to their school needs. Please outline how the funding was awarded in fiscal years 2020 and 2021 (as of January 31). For each grant, please include the:**
> **(1) LEA;**
> **(2) amount; and**
> **(3) description of what the funds were to be used for.**

In line with the federal SOAR Act's requirements, OSSE's administration of SOAR Act funding is designed to increase student achievement and academic growth of DC public charter school students by supporting the improvement and expansion of high-quality public charter schools. Each year, after engaging in a public consultation process with charter schools and charter schools' support organizations' stakeholders, OSSE's Office of Public Charter School Financing and Support (OPCSFS) submits an application to the US Department of Education describing how it will administer the funds.

OSSE received its federal fiscal year 2019 (FFY19) award of $17.5 million in Sept. 2019 and FFY20 award of $17.5m in August 2020. The majority of SOAR funds are allocated to grants to charter schools and charter organizations.

The table below shows FFY19 and FFY20 SOAR awards that were distributed to DC subgrantees for FY20 and FY21.

FY19 & FY20 SOAR Funding Awarded*	FY20	FY21
Grants to Charter Schools		
Academic Quality/ Facilities (Formula)	$8,471,547	$12,538,202
Early Childhood (Formula)	$568,453	$501,798
CARES-ESSER Equivalent (Formula)		$2,032,430
Grants to Charter Support Organizations		
Third Party Grants (Competitive)	$4,113,569	
Other		
State Administrative Costs	$710,000	$710,000
MySchool DC	$250,000	$250,000
TOTAL	**$12,016,406**	**$16,032,430**

Amounts awarded are higher than amounts budgeted due to rollover of returned, unspent and awarded funds from prior years.

In FY20 and FY21 there are four types of SOAR grants OSSE administers. More information on eligible applicants, funding purpose and award amounts are provided below.

Academic Quality Grants to Charter LEAs
This formula-based grant funding was available to all charter LEAs who were open and serving students during the 2018-19 school year (FY20 awards) and the 2019-20 school year (FY21

awards). All eligible LEAs submitting applications by the deadline were funded. Funds must be used for projects designed to have a direct impact on student achievement, either school-wide or for specific subgroups of students. All projects must be research-based and tailored to meet the specific to the needs of each LEA and supported by data.

For the FY20 Academic Quality grants, the minimum award is $50,000 with the remainder of available funds distributed on a per-pupil basis using the 2018-19 school year audited enrollment data. For FY21, Facilities competitive grant funding was repurposed to provide formula funding to LEAs to support physical and digital facilities to support continuous learning. This funding accompanied the Academic Quality grants and included a minimum award of $150,000 with the remainder of available funds distributed on a per-pupil basis using the 2019-20 school year audited enrollment data. Funds reserved for LEAs who elect not to apply will be redistributed to other LEAs through the formula after the application due date. Additional funding was available from prior year funds lapsed by LEAs.

Overall, OSSE made 58 awards, for a total amount of $8,471,547.46 in FY20 to public charter LEAs in this category and 58 awards, for a total amount of $12,538,202.39 to public charter LEAs in FY21 in this category in the following amounts:

FY20 (FFY19) SOAR Academic Quality Awardees	Allocation
Academy of Hope Adult PCS	$113,196.71
Achievement Preparatory Academy PCS	$163,699.48
AppleTree Early Learning PCS	$137,902.12
Breakthrough Montessori PCS	$74,978.40
Bridges PCS	$106,917.99
Briya PCS	$148,412.15
Capital City PCS	$186,220.98
Carlos Rosario International PCS	$341,960.60
Cedar Tree Academy PCS	$99,001.33
Center City PCS	$249,827.18
Cesar Chavez PCS for Public Policy	$182,535.65
Community College Preparatory Academy PCS	$134,216.78
Creative Minds International PCS	$118,792.96
DC Bilingual PCS	$111,012.81
DC Prep PCS	$318,074.15
DC Scholars PCS	$124,252.72
Digital Pioneers PCS	$66,379.28
District of Columbia International School	$195,502.57
E.L. Haynes PCS	$206,422.09
Eagle Academy PCS	$164,381.95
Early Childhood Academy PCS	$84,669.47
Elsie Whitlow Stokes Community Freedom PCS	$116,199.58
Friendship PCS	$597,477.31
Harmony DC PCS	$65,287.32
Hope Community PCS	$152,097.49

FY20 (FFY19) SOAR Academic Quality Awardees	Allocation
Howard University Middle School of Mathematics and Science PCS	$88,627.80
IDEA PCS	$96,271.45
Ingenuity Prep PCS	$126,436.63
Inspired Teaching Demonstration PCS	$114,425.16
Kingsman Academy PCS	$89,719.74
KIPP DC PCS	$907,591.62
Latin American Montessori Bilingual PCS	$114,971.13
LAYC Career Academy PCS	$67,607.72
Lee Montessori PCS	$78,936.72
Mary McLeod Bethune Day Academy PCS	$106,645.00
Maya Angelou PCS	$101,594.73
Meridian PCS	$138,038.62
Monument Academy PCS	$68,699.67
Mundo Verde Bilingual PCS	$131,213.92
Paul PCS	$149,640.60
Perry Street Preparatory PCS	$101,185.24
Richard Wright PCS for Journalism and Media Arts	$90,948.19
Rocketship DC PCS	$198,095.96
Roots PCS	$64,877.84
SEED PCS	$89,992.74
Sela PCS	$81,257.12
Shining Stars Montessori Academy PCS	$88,900.78
Statesman College Preparatory Academy for Boys PCS	$57,643.67
The Children's Guild DC PCS	$102,277.20
The Family Place PCS	$68,153.70
The Next Step/El Proximo Paso PCS	$101,731.21
Thurgood Marshall Academy PCS	$104,324.61
Two Rivers PCS	$169,432.22
Washington Global PCS	$79,755.69
Washington Latin PCS	$145,545.78
Washington Leadership Academy PCS	$92,176.64
Washington Yu Ying PCS	$127,665.07
Youthbuild PCS	$67,744.22
TOTAL:	**$8,471,547.46**

FY21 (FFY20) SOAR Academic Quality/ Facilities Awardees	Allocation
Academy of Hope Adult PCS	$195,628.39
Achievement Preparatory Academy PCS	$216,973.27
AppleTree Early Learning PCS	$200,317.80
BASIS PCS	$208,079.57
Breakthrough Montessori PCS	$174,526.06
Bridges PCS	$189,887.91
Briya PCS	$216,083.90

FY21 (FFY20) SOAR Academic Quality/ Facilities Awardees	Allocation
Capital City PCS	$237,267.08
Carlos Rosario International PCS	$328,063.66
Cedar Tree Academy PCS	$185,602.76
Center City PCS	$276,075.95
Cesar Chavez PCS	$192,556.02
Community College Preparatory Academy PCS	$206,785.94
Creative Minds International PCS	$198,862.46
DC Bilingual PCS	$193,041.13
DC International PCS	$259,177.92
DC Preparatory PCS	$321,918.93
DC Scholars PCS	$201,207.16
Digital Pioneers Academy PCS	$176,062.24
E. L. Haynes PCS	$248,909.74
Eagle Academy PCS	$223,926.52
Early Childhood Academy PCS	$179,377.17
Elsie Whitlow Stokes PCS	$199,994.38
Friendship PCS	$498,580.17
Harmony PCS	$165,874.92
Hope Community PCS	$214,386.01
Howard University Middle School for Math & Science PCS	$180,104.84
IDEA PCS	$180,994.21
Ingenuity Preparatory PCS	$208,079.57
Inspired Teaching Demonstration PCS	$196,275.21
Kingsman Academy PCS	$176,143.10
KIPP DC PCS	$708,390.65
Latin American Montessori Bilingual PCS	$194,819.87
LAYC Career Academy PCS	$167,653.66
Lee Montessori PCS	$181,721.87
Mary McLeod Bethune PCS	$190,696.43
Maya Angelou PCS	$186,572.98
Meridian PCS	$207,675.31
Monument Academy PCS	$165,228.10
Mundo Verde Bilingual PCS	$227,079.75
Paul PCS	$217,134.97
Perry Street Preparatory PCS	$189,321.94
Richard Wright PCS	$180,913.36
Rocketship Academy PCS	$261,926.88
SEED PCS	$176,223.96
Sela PCS	$175,334.58
Shining Stars Montessori Academy PCS	$180,185.69
Statesman College Prep Academy for Boys PCS	$166,845.14
The Children's Guild PCS	$183,743.17
The Family Place PCS	$167,006.84
The Next Step/El Proximo Paso PCS	$192,475.17

FY21 (FFY20) SOAR Academic Quality/ Facilities Awardees	Allocation
Thurgood Marshall Academy PCS	$188,109.18
Two Rivers PCS	$231,284.04
Washington Global PCS	$175,415.44
Washington Latin PCS	$214,709.42
Washington Leadership Academy PCS	$188,432.58
Washington Yu Ying PCS	$202,662.50
Youthbuild PCS	$165,874.92
TOTAL:	**$12,538,202.39**

Early Childhood Education Grants to Charter LEAs

OSSE made grants on a formula basis to support eligible charter schools that serve a high population of 3- and 4-year-old students. OSSE allocated the funding using the same formula used to determine allocations by the Elementary and Secondary Education Act Title I, Part A. Funds support plans designed to assist with implementation of supplementary activities that support school readiness, including development of literacy and mathematics skills, with emphasis on supports to increase student achievement. Plans must be research-based specific to the needs of each school. To reduce burden on LEAs, the application for this funding was combined with the application for Academic Quality funding.

FY20 (FFY19) SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning PCS	$357,242.53
Briya PCS	$30,354.15
Cedar Tree Academy PCS	$180,855.86
TOTAL:	**$568,452.54**

FY21 (FFY20) SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning PCS	$312,078.77
Briya PCS	$31,318.48
Cedar Tree Academy PCS	$134,255.58
I Dream Academy PCS	$13,308.32
Sela PCS	$10,836.46
TOTAL:	**$501,797.61**

Grants to Support Non-Profit Charter Support Organizations

OSSE competitively awarded grants to non-profit charter support organizations for two types of projects that are designed to impact charter school student outcomes:

- "Direct assistance" projects must be research-based and be designed to improve student outcomes across multiple LEAs through direct service to students or direct professional development and support for teachers and instructional leaders.

- "Indirect assistance" projects include those that are designed to impact student outcomes at multiple LEAs indirectly by enhancing the organizational capacity of charter LEAs to operate as fiscally and operationally sound nonprofit organizations and schools. All organizations seeking funding under this grant must be non-profit organizations that have a demonstrated history of success working with DC charter schools on similar projects and must submit a letter of recommendation from a DC charter school with direct experience working with the organization, as well as a complete list of all schools and districts to which the organization has provided similar services.

OSSE made two rounds of awards in FY20. In October 2019, OSSE made 8 awards to non-profit charter support organizations in the total of $2,097,162.36. Then in July of 2020, OSSE made another eight awards to non-profit charter support organizations in the total of $2,016,406.45. Additional funding was available from prior year funds not spent by subgrantees.

FY20 SOAR Third Party Awardees	Allocation
Relay Graduate School of Education	$146,176.48
One World Education	$288,589.79
DC Public Charter School Cooperative	$290,369.03
The Literacy Lab	$254,094.68
School Leader Lab	$248,401.99
EmpowerK12	$290,244.17
New Leaders	$290,369.03
PAVE	$288,917.19
TOTAL:	**$2,097,162.36**

FY20 SOAR Third Party Awardees	Allocation
DC Public Charter School Cooperative	$293,781.40
Education Pioneers	$217,044.63
EmpowerK12	$293,893.07
Friends of Choice in Urban Schools (FOCUS)	$220,419.80
MEDSTAR HEALTH RESEARCH INSTITUTE	$293,879.85
One World Education	$292,732.19
School Leader Lab	$250,361.64
Urban Teacher Center	$154,293.87
TOTAL:	**$2,016,406.45**

CARES Equivalent Grants to Charter LEAs
This formula-based funding is available to all charter LEAs open and serving students during the 2020-21 school year that are not eligible for CARES Elementary and Secondary School Emergency Relief (ESSER) Fund allocations. Funds must be used for projects that support continuous learning in areas such as recovery learning and transitioning to distance learning. There has only been one award made which took place in FY21.

FY21 SOAR CARES Equivalent	Allocation
AppleTree Early Learning PCS	$108,406.89
Academy of Hope Adult PCS	$96,848.81
Basis DC PCS	$127,537.52
Breakthrough Montessori PCS	$44,837.41
Briya PCS	$147,265.98
Carlos Rosario International PCS	$423,265.16
Community College Preparatory Academy PCS	$124,349.09
Creative Minds International PCS	$104,819.90
Inspired Teaching Demonstration PCS	$98,443.03
Latin American Montessori Bilingual PCS	$94,856.03
LAYC Career Academy PCS	$27,898.83
Lee Montessori PCS	$62,573.10
Mundo Verde Bilingual PCS	$174,367.71
The Family Place PCS	$26,304.61
The Next Step/El Proximo Paso PCS	$89,076.99
Washington Latin PCS	$143,878.27
Washington Yu Ying PCS	$114,185.94
Youthbuild PCS	$23,514.73
TOTAL:	**$2,032,430.00**

Grants to Support Teacher Pipeline Programs

OSSE competitively awarded grants to non-profit charter support organizations and charter schools to recruit, high-quality candidates new to teaching for DC charter schoolteacher residency or teacher roles, and b) train and/or certify these teachers. Overall, OSSE made eight awards to non-profit charter support organizations and charter schools for a total of $2,281,702.00. Additional funding was available from prior year funds not awarded. There has only been one round of SOAR Teacher Pipeline Grants released in FY20.

FY20 SOAR Teacher Pipeline Grants	Allocation
AppleTree Institute	$238,573.00
Center City PCS	$100,000.00
Friendship PCS	$67,500.00
KIPP DC PCS	$500,000.00
Mundo Verde Bilingual PCS	$500,000.00
National Center for Montessori in the Public Sector	$112,500.00
Relay Graduate School of Education	$280,939.00
Urban Teacher Center	$482,190.00
TOTAL:	**$2,281,702.00**

69. **How many District students have IEPs? Please provide, as an attachment, a breakdown of these students by:**

(a) Age;

(b) Grade;

(c) LEA;

(d) Disability classification for students with multiple disabilities, please identify all the underlying disability classifications), by age, and LEA;

(e) Percentage of time outside of general education (less than 20%, 20-39%, 40-59%, 60-79%, 80- 99%, 100%), by age, LEA, and disability classification;

(f) Number of students attending nonpublic schools, by age, LEA, and disability classification;

(g) Number of students receiving homebound/hospital instruction by age, grade level, LEA, and disability classification.

ATTACHMENT: Q69 – IEPs.xlsx

70.   **(a) In table format, for School Years 2018-2019, and 2019-2020, how many DC students with IEPs graduated from high school with a diploma? With a certificate of completion? Please break down the numbers by LEA and students' nonpublic status.**

(b) For each DCPS and public charter school, please provide outcomes data for students with disabilities transitioning out of school into adulthood, including the following data for School Years 2018-2019 and 2019-2020:
    (1) the number of students connected to a postsecondary pathway to graduation; and
    (2) the number of students attending college within a year of high school graduation.

Due to the volume of data requested, the answer is supplemented as an attachment.

ATTACHMENT: Q70 – SPED Graduation.xlsx

(a) Graduating DC Students with IEPs.

In school year 2018-2019, 3761 DC students with IEPs graduated from high school with a diploma and 39 had a certificate of completion. In school year 2019-20, 3797 DC students with IEPs graduated from high school with a diploma and 57 had a certificate of completion. For a breakdown of the numbers by LEA and students' nonpublic status, please refer to the table in attachment above.

(b) Students with disabilities outcomes.

In school year 2018-2019, 387 DC students with disabilities transitioned out of school and connected to a postsecondary pathway to graduation, and 183 DC students with disabilities attended college within a year of high school graduation. In school year 2019-2020, 310 DC students with disabilities transitioned out of school and connected to a postsecondary pathway to graduation, and 174 DC students with disabilities attended college within a year of high school graduation. For the school year 2019-20 table of the numbers for each DCPS and public charter school, please refer to the table in the attachment above. For the school year 2018-19 table of numbers for each DCPS and public charter school, please refer to the table in on OSSE's website, located here.

71.   Describe the training, support and oversight provided by OSSE during School Year 2019-2020 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment.

The least restrictive environment (LRE) is a legal term found within the Individuals with Disabilities Education Act (IDEA), which states that students with disabilities must be educated with students who are not disabled, to the maximum extent appropriate. This means that a student with a disability should only be removed from the general education classroom to receive services when that student's disability is so severe that supplementary aids and services accessible within the general education classroom cannot provide that student a free and appropriate public education. To fulfill this mandate, schools must follow the principle of inclusion and use inclusive practices across all classrooms. In the District, most students with disabilities spend the majority of their school day in general education settings. OSSE supports LEAs and schools in this LRE mandate by providing a framework of professional learning, resources and supports centered on inclusive practices and evidence-based strategies. In the 2019-20 school year, this framework included:

- Landscape Analysis: Students with Disabilities in the District of Columbia;
- Foundational professional development trainings made available to leaders and educators across all LEAs which focused on evidence-based practices for instruction and behavior support;
- A new LEA Toolkit: Serving Students with Disabilities During Periods of Remote or Blended Learning;
- The Leadership Institute for Secondary Special Education (LISSE) through American University;
- Trainings, convenings and communities of practice focused on the successful postsecondary transition of students with disabilities;
- Monthly trainings for LEA Special Education Points of Contact;
- The Special Education Enhancement Fund (SEEF) grant opportunity; and
- A robust nonpublic placement oversight process.

Students with Disabilities in the District of Columbia Landscape Analysis
As part of the commitment OSSE made in its strategic plan to help accelerate academic outcomes for students with disabilities, OSSE developed a comprehensive landscape analysis to help establish a shared understanding of the current state of students with disabilities in the District. Drawing from in-depth data analysis, focus groups and interviews as well as online research, this landscape analysis examines who these students are, where they live and attend school, their current outcomes, their rates of identification and exit, key barriers hindering their progress, lessons learned from other states, and initial recommendations for what OSSE as the state education agency can do to address these barriers. The report includes national benchmarks and comparisons to other states and urban districts where possible. OSSE believes that sharing this comprehensive fact base is an important first step toward developing a shared, citywide agenda to accelerate academic outcomes for students with disabilities. Access the full landscape analysis here on the OSSE website.

Foundational Professional Development Training Opportunities

During SY2019-20, the OSSE Division of Teaching and Learning (TAL) Professional Development Team provided a robust calendar of professional development (PD) trainings which focused on evidence-based instructional practices and behavior support strategies to support all students, especially students with disabilities. The target audience for these trainings included not just special educators, but also school leaders, general educators, and support staff, who can all register via a first-come-first-served basis. The OSSE TAL PD Team advertised current PD offerings via a TAL PD training calendar, which was updated each month via the TAL PD Bulletin, a monthly newsletter with a current subscribership of over 1,400 District educators. View all archived SY19-20 editions of the bulletin here. TAL PD offerings were also promoted each week in OSSE's LEA Look Forward Newsletter, and through other outlets, such as the PCSB Wednesday Bulletin. More information about the OSSE TAL PD team can be found on OSSE's website.

During the first half of SY19-20, the majority of PD trainings were provided in-person at the OSSE building, and in various locations across the city. In response to the public health emergency in the spring of 2020, which required the vast majority of educators to pivot to distance teaching and learning, OSSE shifted its professional learning opportunities to online virtual learning experiences in order to support educators during this pivotal time. To date, the OSSE TAL PD team continues to provide a robust menu of virtual PD trainings for all District educators.

Examples of OSSE TAL PD trainings offered in SY19-20, and centered on inclusive practices and evidence-based strategies to support serving students in their least restrictive environments include the following:

IEP Quality Training Series

This four-part series, **Responding to the *Endrew F*. Decision: Building Capacity to Develop High-Quality IEPs,** provides special education leaders and staff with an overview of the Supreme Court's decision and its impact on the free appropriate public education (FAPE) requirements in the IDEA. Additionally, the series supports special education school leaders to develop capacity among their special education staff to meet the more rigorous standard for IEP quality set forth by *Endrew F*.

In SY19-20, OSSE staff continued to work cross-collaboratively to make updates to training materials, such as including more up-to-date state assessment guidance, as well as to incorporate specific, practical "how-to" supports that will lead to actual implementation of the content learned in the series, and more streamlined documentation when using the state's online Special Education Data System (SEDS). In addition, OSSE staff worked with external stakeholders at Early Stages and Apple Tree Public Charter School to create early childhood-specific version of the series. A version of the training series was also created in partnership with Center City Public Charter Schools to ensure that general educators and other student support personnel were also trained to be informed, prepared, and engaged members of students' IEP teams. In SY18-19, the content in the IEP Quality series was delivered to 389

participants representing 40 LEAs, and in SY19-20 the series was delivered to an additional 63 participants representing 24 LEAs.

Using High-leverage Practices Improve Outcomes for ALL Learners
The OSSE TAL PD team has partnered with DCPS and the DC Public Charter School Board to deliver a four-part training series that provides LEAs with support to develop capacity among all educators, including general educators, serving students with disabilities to implement evidence-based, high-leverage practices that correlate with improved academic and social-emotional outcomes for all learners, regardless of disability status.

During the first phase of rollout, beginning in SY18-19 and moving into SY19-20, TAL PD team specialists delivered the following four modules to 49 participants representing 23 LEAs:
- HLP Introductory Series Part 1: Collaboration
- HLP Introductory Series Part 2: Assessment
- HLP Introductory Series Part 3: Social-emotional Learning
- HLP Introductory Series Part 4: Instruction

This training series provides guided opportunities to:
- Identify the key skills and structures that support efficient, effective collaboration between general education teachers, special education teachers, paraprofessionals, and support staff;
- Discuss evidence-based principles for fostering positive relationships between educators and families;
- Identify formal and informal assessment tools and strategies used to collect information on student's present levels of academic and functional performance and identify their strengths and needs for support;
- Identify routines and procedures that support the development of a respectful, consistent, positive classroom environment that empowers students to take ownership of their learning;
- Identify the key elements of specially designed instruction, including instructional strategies that support metacognition; and
- Work collaboratively to develop a shared library of resources that support implementation of high-leverage practices.

Later in SY19-20, the TAL PD team expanded its use of these high leverage practices by incorporating, emphasizing, and training on these practices within the existing framework of foundational ELA, math and science PD trainings. Embedding high-leverage practices into core academic content improves outcomes for all students, including students with disabilities. This practice of weaving high-leverage practices into existing and new PD modules across all PD content areas offered at the state level will continued to be a featured model moving forward.

Examples of deepened training objectives due to this collaboration include:
- Using data to identify and develop appropriate learning goals;
- Planning and delivering specially designed instruction; and
- Implementing instructional strategies that support metacognition.

Student Support Teams Training
Student Support Teams (SST) are school-based problem-solving teams focused on meeting the needs of individual students. During the 2019-20 school year, the SST trainings were attended by 20 educators representing 9 LEAs.

Section 504 Training
The Section 504 regulations require an LEA to provide a "Free Appropriate Public Education" (FAPE) to each student with a qualifying disability who is enrolled in the LEA's jurisdiction. FAPE consists of the provision of regular or special education and related aids and services designed to meet the student's individual educational needs and ensure that students with disabilities are educated with their non-disabled peers to the maximum extent appropriate. The Section 504 training was offered during the 2019-20 school year both as an in-person training and as a webinar training. These Section 504 trainings were attended by 15 representatives from 3 LEAs.

Positive Behavior Support
To address positive behavior support and effective response to behavioral crises, OSSE offered a series of in-person trainings to elementary and secondary District educators, and then pivoted to virtual trainings on these same topics. Trainings on positive behavioral interventions and supports, trauma informed care, and non-violent crisis prevention support effective instructional practices that allow students to remain in the least restrictive environment, which often includes the general education classroom.

Response to Intervention
RtI is a multi-tiered approach to the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all children, in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning, and progress is closely monitored. RtI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. During SY2019-20, OSSE provided Response to Intervention (RtI) trainings to a total of 57 educators on foundational RtI concepts and how to develop effective RtI systems. During the period of distance learning due to COVID-19, RtI trainings were adapted to include factors relevant to interventions in the virtual space.

LEA Toolkit: Serving Students with Disabilities During Periods of Remote or Blended Learning
In response to the COVID-19 public health emergency, OSSE's Division of Teaching and Learning and Division of Systems and Supports, K12 collaborated to issued consolidated Guidance based on core principles of special education service provision and developed an LEA toolkit and technical assistance and training series to support this guidance. The Serving Students with Disabilities during Periods of Remote or Blended Learning LEA Toolkit provides foundational guidance and concrete, actionable resources for local education agencies (LEAs) as they establish and implement policies and procedures for remote and/or blended learning contexts that are consistent with Individuals with Disabilities Education Act (IDEA) requirements. LEAs can access the toolkit, as well as on-demand recordings of the introductory

webinar and three deep-dive technical assistance sessions focused on the foundational principles of special education service provision, online on the OSSE website.

In addition to providing on-demand online access, these technical assistance sessions were also hosted as live virtual trainings from May to August 2020, focusing on three core areas:
- Balancing LEA Discretion and Flexibility (Toolkit Session 1)
- Ensuring Transparency and Collaboration (Toolkit Session 2)
- Data-driven Supports (Toolkit Session 3)

The table below shows the participation numbers for these live virtual sessions:

Live Virtual Trainings	Date(s)	Total Attendees
Introductory Webinar	May 20, 2020	428
LEA Toolkit Session 1	June 17, 2020 July 29. 2020	126
LEA Toolkit Session 2	July 1, 2020 August 5, 2020	96
LEA Toolkit Session 3	July 8, 2020 August 12, 2020	89

The LEA Toolkit, training recordings, and other user-friendly resources and templates were pulled together on a new landing page on the OSSE website, which so far has received 1,385 total page views, including 1,042 unique page views, between July 8, 2020 and Jan. 4, 2021.

Leadership Institute for Secondary Special Education (LISSE)
The LISSE program provides a select group of DC teachers who work with secondary special education students with the resources and supports to develop leadership skills through participation in intensive professional development (PD) aimed at supporting teachers' use of evidence-based practices (EBP), integrating the Common Core State Standards (CCSS) and Individualized Education Program goals within curricula for secondary students with disabilities.

In SY19-20, OSSE, in collaboration with the American University (AU) Institute for Innovation in Education (IIE), hosted another LISSE cohort. In the fall of 2019, OSSE launched the 2020 LISSE application, and provided orientation to the new cadre. The professional development series began in January 2020 and ran through June 2020. Through the course of PD sessions, one-day workshops and a full-day institute, LISSE provided support for participants to: (a) conduct an analysis of the areas of greatest need in participants' schools relative to evidence-based practices and the Common Core State Standards (CCSS); (b) develop a professional development (PD) plan (including instructional strategies and assessments) to address the school community needs of each participant; (c) implement each PD plan at an AU-based event and then an LEA-sponsored institute for DC secondary special education teachers; and (d) evaluate the quality of each PD plan, its implementation, and its intended outcomes. With the start of the public health crisis, LISSE pivoted from in-person sessions to virtual sessions. OSSE selected 13 educators from DC public and public charter schools to participate in the SY19-20 cohort, and 11

of those individuals completed the program. The culmination of the 2020 LISSE was recorded presentations by the cadre, which focused on teacher action research plans that could be used for professional development, and included these specific topics:

- Evidence Based Instructional Strategies
- Literacy Practices to Support Students Across Content

Secondary Transition Trainings, Institute, and Community of Practice
In SY19-20, OSSE offered extensive training and technical assistance related to secondary transition compliance. OSSE partnered with DC Rehabilitation Services Administration (RSA) and other agencies to ensure awareness of requirements and best practices. Supports included professional development trainings, an institute, and a community of practice.

Professional Development: Developing High-quality Transition Plans for Middle School Learners
This professional development opportunity was developed to support implementation of 2016 District regulations requiring that the first IEP in effect after a child with a disability reaches 14 years of age includes transition assessments and services. This introductory training was provided on a monthly basis in SY19-20, and prepares special education teachers and leaders serving middle school students to develop high-quality, age-appropriate transition plans that meet these requirements. In SY19-20, this content was delivered to 25 participants representing 7 LEAs.

Secondary Transition Institute
The purpose of the annual DC Secondary Transition Institute is to share resources and information that will assist schools and districts in strengthening their capacity at the local level to implement evidence-based education and services, increase compliance with IDEA secondary transition requirements, and improve postsecondary outcomes for all our students with disabilities.

The most recent DC Secondary Transition Institute was held on Oct. 18, 2019. Those in attendance consisted of 104 individuals representing 16 LEAs, 12 DCPS campuses, and 9 nonpublic schools. The content was provided by 23 contributors from 10 various DC agencies, nonprofits, and service organizations. Participants were able to:

- Increase their knowledge of student-focused planning practices and receive tools and resources to support increased student involvement in the transition planning process;
- Increase their knowledge of how to foster interagency collaboration throughout the transition planning process; and
- Review and revise the LEA three-year strategic plan for improving secondary transition compliance and program quality that incorporates evidence-based practices and evaluation.

Secondary Transition Community of Practice (CoP)
The DC Secondary Transition CoP is a space for collaborative, cross-functional work that supports DC youth with disabilities as they transition into a self-directed life. The CoP is a city-wide, cross section of stakeholders who come together monthly to strengthen our individual and collective ability for action. In SY19-20, OSSE continued to host the Secondary Transition CoP,

which is open to all LEAs and community stakeholders. Monthly themes and attendance is captured in the table below.

Date	Topics	Number of participants
11/22/2019	Transition Planning for Students with Disabilities: Sexual Health	19
12/20/2019	Students with Disabilities Landscape Analysis	25
1/24/2020	Think College; Family and Employer Engagement	12
2/21/2020	Supported Decision-making	9
6/26/2020	Organizational Updates and COVID Response - Virtual	23

Monthly LEA Special Education Point of Contact Trainings
During SY19-20, OSSE continued to provide monthly trainings for LEA Special
Education Points of Contact. Each month's content provided training on these particular areas of focus.:
- Student transportation updates and reminders
- SEDS administrative tasks
- Updates and reminders for IDEA Part B monitoring processes
- Training and reminders around policy, including significant disproportionality, initial evaluation, reevaluation, IEP amendments, alternate assessment eligibility, and assessment accommodations
- Opportunities for staff to receive additional professional learning and training via OSSE's Teaching and Learning PD Team

All monthly trainings are recorded and posted on the OSSE website landing page for LEA Special Education Points of Contact Monthly Webinars.

Special Education Enhancement Fund (SEEF) Competitive Grant
OSSE awarded a total of $1,729,470 to the three cohort 3 SEEF grantees in early 2020: American University, the DC Special Education Cooperative, and the Relay Graduate School of Education. The purpose of this funding was to:
- Address systemic barriers to academic achievement for students with disabilities, based on the barriers identified in the landscape analysis research conducted by OSSE;
- Accelerate student achievement for students with disabilities by using research-based interventions; and
- Share and scale promising practices citywide.

All SEEF recipients partnered with targeted school(s) at one or more LEAs and will continue implementation through Sept. 30, 2021. In FY20, OSSE also granted a total of $3,500,000 in continuation awards to a total of 13 LEAs from prior cohorts. Seven Cohort 2 LEAs will also receive a total of $2,000,000 in continuation funds in FY21; the six Cohort 1 LEA grantees received their last year of funding in FY20. For additional information on SEEF competitive grants, please refer to the OSSE website here.

Placement Oversight Process
Read more about OSSE's placement oversight process in the response to Q98.

72. **LEAs that do not meet targets on the Office of Special Education Programs monitoring indicators must complete self-studies and develop Continuous Improvement Plans. How many LEAs completed self- studies in fiscal years 2020 and 2021 (as of January 31)? Detail what actions are included in the Continuous Improvement Plans.**

Under the federal Individuals with Disabilities Education Act (IDEA), LEAs may be identified for two reasons. First, the LEA could have a "significant discrepancy" which means the LEA's data shows it is disciplining special education students and/or students or specific racial and ethnic groups more than general education students and/or other racial and ethnic groups. Second, the LEA could be potentially identified as having "disproportionate representation" of racial and ethnic groups in special education and related services that is the result of inappropriate identification. If identified, LEAs must complete a review of policies and procedures to assess whether this rate of representation was due to policies and procedures that do not comply with regulatory requirements. OSSE then reviews the LEA's self-assessment and underlying documentation to make a final determination regarding compliance. If the LEA is found to have noncompliance, OSSE will issue a finding and require an improvement plan.

In SY 19-20, there were 24 LEAs flagged for Disproportionate Representation reviews and one LEA flagged for Significant Discrepancy. Each LEA submitted its self-assessment for OSSE to review. Upon completion of the review, OSSE determined that all 25 LEAs had compliant policies, procedures, and practices, which did not result in inappropriate identification. As a result, the 25 LEAs were not required to submit a Continuous Improvement Plans (CIPs).

The number of LEAs identified to complete a self-assessment for FY 21 to date is not available at this time. These reviews and identifications are conducted annually in the spring, and we have not reviewed the cycle for the 2020-21 school year as it is still in process.

73. **Provide an update on the work of the Advisory Panel on Special Education in fiscal years 2020 and 2021 (through January 31). Include:**
> **(1) a list of all members of the Panel, the organization they represent and the length of time they have served on the Panel; and**
> **(2) a narrative description of any action items taken, or recommendations made by the Panel.**

FY20 Members of the District of Columbia State Advisory Panel on Special Education

First Name	Last Name	Organization/Seat Designation	Length of Service
Michael	Blank	Parent	1 year
Julie	Camerata	Parent- Chair of SAPSE	9 years
Issacba	Davies	Department of Youth Rehabilitation Services	5 years
Jessica	DenHouter	Parent	1 year
Megan	Dho	Child Family Service Administration	3 years
Tracy	Dove	Parent	5 years
Joshua	Gillerman	Parent	1 year
Rochanda	Hiligh-Thomas	Parent	9 years
Nicole	Lee-Mwandha	Office of the State Superintendent of Education	5 years
Matt	McCall	Parent	5 years
Luis	Morales	Department of Behavioral Health	5 years
Sylvia	Morrison	University of District of Columbia	1 year
Angela	Spinella	Department of Disability Services	1 year
Molly	Whalen	Parent	9 years
Roxanne	Williams	Parent	1 year
Deon	Woods- Bell	Parent	5 years
Margie	Yeager	Administrator	1 year

**Terms are for a minimum of two years.

SAPSE Recommendation: Based on SAPSE's continued community engagement and informed experiences, SAPSE recommended that OSSE improve its communication with families of students with disabilities. Improvements should include but are not limited to: digital communication, use of parent-friendly language, and listening to parents and considering their point of view and needs before issuing communications.

OSSE Action: Consistent and clear communication with families is vital to improving outcomes for students with disabilities. As part of OSSE's Roadmap for Accelerating Outcomes for Students with Disabilities, OSSE has committed to expanding access to information for families by investing in resources to provide families of students with disabilities the information they need to support their child at every stage of their education. This work includes OSSE's creation of the Parent Resource Hub (August 2020), which was developed through significant engagement with community stakeholders, including parents and SAPSE members.

Proposed Special Education Regulations: On November 8, 2019, OSSE posted in the DC Register a Notice of Proposed Rulemaking proposing amendments to Chapter 30 of Title 5-A in the District of Columbia Municipal Regulations (currently found at 5 DCMR §E-3000- 3036) governing the education of students with disabilities. On December 12, 2019, SAPSE panelists participated in OSSE's public hearing. SAPSE members were pleased to see that OSSE took its advice from the previous year and incorporated a simultaneous session geared towards parents of children with disabilities throughout the District. On January 7, 2020, the SAPSE submitted public comment responsive to the proposed regulations.

SAPSE/ OSSE Liaison Meetings: To ensure that disability-related policies, regulations and guidelines are developed with input from SAPSE, OSSE continually met with an identified policy liaison on a monthly basis to discuss any upcoming policy changes in order to ensure the SAPSE has an opportunity to authentically engage in State education policy work led by OSSE. During these meetings, existing and proposed policy are discussed upon request. OSSE also encourages the SAPSE to comment publicly on any rule or regulation proposed by the State regarding the education of children with disabilities.

74. **How many due process hearings and state complaints did OSSE issue final orders for in fiscal years 2019, 2020, and 2021 (as of January 31)?**

Due Process Hearings That Resulted in Final Order Issued	
FY19	87
FY20	88
FY 21 to date (January 31, 2021)	20

State Complaint Letters of Decision (LODs) Issued by Federal Fiscal Year (FFY)	
FFY 2018 (July 1, 2018 – June 30, 2019)	23
FFY 2019 (July 1, 2019 – June 30, 2020)	16
FFY 2020 to date (July 1, 2020 – January 31, 2021)	2

**Note: Closed FFY totals may increase due to post-reporting issuance of LODs for complaints that are filed in one fiscal year and reach the 60-day decision due date in the subsequent fiscal year.

75.   Provide an update of how OSSE is providing support to schools in the bottom five percent of schools in the STAR Framework.

OSSE is investing $11 million in federal funding to the schools that were first identified as Comprehensive Support (CS1) in Dec. 2018 for being in the bottom five percent of DC's statewide accountability system. After identification, schools worked with their LEAs and communities to conduct needs assessments and design multi-year school improvement plans that are available on the Investment in Schools webpage.

In year two (SY 2019-20), eight CS1 schools received approximately $4.86 million to implement their school improvement plans. OSSE and DCPS met monthly for grant oversight and reviewed evidence of CS1 schools' progress against their planned approaches in January 2020. Prior to the year three grant application cycle, CS1 schools and LEA leaders shared their progress to date with OSSE and DME and shared plans for continuous improvement in the 2020-21 school year.

For year three (SY2020-21), CS1 schools received approximately $3.36 million to continue implementation of their school improvement plans, with modifications as needed based on lessons learned and ongoing stakeholder engagement. OSSE reviewed evidence of progress through a desktop audit in Jan. 2021 and will continue to support LEA grant oversight through monthly touchpoints.

Due to the pandemic in March 2020, OSSE was granted an Assessment and Accountability waiver from the US Department of Education (USED). As a part of this waiver, schools designated as CS1 schools were required to remain in that same designation for the next school year, and OSSE will continue to support these schools in FY2021. Through additional flexibilities made available from USED, OSSE is applying to extend the timeline forward one additional year and will not be required to designate new CS1 schools until the Fall of 2022.

76. **Please describe any plans OSSE has made to address learning loss by**
> **(1) students overall;**
> **(2) students who are defined as at-risk; and**
> **(3) students with special needs.**

> *Include in your response what supports OSSE will provide to LEAs to address the academic recovery of each group of students.*

As the state education agency for the District of Columbia, OSSE sets high standards, supports LEAs with grants and technical assistance to address their needs, and strategically invests statewide resources to improve instructional outcomes. We will continue to take those steps to address learning loss experienced as a consequence of the pandemic.

It was important to lay a foundation for high quality virtual learning. Through our Guiding Principles for Continuous Education, OSSE provided LEAs with clear and high expectations of what constitutes quality, continuous education for all students. The Continuous Education principles and the associated plans required LEAs to describe the steps that they will take to support the social-emotional needs of students, support students that are academically behind, and to address the needs of specific groups of students including those that are homeless, English language learners, or with disabilities.

OSSE will revisit these principles with our stakeholders, and we plan on revising the principles to focus on accelerating unfinished learning. We know that a significant number of students will have missed prior knowledge and skills that are essential for future academic work. For some students, this will require direct instruction of new material, for others, more time for guided or independent practice. As was true before the pandemic, there will be instances where students have lost learning time; students will have different needs based on their individual circumstances. The revised guiding principles will place special emphasis on determining student learning gaps and responding to them in a way that best supports the learner. LEAs will write plans for the 2021-22 school year with a focus on describing how they will operationalize these processes. OSSE will provide guidance, feedback, and training on how LEAs can fulfill these guiding principles.

OSSE also provides supports to LEAs through grants, technical assistance and guidance on how to best allocate those resources. In response to the significant strain placed on LEAs and schools during the pandemic, the federal government has appropriated emergency funds to state education agencies to prevent, prepare for, and respond to the coronavirus. OSSE will administer grants funded through the Elementary and Secondary School Emergency Relief Fund (ESSER). Federal funds were appropriated to ESSER on two separate occasions- for ESSER I through the CARES Act in March 2020 and in ESSER II through the FY 2021 Omnibus and COVID Relief and Response Act in December 2020. OSSE applied and received approximately $42 million from ESSER I. OSSE sub-granted the vast majority of these funds, 90 percent or approximately $38 million, to LEAs that receive Title-IA funds as required by federal law. OSSE has announced preliminary allocations of ESSER II funds. These allocations total about $172 million, with 90 percent of the total award or about $155 million to be sub-granted to LEAs.

ESSER funds may be used on broad allowable uses to address the needs of students that are at-risk and students with disabilities.

Finally, OSSE invests funds strategically based on the needs of the state through teacher training, instructional supports, and access to data. OSSE anticipates allocating the remaining 10 percent, which totals about $17 million of ESSER II funds in three ways.
 First, OSSE aims to provide comparable funding to non-Title IA eligible LEAs. Allocations to LEAs would be based on student enrollment. As with ESSER federal allocations, LEAs would be able to spend their allocation on broad allowable uses including any expense allowable under federal education law and to support COVID-19 response.

Second, OSSE will invest in continuing to expand existing behavioral health supports for students and adults, including focus areas identified by LEAs such as telehealth services, emergency response, and curation of high-quality resources for school communities. The pandemic's impact on child development will be significant and many of our students will need these additional supports.

Finally, OSSE aims to invest remaining funding into instructional and special education supports to address accelerating unfinished learning. We are exploring the creation of a virtual coaching program to help teachers build their skills in virtual instruction. We will continue to offer professional development to support inclusive learning. We are also thinking about ways to invest in tools to help school leaders track and monitor student needs and outcomes, as well as ways to provide administrative and data supports to help schools manage the backlog of special education coordination activities.

Special Education Student Transportation

77.   With regard to special education transportation, please provide the following information for School Year 2019-2020:

(a) Any actions taken over the last year or planned for the next year to improve the special education transportation system;

(b) Number of special education students receiving transportation services from OSSE-DOT;

(c) Number of special education students receiving transportation services from contractors;

(d) In table format, the percentage of buses that arrived at school on time, broken down by month;

(e) In table format, the percentage of bus ride times that exceeded one hour, broken down by month;

(f) In table format, the number of complaints received regarding special education transportation, broken down by month and subject matter of complaint;

(g) In table format, the average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint; and

(h) The number of buses and vans in service and their average age for each type;

(a) Actions taken over the last year or planned for the next year to improve the special education transportation system.

FY20 Actions Completed
OSSE DOT completed the renaming of the entire school bus fleet from District of Columbia Public Schools to District of Columbia Student Transportation which better illustrates the supports OSSE DOT provides for all District LEAs (DCPS and DC public charter schools).

OSSE DOT received 20 new vans to be utilized for student transportation.

OSSE DOT began planning a Stop Arm Pilot Program. Stop arm cameras will ensure the safety of pedestrians while loading and unloading the bus supporting the Mayor's Vision Zero Campaign. Drivers who illegally pass an activated stop arm pose a threat to the safety of our children and staff. The pilot consisted of five buses, each bus equipped with stop arm cameras that collected data for the duration of the pilot. Staff involved in the pilot program received

detailed training on the program and process. The pilot was placed on hold due to COVID-19 closures and will resume when in person services begin.

OSSE DOT maintained a clear line of communication with internal and external stakeholders regarding services during the COVID-19 closures. OSSE DOT participated in weekly meetings with DCPS and OSSE DOT leadership regarding reopening plans, start of school and student accommodations (i.e. nursing). OSSE DOT facilitated meetings with the Transportation Advisory Committee (TAC) and other parent advocates to discuss parent concerns and OSSE DOT plans for reopening. OSSE DOT also developed a plan to support LEAs and met with LEA leaders in preparation for return to school.

OSSE DOT developed a Bus Safety Kit and reopening video focused on providing content and information related to internal measures the agency is taking to create a safe transportation environment upon reopening.

As a result of local and federal guidelines pertaining to health and safety in response to COVID-19, OSSE DOT updated its fleet guidelines. OSSE DOT cleans all buses in use at the beginning and end of each tour to include wiping down frequently touched surfaces and seats. Electrostatic sprayer machines have been incorporated into bus cleaning to provide an additional level of disinfecting on the buses. In the event that an individual is confirmed to have COVID-19 and had entered the bus in the prior seven (7) days, the bus would immediately be taken out of service and deep cleaned by a specialized deep cleaning vendor. There is single row, "Z style" seating for students, meaning every other seat from left to right. Additionally, standard bus capacity has been reduced in accordance with CDC recommendations. Wheelchair accessible bus capacity has been reduced by half.

To adhere to safety guidance at OSSE DOT terminals and facilities, floor markings have been placed to maintain social distancing. Seating capacity has been limited and/or restricted to reduce capacity inside of buildings. Upgrades have been made to technology so that select in person activities can be done remotely and/ or by phone. All staff and contractors must receive approval prior to entering any OSSE DOT facility and a mask must be worn for the duration of their time on site.

Actions Planned for FY21
OSSE DOT will continue to implement "new normal" practices in accordance with local and federal guidance as a result of COVID-19. OSSE DOT in collaboration with DC Department of Public Health and OSSE's Health and Wellness Division have ensured that bus drivers and bus attendants are included in Phase 1B of vaccination of workers in the Pre-K-12 educational settings and childcare settings.

OSSE DOT in collaboration with the Deputy Mayor for Operations and Infrastructure, District Department of Transportation, and the Department of Motor Vehicles, will begin the implementation of the Stop Arm Camera Project by redeploying a pilot program in FY21. The Stop Arm Project will allow OSSE DOT to place stop arm cameras on its buses and to issue citations for violators. Stop arm cameras will ensure the safety of students, staff and pedestrians while loading and unloading the bus.

OSSE DOT will develop and pilot a more reliable, efficient and user-friendly Student Ridership Tracking System, routing/scheduling module and GPS which will better meet the needs of operations. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals), while removing the existing burden of utilizing multiple systems.

OSSE DOT, in collaboration with DGS will award the construction contract and begin construction of the new terminal at W Street. The W Street project will better support the over 500 students with disabilities who reside in Ward 5 to their designated schools.

OSSE DOT led by the Department of General Services and DC Fire and Emergency Medical Service Department capital project in the Blue Plains/ Southwest Corridor will begin construction on a new terminal facility that will replace the current Southwest Terminal by FY2024. FEMS in coordination with DGS will lead the project, making any necessary enhancement requests by OSSE DOT.

OSSE DOT will prepare new school buses and vans received in FY20 to be placed in service in FY21 to include developing a program for the review and storage of camera footage. All newly purchased vehicles are equipped with internal cameras to monitor staff and student safety on the bus and to aid in the investigation of school bus incidents/accidents.

(b) Number of special education students receiving transportation services from OSSE-DOT.

On average in the 2019-2020 school year, OSSE DOT provided services to 3,565 students, which includes 105 students who received parent reimbursement or received transit benefits via the DC One Card. This is a two percent increase compared to the average number of students served last school year.

(c) Number of special education students receiving transportation services from contractors.

OSSE DOT contracts with external transportation companies to provide transportation to eligible students with disabilities who are residents of the District of Columbia. OSSE DOT does this in instances where a student may need an individualized route due to unusual circumstances. The follow table shows the number of special education students transported by contractors.

Month	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	Jun '20	Jul '20
Students Transported	12	19	20	22	21	22	22	23	CC	CC	CC	CC

CC = COVID-19 CLOSURE

(d) Percentage of buses that arrived at school on time, broken down by month.

OSSE strives to transport students with disabilities to school safely, reliably, and on time. The table below indicates the percentage of buses that arrived at school on time and before the bell, broken down by month. OSSE-DOT sets goals for on-time performance. The definition of "On-Time Performance" (OTP) is arriving at school no earlier than 30 minutes before the bell and no later than 10 minutes before the bell.

Month	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	Jun '20	Jul '20
OTP	88.3%	88.3%	90.8%	91.7%	90.7%	90.8%	93.7%	90.1%	CC	CC	CC	CC
Arrival Before Bell	93.0%	94.2%	96.0%	96.0%	95.3%	95.4%	96.5%	93.8%	CC	CC	CC	CC

CC = COVID-19 CLOSURE

(e) Percentage of bus ride times that exceeded one hour, broken down by month.

Ride times are determined on a case-by-case basis to take into account the individual medical needs of each student. The current ride-time standards set by OSSE DOT based on school locations are as follows:
- 75 minutes for programs in DC and within 6 miles of DC;
- 90 minutes for programs between 6 and 15 miles of DC; and
- 120 minutes for programs farther than 15 miles from DC.

Based on the current ride time standards set by OSSE DOT by school locations, the average percent of students within their scheduled ride times for the 2019-20 school year are as follows:
- 75 minutes: 99.9%
- 90 minutes: 96.7%
- 120 minutes: 99.3%

The data below is the percentage of ride times that exceeded one hour, by month, based on scheduled pick-up and drop-off times for the morning commute:

Month	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Jan '20	Feb '20	Mar '20	Apr '20	May '20	Jun '20	Jul '20
>60 min	11.5%	14.5%	16.3%	16.6%	16.3%	16.9%	16.5%	17.8%	CC	CC	CC	CC

CC = COVID-19 CLOSURE

(f) Number of complaints received regarding special education transportation, broken down by month and subject matter of complaint.

Complaint Category	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Jan '20	Feb '20	Mar '20	Apr – Jul '20	Total	%*
Early/Late Bus	15	177	114	64	55	60	59	43	-	587	72.9%
Unprofessional Conduct	21	85	70	44	33	49	49	31	-	382	5.0%
Student Behavior	6	15	18	14	7	10	10	9	-	89	23.6%
Operations Issues	2	18	18	13	7	2	2	3	-	65	40.0%
Student Not Picked Up AM	3	20	14	6	7	4	7	2	-	63	34.9%
Route Issues	4	12	29	4	5	4	1	2	-	61	47.5%
Administrative Issues	2	10	4	1	1	1	-	-	-	19	21.1%
Student Accommodations	1	4	7	-	2	1	1	2	-	18	27.8%
Fleet Issues	-	3	-	-	-	-	-	-	-	3	0%
Total	**54**	**344**	**274**	**146**	**117**	**131**	**129**	**92**	**CC**	**1,287**	**43.0%**

% = Percent Substantiated*
CC = COVID-19 CLOSURE

(g) The average number of days it took to resolve complaints regarding special education transportation, broken down by month and subject matter of complaint.

Complaint Category	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Jan '20	Feb '20	Mar '20	Apr – Jul '20	Total Avg.
Early/Late Bus	3.5	6.7	7.5	11.6	13.3	13.4	10.8	9.2	-	9.5
Unprofessional Conduct	12.2	19.6	20.6	18.6	48.8	27.5	24.6	11.9	-	21.6
Student Behavior	31.3	12	14.4	28.2	16.6	16.1	28.5	34.7	-	21.4
Operations Issues	3	7.6	8.5	3.7	13	14.5	14	7	-	8
Student Not Picked Up AM	6	4.5	6.1	6.6	11.5	12	9.1	7	-	7.2
Route Issues	2	9.6	6.3	10.5	6	7.3	6	6	-	6.8
Administrative Issues	1.5	3.9	2.3	0	0	18	0	0	-	4.1

Complaint Category	Aug '19	Sep '19	Oct '19	Nov '19	Dec '19	Jan '20	Feb '20	Mar '20	Apr – Jul '20	Total Avg.
Student Accommodations	0	3.5	3.3	0	8.5	8	13	11	-	7
Fleet Issues	0	8	0	0	0	0	0	0	-	8
Total	10.6	8.4	11.5	14.9	20.9	18.6	15.7	12.4	CC	10

CC = COVID-19 CLOSURE

     (h) The number of buses and vans in service and their average age for each type

There are 581 school buses currently in service, with an average age of six years.
There are 30 vans currently in service with an average age of three years old.

78. **(a) What were the top three compliance issues that OSSE faced with regard to special education transportation in fiscal year 2020?**

(b) What steps has OSSE taken in fiscal years 2020 and 2021 (through January 31) to remedy these issues?

(a) Top three compliance issues that OSSE faced with regard to special education transportation in fiscal year 2020.

The top three complaints are:
- Early / Late Bus
- Unprofessional Conduct
- Student Behavior

(b) Steps agency has taken in fiscal years 2020 and 2021 (through January 31) to remedy these issues.

To address the early/late bus complaints, the first step was to ensure that parents/guardians are aware that according to the OSSE DOT transportation policy, a bus can arrive up to 15 minutes before or after the scheduled pick-up time and still be on time. While this is standard practice for the door-to-door transportation industry, not all parents/guardians may be fully aware of the policy. OSSE DOT has continued to communicate to LEAs, schools, and parents the importance of providing accurate contact information and emphasize procedures regarding pick up and drop offs. OSSE DOT completed a transportation fact sheet for parents detailing the transportation process from IEP declaration to bus arrival. OSSE DOT continued to provide support to LEAs by following up with concerns, assisting with Transportation Request Form submissions, student specific concerns, schedule change notifications and service failure follow up.

OSSE DOT also conducted daily meetings to review the prior days On- Time Performance report to discuss controllable failures and next steps for adjustments. After the bus driver bench had been reached, OSSE DOT began the SY19-20 school year with a focus on aggressively recruiting bus attendants in order to decrease service delay. OSSE DOT will continue its education campaign among bus staff about the importance of consistency for the student population that OSSE DOT serves and the impact to those students when they do not arrive on time.

To address unprofessional conduct complaints, OSSE DOT has continued to focus on providing training to bus staff in many areas to put them in the best position to support the families and students served. OSSE DOT closely tracked unprofessional complaints and used that information to develop and deliver a new Professional Engagement training for bus staff. This training provides guidance to bus team members on communicating with stakeholders in a professional and effective manner. This newly developed training was delivered to staff virtually during the health pandemic and has been made available for managers to provide to staff on an as needed basis. OSSE DOT continues to deliver "Communicate with Heart" training with a goal of all

employees receiving the customer service training program developed by the Cleveland Clinic as well as "Right Response" training to provide bus staff with additional skills on interacting with students and parents, focusing on proactive strategies to manage the environment.

To address student behavior complaints, OSSE DOT has been delivering multiple training programs that provide guidance to bus staff on how to best support the students transported. "Behavior Support" training provides evidenced-based behavior management strategies designed to increase the capacity of bus teams to decrease frequency of escalation and to manage students in crisis. "De-escalation Techniques" training provides participants with guiding principles for effective de-escalation of unsafe behavior. "Disability Awareness" training is designed to teach staff about common disabilities that OSSE DOT bus teams may encounter when transporting students. The bus staff learns about the characteristics relating to each disability and the challenges manifested during transport. OSSE DOT also regularly partners with LEAs and schools to focus on targeted support techniques for individual students. Partnering with these educators and service providers gives OSSE DOT insight into how to specifically handle and respond to specific student behaviors. The goal of delivering these training sessions and partnering with educators and service providers is not only to lower the amount of student behavior incidents that occur during transport, but to also make the school bus a safer place for everyone on board.

79. **Provide an update on the Transportation Advisory Council. Please include: (1) the list of representatives serving on the Council; (2) the number of meetings held in fiscal years 2020 and 2021 (as of January 31); (3) priorities identified by the Council; and (4) what changes to improve special education transportation that OSSE has undertaken as a result of the Advisory Council.**

The goal of the Transportation Advisory Council (TAC) is to work with a cohort of individuals with diverse backgrounds, skill sets, and knowledge of special education services for students with disabilities. Members share ideas and make recommendations for the purpose of supporting transportation services to ensure students successfully begin and end their school day with best-in-class transportation service. Below is our current member list.

Name	Affiliation	Role
Shaneika Webb	OSSE-DOT	Secretary
Laura Lorenzen	Maryland Association of Non-Public Education Facilities	Member
Doreen Hodges	DC Family Voices	Member
Emily Daggett	Parent	Member
Catherine Decker	St Coletta of Greater Washington	Member
Charles DeSantis	Parent	Member
Shara Greer	Children's Law Center	Member
Amy Alvord	Ivymount	Member

During the 2019-20 school year, the TAC conducted one meeting. The TAC focused on communication and TAC enhancements. Parents wanted information on bus safety in preparation for school reopening status. The TAC also wanted to consider ways to restructure the TAC and determine ways to maximize impact of the TAC to better serve stakeholders. OSSE DOT has begun to incorporate TAC feedback. For example, OSSE DOT has distributed the Bus Safety Kit to families and proactively communicated reopening plans to all stakeholders.

80. **Describe any technology upgrades OSSE's Department of Transportation (OSSE-DOT) has taken in fiscal years 2020 and 2021 (through January 31) to improve the tracking of buses and to communicate with parents and schools regarding arrivals and pick-ups.**

In FY20, OSSE DOT provided refresher training to Transportation Online Tool for Education (TOTE). This training helps transportation information for student routing is accurately entered into the system. As a result of the COVID-19 pandemic, OSSE DOT completed several critical updates to support the necessary changes to its transportation systems. COVID-19 caused schools to make significant calendar and schedule changes to accommodate both in-person and virtual learning. These changes required OSSE DOT to swiftly implement additional programming of the TOTE application to ensure continued support of the various calendars and school changes.

Additionally, OSSE DOT enhanced its FASTER system, a fleet management application that supports OSSE DOT's fleet operations. The upgraded FASTER system will provide more enhanced fleet management capabilities to include inventory and maintenance tracking for the division.

OSSE DOT upgraded its Kronos application, used by all drivers and attendants to independently report their time and attendance. This upgrade has continued to improve payroll reconciliation and processing time. This upgrade to the Kronos application ensured that OSSE DOT is fully equipped with the latest technology and ensured security compliance. During this upgrade OSSE DOT also configured and deployed Kronos mobile, which will help ensure that drivers and attendants sign-in and sign-out via their mobile phones while on the work site.

The Trapeze routing software system was also updated in preparation for SY20-21 to support the new school calendars and schedule changes. The urgent system changes helped to ensure that operations could function successfully, and OSSE DOT could deliver the services needed to the students the agency serves.

In FY21, OSSE DOT will pilot a more reliable, efficient, and user-friendly comprehensive transportation system to include, routing and scheduling, the parent notification system, student ridership tracking and GPS, which will better meet the operational needs of the division. This new system will enhance routing and reporting for all stops in a bus journey (arriving/ departing homes, schools, terminals), making the routes traceable, allow for parent tracking, while easing the existing burden of utilizing multiple systems. The system will also enhance and improve data collection, data flow, data synchronization, system cohesion, and agency responsiveness, as well as eliminate redundancy across multiple system solutions.

81.   **(a) Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. For School Years 2019-2020 and 2020-2021 (as of January 31), provide the number of drivers/aides needed and how many of each were employed.**

(b) How many OSSE-DOT staff, if any, has OSSE furloughed during School Year 2019-2020 or 2020-2021 (as of January 31) due to the COVID-19 pandemic?

(c) Please describe what duties OSSE-DOT's staff have fulfilled during the COVID-19 pandemic since the demand for bus drivers and aides as dropped drastically.

(a) OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. For School Years 2019-2020 and 2020-2021 (as of January 31), and the number of drivers/aides needed and how many of each are employed.

In FY20, OSSE DOT reached its driver bench and shifted its focus to increase recruitment efforts for bus attendants. OSSE DOT in collaboration with OSSE HR, continued its hiring campaign in FY20. This recruitment effort resulted in the hiring of 6 bus drivers and 36 bus attendants during FY20 ending the fiscal year with a 5.36% vacancy rate. Recruitment efforts ended on March 16, 2020 due to a hiring freeze ordered by the Mayor as a result of the pandemic. In SY19-20, OSSE DOT maintained an active driver bench of 11%, exceeding the target of 10%. However, due to the growing need for 1:1 aide accommodations, the average bus attendant bench in SY19-20 was -5% thus the need to shift focus to bus attendant recruitment in SY19-20. Driver and attendant benches refer to the number of staff available for support in the event the permanently assigned staff are unavailable. It is important to note, driver and attendant benches can easily shift due to absence, extended leave, turnover and fluctuating route counts based on student enrollment.

As of February 1, 2021, OSSE DOT had 95 vacancies; 2 of these vacancies have candidates selected. The remaining 93 vacancies include 32 bus drivers, 35 attendants and 26 administrative positions.

Due to school closures as a result of COVID-19 on March 13, 2020, the below chart reflects staffing patterns for the 2019-20 school year.

Month Year	Average # of routes	Average # of drivers needed (includes 10% bench)	Average # of Drivers employed & active	Average # of drivers present each day	Average # of attendants needed (includes 10% bench and 1:1 aides)	Average # of attendants employed & active	Average # of attendants present each day
Aug '19	453	498	582	547	592	570	519
Sep '19	523	575	583	527	667	570	505
Oct '19	524	576	586	531	672	573	513
Nov '19	524	576	580	517	674	577	509
Dec '19	528	581	584	511	679	573	500
Jan '20	517	569	582	506	701	590	509
Feb '20	523	575	582	524	675	585	516
Mar '20	522	574	578	514	673	582	512

(b) OSSE-DOT furloughed staff due to the COVID-19 pandemic.

OSSE DOT is pleased to report that there were no staff furloughed during the School Year 2019-2020 or 2020-2021 (as of January 31) due to the COVID-19 pandemic.

(c) Duties OSSE-DOT's staff have fulfilled during the COVID-19 pandemic since the demand for bus drivers and aides as dropped drastically.

OSSE DOT staff worked remotely and supported sister agencies to respond to resident, District and operational needs during the health emergency. OSSE DOT bus drivers and attendants remain active and delivered ongoing support to partner agencies to provide services during the health emergency as needed. This support has continued into the SY20-21. Additionally, as schools begin to reopen for in person learning, OSSE DOT is recalling bus drivers and attendants to provide transportation services to students while adhering to federal and local safety guidance. OSSE DOT delivered ongoing support to partner agencies to provide critical supports and services during the health emergency. Those supports included:

- Delivering food and essential supplies to District residents in collaboration with HSEMA, DHS and the OSSE Division of Health & Wellness
- Providing transportation for DC hospital workers in collaboration with DMOI and DFHV
- Providing space for the OCME
- Assisting DCPS in preparing classrooms for the CARES programs
- Delivering essential supplies to childcare facilities, providing call center and management support for the DHS PEBT program (food benefits for eligible District residents)

- Providing shuttle support for DPW's leaf collection effort
- Detailing employees to support the DCDMV
- Providing over 1,000 staff to the DC Board of Elections to support the 2020 general election

Post-Secondary and Career Readiness

82. **(a) Please provide an update on OSSE's free SAT testing for all DCPS and public charter school juniors and seniors. Include in your update the following for fiscal years 2018, 2019, 2020, and 2021 (through January 31):**
   (1) cost of administering the program;
   (2) the number of 11th and 12th grade students who utilized OSSE's program; and
   (3) the District's average SAT score.

(b) What steps has OSSE taken in fiscal years 2021 and 2021 (as of January 31) to support students' preparation for college admission exams?

(a) Update on OSSE's free SAT testing for all DCPS and public charter school juniors and seniors for FY18-21 (to date).

In 2012, the Council of the District of Columbia passed the "Raising the Expectations for Education Outcomes Omnibus Act of 2012" (D.C. Law 19-142) which requires each student attending a public high school to take the SAT or ACT before graduating. Because the costs of both tests (over $40 per student) can be a barrier for students, OSSE provides all juniors and seniors who attend public high school in the District the opportunity to take the SAT without costs, through SAT School Day. During the fall semester, seniors take the SAT on a given day, and juniors do so during the spring semester. Prior to the pandemic, an eligible student is present at school on SAT School Day, they are required to take the exam. In school year 2019-20, the SAT School Day administrations were prior to the declaration of the public health emergency. For school year 2020-21, LEAs were given the option of participating in SAT School Day based on public health guidance and with permission of the State Superintendent.

<u>Cost of administering the program (SAT School Day)</u>
The table below summarizes the cost of administering SAT School Day. The number of juniors and seniors (based on OSSE-verified data) participating on SAT School Day dates in the 2020-21 school year are not yet available, and therefore the cost is not available at this time

Fiscal Year	Administration Cost
FY18	$351,921
FY19	$382,091
FY20	$293,200
FY21	N/A – Administration still in progress

<u>Number of students who utilized OSSE's program and the District's average SAT score</u>
The table below includes two test groups – All Test Takers and SAT School Day participants. Both represent public and public charter school students enrolled in grades 11 and 12 during the fiscal year reported. SAT School Day participants are test takers who participate in SAT School

Day test dates (OSSE's program). All test takers include students in grades 11 and 12 that take the SAT on any date in the reported fiscal year.

Fiscal Year	Test Group	Participants	Tests Taken	Math (out of 800)	Reading/Writing (out of 800)	Total (out of 1600)
FY18	All Test Takers	6359	7180	441	459	900
FY19	All Test Takers	6243	7381	446	462	908
FY20	All Test Takers	5999	6629	447	460	907
FY21	All Test Takers	*Not available – Administration still in progress*				

Fiscal Year	Test Group	Participants	Tests Taken	Math (out of 800)	Reading/Writing (out of 800)	Total (out of 1600)
FY18	SAT School Day	6140	6288	433	451	883
FY19	SAT School Day	6011	6296	435	452	887
FY20	SAT School Day	5899	6122	441	453	894
FY21	SAT School Day	*Not available – Administration still in progress*				

Please Note: Some students took the SAT on more than one test administration in a fiscal year. Therefore, the number of SAT tests taken exceeds the number of SAT participants. The average test scores reported here represent the average of all scores even when a student participated in testing on more than one day.

      (b) Steps has OSSE taken in fiscal years 2021 and 2021 (as of January 31) to support students' preparation for college admission exams.

The District set high academic standards in Math and English/Language Arts, and exposure to rigorous instruction in those subjects is essential for success on college admissions exams. The steps OSSE has taken in FY 2020 and FY2021 (to-date) to support students' preparation for college admission exams include a range of supports offered to LEAs for high-quality secondary education. These include supporting DC's LEAs and schools in adopting rigorous standards and coursework, and by supporting their work to measure student achievement and growth using PARCC and DC Science assessments in high school. Scoring a 3+ on PARCC assessments is an indicator that students are approaching college-ready and scoring a 4 or 5 indicates college readiness. Schools and LEAs can use this data to better understand students and groups that require additional support to be adequately prepared for their postsecondary choices.

Since the public health emergency began in March 2020, OSSE has increased flexibility on grants so that schools could use resources in ways that best serve their students, administered federal emergency funding to address the ramifications of the pandemic to LEAs with broad allowable uses, provided standards for continuous learning, convened communities of practice so that education professionals had the opportunity to learn what works from their peers, and provided professional development to improve educator practice. Collectively, these efforts are important to ensuring students are exposed to the content on the SAT and positively impact performance.

83. **Please provide an update on the OSSE Scholars program in fiscal years 2020 and 2021 (through January 31). Please provide the following information:**

(a) the number of students who applied to the program;

(b) the number of students were accepted;

(c) cost of the program per student;

(d) length of time students attended the program;

(e) activities and opportunities students experience through the program;

(f) OSSE's student recruitment and outreach efforts; and

(g) program outcomes.

The OSSE Scholars Program was created in spring of 2012 as an academic enrichment opportunity for high-achieving, low-income District of Columbia high school students with funding support from the U.S. Department of Education's College Access Challenge Grant (CACG), which ended in 2015. Through partnerships with selective postsecondary universities, this program has continued and exposes high school sophomores and juniors to university campuses, various academic disciplines, and peers from a wide variety of backgrounds.

To participate in the OSSE Scholars Program, interested students apply during the fall (including an essay, income verification, and transcript), and complete an interview. OSSE staff conducts interviews with all eligible applicants and makes final selections. Once students have been accepted as OSSE Scholars, they apply directly to university programs. Students may only attend one university program within a given summer. OSSE Scholars is a need-based program and as such OSSE funds all program costs, as well as travel to and from each student's selected program. Accepted students and their parents/legal guardians attend at least two informational sessions prior to attending their program. Scholars also receive essay writing assistance, summer college application assistance, and college and career counseling assistance.

Due to the ongoing public health emergency, OSSE Scholars were not able to experience university campuses in-person but were provided alternative college preparation opportunities during the summer of 2020.

(a) Number of students who applied to the program.

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2020 and 2021 to date:

	Summer 2020	**Summer 2021**
Number of students who applied	240	120
Number of accepted students	38 *15 DCPS* *23 Public Charters*	38 *19 DCPS* *19 Public Charters*
Total cost of the program*	$224,618	Not Available
Average cost per student*	$5,911	Not Available

* Costs include tuition, travel, and educational supplies. The summer 2020 calculation is an estimate based on the agreements available with postsecondary institutions, as of May 2020, when the planned in-person program was cancelled. The estimate is provided for context and the actual.

(b) Number of students were accepted.

See response to (a).

(c) Cost of the program per student.

See response to (a).

(d) Length of time students attended the program.

Normally, scholars attend programs at various partner postsecondary institutions with program date ranges between June and August. All programs run between two (2) and eight (8) weeks.

(e) Activities and opportunities students experience through the program.

Normally, scholars experience a variety of activities and opportunities through the OSSE Scholars Program. Prior to the summer experience, OSSE staff members provide a series of regular workshops and meetings to ensure OSSE Scholars are fully prepared. Pre-summer activities offered to Scholars include:
- New Student/Parent Orientation – OSSE Staff members introduce the expectations of OSSE Scholars and share details about deadlines.
- Travel Orientation – OSSE Staff members meets with students and parents about the intricacies of travel (many of the Scholars have never traveled on an airplane before).
- Peer Orientation – Scholars alumni meet and discuss their experience with new Scholars.

- On-going and frequent 1:1 meetings with Scholars for essay writing and application assistance.

Once students arrive on campus, students are exposed to:
- College level academic courses;
- College professors and staff;
- College residence halls and college resident life; and
- Opportunities to explore the surrounding areas, and participate in exploration activities and other cultural exposure activities.

In the 2019-20 school year, many pre-program experiences were provided, and participating students remained in touch with program staff throughout summer 2020. However, in May 2020, due to challenges related to the public health emergency, this program as originally designed was cancelled for summer 2020. However, Syracuse University offered all 38 students who had been accepted as OSSE Scholars the opportunity to audit one summer college course at no cost and 18 students participated. Additionally, all OSSE Scholars were offered the opportunity to participate in an eight-week, virtual college preparation program delivered by the OSSE Scholars Program Manager, and 26 students participated. The virtual college preparation program included synchronous and asynchronous weekly lessons and assignments, and live panel discussions with representatives from college admissions, local and federal financial aid, scholarship programs, college professors, OSSE Scholars alumni and current college students. Activities included essay and personal statement writing, college exploration of match and fit, exploring scholarships, time management and planning for senior year, virtual college tours with OSSE Scholars alumni, financial literacy activities, and a mock admissions event.

(f) Student recruitment and outreach efforts.

OSSE's recruitment and outreach efforts involve working with high school counselors and LEA staff to share information about the program and explain the application process. OSSE staff also works with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. OSSE staff also visits high schools to hold informational sessions with interested or eligible students. Recruitment for this program occurs in the fall and spring prior to the program dates and was accomplished prior to the public health emergency. In FY21, these recruitment and outreach activities have continued online.

(g) Program outcomes.

OSSE administers surveys in order to measure student feelings and expectations around postsecondary education related to their experience as an OSSE Scholar. Overall, participants indicate that this experience increases their awareness and challenges their assumptions about college.

Based on feedback from the 2020 Scholars that responded to surveys, they valued the essay writing instruction and "developing my personal brand" sessions most. Many students are using

essays from this summer as a tool for college applications this fall. They also valued scholarship information (tailored to this particular group) and alumni panels. As this program pivoted to the virtual program model, staff found that additional college preparation support is needed and appreciated among scholars who participated. This need informed the inclusion of essay writing and personal statements as early program components. FY 2021 outcomes will be measured after students complete programming in summer 2021.

84. **(a) Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in School Year 2019-2020.**

(b) Provide OSSE's reasoning for suspending the dual enrollment program and explain how the agency reached its decision.

(c) What are OSSE's future plans for the dual enrollment program and when does the agency plan to reinstate it?

(a) Number of dual enrollment seats and individual student enrollments OSSE funded in School Year 2019-2020.

OSSE funds dual enrollment in two ways. In the first, OSSE awards competitive grants to fund dual enrollment programs with institutions of higher education (IHEs) that establish partnership agreements with local education agencies (LEAs) through the Dual Enrollment Scholarship program. IHEs are then reimbursed per student, per course, using these grant funds. The second, called the DC Dual Enrollment Consortium, began in the 2018-19 school year. The Consortium is designed to provide additional dual enrollment opportunities for all students, but particularly students attending small LEAs that may otherwise not be able to establish strong partnerships with multiple IHEs. This means beginning in the 2018-19 school year, students could be enrolled in programming provided by the Dual Enrollment Scholarship and the Dual Enrollment Consortium.

In the 2019-20 school year, 527 dual enrollment seats were available, and OSSE funded 358 individual students who enrolled in those seats. Note that a student may take multiple courses.

(b) OSSE's reasoning for suspending the dual enrollment program and explain how the agency reached its decision.

In May 2020, OSSE notified partner institutions of higher education in the Dual Enrollment Consortium and Scholarship programs that OSSE would cancel summer 2020 Dual Enrollment Consortium and Scholarship programs due to the decline in revenue stemming from the ongoing public health emergency. In June 2020, OSSE cancelled dual enrollment programs for fall 2020.

(c) OSSE's future plans for the dual enrollment program and when does the agency plan to reinstate it.

In summer 2020, OSSE began planning for the 2020-2021 school year, and decided to delay the start of the dual enrollment program until spring 2021, with applications for the spring 2021 semester opening in fall 2020.

Dual Enrollment Consortium programming re-started for spring 2021, and OSSE-funded dual enrollment will continue, based upon funding availability, in the 2021-2022 school year.

85. **Please provide the following information, in table format, for the DC TAG program for fiscal years 2017, 2018, 2019, and 2020:**

(a) Number of student participating in DC TAG:
      (1) overall;
      (2) broken down by ward; and
      (3) broken down by annual household income.

(b) Amount of funds expended through the program: (1) in total; and (2) broken down by ward of where students live.

(c) Average DC TAG award amount for: (1) the District overall; and (2) broken down by ward.

(d) Graduation rate for students receiving a DC TAG award.

(e) List of institutions DC TAG students attend and the number of DC TAG students who attend each institution.

OSSE tracks DCTAG data by Award Year (July 1 - June 30). For the purposes of these questions, data are reported for the academic year, not the fiscal year. This Oversight Hearing question utilizes DCTAG application and payment info as of 2/9/2021. Current reporting may not align with prior year reporting because students may disenroll or have become ineligible for the program.

    (a) Number of students participating in DCTAG: (1) overall; (2) by ward, and by annual household income.

DCTAG Participants by Ward

Ward	2016-2017	2017-2018	2018-2019	2019-2020
Ward 1	301	295	309	316
Ward 2	149	146	126	125
Ward 3	413	471	465	461
Ward 4	853	889	865	829
Ward 5	661	665	614	609
Ward 6	371	364	358	361
Ward 7	881	900	833	830
Ward 8	793	833	740	744
Ward Unknown	9	8	5	2
Total	**4431**	**4571**	**4315**	**4277**

The unique counts of students participating in DCTAG, by ward for the corresponding year:
- Students are assigned to Ward using the address provided at the time of DCTAG application; students who did not provide address information are reported as "unknown."
- Students may be assigned to a different Ward across the years.

DCTAG Participants by Income Level

Income	2016-2017	2017-2018	2018-2019	2019-2020
$0 - $30,000	1706	1768	1932	1911
$30,001 - $48,000	689	725	598	541
$48,001 - $75,000	664	705	537	516
$75,001 - $110,000	440	430	356	374
$110,001 and Above	889	888	838	879
Negative Taxable Income	43	55	54	56
Total	**4431**	**4571**	**4315**	**4277**

Income is reported into six bands: $0-30,000; $30,001-$48,000; $48,000-$75,000; $75,001-$110,000; $110,001 and Above; Negative Taxable Income Students participating in the DCTAG may have a Negative Taxable Income if their household has less taxable income than their supplemental pay from the government, deductions, or exemptions.

(b) Amount of funds expended through the program: (1) in total; and (2) by ward of where students live.

DCTAG Funds Expended by Ward

Ward	2016-17	2017-18	2018-19	2019-20
Ward 1	$2,077,875.40	$2,069,136.80	$2,135,779.40	$2,111,853.60
Ward 2	$1,167,571.60	$1,134,219.20	$1,019,729.00	$955,362.20
Ward 3	$3,519,750.60	$3,970,070.00	$3,998,012.20	$3,975,163.20
Ward 4	$6,282,745.40	$6,428,816.00	$6,239,746.80	$5,837,167.40
Ward 5	$4,844,977.00	$4,741,920.80	$4,411,032.20	$4,414,804.20
Ward 6	$2,862,941.20	$2,668,352.00	$2,702,071.60	$2,724,641.20
Ward 7	$6,322,757.40	$6,347,211.20	$6,019,424.20	$6,075,231.00
Ward 8	$5,513,568.80	$5,910,624.00	$5,384,353.60	$5,320,725.00
Ward Unknown	$53,750.00	$42,696.00	$19,512.60	$15,688.00
Total	**$32,645,937.40**	**$33,313,045.80**	**$31,929,661.40**	**$31,430,636.00**

This is the total DCTAG award pay-out, by ward for the corresponding year.

(c) Average DCTAG award amount for: (1) the District overall and (2) by ward.

Average DCTAG Award Amount by Ward

Ward	2016-2017	2017-2018	2018-2019	2019-2020
Ward 1	$6,903.20	$7,014.00	$6,912.00	$6,683.00
Ward 2	$7,836.00	$7,768.60	$8,093.00	$7,642.80
Ward 3	$8,522.40	$8,429.00	$8,597.80	$8,623.00
Ward 4	$7,365.40	$7,231.60	$7,213.60	$7,041.20
Ward 5	$7,329.80	$7,130.80	$7,184.00	$7,249.20
Ward 6	$7,716.80	$7,330.60	$7,547.60	$7,547.40

Ward	2016-2017	2017-2018	2018-2019	2019-2020
Ward 7	$7,176.80	$7,052.40	$7,226.20	$7,319.60
Ward 8	$6,952.80	$7,095.60	$7,276.20	$7,151.60
Ward Unknown	$5,972.20	$5,337.00	$3,902.60	$7,844.00
District Average	$7,367.60	$7,288.00	$7,399.60	$7,348.80

(d) Graduation rate for students receiving a DC TAG award.

DCTAG Graduation Rates

First year in DCTAG	Six Year Graduation Rate
2009/2010	49.9%
2010/2011	47.1%
2011/2012	46.9%
2012/2013	47.1%

The table shows percentage of DCTAG students in the application cohort of the corresponding year who earned a Bachelor's or an associate's degree within six years. This means that among students who first applied for and received DCTAG funds in the 2012-2013 award year, 47.1 percent are reported as earning a bachelor's or associate's degree within six years of enrolling in college. These rates vary year-to-year because a student's first year of college enrollment may not be the same as the first year they apply for and receive DCTAG, so students within an application cohort may reach the six-year completion mark in separate academic years. Please note:

- Students participating in DCTAG are assigned to an 'Application Cohort' based on the year during which the student first applied for and received DCTAG funds.
- Students who earned an advanced degree (e.g., MA, MD, Ph.D., etc.) are assumed to have completed either a Bachelor's or an associate's degree within six years, and in cases where the student is reported as earning an Master's degree but does not have Bachelor's reported the Bachelor's graduation date was derived by deducting two-years from their Master's graduation date.
- Students who earned a certificate or who are missing a degree-type are excluded from this analysis.

(e) List of institutions DCTAG students attend and the number of DCTAG students who attend each institution.

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q85(e) – DCTAG Institutions.pdf

86. **OSSE set a postsecondary enrollment goal in its most recent strategic plan. Describe the steps OSSE is taking to achieve this goal.**

In its 2019-2023 strategic plan, OSSE set the ambitious goal that 1,100 additional students would enroll in postsecondary institutions by 2023 on a path to completing a two- or four-year degree. OSSE set this goal recognizing that in the DC region, the strong majority of jobs require some level of postsecondary education. Annually measuring progress helps motivate continual improvement and maintain a sense of urgency as DC supports more students along the pathway to meaningful work and family-sustaining wages. The District administers PARCC annually to measure progress towards college and career ready expectations. Although the District has made steady gains on PARCC, more progress is needed across all grades and subgroups of students to ensure more students are ready to succeed in college.

In FY20, the agency took multiple steps that support achieving this goal. These include sharing actionable data, encouraging college access, and promoting high expectations through initiatives such as the Career and Technical Education state plan.

First, the agency continued sharing actionable postsecondary enrollment data by including 6- and 12-month postsecondary enrollment rates to the DC School Report Card. Community and education partners can now use these school, LEA, and state-level indicators to ask questions, make decisions about programming and supports, and identify gaps among students accessing postsecondary education. As this is the second year of releasing this data stakeholders can now view postsecondary enrollment rates for previous graduates from the prior two years. The metrics show the six-month and twelve-month postsecondary enrollment rates aggregated by state, LEA, and school levels for all students as well as by student groups.

Second, OSSE encourages college access in various ways that include funding and direct program coordination. OSSE funds programs that expose low-income students to college-based and academically rigorous programs such as Dual Enrollment, Advanced Placement and International Baccalaureate (IB) exams, and by providing funding for SAT and ACT exams.

The Postsecondary and Career Education division coordinates the OSSE Scholars program, which provides high-achieving, academically motivated students who exhibit financial need with the opportunity to attend selective summer college programs. Confronted with numerous summer college cancellations due to COVID-19, the PCE team developed and led a virtual college preparations program, as a replacement for their traditional on campus opportunities. The College Conversations program is an invite-only non-traditional college fair created to address the issue of student "undermatching" at the postsecondary level. This opportunity exposes invited students to more selective colleges and universities that students may not be familiar with but may be a better fit for their abilities and offer greater financial aid. Students gain exposure to the more nuanced admissions processes of selective colleges and universities.

In addition to readiness, cost can also be a key barrier for students and families. OSSE continued its work building the education ecosystem's capacity to address this barrier. Together with our partners we supported FAFSA completion work across all LEA's and schools, conducted

outreach around the DC Tuition Assistance Grant (DCTAG) and other financial aid options, and maintained postsecondary access supports for students in particular groups – such as students experiencing homelessness.

Specifically, OSSE's Postsecondary and Career Education (PCE) division provided three workshops on college selection, financial aid and FAFSA completion. In addition, PCE continued to produce the DCTAG quarterly e-newsletter, TAGTALK. DCTAG, and also gave 70 presentations at college fairs, high schools, college access organizations, and other events (both virtually and in-person) that reached over 4,100 attendees (including both students and parents). Additionally, DCTAG continued to monitor and adjust their application process throughout the COVID-19 public health emergency to meet the changing post-secondary landscape. The application deadline was extended three times and adjustments were made to required documentation to allow students and families additional time to make informed choices.

The DC ReEngagement Center recently developed and began implementing postsecondary planning and supports with clients who are nearing their secondary completion.

OSSE also focuses on increasing college persistence and completion rates for students attending public schools in DC by implementing programs that promote FAFSA and college application completion, and information sharing for students and educators around making smart college choices.

The agency continues investing in setting high expectations by working with stakeholders to create high-quality programs of study through its career and technical education programs. OSSE unveiled a new CTE State Plan that focuses on implementing best-in-class programs of study, promoting innovative strategies to connect students to the workforce, providing a cutting-edge and rigorous culture of learning, and inspiring our students to become passionate about their college or career pathway of choice. Further, through this CTE work, OSSE is finalizing articulation agreements with the University of the District of Columbia for approximately 20 programs of study. These programs ensure that each student in participating LEAs may choose from multiple postsecondary pathways that lead to high-demand, high-wage careers for this region. Further, they offer multiple on-ramps to postsecondary education, including certificate, apprenticeship, and work-based learning programs, while acknowledging that not all careers require a traditional two- or four-year degree.

The agency's postsecondary enrollment goal is one of three goals in the strategic plan that aim to reduce the achievement gap among students in DC; it is also a leading indicator for postsecondary completion. In the next few years, the agency and its partners will continue to focus on the students most proximate to postsecondary enrollment (high school students), but in the future, successes related to the other goals of expanding access to high-quality early childhood programs and academic growth at the elementary and secondary level will ultimately ensure more DC students are prepared for the postsecondary pathways of their choice.

87.   The District established the DC Re-Engagement Center (REC) to reconnect youth ages 16-24 to educational programs. Please provide an update on RECs activities and outcomes in fiscal year 2020 and 2021 (through January 31).

The DC ReEngagement Center (REC) is a centralized District service through which out-of-school youth between the ages of 16 and 24 can reconnect to educational options and other critical services to support their attainment of a high school diploma or equivalency. OSSE spearheads this effort with support from DC's Department of Employment Services (DOES), Department of Human Services (DHS), Department of Youth Rehabilitation Services (DYRS), the Office of Neighborhood Safety and Engagement (ONSE), Raise DC's Disconnected Youth Change Network, schools, community-based organizations, and other key partner agencies.

In an effort to successfully reconnect youth to school, the ReEngagement Center specialists complete the following steps:
- Performs an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provides assistance identifying "best fit" educational options, including District of Columbia Public Schools, public charter schools, community-based organizations, and faith based organizations;
- Provides support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers); and
- Provides ongoing support for at least one year after enrollment occurs.

Outcomes
Number of Disconnected Youth Served in FY 2020 and 2021 to-date

In FY20, the DC ReEngagement Center conducted 114 short intakes, conducted 109 full intakes (which includes a full intake interview that identifies barriers to enrollment and retention, a staff review of clients' past academic history, and student completion of the eCASAS assessment to determine literacy and numeracy levels), and reconnected 85 youth to an education program.

In FY 21 to-date (through Jan. 31, 2021), the DC ReEngagement Center conducted 18 short intakes, conducted 18 full intakes, and reconnected 12 youth to an educational program.

The "stick rate," is another one of the REC's core outcomes which measures a student's six- and 12-month persistence at the program they were enrolled in through the REC. The calculation is run once per quarter and is averaged across quarters using a weighted average of quarterly stick rates, which controls for variation in the number of youth in each cohort based on their date of enrollment. When constructing this measure, there is a distinction between clients who have remained engaged, or active, with the ReEngagement Center (successfully contacted by their case manager at least once per month) and those clients who are inactive for a variety of reasons (including but not limited to refusing services or changing contact information without notifying

a case manager). Weighted "Stick Rates" for the first quarter of FY20 through the first quarter of FY21 are presented in the table below.

DC ReEngagement Center Weighted Stick Rates (FY20Q1 through FY21Q1)

	6 Months	12 Months
Active and Inactive Clients	97.35%	92.58%
Active Clients Only	98.27%	94.44%

The six months stick rate describes the percentage of youth who, six months after enrolling for the first time since coming to the ReEngagement Center, were still enrolled or had earned a credential. Youth are included in this calculation if their 180th day since being first enrolled occurs in the quarter the calculation was computed.

The District of Columbia Government began modifying its operations starting Monday, March 16, 2020, in response to the public health emergency related to the coronavirus (COVID-19). This greatly impacted the operating status of both the DC ReEngagement Center and partner local education agencies that are the main source of enrollment placements and many public service entities that provide youth referrals to the DC ReEngagement Center. The overall total for the fiscal year is a direct reflection of the impact of the changes to operations and enrollment options, each extremely limited during this time. This remains true for the first quarter of FY 2021.

<u>Activities</u>
In response to changes in operating status, the DC ReEngagement Center launched an online referral form and an online chat function, increased the frequency of client check-ins, and also established a weekly online group session for all youth and families called DC REC LIVE to provide additional opportunities for clients to remain engaged as well as to learn and share information about resources and opportunities, and to connect with each other. Details about these efforts and other shifts the DC ReEngagement Center made to marketing, outreach, and youth/partner engagement effort in response to COVID-19 are included here:
- The Learning Circle (TLC) - Established to provide DC ReEngagement Center clients with a virtual community for integrated learning and social engagement, during the COVID-19 pandemic.
- DC REC LIVE (Virtual Youth-Driven platform for engagement) - Strategic weekly virtual engagement opportunities for REC youth that offers direct support to students inclusive of but not limited to the following: resource sharing, motivational speakers, career readiness efforts, mental health and wellness conversations, KBEC stipends, and client-specialist engagement through group and individual conversations around real issues and barriers facing our youth during the COVID-19 pandemic.
- Back on Track-Building Stronger Partnership Meetings – Hosted a series of virtual meetings held with all educational partners highlighted on the Back on Track website. These meetings were a re-introduction of staff and supporting team members, overviews of each program's intent, program offerings, and enrollment processes. Each program also provided an update around enrollment availability and timing and how they were impacted during the COVID-19 pandemic.

- Virtual Partnership meetings - Hosted four virtual partnership meetings from the month of June through October, which consisted of over 70 individual professionals representing over 30 agencies to provide a platform for OSSE-REC updates during the pandemic and sharing of resources between agencies and identifying opportunities for cross agency collaboration.
- DC REC Pop-Ups - The DC ReEngagement Center held four in-person socially distanced events after the start of the COVID-19 public health emergency, to meet the educational, physiological, socio-emotional and socio-economic needs of our students. REC Pop-Ups were held outside and were used to collect documents needed to complete school enrollment and to distribute GED study guides and non-perishable food items and Personal Protective Equipment (PPE).
- DME and other agency led Designated youth focus groups - The DC ReEngagement Center participated in a number of youth centered focus groups hosted by agencies such as the DME, Metro Transit Police Department, and Martha's Table during the pandemic. These individual focus group sessions brought together DC ReEngagement Center clients to the table for discussion around a myriad of topics such as current social issues, student safety, transportation concerns and safely traveling within certain areas of the District, ward specific needs, immediate youth needs, current barriers impacting their growth and success, educational needs, and the impact of COVID-19.
- The DC ReEngagement Center launched REC's youth action board, better known as the C.O.R.E. (Council of Real Experiences) to support peer-to-peer outreach efforts, harness youth voice for program improvement, and support the creation of student leaders.

Partnerships

The success of the DC ReEngagement Center is due to the many partnerships formed throughout the District. The small number of DC ReEngagement Center staff maximize services and supports for clients by partnering with these agencies and below are highlighted agencies that have contributed to the overall success of the DC ReEngagement Center in FY 2020 and FY 2021 to-date (a full list of partnerships is available in the DC ReEngagement Center's annual report upon request). Please note: co-locations that are in-person were paused in response to public health guidance related to COVID-19.

- Co-located intakes in Columbia Heights: The ReEngagement Center's bilingual specialist continues to conduct intakes as needed in Columbia Heightsin order to provide service to youth who are not able or willing to come to the Northeast location.
- Department of Human Services (DHS): Opportunities include bi-weekly coordinated entry youth housing meetings, an assessment site for the youth and single adult housing assessments, and colocation at the ReEngagement Center to support clients' who need to access TANF, SNAP, Medicaid, and other DHS administered benefits. Lastly, the DC ReEngagement Center is a primary TANF vendor which means that DHS can assign TANF customers who are eligible for REC services to the REC.
- Office of Neighborhood Safety and Engagement's (ONSE) Pathways Program: The ReEngagement Center partners with the Pathways Program to provide educational assessments, planning, and referrals; as well as barrier identification and remediation for all Pathways participants.

- OSSE's Division of Early Learning and the Department of Human Services: ReEngagement Center Specialists have been trained to complete the full application process needed to issue child-care vouchers at the REC to youth parents who identify child-care as a barrier to re-enrollment.
- Department of Employment Services (DOES): DOES makes referrals to the REC, assists eligible ReEngagement Center clients in participating in the Career Connections employment program and the Marion Barry Summer Youth Employment Program (MBSYEP), provides multiple interns to the DC ReEngagement Center under the Project Empowerment program and the MBSYEP, and provides employment and job readiness services for REC clients through the American Job Center.
- KBEC Group (a DOES vendor through the Office of Youth Programs (OYP) Youth Earn And Learn Program (YEALP)): The REC established a new partnership with KBEC that resulted in direct support to students including; payments for completion of GED lessons, attainment of a National Work Readiness Certificate, and participation in DC REC Live and The Learning Circle (TLC) activities.
- Department of Youth and Rehabilitation Services (DYRS): DYRS refers clients in need of educational support to the ReEngagement Center and REC staff provide onsite intakes at DYRS's Achievement Centers twice a month.

Finally, DC ReEngagement Center developed and began implementing postsecondary planning and support for clients who have completed or are close to completing their secondary education. The initiative includes utilizing the Career Coach DC website to conduct career interest inventories and explore labor market information data regarding different career options and plan for their next steps in their career pathway, whether that leads them to a degree granting college or university, a publicly funded job training program to earn an industry-recognized credential, an apprenticeship program, or directly into the workforce.

88.   What programs were offered by OSSE in fiscal year 2020 to assist District residents in achieving their high school equivalency?

The District of Columbia, through OSSE, offers residents multiple pathways through secondary education, including waivers for local education agencies (LEAs) to offer competency-based education programs, as well as funding for GED, the National External Diploma Program (NEDP), and basic education programs for adult learners.

Specifically, OSSE assists District residents in achieving their high school equivalency in two ways – (1) direct service at OSSE's GED Program Office, and (2) federal and local sub-grants to programs that provide basic education and preparation for two high school equivalency assessments – the GED and the NEDP. Both options support pathways to a secondary credential, either a traditional high school diploma or a state diploma.

Since the state diploma option was enacted, each adult learner who passes all sections of the GED has received a state diploma, and learners who complete an NEDP have received either a high school diploma or state diploma, depending on the entity that supported their NEDP completion (see Program Support below).

Between October 1, 2019 and September 30, 2020, OSSE awarded 145 State High School diplomas to residents who passed all sections of the GED and 43 State High School diplomas to residents who successfully completed the NEDP for a grand total of 188 State Diplomas earned.

GED Program Office
The DC GED Program Office is an official GED® testing center and serves as the single source in DC for administering the GED Tests via computer and endorsing candidates who successfully pass the GED Tests to receive the state diploma. This office informs adult educators and learners about the GED requirements, and provides professional development, technical assistance, and resources to GED instructional programs to support students' success in GED programs. Since FY 2016, individuals who passed the GED received state diplomas.

Program Funding and Support
OSSE's Adult and Family Education (AFE) team supports LEAs and community-based organizations in the District that offer instruction towards the GED as well as the NEDP. The NEDP awards a secondary credential to adults who successfully demonstrate academic and life-skill competencies that have been determined to be what every high school student should know or be able to do. The AFE team works with Comprehensive Adult Student Assessment Systems (CASAS), NEDP National Office, DC Public Schools (DCPS), the DC Public Charter Schools, and community-based organizations to expand the NEDP option in the District of Columbia.

89.   Please provide and update on the Adult and Family Education (AFE) grant.

In FY20, OSSE, in collaboration with the WIC, awarded Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways funding to 10 sub-grantees to implement the Integrated Education and Training (IE&T) service models introduced in the FY 2017 grant competition. These sub-grantees include:

- Academy of Hope Public Charter School
- Briya Public Charter School
- Catholic Charities
- Congress Heights Community Training and Development Corporation
- Four Walls Career and Technical Education Center
- Latin American Youth Center
- Opportunities Industrialization Center – DC
- So Others Might Eat (SOME)
- YouthBuild Public Charter School
- YWCA – NCA

The IE&T models implemented by the 10 providers include the provision of adult education and literacy, workforce preparation, and training services for a specific occupation or occupational cluster to 1,000 District residents for educational and career advancement. IE&T programs provide adult learners with an opportunity to enhance their literacy and numeracy skills or to earn a secondary school credential while working towards acquiring an entry level and/or industry recognized certification.

Additionally, in FY 2020, OSSE, in collaboration with the WIC, conducted a new grant competition for FY21-FY25 AEFLA funding. The federal FY 2021 funding began July 1, 2020 and continues through June 30, 2025 (assuming performance targets are met). Awards were made to the following 12 IE&T providers:

- Academy of Hope Public Charter School
- Briya Public Charter School
- Catholic Charities
- Congress Heights Community Training and Development Corporation
- Four Walls Career and Technical Education Center
- Latin American Youth Center Career Academy Public Charter School
- Opportunities Industrialization Center – DC
- So Others Might Eat (SOME)
- Southeast Welding
- The Family Place Public Charter School
- YouthBuild Public Charter School
- YWCA – NCA

Both the FY20 and FY21 grants are federal grants, and AFE reports to the National Reporting System (NRS) annually on metrics required by the Department of Education. These metrics can be broken down into the following categories (as defined by AEFLA) for FY20.

In total, 814 adult learners received services in OSSE AFE funded programs in FY20.
- Of this number, 809 learners met the National Reporting System (NRS) guidelines of having a valid assessment and 12 or more instructional hours in the program year to be reportable to the US Department of Education.
- The remaining five adult learners engaged in one to 11 instructional hours.

For FY20, OSSE established a measurable skill gains performance target of 44 percent for all ABE and ESL Educational Functioning Levels (EFLs). This target represents the proposed percentage of adult learners making a measurable skill gain (e.g. achieving an educational functioning level gain, acquiring a secondary school diploma or its equivalent, or exiting a program below the postsecondary level and enrolling in postsecondary education and training during the program year).

While OSSE AFE did not achieve its target of 44 percent, with 41.88 percent of students enrolled in an OSSE AFE-funded program achieving a measurable skills gain, it should be noted that this rate was achieved as of March 13, 2020 as COVID-19 required programs to suspend in-person services and remote CASAS assessments were not available until after the end of the FY20 program year. This means that the state was only two percentage points from achieving the target while it was still in the third quarter of the program year. If the pandemic had not occurred and the state and local program providers could have continued to administer pre-and post-tests to students and collect and report on measurable skills gains without interruption throughout the remainder of the third quarter and the fourth quarter of the program year as well, the state would have very likely exceeded its target of 44 percent for FY20, as it did in FY19 (49.8 percent). The state will continue to work with local program providers to offer pre- and post-assessment services to students remotely, in place-based settings using Personal Protective Equipment (PPE) and social distancing and/or via a hybrid of the two approaches, so the state can meet or exceed its negotiated target of 47 for measurable skills gains in FY21.

My School DC

90. **Please provide the following information with regard to MySchool DC for School Year 2019-2020 and 2020-2021 (through January 31):**
   (1) number of participating schools;
   (2) total seats broken down by school/campus and grade at the beginning of each lottery period;
   (3) number of applications were submitted by the first deadline;
   (4) match rate for applications submitted in the first round (i.e. how many families got their first choice, second choice, third choice, and so on);
   (5) percent of families that accepted their match;
   (6) the average number of schools that parents/guardians selected; and
   (7) number of seats that were still available at the end of the lotter period, broken down by school/campus and grade level.

Due to the volume of data requested, this answer is supplemented with an attachment.

ATTACHMENT: Q90 – My School DC.xlsx

   (1) Number of participating schools.

In the 2019-20 school year, 222 schools participated in My School DC. In the 2020-21 school year, 233 schools participated in My School DC.

   (2) Total seats broken down by school/campus and grade at the beginning of each lottery period.

See Attachment: Q90 – My School DC.xlsx

   (3) Number of applications submitted by the first deadline.

In the 2019-20 school year, 25,588 applications were submitted by the first deadline. In the 2020-21 school year, 25,198 applications were submitted by the first deadline.

(4) Match rate for applications submitted in the first round.

SY19-20, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	9552	57%
2	2753	17%
3	1474	9%
4	935	6%
5	567	3%
6	407	2%
7	234	1%
8	213	1%
9	147	1%
10	139	1%
11	116	1%
12	146	1%
Total	**16683**	**100%**

SY20-21, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10047	59%
2	2646	16%
3	1428	8%
4	856	5%
5	529	3%
6	371	2%
7	279	2%
8	184	1%
9	172	1%
10	139	1%
11	113	1%
12	145	1%
Total	**16909**	**100%**

(5) Percent of families that accepted their match.

My School DC tracks the percentage of applicants that enroll (accept a seat) at schools where they were matched or made a waitlist offer through the common lottery system, yet only some students who receive an opportunity to enroll in a school from the lottery actually do so. For the 2019-20 school year, approximately 9,100 out of the roughly 16,700 matched applicants (55 percent) enrolled at their matched school. Also, approximately 5,200 students enrolled in a DCPS or public charter school based on a waitlist offer. Note that these students could have also

received an initial match that they later declined. A remaining 7,400 students declined an opportunity to enroll, whether that enrollment offer stemmed from an initial match or a waitlist offer. These data are not yet available for the 2020-21 school year.

(6) Average number of schools that parents/guardians selected.

Average Number of Lottery Selections

Lottery Year	Average # of Selections	Median # of Selections
SY19-20 Lottery	5	4
SY20-21 Lottery	5	4

(7) Number of seats still available at the end of the lottery period, broken down by school/campus and grade level.

See Attachment: Q90 – My School DC.xlsx

91.   **(a) Provide a list of the Common Lottery Board members, including their membership terms.**

(b) When did the Board meet in fiscal years 2020 and 2021 (as of January 31)?

(c) What decisions has the Board made in fiscal years 2020 and 2021 (as of January 31)?

(d) What steps has the Board taken or is considering taking to address:
(1) lottery preferences;
(2) more data being publicly released; and
(3) other initiatives?

(a) Provide a list of the Common Lottery Board members, including their membership terms.

My School DC is governed by the Common Lottery Board with representation from both DCPS and participating public charter schools. The Deputy Mayor for Education is the chairperson of the Board. A Parent Advisory Council and committees of participating LEAs provide input to My School DC and the Common Lottery Board to inform the design of the process and parent outreach efforts and changes to the program.

Each Board Member serves a two-year term with no term limits.

Common Lottery Board Members as of January 2021
- Paul Kihn, Deputy Mayor for Education (chairperson, voting member)
- Claudia Lujan, DC Public Schools (voting member)
- Melissa Kim, DC Public Schools (voting member)
- Hilary Darilek, E.L. Haynes PCS (voting member)
- Jubria Lewis, SEED PCS (voting member)
- Daniela Anello, DC Bilingual PCS (voting member)
- Colin Taylor, DC Public Schools (voting member)
- Shana Young, Office of the State Superintendent of Education (non-voting member)
- Katie Dammann, DC Public Charter School Board (non-voting member)
- Catherine Peretti, My School DC (non-voting member)

(b) Board meetings in fiscal years 2020 and 2021 (as of January 31).

The Board meets quarterly, and the meetings are public. Minutes or recordings are posted on the My School DC website to document any actions taken.

For 2020:
- February 4

- [May 7 Recording](#) and [Meeting Slides](#)
- [August 4 Recording](#) and [Meeting Slides](#)
- [October 28 Recording](#) and [Meeting Slides](#)

For 2021:
- [January 28 Recording](#) and [Meeting Slides](#)

(c) Decisions the Board made in fiscal years 2020 and 2021 (as of January 31).

The summer meeting in late July or early August is when the Common Lottery Board approves the policy guide for the upcoming lottery cycle. The approved My School DC Policy Guide dated August 2020 states the following changes from prior editions.

- EdFEST was converted to a virtual event from an in-person event;
- MSDC aligned to PCSB's clarification of the sibling preference being conferred on siblings attending the same school at the same time;
- Families will now be notified via text message, in addition to e-mail notification, when they receive a waitlist offer; and
- MSDC will share lottery application and enrollment data for LEAs in their first year of operation with DC PCSB periodically throughout their planning year to inform financial viability of the LEA's proposed program.

For additional information on the Board's business, refer to the hyperlinked minutes and recordings for discussions of steps taken to address preferences, data release, and any other initiatives impacting the Lottery.

(d) Steps Board has taken to address lottery preferences, increased publicly released data, and other initiatives.

The Common Lottery Board discussed the at-risk preference at each 2020 meeting, including the implications and implementation of the preference at Stevens Early Learning Center, and the Expanding Equitable Access to Great Schools Act of 2020 which authorized charter schools to offer an at-risk preference.

Regarding more data being publicly released, the Board discussed the implications of the bill to meet the data reporting requirements and the team is securing Tableau licenses to update the My School DC website to comply with the law.

The Board also discussed the initial implementation of the military preference, pursuant to D.C. Code 38-1802.06(c-2), which will be implemented for the first time in the upcoming cycle for a newly opening charter school on Bolling Air Force Base.

Health and Wellness

92. **Provide an update on OSSE's collaboration with the Department of Behavioral Health and the Department of Health on the implementation of programs to identify and assist children with behavioral health or developmental problems at DCPS and at charter schools. What new work was completed in fiscal year 2020? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.**

OSSE has continued to collaborate with DC Department of Health (DC Health) and DC Department of Behavioral Health (DBH) in the development and delivery of services to children and youth in the District and to offer guidance, actionable resources, and promising practices to help education agencies and schools address the unique challenges of behavioral health services during the COVID-19 public health emergency.

From late March to early May 2020, OSSE and DBH staff supported the DME Mental Health Crisis Response Working Group, leveraging the collective expertise of District government and education agencies to develop resources and implementable solutions to immediate challenges related to the COVID-19 public health emergency. Through the efforts of the working group and the existing DC School Behavioral Health Community of Practice (DC CoP), a summative Q&A resource on school mental health and wellbeing was published and included resources for school leaders, staff, behavioral health providers, and families.

During summer 2020, OSSE published the following resources to support the agency's Guiding Principles for Continuous Education that promote mental health, social-emotional learning and psychoeducation during distance, hybrid, and in-person learning environments:

- **School Climate and Culture Tier 1 (Universal) Planning Matrix**: supports schools with phased planning and implementation of policies, practices, and engagement activities that support safe and supportive environments.
- **Data to Action Guide: Addressing Youth Risk Behavior through Health Education**: elevates trends in students' self-reported risk behaviors and provides educators with resources to support the integration of critical health and safety concepts into in-person and remote learning plans. In addition to mental health, this guide covers sexual health and disease prevention, nutrition, physical activity, and substance use prevention.
- **School Behavioral Health Universal Support Planning Webinar**: supports school behavioral health teams with implementing multi-tiered mental health services that include clear referral pathways to treatment and crisis response protocols.

OSSE has continued to work closely with the Department of Behavioral Health and directly with LEAs to support student and educator behavioral health, through both the city-wide School Behavioral Health Expansion as well as Project AWARE, a five-year grant received by OSSE from the federal Substance Abuse and Mental Health Services Administration (SAMHSA).

The goal of the School Behavioral Health Expansion Program is to integrate school and community-based provider services to ensure all schools provide mental health promotion and prevention, intervention, and direct behavioral health services and supports. Led by DBH, and guided by the Coordinating Council on School Behavioral Health, the expansion effort is executed in partnership with OSSE, education agencies, schools, community providers, parents, youth, and education advocates. Leadership from OSSE's Division of Health & Wellness serve as members of the Coordinating Council, members of the Community of Practice and evaluation core teams, and as co-chairs for the implementation sub-committees.

The implementation committee, comprised of leadership from OSSE's Division of Health & Wellness, DBH, DCPS, and DC Health, is focused on supporting schools with annually assessing the school's available behavioral health services and setting program goals, scoping out the sequence of implementation tasks for executing the expansion plan, and establishing standard benchmarks for year to year. The selected needs assessment – the School Strengthening Tool – was adapted from the Center for Disease Control (CDC) School Health Index and is a self-assessment and planning guide that enables school teams to identify the strengths and weaknesses of the school's policies and programs for promoting health and safety, develop an action plan for improving student health and safety, and involve teachers, parents, students, and the community in improving school policies, programs, and services.

OSSE members of the implementation committee operationalized the self-assessment process, created online accounts for School Behavioral Health Coordinators and CBO Clinicians, provided individualized communication to each school/CBO partner, and revised the annual work plan template. Each work plan submitted by a school/CBO partner indicated self-assessment scores in four areas: (1) School Counseling, Psychological, and Social Services; (2) Social and Emotional Climate; (3) Employee Wellness and Health Promotion; and (4) Family Engagement. Four additional open-ended questions outline the current mental health needs of the school and the resources available to support improvements. The work plan outlines the school's goals for the year across the three tiers of intervention – prevention and mental health promotion, early intervention, and direct services. The work plan supports coordination and collaboration among all of the behavioral health providers within each school and assists with goal alignment and reducing duplication of services.

In FY20, OSSE hired key personnel to support school leaders (with a focus on charter school leaders) to increase their readiness and ability to implement the multi-tiered model of prevention, early intervention, and treatment services. This staff person assists schools with the School Strengthening Tool process and ongoing work plan implementation.

Additionally, in FY20, OSSE and DBH completed phase one for Project Advancing Wellness and Resilience Education (AWARE), a five-year $8.8 million dollar grant awarded to OSSE in FY18 by the federal Substance Abuse and Mental Health Services Administration (SAMHSA). This grant opportunity, which complements the significant local investment in school mental health, allows OSSE and DBH to deepen the partnership with three large LEAs (DCPS, KIPP, and Friendship Public Charter School) to support the development of multi-tiered systems of mental health supports for students, educators, and school communities. Mental health

promotion, trauma-responsive practices and family engagement are key elements of the model of care. Major actions through Project AWARE in FY20 were as follows:

- Project AWARE schools have adopted or expanded the use of the Strengths and Difficulties Questionnaire (SDQ), a 25-item behavioral health screening tool for youth that assesses emotional symptoms, conduct problems, hyperactivity and inattention, peer relationship problems, and pro-social behaviors.
- A total of 21 trauma informed training sessions were hosted for staff at Project AWARE schools, ranging from how to promote trauma informed classrooms to providing trauma informed care virtually.
- Project AWARE schools hosted 17 trainings in FY20 and 19 trainings so far in FY21 elevating topics of mental health and wellness to parents and families through live and on-demand webinars, workshops and skill building events.
- Utilizing Project AWARE investments, staff from OSSE Division of Health and Wellness (H&W) and Division of Student Transportation, as well as staff from DCPS, KIPP PCS, and Friendship PCS, were certified as Youth Mental Health First Aid (YMHFA) trainers. OSSE facilitated two in-person and three virtual YMHFA trainings in FY20 and will continue to offer the trainings virtually on a monthly basis in FY21. Project AWARE LEAs will begin training school level staff in 2021.
- The Project AWARE team hosted suicide prevention education training for DCPS, KIPP PCS, and Friendship PCS mental health professionals in July 2020 and continues to provide technical assistance as our AWARE LEAs roll-out prevention education to their student community.

On the subject of training and trauma-informed practices, both local and federal investments supported the District's school-based behavioral health Community of Practice (DC CoP). The DC CoP advances the citywide school behavioral health expansion and Project AWARE by inviting school behavioral health coordinators and community-based clinicians to participate in a peer learning environment aimed at building the capacity to implement high-quality school-based behavioral health systems. The DC CoP served as an essential link to and across multiple District efforts focused on school-based behavioral health. During the 2019-20 school year, the DC CoP facilitated monthly learning events and shared conversations to further best practices in school behavioral health. OSSE partnered with DBH and the DC CoP to develop sessions on tele-mental health and multi-tiered systems of support. Within the DC CoP is the Crisis Intervention Practice Group, which is co-chaired by an OSSE staff member and convened five sessions with school behavioral health professionals and administrators in FY20. Practice group participants represented nine LEAs:

- Cedar Tree Academy Public Charter School
- DC Bilingual Public Charter School
- DC International Public Charter School
- District of Columbia Public Schools
- Elsie Whitlow Stokes Community Freedom Public Charter School
- Friendship Public Charter School
- KIPP DC Public Charter School
- Monument Academy Public Charter School

- Rocketship Public Charter School

Lastly, OSSE and DBH continued to collaborate on communication and compliance strategies related to mandated behavioral health training requirements for all DCPS and public charter school administrators and teachers in FY20 (DC Official Code § 7–1131.17).

93. According to the data collected and available to OSSE, what is the current compliance rate among LEAs for completing health education and physical education requirements in the District?

Compliance rates for the 2020-21 school year are not available because the school year is in progress and data has not been reported on the School Health Profile. Thus, we provide the most recent data we have available.

All data provided below are collected via the School Health Profile, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Official Code § 38–826.02).

According to data collected from the annual School Health Profiles for the 2019-20 school year:

Number and Percentage of Schools Meeting Physical Education Requirements*

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Average of 150 minutes per week	31	20%
6-8	Average of 225 minutes per week	20	25%

Number and Percentage of Schools Meeting Health Education Requirements

Grade Level	Health Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Average of 75 minutes per week	62	39%
6-8	Average of 75 minutes per week	46	58%

All data in the School Health Profile are self-reported annually by each District public and public charter school. Ninety-eight (98) percent of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile in 2020. A list of schools that completed the mandatory School Health Profiles is reflected on the OSSE website.

*Beginning with the 2020 School Health Profile, schools were required to report their compliance with the new physical education minute requirements, per the Healthy Students Amendment Act of 2018 (HSAA). Per the HSAA, beginning in school year 2020-2021, for students in grades K-5, it shall be the goal of all schools to provide an average of 150 minutes of physical education per week. A school that provides less than an average of 90 minutes per week of physical education for students in grades K-5 shall submit an action plan to OSSE (DC Official Code § 38–824.02(a)(1)(A-B). Similarly, for students in grades 6-8, it shall be the goal

of all schools to provide an average of 225 minutes of physical education per week. A school that provides less than an average of 135 minutes per week of physical education for students in grades 6-8 shall submit an action plan to OSSE (DC Official Code § 38–824.02(a)(2)(A-B).

94. **(a) According to the data collected and available to OSSE, what was the compliance rate in School Year 2019-2020 among LEAs for completing health education and physical education requirements in the District?**

(b) What is the average amount of time LEAs dedicated to health education and physical education during School Years 2018-2019 and 2019-2020?

(c) How is OSSE enforcing health education and physical education requirements during the COVID-19 pandemic and distance learning?

(a) Compliance rate in School Year 2019-2020 among LEAs for completing health education and physical education requirements in the District.

All data provided below are collected via the School Health Profile, a self-reported school-based health questionnaire completed annually by all public schools and public charter schools, as required by the Healthy Schools Act (D.C. Official Code § 38–826.02).

According to the data collected via the School Health Profile, the compliance rate in School Year 2019-2020 for health and physical education is shown in the tables below:

Number and Percentage of Schools Meeting Physical Education Requirements*

Grade Level	Physical Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Average of 150 minutes per week	31	20%
6-8	Average of 225 minutes per week	20	25%

Number and Percentage of Schools Meeting Health Education Requirements

Grade Level	Health Education Minute Requirements	Number of Schools Meeting Requirement	Percent of Schools Meeting Requirement
K-5	Average of 75 minutes per week	62	39%
6-8	Average of 75 minutes per week	46	58%

All data in the School Health Profile are self-reported annually by each District public and public charter school. Ninety-eight (98) percent of applicable schools (excluding adult education schools and schools that did not participate in the National School Lunch Program) completed the School Health Profile in 2020. A list of schools that completed the mandatory School Health Profiles is reflected on the OSSE website.

*Beginning with the 2020 School Health Profile, schools were required to report their compliance with the new physical education minute requirements, per the Healthy Students Amendment Act of 2018 (HSAA). Per the HSAA, beginning in school year 2020-2021, for students in grades K-5, it shall be the goal of all schools to provide an average of 150 minutes of physical education per week. A school that provides less than an average of 90 minutes per week of physical education for students in grades K-5 shall submit an action plan to OSSE (DC Official Code § 38–824.02(a)(1)(A-B). Similarly, for students in grades 6-8, it shall be the goal of all schools to provide an average of 225 minutes of physical education per week. A school that provides less than an average of 135 minutes per week of physical education for students in grades 6-8 shall submit an action plan to OSSE (DC Official Code § 38–824.02(a)(2)(A-B).

(b) Average amount of time LEAs dedicated to health education and physical education during School Years 2018-2019 and 2019-2020.

According to the data collected via the School Health Profile, the average amount of time dedicated to health education and physical education during School Years 2018-2019 and 2019-2020 is shown in the tables below:

***Average* Minutes per Week of *Physical* Education in Grades K-5 and Grades 6-8**

School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
SY 2018-2019**	86	144
SY 2019-2020	104	151

***Median* Minutes per Week of *Physical* Education in Grades K-5 and Grades 6-8**

School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
SY 2018-2019**	60	135
SY 2019-2020	90	135

**Beginning with the 2019 School Health Profile, schools were permitted to report a greater value for their average minutes per week for physical education. Previously, schools could report 0 to 225 minutes per week of physical education. Beginning with the 2019 School Health Profile, schools could report 0 to 450 minutes per week of physical education. This change was made at the request of schools that provide a greater amount of physical education per week.

***Average* Minutes per Week of *Health* Education in Grades K-5 and Grades 6-8**

School Year	Average Minutes Per Week Grades K-5	Average Minutes Per Week Grades 6-8
SY 2018-2019**	63	117
SY 2019-2020	66	100

Median **Minutes per Week of** *Health* **Education in Grades K-5 and Grades 6-8**

School Year	Median Minutes Per Week Grades K-5	Median Minutes Per Week Grades 6-8
SY 2018-2019**	45	90
SY 2019-2020	50	90

***Beginning with the 2019 School Health Profile, schools were permitted to report a greater value for their average minutes per week for health education. Previously, schools could report 0 to 125 minutes per week of health education. Beginning with the 2019 School Health Profile, schools could report 0 to 450 minutes per week of health education. This change was made at the request of schools that provide a greater amount of health education per week.

> (c) OSSE enforcement of health education and physical education requirements during the COVID-19 pandemic and distance learning.

OSSE continues to enforce health and physical education during the COVID-19 public health emergency.

In an effort to ensure schools continued to offer health and physical education instruction and meet Healthy Schools Act requirements during remote and hybrid learning, OSSE issued school health reminders to LEAs which outlined health and physical education requirements for Kindergarten through Grade 12, including clarifying to LEAs that schools must continue to enforce and report on health and physical education requirements during the COVID-19 public health emergency. OSSE hosted a technical assistance call with LEA leaders to discuss strategies to meet these requirements in a distance learning posture.

Additionally, OSSE developed the *Data to Action Guide: Addressing Youth Risk Behavior Through Health Education* to support the implementation of health and physical during distance learning. The *Data to Action Guide* elevates critical health and physical education standards and connects schools to a variety of community partners, training opportunities, and curricula. Finally, OSSE worked with DCPS and the Healthy Youth and Schools Commission Physical Activity subcommittee to identify and disseminate existing tools and resources to support teachers with planning, implementation, monitoring, and evaluation of health and physical education during remote and hybrid learning.

95.   **Describe OSSE's efforts in fiscal years 2020 and 2021 (through January 31) to increase participation in the Child and Adult Care Food Program and promote health and wellness through Healthy Tots programming and funding.**

The Child and Adult Care Food Program (CACFP) and the Healthy Tots Act (HTA) provide an important funding stream that not only increases access to food for children in the District, but also supports child development facilities in becoming financially stronger by tapping into available funding sources. CACFP provides nearly 5 million meals to children in the District of Columbia through an investment of approximately $10 million. Most eligible child development facilities in the District participate in the CACFP.

OSSE plays a key role in supporting access to balanced and nutritious meals for children in the District. OSSE provides over $50 million per year in local and USDA funding to support schools, child development facilities, adult day cares, summer meal programs, and other programs with healthy meals that feed District of Columbia residents. Through CACFP, child development facilities in the District can be reimbursed for up to four meals per day, which includes local funding for a fourth meal. The Healthy Tots Act ensures facilities have access to CACFP and additional local reimbursements beyond federal funding. The Healthy Tots Act establishes additional local funding for meals (breakfast, lunch, or supper) served by child development facilities that: (1) participate in CACFP; and (2) meet the USDA meal requirements. These Healthy Tots Act reimbursements are detailed below:

- **Add10**: Child development facilities participating in the CACFP may request an additional 10 cents ($0.10) for each eligible breakfast, lunch, and supper served to an eligible child. (5A DCMR §1001.2)
- **Local5**: Child development facilities participating in CACFP may request an additional 5 cents ($0.05) per lunch or supper when at least one meal component is comprised of a locally sourced food item, as defined in section 101(3) of the Healthy Schools Act of 2010 (D.C. Official Code § 38–821.01) and unprocessed foods, as defined in section 101(10)(A) of the Healthy Schools Act of 2010 (D.C. Official Code § 38–821.01). Locally grown and unprocessed foods does not include milk. (5A DCMR §1001.4-5)
- **Full Day4**: Child development facilities participating in CACFP that have maximized the number of daily meal services eligible for CACFP reimbursements allowed two (2) meals and one (1) snack or one (1) meal and two (2) snacks, reimbursements from the Healthy Tots Fund are made available to facilities for an additional meal to each enrolled and participating child, if 75 percent of the children enrolled and attending the child development facility are District residents and at least 50 percent of the enrolled and attending children are eligible for subsidized child care. (5A DCMR §1001.7)

The Healthy Tots Act requires licensed child development facilities to participate in CACFP if 50 percent or more of enrolled children are eligible for subsidized child care for at least six continuous months (D.C. Official Code § 38–282.01(a)). Facilities that are mandated to participate in CACFP receive extensive outreach and technical assistance from OSSE if they are not yet enrolled, including:

- Initial and subsequent notifications from OSSE outlining participation requirements and options for the facility;
- Introductory in-person technical assistance visit and orientation with the facility to provide face-to-face assistance with Healthy Tots Act and CACFP compliance;
- Training and reoccurring technical assistance from OSSE throughout the entire CACFP application process, including a minimum of two in-person technical assistance visits during the full application process; and
- Individual and group CACFP trainings for child development facilities at individual facilities and OSSE headquarters.

Beyond working directly with child development facilities to enroll in CACFP, OSSE also provides support and guidance to facilities on health and wellness, including through OSSE's Step by Step Guide for Implementing Wellness Guidelines, direct technical assistance on health initiatives, and wellness challenges for child development facilities to educate them on the Wellness Guidelines.

FY20 CACFP HTA Enrollment Activities
OSSE has refined an effective and systematic approach for working with child development facilities that are required to participate in CACFP. When a child development facility has been identified as meeting the HTA requirements to participate in CACFP, OSSE contacts the facility to encourage them to participate and follows up by scheduling an in-person technical assistance visit with the facility to provide face-to-face assistance with HTA and CACFP compliance. Facilities that decide to apply for CACFP receive training and reoccurring technical assistance from OSSE throughout the entire application process, with a minimum of two technical assistance visits during the full application process. Individual and group CACFP trainings for child development facilities are also held at individual facilities and OSSE headquarters.

Typically OSSE conducts targeted and data-driven outreach to facilities beginning in March of each year to begin their enrollment activities; however, in spring 2020, OSSE's targeted technical assistance and recruitment pivoted to focus on expanding access to open meal sites due to the impact of the COVID-19 public health emergency on child development facilities and the widespread temporary closures and reduced capacities of facilities. OSSE continued to provide support and technical assistance to facilities participating or wishing to apply for CACFP, but OSSE did not conduct its routine targeted recruitment of new facilities that meet HTA participation requirements. After the transition to a remote working posture as a result of the COVID-19 public health emergency, OSSE transformed trainings into virtual formats that allowed for self-paced learning, offered interactive activities with operators, and provided face-to-face online connections. Traditionally, at least one-third of CACFP operators receive more targeted supports which includes off-site and on-site review and technical assistance of their meal service programs. The CACFP team also provides additional technical assistance to any program operator that requests support throughout the year. Coordinated CACFP training occurs quarterly with OSSE's Division of Early Learning, allowing for a broader reach to program participants.

In FY21, OSSE will continue to evaluate how to best engage child development facilities that meet CACFP HTA participation requirements. This will continue to be a challenge for child care

providers as they navigate the broader demands presented by the COVID-19 public health emergency on their operations, funding, and staffing capacity.

FY 20 Healthy Tots Wellness Grant Activities
In FY20, the Healthy Tots Wellness Grant awarded $399,581.80 to four community-based organizations to support the dissemination of healthy eating, physical activity, and wellness programming in the District's early child care community. These four community-based organizations touched over 60 child development facilities with programming and/or through the Early Learning Market Share, which provides biweekly deliveries of fresh local produce to child development facilities so they can serve locally grown foods. Grantees targeted facilities in Wards 1, 4, 5, 6, 7, and 8, and served over 3,000 children, staff, and families in FY20.

After the declaration of the COVID-19 public health emergency, the Healthy Tots Wellness Grantees were able to adapt their programming to meet this challenge, including the following examples:
- Transformed 5 nature-based field trips into virtual learning adventures for children and teachers;
- Shifted delivery of fresh local produce from being center-focused to being family-focused, ultimately enrolling 700 families in a free local produce delivery program;
- Led 70 online wellness workshops that provided 50 early childhood teachers and staff with stress-management techniques; and,
- Led a mini yoga certification course specifically designed for early childhood teachers in black and brown communities.

Additionally, the Healthy Tots Wellness Grantees led the following initiatives to increase participation healthy eating and promote health and wellness within the District's child development facilities:

- Provided training and technical assistance for increasing the amount of local food items purchased for meal programs and menu planning;
- Provided garden design maps, planting plans and materials, and age-appropriate curricula for child development facilities to integrate garden- and nature-based play into early learning classrooms;
- Targeted support for implementing a staff wellness program to support nutrition, physical activity, mindfulness, stress management, and the formation of healthy habits;

The Healthy Wellness grantees are continuing their work in FY21 employing the virtual and socially distanced methods developed earlier in the pandemic. The Healthy Wellness grantees received notification of continuation grant awards in February 2021 and will be awarded funds retroactively for work already completed in FY21.

More details on the Healthy Tots Program are available on the OSSE website.

96. **Please provide an update on OSSE's implementation of an environmental literacy program.**

Pursuant to the Environmental Literacy Specialist Pilot Program Amendment Act of 2015 (Section 4101 of the FY16 Budget Support Act of 2015), OSSE continued opportunities and initiatives for District teachers and organizations to advance environmental literacy in the District, guided by implementation of the DC Environmental Literacy Plan, as described below.

Environmental Literacy Leadership Cadre
OSSE continued working with its Environmental Literacy Leadership Cadre (ELLC), a group of individuals from elementary schools across the District who will be responsible for: (1) developing a plan to implement the Environmental Literacy Framework at their schools; and (2) coordinating its implementation. The ELLC meets monthly to discuss environmental education best practices, how the Environmental Literacy Framework supports teaching the Next Generation Science Standards, implementation of school garden and recycling/composting projects, and additional resources available to support schools. There have been three cohorts of ELLC since 2016. In September 2019, OSSE began working with10 elementary schools for Cohort 3 and assigned each teacher a mentor. The cadre met monthly, with a successful transition to a virtual platform in April 2020. Teachers completed landscape surveys of activities currently taking place at their schools and created school-based environmental literacy programs. OSSE continues to engage schools from Cohort 1 (formed in 2016) and Cohort 2 (formed in 2018) as "alumni schools." These 30 alumni elementary schools continue to receive limited support from OSSE to ensure continuity and sustainability of environmental literacy efforts for almost 7,300 students.

Environmental Literacy Advancement Grants
To support environmental programming efforts at the ELLC schools, OSSE offers a grant opportunity for nonprofit organizations, strategically emphasizing the physical environment and community involvement components of the Whole School, Whole Community, and Whole Child (WSCC) model to provide environmental education programs in the areas of air quality/climate change, water, land, resource conservation, or health. For the 2019-20 school year, OSSE awarded approximately $215,000 in grants to three nonprofit organizations, who partnered with three additional organizations, to support the following: (1) recycling and composting experiences, (2) watershed explorations and American shad (DC's state fish) restoration activities, and (3) school-based studies of air pollution and tree canopy. Many grant activities planned for the spring month of April and May were cancelled due to the COVID-19 public health emergency. Grantees quickly continued to provide environmental literacy activities and resources:

- Grantees provided programs to the entire grade level at the cadre schools, as well as some classes at alumni cadre schools. By the end of the academic school year, grantees reached 1,379 students through in-person programming and 521 students through virtual or online platforms.
- Grantees also supported teachers by quickly creating distance learning resources, which are posted on OSSE's website. Resources include:

- o Environmental videos, some of which received a total of 5,000 views from April through June 2020.
- o Activities for students and their families for learning at home.
- o Virtual lessons that can be accessed by a larger audience of teachers.
- o Nature Connections: Livestream with Environmental Experts, a bi-weekly series that will provide virtual field experiences to locations in and around the District for all students will begin at the end of Feb. 2021.

Capital LEAF (Leaders in Environmental Actions for our Future) Program
In FY20, OSSE piloted the Capital LEAF (Leaders in Environmental Actions for our Future) program to recognize green, healthy, and sustainable schools in the District. This program pilot, developed in consultation with the Healthy Youth and Schools Commission and school- and community-based partners, aims to support schools with achieving US Department of Education Green Ribbon certification. The Capital LEAF program also supports the sustainable schools outcome of the Chesapeake Bay Watershed Agreement and the education goal of the Sustainable DC 2.0 Plan. Capital LEAF aims to recognize schools that are achieving success in environmental and sustainability outcomes in the following areas: (1) administrative leadership, (2) staff involvement, (3) community engagement, and (4) school commitment. It will also consider the extent to which schools are engaging students in conducting audits and action projects in the following areas: energy, schoolyard habitat, health and nutrition, physical environment, transportation, and waste. In the 2019-20 school year, OSSE began field testing the recognition process with a small number of schools representing DCPS and charter elementary, middle, and high school students from almost every ward in the District.

- In February, participating schools included Capital City Public Charter School, Cardozo Education Campus, DC Bilingual Public Charter School, Dunbar High, Hardy Middle, Key Elementary, Kimball Elementary, and Marie Reed Elementary. Due to the COVID-19 public health emergency, not every school remained actively involved in the initiative.
- The schools that completed the field test included Cardozo Education Campus, DC Bilingual Public Charter School, Key Elementary, Marie Reed Elementary and Whittier Education Campus.
- Feedback from these schools will be integrated into the program pilot, which is planned to launch in the 2020-21 school year. Capital LEAF aims to serve as a steppingstone to schools seeking recognition by the US Department of Education's Green Ribbon Schools Program.
- In 2021, OSSE nominated two schools, DC Bilingual Public Charter School and Key Elementary, to be recognized as US Green Ribbon Schools. The US Department of Education will announce this year's honorees in April 2021.

DC Environmental Literacy Plan
In FY20, OSSE completed the triennial update of the DC Environmental Literacy Plan in coordination with other District agencies. The updated Environmental Literacy Plan was released in January 2021 and posted on the OSSE website, The Environmental Literacy Plan provides a framework for the District to ensure students will be prepared to make informed decisions concerning the environmental opportunities and challenges of the 21st century. Implementation of the Environmental Literacy Plan is a specific action item to achieve one of the education goals

in the District's environmental sustainability strategy, Sustainable DC Plan 2.0, plus the regional goals from the 2014 Chesapeake Bay Watershed Agreement.

ESEA Titles I, II, & III Grant Funding

97. **Given that OSSE is responsible for distributing federal education funding, please provide a chart of all Title I, Title II, and Title III funding for fiscal years 2016, 2017, 2018, 2019, and 2020. In the chart, please include:**
      (1) the allocation;
      (2) actual amount spent;
      (3) amount unspent;
      (4) how the funds were used; and
      (5) status of unspent funding for each LEA. You may submit this information as an attachment.

Due to the volume of data requested, the answer is provided as an attachment.

ATTACHMENT: Q97 – ESEA Titles I, II, III Funding (FY16-20).xlsx

Non-Public Tuition

98. **(a) Provide a narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year. Which services are funded using this money for each student (i.e. tuition, transportation, etc.)?**

(b) What steps is OSSE taking to assist LEAs in providing students with a free appropriate public education and reducing the number of students who are served by non-public institutions?

(a) Narrative description on how the budget for Non-Public Tuition is formulated for each Fiscal Year.

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

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

(1) Students who are placed into a nonpublic school by the LEA;
(2) Students in the care of CFSA, DYRS, or Court Social Services (CSS), and DHCF healthcare MCO who are placed for non- educational reasons and are educated in schools outside of the District; and
(3) Students who are placed by court decisions such as, a Hearing Office Determination (HOD) or a Settlement Agreement (SA).

(b) Steps OSSE is taking to assist LEAs in providing students with a free appropriate public education and reducing the number of students who are served by non-public institutions.

If an LEA anticipates that a student may require a more restrictive nonpublic school placement, the LEA must notify OSSE to initiate the placement review. If at the conclusion of the placement process the IEP Team determines a nonpublic school is required, OSSE is responsible for identifying the school location (nonpublic school) for the student. If students are placed for non-educational reasons by other agencies, such as CFSA, DHCF, and DYRS, OSSE funds the educational portion of the placement through the Non-Public Tuition budget.

Through the placement oversight process, OSSE coordinates with LEAs, parents, and other District government child-serving agencies and community partners to ensure that all District students receive free appropriate public education (FAPE) in the Least Restrictive Environment (LRE). Since its inception, the District's state-level placement oversight process has ensured timely guidance and support to IEP teams and LEA teams in implementing/exhausting appropriate support and strategies for children with disabilities before considering placement into a more restrictive separate school setting. This has aided in preventing inappropriate placements into nonpublic settings and supporting LEAs' abilities to serve children in less restrictive public settings.

Additionally, through its training and technical assistance approach, OSSE has developed a route to connect LEAs with the appropriate supports in OSSE for further technical assistance and training. For example, through the placement process, should an LEA request additional training and technical assistance on behavioral intervention models, OSSE will share information about upcoming trainings on trauma-informed care and crisis prevention institute trainings and/or provide an onsite consultation to support program design and implementation.

Healthy Youth and Schools Commission

99. **(a) Provide a list of the membership of the Healthy Youth and Schools Commission as of January 31, 2020. Include the following information:**
      (1) each person's name;
      (2) affiliated organization;
      (3) appointing organization;
      (4) start and end of appointment; and
      (5) ward of residence. List any current vacancies on the Commission and when the position became vacant.

(b) Provide an update on the work plan and work undertaken by the Commission in fiscal years 2019 and 2020.

(a) Membership of the Healthy Youth and Schools Commission as of January 31, 2020.

Name	Appointing Organization	Affiliated Organizations	Starts/End Date of Appointment	Ward of Residence
Jeff Travers	Chairperson, Mayoral Appointee	Cancer Support Community	May 2019 - May 2022	Ward 3
Kristy McCarron	Appointed by the Chairman of the Council	YMCA	May 2018 - May 2021	Ward 5
Akeem Anderson	Appointed by the Chairperson of the Council Committee with oversight of education	No Affiliation	October 2019 - May 2022	Ward 5
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	May 2018 - May 2021	Maryland Resident
Heidi Schumacher	Designee Representative of OSSE, Mayoral Appointee	OSSE	January 2019 - January 2023	Ward 6
VACANT	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	Became Vacant in Fall 2019	
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	January 2019 - January 2023	Ward 4
Kafui Doe	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	January 2019 - January 2023	Maryland Resident

Name	Appointing Organization	Affiliated Organizations	Starts/End Date of Appointment	Ward of Residence
William Dietz	Public Member, Mayoral Appointee	George Washington University	May 2018 - May 2021	Ward 6
Beverly Wheeler	Public Member, Mayoral Appointee	DC Hunger Solutions	May 2018 - May 2021	Ward 1
Taryn Morrissey	Public Member, Mayoral Appointee	American University, School of Public Affairs	May 2018 - May 2021	Ward 4
Danielle Dooley	Public Member, Mayoral Appointee	Children's National Health System	May 2018 - May 2021	Ward 2
VACANT	Student Member, Mayoral Appointee		Became Vacant in Summer 2020	

(b) Update on the work plan and work undertaken by the Commission in fiscal years 2019 and 2020.

OSSE submits this response on behalf of the Healthy Youth and Schools Commission (HYSC).

The goal of the Healthy Youth and Schools Commission (HYSC) is to advise the Mayor and the Council on health, wellness, and nutritional issues concerning youth and schools in the District, including school meals; farm-to-school programs; physical activity and physical education; health education; environmental programs; school gardens; sexual health programming; chronic disease prevention; emotional, social, and mental health services; substance abuse; and violence prevention. In this advisory role, the HYSC is charged with:

- Advising on the operations of all District health, wellness, and nutrition programs;
- Reviewing and advising on the best practices in health, wellness, and nutrition programs across the United States;
- Recommending standards, or revisions to existing standards, concerning the health, wellness, and nutrition of youth and schools in the District;
- Advising on the development of an ongoing program of public information and outreach programs on health, wellness, and nutrition;
- Making recommendations on enhancing the collaborative relationship between the District government, the federal government, the University of the District of Columbia, local nonprofit organizations, colleges and universities, and the private sector in connection with health, wellness, and nutrition;
- Identifying gaps in funding and services, or methods of expanding services to District residents; engaging students in improving health, wellness, and nutrition in schools; and

- Participating in the selection process for any grants provided under the Healthy Schools Fund. OSSE has supported the HYSC in gathering raw data, conducting analytics, convening meetings, and working toward long-term goals for commissioners.

In FY19, the HYSC completed a strategic planning process to guide its work for the next three years. The Commission adopted the following goals:

- By Dec. 31, 2021, the HYSC will make recommendations to the mayor and DC Council, informed by educators, students, and families, to improve students' access to key mental health resources.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on necessary quantitative and qualitative data improvements in order to better address and support students' health, wellness, and nutrition needs.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on the status of nutrition education in District schools and strategies for sustaining or improving these programs.
- By Dec. 31, 2021, the HYSC will advise District government and partner organizations on strategies to sustain or increase access to and participation in and improve the quality of school meals, with particular focus on breakfast, afterschool, and summer meals.

The Commission formed the following four working groups that will lead the work toward each goal: (1) adverse childhood experiences (ACEs) working group; (2) school health data working group; (3) nutrition education working group; and (4) school meals working group.

In addition, in FY19, the HYSC also:

- Heard presentations on OSSE's Environmental Literacy Program and reviewed the stakeholder plan to create the Capital LEAF program.
- Discussed OSSE's Strategic Plan and the DC School Report Card.
- Heard from a pediatrician from Children's National Hospital on the connection between a child's diet and their mental health.
- Reviewed Youth Risk Behavior Survey (YRBS) fact sheets and data collection methodology.
- Reviewed OSSE's updated Early Learning Standards.
- Toured three school gardens District of Columbia Public Schools and public charter schools.
- Reviewed the DC School Breakfast Scorecard.
- Discussed OSSE's Healthy Tots Programs and grants.
- Discussed the Healthy Schools Act Grants and contract.

Throughout FY20, the HYSC focused on nutrition, mental and behavioral health, and immunizations enforcement. The nutrition education and meals working group reviewed the USDA proposed rule for school meals. The HYSC also heard a presentation from American University on their research related to nutrition education in the District. Regarding mental and behavioral health, the HYSC heard a presentation from the Department of Behavioral Health on the mandated behavioral health training. Regarding immunizations enforcement, the HYSC

reviewed applicable laws, reviewed OSSE's immunization attendance policy and its updates during times of virtual instruction and learned about the Public Charter School Board's support for schools around immunization compliance. Additionally, the HYSC also reviewed major findings from the 2019 Youth Risk Behavior Survey (YRBS) and heard updates on the Capital LEAF (Leaders in Environmental Actions for our Future) pilot program.

Much of the HYSC's work throughout the second half of FY20 focused on the response to the COVID-19 public health emergency, including the following:

- Reviewing OSSE's Guiding Principles for Continuous Education;
- Discussing OSSE's response to the public health emergency related to meal access and distribution, mental and behavioral health supports, and health and safety;
- Hearing from DC Public Schools about their plans to continue providing meal access to students;
- Discussing ideas and resources for incorporating existing programs and initiatives during virtual instruction including immunizations enforcement, school gardens, and health education, physical education, and physical activity, and
- Hearing a presentation on the benefits of outdoor learning and its historical use during past pandemics.

In response to the COVID-19 public health emergency, beginning in March 2020 all HYSC meetings were moved to a virtual platform. More information, including meeting minutes and materials, is available here.

Higher Education Licensure Commission

100. **Provide a narrative on the purpose and goals of the Higher Education Licensure Commission. As part of that narrative, include the following information:**

(a) A list of all institutions regulated by the Commission. Note which professions are licensed, which are certified and which are registered.

(b) A list of commissioners, including their:
   (1) name;
   (2) a brief bio;
   (3) term start date;
   (4) the length of their term; and
   (5) when their term expires.

(c) A list of any/all vacancies on the Commission and when the vacancy occurred.

Purpose and Goals of the Commission
The Higher Education Licensure Commission (HELC or the Commission) is a five-member Mayoral appointed, regulatory consumer protection authority responsible for public protection with regard to legitimate quality postsecondary education in the District of Columbia. The Commission establishes standards for postsecondary educational operations, authorizes operations, approves programs, issues or denies licenses, and oversees all private postsecondary educational institutions in the District of Columbia.

The Commission is the Mayor's only entity authorized to issue postsecondary educational licenses. The Commission is responsible for ensuring that institutions under its jurisdiction meet and comply with the standards and other requirements established by laws and regulations. The Commission's granting or denial of a license assures students who are enrolled in postsecondary institution that the courses offered and degrees conferred meet licensure standards.

The Commission has additional functions which include, but are not limited to, regulating and enforcing postsecondary laws and regulations, maintaining the student records of institutions that close and have no other repository and issuing their students certified student transcripts, and investigating student and faculty complaints against educational institutions under its jurisdiction.

(a) List of all institutions regulated by the Commission.

A list of active institutions is available on the OSSE website. The HELC does not regulate professions. The HELC regulates institutions that offer postsecondary education in the District. The HELC does not license, certify or register professions.

(b) List of commissioners including their bios.

Commissioners can serve two, consecutive, three-year terms. Some service time exceeds six years when the appointee was selected to complete the term of someone else. Completing a term does not count against the two consecutive terms limits. DC Official Code Chapter 13 §38-1304 provides for up to 180-day holdover after the expiration of the second term. All positions are filled on the Board. Brief biographies are provided below the list of commissioners and terms.

Dr. Mary E. Dilworth, Chair (Ward 7)
Initial Appointment: 10/12/2014 – 8/15/2016 (completing term of someone else)
First Term: 8/15/2016 – 8/15/2019
Second Term: 8/15/19 – 8/15/22

Mr. John Cross, Vice Chair (Ward 6)
Initial Appointment: 7/30/2015 – 8/15/2017 (completing term of someone else)
First Term: 8/15/2017 – 8/15/2020
Second Term: 8/15/2020 – 8/15/2023

Ms. Estell Mathis-Lloyd, Secretary (Ward 4)
First Term: 8/15/2019 – 8/15/2022
Eligible for reappointment

Ms. Harriet Segar (Ward 4)
First Term: 11/6/2020 – 8/15/2023
Eligible for reappointment

Ms. Anita Shelton (Ward 1)
Initial Appointment: 10/25/2016 – 8/15/2019 (completing term of someone else)
First Term: 8/15/2019 – 8/15/2022
Eligible for reappointment

For additional information visit the Mayor's Office of Talent and Appointment mota.dc.gov.

Commissioner Bios

Mary E. Dilworth, Chair
Mary E. Dilworth is senior advisor to a number of non-profit education organizations and institutions and is best known for her work in teaching and teacher education policy, research, and program development. She is widely recognized for her accomplishments that focus on educator and learner diversity and equity issues. Previously, she held executive positions with the National Board for Professional Teaching Standards and the American Association of Colleges for Teacher Education and currently serves on a number of elected and appointed boards and commissions. She has written, edited, and contributed to scores of scholarly books, articles, policy and research reports and essays and is editor of the 2019 award-winning book,

Millennial Teachers of Color (Harvard Education Press). She earned BA and MA degrees from Howard University and a doctorate from Catholic University of America each in the field of education.

John M. Cross, Vice Chair

John M. Cross serves as vice chair of the Higher Education Licensure Commission. He was retired when Mayor Muriel Bowser asked him to join the Commission in 2015. Mr. Cross has had a varied career for the past few decades. He ran several businesses, was vice president of a GE subsidiary, served as a TV and radio reporter, and reported for and managed several magazines. At various times, he was involved in issue-related government relations and minority housing programs including Service-member's Legal Defense Network; DC Habitat for Humanity, as vice president of its board; GE's representative during the 1992 Jimmy Carter Work Project, successfully using GE's financial contribution to build a home in Ward 8 in one week. At GE, he worked closely with the minority National Association of Real Estate Brokers to develop affordable mortgage programs, beginning in Chicago working with local churches. He holds AB and AM degrees from Brown University and an MS from Columbia University. He was naturalized a US citizen in 1974.

Estell Mathis-Lloyd, Secretary

Estell Mathis-Lloyd served as Chief of Staff to two former Councilmembers of the Council of the District of Columbia. Prior to working for the Council of the District of Columbia, she worked in the field of education in many arenas including as a Secondary Classroom English and Foreign Language Teacher, in North Carolina, Maryland and the District of Columbia. She was instrumental in establishing a relationship with George Washington University for District of Columbia Public School (DCPS) teachers to receive their Doctorate Degree. Her volunteering interests include presently serving as President of the Metropolitan Women's Democratic Club and as Chair of the National Federation of Democratic Women, Women in Blue Advocacy Coalition. Ms. Mathis-Lloyd received her BA degree in French and Education from North Carolina Central University in Durham and her M. Ed in Counseling from Howard University in Washington, DC. Ms. Mathis-Lloyd is the President and CEO of the Estell Mathis-Lloyd Education, Political and Social Engagement Consulting Group.

Harriet Segar

Ms. Harriet Segar is a retired labor law attorney. Ms. Segar is a highly experienced attorney and proven public administrator who provided legal advice and services regarding labor and employment matters for the District of Columbia for over twenty-five years. She served as a Labor Attorney Advisor in the Office of the General Counsel for the District of Columbia Public Schools (DCPS) for twenty years where she represented DCPS in litigation before administrative agencies including the Public Employee Relations Board (PERB) and the Office of Employee Appeals (OEA). Ms. Segar has also been responsible for federal cases involving arbitration, negotiability of cases, and unfair labor practices, as provided under Title VII of the Federal Labor-Management Relations Statute. A Ward 4 resident, Ms. Segar received a Bachelor of Science from Comell University and a Juris Doctor from New England School of LawMs. Harriet Segar is a retired labor law attorney. Ms. Segar is a highly experienced attorney and proven public administrator who provided legal advice and services regarding labor and employment matters for the District of Columbia for over twenty-five years. She served as a

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Anita Bellamy Shelton
Anita Bellamy Shelton, MSW, is an experienced behavioral health manager, motivational speaker, instructor/nationally renowned trainer. For more than fifty years, she has worked on behalf of families and children of the District of Columbia. Ms. Bellamy Shelton is a Graduate of Howard University School of Social Work with a Masters of Social Work and a former Adjunct Professor and Associate Director of Field Placement. Additionally, she:

- Established through the Washington Urban League the first anti-poverty center in Northwest 1 funded by the Lyndon B. Johnson War on Poverty Program.
- Served as the director of the National Committee on Household Employment, which was funded by the Ford Foundation.
- Served as the first African-American director of Christ Child Settlement House.
- Selected by Mayor Marion Barry as Director of the Office of Human Rights, oversaw discrimination complaints and violations of the Human Rights Act on behalf of DC residents.
- Former Executive Director of Hillcrest Children's Center.

Her volunteer experience includes serving on the Board of Directors for the Alliance of Concerned Men, founder and President of DC Women in Politics, member of the Elder Council of the DC Department of Youth Rehabilitation Services, and a member of the Steward Board of Metropolitan AME Zion Church.

(c) List of vacancies on the Commission and when the vacancy occurred.

There are no current vacancies on the Commission.

101. **What were the major accomplishments of the Higher Education Licensure Commission in fiscal years 2019 and 2020?**

Major accomplishments in FY2019

- In FY19, the Commission received 321 applications (up from 287 in FY18).
- The executive director, by invitation, presented at two national meetings (SARA Annual Conference and State Authorization Network) to share best practices in the areas of distance education regulation, establishing cross collaboration with sister regulatory agencies, and ensuring compliance with local requirements and participated in a roundtable discussion representing state higher education regulators on the topic of safeguarding academic records.
- Published an Annual Report and Resource Guide.
- **Licensure Process**: the HELC working in conjunction with the OSSE Office of the Chief Information Technology Officer, published institution profile pages and updated the Annual Data Survey reporting tool. The Commission also began systems improvements to internal database designed to track and manages the day-to-day operations of the unit.
- **State Approving Agency**: the HELC, serving as the District of Columbia's State Approving Agency for Veterans' education benefits under contract with the U.S. Department of Veterans Affairs (DVA), achieved the highest possible rating of "Satisfactory" in the evaluation of the work performed.
- **Compliance Monitoring**: As the need arises, staff confront institutions suspected of non-compliance and work to facilitate establishing compliance. In FY19 this included:
  - Four administrative hearings were held,
  - Two cases were referred to the Office of the Attorney General, and
  - Several notices of unlicensed activity were sent to institutions found to operating in the District of Columbia without authorization.
  - Seven (7) site evaluations were conducted this fiscal year. Additionally, a standard operating procedure for the site evaluation process was drafted to include the revision of associated forms and policies. The Commission also facilitated the recruitment of and training of site evaluators. The Commission created a databank of 17 qualified evaluators that could potentially serve for the 2020 evaluations.

Major accomplishments in FY2020
- The Commission received 504 applications.
- The Commission processed 1135 requests for academic transcripts and closed 11 of the 16 complaints received in an average of 59 days. In FY20, there was a large increase (more than double) in requests for academic transcripts that was related to the impact of the public health emergency on DC resident's employment. The HELC is the repository for academic records of postsecondary institutions in DC that go out of business and make no other arrangements for maintaining the records. The HELC provides a necessary service to those who wish to return to school but are seeking records from a closed institution, and processing these requests is an important accomplishment of the Commission staff.

- **COVID-19 Response**: The HELC developed and published timely guidance to our institutions with information to help them navigate compliance with the District law during the novel coronavirus (COVID-19) public health emergency. In June the Commission administered a COVID-19 School Action Response survey designed to gather feedback from licensees about their plans in response to COVID-19. Commission meetings have moved to a virtual format since March 2020.
- **State Approving Agency**: the HELC, serving as the District of Columbia's State Approving Agency (SAA) for Veterans' education benefits under contract with the U.S. Department of Veterans Affairs (DVA), achieved the highest possible rating of "Satisfactory" in the evaluation of the work performed.
- **Technology Improvements**: the HELC working in conjunction with the OSSE Office of the Chief Information Technology Officer stood up an online payment portal, completed an update to the internal tracking database, and modernized the design of the HELC website.
- **Compliance Monitoring**: As the need arises, staff confront institutions suspected of non-compliance and work to facilitate establishing compliance.
  - Two administrative hearings were held in FY20,
  - Several notices of unlicensed activity were sent to institutions found to operating in the District of Columbia without authorization.
  - In addition to denying licensure and applications seeking approval to operate, the Commission has levied fines and penalties in excess of $25,000 to institutions deemed non-compliant.
  - The Commission initiated a search for qualified hearing officers to conduct administrative hearings when the Commission issues a Notice of Intent to Deny which resulted in a pool of nine.
- **Student Advisory Committee**: The HELC launched its first student advisory committee in FY2020. The purpose of the student advisory committee is to provide feedback to the Commission on issues and policies pertinent to the student experience in career programs and degree-granting institutions operating in the District of Columbia. The four volunteer member's appointments are for one year. The SAC meets monthly. The recruitment efforts for additional members continues.

Public Charter School Credit Enhancement Fund Commission

102. **(a) Please provide a narrative description of the purpose and goals of the Public Charter School Credit Enhancement Fund Commission. In your response, for fiscal years 2019 and 2020, please include:**
       (1) a list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission;
       (2) a list of the date and time of all meetings; and
       (3) a narrative description of any action items taken or recommendations made by the Commission.

       (b) Please provide a record for the Direct Loan Account and the Credit Enhancement Account. In your response please include:
       (1) the fund balance for the account as of January 31, 2021;
       (2) the amount loaned out to each charter school, and
       (3) any transfer of money from the account to other programs or initiatives.

       (c) What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in fiscal years 2019 and 2020? How much of this allotment has been spent?

The District of Columbia Public Charter School Credit Enhancement Committee ("Committee") is a committee established by the Mayor and is responsible for approving any financial transactions funded from the District of Columbia Public Charter School Credit Enhancement Fund, Direct Loan Fund, or any other fund supporting a public charter school financing program as established by the Mayor and Council of the District of Columbia, or the Congress. Pursuant to 20 U.S.C. §1155(e)(3), the funds may be provided directly to public charter schools, limited liability companies participating in the District's New Markets Tax Credit program, or to non-profit entities that develop and finance facilities intending to be occupied by a public charter school, to promote innovative credit enhancement and loan initiatives for public charter schools.

    (a) For FY19-20, a list of all members of the Commission, including the organization they represent and the length of time they have served on the Commission, a list of the date and time of all meetings, and a narrative description of any action taken or recommendations made by the Commission.

The Committee is comprised of five members; three members are appointed by the Mayor of the District of Columbia, and two are appointed by the DC Public Charter School Board.

Name	Company	Appointment
Stefan Huh	Independent Consultant d/b/a Grateful Partners	12/19/2019
Yair Inspektor	HSC Health Care/Children's National	10/30/2019
Michael Musante	President, Musante Strategies, LLC	10/16/2019
Sara Batterton	Independent Consultant	10/28/2019
Mark Medema	School Outreach Advisor, Charter Impact Fund	9/17/2018

FY20 DC Public Charter School Credit Enhancement Committee Meetings

Meeting Dates	Meeting Times	Action Taken / Recommendation
October 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved an additional $350,000 Building Hope loan for the Charter School Incubator Initiative – PR Harris site.
November 21, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $500,000 unfunded credit enhancement for Social Justice PCS. Approved a $1.3 million PACE loan for Eagle Academy PCS.
December 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a change in senior lender for Two Rivers PCS – Young Elementary School. Approved a $450,000 unfunded credit enhancement for Girls Global Preparatory Academy PCS. Approval of a refinancing and new debt for a total of $2 million for Creative Minds PCS. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.
January 16, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $250,000 credit enhancement for Capital Village Public Charter School.
February 20, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $300,000 direct loan for I Dream Public Charter School.
March 2020	Canceled	No new transactions to consider
April 2020	Canceled	No new transactions to consider
May 2020	Canceled	No new transaction to consider
June 2020	Canceled	No new transactions to consider
July 16, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Kingsman Academy Public Charter School rate reduction request to take advantage of the 1.0% rate offered by OSSE due to the COVID-19 pandemic. Approved for 5 years at the lower rate.

Meeting Dates	Meeting Times	Action Taken / Recommendation
		Approval of Charter School Incubator Initiative/E W Stokes request to obtain additional debt
August 20, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a request from Creative Minds International PCS for an interest rate reduction from 3.25% to 1.0% on an existing Direct Loan in the amount of $2,000,000.
September 24, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approval was granted to Charter School Incubator Initiative to extend an existing $1M (unfunded) and a $1.3M (funded) Credit Enhancement for an additional 2 years.
October 22, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $1,750,000 new Direct Loan for Inspired Teaching Demonstration PCS.
November 19, 2020 & November 25, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approval for an interest rate reduction from 4.0% to 1.0% on an existing Direct Loan in the amount of $816,400 for Digital Pioneers Academy PCS.
December 17, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	A request was made from DC Bilingual PCS for a new Direct Loan for $2,000,000 to expand the current location at 33 Riggs RD NE Washington DC.

FY19 DC Public Charter School Credit Enhancement Committee Meetings

Meeting Dates	Meeting Times	Action Taken / Recommendation
October 18, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed new information for a $1,312,500 direct loan for the Charter School Incubator Initiative – PR Harris School – Ingenuity Prep PCS. Decision tabled until new information could be reviewed.
November 18, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a $1,312,500 direct loan for the Charter School Incubator Initiative – PR Harris School – Ingenuity Prep PCS.
December 20, 2018	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $700,000 direct loan for Washington Global PCS.
January 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed a request for a $1,985,948 direct loan for Mundo Verde PCS. Decision tabled until the school provides additional information.

Meeting Dates	Meeting Times	Action Taken / Recommendation
February 21, 2019	Canceled	No new transactions to consider
March 21, 2019	Canceled	No new transactions to consider
April 18, 2019	Canceled	No new transactions to consider
May 16, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Received a request for a six-month extension for a OPCSFS $2 million direct loan for St. Paul on Fourth St. Inc, Decision tabled until the July 2019 meeting. Received a request for a $1,637,494 funded credit enhancement to replace an existing $1,637,494 funded Federal Charter School Program Credit Enhancement Grant. Decision tabled until more information is obtained.
June 20, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	30-day conditional approval for a $1,637,494 funded credit enhancement for the Charter School Incubator Initiative – Birney Site. Approval of a six-month extension for a $2 million direct loan maturity extension for St. Paul on Fourth St., Inc. Tabled decision on approving $1.2 million in additional Building Hope debt for St. Paul on Fourth St., Inc. Approval of $510,000 direct loan request and refinancing of existing $600,000 direct loan for Digital Pioneers Academy PCS. Approved a $500,000 increase in line of credit for Eagle Academy. Tabled decision for a $1 million PACE loan for Eagle Academy until approval by senior lender obtained.
June 27, 2019 -Special Meeting	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $1.2 million Building Hope loan for St. Paul on Fourth St., Inc.
July 18, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approval for refinancing of the $1.9 million existing direct loan for Mundo Verde PCS. Review request for a $2 million direct loan for Richard Wright PCS for Journalism and Media Arts.

Meeting Dates	Meeting Times	Action Taken / Recommendation
		Decision tabled until additional information was obtained.
August 22, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of $1,792,249 in additional senior debt for the Charter School Incubator Initiative – E.W. Stokes site. Approval of a $2 million OPCSFS direct loan for Richard Wright PCS for Journalism and Media Arts. .
September 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Reviewed request from Kingsman Academy PCS for a refinancing of existing debt and $1.3 million in new debt. Tabled decision until results of 2020 lottery are available. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.
October 17, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved an additional $350,000 Building Hope loan for the Charter School Incubator Initiative – PR Harris site.
November 21, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a $500,000 unfunded credit enhancement for Social Justice PCS. Approved a $1.3 million PACE loan for Eagle Academy PCS.
December 19, 2019	12:00 PM Executive Session 12:30 PM Public Meeting	Approved a change in senior lender for Two Rivers PCS – Young Elementary School. Approved a $450,000 unfunded credit enhancement for Girls Global Preparatory Academy PCS. Approval of a refinancing and new debt for a total of $2 million for Creative Minds PCS. Approved a 90-day extension of credit enhancement for the Charter School Incubator Initiative – Birney School.

(b) Record for the Direct Loan Account and the Credit Enhancement Account, including the fund balance for the account as of January 31, 2021, the amount loaned out to each charter school, and any transfer of money from the account to other programs or initiatives.

Direct Loan Account

Account Type	Current Fund Balance*	Amount Loaned Out	Transfers
Direct Loan	$28,344,321	$20,482,763	No transfers to other programs or initiatives.
Credit Enhancement	$29,681,361**	$8,396,593	No transfers to other programs or initiatives.

As of January 31, 2021.
Note the United States Department of Education's Charter School Program grant funds ($5.9 million) are excluded from the credit enhancement numbers.

Direct Loan Account (As of January 31, 2021)

Public Charter School	Amount
Two Rivers PCS	$1,145,468
Eagle Academy PCS	$1,906,956
Charter School Incubator Initiative	$1,932,625
Creative Minds PCS	$2,000,000
Mundo Verde PCS	$1,858,469
Kingsman Academy PCS	$677,600
Charter School Incubator Initiative	$2,000,000
DC Scholars PCS	$1,425,869
Charter School Incubator Initiative	$1,312,500
Washington Global PCS	$672,175
Digital Pioneers PCS	$816,400
Early Childhood Academy	$1,860,570
Breakthrough Montessori PCS	$2,000,000
I Dream	$300,000
Richard Wright PCS	$2,000,000

(c) Total amount currently allocated, and how much has been spent, in credit enhancements that have been awarded to public charter schools in fiscal years 2019 and 2020.

Credit Enhancement Account (As of September 30, 2020)

School	Amount
Public Charter School	*Amount - Funded*
Friendship PCS	$2,996,593
Public Charter School	*Amount - Unfunded*
Paul PCS	$1,000,000
Charter School Incubator Initiative	$1,000,000
Two Rivers PCS	$1,000,000
Washington Global PCS	$900,000
Breakthrough Montessori PCS	$1,000,000
Social Justice PCS	$500,000
Charter School Incubator Initiative	$1,710,000
Capital Village PCS	$250,000
Girls Global Academy PCS	$450,000

Credit Enhancement Account (As of September 30, 2019)

School	Amount
Public Charter School	*Amount - Funded*
Friendship PCS	$3,000,000
Public Charter School	*Amount - Unfunded*
Paul PCS	$1,000,000
Charter School Incubator Initiative	$1,000,000
Two Rivers PCS	$1,000,000
Washington Global PCS	$900,000
Breakthrough Montessori PCS	$1,000,000

OSSE awarded three (3) credit enhancements in FY20, namely for Social Justice PCS, Capital Village PCS and Girls Global Academy as of Dec. 16, 2020. OSSE also extended the term on 2 existing Credit Enhancements for an additional 2 years, namely a $1M unfunded and a $1.3M funded Credit Enhancement Credit Enhancement along with extending Credit Enhancements in the amount of $1,710,000 unfunded (PR Harris) and $1,637,494 (unfunded) (Birney School). There is currently $8,396,593 in Credit Enhancements and $20,482,763 in Direct Loans outstanding.