

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



Responses to Fiscal Year 2022 Performance Oversight Questions

Dr. Christina Grant
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 24, 2023

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 2022 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 Andrew Gall, Deputy Chief of Staff at (202)-802-5827.

Sincerely,

A handwritten signature in black ink, appearing to read "Christina Grant". The signature is fluid and cursive, with the first name "Christina" being more prominent than the last name "Grant".

Dr. Christina Grant

- 1. Please provide, as an attachment to your answers, a current organizational chart for your agency with the number of vacant and filled FTEs marked in each box. Include the names of all senior personnel. Also include the effective date on the chart.**

Please see attachment Q1.

- 2. Please provide, as an attachment, a Schedule A for your agency which identifies all employees by title/position in descending order by current salary, fringe benefits, and program office through January 31, 2023. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

Please see attachment Q2.

- 3. Please list through January 31, 2023 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.**

First Name	Last Name	From	To	Start Date	Return Date
Miriam	Rudder-Holman	OSSE	CFSA	10/3/2022	5/1/2023
Shacara	Young	OSSE	CFSA	10/3/2022	1/3/2023

4. (a) For fiscal year 2022, 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.

First Name	Last Name	Title	Salary
Christina M	Grant	State Superintendent of Education	\$202,363.42
Sara	Meyers	Chief Operations Officer	\$189,679.53
Paris	Saunders	Agency Fiscal Officer	\$188,746.00
Gretchen	Brumley	Director Of Student Transportation	\$185,739.78
William Jay	Huie	Chief Information Officer	\$183,600.00
Carmela N.	Edmunds	Supervisory Attorney Advisor	\$183,097.28
Sarah Jane	Forman	General Counsel	\$180,000.00
Sara	Mead	Assistant Superintendent, Early Childhood Education	\$178,500.00
Heidi	Schumacher	Assistant Superintendent of Health & Wellness	\$176,500.80
Nikki	Stewart	Assistant Superintendent for Systems & Support	\$173,349.00
Kenneth H.	King	Deputy Director of Student Transportation	\$170,726.01
Evan T	Kramer	Assistant Superintendent of Data, Assessment & Research	\$170,000.00
Justin D.	Tooley	Chief of Staff	\$170,000.00
Shavonne	Gibson	Assistant Superintendent for Teaching & Learning	\$169,314.70
Antoinette	Mitchell	Assistant Superintendent of Postsecondary Education	\$168,901.06
Carole R	Lee	Deputy Director of Student Transportation	\$164,777.69
Stephanie S	Davis	Deputy Assistant Superintendent	\$164,730.00
Don R	Davis	Supervisory Information Technology Specialist	\$162,592.08
Shenee R.	Akinmolayan	Supervisory Information Technology Specialist	\$161,010.00
Nancy	Mahon	Chief Operations Officer	\$160,564.00
Sheila A	Cuthrell	Human Resources Officer III	\$160,000.00
Nagesh	Tammara	Attorney Advisor	\$157,739.00
Amy M.	Lerman	Program Manager	\$157,015.74
Wesley	Forte	Program Manager	\$153,997.85
Donna	Johnson	Strategic Planning & Performance Officer	\$153,240.52
Danielle	Branson	Director, Accountability & Assessment	\$152,991.84
Tia	Brumsted	Deputy Assistant Superintendent	\$149,185.20
Ernesto	Del Valle	Supervisory IT Specialist	\$148,447.74

First Name	Last Name	Title	Salary
Wei	Zhang	Supervisory IT Specialist	\$148,447.74
Kelly	Rudd Safran	Director of Special Populations	\$148,000.00
Angie	Kirk	Deputy Chief of Staff	\$147,900.00
Gwen	Rubinstein	Director, Data Governance and Privacy	\$147,900.00
Eva L	Proctor-Laguerre	Director, Compliance and Licensing	\$147,739.81
David	Esquith	Director, Policy, Planning and Research	\$147,084.00
Aida	Fikre	IT Project Manager	\$147,084.00
Dana	Carr	Senior Advisor (Covid Public Health)	\$146,000.00
Kilin	Boardman-Schroyer	Deputy Assistant Superintendent	\$144,733.05
Andrew	Eisenlohr	Director Operational Management	\$143,000.00
Sarah	Martin	Deputy Chief of Staff	\$143,000.00
Jacqueline	Passley-Ojikutu	Strategic Planning & Performance Officer	\$139,625.69
Linda	Sun	Director of Federal Programs and Strategic Funding	\$138,720.00
Ryan	Aurori	Strategic Planning & Performance Officer	\$137,970.05
Celina Maria	Ketelsen	Training Administrator	\$137,700.00
Victoria P	Pemberton	Director of Special Education	\$137,700.00
Patrice	Bowman	Chief of Bus Operations	\$136,652.12
Lida	Alikhani	Director of Communications	\$136,578.00
Ahmad Osama	Alattar	IT Specialist	\$136,208.00
Vijaya	Mahamuni	IT Specialist	\$136,208.00
Lisette	Partelow	Management Analyst	\$136,208.00
Allan	Phillips	Special Assistant (Idea Part C)	\$136,208.00
Miriam	Rudder Holman	IT Specialist	\$136,208.00
Rachel	Stafford	Special Assistant (Idea Part C)	\$136,208.00
Elizabeth	Ross	Program Manager	\$135,660.00
Andres	Alvarado	Early Intervention Manager	\$134,309.42
Edgar A	Stewart	Supervisory Monitoring Specialist	\$134,167.55
Michael	Bender	Attorney Advisor	\$134,103.00
Alecia	Denmark	Deputy Chief Operations Officer	\$133,694.00
Aaron	Parrott	Director, Enrollment and Residency	\$131,676.00
Charlotte	Nugent	Program and Grants Manager	\$131,000.00
David	Mobley	Accounting Officer	\$130,906.00
Stephen J	Regis	Budget Officer	\$130,906.00
Karen Elizabeth	Donaldson	Supervisory Education Policy & Compliance Specialist	\$130,783.46
Angela	King	Attorney Advisor	\$130,166.00
Lesa S	Bonds	Management Analyst	\$129,435.00
Celeste L.	Lightbourne	Program Manager	\$129,091.74
Stephanie N	Snyder	Deputy Director Of Assessments	\$127,500.00

First Name	Last Name	Title	Salary
Ronald	Lopes	Program Manager	\$127,454.52
Melissa Sheree	Johnson Smith	Director Operational Management	\$126,450.22
Kimberly	Borges	Supervisory Fiscal Program Specialist	\$126,269.88
Carol	D'Avilar-Etkins	Program Officer	\$126,049.00
Emily	Gargiulo	Management Analyst	\$126,049.00
Renu S	Oliver	Special Assistant	\$126,049.00
Kirstin K	Hansen	State Complaints Manager	\$125,956.74
Angela	Lee	Higher Education Licensure Manager	\$125,853.48
Julia M	Johnson	Director Adult Education & Family Literacy	\$125,837.72
Jason	Campbell	Program Manager	\$125,588.06
Kathryn	Kigera	Director, Quality Initiatives	\$125,587.53

(b) For fiscal year 2023, 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.

First Name	Last Name	Title	Salary
Christina M	Grant	State Superintendent of Education	\$210,533.84
Raphael Hwi	Park	Deputy Superintendent of Operations	\$195,000.00
William Jay	Huie	Chief Information Officer	\$191,012.85
Sara	Mead	Asst Supt, Early Childhood Edu	\$190,908.81
Carmela N.	Edmunds	Supervisory Attorney Advisor	\$190,489.83
James M	Riley	Director of Student Transportation	\$190,000.00
Danielle	Branson	Assistant Superintendent For S	\$189,092.00
Sarah Jane	Forman	General Counsel	\$187,267.50
Nikki	Stewart	Assistant Superintendent for Systems & Support	\$180,347.97
Tia	Brumsted	Assistant Superintendent of Health & Wellness	\$178,489.83
Stephanie S	Davis	Deputy Chief Information Officer	\$177,839.62
Justin D.	Tooley	Chief of Staff	\$176,863.75
Nagesh	Tammara	Attorney Advisor	\$176,795.00
Antoinette	Mitchell	Assistant Superintendent of Postsecondary Education	\$175,720.44
Elizabeth	Ross	Assistant Superintendent for Teaching and Learning	\$175,000.00
Kelley	Scholl	Interim Assistant Superintendent of Data, Assessment and Research	\$172,096.76
Don R	Davis	Supervisory Information Technology Specialist	\$169,156.73
Eva L	Proctor-Laguerre	Director, Compliance and Licensure	\$169,074.47

First Name	Last Name	Title	Salary
Shenee R.	Akinmolayan	Supervisory Information Technology Specialist	\$167,510.78
Sheila A	Cuthrell	Human Resources Officer	\$166,460.00
Hannah	Matthews	Director, Policy, Planning and	\$165,000.00
Amy M.	Lerman	My School DC Director	\$163,355.25
Wesley	Forte	Program Manager	\$160,215.52
Kilin	Boardman-Schroyer	Deputy Assistant Superintendent of PCE	\$159,611.24
Stephanie N	Snyder	Dir, Accountability & Assessme	\$156,451.59
Sarah	Martin	Deputy Chief Of Staff	\$156,056.25
Ryan	Aurori	Director Operational Mgmt	\$156,056.25
Wei	Zhang	Supervisor IT Specialist	\$154,441.32
Ernesto	Del Valle	Supervisory IT Specialist	\$154,441.32
Kelly	Rudd Safran	Director of Special Populations	\$153,975.50
Gwen	Rubinstein	Director, Data Governance And	\$153,871.46
Angie	Kirk	Deputy Chief of Staff	\$153,871.46
Andres	Alvarado	Early Intervention Manager	\$153,705.00
Keinan	Thompson	Deputy Chief of Staff	\$153,137.38
David	Esquith	Director, Policy & Planning (H&W)	\$153,022.52
Dana	Carr	Senior Advisor (Covid)	\$151,894.75
Jason	Campbell	Program Manager	\$150,257.48
Hakima	Muhammad	Director Operational Manager	\$149,999.00
James	Powell	IT Project Manager	\$149,900.00
Nancy	Mahon	Director of Fed Grants Compliance	\$149,149.21
Michael C.	Craig	Data Analysis Manager	\$145,652.50
Emily	Gargiulo	Deputy Chief of Staff	\$145,652.50
Andrew	Gall	Deputy Chief of Staff	\$145,652.50
Linda	Sun	Director Of Federal Programs	\$144,320.82
Kathryn	Kigera	Director, Quality Initiatives	\$143,723.64
Elizabeth Teri	Leach	Director, Nutrition Services	\$143,571.75
Celina Maria	Ketelsen	Training Administrator	\$143,259.64
Victoria P	Pemberton	Director Of Special Education	\$143,259.64
Angela	King	Attorney Advisor	\$141,734.00
Miriam	Rudder Holman	IT Specialist	\$141,707.00
Ahmad Osama	Alattar	IT Specialist	\$141,707.00
Edgar A	Stewart	Supervisor Monitoring Specialist	\$139,584.56
Alecia	Denmark	Building Operation Director	\$139,091.90
Angela	Lee	Higher Education Licensure Manager	\$138,790.90
Julia M	Johnson	Dir, Adult Ed & Family Literacy	\$138,773.52
Lesa S	Bonds	Management Analyst	\$138,184.00
David	Mobley	Accounting Officer	\$137,990.00
Aaron	Parrott	Director, Enrollment & Residency	\$136,992.42

First Name	Last Name	Title	Salary
Annette	Thacker Bartlett	Program Manager	\$136,500.94
Charlotte	Nugent	Program And Grants Manager	\$136,289.13
Karen Elizabeth	Donaldson	Supervisory Education Policy	\$136,063.84
Renu S	Oliver	Special Assistant	\$134,661.00
Celeste L.	Lightbourne	Program Manager	\$134,303.82
Stephen J	Regis	Budget Officer	\$134,179.00
Kathryn S.	Will	Director of Communications	\$133,709.00
Ronald	Lopes	Program Manager	\$132,600.50
Melissa Sheree	Johnson Smith	Director Operational Management	\$131,555.64
Kimberly	Borges	Supervisory Fiscal Program Spec.	\$131,368.03
Carol	D'Avilar-Etkins	Program Officer	\$131,138.00
Kirstin K	Hansen	State Complaints Manager	\$131,042.24
Jun	Gao	Accounts Payable Manager	\$129,669.00
Richard W	Kincaid	Career & Tech. Educ. Director	\$129,602.06
Leah	Diggs-Gnatiko	Data Analysis Manager	\$129,580.50
Philip L	Premdas	GED Administrator	\$129,010.16
Vincent Thomas	Enriquez	Attorney Advisor	\$128,795.00
Alexis	Williams	Program Manager	\$128,750.09
Chandi	Wagner	Data Analysis Manager	\$128,750.09
Noni H	Olayinka	Human Resources Manager	\$128,621.10
Tina	Jackson	Supervisory Human Resources	\$128,125.00
Pamela M	Brown	Director Student Hearings	\$127,771.68
Jibrán	Waris	IT Specialist	\$127,615.00
Ye Julie	Zhu	Data Analysis Manager	\$127,341.90
Jasmine	Underwood	Data Analysis Manager	\$127,341.90
Kurt H.	Bembridge	Data Analysis Manager	\$127,100.00
Thomas L	Bolden	Deputy Director Of Student Transportation	\$127,030.00
Clement	Idun	Program Manager	\$125,883.15

5. Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2022. For each, state the employee's name, position or title, salary, and aggregate overtime pay.

This table lists, for FY22, the top fifteen (15) overtime earners in the agency.

First Name	Last Name	Position / Title	Comp Rate	OT Pay
Jeanetta L	Johnson	Human Resources Specialist	\$105,001.00	\$55,622.49
Danny O	Caldwell Sr	Motor Vehicle Operator	\$33.72	\$47,300.12
Warren F	Lewis	Investigator	\$95,816.00	\$41,635.42
Keith M	Gethers	Supervisory Investigator	\$99,513.83	\$39,225.20
Marie Sonia	Bolane	Motor Vehicle Operator	\$30.99	\$35,344.10
Cherise L	Ruffin	Motor Vehicle Operator	\$33.72	\$34,444.26
Danielle L	Boxley	Human Resources Specialist	\$67,383.00	\$33,837.87
Silette M	Legendre	Motor Vehicle Operator	\$32.72	\$31,511.57
Belsonn	Legendre	Motor Vehicle Operator	\$32.72	\$30,612.87
Jean Lucien	Fontaine	Motor Vehicle Operator	\$31.99	\$30,446.48
Mario	Jean Pierre	Motor Vehicle Operator	\$30.98	\$28,571.31
Rony	Pointejour	Motor Vehicle Operator	\$33.72	\$27,981.94
Emmanuel	Joseph	Motor Vehicle Operator	\$31.99	\$27,727.47
Debora T	Smith	Motor Vehicle Operator	\$32.72	\$26,049.59
Alex Jean	Francois	Motor Vehicle Operator	\$29.98	\$25,440.54

6. For fiscal years 2022 and 2023 (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.

The table below shows bonuses and special award pay for FY22.

First Name	Last Name	Title	Amount	Reason
Tia	Brumsted	Deputy Assistant Superintendent (H&W)	\$5,508.30	Additional Income Allowance
Linda	Daniels	Motor Vehicle Operator	\$3,000	Hiring Bonus
Renata	Ferrell	Motor Vehicle Operator	\$3,000	Hiring Bonus
Rodnita	Gray	Motor Vehicle Operator	\$3,000	Hiring Bonus
Yvonne	Richardson	Motor Vehicle Operator	\$3,000	Hiring Bonus
Nichelle	Short	Motor Vehicle Operator	\$3,000	Hiring Bonus
Birtukan	Zewde	Motor Vehicle Operator	\$3,000	Hiring Bonus

The table below shows bonuses and special award pay for FY23 to date. All bonuses were awarded in OSSE-DOT.

First Name	Last Name	Title	Amount	Reason
Tony	Campbell	Motor Vehicle Operator	\$3,000	Hiring Bonus
Candice	Dozier	Motor Vehicle Operator	\$3,000	Hiring Bonus
Wayne	Hugdons	Motor Vehicle Operator	\$3,000	Hiring Bonus
Donald	Jackson	Motor Vehicle Operator	\$3,000	Hiring Bonus
Rodney	Moore	Motor Vehicle Operator	\$3,000	Hiring Bonus
Brandi	Pettaway	Motor Vehicle Operator	\$3,000	Hiring Bonus
Kermit	Rose	Motor Vehicle Operator	\$3,000	Hiring Bonus
Alex	Vainqueur	Motor Vehicle Operator	\$3,000	Hiring Bonus
Irvina	White	Motor Vehicle Operator	\$3,000	Hiring Bonus

OSSE also provides an incentive for our department of transportation staff for the critical work of transporting our students to and from schools. The list of participants in that program is captured in Attachment Q6.

- 7. For fiscal years 2022 and 2023 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

There was no separation pay paid in Fiscal Year 2022. There has been no separation pay paid in Fiscal Year 2023 (up until January 31, 2023).

- 8. For fiscal years 2021, 2022, and 2023 (through January 31), please state the total number of employees receiving worker's compensation payments.**

The table below lists, for FY21-23, 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 Receiving Worker's Compensation
2021	43
2022	23
2023 (to date)	4

9. Please provide the name of each employee who was or is on administrative leave in fiscal years 2022 and 2023 (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 (through January 31).

This table lists, for FY22-23 to date, all employees who are (or were) on administrative leave. Please note: all leave listed below was paid.

Position Title	Reason	Start Date	End Date	Status
Motor Vehicle Operator	Fitness for Duty	9/5/2021	NA	Remains on admin leave
Bus Attendant	Fitness for Duty	9/19/2021	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	10/28/2021	NA	Remains on admin leave
Motor Vehicle Operator	Fitness for Duty	4/11/2022	NA	Returned
Motor Vehicle Operator	Investigation	5/10/2022	NA	Remains on admin leave
Motor Vehicle Dispatcher	Investigation	8/19/2022	1/13/2022	Returned
Motor Vehicle Operator	Investigation	8/19/2022	1/16/2023	Returned to work
Program Manager	Investigation	8/26/2022	NA	Remains on admin leave
Motor Vehicle Operator	Drug Test	9/1/2022	NA	Remains on admin leave
Bus Attendant	Investigation	10/31/2022	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	11/4/2022	NA	Remains on admin leave
Bus Attendant	Drug Test	11/8/2022	12/16/2022	Returned to work
Motor Vehicle Operator	Investigation	11/9/2022	NA	Remains on admin leave
Bus Attendant	Investigation	11/10/2022	NA	Remains on admin leave
Bus Attendant	Investigation	11/18/2022	NA	Remains on admin leave
Bus Attendant	Investigation	11/18/2022	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	12/8/2022	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	12/8/2022	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	12/8/2022	12/29/2022	Employee retired
Motor Vehicle Operator	Drug Test	12/15/2022	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	12/21/2022	NA	Remains on admin leave
Bus Attendant	Investigation	12/21/2022	NA	Remains on admin leave
Motor Vehicle Operator	Drug Test	1/3/2023	1/12/2023	Returned to work
Motor Vehicle Operator	Investigation	1/11/2023	NA	Remains on admin leave
Bus Attendant	Investigation	1/12/2023	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	1/12/2023	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	1/12/2023	NA	Remains on admin leave
Bus Attendant	Investigation	1/13/2023	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	1/18/2023	NA	Remains on admin leave
Bus Attendant	Investigation	1/18/2023	NA	Remains on admin leave

Position Title	Reason	Start Date	End Date	Status
Bus Attendant	Investigation	1/18/2023	NA	Remains on admin leave
Bus Attendant	Investigation	1/19/2023	NA	Remains on admin leave
Motor Vehicle Operator	Investigation	1/19/2023	NA	Remains on admin leave
Bus Attendant	Investigation	12/5/2023	12/7/2022	Returned to work
Motor Vehicle Operator	Investigation	12/5/2023	12/7/2022	Returned to work

- 10. For fiscal years 2022 and 2023 (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.**

Please see Attachment Q10

- 11. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2022 and 2023 (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.**

Please see Attachment Q11

- 12. Please list, in chronological order, every reprogramming within your agency during fiscal year 2023 to date. Also, include both known and anticipated intraagency reprogrammings. For each, give the date, amount, and rationale.**

Please see Attachment Q12

- 13. For fiscal years 2022 and 2023 (through 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 2021, 2022, and 2023 (through 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.**

Please see Attachment Q13

- 14. Please provide a table showing your agency’s Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2021, 2022, and the first quarter of 2023. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2021 and 2022.**

ATTACHMENT: Q14 – FY21-22 Budget

ATTACHMENT: Q14 – FY23 Budget

- 15. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2022 and 2023 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

ATTACHMENT: Q15 – OSSE MOUs.pdf

- 16. D.C. Law requires the Mayor and the Chief Financial Officer to submit to the Council, simultaneously with a proposed budget submission, actual copies of all agency budget enhancements requests, such as the “Form B” for all District agencies (See D.C. Code § 47- 318.05a). In order to help the Committee understand agency needs, and the cost of those needs for your agency, please provide, as an attachment to your answers, all budget enhancement requests submitted by your agency to the Mayor or Chief Financial Officer as part of the budget process for fiscal years 2021, 2022, and 2023.**

OSSE works with the Office of the City Administrator and the Office of the Deputy Mayor Education (DME) to develop our annual budget. The FY21, FY22, and FY23 agency budgets submitted as part of the Mayor’s budget reflect those efforts.

- 17. Please list all currently open capital projects for your agency (through 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 Adams 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:	\$22,800,000
Expenditures to Date:	\$2,002,055
Start/Completion Dates:	Construction Start: 4/9/2021 End: 02/28/2024
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 was out and closed on 2/8/2021. Construction began 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:	\$5,500,000
Expenditures to Date:	\$568,383
Start/Completion Dates:	Construction Start: 10/1/2022

	Closeout: 9/30/2023
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 Education Act of 1974 and helps 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:	\$50,955,000
Expenditures to Date:	\$28,966,062
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	DOT received 144 new school buses for FY21. In FY22, DOT did not purchase additional busses but planned for the operational and financial implications of adding electric buses to its fleet. As of January 31, 2023, OSSE is in procurement to purchase 25 electric buses.
Delay:	No

Project:	BU501C – DOT GPS
Project Description:	The Office of the State Superintendent of Education (OSSE) – Division of Student Transportation (OSSE-DOT) Global Positioning System (GPS) project will allow the division to track school buses in real time. Having this capability will enable programmatic staff to know the locations of vehicles and improve the customer service provided.
Estimated Cost:	\$1,799,247
Expenditures to Date:	\$960,000
Start/Completion Dates:	Ongoing – no end date yet projected

Current Status:	DOT has identified a contractor and is working to finalize a plan and timeline for the project's implementation. DOT has requested additional funds to support further GPS work in FYs 2023 and 2024.
Delay:	No

Project:	GD001C - Data Infrastructure
Project Description:	OSSE has become the central education-related data repository and reporting office within the District. OSSE has also increasingly interfaced with District agencies such as the DC Public Charter School Board and the Deputy Mayor for Education to craft data-driven policies. Existing data systems are in need of modernization. As OSSE expands the scope of the Student Longitudinal Education Database (SLED) to include additional data, the need for enhancement in both SLED and the source data systems has become a critical area for improvement for the District as a whole. OSSE has several applications for mandated activities (e.g., teacher licensure and childcare licensure) that are not technologically sufficient for the needs of their users. With these issues corrected, OSSE would be in a unique position to steer future analysis of and publish key findings regarding the early childhood to career pathways for District residents.
Estimated Cost:	\$18,256,000
Expenditures to Date:	\$9,759,000
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	The project is active, and work is underway.
Delay:	No

Project:	MODARC - 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. The scope of this project starts after the procurement of the new data system and covers the 9-12 month initial setup of the data system; development of training materials for state-, LEA-, and school-level staff; transfer of all historical data and documents from the existing special education data system to the

	new system; and the integration of this data system into OSSE's operational data warehouse.
Estimated Cost:	\$2,000,000
Expenditures to Date:	\$700,644
Start/Completion Dates:	Ongoing – no end date yet projected
Current Status:	The project is underway; we are working closely with OCTO and OCP.
Delay:	No

Project:	GDMMSC - Common Lottery: My School DC
Project Description:	MySchool DC is the common application and common lottery for the District's public school options with the overarching purpose of simplifying the process for families to learn about, apply to and enroll in school. The common lottery application serves 240 schools and more than 35,000 District residents annually and OCTO has developed it for over a decade. The decade-old system must be modernized in order to accommodate and execute policy changes for student enrollment in the city. More than 75% of DC's public school students have used the common lottery system at some point in their enrollment. As the use of smartphones, tablets, and different browsers has risen when using the common lottery application, the need to modernize the system has equally risen. Students and schools alike benefit from timely, accurate, and transparent results in the system.
Estimated Cost:	\$1,094,000
Expenditures to Date:	\$0
Start/Completion Dates:	Construction Start: Spring 2022 End: 12/31/2023
Current Status:	OSSE is identifying whether to work with OCTO or issue a large RFP.
Delay:	No.

Project:	ATCGIC – CTE Advanced Technical Center (ATC)
Project Description:	The Office of the State Superintendent of Education (OSSE) Career and Technical Education (CTE) team is establishing an Advanced Technical Center (ATC) at Penn Center. The ATC, which is temporarily housed at Trinity University in FY22, is a centralized program in a well-equipped facility, which provides dual enrollment CTE courses to visiting students from high schools

	<p>from across the city to prepare them for high-wage, in-demand careers. The ATC is critical to the access and equity goals of OSSE and removes the barrier of equipment, facility, and staffing costs faced by many schools in providing CTE programming. Additionally, the ATC mitigates program access issues experienced by students who attend schools without programs of studies matching their college and/or career interests.</p>
Estimated Cost:	\$8,970,000
Expenditures to Date:	\$526,000
Start/Completion Dates:	<p>Start: January 2022 End: August 2023</p>
Current Status:	OSSE finalized an MOU with DGS to procure a contractor; construction is underway.
Delay:	No.

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

For the purpose of this 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 protect confidentiality of the claimants, party names are not provided.

Party	Case Description
D.L. v. District of Columbia	Class action lawsuit, involving alleged IDEA violations*
Charles H. v. District of Columbia	Provisionally Certified Class Action lawsuit, involving alleged IDEA violations
Claimant C	Appeal of Hearing Officer Determination, involving alleged IDEA violations
Claimant D	Appeal of Hearing Officer Determination, involving alleged IDEA violations
Claimant	Appeal of Hearing Officer Determination, involving alleged IDEA violations
Claimant	Appeal of Hearing Officer Determination, involving alleged IDEA violations
Claimant	Alleged breach of settlement agreement arising from alleged IDEA violations
Claimant	Alleged failure to properly train hearing officers regarding the rights of non-English speaking parents in violation of the IDEA, the Equal Education Opportunity Act and other federal laws
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Personal injury lawsuit
Claimant	Employment discrimination lawsuit
Claimant	Employment discrimination lawsuit

*The D.L. v. D.C. matter is post-trial, under a court ordered injunction following trial in 2016. The district court enjoined the District from further violations of the IDEA and District law and ordered specific corrective actions. OSSE must come into substantial compliance with the terms of the injunction to be released from the injunction.

19. Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2022 and FY 2023 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 FY22 and FY23 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 – Settlement of Case Arising from 2015 Accident	No
Claimant B	IDEA – Settlement of Fee Petition	No
Claimant C	FOIA Case Settlement	No
Claimant D	IDEA – Settlement of Fee Petition	No
Claimant E	Personal Injury	No

20. 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 FY22, OSSE entered into three settlement agreements totaling \$1,119,000. To date in FY23, the agency has entered into one settlement agreement totaling \$4,949.98. The table details information regarding the settlement agreements entered 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.

Fiscal Year	Claimant	Settlement Amount
2022	Claimant A	\$1 million
2022	Claimant B	\$96,000
2022	Claimant C	\$23,000
2023	Claimant D	\$4,949.98

*For purposes of this response OSSE is including settlements related to lawsuits defined as a matter before a trial court, local or federal, in which a decision is still pending.

21. (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 2022 or 2023 (through January 31).

FY	Entity Conducting Audit/Investigation	Title	Description
2023	DC Office of Integrity & Oversight	Management Observations for the Office of Public Charter School Financing (OPCSFS) and Support Direct Loan and Credit Enhancement Fund Revenue and Expenditure Report for the Fiscal Year Ended September 30, 2021	Audit Report examined internal controls in financial reporting and documentation; OCFO, OSSE, and OPCSFS concurred with three recommendations and OIO found corrective actions were responsive.
2023	Dept. Health Care Finance (DHCF)	Medicaid Audit for the fiscal year ending Sept. 30, 2021	OSSE NPU is audited for compliance with Medicaid laws and regulations as required in the Provider Reimbursement Manual and the DC State Plan applicable to the financial & statistical reporting (cost report) for the 2021 fiscal year.
2023	Dept. Health Care Finance (DHCF)	Medicaid Audit for the fiscal year ending Sept. 30, 2021	OSSE DOT is audited for compliance with Medicaid laws and regulations as required in the Provider Reimbursement Manual and the DC State Plan applicable to the financial & statistical reporting (cost report) for the 2021 fiscal year.
2022	Department of Health and Human Services (HHS)	The District of Columbia's Monitoring Did Not Ensure Child Care Provider Compliance With Criminal Background Check Requirements at 7 of 30 Providers Reviewed	Audit of The Child Care and Development Block Grant Act (CCDBG Act) of 2014 requirements for States that receive funding from the Child Care and Development Fund (CCDF) to conduct comprehensive criminal background checks on staff members and prospective staff

FY	Entity Conducting Audit/Investigation	Title	Description
			members of child care providers every 5 years.
2022	BDO USA, LLP	Schedules of Expenditures of Federal Awards and Reports Required by the Uniform Guidance (Year Ended September 30, 2021)	All entities that expend more than \$750,000 in a year are required to engage in a single audit, conducted by an independent auditor, as required by Uniform Grants Guidance.

Internal Investigations

Employee	Description	FY
Employee 1	Sexual Harassment	2022
Employee 2	Workplace Misconduct	2022
Employee 3	Workplace Conflict	2022
Employee 4	Workplace Misconduct	2022
Employee 5	Workplace Misconduct	2022
Employee 6	Workplace Misconduct	2022
Employee 7	Workplace Misconduct	2022
Employee 8	Sexual Harassment	2022
Employee 9	Workplace Misconduct	2022
Employee 10	Workplace Misconduct	2022
Employee 11	Workplace Misconduct	2022
Employee 12	Workplace Misconduct	2022
Employee 13	Workplace Misconduct	2023
Employee 14	Workplace Misconduct	2023
Employee 15	Workplace Misconduct	2023
Employee 16	Workplace Misconduct	2023
Employee 17	Workplace Misconduct	2023
Employee 18	Workplace Misconduct	2023
Employee 19	Workplace Misconduct	2023
Employee 20	Workplace Misconduct	2023
Employee 21	Workplace Misconduct	2023
Employee 22	Sexual Harassment	2023
Employee 23	Workplace Misconduct	2023
Employee 24	Workplace Misconduct	2023
Employee 25	Workplace Misconduct	2023
Employee 26	Workplace Misconduct	2023
Employee 27	Workplace Misconduct	2023
Employee 28	Workplace Misconduct	2023
Employee 29	Workplace Misconduct	2023

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

Status	Entity Conducting Audit/Investigation	Title	Description
In Progress	United States Department of Agriculture, Food and Nutrition Services Mid-Atlantic Office	School Nutrition Programs (SNP) Management Evaluation	Triennial review of OSSE's administration of and compliance with federal School Nutrition Program regulations and associated guidance.
In Progress	United States Department of Agriculture (USDA), Civil Rights Division and Nutrition Services	Civil Rights Review of the DC Child Nutrition Programs	Review of OSSE's administration of and compliance with Federal law prohibiting discrimination in Federal Nutrition Services (FNS) nutrition programs and activities.
In Progress	United States Department of Agriculture, Food and Nutrition Services Mid-Atlantic Office	Civil Rights Review of the National School Lunch Program (NSLP) and School Breakfast Program (SBP)	Routine periodic review to assess NSLP and SBP overall civil rights compliance with requirements set forth in Federal laws and regulations.
In Progress	United States Department of Agriculture, Food and Nutrition Services Mid-Atlantic Office	Financial Management Evaluation of the Child Nutrition Programs	Triennial review of OSSE's financial administration of and compliance with all child nutrition programs regulations and associated guidance.
FY22	United States Department of Education, United States Department of Health and Human Services and United States Department of Agriculture	District of Columbia Single Audit	Annual audit of the previous fiscal year (FY21) of OSSE's financial administration and compliance with all federal awards that exceed \$750,000. The auditor selects the awards that will be audited for that year.

22. **How many grievances have been filed by employees or labor unions against agency management? Please list each of them by year for fiscal years 2021, 2022, and 2023 (through January 31). Give a brief description of each grievance, and the outcome through January 31, 2023. Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

The table below lists, for FY21-23 (to date), the grievances filed against the agency.

Employee	Action	Details	Date Filed	Date Closed	Final Ruling
Employee 1	Failure/Refusal to follow instructions	Failure/Refusal to Follow Instructions, specifically: negligence, including careless failure to comply with rules, regulations, written procedures, or proper supervisory instructions,	6/24/2022	9/21/2022	Sustained reprimand
Employee 2	Safety and Health Violations	Failure to report an accident and/or injury as required.	8/12/2022	9/23/2022	Rescinded suspension
Employee 3	Neglect of Duty, Failure/Refusal to Follow Instructions, Conduct Prejudicial to the District Government	Failing to carry out official duties or responsibilities as would be expected of a reasonable individual in the same position; failure to perform assigned tasks or duties; failure to assist the public; undue delay in completing assigned tasks or duties; careless work habits; conducting personal business while on duty; abandoning an	12/5/2022	12/20/2022	Settled for two suspension days

Employee	Action	Details	Date Filed	Date Closed	Final Ruling
		assigned post; 6B DCMR § 1607.2 (e)			
Employee 4	Conduct Prejudicial to the District Government	On-duty conduct that an employee should reasonably know is a violation of law or regulation.	12/28/2022	1/13/2023	Settled for reprimand

23. In table format, please list the following for fiscal years 2022 and 2023 (through January 31, 2022) 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 FY22, the agency's SmartPay use.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY22 Expenditures
Adrian Gore	Lead Customer Service Specialist	\$20,000	\$5,000	\$100,796.30
Alicia Gadsden	Financial Programs Analyst	\$20,000	\$5,000	\$121,600.31
Earica Busby	Financial Programs Analyst	\$20,000	\$5,000	\$75,882.49
Emily Pigg	Operations Program Specialist	\$20,000	\$5,000	\$40,153.26
Kieran Bowen	Administrative Management Officer	\$20,000	\$5,000	\$33,848.40
LaToya Smith	Staff Assistant	\$20,000	\$5,000	\$13,790.60
Maisha Hayes	Executive Assistant	\$20,000	\$5,000	\$43,790.62
Nicole Boykin	Financial Programs Analyst	\$20,000	\$5,000	\$26,303.19
Rebecca Shaw	Director of Operational Management	\$20,000	\$5,000	\$3,310.09
Toshia Dark-Berry	Financial Management Analyst	\$20,000	\$5,000	\$107,676.93
Frederick Ricks	Program Support Specialist	\$20,000	\$5,000	\$58,935.92
Angelia McDuffie	Financial Management Analyst	\$20,000	\$5,000	\$28,083.70
Gil Francisco	Financial Programs Analyst	\$20,000	\$5,000	\$10,538.00

The table below lists, for FY23 to date, the agency's SmartPay use.

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY22 to date Expenditures
Adrian Gore	Lead Customer Service Specialist	\$20,000	\$5,000	\$18,596.88
Alicia Gadsden	Financial Programs Analyst	\$20,000	\$5,000	\$49,497.36
Earica Busby	Financial Programs Analyst	\$20,000	\$5,000	\$1,205.05
Emily Pigg	Operations Program Specialist	\$20,000	\$5,000	\$9,261.16

Cardholder	Position Title	Monthly Credit Limit	Single Daily Limit	Total FY22 to date Expenditures
LaToya Smith	Staff Assistant	\$20,000	\$5,000	\$7,057.60
Maisha Hayes	Executive Assistant	\$20,000	\$5,000	\$10,802.58
Nicole Boykin	Financial Programs Analyst	\$20,000	\$5,000	\$5,341.80
Dolly Cruz	Management Analyst	\$20,000	\$5,000	\$17,368.31
Toshia Dark-Berry	Management Analyst	\$20,000	\$5,000	\$15,073.95
Gil Francisco	Financial Programs Analyst	\$20,000	\$5,000	\$2,678.82
Angelia McDuffie	Financial Management Analyst	\$20,000	\$5,000	\$10,684.95

- 24. Please provide a list of all procurements for goods or services for use by your agency over \$10,000 for fiscal years 2022 and 2023 (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) 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?**

Yes, the agency complies 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) 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.

See answer (a) above.

- 26. In table format, please provide the following information for fiscal years 2022 and 2023 (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 FY22-23 (to date), paid for by the agency.

First Name	Last Name	Title	Justification	Destination	Total Cost
Shenee	Akinmolayan	Director, Product Delivery	The Council on Education Innovation Summit (CEI) 2022	San Diego, CA	\$1,866.53
Szilvia	Altorjai	Management Analyst	Center for Benefit Cost Studies of Education	Philadelphia, PA	\$1,073.84
Szilvia	Altorjai	Management Analyst	SHEEO Conference	Denver, CO	\$1,076.50
Melissa	Amos	Education Research Analyst	SHEEO Conference	Denver, CO	\$1,076.50
Bonnie	Bacon	Supervisory Education Program Specialist	2023 National ESEA Conference	Indianapolis, IN	\$2,817.00
Maia	Bailey-Turner	Administrative Assistant, HELC	2022 NASAA National Training Institute	Phoenix, AZ	\$2,190.23
Maia	Bailey-Turner	Administrative Assistant, HELC	2023 NASAA Midwinter Business & Training Meeting	Arlington, VA	\$470.00
Maia	Bailey-Turner	Administrative Assistant, HELC	2023 NASAA National Training Institute	San Antonio, TX	\$2,646.29
Yolanda	Barber	Assessment Specialist	NCSA Annual Assessment Conference	Atlanta, GA	\$1,646.64
Cynthia	Brown	Staff Assistant	National Career Pathways Network Conference	Atlanta, GA	\$2,706.40
Adrian	Bruce	Education Research Analyst	SHEEO Conference	Denver, CO	\$976.50
Tia	Brumsted	Interim Assistant Superintendent	National School Mental Health Conference	Broomfield, CO	\$2,175.46

First Name	Last Name	Title	Justification	Destination	Total Cost
Dana	Carr	Senior Advisor, COVID Response	Symposium on COVID Response in School	Chicago, IL	\$1,408.49
William	Cassidy	Assessment Specialist	CCSSO National Conference ON STUDENT ASSESSMENT	Atlanta, GA	\$2,169.11
Chelsea	Charland	Assessment Specialist	CCSSO Science Collaborative	Jacksonville, FL	\$1,636.75
Chelsea	Charland	Assessment Specialist	NCSA Annual Assessment Conference	Atlanta, GA	\$1,787.69
Chasity	Cook	DCSAA Compliance Specialist	2021 NASAA National Training Institute	Chandler, AZ	\$1,851.96
Chasity	Cook	DCSAA Compliance Specialist	2022 NASAA National Training Institute	San Antonio, TX	\$2,079.80
Tiffany	DeJesus	Deputy Director, CTE	Educational Leadership Collective	Las Vegas, NV	\$3,454.48
Tiffany	DeJesus	Deputy Director, CTE	Professional Development Conference	New Orleans, LA	\$2,516.36
Alex	Dobbs	School Programs Manager	(USDA)/State Agency Meeting	Arlington, VA	\$505.52
Alex	Dobbs	School Programs Manager	School Nutrition Association Annual Conference	Orlando, FL	\$1,483.50
Megan	Dumond	TAL Special Assistant	CCSSO National Teacher of the Year - State Coordinator Orientation	Santa Clara, CA	\$1,828.78
Terasita	Edwards	Deputy Director, HELC	2022 NC-SARA SPE Annual Conference	Louisville, KY	\$1,479.08
Terasita	Edwards	Deputy Director, HELC	2023 NASAA Midwinter Business & Training Meeting	Arlington, VA	\$470.00
Terasita	Edwards	Deputy Director, HELC	2023 NASAA National Training Institute	Phoenix, AZ	\$2,420.22

First Name	Last Name	Title	Justification	Destination	Total Cost
Mila	Elmore	Industry Engagement Manager	Career & technical Expo Show	Las Vegas, NV	\$3,333.76
Mila	Elmore	Industry Engagement Manager	Professional Development Conference	Dallas, TX	\$2,771.71
Christopher	Fiaella	Education Research Analyst	SHEEO Conference	Denver, CO	\$1,076.50
Kyle	Flood	Manager of Policy and Compliance	Symposium on COVID Response in Schools	Chicago, IL	\$1,309.75
Kim	Freeland	Performance Accountability Coordinator	Educational Leadership Collective	Las Vegas, NV	\$2,978.97
Kim	Freeland	Performance Accountability Coordinator	Professional Development Conference	New Orleans, LA	\$2,157.54
Asaad	Fulton	Assessment Specialist - Special Populations	CCSSO National Conference on Student Assessment	Indianapolis, IN	\$1,283.55
Assad	Fulton	Assessment Specialist - Special Populations	CCSSO National Conference on Student Assessment	Atlanta, GA	\$1,727.69
Simone	Garcia	Director of Industry Engagement	ACTE VISION Conference	Las Vegas, NV	\$3,651.48
Simone	Garcia	Director of Industry Engagement	Professional Development Conference	Dallas, TX	\$2,903.02
Simone	Garcia	Director of Industry Engagement	Professional Development Conference	New Orleans, LA	\$2,953.65
Lisvette	Garcia Acosta	Management Analyst	Food Allergy Summit 2022: Stronger Together	Orlando, FL	\$985.93

First Name	Last Name	Title	Justification	Destination	Total Cost
Francesca	Glover	Performance Accountability Coordinator	Educational Leadership Collective	Las Vegas, NV	\$2,659.26
Francesca	Glover	Performance Accountability Coordinator	National Leadership Conference	Atlanta, GA	\$1,998.67
Francesca	Glover	Performance Accountability Coordinator	SkillsUSA	Alexandria, VA	\$1,473.60
Christina	Grant	State Superintendent of Education	CCSSO Summer Leadership Convening	Santa Ana Pueblo, NM	\$1,249.09
Christina	Grant	State Superintendent of Education	CCSSO Local School Board Governance Workshop	San Diego, CA	\$908.70
Christina	Grant	State Superintendent of Education	Global Conference	Ft. Lauderdale, FL	\$836.00
Christina	Grant	State Superintendent of Education	Panelist at Expo Connecticut's Black Expo	New Haven, CT	\$620.75
Christina	Grant	State Superintendent of Education	Superintendent Convening to Design Leadership Supports	Jacksonville, FL	\$1,613.89
Giselle	Green	Early Intervention Therapist	APTA CSM Conference	San Diego, CA	\$2,252.14
Joseph	Green	Performance Accountability Coordinator	Educational Leadership Collective	Las Vegas, NV	\$2,670.38
Joseph	Green	Performance Accountability Coordinator	Professional Development Conference	New Orleans, LA	\$3,178.44
Elizabeth	Hanna	Program Specialist	(USDA)/State Agency Meeting	Arlington, VA	\$505.52
Elizabeth	Hanna	Program Specialist	USDA F2S Grantee Gathering	Boston, MA	\$2,320.70
Marquita	Hardy	Program Manager	2022 NCAN Conference	Atlanta, GA	\$2,116.42

First Name	Last Name	Title	Justification	Destination	Total Cost
Anika	Harris	Manager - Language Acquisition Programs	2022 WIDA Annual Conference	Louisville, KY	\$1,739.68
Mark	Harris Jr.	Program Analyst	ESEA Network Annual Conference	Indianapolis, IN	\$2,776.50
Cristal	Hayes	Nonpublic Program Monitor	Onsite monitoring visit	Midlothian, VA	\$560.00
Cristal	Hayes	Nonpublic Program Monitor	Onsite monitoring visit	Portsmouth, VA	\$343.50
Nigel	Henley	Training and Communications Specialist	(USDA)/State Agency Meeting	Arlington, VA	\$454.14
Dawn	Hilton	Supervisory Coordinator for Special Education, Part B-619	Research and Practice in Early Childhood Intervention Conference	Chicago, IL	\$592.70
Joi	Jones	Program Manager	2022 NACADA Conference	Portland, OR	\$2,776.04
Madison	Kantzer	Instructional Systems Specialist	National Social Studies Conference CS4	Philadelphia, PA	\$1,053.25
Kathryn	Kigera	Director of Quality Initiatives	South By Southwest EDU, attending as a presenter.	Austin, TX	\$599.00
Richard	Kincaid	State Director, CTE	Educational Leadership Collective	Las Vegas, NV	\$2,542.60
Richard	Kincaid	State Director, CTE	Professional Development Conference	New Orleans, LA	\$1,943.04
Edward	Kwitowski	Program Specialist	(USDA)/State Agency Meeting	Arlington, VA	\$454.14
Chelsia	Latney	Supervisory EI Specialist	American Speech-Language and Hearing Convention	New Orleans, LA	\$2,449.72
Elizabeth	Leach	Director, Nutrition Programs	(USDA)/State Agency Meeting	Arlington, VA	\$505.52

First Name	Last Name	Title	Justification	Destination	Total Cost
Angela	Lee	Executive Director, HELC	2023 NASAA Midwinter Business & Training Meeting	Arlington, VA	\$470.00
Angela	Lee	Executive Director, HELC	2023 NC-SARA SPE Annual Conference	Louisville, KY	\$1,789.14
Nicole	Lee-Mwandha	Program Analyst / Homeless Education State Coordinator	2026 NAEHCY Conference	San Diego, CA	\$3,278.58
Nakia	Lynch	Program Analyst	National Career Pathways Network Conference	Atlanta, GA	\$2,593.30
Nancy	Mahon	Director, Office of Grants Management and Compliance	Conference for State Level Administrators of Federal Education Funds	Whitefish, MN	\$1,720.50
Grace	Manubay	Environmental Literacy Coordinator	2022 North American Association for Environmental Education Annual Conference	Tucson, AZ	\$3,091.74
Grace	Manubay	Environmental Literacy Coordinator	Chesapeake Bay Environmental Literacy Forum	Shepherdstown, WV	\$91.25
Candice	Mott	Performance Accountability Coordinator	Educational Leadership Collective	Las Vegas, NV	\$2,552.82
Candice	Mott	Performance Accountability Coordinator	HOSA-Future Health Professionals to promote career opportunities	Alexandria, VA	\$1,303.85
Candice	Mott	Performance Accountability Coordinator	National Leadership & Skills Conferences	Atlanta, GA	\$4,459.31
Candice	Mott	Performance Accountability Coordinator	Professional Development Conference	New Orleans, LA	\$2,928.96

First Name	Last Name	Title	Justification	Destination	Total Cost
Candice	Mott	Performance Accountability Coordinator	SkillsUSA	Alexandria, VA	\$1,473.60
Charlotte	Nugent	High-Impact Tutoring Program Manager	Annenberg HIT Conference	Providence, RI	\$932.58
Mary	Okowi	Senior Industry Engagement Manager	ACTE VISION Conference	Las Vegas, NV	\$2,618.54
Mary	Okowi	Senior Industry Engagement Manager	Professional Development Conference	Dallas, TX	\$2,901.62
Mary	Okowi	Senior Industry Engagement Manager	Professional Development Conference	New Orleans, LA	\$2,660.57
Natasha	Olukosi	Special Educator	American Speech-Language and Hearing Convention	New Orleans, LA	\$2,449.72
Mario	Oscar Platero	Industry Engagement Manager	ACTE VISION Conference	Las Vegas, NV	\$3,268.29
Mario	Oscar Platero	Industry Engagement Manager	Professional Development Conference	Dallas, TX	\$3,084.88
Miryam	Oziel	Instructional Systems Specialist	NCTM Regional Conference	Baltimore, MD	\$1,129.00
Brynnlee	Pavlovich	Industry Engagement Manager	ACTE VISION Conference	Las Vegas, NV	\$3,123.93
Brynnlee	Pavlovich	Industry Engagement Manager	Professional Development Conference	Dallas, TX	\$2,962.21
Carleather	Ponder	Secondary CTE State Advisor	National Leadership & Skills Conference	Atlanta, GA	\$3,636.37
Carleather	Ponder	Secondary CTE State Advisor	SkillsUSA	Alexandria, VA	\$1,473.60

First Name	Last Name	Title	Justification	Destination	Total Cost
Philip	Premdas	Director, GED Program	Correctional Education Assoc. Annual Conference	Tampa, FL	\$2,266.33
Philip	Premdas	Director, GED Program	GED Testing Service 2022 Annual Conference	Atlanta, GA	\$1,947.95
Claudia	Price	Mental Health Coordinator	National School Social Work Conference	Broomfield, CO	\$2,201.21
Brittany	Rabb	Education Research Analyst	SHEEO Conference	Denver, CO	\$1,076.50
Deysi	Ramirez	Deputy Director	GED Testing Service 2022 Annual Conference	Atlanta, GA	\$2,462.95
Tracy	Richard	Management Analyst	National Career Pathways Network Conference	Atlanta, GA	\$2,706.40
Horace	Robinson Jr.	Work-based Learning Coordinator	Professional Development Conference	Dallas, TX	\$2,845.55
Kendra	Roche	Program Specialist	(USDA)/State Agency Meeting	Arlington, VA	\$505.52
Tanaga	Rodgers	Instructional Systems Specialist (Math)	53rd NCSM Annual Conference	Atlanta, GA	\$844.15
Danielle	Rollins	Program Analyst (Homeless Education Program)	2023 NAEHCY Conference	San Diego, CA	\$2,981.57
Cora	Sagar	Early Intervention Therapist	American Speech-Language and Hearing Convention	New Orleans, LA	\$2,449.72
Samia	Said	Program Analyst	National ESEA Conference	Indianapolis, IN	\$2,561.00
Heidi	Schumacher	Assistant Superintendent, H&W	Symposium on COVID Response in School	Chicago, IL	\$1,508.49
Caitlin	Shauck	Policy Analyst	Symposium on COVID Response in Schools	Chicago, IL	\$1,309.75

First Name	Last Name	Title	Justification	Destination	Total Cost
Lola	Singletary	Staff Assistant	Correctional Education Assoc. Annual Conference	Tampa, FL	\$2,221.33
Stephanie	Snyder	Assessment Director	CCSSO Science Collaborative	Atlanta, GA	\$407.00
Jessica	Sobin	High-Impact Tutoring Program Specialist	Annenberg HIT Conference	Providence, RI	\$932.58
Tasheen	Stallings	Program Analyst	2028 NAEHCY Conference	San Diego, CA	\$3,548.08
Edgar	Stewart	Supervisory Monitoring Specialist	Onsite monitoring visit	Staunton, VA	\$390.41
Nikki	Stewart	Assistant Superintendent, K12	Georgetown University's Certificate in Education Finance	Saratoga Springs, NY	\$4,492.57
Linda	Sun	Director of Federal Programs and Strategic Funding	National ESEA Conference	Indianapolis, IN	\$2,727.00
Faruq	Tashik	FBLA State Advisor	FBLA National Leadership Conference	Chicago, IL	\$1,620.78
Annette	Thacker Barlett	Director of Strategy & Operations	CCSSO National Teacher of the Year - State Coordinator Orientation	Santa Clara, CA	\$1,828.78
Eboni-Rose	Thompson	State Board of Education Vice President	CCSSO Local School Board Governance Workshop	San Diego, CA	\$1,170.20
Justin	Tooley	Chief of Staff	COS Travel to CCSSO's Summer Leadership Convening	Santa Ana Pueblo, NM	\$2,327.29
Sam	Ullery	School Garden Specialist	Growing School Gardens Summit	Denver, CO	\$1,604.34
Sam	Ullery	School Gardens Specialist	SGSO Leadership Institute	Scotts Valley, CA	\$484.59
Jasmine	Underwood	Data Analysis Manager	ACTE VISION Conference	Las Vegas, NV	\$1,386.50

First Name	Last Name	Title	Justification	Destination	Total Cost
Jasmine	Underwood	Data Analysis Manager	SHEEO Conference	Denver, CO	\$1,076.50
Alison	Waddy	Program Analyst	2023 National ESEA Conference	Indianapolis, IN	\$2,561.00
Stephen	Wathen	Industry Engagement Manager	ACTE VISION Conference	Las Vegas, NV	\$3,481.18
Lazette	Wells	Program Specialist	(USDA)/State Agency Meeting	Arlington, VA	\$505.52
Lazette	Wells	Program Specialist	Serving Up Science - The Path to Food Safety in Schools	Manhattan, KS	\$1,208.69
Tanya	Whitaker	Management Analyst	Educational Leadership Collective	Las Vegas, NV	\$2,125.63
Tanya	Whitaker	Management Analyst	Professional Development Conference	New Orleans, LA	\$2,540.59
Laurie	Wilkerson	Assistant General Counsel	Employment Law Training	New Orleans, LA	\$4,694.28
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Midlothian, VA	\$605.12
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Portsmouth, VA	\$343.50
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Danville, VA	\$738.84
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Langhorne, PA	\$843.17
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Langhorne, PA	\$558.60
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Philadelphia, PA	\$748.53
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Philadelphia, PA	\$671.21
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Savannah, GA	\$636.19
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Savannah, Georgia	\$760.19

First Name	Last Name	Title	Justification	Destination	Total Cost
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	Staunton, VA	\$390.41
LaShonda	Wilson	Nonpublic Program Monitor	Onsite Monitoring Visit	West Chester, PA	\$814.03
Andrea	Zimmermann	Performance Accountability Coordinator	Educational Leadership Collective	Las Vegas, NV	\$2,377.01
Andrea	Zimmermann	Performance Accountability Coordinator	National Leadership Conference	Atlanta, GA	\$1,863.58

27. 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 collaboratively 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 productive dialogue and the distribution of key communications. Our communications systems have been exceptionally important as we reopened schools to in-person learning and kept students and staff safe amid coronavirus surges. OSSE keeps partners informed through frequent emails to education leaders and through the LEA Look Forward, a weekly publication from OSSE that provides information to LEAs and other interested stakeholders 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. Every month the Superintendent holds meetings with all heads of schools across all LEAs. Further, each division at OSSE conducts regular meetings with key stakeholder groups to share programmatic updates and receive feedback. OSSE provides LEA staff with routine virtual meetings covering topics of interest, such as health guidance. A few examples of key stakeholders include: child care providers, teachers, principals, teacher preparation programs, and data managers. We host monthly early childhood stakeholder calls with child care providers to explain and obtain feedback from them on our policies. Further, OSSE receives numerous constituent inquiries from parents and community members who email with questions or concerns, and OSSE is committed to providing direct and clear responses to these requests.

To increase transparency around OSSE transportation service delays and disruptions and respond to feedback from families, we established a webpage that publicly posts all delayed or down routes. The webpage is updated multiple times a day to provide families and schools with timely, actionable information.

We continue to expand publicly available data. For example, in response to stakeholder feedback seeking greater transparency related to educator workforce data, OSSE collected and publicly released the following educator workforce information this year: an easily digestible educator retention data one-pager, downloadable educator data flat files (including demographic data, subject area information, and education preparation program information), and a comprehensive Educator Workforce Report. Collectively, this information provides the public with key information to understand the state of the educator workforce in DC, including

educator diversity, effectiveness, retention, and supply and demand. This was the first time DC published downloadable files with this data.

OSSE also created a “Recovery & Restoration Investments” dashboard to show the public and other interested parties how nearly \$1 billion in federal stimulus funds are being spent to support the District’s education and child care sectors. The dashboard shows the buckets of federal funds and how the funds are being divided. It also allows the public to drill down to the LEA level to see how much recovery funding each LEA received and spenddown rates. A downloadable Excel file is available so individuals can perform their own analysis as well. The website also breaks down OSSE’s state-led investments into seven spending buckets, so the public can understand agency recovery focus areas.

28. What efforts will your agency be making to increase transparency specifically in 2023 that differs from the past? Explain.

OSSE has operationalized the steps described in Q27, 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 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, educator retention, and academic achievement.

OSSE looks forward to providing parents and LEAs with our progress to improve student transportation services. This includes parent communications on our efforts and stronger guidance to LEAs on our operational systems and processes. We will continue to engage families, LEAs, and advocates on policy and operational changes necessary to improve transportation services.

OSSE also looks forward to engagement with LEA stakeholders, the SBOE, and other interested parties to revise the District's social studies standards. We committed to an extended public comment period to increase transparency and opportunities for the public to provide feedback, and we will have a robust, transparent engagement process with the SBOE to adopt the revised standards.

OSSE will build upon the recovery dashboard created in FY22 to provide a breakdown of planned and actual spending for state-led investments. This will provide the public with greater transparency on the measures OSSE is taking to recover from the unprecedented COVID-19 pandemic and further strengthen the District's education and child care sectors. OSSE will also provide updated LEA recovery spending information quarterly.

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

OSSE has no such requirements.

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

OSSE lacks an authorizing statute with regulatory authority for OSSE-DOT.

31. (a) Please identify all new policies that have been finalized in fiscal years 2022 and 2023 (through January 31).

a) The table below identifies all new policies (regulations and orders) that have been finalized in fiscal years 2022 and 2023 (as of January 31, 2023).

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 22	Graduation	Updated the Community Service Graduation Requirement, tiering the hours requirement by graduation year to account for the pandemic.	2/10/2023 Vol. 70/6	TBD
Title 29, Chapter 70	Tuition Assistance Grant Program	Per 5-A DCMR 7000.4, OSSE issued administrative notice amending the District of Columbia Tuition Assistance Grant ("DCTAG") application deadline date to August 18 th of each year.		1/6/2023 Vol 70/1
Mayor's Order 2021-120	Delegation of Authority to the Office of the State Superintendent of Education	OSSE may issue grants and loans to District of Columbia public schools and public charter schools to support their efforts to increase awareness and participation in COVID-19 case investigations and contract tracing and assist students in obtaining medical services in response to a positive COVID-19 case.		10/8/2021
City Administrative Order No. 2021-6	Distance Learning for Students Possibly Subject to Educational Neglect, 2021-22 School Year	Requires a process to determine whether students of parents reported to the Child and Family Services Agency		11/3/2021

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
		due to possible educational neglect should receive remote instruction. Operative until Jan 26, 2022.		
Title 5, Subtitle A, Chapter 25	Students' Right to Home and Hospital Instruction	Establishes a new chapter to define what constitutes a completed application and medical certification of need (for review and determination of approval by the LEA) and OSSE's process for administration of appeals and mediation arising from an LEA's approval or denial of an application for home and hospital instruction.	9/9/2022	TBD
Title 5, Subtitle A, Chapter 21	Compulsory Education and School Attendance	Changed the 80/20 rule to 60/40 and established rules for taking attendance in situational and routine distance learning	9/16/2022 Vol. 69/37	1/27/2023 Vol. 70/4
Title 5, Subtitle A, Chapter 21	Compulsory Education and School Attendance	Allowed for the collection and submission of student attendance when students attended school remotely. Permitted students to attend school remotely with a medical certification form, due to public health guidance, or for attending a distance learning school.	9/10/2021 Vol 68/37	12/17/2021 Vol 68/51
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	Updated the reimbursement rates for subsidized child care services for Fiscal Year 2022.	10/8/2021 Vol 68/41	1/21/2022 Vol. 69/3

Title & Chapter	Chapter Heading	Rulemaking/Order Description	Volume & Date of Proposed or Emergency Rulemaking	Volume & Date of Final Rulemaking
Title 5, Subtitle A, Chapter 30	Special Education	Comprehensive update to the regulatory framework governing the education of children with disabilities.	First Proposed 11/8/2019 Vol 66/46 Second Proposed 9/3/2021 Vol 68/36	5/27/2022 Vol. 69/21
Title 5, Subtitle A, Chapter 17	State Approval of Educator Preparation Providers and Subject Area Programs	Establishes the minimum requirements for OSSE approval of educator preparation providers and subject area programs that prepare candidates eligible to earn an educator credential to teach in DCPS.	1/21/2022 Vol 69/3	6/24/2022 Vol. 69/25
Title 5, Subtitle A, Chapter 2	Child Development Facilities: District-Subsidized Child Care Services	During the COVID-19 emergency, this rulemaking will amend the existing enhanced “Public Health Emergency Subsidy Rate” to apply during any public emergency and not necessarily a public health emergency.	2/18/2022 Vol. 69/7	10/21/2022 Vol. 69/42
Title 5, Subtitle A, Chapter 16	Credentials for Teachers and School Administrators	To amend the criteria and procedures under which OSSE issues credentials to teachers in a manner that aligns with current research and LEA needs.	7/1/2022 Vol. 69/26	10/21/2022 Vol. 69/42

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

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 30-day public comment period for proposed regulations consistent with the District's Administrative Procedure Act.

- 32. Did your agency receive any FOIA requests in fiscal year 2022? 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 2021, 2022, and 2023 (through January 31) related to FOIA.**

ATTACHMENT: Q32 – OSSE Annual FOIA Report FY22.pdf

OSSE received 72 total FOIA requests in fiscal year 2022. OSSE filed a report of FOIA disclosure activities with the Secretary of the District of Columbia on January 17, 2023. Please refer to the attachment to this question for a copy of the above-referenced report filed with the Secretary of the District of Columbia. Although FOIA requests take time and capacity to complete, they are completed with existing staff capacity. Due to the digital nature of fulfilling these requests, they come with no new costs to investigate and produce the response. To that end, OSSE did not charge fees to fulfill any requests in fiscal year 2021, 2022 and 2023 (through January 31, 2023) related to FOIA.

- 33. 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: Q33 – OSSE Annual Performance Plan (FY22).pdf
Q33 – OSSE Annual Performance Plan (FY23).pdf

34. (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) 2021, 2022, and 2023 (through the first quarter).

Measure	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Quarter 1
Percent of user requests via the services portal solved and closed within five days of receipt	78.10%	78.40%	72.2%	Annual Measure
Percent of all students graduating from high school in four years	68%	70.90%	74.86%	Annual Measure
Percent of all students at college and career ready level in reading on statewide assessment	Not Available because no statewide assessment in SY 19-20.	Not Available because no statewide assessment in SY 20-21.	31%	Replaced in FY23 by grade delineation
Percent of all students at college and career ready level in mathematics on statewide assessment	Not Available because no statewide assessment in SY 19-20.	Not Available because no statewide assessment in SY 20-21.	19%	Replaced in FY23 by grade delineation
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	Not Available because no statewide assessment in SY 19-20.	Not Available because no statewide assessment in SY 20-21.	30%	Annual Measure
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	Not Available because no statewide assessment in SY 19-20.	Not Available because no statewide assessment in SY 20-21.	22%	Annual Measure
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	Not Available because no statewide assessment in SY 19-20.	Not Available because no statewide assessment in SY 20-21.	33%	Annual Measure
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	Not Available because no statewide assessment in SY 19-20.	Not Available because no statewide assessment in SY 20-21.	11%	Annual Measure

Measure	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Quarter 1
Percent of DC public and public charter school students completing a post-secondary degree within six years of college enrollment	32.70%	21.80%	17.6%	Annual Measure
Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG).	41.80%	55.60%	58.46%	Annual Measure
Total number of licensed child development facilities meeting "Quality" and "High-Quality" designations	89	Not available because program evaluation was not possible during the COVID health emergency.	Not available because program evaluation was not possible during the COVID health emergency.	Annual Measure
Percent of licensed child development facilities that meet "Quality" and "High-Quality" designations	41.20%	Not available because program evaluation was not possible during the COVID health emergency.	Not available because program evaluation was not possible during the COVID health emergency.	Annual Measure
Percent of low-performing schools that show overall growth in academic achievement	Not available because no statewide assessment in SY 19-20.	Not available because no statewide assessment in SY 20-21	Growth not available because no statewide assessment in SY 20-21	Annual Measure
Number of Single Audit findings	0	N/A*	2	Annual Measure
Average number of business days from when OSSE receives an educator licensure	20.5 days	33.8 days	26.3 days	17 days

Measure	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Quarter 1
application to when OSSE renders a decision.				
Percent of IEPs reviewed that comply with secondary transition requirements	70.0%	65%	65%	Calculated in Q2 and Q3
Average response time for complaints filed against early child care facilities (hours)	48 hours	48 hours	48 hours	Annual Measure
Percent of timely Individuals with Disabilities Act (IDEA) due process hearing decisions	98.90%	95%	98.2%	94.7%
Percent of grant funds reimbursed within 30 days of receipt of approvable invoice	94.80%	98%	95.5%	71.3%
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	95.30%	97.76%	96.32%	Annual Measure
Percent of timely completion of state complaint investigations	100%	100%	100%	Annual Measure
Number of DC residents receiving postsecondary support by DC Futures.	New in FY22	New in FY22	1,248	Annual Measure
Number of dual enrollment seats filled by high school students through the College Rising Initiative	New in FY22	New in FY22	251	Annual Measure

Measure	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Quarter 1
Number of students placed in an internship through OSSE's CTE Advanced Internship Program	New in FY22	New in FY22	110	Annual Measure
Number of students receiving HIT in OSSE-funded programs	New in FY22	New in FY22	2,109	Annual Measure
Percentage of target schools engaging with OSSE on HIT	New in FY22	New in FY22	67.1%	Annual Measure

* The Audit Findings for FY21 are N/A because OSSE was rewarded for having four straight years of zero audit findings with not having to have the Single Audit in FY21.

(b) What KPIs have been dropped (or changed) since 2021? List each specifically and explain why it was dropped or changed.

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"
Average number of days taken to complete reviews of educator licensure applications	CHANGED- In 2022, the measure description for this KPI was changed to better reflect the process followed to calculate this measure.
Number of DC residents receiving postsecondary support by DC Futures.	NEW - In 2022, this KPI was created to track the effects of recovery funds.
Number of new dual enrollment seats filled by high school students through the College Rising Initiative	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.

Measure	Explanation
Number of students placed in an internship through OSSE's CTE Advanced Internship Program	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Number of students receiving HIT in OSSE-funded programs	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Percentage of target schools engaging with OSSE on HIT	NEW - In 2022, this KPI was created to track the effects of designated recovery funds.
Percent of students in grades 3-8 at college and career ready level in reading on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" reading percentage used previously.
Percent of students in grades 3-8 at college and career ready level in mathematics on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" math percentage used previously.
Percent of students in grades 9-12 at college and career ready level in reading on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" reading percentage used previously.
Percent of students in grades 9-12 at college and career ready level in mathematics on statewide assessment	NEW - Starting in FY 2023, OSSE added this KPI to better delineate student performance across grade bands, replacing the "all grades" math percentage used previously.
Percent of all students at college and career ready level in reading on statewide assessment	REPLACED – Starting in FY 2023, OSSE replaced this KPI with one delineated by grade bands 3-8 and 9-12.
Percent of all students at college and career ready level in mathematics on statewide assessment	REPLACED – Starting in FY 2023, OSSE replaced this KPI with one delineated by grade bands 3-8 and 9-12.
Percent of residents enrolled in an adult and family education program who complete at least one functioning level	REVISED in FY 2023 to "Percentage of enrolled students in OSSE AFE Integrated Education & Training (IE&T) programs who achieve a Measurable Skill Gain (MSG)" MSG, rather than "one functioning level," is the Federal reporting standard for adult education. This shift makes the metric consistent with existing Federal reporting requirements and reflects what we already report.

Measure	Explanation
Number of A-133 Audit findings	<p>REVISED in FY 2023 to “Number of Single Audit findings”</p> <p>The shift from “A-133 Audit findings” to “Single Audit findings” reflects a concurrent change in Federal reporting.</p>
Percent of grant funds reimbursed within 30 days of receipt	<p>REVISED in FY 2023 to “Percent of grant funds reimbursed within 30 days of receipt of approvable invoice”</p> <p>This is a semantic change better reflecting what is already reported, and does not change the underlying metric.</p>
Percent of timely Individuals with Disabilities Act (IDEA) due process hearings	<p>REVISED in FY 2023 to “Percent of timely Individuals with Disabilities Education Act (IDEA) due process hearing decisions”</p> <p>The reporting content was not changed where OSSE has reported since 2017 on the number of due process hearings resulting in a final decision. This data is most meaningful as it reflects the instances where IDEA allegations are reviewed and a final decision is issued; whereas complaints may be dismissed or withdrawn and as a single data point does not reflect the outcomes of this facet of the dispute resolution system. The KPI is now re-named to accurately reflect the data reported.</p>
Average number of days to complete reviews of educator licensure applications	<p>REVISED in FY 2023 to “Average number of business days from when OSSE receives an educator licensure application to when OSSE renders a decision”</p> <p>This is a semantic change better reflecting what is already reported, and does not change the underlying metric.</p>
Total number of childhood development programs meeting “Quality” and “High-Quality” designations	<p>REVISED in FY 2023 to “Total number of licensed child development facilities meeting “Quality” and “High-Quality” designations”</p> <p>OSSE’s metric reporting for child development facilities used inconsistent</p>

Measure	Explanation
	terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported, and does not change the underlying metric.
Percent of childhood and development programs that meet “Quality” and “High-Quality” designations	<p>REVISED in FY 2023 to “Percent of licensed child development facilities that meet “Quality” and “High-Quality” designations”</p> <p>OSSE’s metric reporting for child development facilities used inconsistent terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported, and does not change the underlying metric.</p>
Average response time for complaints filed against early child care facilities	<p>REVISED in FY 2023 to “Average response time for complaints filed against licensed child development facilities”</p> <p>OSSE’s metric reporting for child development facilities used inconsistent terminology in past years, this revision corrects that. This is a semantic change better reflecting what is already reported, and does not change the underlying metric.</p>
Number of new dual enrollment seats filled by high school students through the College Rising Initiative	<p>REVISED in FY 2023 to “Number of dual enrollment seats filled by high school students through the College Rising Initiative”</p> <p>OSSE decided to report total dual enrollment seats filled annually by the College Rising Initiative, rather than “new seats” filled.</p>

35. 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 2022 and 2023.

Priority 1: Safely reopen schools to in-person learning

In school year 2021-22, most students and schools were returned to an in-person learning posture for the entire year. Yet, illness from COVID remained a challenge. As the state education agency, we prioritized providing supports to LEAs to safely reopen schools to in-person learning.

During the 2021-22 school year (FY22), OSSE's centralized COVID-19 testing program continued to help schools identify cases of COVID-19 and support layered mitigation strategies to keep District schools open for in-person learning. OSSE provided participating LEAs with asymptomatic and symptomatic testing as part of a multi-faceted testing strategy. In SY 2021-22, 187 schools participated in the District's centralized school-based COVID-19 testing program, with an additional 32 schools operating their own testing programs. Almost 375,000 weekly asymptomatic tests were administered through OSSE's centralized program. Our technology team created a results database for families and staff to submit, and schools to track, results. Except for Winter Break 2022 during the Omicron surge, positivity rates for Test to Return events were at or below 1%. In the 2022-23 school year (FY23), OSSE has continued to distribute antigen tests to schools for "Test to Return" initiatives. To date, OSSE collaborated with DC Health to ship and distribute testing kits for "Test to Return" to school in August and to meet their testing needs through both first and second semesters. LEAs could also use tests for school-specific "Test to Return" events, such as prom, or after other school-specific holidays or activities; higher risk activities, such as athletics, band, or choir; or for symptomatic testing (either at school or sent home). Since January 2022, OSSE has overseen the distribution of approximately 16,500 boxes of test kits, totaling approximately 3,000,000 individual tests.

In FY22, we stood up direct clinical supports for schools and continued to provide clinical supports for FY23. OSSE's Clinical Supports Program placed Patient Care Technicians (PCTs) in participating public charter schools to support on COVID-19 response and recovery portfolios, such as testing, management of positive cases, contact tracing and investigation, family notification, cleaning and sanitizing, and other prevention and responsive responsibilities as needed. The PCTs have also supported schools on COVID-19 vaccine and routine pediatric vaccine portfolios. In FY22, 49 public charter schools received direct services. In FY23, 96 public charter schools are receiving direct services. The 96 PCTs are overseen by 18 Registered Nurse (RN) Supervisors and there are 15 "floater" PCTs to cover absences and call-outs.

OSSE has engaged in a wide range of technical assistance calls, community of practice activities, and one-on-one engagement to support the efforts of schools and child care providers to prevent the spread of COVID-19, respond to exposure of students and staff to the virus, and support schools and child care in navigating policy and recovery efforts. As the District's public health authority, DC Health creates guidance for schools and child care. The guidance is based on the best available data and what they believe is necessary to ensure safety for our educators, staff and children. OSSE developed supporting resources and technical assistance opportunities to assist schools and child care providers with understanding, communicating, and implementing the DC Health guidance. Throughout much of the past year, OSSE conducted routine COVID-19 technical assistance calls for schools and child care providers. These calls have involved deep dives on topics of particular interest, presentations by schools and local service providers on best practices and lessons learned, and regular contributions from DC Health and local health experts. OSSE has published and continually revised dozens of resources to support schools and child care facilities with implementing COVID-19 guidance and best practices. Those resources can be found on OSSE's website and address topics including, but not limited to; exclusion and dismissal criteria; return to school and child care criteria; breakdown of different COVID-19 tests; and external COVID-19 resources from the CDC.

Priority 2: Strengthen instruction, academic rigor, and student wellness

OSSE is making vital investments in K-12 supports to advance excellence, foster student well-being, and achieve equitable outcomes for students in DC. As we move from recovery to restoration and beyond, these vital investments are especially important. DC, like the rest of the nation, experienced serious educational challenges as a result of the pandemic.

In FY22, after a two-year cessation, OSSE resumed the administration of our statewide standardized assessments. Despite the challenges posed by Omicron, we obtained nearly 95 percent statewide participation. While anticipated, the results demonstrate the challenging work that lays ahead for the District's public education sector. Students demonstrated significant, measurable performance declines across the board, with the greatest declines early grades and among students furthest from opportunity.

OSSE has acted with urgency to combat the learning challenges experienced during the pandemic. Since January 2022, OSSE has invested over \$32 million in high-impact tutoring. Research shows that high-impact tutoring is one of the most effective tools to accelerate learning. Through this investment, we will reach more than 13,000 students in schools across the city. We have prioritized these services for school communities serving high proportions of at-risk students because our data shows that students furthest from opportunity experienced the greatest learning disruption during the pandemic. OSSE will build on this legacy of success in FY23 as we seek to increase the students served by high-impact tutoring and maximize the impact of our recovery dollars.

Our recovery and acceleration investments and academic supports extend beyond high-impact tutoring. In FY22, we established a summer accelerator grant to provide additional learning time to 4,000 District students. We also established virtual coaching for instructional leaders. We know that teachers are the single largest in-school determinate for academic success, so it is vital that we help teachers grow their pedagogical skills and abilities. Through a partner organization, we provided one-on-one coaching to instructional coaches. OSSE supported 124 educators, who in turn, support hundreds more teachers across the District through this coach-the-coach model. Curriculum is also a vital driver for student knowledge, so OSSE established a high-quality instructional materials grant program in FY22, with the first round of grants announced in September 2022. These instructional materials ensure that teachers have the resources needed to support academic rigor and excellence in the classroom.

OSSE recognizes that literacy skills are the foundation upon which learning occurs. Reading, listening, and speaking allow students to make meaning of the world around them and contribute positively to society. In FY22, OSSE invested targeted recovery resources in literacy, including providing educators \$1,000 to complete a 25-hours science of reading professional development course. In DC, we are aligned and focused on research-backed literacy instruction, including structured phonics instruction for emerging readers. In accordance with Council legislation, OSSE also contracted a vendor to convene and support a Literacy Taskforce, which is currently examining how to further support literacy advancement in the District.

OSSE made similar targeted investments in math, which our statewide assessments demonstrate is a significant need in the District. We expanded our math professional development opportunities, provided grant funding for high-quality math instructional materials, and directly purchased a high-quality K-8 digital math curriculum called Zearn for all interested schools and LEAs.

Academic learning and social-emotional supports go hand-in-hand. To foster student well-being, we are focused on providing needed mental and behavioral health supports in schools. We meet regularly with school-based providers through our school behavioral health community of practice and monthly communication series with school leaders where we identify school-based needs and provide research-backed resources to meet these needs. We also provide specific supports aimed at managing stress and suicide prevention. In FY22, we hosted six, grade-band tailored suicide prevention and intervention trainings for all District public and public charter school mental health staff. We also supplied over 150 schools with suicide prevention and intervention curriculum and hosted trainings on dealing with loss and grief for school-based clinicians. We know that the pandemic, adverse childhood experiences, and fraying social bonds pose significant and lasting challenges for our students and educators' mental health, and we will continue to lean into providing LEAs the supports they need to meet these challenges moving forward.

Physical health is also foundational to learning, as it affects student attendance and school readiness. To support student and educator wellness, OSSE took a number of actions to preserve and enhance physical health in schools. In addition to COVID-19 mitigation efforts, we also helped support programming to get students outside through school gardens, environmental literacy, and farm-to-school programs as part of our recovery portfolio. Through our efforts and those of our school partners, more than 27,000 DC students participated in outdoor learning experiences in the 2021-22 school year. In addition, OSSE supported child nutrition programs to ensure schools and childcare facilities were able to reach as many students and children as possible with healthy and nutritious meals.

Through these collective investments and targeted efforts in Fiscal Year 2022, OSSE has moved DC forward to advance academic excellence, foster student well-being, and achieve equitable outcomes for students across our District.

Priority 3: Preserve and strengthen high quality, affordable child care

The District of Columbia has long been the national leader in access to high-quality childcare. In FY22, OSSE successfully launched the Early Childhood Educator Pay Equity Fund, distributing over \$37.8 million to more than 3,172 early childhood educators to date. Each eligible applicant received a payment of between \$5,000 and \$14,000, depending on their position and employment status. Pay Equity funds, which align early childhood worker salaries with K-12 educators, are a critical retention strategy for the early childhood workforce and help preserve DC's status as the nation's leader in the provision of high-quality child care.

Further, OSSE has continued to support child development facilities through the COVID-19 recovery. To date, OSSE has distributed over \$50 million in COVID-recovery grants to more than 462 child care facilities. As a result of these efforts and the incredible perseverance and commitment of the District's child development facilities, the District not only avoided large declines in child care capacity seen in other states, but the number of licensed slots in the District rose from 26,976 in February 2020 to over 28,000 today. Retaining and expanding the District's supply of child care is critical for parents and the District's economy.

In addition, OSSE made improvements to the child care subsidy program to improve customer service. OSSE streamlined the documentation needed for families to renew their child care subsidies in order to simplify renewals for families. We also moved the child care subsidy provider orientation online, which allows providers to access information on how to become a provider, 24/7. Providers can view the orientation, take a test, and then send information directly for processing.

Priority 4: Special education, including student transportation

OSSE has prioritized improving services for students with disabilities, starting with our youngest learners. OSSE's Strong Start (early intervention) program served an average of 1,756 families per month, a nine percent increase in active enrollment over FY21. OSSE has reduced the number

of remaining initial evaluations awaiting completion from school year 2021-22 to only 18. We still have work to do to eliminate the evaluation backlog, but we are moving in the right direction and expect a return to pre-pandemic rates of completion.

Our Division of Teaching and Learning designed and built out a series of coursework focused on the foundational skills and knowledge needed to effectively serve students with disabilities. Upon course completion, educators can earn a micro-credential in special education through job-embedded assessment activities. We have over 100 educators enrolled and are excited to support them in addressing the root causes hindering outcomes for students with disabilities.

In addition, OSSE promulgated special education regulations, in Chapter 30 of Title 5-A of the District's Municipal Regulations. The regulations, which went into effect on July 1, 2022, establish or codify a range of rights and procedures. OSSE also proposed a brand new chapter, Chapter 25, to establish rules for home and hospital instruction. I am proud that OSSE's lawyers and special education experts, as well as our outside partners, including LEAs, families, and stakeholder organizations, we were able to get the Chapter 30 regulations over the finish line in FY22 to support this vulnerable and important student population. We also promulgated proposed regulations to support home and hospital instruction and look forward to final adoption.

OSSE is very focused on improving our transportation services for students with disabilities. In January, on the same day that we placed more than 3,600 students on new bus routes, we experienced our highest number of staff callouts. This made it impossible to provide timely transportation to every student.

We continue to struggle with labor shortfalls for bus drivers and attendants. Bus drivers are not easy positions to fill, especially in the current labor environment, but we are prioritizing hiring for student transportation. We recently announced a \$5,000 hiring bonus for these roles and held a Division of Transportation hiring fair on February 16th and 17th, for which we advertised extensively. As a result of these efforts and others, we had over 2,400 applicants, over 900 attendees, made on-site offers to 116 individuals, including 27 bus drivers and 81 bus attendants—all of whom are currently undergoing pre-employment screening.

In addition, we are exploring increasing our use of private contractors for transportation routes to reduce the number of daily routes our fleet needs to run, and we more than doubled the parent reimbursement rate to support parents who self-transport their child because of service delays or disruptions.

We are working hard to minimize service delays and disruptions, but we also need to improve our communication with families when delays and disruptions in service do occur. We recently established a public webpage that reports all delayed and disrupted routes. We will also be exploring other avenues to provide parents with better access to route information, including

by increasing capacity in our Parent Resource Center, which accepts calls from serviced families and schools Monday through Friday from 5 a.m. to 7 p.m., and through a pilot program where 50 bus routes will use bus staff to provide estimated times of arrivals via text message.

Priority 5: Reimagine high school and support pathways to the middle class

OSSE's supports span the continuum of education and extend into post-secondary opportunities. In accordance with Mayor Bowser's vision, OSSE is reimagining high school and building education to workforce pathways. In FY22, we established or expanded numerous pathways to connect students to post-secondary college and career opportunities, including the Advanced Technical Center, the Advanced Internship Program, DC Futures, and Integrated Education and Training for adult learners.

OSSE used recovery funding to create the Advanced Technical Center, or ATC. Located on Trinity University's campus this year, the ATC is a centralized location that provides high school students from LEAs across the city the opportunity to take dual enrollment CTE courses in the high-demand fields of cybersecurity, nursing, and health information technology. By creating a central hub, we have eliminated the substantial capital costs that can prevent high schools from offering CTE coursework while allowing students to maintain enrollment in their normal high school. We opened the ATC in August, with nearly 100 students enrolled in our inaugural class from eight public and public charter high schools—doubling our anticipated enrollment. In the ATC's first semester of existence, students earned 415 college credits, equivalent to \$350,000 in higher education tuition. We are proud of the successes of this innovative program and look forward to the ATC's future growth and success.

We are also pleased with the growth of our Advanced Internship Program. This innovative internship program provides students the opportunity to gain valuable work experience and earn more than \$16 per hour while simultaneously earning high school credit. In FY22, we were able to double the number of students served through the program.

OSSE also supports post-secondary students. Building upon the Mayor's Scholars and DCTAG scholarship programs, OSSE stood up the DC Futures scholarship program with recovery funding. DC Futures provides college-going residents the opportunity to receive up to \$8,000 of annual tuition support at three local universities, as well as coaching support, and a monthly stipend of up to \$1,500 per year. We recognize that getting into college is simply the first step of the journey and that students, especially students from economically disadvantaged backgrounds and first-generation college students, often need additional supports to persist through college to completion. We supported more than 1,200 DC residents in FY22 and look to grow the program in FY23.

Further, in FY22, OSSE expanded service and improved outcomes for adult learners through our Integrated Education and Training supports. We exceeded our adult and family education

enrollment target by 25 percent, reaching more than 1,000 adult learners, our learners exceeded our performance targets for measurable skill gain by over 11 percentage points, and perhaps, most excitingly, our learners exceeded their post-exit employment targets for the first time in recent history. By successfully connecting adult learners to education and training opportunities, we shift career trajectories to improve earnings prospects and strengthen family and community ties.

Collectively, these secondary and post-secondary program investments demonstrate OSSE and Mayor Bowser's commitment to comeback from the pandemic stronger and more equitably than ever.

36. In table format, how many students were homeschooled in the District in School Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023 (through January 31)?

The table below provides a count of homeschooled students in the District for SY18-19 to SY22-23 (to date).

School Year	Count of Reported Homeschooled Students in DC
SY18-19	510
SY19-20	389
SY20-21	764
SY21-22*	1126
SY22-23 (to Jan. 31, 2023)*	874

*As a result of an anticipated increase in the number of families desiring to homeschool, OSSE initiated updates in its IT systems and data tracking for homeschooling. This led to a refinement of business rules deployed in conjunction with these new systems and processes. 2021-22 and 2022-23 YTD data reflects updates in business rules to align with new data systems and processes.

37. In table format, how many students were enrolled in private and parochial schools in the District in School Years 2019-2020, 2020-2021, 2021-2022, and 2022-2023 (through January 31)?

The table below provides a count of the number of students enrolled in private and parochial schools in the District for SY 20-21 to SY 22-23 (to January 31, 2023).

School Year	Total Resident Students Count	Total Number of Students
SY 18-19 *	8,553	14,954
SY 19-20	8,349	15,328
SY 20-21	9,099	16,968
SY 21-22**	10,116	18,419
SY 22-23 (through Jan. 31, 2023) **	8,795	16,053

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

** In recent years, OSSE initiated updates in its IT systems and data tracking for private and parochial schools, including an option for schools to feed real-time enrollment data directly to OSSE from their student information systems. These technological and process updates led to a refinement of business rules. 2021-22 and 2022-23 YTD data reflect updates in business rules to align with new data systems and processes.

38. In table format, how many students were enrolled in preK3 and preK4 in the District in School Years 2020-2021, 2021-2022, and 2022-2023 (through January 31)? Please list by sector, ward, and race.

Pre-K Enrollment by Sector, SY 20-21, SY 21-22, & SY 22-23

Sector	Grade	SY2020-2021	SY2021-2022	SY2022-2023
CBO	PK3	532	525	681
CBO	PK4	397	354	347
DCPS	PK3	2346	2483	2540
DCPS	PK4	3473	3345	3424
PCSB	PK3	2933	2844	2967
PCSB	PK4	3549	3358	3300
Total	All	13230	12909	13259

Pre-K Enrollment by Race, SY 20-21, SY 21-22, SY 22-23

Race ethnicity	Grade	SY2020-2021	SY2021-2022	SY2022-2023
American Indian or Alaskan Native	PK3	11	14	8
American Indian or Alaskan Native	PK4	15	16	21
Asian	PK3	98	106	109
Asian	PK4	145	118	127
Black or African American	PK3	3536	3540	3669
Black or African American	PK4	4521	4297	4199
Hispanic/Latino	PK3	685	744	822
Hispanic/Latino	PK4	1021	973	1035
Native Hawaiian or Other Pacific Islander	PK3	2	6	7
Native Hawaiian or Other Pacific Islander	PK4	6	2	9
Two or more races	PK3	188	203	224
Two or more races	PK4	272	260	261
Unknown	PK3	0	8	1
Unknown	PK4	0	1	1
White	PK3	1291	1231	1348
White	PK4	1439	1390	1418
All	All	13230	12909	13259

Pre-K Enrollment by Ward: SY 20-21, SY 21-22, & SY 22-23

Ward	Grade	SY2020-2021	SY2021-2022	SY2022-2023
Unknown	PK3	970	841	694
Ward 1	PK3	393	400	425
Ward 2	PK3	139	155	180
Ward 3	PK3	93	75	69
Ward 4	PK3	669	823	869
Ward 5	PK3	789	890	975

Ward	Grade	SY2020-2021	SY2021-2022	SY2022-2023
Ward 6	PK3	720	501	536
Ward 7	PK3	909	994	1161
Ward 8	PK3	1129	1173	1279
Unknown	PK4	853	763	395
Ward 1	PK4	478	489	505
Ward 2	PK4	169	218	207
Ward 3	PK4	356	367	365
Ward 4	PK4	980	978	1086
Ward 5	PK4	981	959	1142
Ward 6	PK4	857	541	601
Ward 7	PK4	1213	1224	1295
Ward 8	PK4	1532	1518	1475
All	All	13230	12909	13259

- 39. For School Years 2020-2021, 2021-2022, and 2022-2023 (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.**

Please see attachment Q39

- 40. How many students have parents who speak another language at home (data from the Home Language Surveys)? Please provide the data by LEA, by school, by language spoken, and whether the student is an ELL student.**

Please see attachment Q40

- 41. For each LEA and for School Years 2020-2021, 2021-2022, and 2022-2023 (through January 31), 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.**

Please see attachment Q41

- 42. 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.**

Please see attachment Q42

43. (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?

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 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 attending schools in other jurisdictions. This agreement ensures that school-aged children entitled to specialized educational services receive a 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 November 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) In table format, for School Years 2021-2022 and 2022-2023 (through 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.

OSSE 2021-22 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Total	60
Charles County	DS
Montgomery County	N<10
Prince George's County	38

OSSE 2021-22 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Total	21
Charles County	N<10
Montgomery County	N<10

Prince George's County	17
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OSSE 2022-23 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving General Education Services Only	
School System	Count of General Education CFSA Students Served
Total	91
Charles County	DS
Montgomery County	N<10
Prince George's County	75

OSSE 2022-23 SY -- Number of Foster Children Enrolled in Out-of-District Public Schools and Receiving Special Education Services	
School System	Count of Special Education CFSA Students Served
Total	26
Charles County	N<10
Montgomery County	N<10
Prince George's County	21

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

OSSE currently collects the following metrics: CFSA ID, date of birth, Unique Student Identifier (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) How much did OSSE pay in fiscal years 2022 and 2023 (through 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.

OSSE FY22- Amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY22 Education 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)
\$329.92 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S.Z for all grades)
\$165.20 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)
\$104.45 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
\$103.47 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)

\$351.79 per day Special Ed Self-Contained Services
\$39.15 per day GenEd Half day Kindergarten and 3-yr-olds
\$78.31 per day GenEd Full day Pre-school, Kindergarten, Elementary
\$79.39 per day GenEd Secondary
Charles County FY22 Education Services
\$122.00 per day Special Education with no related services
\$153.83 per day Special Education Regionalized services
\$71.00 Per Hour Special Education Related Services
\$74.72 per day GenEd services
Montgomery County FY22 Education Services
\$168.71 per day Special Education Elementary School
\$90.38 per day GenEd Elementary School
\$88.50 per day GenEd Secondary School

OSSE FY23 Amount that OSSE pays to enroll an individual student in an out-of-District public school
Prince George's County FY22 Education Services
\$165.00 per day includes all services (LRE code C,D,E,F,G,H,I,J,R,S,Z half day Pre-K 3)
\$351.79 per day includes all services (LRE codes C,D,E,F,G,H,I,J,R,S,Z for all grades)
\$188.12 per day includes all services (LRE codes B,Q,X Secondary grades)
\$89.48 per day includes all services (LRE codes B,Q,X Half day Pre-K3)
\$178.95 per day includes all services (LRE codes B,Q,X Full day Pre-K,K, Elementary grades)
\$51.73 per day includes all services (LRE codes A,P,T,W,Y Pre-K 3)
\$105.88 per day includes all services (LRE codes A,P,T,W,Y Secondary grades)
\$103.47 per day includes all services (LRE codes A,P,T,W,Y Full day Pre-K,K, Elementary grades)
\$351.79 per day Special Ed Self-Contained Services
\$39.50 per day GenEd Half day Kindergarten and 3-yr-olds
\$78.55 per day GenEd Full day Pre-school, Kindergarten, Elementary
\$79.01 per day GenEd Secondary
Charles County FY22 Education Services
\$134.44 per day Special Education with no related services
\$153.83 per day Special Education Regionalized services
\$71.00 Per Hour Special Education Related Services
\$82.17 per day GenEd services
Montgomery County FY22 Education Services
\$102.84 per day Special Education Elementary School
\$98.62 per day GenEd Elementary School
\$93.42 per day GenEd Secondary School

(e) How much did OSSE spend in fiscal years 2022 and 2023 (through January 31) on special education transportation for children in foster care?

Date	Amount Spent to Transport Students in Foster Care
FY22	\$3,598,983.99
FY23 to date	\$701,188.03

(f) How much federal IDEA funding did the District receive in fiscal years 2021 and 2022 for DC foster children enrolled in out-of-District public schools in order to receive 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 are 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.

(g) For how many children in foster care did OSSE provided special education transportation in fiscal years 2022 and 2023 (through January 31)?

107 students in foster care received OSSE-DOT transportation services in FY22. As of Jan. 31, 2023, 66 students in foster care are receiving OSSE-DOT transportation services.

(h) How many foster children are currently enrolled in out-of-District Psychiatric Residential Treatment Facilities?

As of February 22, 2023, there are 25 students enrolled in such facilities outside the District.

(i) How does OSSE ensure that students with disabilities in foster care are receiving FAPE when placed in Maryland? How does OSSE ensure that student records and credits will follow students if they transfer back to a DC school?

As noted above in subpart (a); 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. This includes students placed by CFSA into foster care homes in Maryland where the student's team made a best interest determination to enroll the student in a Maryland LEA. Per the MOA, OSSE ensures a free appropriate public education (FAPE) is provided to children/youth with disabilities who are CFSA wards and placed outside of the District of Columbia by contracting with DCPS as the entity to provide oversight on behalf of OSSE. OSSE additionally schedules meetings with DCPS and CFSA not less than once a year, and more often as needed, to discuss the delivery of educational services and coordination of activities consistent with this MOA. OSSE takes appropriate action, as needed, when issues arise about the service delivery at a school outside the District of Columbia that DCPS has not resolved. OSSE action may include engaging CFSA, as needed, to resolve the matter. OSSE is

responsible for paying authorized tuition service fees upon CFSA's verification of ward status for each billing period. Additionally, OSSE and CFSA entered into an MOA with Prince George's County Public Schools (PGCPS) to ensure DCPS has access to student records to complete oversight activities.

The OSSE/DCPS/CFSA MOA has additional provisions for annual transcript review for students placed out of state by CFSA when DCPS is the LEA. For students placed by CFSA in another state who are returning to the district when DCPS is not the LEA, the new LEA of enrollment is responsible for compliance with OSSE's Individualized Education Program (IEP) Implementation for Transfer Students Policy. These obligations include ensuring that the LEA has student records and conducts a transcript analysis in accordance with the District's and their LEA's graduation requirements. Additionally, per the MOA, CFSA must notify DCPS and OSSE 1) before a student returns to the District, 2) if assistance is needed in identifying an appropriate school placement, or 3) if they encounter any barriers to a student's enrollment and need assistance in resolving the issue.

44. (a) For fiscal years 2022 and 2023 (through January 31), how many nonresidency tips did OSSE: (1) receive?; and (2) investigate?

OSSE tracks cases on a school year (SY) rather than fiscal year (FY) basis and the table below reflects that practice.

SY21-22 & SY22-23 (as of 2/6/2023)

Non-Residency Tips Received

School Year	Non-Residency Tips Received
SY21-22 (7.1.2021 – 6.30.2022)	144
SY22-23 to date (7.1.2022 - 2.6.2023)	85

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 multiple times as a DC Public Schools case and as 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.

SY21-22 & SY22-23 (as of 2/6/2023)

Non-Residency Cases Investigated

School Year	DC Public Schools Cases	Public Charter Schools Cases
SY21-22 7/1/2021 - 6/30/2022	140	97
SY22-23 to date 7/1/2022 - 2/6/2023	73	57

- (b) How many nonresidency cases were substantiated in fiscal year 2021? Please breakdown the data by sector.

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.

		SY21-22			SY22-23 to date		
		DCPS	PCS	Total	DCPS	PCS	Total
Total Cases (Investigation Initiated)		140	97	237	73	57	130
Open	OSSE in process ¹	10	13	23	34	33	67
Closed	Residency verified during investigation ²	92	50	142	26	9	35
	Residency determined through Administrative Review ³						
Substantiated (Final Agency Decision)	Concede ⁴	5		5			
	Uncontested ⁵	12	8	20			
	OAH Decision ⁶						
Withdrawn ⁷		11	14	25	7	6	13
Duplicate ⁸		10	12	22	6	9	15

¹**Open – OSSE in process:** These cases are cases that OSSE is currently still investigating or mediating. In some instances, OSSE has 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.

²**Closed – Residency verified during investigation:** These cases were investigated, and student determined to be eligible to attend as a resident.

³**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.

⁴**Substantiated – Concede:** These cases are where OSSE issued a Notice of Finding of Non-Residency and the family conceded they were non-residents.

⁵**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).

⁶**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.

⁷**Withdrawn:** These cases involve students enrolled for very short periods of time and withdrew before an investigation could be conducted.

⁸**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.

(c) Of the cases that were substantiated in fiscal year 2021, what actions did OSSE take to remediate them?

All findings of non-residency are referred to the Office of the Attorney General. 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) What efforts did OSSE take to strengthen its nonresidency program in fiscal years 2021 and 2022? Include in your response what steps OSSE has taken to ensure that each family receives adequate due process and notice.

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.

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.

OSSE continues its public information campaign to assist District residents with understanding the enrollment and residency process by developing a non-resident tuition guide for LEAs, updating the DC residency verification form, and continuing an outreach campaign that notifies the general public on how to report potential non-residents. OSSE continued 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 to 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 to 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.

- 45. (a) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2020, 2021, and 2022 that dropped out.**

Please see attachment Q45.

- (b) In table format, for each public high school in the District, provide the number and percentage of students in the graduating class of 2020, 2021, and 2022 that enrolled in a post-secondary school.**

Please see attachment Q45.

- 46. (a) Describe all studies, research papers, and analyses OSSE conducted or contracted for in fiscal years 2021 and 2022, including the status and purpose of each.**

Please see 46(b) below.

- (b) Please identify which of these reports were mandated by legislation. Note the due date of each report and the actual date of publication.**

OSSE has conducted the following studies, research papers, and analyses in Fiscal Years 2021 and 2022. If the study, research paper, or analysis is statutorily required, it is indicated with the due date and the publication date.

Fiscal Year 2021

- DC Environmental Literacy Plan (Statutorily required: beginning in 2020 and triennially afterwards: Published Date: January 5, 2021)
- 2020 Uniform Per Student Funding Formula (UPSFF) Working Group Report (Statutorily required every two years; due January 30, 2021; Published Date Jan 26, 2021)
- Audit and Verification of Student Enrollment for the 2020-21 School Year (Statutorily required: December 31, 2020; Published date: January 29, 2021)
- DC Free Summer Meals Program Report (Statutorily required: January 1, 2020; Published date: February 9, 2021)
- Dual Language Landscape (Not statutorily required; Published Date: February 19, 2021)
- Youth Suicide Prevention and School Climate Survey Amendment Act of 2016, 2020 Report (Statutorily required: July 31, 2020; Published date: July 26, 2021)

Fiscal Year 2022

- Compensation Scale for the DC Child Care Workforce (Statutorily required: October 1, 2022; published date: October 29, 2021)
- Non-Resident Student Review and Findings Report for the 2020-21, School Year (Statutorily required: July 31, 2020; Published date; November 15, 2021)
- Fiscal Year 2020 Pre-K Report (Statutorily required annually on December 30; Published Date: November 15, 2021)

- Healthy Schools Act 2020 Report (Statutorily required: September 30, 2020; Published date November 15, 2021
- Audit and Verification of Student Enrollment for the 2021-22 School Year (Statutorily required: December 31, 2022, Published date: January 31, 2022)
- Educator Retention Brief (No statutory deadline; published date: January 2022)
- State of Discipline: 2021-22 School Year (Statutorily required: Annually December 15; Published Date: February 2022)
- Discipline Report (Statutorily required: December 15, 2021; published date: March 2022)
- 2020 Child and Adult Care Food Program Report (Statutorily required: June 30, 2021; published date: April 21, 2022)
- New Frontiers for Educational Data (Statutorily required: March 14, 2022; published date: April 21, 2022)
- Educator Workforce Report (No statutory deadline; published date: May 2022)
- 2021 Child and Adult Care Food Program Report (Statutorily required: June 30, 2022; published date: June 30, 2022).
- Child Development Facilities Lead Water Testing Report: 2018-20 (Statutorily required: June 30, 2021; published date: September 2, 2022)
- High Impact Tutoring Report: Fiscal Year 2022 (Statutorily required: July 15, 2022; published date: September 15, 2022)
- Non-Resident Student Review and Findings School Year 2021-22 Report (Statutorily required: August 30, 2022; published date: September 22, 2022)

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](#).

(c) 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.

The table below describe all studies, research papers, and analyses OSSE conducted or contracted for in fiscal years 2021 and 2022, including the timelines and purpose of each.

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
Research Organization	FERPA (Research Studies)	American Institutes for Research	8/2/2022	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
University	FERPA (Research Studies)	Brown University through the Annenberg Institute for School Reform	6/30/2023	9/13/2022	High Impact Tutoring (HIT) national implementation study
Research Organization	FERPA (Research Studies)	Center for Research on Education Outcomes	4/30/2024	5/3/2019	High Impact Tutoring (HIT) national implementation study
OSSE contractor	Other	Child Trends	3/26/2025	5/26/2021	Project AWARE tracking and evaluation, using Youth Risk Behavior Survey data
OSSE contractor	Non-FERPA	Cicero Group	3/26/2025	9/28/2022	Professional development

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
					needs assessment
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 educational factors related to juvenile justice system involvement
DC agency	Non-FERPA	DC Health	5/15/2023	6/29/2018	Youth Risk Behavior Survey studies
DC agency	Non-FERPA	DC Health	3/28/2025	3/31/2020	Support Maternal & Child Health Needs Assessment
DC agency	Non-FERPA	DC Health	1/31/2025	12/14/2020	Measure improvements in school readiness through Maternal Infant Early Childhood Home Visiting (MIECHV) program and Early Stages
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	10/1/2026	10/8/2021	Evaluation of and compliance with WIOA Title

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
					II (adult education and literacy)
DC agency	Non-FERPA	Department of Human Services	11/30/2025	3/5/2018	Analyze TANF family participation in subsidized child care
DC agency	FERPA (Audit / evaluation)	Department of Human Services	8/2/2024	5/19/2020	Analyze attendance of participants in Youth Services Division program
LEA	FERPA (Audit / evaluation)	District of Columbia Public Schools	3/30/2025	2/8/2022	Analyze the academic effects of High-Impact Tutoring (HIT) and the best way for DCPS to allocate existing and new HIT resources
OSSE contractor	FERPA (Audit / evaluation)	Education Northwest	3/31/2023	7/23/2019	Career and Technical Education reporting and analysis
CBO	FERPA (Audit / evaluation)	Genesys Works of the National Capital Region	10/1/2024	7/26/2022	Coordination with Advanced Internship Program, including evaluating partnerships

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
OSSE contractor	FERPA (Audit / evaluation)	Georgetown University	10/30/2023	9/28/2020	Evaluate Preschool Development Grant
OSSE contractor	FERPA (Research Studies)	Lincoln Square Group	11/22/2022	5/18/2022	Qualitative Study of Ninth Grade Findings
OSSE contractor	FERPA (Audit / evaluation)	Lincoln Square Group	9/30/2022	3/4/2022	Audit / analysis of My School DC's lottery application data
Research Organization	Non-FERPA	Mathematica Policy Research	1/31/2025	12/3/2019	DC School Report Card website user study
Research Organization	FERPA (Research Studies)	Mathematica Policy Research	6/30/2022	3/9/2020	Evaluate effectiveness of DC high schools moving students toward college
Research Organization	FERPA (Research Studies)	Merit Research, Policy and Evaluation	2/1/2022	4/30/2019	Examine the longitudinal outcomes of preschool graduates from Briya Public Charter School
Federal agency	FERPA (Audit / evaluation)	Multiple Federal Agencies (including US Department of Education)	12/19/2024	12/19/2019	State Wage Interchange System Data Sharing Agreement
Other	Non-FERPA	National League of Cities	3/1/2023	3/6/2018	Support NLC Census + ad hoc projects

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
OSSE contractor	FERPA (Audit / evaluation)	New Meridian Corporation	6/30/2023	7/21/2022	Evaluate statewide assessment item usage, performance, security and adjust current and develop future items for ELA and mathematics
DC agency	FERPA (Audit / evaluation)	Office of the City Administrator	8/29/2025	12/8/2020	Analysis of the impact of three Mayoral initiatives, including attendance
DC agency	Non-FERPA	Office of the Deputy Mayor for Education / (Out of School Time programs	6/30/2023	4/30/2019	Evaluate and benchmark performance of Out of School Time program grantees and support reporting on High Impact Tutoring
DC agency	FERPA (Audit / evaluation)	Office of the Deputy Mayor for Education and Office of the Chief Technology Officer	9/30/2027	12/6/2017	School boundary analysis
DC agency	FERPA (Audit / evaluation)	Office of the Inspector General	9/30/2023	5/7/2019	Evaluate enrollment procedures, residency verification

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
					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
OSSE contractor	Non-FERPA	Prenatal to Five Fiscal Strategies	1/30/2024	10/5/2022	Analyze results of market rate survey and cost of care for licensed child development facilities
Other	FERPA (Audit / evaluation)	SAS Institute	9/30/2023	6/26/2017	Provide PARCC scores to DCPS value-added analysis vendor
OSSE contractor	FERPA (Audit / evaluation)	University of California - Los Angeles	9/30/2027	9/9/2022	Early Development Instrument (EDI) administration and analysis
University	FERPA (Audit / evaluation)	University of Maryland Center for Early Childhood Education and Intervention	12/31/2025	5/16/2017	Quality Improvement Network (QIN) implementation and impact evaluation

Type of Entity	Authority for Data Sharing	Organization	Date of Expiration	Effective Date	Purpose
University	FERPA (Research Studies)	University of Virginia	1/31/2023	7/10/2014	Effects of DCPS reforms and to improve IMPACT
CBO	FERPA (Audit / evaluation)	Urban Alliance	10/1/2024	8/4/2022	Coordination for the Advanced Internship Program, including evaluating partnerships
Research Organization	FERPA (Research Studies)	Urban Institute	8/31/2028	5/21/2019	Evaluate the effectiveness of DC's PK program
Research Organization	Non-FERPA	Urban Institute	9/30/2024	4/27/2020	Capital Quality implementation evaluation
Research Organization	FERPA (Audit / evaluation)	Urban Institute	9/30/2026	10/5/2021	Master Services Agreement for Research Practice Partnership
Federal agency	FERPA (Audit / evaluation)	US Department of Education (through Abt Associates)	10/30/2026	2/16/2021	Evaluate the DC 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)

(d) Every year OSSE releases “State of Discipline” for the previous school year, pursuant to data collection and reporting requirements under the Student Fair Access to School Amendment Act of 2018 (“SFASAA”). What is the status of the report for the 2021-2022 school year? Please provide an update on how these reports have been used to inform/revise OSSE discipline policies, procedures, and practices, including OSSE guidance to LEAs and schools, and any other supports OSSE provides to LEAs and schools to address positive school climate and behavioral supports for students.

Through the annual report on the State of Discipline, OSSE fulfills local reporting requirements and provides the public important information on school discipline. The report includes analysis that provides insight into the statewide discipline data reported on the DC School Report Card. This data includes in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, and incidences of violence, including bullying and harassment. That data is also available by student group. OSSE will publish the 2021-22 report in the upcoming weeks. Discipline data on the 2021-22 school year is publicly available on the DC School Report Card.

Over the past several years, OSSE has done meaningful analysis into school discipline through these reports, and those findings have impacted our work. The 2019-20 discipline report examined disproportionate exclusionary discipline rates among students with disabilities and found students whose primary disability is emotional disturbance are more likely to be suspended than other students with disabilities. These findings motivated OSSE’s work focusing on special education and our Roadmap to Accelerating Outcomes for Student with Disabilities—for example, establishing special education micro-credentials to enhance classroom practices. Improving classroom practices reduces behavioral incidents and reliance on exclusionary discipline. Please see OSSE’s response to Question 79 for a specific overview of OSSE’s new Foundations of Special Education coursework and micro-credential opportunity for more details on this new support for LEAs, schools, and educators.

Recent discipline reports have consistently shown that disruptive/reckless behavior and fighting are the most frequent reasons for disciplinary actions. To support improved school climate and culture, OSSE offers trainings, resources, and technical assistance in the following focus areas: trauma-informed approaches, restorative justice, positive behavioral interventions and supports, social emotional learning, and equity. Our trainings are for classroom teachers, student support teams, and administrators who want to improve school climate. OSSE’s overarching school culture and climate programming and resources related to these topics can be found on OSSE’s website [here](#).

In FY22, OSSE partnered with Insite Solutions-Medstar Georgetown WISE Center, to provide training and technical assistance to DC Public and Public Charter Schools. The objective was to equip teachers with a baseline understanding of the impact of trauma and stress on the brain, as well as concrete classroom practices and strategies relevant to building equity-focused, healing-centered environments.

OSSE also partnered with local and national organizations to provide additional training and technical assistance on topics including classroom management, positive behavior interventions and supports, multi-tiered systems of support, social emotional learning, supporting LGBTQ+ students, teaching mindfulness, educator wellness, and leveraging data to promote equity.

47. In past years OSSE has published a downloadable file with school-level (as well as LEA-level and districtwide) data as a complement to its School Report Card website. Is there any plan to do so this year, and if not why?

Yes, in January 2023, OSSE published nine data files and a technical guide to complement the DC School Report Card website for school year 2021-22. OSSE publishes separate files because one standalone file would be too large to download.

These data files are:

- Aggregate Enrollment
- Aggregate Public Data
- AP, IB and SAT – Metric Scores
- Assessment – Metric Scores
- Attendance – Metric Scores
- CLASS – Metric Scores
- Discipline – Metric Scores
- Graduation and College Enrollment – Metric Scores
- Student Movement – Metric Scores

These data files are all available to download on our [DC School Report Card Resources page](#), which is linked from the main [DC School Report Card page](#).

48. In past years OSSE's school report card data file has included a rate of school-based arrests. Does OSSE have data on whether those are still occurring, and if so how often, where, and to whom?

Yes, OSSE collects and reports both counts and rates of school-based arrests. OSSE also collects information on whether disciplinary incidents result in a referral to law enforcement.

Information about school-based arrests and referrals to law and enforcement are submitted via OSSE's school discipline data collection.

School-based arrests have decreased 32 percent since the 2018-2019 school year. In its 2021-22 data, OSSE reported 19 school-based arrests and 447 referrals to law enforcement out of 8,016 disciplinary incidents from 98,748 students. Since the overall number of school-based arrests is comparatively small, counts and rates are widely suppressed at the school level in accordance with our Student Privacy & Data Suppression policy. However, we can share that most students subject to school-based arrests identified as Black/African-American and were designated as at-risk.

Please find this data available [here](#).

49. Provide the findings from the testing integrity investigations for School Year 2020-2021 and the status of the investigation reports for School Year 2020-2021.

Documentation on OSSE's test security and integrity processes, requirements, and templates as well as the test security investigations process can be found on [OSSE's website](#). Following the most recent test integrity investigations of SY18-19, there have been no substantiated findings that resulted in official OSSE sanctions.

Due to the coronavirus pandemic, spring 2022 marked the first administration of all statewide assessments for LEAs and schools since 2019, and the reintroduction of school staff to established norms and procedures for statewide assessments. These assessments included ACCESS for ELLs, Alternate ACCESS, the Multi-State Alternate Assessment (MSAA), Dynamic Learning Maps Alternate Science Assessment (DLM), PARCC, and DC Science. Throughout the spring 2022 administration windows, OSSE monitored test security and test integrity incidents and issued corrective actions during testing for individual schools and LEAs when appropriate.

After the conclusion of 2022 administration, OSSE reviewed post-test information from vendors, including data forensics reports, and did not find evidence to indicate threats to the validity of assessment results. Therefore, no post-administration investigations were initiated for the 2021-22 school year.

50. Provide a detailed description of the childcare sector in the District for fiscal years 2021, 2022, and 2023 (through January 31).

Early Childhood Education in the District of Columbia is delivered through a mixed delivery system that, as of January 2023, includes child development homes (102); child development centers (379) operated by independent businesses, non-profits, and faith-based organizations; and pre-k and afterschool programs operated by community-based organizations, 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 half 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 481 licensed child development facilities, as of January 2023, have licensed capacity to serve 27,828 children ages 6 weeks through 13 years old. In FY21, FY22 and FY23 (to date) the District worked to enhance access to, quality of, and affordability of child care through a variety of strategies and continued to support the child care sector in recovering from the impacts of the COVID-19 pandemic. Today over 95 percent of facilities have reopened, and operators have opened new facilities, resulting in more licensed child care slots, District-wide, than existed before the pandemic. Since health and safety guidance limiting group sizes in child care was lifted in 2021, and the CDC approved vaccines for children ages 6 months to 5 years old in June 2022, more child development facilities are returning to full capacity and normal operations.

However, because vaccines for young children were not approved until June 2022, the impacts of the COVID pandemic on child care continued even after many other parts of the District had moved into the recovery phase. Many child development facilities experienced significant revenue losses and increased costs during previous COVID-related closures and periods when health and safety guidance required them to operate at reduced capacity, and are still struggling to recover from these financial impacts. Further, like many employers in the current labor market, child care providers are struggling to recruit and retain staff needed to operate a full capacity.

These factors create ongoing challenges for the District's child care sector. OSSE and partners within and outside of District government are working to address these challenges, in order to ensure that families are able to access child care they need during the District's COVID recovery, and to continue the District's progress towards our goals of increasing access, quality and affordability of child care for all District families.

In FY22, these efforts included:

- In partnership with DC Health, providing health and safety guidance and technical assistance and information to support child care providers to operate safely during the public emergency and recovery.
- Adopting new child care subsidy reimbursement rates, effective Oct. 1, 2022, that permanently increase reimbursement rates for child development facilities participating in the District's child care subsidy program to reflect the increased cost to deliver care, based on the District's 2021 cost modeling analysis.
- Implementing a Public Emergency subsidy rate from January through June 2022, which temporarily increased payments to subsidy providers in recognition of the increased costs of delivering child care during the Omicron wave and duration of the public emergency. Subsidy rates returned to permanent levels in July 2022.
- Distributing over \$21 million in federally funded DC Child Care Stabilization Formula Grants to 437 child development facilities, over 95% percent of child development facilities eligible to receive these funds. These funds were distributed in partnership with the Washington Area Community Investment Fund (WACIF), Hurley & Associates (H&A) and United Planning Organization (UPO). An additional \$4.7M in DC Child Care Stabilization Formula Grants were distributed to child development facilities in December 2022.
- Launching the Access to Quality grant program, which will distribute \$10 million in grants in FY22 and FY23, funded through American Rescue Plan Revenue Replacement Funds, to support the creation of new, high-quality infant and toddler slots by funding construction, renovation and expansion of new and existing child development homes and centers. This subgrant program is administered through the Low-Income Investment Fund (LIIF).
- Launching the Early Childhood Educator Pay Equity Fund, which distributed nearly \$36 million to 3,042 early childhood educators in FY22, to support the District's efforts to achieve compensation parity for child care educators with public school educators holding similar roles and credentials. By increasing compensation of early childhood educators, these funds also support recruitment and retention of child care staff, helping child development facilities to meet their staffing needs, resume full operations and ensure services are available for children and families.
- Expanding the Shared Service Business Alliance (SSBA) to enhance the financial well-being of child development homes and small centers by making the efficiencies and business supports that the SSBA provides available to any child development home or Level II child development center that chooses to participate, at no cost to providers, and providing access to deep cleaning services for child development facilities.
- Enhancing the MyChildCareDC website, which assists families in searching for child care, to include information on tuition pricing and available vacancies in child development facilities, to help families more efficiently find child care.

Since the start of the COVID-19 pandemic, OSSE, in partnership with other District government agencies (e.g., DMPED) and community partners (e.g., Wacif, H&A, UPO, and LIIF) has distributed over \$50 million in federally and locally funded COVID relief grants to child

development facilities and, taking into account grant programs still operating, will distribute over \$100 million in COVID relief funds by the end of FY24.

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. In FY23, we anticipate delivery of significant financial relief to child development facilities through the following grant programs:

- DC Child Care Stabilization Targeted Grants, which will distribute the remaining \$12 million in federal Child Care Stabilization Grant funds, on an application basis, to a subset of DC Child Care Stabilization formula grant recipients who have additional financial needs not covered by their formula awards.
- Back to Work Child Care Grant program, which will distribute \$32 million in Coronavirus State Fiscal Relief Funds to support child development facilities in communities most impacted by COVID-19 to continue to operate and serve families through the extended COVID recovery through the end of FY24.
- Access to Quality Grant program will continue to award grants to child development facilities through the end of FY23.
- All three of these subgrant programs are administered by LIIF.

In addition to delivering COVID financial relief to child development facilities, OSSE will continue to distribute Early Childhood Educator Pay Equity Funds to eligible early childhood educators through four quarterly payments over the course of FY23. The first of these payments was already distributed in December 2022 to 3,133 eligible early childhood educators.

(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);

By Ward, FY22				
Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	35	450	1090	41.3%
2	59	110	2380	4.6%
3	37	8	1281	0.6%
4	84	548	1712	32%
5	61	433	1441	30%
6	60	209	1693	12.3%
7	52	542	1175	46.1%
8	69	836	1670	50.1%

Total	457	3136	12442	25.2%
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Preschool				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	32	402	1084	37.1%
2	57	64	1703	3.8%
3	37	11	1954	0.6%
4	74	475	1520	31.3%
5	51	326	1099	29.7%
6	57	161	1347	12%
7	50	462	1048	44.1%
8	63	730	1815	40.2%
Total	421	2631	11570	22.7%

Public Pre-K				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	15	967	1092	88.6%
2	9	DS	445	DS
3	11	DS	490	>99%
4	31	1914	2091	91.5%
5	32	2253	2562	87.9%
6	23	1831	2027	90.3%
7	23	1826	2084	87.6%
8	35	2407	2853	84.4%
Total	179	12167	13644	89.2%

By Program Type, FY22

Infants and Toddlers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	339	3009	11805	25.5%
Home	118	127	664	19.1%
Total	457	3136	12469	25.2%

Preschool

Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	339	2545	11368	22.4%
Home	82	86	202	42.6%
Total	421	2631	11570	22.7%

Public Pre-K				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
DCPS	80	5296	6024	87.9%
PCS	66	6126	6660	92%
PKEEP	28	1051	960	109.5%
Total	174	12473	13644	91.4%

By Ward, FY23

Infants and Toddlers				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	35	499	1090	45.8%
2	59	124	2383	5.2%
3	37	14	1281	1.1%
4	84	577	1712	33.7%
5	61	447	1441	31%
6	60	228	1701	13.4%
7	52	561	1191	47.1%
8	69	869	1670	52%
Total	457	3319	12469	26.6%

Preschool				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	32	215	1084	19.8%
2	57	20	1703	1.2%
3	37	10	1954	0.5%
4	74	207	1520	13.6%
5	51	131	1099	11.9%

6	57	71	1347	5.3%
7	50	165	1048	15.7%
8	63	286	1815	15.8%
Total	421	1105	11570	9.6%

Public Pre-K				
Ward	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
1	15	1072	1148	93.4%
2	8	376	445	84.5%
3	11	605	490	123.5%
4	29	2110	2195	96.1%
5	29	2034	2322	87.6%
6	22	1833	1995	91.9%
7	22	1690	1844	91.6%
8	39	2771	3305	83.8%
Total	175	12491	13744	90.9%

By Program Type, FY23

Infants and Toddlers				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	339	3191	11805	27%
Home	118	128	664	19.3%
Total	457	3319	12469	26.6%

Preschool				
Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
Center	339	1081	11368	9.5%
Home	82	24	202	11.9%
Total	421	1105	11570	9.6%

Public Pre-K

Program Type	Number of Licensed Sites	Subsidy Enrollment	Total Licensed Capacity	Utilization by Children Receiving Subsidy
DCPS	80	5573	6024	92.5%
PCS	67	6216	6760	92%
PKEEP	28	1051	960	109.5%
Total	175	12840	13744	93.4%

(b) What proportion of licensed childcare programs participate in the subsidy program, by ward (broken down by family childcare versus centers)?

FY21

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
Ward 1	CDC (Child Development Center)	24	33	72.7%
	CDH (Child Development Home)	0	2	0%
	CDX (Child Development Home Expanded)	1	4	25%
Ward 2	CDC (Child Development Center)	6	59	10.2%
	CDH (Child Development Home)	0	0	NA
	CDX (Child Development Home Expanded)	1	1	100%
Ward 3	CDC (Child Development Center)	3	38	7.9%
	CDH (Child Development Home)	0	0	NA
	CDX (Child Development Home Expanded)	0	3	0%

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
Ward 4	CDC (Child Development Center)	40	65	61.5%
	CDH (Child Development Home)	3	17	17.6%
	CDX (Child Development Home Expanded)	3	16	18.8%
Ward 5	CDC (Child Development Center)	35	54	64.8%
	CDH (Child Development Home)	1	10	10%
	CDX (Child Development Home Expanded)	0	6	0%
Ward 6	CDC (Child Development Center)	22	57	38.6%
	CDH (Child Development Home)	0	3	0%
	CDX (Child Development Home Expanded)	1	6	16.7%
Ward 7	CDC (Child Development Center)	41	41	100%
	CDH (Child Development Home)	10	17	58.8%
	CDX (Child Development Home Expanded)	4	8	50%
Ward 8	CDC (Child Development Center)	55	62	88.7%
	CDH (Child Development Home)	13	16	81.3%

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
	CDX (Child Development Home Expanded)	7	7	100%

FY22

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
Ward 1	CDC (Child Development Center)	27	37	73%
	CDH (Child Development Home)	0	2	0%
	CDX (Child Development Home Expanded)	1	3	33.3%
Ward 2	CDC (Child Development Center)	8	60	13.3%
	CDH (Child Development Home)	0	0	NA
	CDX (Child Development Home Expanded)	1	1	100%
Ward 3	CDC (Child Development Center)	5	38	13.2%
	CDH (Child Development Home)	0	0	NA
	CDX (Child Development Home Expanded)	0	4	0%
Ward 4	CDC (Child Development Center)	34	62	54.8%
	CDH (Child Development Home)	1	16	6.3%

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
	CDX (Child Development Home Expanded)	2	18	11.1%
Ward 5	CDC (Child Development Center)	31	54	57.4%
	CDH (Child Development Home)	1	9	11.1%
	CDX (Child Development Home Expanded)	0	7	0%
Ward 6	CDC (Child Development Center)	22	59	37.3%
	CDH (Child Development Home)	0	3	0%
	CDX (Child Development Home Expanded)	1	6	16.7%
Ward 7	CDC (Child Development Center)	35	38	92.1%
	CDH (Child Development Home)	9	15	60%
	CDX (Child Development Home Expanded)	6	9	66.7%
Ward 8	CDC (Child Development Center)	50	56	89.3%
	CDH (Child Development Home)	11	16	68.8%
	CDX (Child Development Home Expanded)	8	9	88.9%

FY23

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
Ward 1	CDC (Child Development Center)	24	37	64.9%
	CDH (Child Development Home)	0	2	0%
	CDX (Child Development Home Expanded)	1	3	33.3%
Ward 2	CDC (Child Development Center)	8	58	13.8%
	CDH (Child Development Home)	0	0	NA
	CDX (Child Development Home Expanded)	1	1	100%
Ward 3	CDC (Child Development Center)	6	38	15.8%
	CDH (Child Development Home)	0	0	NA
	CDX (Child Development Home Expanded)	0	4	0%
Ward 4	CDC (Child Development Center)	32	59	54.2%
	CDH (Child Development Home)	1	12	8.3%
	CDX (Child Development Home Expanded)	2	18	11.1%
Ward 5	CDC (Child Development Center)	32	52	61.5%
	CDH (Child Development Home)	1	9	11.1%

Ward	Facility Type	Number of Facilities Accepting Subsidies	Number of Open Facilities	Percent of Facilities Accepting Subsidies
	CDX (Child Development Home Expanded)	0	7	0%
Ward 6	CDC (Child Development Center)	23	56	41.1%
	CDH (Child Development Home)	0	3	0%
	CDX (Child Development Home Expanded)	1	6	16.7%
Ward 7	CDC (Child Development Center)	34	37	91.9%
	CDH (Child Development Home)	8	11	72.7%
	CDX (Child Development Home Expanded)	6	8	75%
Ward 8	CDC (Child Development Center)	46	53	86.8%
	CDH (Child Development Home)	5	14	35.7%
	CDX (Child Development Home Expanded)	8	9	88.9%

(c) 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:

2020 Census Population Estimate

Ward	Estimate of Children Under 5
Ward 1	2,704
Ward 2	1,731
Ward 3	2,098
Ward 4	3,511
Ward 5	3,510
Ward 6	3,972
Ward 7	3,699
Ward 8	4,003
Total	25,228

Please note, 2020 is the most recent year for which this data is currently available.

(d) Number and percentage of facilities that have closed in years 2019, 2020, 2021, and 2022;

Fiscal Year	Open Facilities	Closed Facilities	Total Facilities	Percentage of Closed Facilities
FY19	516	53	569	9.3%
FY20	475	29	504	6.1%
FY21	477	32	509	6 %
FY22	478	30	508	6 %
FY23 YTD	488	6	494	1 %

(e) Amount paid to child development care providers who provided subsidized care by age range and by ward; and

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
Ward 1	Barbara Chambers Children's Center	\$440,929.04	\$ 2,398,658.89	\$ 2,105,853.63	\$ 154,028.94
	CentroNía	\$ 625,089.45	\$ 3,272,406.66	\$ 1,597,992.47	\$ 291,237.52
	David's Stars Child Development Center	\$ 17,557.69	\$ 159,318.91	\$ 53,162.42	\$ -
	Easter Seals Society Inc	\$ 90,861.81	\$ 501,100.09	\$ 321,110.78	\$ -
	Elsa Gaiem / Our Children First	\$ 6,594.04	\$ 64,245.30	\$ 15,591.60	\$ -
	Joseph Givens	\$ -	\$ -	\$ 282.75	\$ -
	Jumbilee Jumpstart	\$ 112,475.56	\$ 341,079.55	\$ 284,305.03	\$ -
	Mesac Child Development Center	\$ -	\$ 51,673.79	\$ 29,017.98	\$ -
	Multicultural Career Intern Program	\$ 258,775.67	\$ 608,263.03	\$ 149,499.93	\$ -
	Natasha Yates	\$ -	\$ -	\$ -	\$ 397.50
	Rosemount Center	\$ 77,004.58	\$ 520,819.66	\$ 426,256.97	\$ -
	Samaritan Inns/Clark Inn	\$ -	\$ 1,281.50	\$ -	\$ -
Semillitas Child Development Center	\$ -	\$ -	\$ 124.18	\$ -	
Ward 2	Angelique Speight	\$ 1,441.20	\$ 106,115.59	\$ 50,026.47	\$ -
	DC Kids LLC	\$ 10,192.12	\$ 25,434.70	\$ 7,083.78	\$ -
	KidCo LLC	\$ 3,376.32	\$ 12,714.02	\$ 9,755.85	\$ -
	Kids Corner Daycare, Inc	\$ -	\$ 57,276.30	\$ 20,633.99	\$ -
	Kingman Boys- Club, Inc.	\$ -	\$ -	\$ -	\$ 446,581.72
	Milestones Enrichment Center, Inc.	\$ 62,291.51	\$ 508,792.38	\$ 115,974.28	\$ 1,228.72
	Tiny Findings, Inc.	\$ 19,322.33	\$ 28,806.64	\$ -	\$ -
Ward 3	Communikids Preschool LLC	\$ 4,079.38	\$ 14,081.54	\$ 61,982.11	\$ 1,241.28
	St. Alban's Early Childhood Center	\$ 7,905.30	\$ 38,771.80	\$ 4,964.00	\$ -
Ward 4	2 New Heights Child Development Center	\$ 70,700.91	\$ 603,023.71	\$ 184,641.95	\$ -
	ABC Child Development Center	\$ 31,358.62	\$ 237,551.15	\$ 187,537.68	\$ 12,755.48

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	Ana Acevedo Perez / Infancia Feliz	\$ 35,684.92	\$ 40,788.00	\$ -	\$ -
	Blandi's Child Learning Center	\$ 7,309.87	\$ 83,216.28	\$ 17,442.13	\$ -
	Bright Start Childcare , LLC	\$ 163.15	\$ 69,221.71	\$ 80,605.54	\$ -
	Chantelle's Quality Child Care Center	\$ 69,712.28	\$ 273,149.69	\$ 157,771.34	\$ 28,459.16
	Children's Hut	\$ 157,607.62	\$ 795,698.80	\$ 624,223.36	\$ -
	Curious Explorers Child Development Center	\$ 4,057.00	\$ 20,427.06	\$ 895.36	\$ -
	Cynthia Davis	\$ 33,298.97	\$ 84,972.83	\$ -	\$ 8,347.98
	Edward C. Mazique Parent Child Center	\$ 80,625.33	\$ 696,061.66	\$ 283,262.97	\$ -
	Estrellitas Child Development Center	\$ -	\$ -	\$ 12,521.05	\$ -
	Euphemia L. Haynes Public Charter School	\$ -	\$ -	\$ 670.14	\$ 131,029.97
	Gap Community Childcare Center Inc.	\$ 46,052.49	\$ 305,037.15	\$ 149,488.71	\$ -
	Growing Seeds Child Development Center	\$ 45,243.00	\$ 225,566.48	\$ 59,316.05	\$ 5,350.60
	Ideal Child Care Development Center	\$ 19,230.30	\$ 69,788.64	\$ 38,966.58	\$ -
	KinderCare Education Champions	\$ -	\$ -	\$ 155,288.51	\$ 309,978.52
	Love and Care Child Development Center	\$ 97,291.15	\$ 491,408.18	\$ 34,098.70	\$ -
	Lynn Carol's Academy Of Early Learning	\$ -	\$ 70,328.22	\$ 149,855.58	\$ 34,593.22
	Mana Bilingual Child Development Center	\$ 44,074.15	\$ 275,301.59	\$ 113,461.13	\$ -
	Meriam Academy, LLC	\$ 50,231.01	\$ 136,036.87	\$ 166,295.35	\$ -
	Paulette A. Sansbury	\$ -	\$ 23,621.94	\$ -	\$ -
	Quickie Becky Child Care Dev	\$ 216,094.42	\$ 1,203,245.89	\$ 906,448.20	\$ -
	Roots Activity Learning Center, Inc	\$ 76,797.97	\$ 558,385.05	\$ 196,698.58	\$ 476.08
	Spanish Education Development Center	\$ 181,947.98	\$ 1,677,940.95	\$ 985,306.59	\$ 54.09

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	The Bridges Academy, Inc.	\$ 82,922.50	\$ 581,501.49	\$ 931,965.82	\$ 614,299.46
	The Learning Curve III	\$ 2,640.00	\$ 164,121.43	\$ 38,126.77	\$ -
	The Learning Curve IV	\$ 74,092.38	\$ 143,352.71	\$ -	\$ -
	Wonders Child Care Center	\$ -	\$ -	\$ -	\$ 460.22
Ward 5	18th Street Early Learning Child Development Center	\$ 27,021.36	\$ 12,700.51	\$ 839.40	\$ -
	A Step Above Child Development Center	\$ 52,733.43	\$ 196,483.87	\$ 87,150.68	\$ -
	Associates for Renewal in Education, Inc.	\$ 12,657.52	\$ 81,469.30	\$ 237,058.26	\$ 120,364.06
	Baby Einstein II Child Development Center	\$ -	\$ 52,342.03	\$ -	\$ -
	Bellas Artes Child Creativity Center	\$ 21,520.36	\$ 204,763.62	\$ 96,706.59	\$ -
	Bennett Babies, Inc.	\$ 88,976.34	\$ 355,044.99	\$ 58,121.62	\$ -
	Children of The Future CDC	\$ 31,431.73	\$ 124,535.25	\$ 46,347.93	\$ -
	Franklin Commons Intergenerational	\$ 38,166.48	\$ 16,361.69	\$ 34,136.87	\$ 8,246.06
	Gatari Child Development Center	\$ 23,355.74	\$ 429,959.46	\$ 123,437.84	\$ -
	Happy Faces Early Learning Academy	\$ 130,757.54	\$ 810,203.08	\$ 485,114.77	\$ -
	Home Away from Home CDC	\$ 278,506.63	\$ 1,114,315.09	\$ 364,975.79	\$ 100,200.68
	I-Care Child Development Center	\$ 3,062.88	\$ 96,303.75	\$ 41,241.94	\$ -
	Israel Manor Inc.	\$ 42,403.80	\$ 317,721.74	\$ 190,923.73	\$ 45,752.27
	Kennedy Child Development Center	\$ 24,607.36	\$ 148,354.35	\$ 61,504.55	\$ -
	Little Blessings LLC / Irma Yolanda Tzul de Morad	\$ -	\$ 75,255.38	\$ 37,934.16	\$ -
	Loving Care Day Nursery, Inc	\$ 584,415.85	\$ 2,170,608.32	\$ 827,960.63	\$ 1,247.68
Newlen Early Childhood Readiness Center	\$ -	\$ 122,172.49	\$ 245,078.70	\$ 19,755.87	

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	Woodbridge Day Care Centers	\$ 119,128.44	\$ 855,225.45	\$ 188,918.55	\$ 1,434.63
	YMCA Metropolitan Washington	\$ -	\$ 40,384.03	\$ 185,513.75	\$ 534,711.64
Ward 6	Board Of Child Care of the United Methodist Church	\$ 137,139.68	\$ 587,417.12	\$ 275,019.47	\$ -
	Early Learners Academy	\$ -	\$ 54,104.04	\$ 125,432.08	\$ 1,334.22
	Friendship Public Charter Schools	\$ -	\$ -	\$ 304,165.08	\$ 776,241.64
	Growth Spurts Child Learning Center	\$ 10,289.41	\$ 225,012.84	\$ 163,592.19	\$ 70,429.34
	Kidz Care Unlimited Child Development Center	\$131,330.93	\$ 747,887.25	\$ 218,475.59	\$ 26,176.77
	Pilgrim Baptist Church CDC	\$ -	\$ 26,313.45	\$ 89,729.56	\$ 14,965.01
	Shiloh Family Center Life Foundation	\$ -	\$ 25,281.51	\$ 69,286.57	\$ 58,067.14
	Springfield Baptist Church "Kingdom Kids" CDC	\$ 59,462.23	\$ 322,315.83	\$ 127,543.86	\$ 1,745.20
	Story Time Kids LLC	\$ -	\$ 4,531.75	\$ -	\$ -
	Toddlers On The Hill	\$ 3,321.32	\$ 83,352.43	\$ 53,870.79	\$ 400.84
	Ward 7	Agape Woodland Tigers Youth Academy Inc	\$ 60,548.23	\$ 242,438.51	\$ 130,165.24
AlphaBEST Education Inc		\$ -	\$ -	\$ 167,120.30	\$ 385,375.87
Artimitia J. Mitchell		\$ 15,817.64	\$ 33,531.86	\$ -	\$ -
Assembly Of The Saints CDC		\$ -	\$ 106,312.58	\$ 122,212.42	\$ 34,722.26
Baby Einstein Child Development Center		\$ 87,058.93	\$ 519,305.03	\$ 215,084.09	\$ 6,533.44
Bethel Christian Fellowship Church		\$ 27,421.89	\$ 299,604.86	\$ 177,288.95	\$ 59,402.27
Chantelle Coles		\$ 15,620.25	\$ 59,702.00	\$ 31,873.95	\$ -
Christian Tabernacle Church of God, Inc		\$ 228,752.73	\$ 731,662.39	\$ 317,979.86	\$ 634.66
Community Educational Research Group, Inc		\$ 139,994.95	\$ 1,407,277.72	\$ 658,957.43	\$ 131,981.76
Diane Jackson		\$ -	\$ -	\$ -	\$ 23,512.80

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	Educare of Washington DC	\$ 10,517.92	\$ 164,888.09	\$ 196,980.96	\$ -
	First Rock Baptist Child Development Center	\$ 107,749.46	\$ 626,562.42	\$ 265,202.76	\$ -
	House of Ruth	\$ 100,306.80	\$ 528,354.89	\$ 260,928.93	\$ -
	Jewel's New Beginning Learning Center	\$ 148,024.67	\$ 617,960.72	\$ 156,544.54	\$ 12,940.49
	Kids Are People Too	\$ 155,800.09	\$ 760,926.40	\$ 204,147.45	\$ -
	KU Kids Deanwood, LLC	\$ 58,922.23	\$ 200,365.55	\$ 69,018.40	\$ -
	La Juanda Hill	\$ 8,800.55	\$ 30,832.62	\$ 32,637.16	\$ 6,788.31
	Lena Sears Child Development Center	\$ 61,363.15	\$ 161,709.32	\$ 99,427.03	\$ -
	Lia's Rainbow LLC	\$ 80,086.49	\$ 299,021.26	\$ 38,186.91	\$ 1,219.15
	Little Samaritan Child Dev. Center	\$ 30,925.72	\$ 155,261.90	\$ 155,704.12	\$ 73,167.90
	Manley Science and Technology Center	\$ 66,062.37	\$ 307,728.27	\$ 55,952.78	\$ 6,093.85
	Muluwork Kenea/Amen Family Child Care	\$ 56,302.26	\$ 135,913.48	\$ 135,572.15	\$ -
	Newlen Early Childhood School Readiness Center #2	\$130,950.15	\$ 205,765.38	\$ 19,797.68	\$ -
	Octavia Riddick	\$ 5,141.40	\$ 59,468.76	\$ 6,153.84	\$ 1,516.52
	Promoting Love and Wisdom Childcare Home	\$ 6,829.72	\$ 8,451.58	\$ 1,551.20	\$ 3,324.00
	Rainbow Child Learning Center, Inc.	\$ 12,012.75	\$ 46,596.20	\$ 104,953.94	\$ -
	REDHEAD Laugh Learn and Play Child Care	\$ 7,629.91	\$ 59,107.66	\$ 11,353.94	\$ -
	Rising Stars Early Learning Center	\$ 56,133.07	\$ 250,401.71	\$ 90,745.58	\$ 3,768.66
	Sheila J. Harley	\$ 2,170.62	\$ 28,402.96	\$ 12,259.44	\$ -
	Shining Star 2 Early Learning Center	\$ 50,086.32	\$ 261,453.48	\$ 226,155.73	\$ -
	Shining Star Early Learning Center	\$ 67,601.83	\$ 325,011.61	\$ 155,865.30	\$ 18,461.35
	St. Timothy's Episcopal CDC	\$ 57,803.35	\$ 292,793.85	\$ 240,216.06	\$ 70,072.32
	Stephanie Dobson	\$ 25,550.04	\$ 18,603.03	\$ 2,469.84	\$ 16,755.40

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	Sukarno Glory Childcare Development Center	\$ 174,792.46	\$ 878,036.58	\$ 231,634.46	\$ -
	Sylvia Crews/ LTH Infants and Toddlers	\$ 73,497.61	\$ 125,462.93	\$ 4,066.88	\$ 1,741.30
	The Happy Kids Learning Center	\$ 44,455.25	\$ 105,462.98	\$ 29,079.23	\$ 4,648.88
	The Mary Elizabeth House, Inc., A Ministry	\$ 54,460.15	\$ 80,585.99	\$ 13,195.48	\$ -
	Tyson Family Services, LLC	\$ 123,486.41	\$ 347,365.76	\$ 90,963.46	\$ -
	Wanda Yvette Thomas Smith	\$ 15,736.05	\$ 51,778.67	\$ 7,892.54	\$ 169.26
	Wibble Wobble Child Development Center	\$ -	\$ 62,959.85	\$ 90,736.23	\$ 35,250.19
	Winters Wonderland Early Child Care	\$ -	\$ 22,390.40	\$ 17,430.44	\$ -
Ward 8	Adeola Oyekola	\$ 28,534.84	\$ 52,747.11	\$ 23,564.67	\$ -
	Angels Arena Child Care LLC	\$ 1,676.50	\$ 108,736.56	\$ -	\$ -
	Apple Tree Early Public Charter School	\$ -	\$ -	\$ 211,111.72	\$ 3,252.38
	Barbara P. Joaquin	\$ 2,383.36	\$ 17,946.14	\$ 15,207.04	\$ 7,406.94
	Berts Family Childcare	\$ -	\$ 13,191.03	\$ 34,226.66	\$ 22,241.73
	Big Mama's Children's Center	\$ 88,985.15	\$ 253,090.10	\$ 352,611.48	\$ 104,561.02
	Bright Beginnings, Inc.	\$ 111,527.15	\$ 812,052.10	\$ 433,202.65	\$ -
	Creative Korner Early Learning Center	\$ 32,782.74	\$ 290,867.46	\$ 269,207.84	\$ 7,274.90
	Dawn To Dusk Child Development Center	\$128,007.81	\$ 563,081.63	\$ 468,175.18	\$ 15,896.10
	Eagle Academy Public Charter School	\$ -	\$ -	\$ 166,575.03	\$ 145,109.55
	Emergent Preparatory Academy	\$255,600.92	\$1,004,477.30	\$ 454,772.58	\$ 153,448.07
	Gloria E. Green	\$ -	\$ 92.54	\$ 5,431.10	\$ -

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	Independent of Church of God Child Development Center	\$ 25,836.81	\$ 83,120.77	\$ 41,434.22	\$ 1,272.10
	JAG Child Care, LLC	\$ -	\$ 7,002.00	\$ -	\$ -
	Joyce Bagley	\$ 2,529.69	\$ 28,970.84	\$ 10,353.74	\$ 73.50
	Jynell Williams	\$ -	\$ 1,778.28	\$ 20,328.73	\$ 1,006.40
	KD's Klubhouse LLC	\$ 97,805.26	\$ 301,133.00	\$ 123,222.01	\$ 41,492.95
	Kiddies Kollege	\$176,502.78	\$ 883,720.79	\$ 230,006.16	\$ -
	Kids Are Us Learning Center	\$ 94,170.48	\$ 576,318.38	\$ 116,764.98	\$ -
	Kids Come First	\$113,085.30	\$ 729,326.44	\$ 190,127.32	\$ -
	Kuumba Learning Center	\$ -	\$ 3,141.72	\$ 87,114.25	\$ 34,142.90
	Lakeisha Cameron/Blessing CDH	\$ 7,945.29	\$ 125,981.85	\$ 25,469.40	\$ 4,024.60
	Linda T Waller	\$ -	\$ 23,506.08	\$ 3,859.42	\$ -
	Little Apple Child Center-Wendy Weekes	\$ 26,073.16	\$ 102,323.20	\$ 147,795.36	\$ 54,278.85
	Martha's Table, Inc	\$ 49,898.02	\$ 504,312.83	\$ 146,877.48	\$ -
	Mary Ann Ross	\$ 7,959.74	\$ 59,545.01	\$ 419.40	\$ -
	Matthews Memorial Baptist CDC	\$ 74,810.15	\$ 107,183.98	\$ 31,595.28	\$ 30,933.70
	Miriam's Growing Seeds Home Day Care	\$ 7,135.28	\$ 49,390.92	\$ 14,349.70	\$ -
	National Children's Center	\$294,996.94	\$1,590,552.54	\$ 906,124.16	\$ 88.40
	New Creation Child Development Center	\$ -	\$ 159,768.18	\$ 103,687.24	\$ -
	Ngegha Beginner Child Care	\$ 8,697.04	\$ 82,071.73	\$ 152,915.59	\$ 2,891.82
	Paramount Child Development Center	\$ -	\$ 192,855.15	\$ 287,936.02	\$ -
	POC Learning Academy, LLC	\$ 6,391.05	\$ 115,763.14	\$ 34,032.36	\$ -
	Rehoboth Baptist Church Child Development Center	\$ -	\$ 122,854.70	\$ 350,102.49	\$ 237,830.96
	Rocketship Education DC Public Charter School	\$ -	\$ -	\$ 166,097.05	\$ 309,295.08
	Runn And Shoot With Me LLC	\$ -	\$ 26,049.84	\$ 5,128.06	\$ -

Ward	Facility	Subsidy Payments - Infants	Subsidy Payments – Toddlers	Subsidy Payments – Preschool	Subsidy Payments – School Age
	St. Philip's Child Development Center	\$134,752.18	\$ 691,846.85	\$ 342,113.74	\$ -
	Sunshine Early Learning Center	\$221,478.29	\$1,176,447.01	\$ 884,941.56	\$ 11.84
	The Learning Curve CDC	\$ -	\$ 185,696.92	\$ 276,738.81	\$ 42,460.24
	Timothy Goodwin @ Jack And Jill Academy	\$ -	\$ -	\$ 11,328.30	\$ -
	Tiny Tots Childcare Development Home, LLC	\$ 718.02	\$ -	\$ -	\$ -
	Towana McMickens	\$ 7,355.52	\$ 67,791.60	\$ 19,826.44	\$ -
	Tucker's Day Care Center	\$ 40,581.42	\$ 273,214.97	\$ 249,559.02	\$ -
	United Planning Organization	\$141,265.95	\$ 639,237.04	\$ 87,674.65	\$ -
	Vee's Child Development Center	\$ 8,035.48	\$ 154,234.16	\$ 61,023.62	\$ -
	WLTG, LLC	\$ 558.46	\$ 47,467.64	\$ 43,783.00	\$ -

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

Fiscal Year License Obtained	Facility Name
FY21	AlphaBEST Education @ KIPP DC Wheeler Campus
FY21	AlphaBEST Education @ Two Rivers 4th ST
FY21	AlphaBEST Education @ Two Rivers Charles Young
FY21	Bambini Play & Learn at NoMa, LLC
FY21	Bellas Artes Child Creativity Center
FY21	Bethel Christian Fellowship CDC Infant Center
FY21	Bright Start Early Care Preschool II
FY21	Bright Start NOMA LLC
FY21	Capital Kids DC
FY21	CentroNia @ Stevens Early Learning Center
FY21	Children Of the Future
FY21	Communikids Preschool LLC VII
FY21	Curious Explorers Center West Campus
FY21	DC Superior Court Child Care Center
FY21	Discovery Learning Academy
FY21	Eagle Academy Public Charter at Capitol River Front
FY21	Educare DC- IDEA
FY21	Emergent Preparatory Academy III
FY21	Emergent Preparatory Academy IV
FY21	Emergent Preparatory Academy V
FY21	Gatari Child Development Center III
FY21	Genesis One Kids, LLC
FY21	Glover Park KinderCare
FY21	House of Ruth's Kidspace Child and Family Development Center
FY21	Independent Church of God Child Development Center
FY21	Jenkins Hill Child Development Center III
FY21	Kindercare Education/ Champion @ Dorothy Height
FY21	Learning Leaf Childcare Center
FY21	Little Rockets
FY21	Love and Care Child Development Center
FY21	Mestawet Dejene/Playsafe Playhouse CDH
FY21	Narbear Child Development Home Daycare
FY21	Newlen Early Childhood School Readiness Center II
FY21	Peaceful Play Center
FY21	Petit Scholar North Campus II
FY21	REDHEAD Laugh Learn and Play Child Care
FY21	Rocketship Infinity Community Prep
FY21	Sebastian Molina Vail
FY21	Sequoia School Child Care and Early Learning Center

Fiscal Year License Obtained	Facility Name
FY21	The Learning Curve CDC IV
FY21	The Learning Curve III
FY21	Winters Wonderland Early Child Care
FY21	YMCA @ Meridian Public School
FY21	YMCA at Diplotots Too
FY21	Zecketia Coleman/Little Emotions
FY22	18th Street Early Learning Child Development Center
FY22	Adiam Haddege / Zoe's Home Daycare
FY22	AlphaBEST Education @ Bridges PCS
FY22	Angel's Arena Child Care, LLC
FY22	Apple Tree Early Learning Public Charter School - Southwest
FY22	Barbara Chambers Children's Center #4
FY22	Barbara Chambers Children's Center #5
FY22	Child's First Step, LLC
FY22	Communikids Preschool LLC VIII
FY22	Elizabeth Palomino CDX
FY22	Friendship Public Charter School @ Ideal
FY22	Friendship Public Charter School @ Ideal Kansas Avenue
FY22	Gatari Child Development Center II
FY22	HHS/ED Children 's Center by Reggio's Treehouse
FY22	Happy Faces Academy
FY22	Kenney Business Solutions Inc. USAO Child Care Waiting Room
FY22	Kenney Business Solutions, Inc.
FY22	Kiddie Academy Of DC - West End
FY22	KinderCare Learning @ Watergate 600
FY22	La Petite Academy DBA Everbrook Academy
FY22	MESAC Child Development Center II
FY22	Petit Scholars Bloomingdale
FY22	Phase Family Center DC, LLC
FY22	Primrose School At The Parks DC
FY22	Redhead Laugh Learn and Play Childcare
FY22	STORY TIME KIDS LLC
FY22	Soles Montessori Child Development LLC
FY22	Sprouts Town Child Care Development 2
FY22	Sweet Home Daycare
FY22	TeleTots By Reggio's Treehouse
FY22	The Britleys School, Inc
FY22	Titi's Happy Hearts/Deborah Berhane
FY22	Tomorrow's Promise Learning Center
FY22	Tyraee Carter / The Carter's Heaven Arms

Fiscal Year License Obtained	Facility Name
FY22	UPO @ Coolidge High School
FY22	UPO @ Malcolm X Elementary School
FY22	Washington Academy Preschool
FY23	ARCOIRIS 123 DC
FY23	Antonio Lumpkin Jr.
FY23	La Petite Academy DBA Everbrook Academy 2
FY23	Love First Child Development Center Site # 1
FY23	Prep Enrichment Center 2
FY23	The Children's House by Reggio's Treehouse

51. Please describe the status of Capital Quality at the end of FY 2022. How many programs participate in Capital Quality? What are their ratings? Have there been any delays or changes in the implementation of Capital Quality in FY 22?

Capital Quality is DC's tiered quality rating and improvement system (QRIS) for child development facilities. There are four main components of Capital Quality: 1) a facility designation (e.g. developing, progressing, quality, high-quality) that is determined by the use of research-based metrics; 2) a continuous quality improvement plan that is aligned with research-based quality standards; 3) a quality profile to support families in selecting an early care and education setting that best meets their child's needs; and 4) one-on-one technical assistance. QRIS is used by most states and DC was an early adopter. Capital Quality currently has 255 participants. The number of participants fluctuates based on participation in the Child Care Subsidy program and the number of providers that do not provide subsidized child care but opt into Capital Quality. Providers may join the subsidized child care program or opt into Capital Quality on a rolling basis each fiscal year. Below is a breakdown of participating facilities by facility type and participation in the Child Care Subsidy program as of January 31, 2023.

- Total child development centers participating: 195
 - Child development centers participating in subsidy: 181
 - Child development centers not participating in subsidy: 14
- Total child development homes and expanded homes participating: 60
 - Child development homes participating in subsidy: 49
 - Child development homes not participating in subsidy: 11

The table below shows the number of facilities based on their current Capital Quality designation, as of January 31, 2023.

Capital Quality Designation	Number of Facilities
Preliminary	73
Developing	8
Progressing	71
Quality	70
High-Quality	33
Total	255

There were no changes in the implementation of Capital Quality in FY22. Capital Quality designations have not been calculated since the onset of the COVID-19 pandemic, as observations could not be conducted for all participating facilities in FY20, FY21 or FY22. The COVID-19 pandemic, which led to temporary facility closures, classroom closures and restrictions on additional people entering child care facilities and classrooms, prevented classroom observations from being completed in all classrooms during the aforementioned fiscal years. In Spring 2021, OSSE updated Capital Quality designations for facilities that had only one year of observation data collected pre-COVID. Previous policy required two years of

data before a designation could be calculated; OSSE updated the policy in 2021 to allow for calculation based on one year of data for programs that had newly entered Capital Quality and did not have a chance to receive two observations pre-COVID. Once a second year of data is available, these facilities will receive updated designations based on two years of data. As a result of this policy, 26 facilities received updated Capital Quality designations and associated reimbursement rates for F22. These facilities are included in the table above. Observations are scheduled to occur for all Capital Quality facilities in FY23.

52. With respect to the Early Childhood Educator Pay Equity Fund, please provide the following data points as of January 31: how many applications have been received (by full and part-time status), how many applications have been approved (by role and by full/part-time status), the number of recipients, number of denials (by employment title), and the total cost paid out.

Fiscal Year 2022 (FY22)

The application for FY22 of the Early Childhood Educator Pay Equity Fund opened on Aug. 15, 2022 and closed on Sept. 20, 2022. The application was posted publicly on OSSE's website and promoted by OSSE and other community partners. OSSE received 4,225 applications for FY22. Of these applicants, 3,935 reported working full-time (at least 30 hours a week on average; or at least 240 hours in the past eight weeks), 266 reported working part-time (10-20 hours a week on average; or 80-239 hours in the past eight weeks), and fewer than 10 reported working less than part-time. Staff working less than 10 hours per week are not eligible for the Fund.

As of Jan. 31, 2023, 3,174 early childhood educators received payment from the Early Childhood Educator Pay Equity Fund for FY22. A breakdown of these individuals' Staff Type and employment status can be found below. A total of \$37,883,000 has been disbursed to early childhood educators for FY22 payments.

FY22 Pay Parity Fund Payments by Staff Type & Employment Status

Staff Type	Full-Time	Part-Time
Assistant Teacher	1,149	79
Associate Caregiver	98	14
Montessori Assistant Teacher	2	1
Teacher	1,667	54
Expanded Home Provider	45	1
Home Provider	53	1
Montessori Teacher	10	0
Total	3,124	150

In FY22, 868 applicants were denied. The table below breaks down the number of denials by Staff Type reported by the applicant.

FY22 Pay Parity Fund Denials by Staff Type

Staff Type	Number Reported
Aide	26
Assistant Teacher	337
Associate Provider	13
Director	34
Expanded Home Provider	5
Home Provider	13

Montessori Assistant Teacher	2
Montessori Teacher	4
Out-of-School-Time Leader	19
Substitute	19
Teacher	359
Unknown	37
Total	868

Denied applicants received an ineligible determination because they did not meet the eligibility criteria for FY22 for the Early Childhood Educator Pay Equity Fund based on the information provided in their application and in OSSE's licensing system, known as the Division of Early Learning Licensing Tool (DELLT). In many cases, individuals were denied because they were not employed in a child development facility that is licensed by OSSE. For example, OSSE and AidKit received many applications from early childhood educators employed at public and public charter schools in the District who were not eligible for the program. (The Early Childhood Educator Pay Equity Fund was created to support pay parity for early childhood educators employed at child development facilities licensed by OSSE with their peers employed in DC public and public charter schools. As such, employees of DC Public Schools and public charter schools were not eligible for these funds.) Applicants whose initial applications were denied were provided the opportunity to submit an appeal. The appeals process and outcomes are addressed in our response to Question 55.

FY23 Quarter One

In FY23, eligible early childhood educators can receive up to four payments of up to \$3,500 each between October 2022 and September 2023. The payment schedule for FY23 is as follows: Quarter One: December 2022; Quarter Two: March 2023; Quarter Three: June 2023; and Quarter Four: September 2023.

Early childhood educators who received a supplemental payment through AidKit in FY22 and remain employed in an eligible Staff Type in a child development facility licensed by OSSE do not need to submit an additional application to receive supplemental payments in FY23. AidKit will use staff records in DELLT to validate that each previously approved early childhood educator remains eligible prior to distributing a payment. Previously approved early childhood educators who are no longer eligible to receive supplemental payments will receive a notification stating they are not eligible to receive funds.

Newly hired and newly eligible early childhood educators must submit an application to AidKit in order to receive supplemental payments in FY23. The application launched on Nov. 1, 2022 and will remain open until 5 p.m. on Aug. 15, 2023. Applications are accepted on a rolling basis; however there are application due dates by which applicants must apply in order to receive a payment in each quarter. Of note, once an eligible early childhood educator has been approved for any FY23 supplemental payment, they do not need to complete additional applications, but

will automatically receive remaining FY23 quarterly payments as long as they remain employed in an eligible Staff Type in a child development facility licensed by OSSE.

For quarter one of FY23, AidKit received 488 new applications by the Nov. 15, 2022, application deadline. Of these applicants, 436 reported working full-time (at least 30 hours a week on average or has worked at least 240 hours in the past eight weeks) and 52 reported working part-time (at least 10 hours a week on average or has worked at least 80 hours in the past eight weeks). As of Jan. 31, 3,312 early childhood educators (including both new applicants and staff previously approved in FY22) have been approved for a Q1 FY23 payment. A breakdown of these individual's Staff Type and employment status can be found below.

FY23, Q1 Pay Parity Fund Payments by Staff Type & Employment Status

Staff Type	Full-Time	Part-time
Assistant Teacher	1,250	88
Associate Caregiver	97	13
Montessori Assistant Teacher	7	1
Teacher	1,680	63
Expanded Home Provider	45	1
Home Provider	52	1
Montessori Teacher	10	0
PKEEP Assistant Teacher	4	0
TOTAL	3,145	167

As of January 31, 2023, 3,292 early childhood educators received payments, totaling \$9,766,000 (the remaining 20 approved applicants are in process).

In FY23 quarter one, 176 applicants were denied. A breakdown of the Staff Type these individuals reported in their applications can be found below.

Staff Type	Number Reported
Assistant Teacher	98
Teacher	57
Other Staff Types	21
Note: OSSE cannot report disaggregated data for "other staff types" because the total number of denied applicants for each staff type was less than 10.	

53. Please list by ward, the number of licensed assistant teachers, teachers, associate caregiver, expanded home provider, home provider, Montessori Assistant Teachers, and Montessori teachers employed at facilities with active licenses as of May 16, 2022.

Below you will find the number of child care facility staff by ward. Montessori teachers and assistant teachers are included in the counts for teachers and assistant teachers, respectively.

FY22 Licensed Facilities Staff by Ward	Number of Staff
Ward 1	
Assistant Teacher	184
Associate Caregiver	11
Expanded Home Assistant/Substitute	3
Expanded Home Provider	3
Home Provider	2
Home Provider Assistant/Substitute	0
Teacher	175
Ward 2	
Assistant Teacher	306
Associate Caregiver	0
Expanded Home Assistant/Substitute	1
Expanded Home Provider	1
Home Provider	0
Home Provider Assistant/Substitute	0
Teacher	341
Ward 3	
Assistant Teacher	280
Associate Caregiver	4
Expanded Home Assistant/Substitute	1
Expanded Home Provider	2
Home Provider	2
Home Provider Assistant/Substitute	1
Teacher	197
Ward 4	
Assistant Teacher	253
Associate Caregiver	16
Expanded Home Assistant/Substitute	13
Expanded Home Provider	15
Home Provider	13
Home Provider Assistant/Substitute	5
Teacher	255
Ward 5	
Assistant Teacher	152
Associate Caregiver	8
Expanded Home Assistant/Substitute	4
Expanded Home Provider	6

Home Provider	9
Home Provider Assistant/Substitute	7
Teacher	173
Ward 6	
Assistant Teacher	267
Associate Caregiver	14
Expanded Home Assistant/Substitute	4
Expanded Home Provider	6
Home Provider	3
Home Provider Assistant/Substitute	4
Teacher	249
Ward 7	
Assistant Teacher	119
Associate Caregiver	13
Expanded Home Assistant/Substitute	4
Expanded Home Provider	7
Home Provider	13
Home Provider Assistant/Substitute	1
Teacher	138
Ward 8	
Assistant Teacher	182
Associate Caregiver	7
Expanded Home Assistant/Substitute	7
Expanded Home Provider	6
Home Provider	15
Home Provider Assistant/Substitute	1
Teacher	241
Total	3,744

54. How many eligible educators did not apply for the Pay Equity Fund?

OSSE experienced strong participation in the Pay Equity Fund in FY22. There are 3,744 early educators in the District (see question 53). OSSE received 4,225 applications and approved 3,174 applicants in FY22. We would not anticipate all 3,744 educators to receive payment due to other eligibility criteria – for example staying employed through the application period and being employed in an eligible staff role. As a result, OSSE estimated that approximately 3,200 early childhood educators were eligible to receive funds through the Early Childhood Educator Pay Equity Fund in FY22 (taking into account the dates on which staff were required to be employed to qualify for the fund). Based upon the number of applicants approved in FY22, we can surmise that nearly all eligible educators applied for funding. As child care facilities continue to recover from COVID-19, we continue to see increasing numbers of educators employed in child care facilities across the District.

As of December 2022, we estimated that approximately 3,500 early childhood educators were employed in roles eligible to receive funds in FY23. Based upon the number of applicants approved (e.g., individuals who received funds in FY22 and remained eligible as well as new applicants) and the number of applicants under review (e.g., individuals whom OSSE is working to confirm employment information for) we can again surmise that nearly all eligible educators applied for funding in quarter one of FY23.

55. Please explain how OSSE is handling the appeals process for denied applications to the Early Childhood Educator Pay Equity Fund.

Applicants who were denied funding in FY22 received this determination because they did not meet the [eligibility criteria](#) for FY22 for the Early Childhood Educator Pay Equity Fund based on the information provided in their application and in OSSE's licensing system, known as the Division of Early Learning Licensing Tool (DELLT). In many cases, individuals were denied because they were not employed in a child development facility that is licensed by OSSE. For example, OSSE and AidKit received many applications from early childhood educators employed at public and public charter schools in the District who were not eligible for the program. (The Early Childhood Educator Pay Equity Fund was created to support pay parity for early childhood educators employed at child development facilities licensed by OSSE with their peers employed in DC public and public charter schools. As such, employees of DC Public Schools and public charter schools were not eligible for these funds.) OSSE and AidKit also received applications from individuals employed after May 16, 2022, and/or in an ineligible Staff Type (e.g., substitute, director, Pre-K Enhancement and Expansion Program (PKEEP) teacher).

Applicants who were found ineligible to receive funds in FY22 received a communication from AidKit informing them of their ineligibility and the grounds on which they were found ineligible. This notification also included instructions for how to submit an appeal and a personalized link to the AidKit platform where the applicant could submit their appeal. Applicants were required to submit their appeal and supporting documentation via the AidKit platform within 10 business days of receiving the notification from AidKit. OSSE considered appeals from applicants who were denied for the following reasons:

- The applicant's employment cannot be confirmed in DELLT; or
- The applicant's start or separation dates in DELLT do not meet eligibility criteria; or
- The applicant is assigned a "Staff Type" in DELLT that is not eligible for a supplemental payment; or
- Any combination of the above criteria.

To appeal a determination of ineligibility for any of these reasons, an applicant had to present acceptable evidence documenting their employment in a child development facility licensed by OSSE, dates of employment, and typical work responsibilities. Examples of acceptable evidence and more information on the appeals policy and procedures was outlined in the [Early Childhood Educator Pay Equity Fund Ineligibility Appeals Policy and Process policy](#).

If an individual was found eligible upon consideration of the information provided in their appeal, they received a notification from AidKit with information on how and when their payment would be distributed. Individuals who were found ineligible based on consideration of information provided in their appeal received notifications from OSSE and AidKit stating the reason for the determination (e.g., employed after May 16, 2022, not employed in an eligible Staff Type, etc.).

OSSE is conducting a thorough and exhaustive investigation of all appeals, which requires a careful review of licensing records, confirming evidence with previous and current employers and ensuring information is properly updated in OSSE's licensing system. As of Jan. 31, 2023, nearly all FY22 appellants have received their final determination. A small number of appeal submissions remain under review as OSSE continues to follow up with employers to clarify or confirm information regarding an applicant's employment. Facilities that have not responded to multiple requests for information are now being investigated by OSSE's licensing and compliance investigations unit. Of note, this extended review period will not affect an appellant's eligibility to receive funding for FY22 or FY23 if review determines they meet the eligibility requirements to receive a supplemental payment.

OSSE received, approved, and denied the following number of appeals for the FY22 the Early Childhood Educator Pay Equity Fund:

- Number of appeals submitted: 334
- Number of appeals approved: 142
- Number of appeals denied: 173
- Number of appeals under review: 19

In FY23, the appeals process is following the same procedure. We anticipate greater efficiency in FY23 as the number of denied applicants eligible to submit appeals for each quarter is smaller.

56. 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 December 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 December 2020, in order to support child care providers experiencing challenges recruiting and retaining adequate staff as a result of the public health emergency, OSSE promulgated emergency and proposed rulemaking (posted on December 11, 2020) to extend the deadline for teaching assistants and home-based child care providers to obtain a Child Development Associate (CDA) to December 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 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	Dec. 2, 2023

Position	Minimum Education Credential Required	Compliance Date
	with at least 24 semester credit hours in early childhood.	
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, provide technical assistance and offer guidance on professional development opportunities and trainings. 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

In partnership with OSSE's Division of Postsecondary and Career Education, the Division of Early Learning facilitates the Annual Adult College and Credentials Fair that provides intentional support to the District's early childhood education workforce. The fair is open to all members of the public that are interested in learning about post-secondary education programs and resources for credentialing and is also targeted to early childhood educators to help gain the required education credentials. OSSE held the Adult College and Credentials Fair in FY22 virtually and has already begun planning for the FY23 fair.

Quorum Online Learning

In May 2017, OSSE introduced an online training platform through Quorum. The e-learning platform allows child development staff unlimited, 24/7 access to a catalogue of engaging and interactive professional development, including mandated Child Care and Development Fund (CCDF) health and safety trainings and courses required for obtaining a CDA credential.

Continued Education Scholarships and Incentives Program

OSSE also supports the early learning workforce by providing funding for child care educators to obtain higher education credentials. There are three avenues of support: (1) Child Development

Associate (CDA) grants; (2) associate and bachelor's degree scholarships through the DC Leading Educators Toward Advanced Degrees (DC LEAD) scholarship program; and (3) First Step program for high school students (see below for information). Additionally, for the first time in FY22, OSSE funded a workforce incentive program to recognize educators already meeting the minimum education requirements and to support educator retention. The application for the DC LEAD incentive program (providing scholarships and incentives to child care educators working towards an associate and/or bachelor's degree in ECE) was closed in FY22 and funds will be disbursed in FY23 while the application for the DC LEAD scholarship program continues to accept applications on a rolling basis.

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.

DC LEAD Scholarship Program

OSSE awarded the DC LEAD scholarship program grant to Southeast Children's Fund (SCF) in FY22. DC LEAD was formally launched on June 8, 2022. This program aims to provide the District's child care educators with the knowledge, skills, and credentials needed to work with the District's youngest learners and increase the number of high-quality early care and education professionals within the District through scholarships for post-secondary degrees to meet the minimum education requirements set by OSSE. The Teacher Education and Compensation Helps (T.E.A.C.H.) D.C. program (the previous scholarship program) ended in September 2022, and the 96 scholars participating in T.E.A.C.H. D.C. were successfully transitioned to the DC LEAD scholarship program. The goal was to award 30 new scholarships in FY22, and DC LEAD awarded 81 new scholarships to child care educators, for a total of 177 scholars served in FY22. The DC LEAD incentive program accepted applications in FY22 and will award up to \$3,000 to child care educators who already meet the minimum education requirements or in are in a program to meet the minimum education requirements in FY23. There were 987 unique applications received, 499 have been found to be eligible, 335 are pending and 153 were found to be ineligible to-date. In FY23, DC LEAD aims to award at least 300 new scholarships to child care educators and disburse funding to all eligible incentive applicants. Child care educators can access the DC LEAD program application by visiting the DC LEAD webpage on the [OSSE](#) and [SCF](#) websites.

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. In FY22, DCPS took over the First Step program in their schools and continues to provide ongoing funding and support. In the 2021-22 school year, 42 students were served in the First Step CDA Program funded by OSSE at IDEA Public

Charter School. This includes students from the previous school year who are in their second or third year of the program.

Continuous Service Waiver

OSSE recognizes the value of experience in the field. Facilities can apply for waivers from education/credential requirements for center directors, teachers and expanded home caregivers who have demonstrated at least 10 years of continuous service in early childhood education. Further information on the waiver application process is available on OSSE's website.

57. List all the professional development opportunities OSSE provides/offered to child development center staff on social emotional skills, behavior, and children with special needs in fiscal years 2022 and 2023 (through January 31). Include in a description of each training or activity in the response.

OSSE's professional development system offers 40 face-to-face and synchronous online trainings and 14 asynchronous online trainings that address issues surrounding the 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 FY22, OSSE provided 90 sessions on the training topics described below. As of December 31, 2022, OSSE has provided 25 sessions described below for FY23.

At the onset of the coronavirus (COVID-19) pandemic, OSSE leveraged professional development platforms to shift professional development delivery from in-person trainings to synchronous online trainings, with great success. During the pandemic, OSSE heard from the early learning community that child care educators were experiencing more behavior challenges as well as concerns with child and staff well-being. In response to this, OSSE increased the frequency of trainings addressing challenging behaviors in order to help educators and child care leaders better understand and manage behaviors exhibited by children. OSSE also increased professional development opportunities, such as trainings on self-care, to help staff deal with their personal stress and trauma due to the pandemic.

Social-Emotional Development Training Descriptions (Face-to-Face and Synchronous Online Trainings)

- **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.
- **Biting in Early Childhood**
Biting is a common behavior seen in many young children. As children gain self-control and learn problem-solving skills, they usually stop this unwanted behavior. While it can be challenging, it is normal. This training will help participants understand why young children may engage in biting behaviors, how to prevent biting, and how to support children through this stage.

- **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.
- **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.
- **Helping Students Cope with Grief and Loss in the Classroom**
The coronavirus (COVID-19) pandemic has had a profound impact on students. Isolation, fear, anxiety and layers of loss all impact how they perceive and interact with the world. As students continue to navigate in-person learning, teachers and administrators need to consider how to support emotional recovery in addition to academic recovery. This workshop will help teaching staff understand the impact of grief across the developmental span, obtain specific strategies to support grieving students in their classrooms and learn tangible ways to transform their classrooms into grief supportive spaces. Strategies learned in this session will help strengthen teacher-student relationships as well as help students get back to learning.
- **Music and Movement for Developing Self-Regulation, Cooperation and Collaboration in the Early Childhood Classroom**
Many of our youngest learners do not come to preschool or kindergarten with social skills already in place. Some children are not familiar with following group directions, others may not have experience sharing with other children and many have never been part of a learning circle. During this webinar, participants will learn playful moving and chanting strategies that invite children into the joys of group learning and discover developmentally appropriate ways to help young children learn how to listen to a teacher, follow directions, collaborate with their peers and gain motor control of their own bodies and voices.
- **Pre-K Classroom Assessment Scoring System (CLASS): Emotional Support**
In this intermediate-level training, participants will gain a deeper understanding of the Pre-K CLASS domain of Emotional Support. Participants will explore the characteristics of the 10 dimensions that make up the Pre-K CLASS domain. Participants will also examine short videos to compare and contrast levels of classroom quality.
- **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.

- **Puppet Play: Using Puppets to Strengthen Social-Emotional Development**
Puppets have been made and used for entertainment and education for thousands of years. Children and adults alike enjoy their magic. Puppets are used as teaching tools for a wide variety of subjects and can also be used to help individuals act out feelings and emotions. They can be an effective tool to help children express the frustration, fear, anger, confusion and loneliness brought on by the coronavirus (COVID-19) pandemic. This two-session workshop will serve to expand participants' creativity, provide new art activities for classroom centers and help children strengthen social-emotional learning. Participants will learn to make charming puppets from recycled or simple materials. Multiple skills will be practiced including fine motor control, coloring, cutting, gluing, tearing, braiding, twisting and threading.
- **Social-Emotional Development: When, Who and Where to Refer**
This training provides a review of typical social-emotional development. It will offer strategies to support healthy social-emotional development and prevent or reduce challenging behaviors. Participants will learn about warning signs of atypical social-emotional development that will help them to determine when it is necessary to refer a child for further evaluation. The training will also provide information on how and where to make referrals for various social-emotional concerns.
- **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.
- **What to Do About Challenging Behaviors**
Through this interactive presentation, participants will learn steps to identify why children behave the way they do and how to identify what they are communicating through their behaviors. Participants will be able to apply this knowledge of how to interpret children's behavior to better understand what children may be

communicating. Best practices and tips on what they can do to lessen challenging behaviors will be shared.

- **What is Social-Emotional Development?**
This training provides a review of typical social-emotional development. It will offer strategies and activities to support healthy social-emotional development and prevent or reduce challenging behaviors. Participants will learn about warning signs of atypical social-emotional development that will help them to determine when it is necessary to refer a child for further evaluation.
- **Young HeARTS: Using the Arts to Promote Social-Emotional Learning in the Early Childhood Classroom**
Children need to feel safe, happy and engaged in order to learn. A child's experience in their early childhood classroom can set the tone for how they feel about school for the rest of their lives and developing social-emotional skills in a child's early years is crucial for effective learning. In this two-part interactive workshop, renowned vocalist and Inner City-Inner Child teaching artist, Imani Gonzalez, will demonstrate how well-loved children's books provide the springboard for arts-infused activities that support social-emotional development while students are learning virtually or in the classroom. Participants will learn how singing, dancing, creating and collaborating integrate into early childhood classrooms to promote self-regulation, self-confidence, social empathy, communication, perspective-taking and understanding. No singing or dancing expertise is necessary. Come with an open mind, an open heart and a desire to have fun!

Social-Emotional Development Training Descriptions (Asynchronous)

- **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.
- **Responsive Feeding for Infants and Young Toddlers**
Responsive Feeding for Infants and Young Toddlers prepares Early Care and Education providers to implement responsive feeding practices in their program. Responsive feeding is one component of responsive caregiving. It simply means that the caregiver “reads” the infant’s or toddler’s hunger or fullness cues and responds consistently in an emotionally supportive and developmentally appropriate manner. Responsive feeding gives children the opportunity to notice, understand, and trust their bodies’ cues. This helps to build the skills they need to self-regulate food intake and has been shown to prevent obesity.
- **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.

Inclusive Practices Training Descriptions (Face-to-Face and Synchronous Online Trainings)

- **Applying Best Practices to Teach Children with Disabilities**
This training will provide an overview of best practices in teaching all children in the early childhood classroom with a focus on how to apply best practices when including children with disabilities in the classroom. Participants will learn about individualizing—one of the key elements for effective practice—to support individual learning outcomes and goals for children with disabilities. During this training, participants will examine eight intentional curriculum modification strategies to implement in the classroom. Participants will also learn about practices such as universal design for learning and adaptations so that 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.
- **Autism Spectrum Disorder (ASD) 101 - Extension of Community Health Outcomes (ECHO) Autism Educators and Early Child Care Providers Clinic**
This session will define core criteria for ASD, describe red flags for ASD in toddlers, preschoolers and school-age children and identify cognitive and learning features of children with ASD.
- **Behavioral Strategies for Working with Kids with ASD - ECHO Autism Educators and Early Child Care Providers Clinic**
This session will describe best practice treatment guidelines following an initial diagnosis of ASD, evidence-based interventions for ASD and the primary goals of various therapies to the treatment of people on the autism spectrum.
- **Educational Planning Considerations for ASD - ECHO Autism Educators and Early Child Care Providers Clinic**
In this session, participants will learn about the academic impacts of impairments seen in ASD which would necessitate specific school-provided services. Participants will also learn the five components for writing SMART (specific, measurable, achievable, relevant, time-bound) goals, the connection between the child's current and long-term goals and how to improve caregiver involvement in goal development.
- **How to Talk to Families about ASD - ECHO Autism Educators and Early Child Care Providers Clinic**
This session will describe parent perspectives and potential barriers to taking in information about ASD concerns. Participants will learn the stages of the Kubler-Ross

grief cycle and how it applies to a parent receiving a diagnosis or educational label of ASD. Participants will also learn setting modifications that can be made to facilitate feedback sessions with families.

- **How to Administer the Ages and Stages Questionnaires, Third Edition (ASQ-3)**
The ASQ-3 is a parent completed questionnaire designed to screen developmental performance of children between one month and five and a half years. In this training, participants will learn to administer and score the ASQ-3 developmental tool. Participants will role-play how to relay important information to parents and what to do if they have concerns.
- **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.
- **Maximizing Educational Outcomes in Children with ASD – ECHO Autism Educators and Early Child Care Providers Clinic**
In this session, participants will identify risk and protective factors that impact outcomes for children with ASD, describe what is meant by "autism-ready" schools and communities and identify how to effectively plan and develop the individualized family service plan (IFSP) or individualized education program (IEP) with all of the child's current team members, including caregivers. Participants will also learn how to support skill building, self-esteem, learning and family resilience.
- **An Overview of ASD**
In this session, participants will be introduced to autism spectrum disorder (ASD) and neurodiversity. Participants will review the following: typical developmental milestones, signs and symptoms of ASD (including sensory processing difficulties), resources available to DC families and information for teachers on how to support children with ASD in the classroom.
- **Overview of Early Intervention**
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 3 through 5.

- **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.
- **Supporting Parents as Partners – ECHO Autism Educators and Early Child Care Providers Clinic**
In this session, participants will learn about three planning tools for partnering with families with children on the autism spectrum, how to use each planning tool to help families identify needed supports and resources and how to effectively partner with families to develop a treatment plan or identify appropriate supports.
- **Targeting Higher-Order Language Weaknesses in Intervention and Classroom Settings – ECHO Autism Educators and Early Child Care Providers Clinic**
In this session, participants will learn about cognitive-linguistic factors that impact understanding and use of higher-order language. Participants will also learn about different aspects of higher-order language, ways to assess higher-order language weaknesses and treatment strategies for higher-order language deficits.
- **Targeting Social Communication in Intervention and Classroom Settings - ECHO Autism Educators and Early Child Care Providers**
In this session, participants will discuss the academic impact of social communication weaknesses. Participants will learn of the supports that can be provided by classroom and special education teachers as well as by speech-language pathologists to facilitate social communication abilities in the classroom.
- **Toolkit for Screening and Evaluation of ASD - ECHO Autism Educators and Early Child Care Providers Clinic**
In this session, participants will learn about level one and level two screening tools for detection of ASD. Participants will learn about challenges to autism assessment in the context of COVID-19 related restrictions on in-person assessments, how to describe the core components of autism assessment and how to identify the pros and cons of available ASD assessment tools.
- **Understanding and Supporting Executive Function Deficits in ASD - ECHO Autism Educators and Early Child Care Providers Clinic**
This session will define what is meant by executive function, how executive function deficits interfere with learning, social and behavioral functioning and what strategies exist for executive function deficit intervention.

- **Use of Augmentative and Alternative Communication (AAC) with Kids with ASD - ECHO Autism Educators and Early Child Care Providers Clinic**
In this session, participants will discuss the pros and cons of different levels of AAC. Participants will also discuss total communication, why total communication is important to supporting language in the classroom and strategies to implement AAC use in the classroom for students who require it.
- **The Use of Inclusive Practices in Infant and Toddler Programming**
In this session, participants will be introduced to the value of inclusive practices and the components of inclusive programming for infants and toddlers with special needs. Creating truly inclusive programming means not only making appropriate adaptations to the physical space and materials but also fostering a healthy social and emotional environment. Upon completion of this session, participants will be able to identify important laws and current best practices regarding inclusion in early childhood programs for families and children birth to age 3. Participants will become familiar with different types of special needs, begin to formulate a vision for inclusion to support children of all abilities and their families and discuss the benefits of inclusion for children and their families. Participants will have an opportunity to voice concerns, share successes and discuss strategies for including all children in their programs. The following will also be discussed: Strong Start (DC's early intervention program), the Individuals with Disabilities Education Act (IDEA) (a federal law that makes free appropriate public education for children with identified disabilities) and the Individual Family Service Plan (IFSP).
- **The Use of Inclusive Practices in Preschool Programming**
This interactive session will review inclusive practices such as universal design for learning and multiple intelligences to identify adaptations to make so that all early learners can access the information that is being taught in a variety of learning environments. This session will also focus on explaining the Individual Education Plan (IEP) process and the Individuals with Disabilities Education Act (IDEA), a federal law that makes free appropriate public education for children with identified disabilities, specifically Part B, which includes services for children 3 years of age to young adults 22 years of age. The session will also discuss Early Stages, the District of Columbia Public School's comprehensive, coordinated, multidisciplinary system of services for children with disabilities and developmental delays and their families from ages 2 years 8 months until age 5 years 10 months.
- **The Use of Inclusive Practices in School-age (Out-of-School Time) Programming**
This training will provide an overview of the practice of inclusion of children with special needs in out-of-school time programming. During the training, participants will learn to identify important laws and current best practices regarding inclusion in their programs.

Participants will become familiar with different types of special needs, begin to formulate a vision for inclusion to support children of all abilities and their families and discuss the benefits of inclusion for children and their families. Participants will have an opportunity to voice concerns, share successes and discuss strategies for including all children in their programs.

Inclusive Practices Training Descriptions (Asynchronous)

- **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.

- 58. Please detail outcomes of the Pre-K Enhancement and Expansion Grant Program for fiscal years 2022 and 2023 (through 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 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 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.

Fiscal Year 2023

In FY23, 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 \$2,981 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 FY23 award recipients is provided in the table below. Note that the below represent FY23 projections. The final funding amounts will be adjusted after completion/close-out of the PKEEP enrollment audit reconciliation for the 2022-23 school year.

Overview of FY23 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)	\$383,622	\$238,425	\$145,197	10
Barbara Chambers Children's Center	\$2,585,984	\$1,589,864	\$996,120	37
Bright Beginnings	\$577,131	\$309,075	\$268,056	23
Bright Start Childcare and Preschool	\$975,844	\$718,957	\$256,887	n<10
CentroNia	\$2,386,257	\$1,412,273	\$973,984	36
Children's Hut	\$776,237	\$418,829	\$357,408	14
CommuniKids Preschool	\$4,582,164	\$4,449,348	\$132,816	n<10
Dawn to Dusk Child Development Center	\$625,143	\$368,256	\$256,887	n<10
Easter Seals Child Development Center	\$376,192	\$199,104	\$177,088	n<10
Educare of Washington DC	\$1,494,918	\$1,215,693	\$279,225	43
Edward C. Mazique Parent Child Center, Inc.	\$403,021	\$225,933	\$177,088	n<10

Estrellitas Montessori School	\$935,934	\$880,089	\$55,845	n<10
GAP Community Child Development Center	\$377,660	\$232,463	\$145,197	n<10
Happy Faces Early Learning Academy	\$1,655,797	\$974,488	\$681,309	n<10
Home Away From Home Child Development Center, Inc.	\$795,363	\$449,124	\$346,239	n<10
Ideal Child Development Center	\$274,713	\$263,544	\$11,169	n<10
Jubilee Jumpstart	\$367,705	\$244,846	\$122,859	n<10
Kiddie Academy of West End	\$775,729	\$719,884	\$55,845	n<10
Kuumba Learning Center, Inc.	\$403,006	\$246,640	\$156,366	n<10
Love First Child Development Center ^[1]	\$422,400	\$243,696	\$178,704	n<10
National Children's Center	\$1,267,413	\$769,353	\$498,060	25
Paramount Child Development Center	\$662,070	\$505,704	\$156,366	n<10
Rosemount Center	\$960,438	\$714,720	\$245,718	n<10
St. Phillips Child Development Center	\$526,006	\$302,626	\$223,380	n<10
Sunshine Early Learning	\$2,063,312	\$1,169,792	\$893,520	31
Spanish Education Development (SED) Center	\$953,133	\$539,880	\$413,253	14
St. Albans	\$622,974	\$578,298	\$44,676	n<10
Two Birds	\$573,011	\$573,011	\$0	n<10
Total	\$28,803,177	\$20,553,915	\$8,249,262	233

^[1] Formerly operating as Christian Tabernacle Child Development Center

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. Code § 38-271.01 et seq.) and its implementing regulations (5-A DCMR Chapter 35). Each applicant is required to meet the basic eligibility criteria, outlined in, 5-A DCMR § 3500.

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. The table below provides the breakdown of CBOs that maintained their Pre-K High-Quality designation in FY23 and were not required to complete a new full PKEEP application, as well as CBOs that were re-designated as high-quality pre-K programs in FY23 following expiration of their high-quality designation after three years. Two CBOs’ PKEEP high-quality designations expired in FY22 (Big Mamas Children Center and Home Away from Home Child Development Center) and neither program reapplied for a new PKEEP three-year high-quality designation during the FY23 application process.

FY23 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY23	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY23	FY23 New Programs that achieved the Pre-K Enhancement and Expansion High-Quality Designation
Children’s Hut	Associates for Renewal in Education, Inc.	St. Albans Early Childhood Center
CommuniKids Preschool and Children’s Language Center	Barbara Chambers Children's Center	Two Birds Childcare
Dawn to Dusk Child Development Center	Bright Beginnings	
Educare of Washington DC	Bright Start Childcare and Preschool	
Edward C. Mazique Parent Child Center, Inc.	CentroNía	
Estrellitas Montessori School	Dawn to Dusk Child Development Center	
GAP Community Child Development Center	Easter Seals Child Development Center	
Jubilee JumpStart	Happy Faces Early Learning Academy	

Kiddie Academy of West End	Ideal Child Development Center	
Kids Are People Too	Kuumba Learning Center, Inc.	
Paramount Child Development Center	National Children's Center	
St. Phillips Child Development Center	Sunshine Early Learning	
Rosemount Center		
Spanish Education Development (SED) Center		

FY22

In FY22, all applicants who applied and met the high-quality standards were designated as high-quality pre-K programs and received 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 provided a supplemental allocation in the amount of \$2,552 for each child identified as at-risk (homeless, foster, or TANF/SNAP) that were enrolled in a Pre-K Enhancement and Expansion classroom. The list of FY22 award recipients is provided in the table below. Note, OSSE did not add any new CBOs to the Pre-K Enhancement and Expansion Program in FY22.

Overview of FY22 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)	\$168,941	\$135,434	\$33,507	n<10
Barbara Chambers Children's Center	\$2,355,916	\$1,438,868	\$917,048	43
Big Mama's Children Center	\$190,156	\$134,311	\$55,845	n<10
Bright Beginnings	\$293,719	\$293,719	\$0	22
Bright Start Childcare and Preschool	\$304,348	\$282,010	\$22,338	n<10
CentroNia	\$1,893,338	\$1,243,279	\$650,059	38
Children's Hut	\$684,639	\$376,569	\$308,070	19
Christian Tabernacle Child Development Center	\$369,952	\$191,248	\$178,704	n<10

CommuniKids Preschool	\$2,615,933	\$2,615,933	\$0	n<10
Dawn to Dusk Child Development Center	\$338,754	\$260,571	\$78,183	15
Easter Seals Child Development Center	\$201,512	\$134,498	\$67,014	n<10
Educare of Washington DC	\$1,087,819	\$1,087,819	\$0	49
Edward C. Mazique Parent Child Center, Inc.	\$191,616	\$191,616	\$0	n<10
Estrellitas Montessori School	\$652,330	\$641,161	\$11,169	n<10
GAP Community Child Development Center	\$81,931	\$81,931	\$0	n<10
Happy Faces Early Learning Academy	\$603,524	\$380,144	\$223,380	20
Home Away From Home Child Development Center, Inc.	\$151,150	\$128,812	\$22,338	n<10
Ideal Child Development Center	\$170,905	\$170,905	\$0	n<10
Jubilee Jumpstart	\$359,102	\$202,736	\$156,366	10
Kiddie Academy of DC West End	\$383,608	\$372,439	\$11,169	n<10
Kids Are People Too	\$67,372	\$67,372	\$0	n<10
Kuumba Learning Center, Inc.	\$226,871	\$193,364	\$33,507	11
National Children's Center	\$942,049	\$558,978	\$383,071	30
Paramount Child Development Center	\$395,465	\$350,789	\$44,676	10
Rosemount Center	\$777,962	\$677,441	\$100,521	n<10
Spanish Education Development (SED) Center	\$803,664	\$412,749	\$390,915	18
Sunshine Early Learning	\$888,418	\$519,841	\$368,577	32

St. Philips Child Development Center	\$354,501	\$209,304	\$145,197	11
Total	\$17,555,495	\$113,353,841	\$4,201,654	345

The PKEEP high-quality designation is awarded for a three-year period. The table below provides the breakdown of CBOs that maintained their Pre-K High-Quality designation in FY23 and were not required to complete a new full PKEEP application, as well as CBOs that were re-designated as high-quality pre-K programs in FY23 following the expiration of their three-year high-quality designation. OSSE did not add any new CBOs to the PKEEP in FY22.

FY22 Status of Pre-K Enhancement and Expansion High-Quality Designations

Pre-K Enhancement and Expansion CBOs that maintained their High-Quality Designation for FY22	Pre-K Enhancement and Expansion CBOs that were redesignated as High-Quality for FY22	FY22 New Programs that achieved the Pre-K Enhancement and Expansion High-Quality Designation
Associates for Renewal in Education, Inc.	Children's Hut	
Barbara Chambers Children's Center	Christian Tabernacle Child Development Center	
Big Mama's Children Center	Rosemount Center	
Bright Beginnings	Spanish Education Development (SED) Center	
Bright Start Childcare and Preschool		
CentroNía		
CommuniKids Preschool and Children's Language Center		
Dawn to Dusk Child Development Center		
Easter Seals Child Development Center		
Educare of Washington DC		
Edward C. Mazique Parent Child Center, Inc.		
Estrellitas Montessori School		
GAP Community Child Development Center		
Happy Faces Early Learning Academy		

Home Away From Home Child Development Center, Inc.		
Ideal Child Development Center		
Jubilee JumpStart		
Kiddie Academy of West End		
Kids Are People Too		
Kuumba Learning Center, Inc.		
National Children's Center		
Paramount Child Development Center		
St. Phillips Child Development Center		
Sunshine Early Learning		

59. Please provide a narrative update of OSSE’s oversight of the Early Head Start-Child Care Partnership (EHS-CCP) grant in the District, also known as the Quality Improvement Network (QIN). Include the number of children enrolled in the QIN (through January 31) and the location of each individual participating QIN site in the District:

The federal U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start 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), authorized by the Early Learning Quality Improvement Network Amendment Act of 2015, which is discussed below.

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 composed of two hubs - United Planning Organization and Easterseals DC MD VA. The United Planning Organization hubs receives federal and local funds, maximizing the impact of the QIN, to increase the number of children from birth to three years old receiving an EHS quality experience and meet federal matching requirements. The Easterseals DC MD VA hub receives only local funds to support the implementation of the program. All services provided through this initiative are full-day and full-year. All facilities that participate in the QIN are required to meet the Head Start Program Performance Standards (HSPPS). In March 2019, OSSE received a federal expansion grant to support an additional 166 EHS-eligible children and in September 2022 received a grant consolidation to serve a total of 366 children under one grant, rather than two. In FY22 the QIN received \$4,648,412 across all funding sources, of which \$2,136,745 were local funding. A total of \$1.58 million was allocated to the United Planning Organization and \$556,745 was allocated to Easterseals DC MD VA. These federal and local funds were used by OSSE, UPO and Easterseals to support a network in the implementation of EHS with the capacity to serve over 600 children and their families. Through Jan. 31, 2023, the United Planning Organization QIN hub had 333 federally and locally funded children enrolled. Through Jan. 31, 2023 there were 67 locally funded children enrolled through the Easterseals hub. The QIN served a total of 400 enrolled children as of Jan. 31, 2023.

The tables below provide the names of participating child care facilities and the ward in which they are located:

QIN Site: Center Name	Ward
1. Bell Teen Parent & Child Development Center	1
2. Big Mama's Children Center	8
3. Board of Child Care	6
4. Community Educational Research Group	7
5. Community Educational Research Group	8
6. House of Ruth Kidspace Child and Family Development Center	7
7. Jubilee Jumpstart	1
8. Kennedy Child Development Center	5
9. Kids Are People Too V	7
10. Kids Are Us Learning Center	8
11. Love and Care Child Development Center	4
12. Love First Child Development Center	1
13. Loving Care Day Nursery, Inc.	5
14. National Children's Center	8
15. Sunshine Early Learning Center	8

QIN Site: Home Name	Ward
1. Ada Masin Guzman	4
2. Alethea Etinoff	8
3. Ana Acevedo	4
4. Angelique Speight	2
5. Anita Miller-Tolliver	8
6. Chantelle Coles	7
7. Elsa Gaiem	1
8. Irma Tzul de Morales	5
9. Lakeisha Cameron	8
10. Latrell Duncan-Fitchett	7
11. Lubertha Payne	8
12. Miriam Powell-Bowie	8
13. Muluwork Kenea	7
14. Paulette Sansbury	4
15. Renita Hill	8
16. Sylvia Crews	7
17. Towana McMickens	8

60. 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. Research shows that children learn best when they are participating in these naturally occurring learning opportunities that are a part of everyday routines and activities within the real life of the child and family. Evidence-based natural learning environment practices (NLEP) start with looking at the activities infants and toddlers participate in during their everyday life at home and in the community; these everyday activities provide learning opportunities which, in turn, can lead to increased participation and skill development for the child. Natural learning environment practices also focus on child interests to increase participation, as well as parent responsiveness to the child through the use of strategies that support child learning and development. Consistent with the NLEP approach, Strong Start's work does not just provide services to children but supports parents and other adults in a child's daily life to build adults' capacity to promote children's development and learning in the natural learning environment.

In FY22, Strong Start focused on developing a plan to measure the implementation of NLEP to fidelity. This included new provider fidelity requirements, provider coaching fidelity self-assessment requirements, guidelines for fidelity observers and the coaching fidelity observation checklist tool for fidelity observers. These components are described in more detail below.

Finalized pre-service new provider fidelity requirements

In FY22, Strong Start developed the fidelity requirements for all new providers coming into DC EIP. Each fidelity activity is structured to offer new providers well rounded information about the foundations of the NLEP framework and how each pillar is implemented within the DC EIP system. In addition, each activity requires action steps to demonstrate competency and fidelity to the model. Before new providers can start working with families, they must fully complete the pre-service fidelity requirements process, which includes:

- Complete the Texas Coaching Families Modules (Foundational Knowledge of NLEP Coaching);
- Participate in DC EIP Foundations Training and complete the Fidelity Post-Test with a minimum of 80% passing score (NLEP Framework and DC EI System Implementation); and
- Obtain Assessment, Evaluation and Programming System (AEPS) Inter Rater Reliability Certification (Ongoing Child Progress Monitoring).

81 new providers completed the Texas Coaching Modules, attended Foundations Training, and passed the Foundations Training Fidelity Post-Test in FY22.

Finalized in-service provider ongoing fidelity requirements and implemented phase one provider coaching fidelity self-assessment requirements

In FY22, ongoing provider fidelity assessment requirements were finalized and relayed to vendor agencies that outlined specific requirements needed by all providers to maintain ongoing compliance with established program fidelity standards. To allow for proper implementation methodology steps, three phases were planned where each phase has increased levels of fidelity self-assessment and ongoing fidelity observation requirements. The first phase required all providers serving DC EIP families to complete one self-assessment using the DC EIP Natural Learning Environment Practices (NLEP) Coaching Fidelity Self-Assessment tool by the end of FY22. The fidelity self-assessment allows providers to rate their current knowledge base and capacity to implement the NLEP framework and reflective coaching best practices. This allows for providers, agency clinical managers and DC EI Clinical Team staff to gauge the level of implementation competency displayed by providers working with families in DC EIP. Sixty providers completed DC EI Natural Learning Environment Practices (NLEP) Coaching Fidelity Self-Assessments in FY22.

Finalized requirements/guidelines for fidelity observers and developed coaching fidelity observation checklist tool for fidelity observers

Strong Start finalized the Fidelity Observer qualifications/requirements document to establish and guide clinical leadership staff at the vendor agencies moving towards fidelity oversight implementation. Specific requirements are outlined related to what Fidelity Observers need to have completed to become Fidelity Observers and what their specific role responsibilities will be moving forward in the future for program fidelity oversight. In addition, the Coaching Fidelity Observation Checklist tool was created to allow fidelity observers to monitor the required completed Coaching Fidelity Observations of current providers. The Coaching Fidelity Observation Checklist outlines, emphasizes and provides areas for feedback on all five components of NLEP Coaching Fidelity.

Conducted Ongoing Monthly Teaming Meeting Observations for All Vendor Agencies

In FY22, the Strong Start clinical team attended monthly teaming meetings with each vendor agency team. A fidelity observation was completed for all attended teaming meetings to ensure that all components of fidelity in the primary service provider approach to teaming are present. Strong Start was able to provide real time feedback to providers and vendor agencies about fidelity implementation to teaming.

Professional Development

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 FFY22, Strong Start reflection groups engaged providers on in the following provider suggested topics: Balancing Hybrid Schedules: In-Person and Virtual Services, Selecting the PSP, Support of Facilitation of Teaming Meetings, Navigating difficult conversations with families: scheduling, cancellations, anxiety around pandemic, IMH: Infant Mental Health is Family Mental Health, and Joint Visits: The Who, What, Where, When & Why. Reflection groups had an average of 15.6 providers over 6 sessions held this year.

100 percent 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, 100 percent 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.

61. Describe what OSSE has done in fiscal year 2022 to increase the number of infants and toddlers receiving Early Intervention services, as mandated by Part C of the Individuals with Disabilities Education Act (IDEA). In your responses, please explain the following:

(a) What OSSE is doing or planning to do to address the gaps in evaluation completion and participation for children in Wards 5, 7, and 8 and for children on Medicaid.

Strong Start is the District of Columbia's Early Intervention Program, which provides support and services to families with children, from birth through three, with developmental delays and disabilities. Strong Start continues working through a variety of strategies to increase evaluation completion rates for children in Wards 5, 7 and 8. Strong Start's long effort to have a physical location in Wards 7 or 8 came to fruition, and a new location in Ward 7 was delivered in December 2020. Strong Start now has a presence in the community and initial family interviews and evaluations can be conducted at the Pennsylvania Avenue location upon request. In FY23, Strong Start will offer parent workshops and playgroups. These activities will allow the program to engage with the community in Wards 7 and 8 to increase the rate that evaluations are completed in these Wards.

In FY23, Strong Start will pilot a new process for families that decide not to engage with the program. The Intake Coordinator will contact a family after the case has been closed by a service coordinator prior to conducting an evaluation to determine eligibility. This process will allow Strong Start to learn why families decline to participate in the program, which will help us better target communication and messaging for new families, as well as gain potential ideas for parent workshops that may be attractive to families.

Strong Start's implementation of the primary service provider and teaming approach, a recognized best practice for early intervention, has significantly increased collaboration among all team members. Using this approach, families are matched with a lead early interventionist who serves as the primary provider on a child's team. Case managers from the Medicaid Managed Care Organizations (MCOs) and Strong Start service coordinators work closely together to follow up with referred families that have an MCO assigned and that have issues with unsuccessful engagement attempts to participate in the program.

After a two-year hiatus due to the public health emergency mandates, DC EIP was able to secure a new agreement with DC Public Libraries (DCPL) to bring back community playgroups. In FY22, planning and communication was completed by partnering with DCPL leadership staff on identifying specific library branches that had a demand for this type of program. In addition to these playgroups being equitably accessible to all families in DC, the new agreement allows for flexibility in scheduling, as well as the ability to provide "Pop-Up" playgroups and other various outreach events at local branches. Moving forward, this will strengthen the partnership between two DC Government agencies serving infants/toddlers and allow for more timely scheduling of future events as community needs arise. Rollout of two community playgroups is

slated for January 2023 at Francis A. Gregory Neighborhood Library in SE and Mount Pleasant Neighborhood Library in NW with the goal of expanding to additional locations.

(b) If OSSE has experienced a decline in referrals or in number of children sent to providers for evaluation, please quantify, provide analysis of reasons, and describe what is OSSE doing to reverse that trend.

OSSE has not experienced a decline in referrals or number of children sent to providers. The number of unduplicated referrals from FY21 to FY22 increased by 17% (from 2189 in FY21 to 2570 in FY22) and the number of children sent to providers for evaluation increased by 16.5% (from 1330 in FY21 to 1552 in FY22).

- 62. For children transitioning from Part C Early Intervention/Strong Start to Part B special education services, how has OSSE ensured that children are receiving all special education and related services by the child's third birthday? Specifically, how has OSSE begun collecting accurate, reliable, and timely data to indicate when all services have begun, not just related services, and the reasons for any delays?**

The District is required by the U.S. District Court in *DL v. DC*, to record and track when children receive the initial provision of specialized instruction and related services by the child's third birthday for all children transitioning from IDEA Part C Early Intervention Services to IDEA Part B special education. Beginning in the 2019-20 school year, OSSE requires all LEAs serving three through five-year-olds to document the initial provision of specialized instruction for all transitioning students in the OSSE Special Education Data System (SEDS). LEAs meet the requirement to document the initial provision of related services through existing related services tracking and documentation of service delivery in SEDS.

LEAs are required to document the initial provision of specialized instruction and related services in student records in SEDS within five business days of the provision of services, in accordance with the [OSSE LEA Data Management Policy](#). OSSE provides LEAs [training](#) on the requirement for timely provision and documentation of these services at the beginning of each school year. LEAs provide information on the reason for any delay in initial service provision by completing a "Provision of Specialized Instruction Form" in the student's SEDS record, including information on attempted but undelivered services.

63. Provide the following information regarding children who exited Part C services in fiscal year 2022: (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).

(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 are from FFY20 which spans the period July 1, 2020, to June 30, 2021. FFY2021's data (July 1, 2021, to June 30, 2022) is under review with the USED. This reflects the most recent data finalized.

Federal Fiscal Year 2020 (FFY20) data from the IDEA Annual Performance Reports

Outcomes	Number of children	Percentage	Target	Status
Outcome A – Positive social-emotional skills (including social relationships)	499	73.82%	70.56%	Met Target
Outcome B – Acquisition and use of knowledge and skills (including early language/communication)	397	58.73%	54%	Met Target
Outcome C – Use of appropriate behaviors to meet their needs	545	80.62%	76%	Met Target

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

The data presented below are for reporting year FFY21, which is July 1, 2021-June 30, 2022. This reflects the most recent data finalized.

Reporting Year	Students with timely IEP ¹	Students transitioning from Part C to Part B ²	Percentage of students with timely IEP
FFY2021	108	114	94.7%

¹Number of students with an IEP finalized by their third birthday.

²Number 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
FFY2021	109	114	95.6%

¹Number of students who had a location of services provided by their third birthday.

²Number of students who were in the reporting universe for IEPs.

³Percentage 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
FFY2021	80	114	70.2%

¹Number 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.

²Number 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 FY22, 760 transition meetings were held. 54 meetings were held without the LEA, either per parent/guardian request or because the child was transitioning to a private placement. Of the 706 meetings where the LEA was invited, 694 were attended by the LEA (98.3 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
FFY2021	103	9	239	351

¹Number of students who were on Extended IFSPS as of their third birthday.

²Total 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
FFY2021	510	652	78.2%

*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).

¹Number of students who were referred from Part C to Part B and were deemed eligible for Part B services.

²Number of students who were referred from Part C to Part B.

³Percentage of students who were referred from Part C to Part B and were deemed eligible for Part B services

64. Describe OSSE's Child Find process including efforts to identify students in need of special education services in early grades and in private school settings.

IDEA requires states and LEAs to conduct Child Find activities through a set of policies, procedures, and public awareness activities designed to locate, identify, and evaluate children who may require special education and related services. OSSE has [published Child Find policies and guidance](#) designed to support LEAs in establishing Child Find procedures and completing public awareness activities. LEAs are required to have in effect a policy that describes the LEA's efforts related to Child Find. OSSE makes available a [model policy](#) on its website to LEAs. OSSE additionally provides LEAs annual [training](#) on Child Find requirements to ensure field readiness, including special focus on Child Find activities to identify students in early grades.

OSSE continues to maintain an FTE dedicated to addressing Child Find activities for students three through five-years-old. OSSE conducts annual Child Find monitoring to review LEA Child Find for students ages three through five-years-old. These activities include review of current and historical student data with the LEA to identify gaps in procedure and practice. OSSE provides LEAs technical assistance to correct student-level concerns and identify system improvements to improve identification rates across their LEA. OSSE engages LEAs in corrective action plans (CAPs) and review of LEA compliance with those CAPs to ensure improved Child Find process and rates over time.

OSSE continues to provide technical assistance to DCPS in the administration of the District's Child Find activities for students in private and parochial schools within the District.

65. Please provide a status update regarding revamping the Special Education Data System (SEDS). What key improvements will the new SEDS contain? Will the updated SEDS include academic support (math, reading, writing, etc.) tracking abilities similar to the current tracking of related service hours? If not, describe OSSE's rationale for deciding against including such a feature. Describe the efforts it would take for OSSE to include academic support tracking features in the updated SEDS application.

OSSE is pleased to deliver an enhanced special education data system to LEAs at the start of the 2023-24 school year. The data system will allow LEAs to track the start of specialized instruction services to students, including the delivery of specialized instruction in all academic areas. All LEAs serving three through five-year-olds will continue to be required to track the start of specialized instruction service delivery to enrolled students. The system will additionally allow users to report on student progress toward meeting IEP goals in all academic areas. In addition to enhanced service delivery tracking, the new system will join IDEA Part B and C processes, contributing to the smooth and effective transition of students from early intervention services to school-based programs. Finally, the new system will include a parent portal designed to engage families in key data about their student's progress toward special education goals.

66. Provide an update on the work of the Early Childhood Development Coordinating Council in fiscal years 2022 and 2023 (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
Sean	Compagnucci	Early Stages, District of Columbia Public Schools (DCPS)	5/9/2014
Carrie	Thornhill	DC Early Learning Collaborative	5/9/2014
Cynthia	Davis	Kings and Queens Childcare	4/24/2015
Jack	McCarthy	AppleTree Institute for Education Innovation and AppleTree Early Learning Public Charter School	4/24/2015
LaQuandra	Nesbitt	DC Health	6/3/2015
Laura	Zeilinger	Department of Human Services (DHS)	6/3/2015
Brenda	Harris	Kids Comprehensive Services, LLC / DC Child Care Connections	5/17/2017
Linda	Moore	Elsie Whitlow Stokes Community Freedom Public Charter School	6/2/2017
Johnathan	Pannell	Connecting Communities, Inc	12/4/2018
Cheryl	Ohlson	DCPS	2/21/2019
Marica	Cox Mitchell	Bainum Family Foundation	11/25/2019
Nicole	Cole	Public Charter School Board	11/26/2019
Sara	Mead	OSSE	8/3/2020
Michelle	Price	OSSE	10/12/2020
Ruqiyyah	Anbar-Shaheen	DC Action	4/2/2021
Christina	Grant	OSSE	6/21/2021
Amaya	Garcia	Parent representative	9/13/2021

The table below provides a listing of the dates and times of all meetings in FY22 and to date in FY23.

Date	Time
Jan. 26, 2022	3-4:30 p.m.
April 27, 2022	2-3:30 p.m.
July 20, 2022	2-3:30 p.m.

Oct. 26, 2022	2-3:30 p.m.
Feb. 5, 2023	3-4:30 p.m.

The State Early Childhood Development Coordinating Council ensures statewide coordination and collaboration of early childhood development activities. In FY22 and FY23 to date, SECDCC discussion topics have included:

- DC Autism Collaborative (DC-AC)
- Early Childhood Educator Pay Equity Fund
- DC Child Care Provider Survey conducted by OSSE in partnership with DC Child Care Connections and Prenatal to Five Fiscal Strategies
- Strong Start early intervention program data trends and program update
- DC Leading Educators Toward Advanced Degrees (DC LEAD)
- Pediatric immunizations
- LEA Immunization Attendance Policy (No Shots No School)
- Medicaid and preparing for the end of the COVID-19 Public Health Emergency
- Vaccinations for children ages 0-5
- Early Childhood Educator Equitable Compensation Task Force update
- Capital Quality updates
- Updates on well-child pediatric visits, Managed Care Organizations and data on children receiving Medicaid
- OSSE Fiscal Year 2023 (FY23) Budget Overview
- Access to a Supply of Quality Care in the District of Columbia Child Care Policy, Urban Institute Research Partnership Study
- District of Columbia programs supporting early childhood educators
- SECDCC Program Quality committee updates

For all SECDCC meeting agendas and presentations, please refer to OSSE's website [here](#).

67. Describe OSSE’s efforts to monitor and provide support to LEAs with regard to the student achievement for English Language Learners in fiscal years 2021 and 2022.

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

For FY22, OSSE deepened its focus on fiscal monitoring of LEA programs leveraging Title III funds. This was necessary given the influx of stimulus funding and the expediency with which it was distributed and expended, which created an inherent and substantive increase in fiscal risk. To address this risk, all LEAs were monitored fiscally in FY22. In addition to fiscal monitoring, OSSE continued to conduct programmatic monitoring of Title III funding uses, but on a more limited basis. Only LEAs which had demonstrated compliance issues in recent prior years were monitored programmatically. This did not include the Title III, Part A grant. OSSE intends to resume full programmatic monitoring after concluding extensive fiscal monitoring activities in FY23. Fiscal monitoring focuses on the actual use of funds, through the lens of allowable expenditures and “supplement, not supplant.” Programmatic monitoring focuses on outcomes, including specific indicators as outlined in Title III of the ESEA, with a focus on administration of Title III-funded programs, as well as instruction provided to English learners.

Supporting English Learners: Policy, Program, and Instructional Supports

During FY22, OSSE’s Division of Teaching and Learning (TAL) provided responsive supports for educators supporting English learner (EL) students in these key areas: (1) maintaining up-to-date EL policy and guidance, (2) developing a resource hub for educators who support students identified as both English learners and students with disabilities, (3) engaging stakeholders in policy and guidance input, (4) building LEAs’ capacity to use data to improve EL programs, and (5) providing robust EL and dual language professional development offerings.

Maintained Up-to-Date EL Policy and Program Guidance

OSSE made a number of updates to [Delivering Education Services to English Learners in the District of Columbia](#), which is the main policy and guidance document OSSE maintains to support LEAs in serving ELs. These updates included:

- Changes to the EL status change process where the Characteristics Conflict module in SLED replaces an OSSE Support Tool ticket as the vehicle to report changes.
- Replacing the retired Kindergarten W-APT with the new WIDA Screener for Kindergarten as the Kindergarten English language proficiency screener.

- Requiring LEAs to input a non-English language in the Native Language field and the English language proficiency screener score, screener status and screener date in their school information systems to address Unified Data Error incidents. This requirement significantly decreases the number of students who are erroneously identified as English learners and placed in EL programming. Due to widespread misidentification of English learners across many states, in SY21-22 the U.S. Department of Education issued an advisory and a recommendation to states to take this step. Oftentimes students who speak languages other than English are misidentified as ELs, when in fact their native language is English. This new requirement will ensure local and federal EL program funds are appropriately used to serve students whose native language is not English.
- Highlighting the changed EL program exit criteria for students in grades 1 through 12 that was [formally announced](#) on January 28, 2022. OSSE uses WIDA’s ACCESS for ELLs as its official statewide assessment to determine English learner status. WIDA made changes to this assessment’s scoring mechanism in SY16-17, which resulted in an increased level of rigor. WIDA provided guidance to states on how to interpret assessment results: the ACCESS score of 5.0 now aligns with a 5.9-6.0 on the previous version, and a score of 4.5 on ACCESS aligns with a 5.1-5.4 on the previous version. After a robust stakeholder engagement process, OSSE formally changed its EL exit criteria to align with the updated assessment proficiency levels and current research to ensure students who are no longer in need of additional services are appropriately exited from EL programs. As in the past, if a student who has exited EL status demonstrates a need for additional EL-related services, the LEA may still re-enter them into EL status.
- Updating the term “new to US” which defines such students as one whose enrollment in a US school totals 12 months or fewer. The total does not need to be based on consecutive months of enrollment.

Developed a Resource Hub for Educators of Dually Identified Students

Students who are identified as both ELs and students with disabilities (SWDs) are referred to as dually-identified students. Local education agencies (LEAs) must provide dually identified students with both the language assistance and disability-related services to which they are entitled under federal law. The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures that identified students receive special education and related services. LEAs must also meet their federal obligations—under Title III of the Elementary and Secondary Education Act (ESEA), reauthorized as the Every Student Succeeds Act (ESSA), Title VI of the Civil Rights Act of 1964 (Title VI), and the Equal Educational Opportunities Act of 1974 (EEOA)—to ensure that ELs can participate meaningfully and equally in educational programs. To support LEAs in meeting these obligations, OSSE published a [webpage of resources](#) on Sept. 23, 2022, organized by topic, for educators of dually identified students.

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 the state's rollout of the [2020 Edition of the WIDA English Language Development Standards](#) and state-level supports for dual language programs in response to findings from the [dual language roadmap report](#) released during FY21.

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

OSSE conducted training on the new features of the Early Access to English Learner Data Qlik application to understand how these features can enhance EL program planning. The training highlighted the addition of scores from WIDA's MODEL benchmark assessment of English language proficiency that interested LEAs used to measure progress in ELs' English language development in the absence of data from the WIDA ACCESS for ELs annual ELP assessment due to the inability to administer the assessment during mandatory school closures. In addition, the training built LEAs' capacity to understand and use the application's Initial EL Screening sheet to self-monitor compliance with state and federal regulations to timely screen eligible students for EL program eligibility.

OSSE conducted monitoring of LEAs' progress toward timely English language proficiency screening via the Initial EL Screening sheet in the Early Access to English Learner Data Qlik application. This monitoring initiative was a support mechanism designed to help LEAs meet the federal and state obligation to screen eligible students for placement in their EL programs within 30 days of stage 5 enrollment (when students are physically attending a school, also described as "in receipt of educational services" as set forth in OSSE's [Enrollment Handbook](#) and as outlined in [5-A DCMR § 2199](#)). LEAs at risk for not meeting this obligation received technical assistance from OSSE to strengthen their ability to identify potential ELs in a timely manner.

Provided Professional Development for English Language Development and Dual Language Topics

EL-focused professional development in FY22 pertaining to the needs of students in English language development and dual language programs consisted of (1) virtual training workshops, (2) Start of School virtual trainings designed for educators and school leaders to address specific strategies for supporting EL student achievement, and (3) the 2022 Virtual Multilingual Learner Conference. OSSE offered a robust menu of virtual professional learning opportunities throughout FY22, including several multi-session workshop series and cohorts. These professional learning opportunities are catalogued below.

EL-focused professional development sessions:

- Sheltered Instruction Observation Protocol eight-part overview series

- Sheltered Instruction Observation Protocol special topics four-part series
- Title III Needs Assessment and Coaching: EL Identification
- English Learner Point of Contact Monthly Webinar
- WIDA's eight Self-Paced eWorkshops
- Mission WIDA Standards Ready four-part series for all educators
- For Teachers: Mission WIDA Standards Ready four-part series
- For Administrators and School Leaders: Implementation of the WIDA English Language Development Standards four-part series
- WIDA's 15-week Multitiered Systems of Support for Multilingual Learners eWorkshop
- WIDA's Mathematical Meaning-making: Collaborating for Equity two-part eWorkshop
- WIDA's 15-week Considerations When Educating Bilingual Learners With Identified Learning Disabilities eWorkshop
- Engaging English Learners in Instruction four-part series

Dual language-focused offerings

- Dual Language Essentials for Teachers and Administrators
- Planning Instruction for Emergent Bilinguals
- Teaching Strategies to Develop Cross-Language Connections
- The "Dictado", An Instructional Approach to Develop Language Arts Skills
- Guided Language Acquisition and Development (GLAD) Strategies (training series for dual language program educators)
- Building Strong Relationships Between Multilingual Families and Educators (training series for dual language program educators)

In conjunction with the 2022 Start of School Campaign, OSSE hosted learning opportunities for all LEA staff aimed at increasing their ability to leverage EL student-level data from multiple systems to meet state and federally required responsibilities. OSSE's professional learning offerings to prepare LEAs to effectively serve ELs on the first day of the school year included:

- Participation in OSSE's virtual Start of School Kick-off event
- English Learner Points of Contact Webinars in July and August 2022
- Monthly Office Hours with the OSSE Office of Multilingual Education (held July, August, September)

In May 2022, OSSE convened the District's educators for its third [Multilingual Learner Conference](#), entitled *Raising the Standards for Inclusion and Instruction*. This virtual event highlighted local educators' instructional innovation in practices to support English learners in English as a second language and dual language program settings. Of note were sessions related to the updated WIDA English Language Development Standards that modeled

standards-based practices to address the English language and academic needs of EL students with and without disabilities.

Support to LEAs for Language Access Responsibilities

The Elementary and Secondary Education Act (ESEA) Title I, Part A and Title III, Part A grants require communications from schools regarding parent engagement activities and student academic progress be provided in a format that is understandable by Limited English Proficiency (LEP) parents. To meet this requirement, LEAs provide communications in a language that is accessible to parents of ELs. When OSSE monitors LEAs that receive Title I, Part A and/or Title III, Part A grants, LEA staff are required to provide evidence relating to parent communication activities that demonstrate that they have fulfilled this requirement (e.g., providing translated notices and interpretation services for families).

OSSE provides guidance to LEAs on their obligation to communicate information to Limited English Proficient (LEP) families in a language they can understand. This guidance, provided through printed resources and professional development sessions, is framed around one of OSSE's [Foundational Principles for EL Policy and Programs](#), "Partner with families, educators, system leaders, and communities to nurture EL students' linguistic, academic, social, and emotional development." In addition to informing educators about language support in OSSE's [Delivering Education Services to English Learners in the District of Columbia](#), OSSE's [English Learner Policy and Programs webpage](#) and [Educational Resources for Dually Identified Students](#) webpage contain sections dedicated to parent and community engagement. This guidance was also at the forefront of OSSE's annual Enrollment and Residency training as well as Start of School events, specifically the July and August 2022 English Learner Point of Contact webinars.

68. Please provide an update of the Literacy Task Force as of January 31, 2023.

Section 4114 of the Structured Literacy Training Action Plan Emergency Act of 2022 states that OSSE must convene a task force of District government agency representatives from OSSE, DCPS, DC Public Charter School Board, State Board of Education, Deputy Mayor for Education, and the DC Council by no later than Dec. 1, 2022. This task force must meet every six weeks until it submits an early literacy education report to the Mayor and Council by no later than Sept. 30, 2023. This report must include implementable steps across four years, with a focus on providing structured literacy training to specific educator groups.

In summer 2022, OSSE conducted market research to identify a vendor with strong experience in stakeholder engagement and technical writing, and who would bring deep expertise in evidence-based early literacy instruction. In fall 2022, OSSE began extending invitations to individuals for participation in the task force. In September 2022, OSSE submitted a requisition request, and on October 12, 2022, a small purchase agreement was finalized between OSSE and the identified vendor, IBG Consulting (DBA Opportunity Consulting), which is a woman- and minority-owned local CBE business in the District. In October and November, OSSE and Opportunity Consulting worked to develop a scope and sequence for up to nine task force meetings. On Nov. 29, 2022, OSSE hosted the first convening of the Early Literacy Education Task Force, and on Jan. 10, 2023, OSSE hosted the second meeting of the task force, where members learned from the experience of out-of-state experts and discussed provisions of the Act.

In the coming months, OSSE will continue to convene the task force on a regular basis every six weeks. In addition, OSSE is working with Opportunity Consulting to bring early literacy instructional experts to upcoming task force meetings, and to compile and synthesize relevant research to equip task force members with the knowledge to develop a strong, actionable early literacy plan grounded in evidence and research. OSSE and the task force are on track to complete the report by the September 30, 2023, deadline.

- 69. Please provide an update of literacy grant programs administered by OSSE in fiscal years 2022 and 2023 (through 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 FY22 OSSE ran a new grant competition and awarded \$2,600,000 as a two-year competitive grant to three organizations: The Literacy Lab, Reading Partners, and American University. Individual awards per organization are listed below.

The Literacy Lab

Amount awarded: \$1,300,000 in FY22; \$1,050,000 in FY23

Literacy Lab shared the following outcome data with OSSE:

FY22 Outcomes

During the 2021-22 school year, the Literacy Lab served 643 students through the Early Literacy Grant at 14 DCPS schools and four public charter schools. During the spring assessment, 62 percent of students achieved a composite score that reflects kindergarten readiness. Fifty-five percent of K-3 students exceeded the target growth rate for their grade level.

FY23 Updates

The Literacy Lab was awarded \$1,050,000 in FY23 for the continuation year for the FY22 competition. The Literacy Lab has a goal of serving 465 children in 17 schools during FY23. By providing 31 early-career educators with intensive training in literacy intervention, the Literacy Lab aims to support 60 percent of pre-k participants in reaching their school readiness goal and at least 54 percent of K-3 students in reaching a growth rate above their grade level peers.

Reading Partners

Amount awarded: \$850,000 in FY22; \$686,500 in FY23

Reading Partners shared the following outcome data with OSSE:

FY22 Outcomes

Reading Partners served 332 students in 16 DCPS schools and 4 public charter schools through the Early Literacy Grant. An additional 397 students were served through programs including HIT and the OST Grant. Students served virtually and in person performed at comparable levels. 76 percent of all students reached their year-end goal, including 83 percent of K-3 students and 99 percent of first grade students.

FY23 Updates

Reading Partners was awarded \$686,500 for the continuation year for the FY22 competition. Reading Partners has a goal of serving 300 students through the Early Literacy Grant in 17 DCPS schools and 5 public charter schools. They plan to recruit 44 tutors to serve students. The performance goal is for 90 percent of students to meet or exceed their literacy goal.

American University

Amount awarded: \$450,000 in FY22; \$363,500 in FY23

American University shared the following outcome data with OSSE:

FY22 Outcomes

In FY22 American University served 28 students during the school year with an average of 11 sessions and 37 students in the summer with 22 sessions per student. These students were served with undergraduate and graduate teaching students as tutors. American University has partnered with one DCPS school and one public charter school for this grant. In the spring, students had a 7% growth with phoneme segmentation and 66% growth on the nonsense word reading score. For the summer program, 94% of the students improved on either phoneme segmentation or nonsense word reading.

FY23 Updates

American University was awarded \$363,500 in FY23 for the continuation year for the FY22 competition. In addition to the schools already served, American University developed a new partnership with Rocketship public charter schools. American University aims to serve 80 students with 40 sessions each in the 2022-23 school year.

- 70. The Dyslexia and Other Reading Disabilities Screening and Prevention Pilot Program Act of 2019, effective March 16, 2021, requires OSSE to (1) provide kindergarten, first grade, and second grade educators with professional development on recognizing reading difficulties, screening for reading difficulties, and implementing instruction that meet the needs of students with reading difficulties; (2) provide reading difficulty awareness training to all educators in the District of Columbia; (3) compile a list of recommended screening instruments and protocols that a local education agency (LEA) or school may use to identify students who are at risk of reading difficulties; and (4) provide guidance on specialized, multi-tiered remediation and intervention instruction which is aligned to a science-based reading program. Please provide an update to each requirement and if not completed, a deadline when each requirement will be completed.**

Section 102 of the Act specifies OSSE's responsibilities as they pertain to this legislation. OSSE must provide four specific supports which must be implemented "beginning with School Year 2022-2023." During FY22, OSSE worked diligently to craft and implement its plan to fulfill all aspects of this legislation. To date, OSSE has already fulfilled two requirements under the Act and is on track to fulfilling the other two requirements by March and May 2023, prior to the end of SY22-23.

The legislation also specifies that OSSE must hire an individual with expertise in reading and reading difficulties. In March 2022, OSSE hired a full-time employee in the Division of Teaching and Learning (TAL) to serve as the Dyslexia Specialist. This individual works closely with OSSE TAL leadership, vendor partners and District stakeholders to carry out OSSE's obligations under Section 102 of the legislation. Below are updates pertaining to each of OSSE's obligations under Section 102:

1. OSSE is currently developing professional development (PD) to support kindergarten, first, and second grade educators in recognizing reading difficulties, screening for reading difficulties, and implementation instruction. These trainings will be hosted on OSSE's newly developed learning management system (LMS), which provides educators access to synchronized and asynchronous PD opportunities. These courses will be released no later than March 2023.
2. In March 2022, OSSE entered a vendor partnership with the American University Institute for Innovation in Education to develop an interactive, online module that provides an overview of reading difficulties and disorders, in alignment with the initial requirements of the Act. The Dyslexia Awareness Module was uploaded to OSSE's new learning management system (LMS) on November 16, 2022 and published on OSSE's website for public viewing and informational purposes on November 30, 2022. On November 30, 2022, the 2022-23 [Approved Universal Screener List](#) and supporting [Universal Literacy Screener Guidance](#) was posted on the OSSE website for stakeholders. Professional learning sessions tailored around screeners will be publicly available via our LMS starting April 2023. The Approved Universal Screener list will be updated on a yearly basis and is due for review and revision by April 1, 2023.

3. OSSE is currently developing guidance and professional learning to address multi-tiered remediation and intervention instruction that is aligned to the science of reading. These trainings will be offered through OSSE's LMS. These courses will be released no later than May 2023 for LEA access.

- 71. The Teacher Preparation Emergency Amendment Act of 2021 requires OSSE to establish, in collaboration with UDC, District university grantees, and the District's LEAs, a dual pathway "Grow Your Own" Teacher Preparation Support Program for the purpose of educating, training, and providing financial support to public high school dual enrollment students, public high school graduates, and paraprofessionals to become licensed teachers at DCPS schools or certified teachers at District public charter schools. Please provide an update to this program.**

OSSE's work to implement the "Grow Your Own" (GYO) teacher preparation support program grant is well underway. In FY22, OSSE launched the competitive grant opportunity established by the Teacher Preparation Emergency Amendment Act of 2021. Specifically, in FY22 OSSE:

- Hired a full-time specialist to lead this important work in February 2022
- Released a Request for Applications (RFA) on Friday, Feb. 11, 2022
- Hosted a Pre-Application Webinar on Wednesday, Feb. 16, 2022
- Collected Notices of Intent to Apply from local Educator Preparation Providers (EPPs) on Friday, Feb. 18, 2022
- Collected applications on Monday, March 28, 2022
- Awarded grants to American University and Relay Graduate School of Education on Friday, April 29, 2022
- Funded teacher training for 22 people

In fall 2022, OSSE awarded continuation grants to Relay Graduate School of Education and American University Graduate School of Education to be spent during FY23. OSSE will be working closely with grantees to ensure continued successful implementation of this grant throughout FY23.

Data collection of GYO grantees demonstrates that nearly 85 percent of all GYO program participants identify as a person of color, which will help ensure that DC's future teacher racial and ethnic demographics better reflect the rich racial and ethnic diversity of DC's students.

72. Has OSSE identified the number of students who were at Youth YSC and the DC Jail during the pandemic?

(a) Has OSSE met with DCPS about providing compensatory services to these students? If not, when will those conversations begin?

OSSE maintains enrollment and attendance data for all students enrolled in District LEAs, including students who attend DYRS-Youth Service Center (YSC) and the Maya Angelou PCS Academy at the DC Jail (formerly the DOC- DCPS Inspiring Youth Program (IYP)). Note that educational services were provided by DCPS at DOC through the end of FY21.

It is the obligation of the LEA or public agency responsible for providing a free, appropriate public education (FAPE) to convene the IEP team and make individualized determinations on the extent to which compensatory services are necessary to address the loss of educational opportunity during the pandemic that may have allowed the student to make the progress anticipated in their IEP goals. OSSE has provided this [guidance](#) to DCPS, which is consistent with the U.S. Department of Education's *Return to School Roadmap: Development and Implementation of Individualized Education Programs in the Least Restrictive Environment under the Individuals with Disabilities Education Act* (September 30, 2021). Determinations regarding compensatory services in response to the pandemic are highly individualized and may only be made by a student's IEP team based on data available to the IEP team.

OSSE, through its general system of supervision, ensures that DCPS takes appropriate action to mitigate the adverse impact of any missed educational services through the provision of guidance as described and by providing technical assistance to support the identification and the engagement of families in determining compensatory services, as appropriate, to students with disabilities who attended these programs during the public emergency while DCPS remained the education service provider at the facility.

(b) Describe any outreach to students who were at YSC and DC Jail to schedule meetings regarding compensatory education for services missed during the pandemic?

Pursuant to state education agency (SEA) obligations under IDEA, OSSE monitors the delivery of special education at juvenile and adult correctional facilities through on-site monitoring of all facilities and desktop review of student files for compliance with IDEA requirements at least annually. The LEA, or public agency with educational responsibility, is required to correct any findings of noncompliance with the requirements of IDEA. OSSE provides ongoing technical assistance and supports to the public agency and LEA throughout the year to improve system-wide implementation of IDEA. Under IDEA, it is the responsibility of the IEP Teams to make individualized decisions about each child's present levels of academic achievement and functional performance and determine whether, and to what extent, compensatory services may be necessary to mitigate the impact of the COVID-19 pandemic on the child's receipt of appropriate services.

OSSE has provided guidance on the obligation of LEAs to determine appropriate compensatory services, including to students who were, or who are currently at, YSC and DC Jail. In FY22, OSSE conducted in-person on site visits at all facilities and will continue desktop student file review activities. Since September 2021, OSSE completes a monthly review of the delivery of special education and related services at the DOC – Maya Angelou PCS Academy at the DC Jail.

(c) What mechanisms is OSSE using to monitor and supervise the provision of special education to students at YSC and the DC Jail? How is OSSE reporting this information to the public?

OSSE provides information to the public on IDEA monitoring, including the monitoring of correctional facilities, on its [website](#). OSSE publicly [posts](#) guidance and training to LEAs, and the tool used to review LEA or public agency compliance with IDEA requirements. OSSE reviews student-level data, including the LEA's compliance with IEP process and service delivery requirements. LEAs receive the outcomes of this monitoring, including requirements to correct student and systemic-level failures to meet IDEA requirements.

IDEA requires OSSE to publicly report LEA performance against targets established in the DC State Performance Plan (SPP) no later than 120 days after the State's submission of its [Annual Performance Report \(APR\)](#). APR represents OSSE's review of federal fiscal year (FFY) FFY2020 (DC's FY21) data. FFY2021(DC's FY22) data will be publicly available in summer 2023. The SPP is a six-year plan that describes the state's efforts to implement the requirements of IDEA and improve results for children with IEPs. It articulates how the District of Columbia will improve its performance on prescribed indicators. The state must report, in its Annual Performance Report (APR), on its progress toward meeting the measurable and rigorous targets detailed in its SPP.

73. (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 2022 and 2023 (through January 31)?

In FY22, OSSE awarded nine LEAs McKinney-Vento (MKV) continuation grants which provided \$259,125.44 in funding for one year.

OSSE also provided these MKV LEA grantees with enhanced funding received by OSSE through the American Rescue Plan Elementary and Secondary School Emergency Relief – Homeless Children and Youth Fund (ARP-HCY). The first round of ARP-HCY funding, known as ARP-Homeless I, distributed to the nine MKV LEA grantees totaled \$474,484.50 and may be used by grantees through the end of FY24.

OSSE provided an additional funding opportunity for LEAs in FY22 using a second round of ARP-HCY funding provided to OSSE, referred to as ARP-Homeless II. Eligible LEAs received ARP-Homeless II allocations based on a federal formula that considered the LEA's proportional share of children and youth identified as experiencing homelessness and an LEA's Title I, Part A allocation for the 2019-20 school year. If an LEA did not receive an SY2019-20 Title I Part A allocation, the ARP-Homeless II allocation was based only on the number of children and youth identified as experiencing homelessness by the LEA. A unique feature of the ARP-Homeless II LEA funding was that LEAs that received an allocation of less than \$5,000 were required to form a consortium with other LEAs to participate. Consortia could have been formed with other LEAs with awards under \$5,000 or with an LEA awarded funds above \$5,000. For each consortium, one LEA must serve as the fiscal agent for all LEAs in its consortium. The FY22 ARP-Homeless II formula grant funding totaled \$1,423,990.50 and was awarded to 37 LEAs.

The following is a list of LEAs that received this funding and the amounts allocated to each:

FY22 MKV, ARP-Homeless I & II LEA Formula Grant – Final LEA Allocations

LEA Name	MKV HCY Continuation Grant	ARP-Homeless I HCY Grant	ARP-Homeless II HCY Grant	TOTAL HCY Grant Funding per LEA
Achievement Preparatory Academy PCS	\$0.00	\$0.00	\$19,179.09	\$19,179.09
AppleTree Early Learning PCS	\$15,791.50	\$8,946.36	\$14,250.08	\$38,987.94
Bridges PCS (Bridges ARP-Homeless II Consortium Lead)	\$0.00	\$0.00	\$4,808.31	\$4,808.31
Capital City PCS	\$0.00	\$0.00	\$11,907.85	\$11,907.85
Carlos Rosario International PCS	\$0.00	\$0.00	\$12,621.50	\$12,621.50
Cedar Tree Academy PCS	\$2,500.00	\$12,874.03	\$15,057.62	\$30,431.65
Cesar Chavez PCS	\$0.00	\$0.00	\$14,546.87	\$14,546.87
DC International PCS	\$0.00	\$0.00	\$10,419.05	\$10,419.05
DC Preparatory PCS	\$45,000.00	\$28,693.82	\$49,816.68	\$123,510.50
DC Scholars PCS	\$0.00	\$0.00	\$11,465.52	\$11,465.52

District of Columbia Public Schools	\$70,000.00	\$379,456.68	\$775,570.40	\$1,225,027.08
Eagle Academy PCS	\$.00	\$.00	\$16,874.91	\$16,874.91
Early Childhood Academy PCS	\$.00	\$.00	\$8,474.99	\$8,474.99
Elsie Whitlow Stokes PCS (Bridges ARP-Homeless II Consortium)	\$.00	\$.00	\$2,894.66	\$2,894.66
Friendship PCS (Friendship ARP-Homeless II Consortium Lead)	\$69,833.94	\$29,784.84	\$96,498.52	\$196,117.30
Girls Global Academy PCS (Friendship ARP-Homeless II Consortium)	\$.00	\$.00	\$833.57	\$833.57
Harmony PCS (Friendship ARP-Homeless II Consortium)	\$.00	\$.00	\$3,384.31	\$3,384.31
Hope Community PCS	\$.00	\$.00	\$22,240.67	\$22,240.67
Howard University PCS	\$10,000.00	\$1,091.02	\$.00	\$11,091.02
IDEA PCS	\$.00	\$.00	\$8,417.02	\$8,417.02
Ingenuity Preparatory PCS	\$.00	\$.00	\$14,776.97	\$14,776.97
Kingsman Academy PCS	\$.00	\$.00	\$10,265.71	\$10,265.71
KIPP DC PCS	\$.00	\$.00	\$126,846.61	\$126,846.61
LAYC Career Academy PCS	\$.00	\$.00	\$7,633.97	\$7,633.97
Maya Angelou PCS	\$15,500.00	\$6,655.22	\$19,320.64	\$41,475.86
Meridian PCS	\$.00	\$.00	\$12,586.35	\$12,586.35
Monument Academy PCS	\$18,500.00	\$3,273.06	\$7,005.25	\$28,778.31
Paul PCS	\$.00	\$.00	\$12,008.45	\$12,008.45
Perry Street Preparatory PCS	\$.00	\$.00	\$12,006.57	\$12,006.57
Richard Wright PCS	\$.00	\$.00	\$5,986.34	\$5,986.34
Rocketship Academy PCS	\$.00	\$.00	\$56,596.80	\$56,596.80
SEED PCS	\$.00	\$.00	\$7,308.16	\$7,308.16
Social Justice PCS (Friendship ARP-Homeless II Consortium)	\$.00	\$.00	\$689.85	\$689.85
Statesman College Prep Academy for Boys PCS (Friendship ARP-Homeless II Consortium)	\$.00	\$.00	\$1,983.32	\$1,983.32
The Children's Guild PCS	\$.00	\$.00	\$14,134.61	\$14,134.61
The Next Step/El Proximo Paso PCS (Friendship ARP-Homeless II Consortium)	\$.00	\$.00	\$3,155.38	\$3,155.38
Two Rivers PCS	\$.00	\$.00	\$6,334.13	\$6,334.13
Washington Leadership Academy PCS	\$.00	\$.00	\$6,089.77	\$6,089.77
YouthBuild PCS	\$12,000.00	\$3,709.47	\$.00	\$15,709.47
TOTAL HCY Funds	\$259,125.44	\$474,484.50	1,423,990.50	\$2,157,600.44

(b) How was the enhanced funding for OSSE’s homeless children and youth program used in fiscal year 2022?

The following table provides an overview of each McKinney-Vento (MKV) and American Rescue Plan’s Homeless Children and Youth I (ARP-HCY I) recipient’s intended use for the enhanced funding:

LEA	McKinney-Vento Grantee Uses of Funds	ARP Homeless I Grantee Uses of Funds
Appletree PCS	School supplies, uniforms, seasonal clothing, and transportation for parents to accompany children too young to travel to school alone	Purchase store cards for food and hygiene supplies to reengage students in learning; wraparound services to provide warm clothing and other resources.
Cedar Tree PCS	Instructional and school supplies, uniforms, and seasonal clothing/ outerwear	Staffing: hire tutors to recover student loss and cover a portion of the homeless liaison's salary to focus on reengaging and connecting students to resources.
DC Prep PCS	Instructional/school supplies, uniforms, and weather-appropriate clothing across six campuses	Wraparound services to reengage, connect, recover student loss of time in instruction; school supplies via store cards to reengage students by supporting their efforts to get to school improving consistency of attendance and build back positive habits after being out of school for a long period of time; and short-term, temporary housing as needed and connect families to resources.
DC Public Schools	Campaign to increase identification/enrollment, professional development for all DCPS schools, enrichment, tutoring and mentoring programs, educational materials, school supplies, uniforms and/or emergency clothing, and toiletries	Hire coordinators to support efforts to reengage students to identify/enroll students-each will have cohort of DCPS schools; establish contracts with CBOs to address learning loss (e.g., provide mentorship and tutoring supports for displaced students, as well as help to identify historically underserved populations); partner with Next Chapter Comms to assess communication gaps and develop new outreach strategies, identification and awareness campaigns, and develop materials; establish purchase orders with vendors to provide eye exams, eyeglasses, uniforms, shoes, coats, and emergency/personal care items connecting families to resources; and

		purchase educational materials to support instruction and recover learning loss.
Friendship PCS	Supplies (e.g., data plans independent of Wi-Fi to ensure students at multiple campuses have ongoing access to their devices and the internet for completing schoolwork), outerwear, uniforms, school supplies, toiletries and Metro passes for parents to accompany children too young to travel to school alone.	Purchase store cards or purchase supplies/items to reengage students by removing barriers to attend and fully engage in school (e.g., supplies/items needed include weather outerwear, school supplies, and toiletries). Cards/supplies support 364 students across eight campuses.
Howard University PCS	Instruction (e.g., tutoring and quarterly workshops), school supplies, uniforms, and winter clothing	Staffing: a (portion of homeless liaison's salary) to identify student needs, devise a plan to reengage students, and connect them to resources to mitigate learning loss and improve the wellbeing of students.
Maya Angelou PCS	Salaries (portion of homeless liaison's salary), staff professional development to increase awareness, instructional supplies, seasonal outerwear, toiletries, emergency transportation, and off-campus educational opportunities in DC and regionally (e.g., college and career prep/access fees for ACT, SAT workshops)	Professional services to build capacity to reengage students, provide wraparound services, short-term housing support, emergency transportation support, and connect students to resources; purchase cell phones to reengage students; purchase store cards to distribute to students for clothing, personal care and other basic household and personal items to remove barriers; and connect students to resources to obtain student IDs and other supports to remove barriers as part of their college prep activities.
Monument Academy PCS	Salaries (portion of homeless liaison's salary), transportation services and uniforms	Transportation for students to and from Engagement Week Camps and other programming that occur over school breaks while students are not boarding.
YouthBuild PCS	Salaries (portion of homeless liaison's salary)	Salaries to hire a Student Success Counselor to provide counseling and support services to reengage students and address learning loss and trauma as a result of COVID.

In addition to the nine LEAs that received FY22 ARP-Homeless I grant funding (totaling \$474,484.50) and the 37 LEAs that received FY22 ARP-Homeless II formula grant funding

(totaling \$1,423,990.50), OSSE provided an additional funding opportunity for community-based organizations (CBOs) in FY22. OSSE recognized the importance of awarding state-level set-aside funds received through the second phase of ARP-HCY funding, known as ARP-Homeless II, to community-based, faith-based, and nonprofit organizations that were well-positioned to identify historically underserved populations of children and youth experiencing homelessness (i.e., students of color, children and youth with disabilities, English learners, LGBTQ+ youth, and pregnant, parenting, or caregiving students). Therefore, OSSE held a grant competition in FY22 for a total of \$274,633.50 in FY23 ARP-Homeless II CBO Grant funding. Four CBOs were selected to receive this grant to increase the capacity of OSSE and local education agencies (LEAs). These grantees are providing supports and wraparound services to students experiencing homelessness in need of educational services and programming that supports academic achievement and mitigates learning loss as a result of the COVID-19 pandemic.

The following table provides an overview of each FY23 ARP-Homeless II CBO Grant recipient's intended use of funds and award amount:

Program	Healthy Babies	HER Resiliency Center	Latin American Youth Center (LAYC)	Sasha Bruce Youthworks
Amount	\$53,050.87	\$53,050.87	\$48,050.87	\$120,480.89
Activities	<p>Hire needed staff to support program needs</p> <p>Provide additional mental health services for families and children</p> <p>Provide Hotspots to allow homeless children access to education</p> <p>Supplement educational fees for tutoring services for children</p> <p>Training and materials fees for staff training</p>	<p>Hire needed staff to support program needs.</p> <p>Provide short-term hotel stays as part of crisis response to minimize further destabilization of the youth that could impact reengagement in the education system.</p>	<p>Hire needed staff to support program needs.</p> <p>Cover travel costs for staff to take children to necessary appointments (ex. medical, job interviews, etc.) and school sites</p> <p>Support youth food costs for children while at center</p> <p>Computers as a resource to support school engagement and improved academic performance</p>	<p>Hire needed staff to support program needs, including fringe benefits</p> <p>Cover travel costs for staff to take children to necessary appointments (ex. medical, job interviews, etc.) and school sites</p> <p>Training and materials fees for staff training</p> <p>Costs to assess the program to identify gaps</p> <p>Indirect costs at the 8% allowable rate</p>

	<p>Store/debit cards to purchase needed supplies</p> <p>Purchase school supplies</p> <p>Use the indirect costs at the 8% allowable rate</p> <p>Cover travel costs for children to get to necessary appointments (ex. medical, job interviews, etc.)</p>		<p>Provide Hotspots to allow homeless children access to education</p> <p>Purchase school supplies</p> <p>Purchase learning and evaluation software</p> <p>Indirect costs at the 8% allowable rate</p>	
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(c) Description of professional development and training OSSE made available to school liaisons in fiscal years 2022 and 2023 (through January 31)?

The following professional development training opportunities were provided to homeless liaisons, various LEA and school-based staff, and CBOs supporting students and families experiencing homelessness in FY22 and the beginning of FY23:

October 2021

1. MKV 101: Orientation for New LEA & School-based Homeless Liaisons / Presenter: OSSE's Homeless Education Program
2. MKV Liaison Monthly Webinar: Domestic Violence Awareness Presentation / Presenters: Neighborhood Legal Services Program (NLSP) and Network for Victim Recovery of DC (NVRDC)

November 2021 (Homeless Awareness Month)

3. MKV Liaison Monthly Webinar: Community Providers for Homeless Awareness Month / Presenters: Project Give Back & We Feed Our People

December 2021

4. MKV Liaison Monthly Webinar: MKV Advocacy and Partnerships / Presenters: DC Action for Children & Homeless Children's Playtime Project

January 2022

5. Ally Partner Training
6. New MKV Liaison Orientation/Comprehensive Homeless Student Database Qlik Sense Application Review - Maya Angelou PCS

7. MKV Liaison Monthly Webinar: Supporting Families Transitioning from Unstable Housing to Permanent Housing / Presenter: A Wider Circle

February 2022

8. MKV Middle School Liaisons Webinar - City Kids Summer Program
9. Comprehensive Homeless Student Database Qlik Sense Application Review for Homeless Liaisons
10. Ally Partner Training
11. New MKV Liaison Orientation - Washington Latin PCS & Mary McCloud Bethune PCS
12. MKV Liaison Monthly Webinar: National Association for the Education of Homeless Children and Youth (NAEHCY): Youth Advocacy & Scholarship Program / Presenter: NAEHCY

March 2022

13. SY22-23 Residency Verification Training
14. New MKV Liaison Orientation - The Next Step
15. New LEA Onboarding with Wildflower PCS (Federal Funding)
16. Ally Partner Training
17. MKV Liaison Monthly Webinar: College and Career Readiness, FAFSA, DC TAG Presentation / Presenter: OSSE's Division of Postsecondary and Career Education (PCE)

April 2022

18. ARP-Homeless II LEA Consortium Kick-off Technical Assistance #1
19. New LEA Onboarding with Wildflower PCS (Uniform Per Student Funding Formula, Special Education, Transportation, and Homeless Education Program)
20. ARP-Homeless II LEA Consortium Kick-off Technical Assistance #2
21. ARP-Homeless II LEA Consortium (Make-up Consortium Development Session)
22. ARP-Homeless II LEA Pre-Application Technical Assistance #1
23. Ally Partner Training
24. MKV Liaison Monthly Webinar: Nutrition/Health and Wellness / Presenters: DC Central Kitchen and Martha's Table

May 2022

25. New MKV Liaison Orientation – Washington Leadership Academy PCS
26. ARP-Homeless II LEA Pre-Application Technical Assistance #2
27. Ally Partner Training
28. MKV Liaison Monthly Webinar: End of the 2021-22 School Year MKV Procedures / Presenters: OSSE's Homeless Education Program

July 2022

29. FY23 ARP-Homeless II CBO Pre-Application Conference (1)

August 2022

30. Comprehensive Homeless Student Database Qlik Sense Application Training – The Next Step PCS

31. FY23 ARP-Homeless II CBO Pre-Application Conference (2)
32. New MKV Liaison Orientation – DC Scholars PCS
33. New MKV Liaison Orientation – Briya PCS
34. New MKV Liaison Orientation – Maya Angelou PCS
35. New MKV Liaison Orientation – Breakthrough Montessori PCS

September 2022

36. New MKV Liaison Orientation – Two Rivers PCS
37. MKV 101: Orientation for New LEA & School-based Homeless Liaisons & Dispute Resolution Policy / Presenter: OSSE's Homeless Education Program
38. SY22-23 Comprehensive Homeless Student Database Qlik Sense Application User Guide Training
39. New MKV Liaison Orientation - Meridian PCS & Creative Minds PCS

October 2022

40. New MKV Liaison Orientation – Ingenuity Prep PCS
41. ARP-Homeless II CBO Grant Post-Award Conference – LAYC
42. New MKV Liaison Orientation - Ellington HS (DCPS)

November 2022 (Homeless Awareness Month)

43. ARP-Homeless II CBO Grant Post-Award Conference – Healthy Babies, HER & Sasha Bruce
44. Ally Partner Training
45. MKV Liaison Trainings (3) - Homeless Awareness Month Guest Presenters:
 - a. DC DOORS
 - b. Sasha Bruce Youthworks
 - c. Catholic Charities

December 2022

46. Ally Partner Training

(d) Describe the role OSSE plays, if any, in providing transportation to and from school for homeless students.

OSSE is responsible for providing transportation policy guidance to LEAs. OSSE reviews and issues a determination should a transportation dispute arise between an LEA and a student or parent experiencing homelessness. Under McKinney-Vento, LEAs are required to provide transportation assistance (i.e., fare media for bus/train) to parents of children experiencing homelessness who are too young to ride unaccompanied, until the end of the school year, even if a student becomes permanently housed.

For students experiencing homelessness who have a disability and are eligible for transportation services, the LEA submits a Transportation Request Form (TRF) for transportation services to be provided by OSSE. OSSE's Division of Student Transportation (OSSE DOT) works with the LEA to ensure all address and other student specific information is correct. In such cases, all specific student information is coordinated through the LEA and provided to OSSE DOT through the student's TRF.

74. Describe how OSSE, through its role on the Coordinating Council on School Mental Health, is working to support the expansion of school-based behavioral health services in public schools. Also provide any barriers or LEA concerns with regard to the expansion.

In partnership with the Department of Behavioral Health (DBH), OSSE continues to support District public and public charter schools in building awareness of the work of the Comprehensive School Behavioral Health System (also referred to here as the “System”) and integrating school and community-based provider services to ensure that all schools provide mental health promotion and prevention, intervention, and direct behavioral health services and supports. This includes connecting schools with technical assistance supports to assist in implementation, hosting professional development and curriculum training opportunities for school-based mental health staff, and providing continued support and partnership through the Coordinating Council on School Mental Health (“Coordinating Council”) and subcommittees of the Coordinating Council. Led by DBH and guided by the Coordinating Council, the System effort is executed through a broad community partnership that includes 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. For more information on this portfolio, please refer to Question 99 of this document.

A persistent barrier that impacts the expansion of mental and behavioral health services in schools is the recruitment and retention of school-based clinical staff. This workforce shortage is broadly seen and recognized across school-hired clinical staff, community-based organization (CBO) partners, and DBH School Mental Health Program (SMHP) staff. This has led to direct challenges for clinicians with the implementation of school-based mental and behavioral services across all tiers. Additionally, School Behavioral Health Coordinators (SBHC) have conveyed difficulty with the additional tasks associated with being placed in this role versus it being a dedicated position. Those selected for this role are responsible for:

- Leading bi-weekly school behavioral health meetings;
- Coordinating and ensuring the confidential tracking and storage of behavioral health referrals;
- Coordinating programming and referrals with behavioral health partners;
- Ensuring open and ongoing communication channels with behavioral health partners;
- Facilitating the completion of the School Strengthening Tool (SST), developing the annual School Strengthening Work Plan (SSWP), and quarterly review to assess progress; and
- Aligning goals and progress as articulated in the SSWP.

OSSE and DBH recommend that staff selected for the SBHC role include a licensed clinician (i.e., social worker or licensed counselor) and a member of the school behavioral health team and that identified staff have authority to make programmatic decisions and have access to school

leadership. Because this is not a full-time position, the responsibilities for this role are often in addition to other responsibilities and auxiliary roles the selected staff member may be assigned.

- 75. (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 2018, 2019, 2021, 2022, and 2023 (through January 31).**

The following table shows the total number of educator license applications received and licenses issued by the agency during FY18-23 (to date).

Fiscal Year	License Applications Received	New and Renewal Licenses Issued
FY18	4,235	3,004
FY19	4,187	3,737
FY20	2,756	2,448
FY21	4,995	3,437
FY22	4,470	3,753
FY23 to date*	1,233	1,391

**As of Jan. 31, 2023*

(b) List and describe all the alternative certification/licensure programs that are currently available in the District in fiscal years 2022 and 2023 (through January 31). 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 (IHE), such as The George Washington University; (b) a non-profit organization, such as Teach for America; or (c) an 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 educator credential.

Licenses Issued by OSSE to Students Enrolled in DC Alternative Certification Providers

Alternative Certification Provider	Program Type	OSSE Licenses Issued (FY22)	OSSE Licenses Issued (FY23 to date*)
Capital Teaching Residency – KIPP DC	Alt route, non-IHE-based	0	0
Georgetown University	Alt route, IHE-based	0	0
iTEACHDC	IHE-based	1	0
Relay Graduate School of Education	Alt route, IHE-based	2	1
The George Washington University	Alt route, IHE-based**	0	0
Teach for America	Alt route, non-IHE-based	29	4
Moreland University	Alt route, IHE-based	2	0
Urban Teachers	Alt route, non-IHE-based	84	20

*As of Jan. 31, 2023

**The George Washington University also operates traditional educator preparation provider programs.

- 76. 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 2022 and 2023 (through 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 school support organizations, 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 fiscal year 2022 (FY22) award of \$17.5 million in July 2021 and its fiscal year 2023 (FY23) award of \$17.5 million in October 2022. Most SOAR funds are allocated as grants to charter schools and third-party charter support organizations.

The table below shows SOAR awards that were awarded or are expected to be awarded to DC subgrantees for FY22 and FY23.

FY22 & FY23 SOAR Funding Awarded	FY22	FY23
Grants to Charter Schools		
Academic Quality (Formula)	\$8,254,689	\$8,623,130 (Budgeted, not yet awarded)
Early Childhood (Formula)	\$694,011	\$416,870 (Budgeted, not yet awarded)
ESSER III Equivalent (Formula)	\$5,701,602	N/A
Facilities (Competitive)	N/A**	\$3,500,000 (Budgeted, not yet awarded)
Grants to Charter Support Organizations		
Teacher Pipeline Grants (Competitive)	\$1,500,000	\$2,250,000 (Budgeted, not yet awarded)
Third Party Grants (Competitive)	\$2,000,000	\$1,750,000 (Budgeted, not yet awarded)
Other		
State Administrative Costs	\$710,000	\$710,000
MySchool DC	\$250,000	\$250,000
TOTAL	\$19,110,302*	\$17,500,000

**Includes unspent funds rolled over from prior years*

*** Facilities funding from FY22 was repurposed to create ESSER Equivalent grants, per feedback from charter LEAs*

In FY22 OSSE administered five SOAR grants. More information on eligible applicants, funding purpose and award amounts are provided below.

1. 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 2020-21 school year. 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.

FY22 SOAR Academic Quality Awardees	Allocation
Academy of Hope Adult PCS	\$91,870.22
Achievement Preparatory Academy PCS	\$80,005.09
AppleTree Early Learning PCS	\$106,131.19
BASIS PCS	\$125,754.30
Breakthrough Montessori PCS	\$81,145.97
Bridges PCS	\$95,977.38
Briya PCS	\$134,995.41
Capital City PCS	\$166,141.38
Capital Village PCS	\$55,932.57
Carlos Rosario International PCS	\$257,069.35
Cedar Tree Academy PCS	\$98,829.58
Center City PCS	\$215,655.48
Cesar Chavez PCS	\$94,494.24
Community College Preparatory Academy PCS	\$118,452.68
Creative Minds International PCS	\$112,520.11
DC Bilingual PCS	\$104,533.97
DC International PCS	\$215,655.48
DC Preparatory PCS	\$297,342.34
DC Scholars PCS	\$119,365.38
Digital Pioneers Academy PCS	\$88,789.85
E. L. Haynes PCS	\$186,791.27
Eagle Academy PCS	\$130,545.98
Early Childhood Academy PCS	\$82,743.20
Elsie Whitlow Stokes PCS	\$116,741.36

Friendship PCS	\$570,810.78
Girls Global Academy PCS	\$57,415.71
Goodwill Excel Center PCS*	\$91,299.78
Harmony PCS	\$63,006.01
Hope Community PCS	\$115,144.13
Howard University Middle School for Math & Science PCS	\$83,085.46
IDEA PCS	\$88,333.50
I Dream Academy PCS	\$56,388.92
Ingenuity Preparatory PCS	\$136,820.81
Inspired Teaching Demonstration PCS	\$109,097.48
Kingsman Academy PCS	\$79,776.91
KIPP DC PCS	\$848,614.56
Latin American Montessori Bilingual PCS	\$109,211.57
LAYC Career Academy PCS	\$60,610.16
Lee Montessori PCS	\$93,923.80
Mary McLeod Bethune PCS	\$92,782.92
Maya Angelou PCS	\$92,554.75
Meridian PCS	\$119,023.12
Monument Academy PCS	\$60,838.34
Mundo Verde Bilingual PCS	\$158,953.84
Paul PCS	\$132,827.74
Perry Street Preparatory PCS	\$101,339.51
Richard Wright PCS	\$84,112.25
Rocketship Academy PCS	\$223,983.89
Roots PSC	\$63,648.27
SEED PCS	\$76,240.19
Sela PCS	\$79,776.91
Shining Stars Montessori Academy PCS	\$82,857.28
Social Justice PCS	\$55,590.30
Sojourner Truth Montessori PCS	\$60,496.08
St. Coletta PCS	\$77,723.33
Statesman College Prep Academy for Boys PCS	\$71,106.24
The Children's Guild PCS	\$83,427.72
The Family Place PCS	\$66,656.82
The Next Step/El Proximo Paso PCS	\$78,978.30
Thurgood Marshall Academy PCS	\$92,668.84
Two Rivers PCS	\$162,376.48
Washington Global PCS	\$76,354.28
Washington Latin PCS	\$133,740.44
Washington Leadership Academy PCS	\$97,004.17

Washington Yu Ying PCS	\$116,170.92
Youthbuild PCS	\$64,032.80
TOTAL:	\$8,298,900.17

**Goodwill Excel Center PCS did not apply for their FY22 allocation*

2. Early Childhood Education Grants to Charter LEAs

OSSE made grants on a formula basis to support eligible charter schools that serve at least 40 percent 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.

FY22 SOAR Early Childhood Awardees	Allocation
AppleTree Early Learning PCS	\$267,361.95
Briya PCS	\$39,379.80
Cedar Tree Academy PCS	\$263,376.13
Global Citizens PCS	\$76,218.96
I Dream Academy PCS	\$47,674.08
TOTAL:	\$694,010.92

3. Grants to Support Non-Profit Charter Support Organizations (Third Party)

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 toperate 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.

In FY22, OSSE made 6 awards to non-profit charter support organizations totaling \$2,000,000. OSSE has budgeted another \$1,750,000 for FY23 but has not yet awarded this funding.

FY22 SOAR Third Party Awardees	Allocation
Dance Makers	\$376,255
DC Public Charter School Cooperative	\$376,256
EmpowerK12	\$376,256
One World Education	\$188,127
RSpringboard Collaborative	\$306,850
Teach for America	\$376,256
TOTAL:	\$2,000,000.00

4. Teacher Pipeline Grants to Charter LEAs and Nonprofit Charter Support Organizations
OSSE competitively awarded grants to public charter LEAs and nonprofit charter support organizations to recruit, train, and/or certify high-quality candidate new to teaching for public charter teacher residency and/or teaching roles in the District. In FY22, OSSE made 6 awards totaling \$1,500,000. OSSE has budgeted another \$2,250,000 for FY23 but has not yet awarded this funding.

FY22 SOAR Teacher Pipeline Awardees	Allocation
AppleTree Institute	\$180,000
Friendship PCS	\$75,000
KIPP DC PCS	\$500,000
Mundo Verde PCS	\$201,266
Relay Graduate School of Education	\$281,234
Urban Teacher Center	\$262,500
TOTAL:	\$1,500,000

5. ESSER Equivalent Grants to Charter LEAs

In total, three rounds of ESSER Equivalent funding have been made available to LEAs that were open and serving students in the 2021-22 school year and not eligible for regular ESSER grants, with the first two rounds being distributed in FY21. In FY22, the third and final round was distributed (ESSER III Equivalent). All allocations were made on a per pupil basis, based on available funding. ESSER Equivalent grants have the same broad range of allowability as regular ESSER grants to support LEAs in their pandemic recovery needs.

FY22 SOAR ESSER III Equivalent	Allocation
Academy of Hope Adult PCS	\$201,588.42
AppleTree Early Learning PCS	\$270,249.31
BASIS PCS	\$364,726.73
Breakthrough Montessori PCS	\$149,955.42
Briya PCS	\$409,218.99
Carlos Rosario International PCS	\$996,956.34
Community College Preparatory Academy PCS	\$329,572.34

Creative Minds International PCS	\$301,009.41
Global Citizens PCS	\$49,435.85
Goodwill Excel Center PCS	\$198,841.98
Inspired Teaching Demonstration PCS	\$284,530.79
Latin American Montessori Bilingual PCS	\$285,080.08
LAYC Career Academy PCS	\$51,083.71
Lee Montessori PCS	\$211,475.59
Mundo Verde PCS	\$524,569.31
Roots PCS	\$64,266.61
The Family Place PCS	\$80,195.94
The Next Step/El Proximo Paso PCS	\$139,518.96
Washington Latin PCS	\$403,176.83
Washington Yu Ying PCS	\$318,586.60
Youthbuild PCS	\$67,562.33
TOTAL:	\$5,701,601.54

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

(a) Age; (b) Grade; (c) LEA;

Please see attachment Q77.

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

Please see attachment Q77.

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

Please see attachment Q77.

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

Please see attachment Q77.

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

Please see attachment Q77.

(h) Placement type (e.g., self-contained classroom, separate school, home and hospital instruction), by age, grade level, LEA, and disability classification;

Please see attachment Q77.

(i) Number of students who are English language learners attending nonpublic schools by age, grade level, LEA, and disability classification;

Please see attachment Q77.

(j) Number of students whose IEPs call for specialized instruction within the general education setting (i.e., inclusion), by age, grade level, LEA, and disability classification; and

Please see attachment Q77.

(k) Number of students receiving each related service (e.g. behavioral support, physical therapy), by age, grade level, LEA, and disability classification.

Please see attachment Q77.

- 78. (a) In table format, for School Years 2020-2021, and 2021-2022, 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. Please provide a reason for each student' exit without a diploma or certificate (e.g., transferred to another state, dropped out).**

Please see attachment Q78.

- (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 2019-2021 and 2021-2022: (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.**

Please see attachment Q78.

79. Describe the training, support and oversight provided by OSSE during School Year 2021-2022 to ensure that LEA's are appropriately serving students with disabilities in the least restrictive environment. For each training/support offered, provide the list of participating LEAs.

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 2021-2022 school year, this framework included the following components, described below in more depth:

- 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;
- 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, and returning to, this comprehensive fact base is an important first step toward foundation for developing a shared, citywide agenda to accelerate academic outcomes for students with disabilities. The [full landscape analysis here](#) is available on OSSE's website.

In SY21-22, OSSE built upon a comprehensive professional learning framework it developed in SY20-21 in response to the landscape analysis. The goal of this framework was to align leader and teacher supports to develop capacity and skills within our workforce to create a system of teaching and learning that achieves equitable outcomes for students with disabilities. In SY21-22, OSSE initiated the procurement of the foundational work to support the launch of this framework, including conducting pre-procurement work for a unified Learning Management System (LMS) and creating a scope and sequence of the content for a suite of complimentary teacher and leader content pathways and associated micro-credentials focused on improving implementation of evidence-based inclusive practices within a multi-tiered system of support (MTSS) framework. The offerings borne out of this system of teaching and learning included the new Foundations of Special Education course, a two-module learning experience that forms the first half of a course of the same name. Course development continued with the goal of housing the complete four module course on the LMS for educators to experience for two purposes. One purpose is to earn a micro-credential in the Foundations of Special Education upon completion of all four modules. The second purpose is for educators holding a standard teaching credential outside of special education to earn an endorsement in special education by completing the course, earning the Foundations of Special Education micro-credential, and passing the special education Praxis exam as part of the Special Education Endorsement Recovery Initiative (SEERI). More information on these two skill-building opportunities is [here](#).

Foundational Professional Development Training Opportunities

During SY21-22, OSSE's Division of Teaching and Learning (TAL) 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 special educators, school leaders, general educators, and support staff, who can all register on a first-come, first-served basis. OSSE's Division of Teaching and Learning (TAL) professional development (PD) team advertised its 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. All archived SY21-22 editions of the bulletin are available [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.

In response to the continued public health emergency, OSSE continued to offer its professional learning opportunities as online virtual learning experiences in order to support educators during this pivotal time. All PD trainings provided in SY21-22 were held on virtual training platforms. To date, the OSSE TAL PD team continues to provide a robust menu of virtual PD trainings for all District educators, including both synchronous live virtual trainings sessions as well as asynchronous, self-paced learning modules.

Examples of OSSE TAL PD trainings offered in SY21-22 include the following:

Foundations of Special Education

This four-part series supports school staff in addressing the needs of diverse students with disabilities. Emphasis was placed on inclusion and diversity issues. Each part consisted of four modules designed with asynchronous assignments and one 60-minute virtual workshop per module. This course was offered during fall 2021.

In part 1 module 1, Mindset, Bias, and the Special Education Process, participants learned to recognize and discuss how cognitive biases and mindset influence the decision-making process. Additionally, they examined how bias and mindset impact eligibility decisions, as well as IEP development and implementation processes. This module was delivered to 53 participants representing 19 LEAs.

LEAs with at least one person in attendance for *Foundations of Special Education: Introduction to Special Education/Mindset, Bias, and the Special Education Process*:

LEA/School	LEA/School	LEA/School
DCPS	Academy of Hope PCS	Bridges PCS
Capital City PCS	DYRS	Friendship PCS
Girls Global PCS	Hope Community PCS	Inspired Teaching Demonstration PCS
LAYCCA PCS	Monument Academy PCS	The Next Step/El Proximo Paso PCS
Two Rivers PCS	Washington Global PCS	Washington Latin PCS
DC Wildflower PCS		

Upon completion of module 2, Legal Requirements and Terminology, participants were able to demonstrate their understanding of legal requirements pertaining to IEP development and the provision of special education services as well as recall and restate terminology commonly encountered when addressing the needs of diverse students with disabilities. This module was delivered to 42 participants representing 16 LEAs.

LEAs with at least one person in attendance for *Foundations of Special Education: Introduction to Special Education/Legal Requirements and Terminology*:

LEA/School	LEA/School	LEA/School
DCPS	Elsie Whitlow Stokes Community Freedom PCS	Monument Academy PCS
BASIS PCS	Friendship PCS	DC Wildflower PCS
Capital City PCS	Hope Community PCS	Two Rivers PCS
Capital Village PCS	Inspired Teaching Demonstration PCS	Washington Global PCS
DC Scholars PCS	LAYCCA PCS	Washington Latin PCS
DYRS		

In module 3, Evaluations and Eligibility, participants learned the legal requirements pertaining to pre-referral, referral, evaluation, and eligibility processes. They also improved their ability to evaluate case studies to determine if the actions of stakeholders satisfied these legal requirements. This module was delivered to 42 participants representing 13 LEAs.

LEAs with at least one person in attendance for *Foundations of Special Education: Introduction to Special Education/Evaluations and Eligibility*:

LEA/School	LEA/School	LEA/School
DCPS	Hope Community PCS	Capital City PCS
Bridges PCS	LAYCCA	Center City PCS
Friendship PCS	DC Wildflower PCS	Washington Global PCS
Two Rivers PCS		

Module 4, The Components of the IEP, was designed to build knowledge of the purpose of each component of the IEP, the relationship between the distinct components of the IEP, and to help participants understand the components of an IEP that show evidence of reasonable calculation. This session had no attendees.

In Foundations of Special Education part 2, The IEP Team and Process, educators take a deep dive into the IEP process including who is on the team, writing IEPs, facilitating meetings, and creating an inclusive setting for all IEP teammates. Additionally, learners internalize key concepts like least restrictive environment and free and appropriate public education and how they impact the IEP process.

In module 1, The Role of the IEP Team, participants learned the roles and responsibilities of IEP team members and evaluated sample protocols for comprehensive, actionable goals and collaboration between various members of the IEP team to support the shared goal of student success. This module was delivered to 16 participants representing 7 LEAs.

LEAs with at least one person in attendance for *Foundations of Special Education: The IEP Team and Process/The Role of the IEP Team*

LEA/School	LEA/School	LEA/School
DCPS	LAYCCA	Washington Latin PCS
Bridges PCS	DC Wildflower PCS	
Capital City PCS	Two Rivers PCS	

Module 2, Ensuring Equity of Voice on the IEP Team, was designed to cover the impact of IEP team members' mindsets and biases on the formation of effective, student-focused partnerships with families. Participants would have also evaluated sample strategies for

ensuring equity of voice for student and parent members of the IEP team. This module had no participants.

By the end of module 3, Facilitating IEP Team Meetings, participants were able to identify and describe the elements of an IEP team meeting and their appropriate sequence, evaluate sample protocols designed to support the facilitation of IEP meetings that are efficient and equitable, and focus on using data to leverage student strengths to drive academic and functional growth. This module was delivered to 15 participants representing 7 LEAs.

LEAs with at least one person in attendance for *Foundations of Special Education: The IEP Team and Process/Facilitating IEP Team Meetings*

LEA/School	LEA/School	LEA/School
DCPS	LAYCCA	Washington Latin PCS
Creative Minds International PCS	DC Wildflower PCS	
Friendship PCS	Two Rivers PCS	

Module 4, Ensuring a Flexible Continuum of Supports and Services, covered legal requirements pertaining to the provision of a flexible continuum of supports, as well as efficient IEP development and team meeting practices that do not constitute predetermination of student services or their setting. This module had no participants.

2. Understanding Learner Variability Online Course

In this two-part webinar participants developed an understanding of the research on learner variability and its impact on teaching and learning, the course served to deepen their understanding of learner factors and strategies to design learning experiences that maximize and integrate learner variability into their daily lessons and planning process. Each part of the series was offered four times between October 2021 and March 2022, but all sessions were met with low to no attendance. The part one and part two sessions offered in October were attended by a total of 6 educators representing 3 LEAs as follows:

LEA/School	LEA/School	LEA/School
DCPS	DC Wildflower PCS	Shining Stars Montessori Academy

Student Support Teams Training

Student Support Teams (SST) are school-based problem-solving teams focused on meeting the needs of individual students. During the 2021-22 school year, OSSE hosted three SST trainings. They were attended by educators from six LEAs. Student Support Teams were modified to include information relevant to the impacts of COVID-19.

LEAs with at least one person in attendance at an SST training

LEA/School	LEA/School	LEA/School
Capital City	Cesar Chavez	Next Step
SELA	Shining Stars	Washington Latin

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. One Section 504 training was offered during the 2021-22 school year, which was attended by representatives from 4 LEAs. Section 504 training offerings were reduced from two to one annually in the 2021-22 school year because of reduced demand.

LEAs with at least one person in attendance at Section 504 training

LEA/School	LEA/School	LEA/School
Bridges	Lee Montessori	Next Step
Statesman		

Positive Behavior Support, Restorative Justice Practices, and Trauma-Informed Culture

To address positive behavior support and effective response to behavioral crises, OSSE offered a series of virtual trainings to elementary and secondary District educators. Trainings on positive behavioral interventions and supports, trauma-informed care, restorative justice practices, social and emotional learning, and equity in discipline and a multi-tiered system of support (MTSS) promote effective instructional practices that allow students to remain in the least restrictive environment. Training series offered in SY21-22 are listed below, along with participating LEAs. Several training topics were offered multiple times throughout the year, and the tables below represent aggregate attendance by LEAs.

LEAs with at least one person in attendance for *Understanding the Impact of Trauma and Stress on the Brain*

LEA/School	LEA/School	LEA/School
DC Public Schools	DC Scholars PCS	Washington Yu Ying PCS
Elsie Whitlow Stokes Community Freedom PCS	Maya Angelou PCS	Washington Global PCS
Paul PCS	Two Rivers PCS	KIPP DC PCS

Mundo Verde PCS	Capitol City PCS	IDEA PCS
Shining Stars Montessori	Richard Wright PCS	Washington Global PCS
Lee Montessori PCS	Latin American Montessori Bilingual PCS	Inspired Teaching Demonstration PCS
Briya PCS	Mary Cloud Bethune Day Academy	IDEA PCS
Creative Minds PCS	Meridian PCS	

LEAs with at least one person in attendance for *Interactive Storytelling for Social & Emotional Learning*

LEA/School	LEA/School	LEA/School
DCPS	Meridian PCS	Lee Montessori PCS
AppleTree Early Learning PCS		

LEAs with at least one person in attendance for *Increasing Equity and Cultural Responsiveness in our Tiered Supports*

LEA/School	LEA/School	LEA/School
DCPS	LAYC Career Academy PCS	Washington Global PCS
KIPP PCS	Statesmen College Preparatory Academy for Boys PCS	Mundo Verde Bilingual PCS

LEAs with at least one person in attendance for *Games, Creative Exercises, and Brain Breaks for SEL and Academic Achievement*

LEA/School	LEA/School	LEA/School
DCPS	Paul PCS	The Next Step PCS
Center City PCS	Center City PCS	Cesar Chavez PCS
Lee Montessori PCS	Mundo Verde PCS	Girls Global Academy PCS
Maya Angelou PCS		

LEAs with at least one person in attendance for *Equity Through a Data Lens*

LEA/School	LEA/School	LEA/School
Youth Build DC PCS	DCPS	LAYC Career Academy PCS

Carlos Rosario International PCS	The Next Step PCS	Ingenuity Prep
Paul PCS	IDEA PCS	

LEAs with at least one person in attendance for *Addressing Microaggressions in PK-12 Settings*

LEA/School	LEA/School	LEA/School
DCPS	AppleTree Early Learning PCS	The Next Step PCS
Elsie Whitlow Stokes Community Freedom PCS	Mundo Verde Bilingual PCS	Shining Stars Montessori Academy PCS
Washington Yu Ying PCS	Capital City PCS	LAYC Career Academy PCS
Carlos Rosario International PCS	DC International PCS	

LEAs with at least one person in attendance for Peace of Mind: Mindfulness in Education

LEA/School	LEA/School	LEA/School
Richard Wright PCS	Washington Yu Ying PCS	Creative Minds International PCS
KIPP DC PCS	DCPS	Sela PCS
Maya Angelou PCS	EW Stokes Community Freedom PCS	

LEAs with at least one person in attendance for *Restorative Justice and Special Education*

LEA/School	LEA/School	LEA/School
Washington Leadership Academy	Harmony DC PCS	Lee Montessori PCS
DCPS	Maya Angelou PCS	

LEAs with at least one person in attendance for *Restorative Justice, SEL, and Mental Health and Staff Engagement & Wellness*

LEA/School	LEA/School	LEA/School
LAYC	Ingenuity Prep PCS	Community College Preparatory Academy PCS
DCPS	EW Stokes Community Freedom PCS	

LEAs with at least one person in attendance for *Restorative Applications and Alignment with MTSS*

LEA/School	LEA/School	LEA/School
DC Wildflower PCS	Washington Latin PCS	The Social Justice School

LEAs with at least one person in attendance for *Restorative Approach to Discipline, Re-direction and De-escalation, and Rapid Response Restorative Processes*

LEA/School	LEA/School	LEA/School
Washington Latin PCS	DCPS	KIPP DC Honor Academy
EW Stokes Community Freedom PCS	Harmony PCS	Hope Community PCS
Lee Montessori PCS	Social Justice School	

LEAs with at least one person in attendance for *Fundamentals of Restorative Justice During Re-entry and Recovery in School*

LEA/School	LEA/School	LEA/School
Latin American Montessori Bilingual PCS	DCPS	Harmony PCS
SELA PCS		

LEAs with at least one person in attendance for *Creating a Restorative Classroom Space, Restorative Advisory Periods, and Transitions*

LEA/School	LEA/School	LEA/School
DCPS	EW Stokes PCS	Harmony PCS
Lee Montessori PCS	The Children's Guild PCS	Chance Academy

LEAs with at least one person in attendance for *Strategies and Activities for Building Community and Restorative Practices for Tier 1 Check-ins*

LEA/School	LEA/School	LEA/School
DCPS	EW Stokes PCS	Harmony PCS
Lee Montessori PCS	Chance Academy	

LEAs with at least one person in attendance for *Restorative Justices Fundamentals: Pre-service sessions (Summer 2022)*

LEA/School	LEA/School	LEA/School
Two Rivers PCS	DCPS	Harmony PCS

SEED PCS	BASIS DC PCS	Chance Academy
EW Stokes Community Freedom PCS	Thurgood Marshall Academy	EL Haynes PCS
Capital Village PCS	Maya Angelou PCS	Friendship PCS
Lee Montessori PCS	Mundo Verde PCS	Sojourner Truth PCS

Response to Intervention (RtI)

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. Through RtI, struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning, and progress is closely monitored. OSSE offered one professional learning opportunity in school year 2021-2022 for RtI which had no attendees. Therefore, OSSE has transitioned to offering multi-tiered system of supports (MTSS) professional learning opportunities in school year 2022-2023. The terms RtI and MTSS are often used interchangeably. However, MTSS represents a broader scope and focus on proactive supports than RtI. During the school year 2021-2022, OSSE began developing an MTSS rubric designed to bring alignment to the MTSS work of stakeholders and to serve as a self-evaluation tool for MTSS implementation. OSSE will offer four trainings during SY22-23 that will center on the key concepts of the MTSS framework identified in the rubric.

In school year 2022-2023 OSSE started an MTSS Community of Practice (CoP) for educators to deepen their understanding of MTSS, problem solve barriers to implementation, and share and gain resources for improving student outcomes. OSSE will engage with the CoP virtually each month; the first monthly MTSS Community of Practice meeting took place on February 2, 2023.

Secondary Transition Trainings, Institute, and Community of Practice

In SY 21-22, OSSE offered extensive training and technical assistance related to secondary transition compliance for students with disabilities leaving high school. OSSE partnered with School Talk 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: DC Secondary Transition 101

This professional development opportunity was developed to build special educators' capacity to develop and implement high-quality Individualized Transition Plans (ITPs) for transition-age youth. The series included an emphasis on virtual transition planning, assessments, and services to accommodate individual needs during the coronavirus (COVID-19) pandemic. Secondary Transition 101 was comprised of four synchronous 1.5-hour seminar sessions, each focusing on a different aspect of the Secondary Transition process. This online professional development

series was offered three times between October 1, 2021, and December 31, 2021 (12 sessions total). In the 2021-2022 school year, this content was delivered to 11 participants representing five LEAs and one Community Based Organization (CBO), as listed below.

LEA/School	LEA/School	LEA/School
Capital City PCS	DC Public Schools (DCPS) (6 high schools)	E.L. Haynes PCS
Hope and a Home, Inc. (CBO)	Two Rivers PCS	Washington Latin PCS

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 2022 Institute was virtual and centered on "Bridging the Gap: Secondary Transition is College & Career Readiness for Students with Disabilities." The primary goal was for participants to learn about secondary transitions for students with disabilities, gather resources, and meet with individuals from across the District working to improve post-school outcomes for students with disabilities.

The most recent DC Secondary Transition Institute was held on May 17-18, 2022. Those in attendance included 140 individuals representing 54 schools and organizations, 36 LEAs, 13 DCPS campuses, eight nonpublic schools, and two out-of-district LEAs. The content was provided by 21 contributors from 24 DC agencies, nonprofits, service organizations and one institution of higher education (IHE). Participants were able to:

- Increase their knowledge about secondary transitions for students with disabilities,
- Connect with providers across the District who are working diligently on improving post-school outcomes for students with disabilities, and
- Gather research-based, secondary transition resources.

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 SY21-22, OSSE continued to host the Secondary Transition CoP, which is open to all LEAs and community stakeholders. Monthly themes and attendance are captured in the table below.

Date	Meeting Topic	Number of Participants
10/15/2021	Districtwide shift from siloed transition planning to equitable and inclusive Career & College Readiness (CCR) programming for all students, including students with disabilities	20
11/19/2021	Equitable access to CCR programs for students with disabilities	22

12/17/2021	High-quality work-based learning (WBL) experiences (WBLE) for students with complex support needs	21
1/21/2022	Transition competency scope & sequence: DC transition curriculum models	25
2/18/2022	Community dialogue: how do we know what our students need right now?	19
3/25/2022	Embracing Technologies that Enable Amazing Possibilities	21
4/22/2022	The Unique Transition Needs of Students Attending Non-Public Schools	27
No May Meeting	--	--
6/17/2022	End-of-Year Reflection & SY 2022-23 DC Interagency State Plan Updates	24

Monthly LEA Special Education Point of Contact Trainings

During SY21-22, OSSE continued to provide monthly trainings for LEA special education points of contact. The roster of participating LEAs is included below. Each month's content provided training on these areas of focus:

- Student transportation updates and reminders
- Student Education Data System (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

Webinar Attendance by LEA

LEA	Jul. 21	Aug. 21	Sep. 21	Oct. 21	Nov. 21	Dec. 21	Jan. 22	Feb. 22	Mar. 22	Apr. 22	May 22
Academy of Hope PCS (RSA)	*	*	*	*	*	*					
Achievement Preparatory Academy PCS (STR)	*	*	*	*	*	*					
AppleTree Early Learning PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
BASIS DC PCS (RSA)	*	*	*	*	*	*		Yes	Yes	Yes	Yes

Breakthrough Montessori PCS (NEW) (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
Bridges PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
Briya PCS (formerly Education Strengthens Families PCS) (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
Capital City PCS (Co-op) (RSA)	*	*	*	*	*	*	Yes	Yes		Yes	
Capital Village	*	*	*	*	*	*	Yes	Yes	Yes		
Carlos Rosario International PCS (RSA)	*	*	*	*	*	*					
Cedar Tree Academy PCS (formerly Howard Road Academy PCS)	*	*	*	*	*	*	Yes				Yes
Center City PCS (Co-op) (STR)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
César Chávez PCS for Public Policy (Co-op) (RSA)	*	*	*	*	*	*	Yes	Yes		Yes	Yes
Children's Guild DC PCS (Co-op) (RSA)	*	*	*	*	*	*				Yes	Yes
Community College Preparatory Academy PCS (RSA)	*	*	*	*	*	*					
Creative Minds International PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
DC Bilingual PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes

DC Prep PCS (Co-op) (STR)	*	*	*	*	*	*		Yes				Yes
DC Scholars PCS	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Digital Pioneers	*	*	*	*	*	*						
District of Columbia International School (Co-op) (RSA)	*	*	*	*	*	*						
District of Columbia Public School (RSA)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
E.L. Haynes PCS (Co-op) (RSA)	*	*	*	*	*	*		Yes	Yes	Yes	Yes	Yes
Eagle Academy PCS	*	*	*	*	*	*	Yes		Yes	Yes	Yes	Yes
Early Childhood Academy PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Elsie Whitlow Stokes Community Freedom PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Friendship PCS (Co-op) (RSA)	*	*	*	*	*	*				Yes		
Girls Global Academy	*	*	*	*	*	*						
Goodwill Excel Center PCS (NEW)	*	*	*	*	*	*						
Harmony DC PCS	*	*	*	*	*	*	Yes	Yes	Yes	Yes		
Hope Community PCS (Co-op)(STR)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Howard University Middle School of Mathematics and Science PCS	*	*	*	*	*	*			Yes	Yes	Yes	Yes

I Dream School PCS	*	*	*	*	*	*						
Ideal Academy PCS	*	*	*	*	*	*						Yes
Ingenuity Prep PCS (Co-op)	*	*	*	*	*	*	Yes	Yes			Yes	
Inspired Teaching PCS	*	*	*	*	*	*						
Integrated Design Electronics Academy PCS (RSA)	*	*	*	*	*	*			Yes	Yes	Yes	
Kingsman Academy PCS (Co-op) (RSA)	*	*	*	*	*	*						
KIPP DC PCS (Co-op) (RSA)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Latin American Montessori Bilingual PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
LAYC Career Academy PCS (RSA)	*	*	*	*	*	*	Yes			Yes	Yes	Yes
Lee Montessori PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Mary McLeod Bethune Day Academy PCS (Co-op)	*	*	*	*	*	*						
Maya Angelou PCS (Co-op) (RSA)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes	Yes
Meridian PCS (Co-op)	*	*	*	*	*	*				Yes	Yes	
Monument Academy PCS (Co-op)	*	*	*	*	*	*				Yes		

Mundo Verde Bilingual PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
National Collegiate Preparatory PCHS (Co-op) (RSA)	*	*	*	*	*	*					
Paul PCS	*	*	*	*	*	*		Yes	Yes	Yes	Yes
Perry Street Preparatory PCS (STR)	*	*	*	*	*	*					
Richard Wright PCS for Journalism and Media Arts (Co-op) (RSA)	*	*	*	*	*	*					
Rocketship DC PCS (Co-op) (NEW)	*	*	*	*	*	*					
Roots PCS	*	*	*	*	*	*	Yes	Ye	Yes	Yes	Yes
SEED PCS of Washington, D.C. (Co-op) (RSA)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	
Sela PCS (Co-op)	*	*	*	*	*	*					
Shining Stars Montessori Academy PCS (Co-op)	*	*	*	*	*	*	Yes	Yes	Yes	Yes	Yes
Social Justice	*	*	*	*	*	*					
St. Coletta Special Education PCS (Co-op) (RSA)	*	*	*	*	*	*					
Statesmen College Preparatory Academy	*	*	*	*	*	*				Yes	Yes
The Family Place	*	*	*	*	*	*					

Creative Minds International PCS (Co-op)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
DC Bilingual PCS (Co-op)	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes
DC Prep PCS (Co-op) (STR)	Yes	Yes	Yes			Yes		Yes	Yes	Yes	Yes
DC Scholars PCS	Yes	Yes		Yes				Yes	Yes	Yes	Yes
Digital Pioneers	Yes		Yes	Yes							
District of Columbia International School (Co-op) (RSA)	Yes	Yes			Yes		Yes		Yes		
District of Columbia Public School (RSA)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
E.L. Haynes PCS (Co-op) (RSA)	Yes			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Eagle Academy PCS								Yes		Yes	
Early Childhood Academy PCS (Co-op)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Elsie Whitlow Stokes Community Freedom PCS (Co-op)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Friendship PCS (Co-op) (RSA)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Girls Global Academy	Yes	Yes		Yes							
Goodwill Excel Center PCS (NEW)								Yes		Yes	Yes
Harmony DC PCS			Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Hope Community PCS (Co-op)(STR)	Yes	Yes	Yes	Yes							
Howard University Middle School of Mathematics and Science PCS		Yes			Yes		Yes	Yes	Yes	Yes	Yes

I Dream School PCS	Yes		Yes	Yes							
Ideal Academy PCS					Yes	Yes	Yes	Yes	Yes	Yes	Yes
Ingenuity Prep PCS (Co-op)		Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	
Inspired Teaching PCS	Yes	Yes	Yes	Yes							
Integrated Design Electronics Academy PCS (RSA)	Yes	Yes	Yes	Yes							
Kingsman Academy PCS (Co-op) (RSA)	Yes	Yes					Yes		Yes		
KIPP DC PCS (Co-op) (RSA)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Latin American Montessori Bilingual PCS (Co-op)	Yes	Yes									
LAYC Career Academy PCS (RSA)	Yes	Yes		Yes	Yes		Yes		Yes	Yes	Yes
Lee Montessori PCS (Co-op)	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes
Mary McLeod Bethune Day Academy PCS (Co-op)				Yes	Yes	Yes		Yes			Yes
Maya Angelou PCS (Co-op) (RSA)			Yes	Yes	Yes		Yes		Yes		Yes
Meridian PCS (Co-op)	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes	
Monument Academy PCS (Co-op)	Yes	Yes									
Mundo Verde Bilingual PCS (Co-op)	Yes	Yes	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes

National Collegiate Preparatory PCHS (Co-op) (RSA)	Yes										
Paul PCS	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes
Perry Street Preparatory PCS (STR)		Yes									
Richard Wright PCS for Journalism and Media Arts (Co-op) (RSA)	Yes	Yes									
Rocketship DC PCS (Co-op) (NEW)		Yes	Yes	Yes							
Roots PCS		Yes					Yes		Yes	Yes	Yes
SEED PCS of Washington, D.C. (Co-op) (RSA)	Yes							Yes		Yes	Yes
Sela PCS (Co-op)											
Shining Stars Montessori Academy PCS (Co-op)	Yes	Yes		Yes		Yes	Yes		Yes	Yes	Yes
Social Justice			Yes	Yes							
St. Coletta Special Education PCS (Co-op) (RSA)				Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Statesmen College Preparatory Academy			Yes								
The Family Place											
The Next Step/EI Proximo Paso PCS (Co-op) (RSA)	Yes		Yes	Yes		Yes			Yes	Yes	Yes
The Sojourner Truth School PCS		Yes		Yes	Yes	Yes	Yes		Yes	Yes	
Thurgood Marshall Academy PCS (Co-op) (RSA)	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes	Yes
Two Rivers PCS (Co-op)	Yes	Yes	Yes	Yes							

Washington Global PCS (STR)	Yes	Yes		Yes							
Washington Latin PCS (Co-op) (RSA)		Yes		Yes		Yes		Yes			Yes
Washington Leadership Academy PCS (Co-op) (NEW)	Yes	Yes	Yes	Yes	Yes	Yes			Yes	Yes	Yes
Washington Yu Ying PCS (Co-op)			Yes	Yes	Yes	Yes	Yes	Yes			
YouthBuild PCS (RSA)	Yes		Yes								

All monthly trainings are recorded and posted on [OSSE's website landing page](#) for LEA Special Education Points of Contact Monthly Webinars.

Special Education Enhancement Fund (SEEF) Continuation Grant

In FY21, OSSE awarded a total of \$1,253,909.84 in SEEF grants to three entities and issued continuation grants in FY22. The FY21 grant amounts were:

- 1) American University – Awarded \$211,938.96
- 2) DC Special Education Cooperative - Awarded \$240,411.88
- 3) Relay Graduate School of Education – Awarded \$801,559.00

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 continued implementation through Sept. 30, 2022.

In FY21, OSSE also granted a total of \$2,000,000 in SEEF grants, resulting in FY22 continuation grant awards to six LEAs, in their last year of funding. These LEAs include:

- 4) Bridges PCS – Awarded \$385,737.45
- 5) DC Preparatory PCS – Awarded \$385,737.45
- 6) EL Haynes PCS - Awarded \$385,737.45
- 7) Eagle Academy PCS - Awarded \$385,737.45
- 8) Meridian PCS - Awarded \$255,607.73
- 9) Monument Academy PCS - Awarded \$231,442.47

The purpose of this funding was to:

- Address barriers to the delivery of a continuum of public placements, ensure students receive a smooth and effective transition to special education from early intervention services, timely evaluations, and improve graduation and post-secondary outcomes for students with disabilities; and
- Accelerate student achievement for students with disabilities by using research-based interventions.

80. 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 were required to complete self-studies in fiscal years 2022 and 2023 (through January 31)? Identify which LEAs completed their self-studies and 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 of specific racial and ethnic groups more than general education students and/or other racial and ethnic groups. Second, the LEA could be 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 2021-22 (FY22), no LEAs were flagged for significant discrepancy, and four LEAs were flagged for disproportionate representation review. Each LEA flagged for disproportionate representation submitted its self-assessment for OSSE to review.

The following LEAs submitted a self-study:

- DCPS (disproportionate representation)
- Kingsman (disproportionate representation)
- Maya Angelou (disproportionate representation)
- Monument Academy (disproportionate representation)

Upon completion of the review, OSSE determined that 1 LEA, DCPS, had a disproportionate representation in a specific disability category due to inappropriate policies, procedures, and practices. The LEA was issued a finding and is creating a Continuous Improvement Plan (CIP) with technical assistance from OSSE to address systemic areas of noncompliance in FY23.

Systemic areas to be addressed in DCPS’s CIP (as determined by the policy and self-study review) include the following:

- Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child’s physical condition, social or cultural background, and adaptive behavior.
- Ensure a group of qualified professionals and the parent determined that the child was a child with a disability.

- 81. Provide an update on the work of the Advisory Panel on Special Education in fiscal years 2022 and 2023 (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.**

The table below shows the current membership of the Advisory Panel on Special Education (SAPSE).

FY23 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	Vocational, Community, or Business Organization Representative designee - Chair of SAPSE	10 years
Courtney	Davis	Parent	2 years
Jessica	DenHouter	Parent	3 years
Megan	Dho	Child Family Service Administration	5 years
Tracy	Dove	Parent	7 years
Joshua	Gillerman	Parent	3 years
Rochanda	Hiligh-Thomas	Parent	8 years
Nicole	Lee-Mwandha	Office of the State Superintendent of Education	7 years
Laura	Lorenzen	Parent	2 years
Matthew	McCall	Parent	5 years
Luis	Morales	Department of Behavioral Health designee	6 years
Sylvia	Morrison	University of District of Columbia/ higher education designee	3 years
Angela	Spinella	Department of Disability Services designee	3 years
Roxanne	Williams	Parent	3 years
Deon	Woods-Bell	Parent	7 years
Margie	Yeager	Administrator of Programs for Children with Disabilities	3 years

Terms are for a minimum of two years.

SAPSE Recommendations: SAPSE provided feedback on the design and framework for the Special Education Performance Report (SEPR) and target-setting for the IDEA State Performance Plan (SPP)/ Annual Performance Report (APR). SAPSE recommended that OSSE develop parent-friendly information and resources to assist parents in understanding the data contained in the SEPR and SPP/ APR and made suggestions for making the data more accessible and actionable

for parents and stakeholders. SAPSE also recommended increased transparency in service provision and communication around transportation for students with disabilities at the beginning of the 2022-2023 school year. This feedback helped inform OSSE's development of public-facing communications and resources.

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

82. How many due process hearings and state complaints did OSSE issue final orders for in fiscal years 2021, 2022, and 2023 (through January 31)? Please identify answers with school type, reporting concern type (5 options), and LEA where possible.

The Individuals with Disabilities Education Act (IDEA) allows a claim on any allegation of a failure to implement the requirements of the law. Concern types range from Child Find, to individual education program (IEP) implementation, to evaluations. They do not fall into five predetermined categories. Further due process and state complaints are filed against LEAs and other public agencies responsible for the education of students, not individual schools.

The table below shows due process hearings that resulted in final order issuance from FY21 to FY23 to date. The table also shows the number of decisions issued against LEAs or SEAs or parents.

Due Process Hearings That Resulted in Final Order Issued

	Total Number of Hearing Officer Decisions Issued Against LEAs or SEAs	Total Number of Hearing Officer Decisions Against Parents	Total Number of Hearing Officer Decisions Issued
FY21	57	3	60
FY22	52	5	57
FY23 to Date (Jan 31, 2023)	23	1	24

The table below shows the number of state level letters of decisions by federal fiscal years. The table also shows the LEAs and public agencies for which the complaints were made against.

State Complaint Letters of Decision (LODs) Issued by Federal Fiscal Year (FFY)

Federal Fiscal Year (July 1 – June 30)	Number of State Complaints Letters of Decision	LEA/Public Agencies Complaint(s) Made Against
FFY 2020	5	Inspired Teaching Demonstration PCS, DCPS, DYRS, OSSE, BASIS DC PCS
FFY 2021	26	DCPS, Center City PCS, St. Coletta PCS, OSSE DOT, Capital Village PCS, E.L. Haynes PCS, Mary McLeod Bethune PCS, Washington Leadership Academy PCS
FFY 2022 to date (Jan 31, 2023)	12	DCPS, Digital Pioneers Academy PCS, SEED PCS

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.

- 83. OSSE allocated roughly \$10 million from the State and Local Recovery Fund in the American Rescue Plan Act of 2021 to address High Impact Tutoring in fiscal year 2022. The ESSER spending plan also allocated \$3 million to support “high-dosage tutoring.” How has OSSE used this funding for the purpose of high dosage tutoring? Please list grant amounts and grantees for fiscal years 2022 and 2023 (through January 31).**

The \$14.75 million allocated in FY23 is part of a multi-year budget totaling \$38 million that has been allocated by the Mayor to support high-impact tutoring (HIT) as part of the District’s Recovery Roadmap and that OSSE is strategically implementing across three years. The HIT funding is being distributed through multiple grant programs that expand the capacity and quality of HIT across the District.

The \$14.75 million in FY23 will go primarily to fund the FY23 portion of two multi-year grant programs designed to support tutoring providers to scale high-quality HIT across the District. In January 2023, OSSE awarded \$7 million in grants to 9 additional tutoring providers who will collectively serve 3,600 students with HIT between spring 2023 and September 2024.

This third round of grants follows the nearly \$20 million awarded to 11 grantees in May 2022 to serve over 8,000 students and the \$3.2 million awarded to eight grantees in FY21 via the Office of Out of School Time and Youth Outcomes (OST) that served nearly 1,200 students in spring 2022. In total, over the last year, OSSE awarded nearly \$30 million in grant funding to serve over 13,000 District students with high-impact tutoring. Please see below for the lists of grantees awarded across the grant rounds.

The bulk of the HIT program’s FY23 funding is dedicated to funding the grants already awarded (approximately \$12 million). Of the remaining funds, approximately \$1.75 million will support a \$2.8 million, three-year partnership with DCPS to fund 10 “HIT Managers” at 10 of DCPS’ 11 Comprehensive Support and Improvement (CSI) schools. All 10 HIT Managers started working at their placement schools in fall 2022 and are supporting their schools to expand access to tutoring. Additionally, our \$400,000 partnership with the DC Public Library will support their campaign to promote use of Brainfuse HelpNow, an on-demand virtual tutoring service, among District high school students. Finally, approximately \$600,000 will be spent on agency staff salaries and administrative costs.

The high-impact tutoring initiative has accomplished the following over the past year:

- **Ended FY22 at 96% and 100% to goal for our two Key Performance Indicators (KPIs)** tracked by the Office of the City Administrator (OCA). We reached 2,109 of 2,200 students projected for FY22, and we also engaged 41 of 76 “priority schools” for HIT, exceeding our goal of engaging 29 priority schools.
- **Launched strategic program supports partnership with grantee CityTutor DC**, which provides intensive hands-on supports to school leaders looking to implement HIT at their schools through multi-week “design sprint” trainings at no charge to the schools. CityTutor is also directly funding tutoring at 14 non-school tutoring sites in the

community (“Hubs”), as well as providing incubation funding for six organizations to launch tutoring in the District, either as newcomers to DC or as existing community organizations offering HIT for the first time.

- **Launched multi-year program evaluation of HIT with the Annenberg Institute at Brown University**, a grantee who will conduct a rigorous, quasi-experimental study to review the impact of HIT on student academic outcomes between now and September 2024.
- **Completed initial implementation study of HIT with The Lab @ DC**, which gathered insights on initial bright spots and barriers with HIT programming during spring 2022 to inform future supports for tutoring providers.

OST Grantees – Spring 2022	Award Amount
AARP	\$518,855
Higher Achievement	\$162,839
Horton's Kids	\$200,000
Kid Power	\$219,437
Literacy Lab	\$750,000
Reading Partners	\$750,000
Springboard Collaborative	\$371,333
The House Inc.	\$220,000
Total	\$3,192,464

OSSE HIT Grantees - FY22-FY24 (Cohort 1)	Multi-Year Award Amount
Blueprint Schools Network	\$1,636,545
City Year	\$1,680,000
GWU Math Matters	\$1,277,104
Kid Power	\$1,323,744
Maryland Teacher Tutors	\$1,222,697
Reading Partners	\$1,009,491
Saga Education	\$1,287,897
Springboard Collaborative	\$1,502,417
The Literacy Lab	\$1,564,864
CityTutor DC (Strategic Program Supports)	\$6,260,000

Brown University - Annenberg Institute (Program Evaluation Services)	\$486,835
Total	\$19,251,594

OSSE HIT Grantees - FY23-FY24 (Cohort 2)	Multi-Year Award Amount
American University	\$739,930
Dance Makers	\$900,000
Great Oaks Foundation	\$786,581
Horton's Kids	\$593,455
Lana Learn	\$950,000
Multicultural Career Intern Program	\$863,360
Saga Education	\$837,980
The House, Inc.	\$310,000
Tutor Partners	\$1,100,000
Total	\$7,081,306

84. How many students were served in afterschool and summer programs funded by 21st Century Community Learning Centers Program by ward? By race? By age/grade? By disability status?

21st Century Community Learning Centers' subgrantees self-report data required for OSSE's annual reporting to the U.S. Department of Education. This Annual Performance Report (APR) does not require subgrantees to report student data by ward, age, or disability status. However, student participation data by race and grade bands (PK-5 and 6-12) is reported through the APR. OSSE has also identified the count of 21st Century Learning Centers' sites in each ward.

Number of 21st Century Community Learning Centers in each DC ward for FY22	
Ward	# Sites: FY22
1	13
2	3
3	0
4	17
5	12
6	13
7	18
8	31
Total	107

Number of 21st CCLC students by race in FY22			
Race	Summer 2021	School Year 2021	Total
American Indian	<10	95	95-105
Asian	<10	113	113-123
Black or African American	1,083	5,719	6,802
Hispanic/Latino	207	1,358	1,565
Native Hawaiian or Pacific Islander	<10	<10	<10
White	11	654	665
Two or More Races	25	137	162
Unknown	23	88	111

Number of 21st CCLC students by grade band in FY22			
Grade Band	Summer 2021	School Year 2021	Total
PK-5	971	6,880	7,851
6-12	392	1,285	1,677

85. Provide the following related to OSSE's Department of Transportation:

(a) How many buses and vans each does OSSE-DOT own/operate? What percentage are electric? What is OSSE's plan to increase its percentage of electric vehicles?

As of January 31, 2023, OSSE-DOT owns 683 buses and 30 vans. Of the total, 674 buses and 20 vans are in active use for student transportation. A bus or van is considered inactive if it is under repair or soon to be replaced. While none of the buses and vans are currently electric, OSSE-DOT won \$7.625 million in federal funding to electrify school buses through the EPA's 2022 Clean School Bus Rebate program. The District of Columbia was one of just 27 districts nationwide, including Guam, to win the maximum rebate, for 25 school buses. We are currently in the procurement phase to obtain these 25 buses. Due to the value of the procurement (exceeding \$1 million), the approval of the DC Council will be needed. Additionally, OSSE-DOT is currently developing a plan for building the charging infrastructure to support these buses.

(b) What percentage, and what is the total number of OSSE busses that have GPS?

As described in further detail in question 89, OSSE-DOT has utilized two routing systems in FY22, SEON and Trapeze, the legacy system which has been utilized since January 9, 2023. Each routing system uses different GPS systems. Navman GPS systems, which are used by Trapeze, are installed on 475 (70%) buses. All 674 buses (100%) in active use have a SEON GPS installed.

(c) What percentage, and what is the total number of OSSE busses that have cameras?

As of January 31, 2023, OSSE-DOT has 144 buses with internal cameras installed, representing over 21 percent of OSSE's active bus fleet.

(d) Are all parents/guardians able to track their child on the bus route?

No, OSSE-DOT has not implemented a tracking system for parents to date.

(e) How many drivers does OSSE-DOT currently employ? On average, how long does a driver position remain vacant? What number of drivers does OSSE-DOT need to be fully staffed? Describe OSSE-DOT's efforts to fill vacancies and recruit more bus drivers in 2022 and what additional plans OSSE has for 2023.

As of January 27, 2023, OSSE-DOT has 560 bus drivers. A driver position can remain vacant for up to one year. The certification and license requirements (S and P endorsed commercial driver license) make this position hard to fill. In order to be fully staffed and guarantee timely transportation services for every student, OSSE-DOT currently needs 640 drivers, but this number will fluctuate based on OSSE-DOT utilization. For example, if more students require transportation during the next school year, OSSE-DOT's staffing needs will also increase.

In FY22, OSSE-DOT participated in two DCHR hiring fair events that resulted in the hiring of 15 drivers. In FY23, OSSE-DOT is hosting a hiring fair on February 16 and 17, 2023 for bus drivers and attendants planned for February 16 and 17, 2023, which includes a \$5,000 signing bonus. OSSE-DOT has been actively advertising its hiring fair on social media and has 1,754 individuals registered for the hiring fair as of February 10. 23 registrants expressed interest in bus driver positions, of which four currently have verified credentials.

In an effort to attract more bus drivers, OSSE-DOT collaborated with the DMV to send out hiring fair information to over 4,500 active CDL license holders in DC on February 10, 2023. However, OSSE-DOT is currently competing with WMATA and other school jurisdictions that also offer signing bonuses.

(f) How many students ride OSSE-DOT to schools? Provide a Ward breakdown.

As of January 13, 2023*:

	Ward 1	Ward 2	Ward 3	Ward 4	Ward 5	Ward 6	Ward 7	Ward 8	Other ***	Total
Number of Students **	302	77	110	429	565	242	968	1055	83	3,831
% of Students	8%	2%	3%	11%	15%	6%	25%	28%	2%	100%

* Above information is by Ward of the student's address, not by Ward of the school attended

**Above figures represent the number of students in which a school has submitted a transportation request form.

Not all students may regularly ride the bus.

***"Other" identifies students that live outside of DC but are transported by OSSE DOT (e.g., Wards of DC, through McKinney-Vento, or in Foster Care)

(g) How many students ride OSSE-DOT to nonpublic schools? Provide a breakdown of nonpublic school locations (DC, MD, and VA).

As of January 13, 2023:

Location	DC	Maryland	Virginia	Total
Number of Students Transported to Nonpublic Schools	67	347	114	528

(h) How many students did not have a confirmed route by their LEAs first day of school years 2021-2022 and 2022-2023? By the third school day? By the fifth school day? By the tenth school day? What were the top 3 reasons routes that were not confirmed by the first day of school?

Local Education Agencies (LEAs) are annually required to submit Transportation Request Forms (TRF) to OSSE-DOT by the first week of June for student transportation services needed for the upcoming new school year. It is critical that LEAs submit their transportation request forms on time as OSSE-DOT must complete many steps before the first day of school. For example, OSSE-DOT must route students, notify families of route time, conduct practice runs of routes, conduct a bidding process for bus drivers and attendants consistent with the terms of their collective bargaining agreement, and ensure sufficient staffing. This is a significant operational lift on a tight timeline.

For SY2022-2023, OSSE-DOT expected to receive at least 3,514 TRFs by the end of June 2022, which represent students who received transportation services during prior school year and remained at the same school for the following year. However, OSSE-DOT only received 1,193 of TRFs (34%) by Jun. 30, 2022. In SY2021-2022, OSSE-DOT expected to receive 3,683 TRFs but only received 345 TRFs (10%) by end of June; however, this was a year when LEAs were still determining in-person and hybrid school schedule during the public health emergency, and OSSE-DOT allowed extension for TRF submission.

The following table represents student routing status of all TRFs that OSSE-DOT received before the first day of school SY2021-2022 and SY2022-2023:

	SY2021-2022	SY2022-2023
% of TRFs submitted by LEAs on time	345 of 3,420 (10%)	1,193 of 3,043 (39%)
% Routed* for 1 st Day of School	1,102 of 3,420 (32%)	2,480 of 3,043 (81%)
% Routed for 3 rd School Day	3,267 of 3,420 (96%)	2,538 of 3,043 (83%)
% Routed for 5 th School Day	3,284 of 3,420 (96%)	2,560 of 3,043 (84%)

% Routed for 10 th School Day	3,327 of 3,420 (97%)	2,640 of 3,043 (87%)
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*"Routed" represents students whose name is recorded in OSSE's routing system and displayed on the trip ticket. Even if a student is not presented on the trip ticket, OSSE-DOT can still transport students manually via the Parent Resource Center informing bus terminal managers to pick-up the student the following day until the student is fully routed in the system.

Although OSSE-DOT does not collect aggregate data on reasons why routes are not confirmed by the first day of school, the most recurring issues include:

- 1) TRFs are submitted past the submission deadline by the LEAs;
- 2) OSSE-DOT was unable to route the student past the 10-days SLA of receiving the TRF;
- 3) TRFs submitted by LEAs have incorrect information (e.g., typos or missing information under home/school addresses, etc.)

(i) How many full school days have been missed by students due to no-show buses?

Our attendance codes identify whether an absence is excused or unexcused, but they do not identify the underlying reason students are absent from school (e.g., transportation issue, dentist appointment, funeral service, etc.). Further, even if a bus route is down, a parent may provide alternative transportation for the student and be reimbursed for expenses.

However, we can calculate attendance rates for students receiving transportation services that attend public or public charter schools. For the 2021-22 school year, this rate was: 82.5 percent and for the 2022-23 school year, through January 31, 2023, this rate is 83.7 percent.

(j) How many full school days have been missed by students due to lack of drivers on buses? Lack of bus attendants? Lack of nurses?

Please see the response in question 85(i) above.

(k) How many students have arrived after the bell due to OSSE-DOT transportation delays? What is the average number of late arrivals per student? What is the average length of time by which a student is tardy?

At the beginning of the 2022-23 school year, OSSE-DOT transitioned to a new transportation routing system that builds bus routes and determines pick-up and drop-off times for students utilizing bus services. This system, SEON, was also implemented with the goal of tracking student-level pick-up and arrival time performance for the first time. However, a number of issues with the system arose soon after deployment.

To respond, the Superintendent reassigned all technology staff in OSSE-DOT to the Chief Information Officer. This step was taken to fully integrate systems across the agency. It was also necessary to strengthen management and oversight. Out of these organizational changes and increased oversight, the Superintendent uncovered that previously reported metrics of on-time performance were based on a methodology that needs improvement.

Broadly, GPS data on the bus was utilized to calculate OSSE-DOT's overall on-time performance but not every bus had GPS installed. In addition, on-time performance was calculated for only the morning shift but not in the afternoon. Therefore, this data is not reflective of all services OSSE-DOT provides.

Yet, OSSE is taking new steps to monitor performance and provide transparency regularly to the public. Since the transition to our historic routing system on January 9, 2023, we have established a daily manual process to collect reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time; this is a proxy measure to whether students will experience service delays.

OSSE-DOT Bus Performance

	# of Late Morning Routes (Daily Average)	# of Routes Not Serviced (Daily Average)
Week of Jan. 9	N/A*	12
Week of Jan. 16	99	3
Week of Jan. 23	91	0
Week of Jan. 30	90	0
Week of Feb. 6	65	0
Week of Feb. 13	53	0

*The process to collect reportable data on "late" bus routes was established during the week of Jan. 16, 2023.

On February 6, OSSE-DOT conducted a manual audit of late arrival time, and more than half of routes considered late (51%) were late by less than 15 minutes, while 10% were late by more than 40 minutes.

86. With regard to special education transportation, please provide the following information for School Year 2021-2022:

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

FY22 Actions Completed

In FY22, OSSE-DOT continued to provide transportation service to eligible students and persevered through several obstacles.

Labor Shortages

OSSE-DOT continued to confront labor shortages for bus drivers and attendants. OSSE-DOT's retention efforts included successful union negotiations with Teamsters to maintain its competitiveness in salary and benefits for staff. OSSE-DOT also implemented a \$25,000 retention incentive to maintain retirement-eligible staff during peak seasons. In August of 2022, OSSE implemented a new back-to-school attendance incentive focused on successfully meeting Start of School attendance requirements for bus staff. This incentive provided \$2,500 to bus staff for perfect attendance during the first semester of the school year and led to fewer callouts throughout the remainder of 2022. OSSE-DOT's recruitment efforts included participating in DCHR hiring fairs where more than 50 on the spot offers were extended and over 200 participants were added to the candidate pool for interview follow ups. OSSE-DOT also established and promoted a new one-time \$3,000 hiring bonus for new school bus drivers (after successfully completing 90 days of employment). Additionally, in partnership with DC DMV, recruitment emails were sent to residents with commercial driver's licenses in order to proactively recruit new bus drivers and reduce labor shortages.

To keep OSSE-DOT staff healthy and on the roads, OSSE-DOT worked to protect students and staff from COVID-19. OSSE maintained its partnership with DC Health to offer self-testing at each terminal location. Testing kits were available to staff on a weekly basis, samples were collected twice a week, and test results were typically provided within a 48 hour-time span. The partnership also enabled the OSSE-DOT to offer a series of no-cost, walk-up vaccination clinics for employees at each terminal location. DC Health provided first dose, second dose, and COVID-19 booster shots.

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Electric Buses

OSSE-DOT took significant strides to procure electric buses for its fleet in order to address climate change. In order to build upon the District's dedication to procuring environmentally friendly school buses and electrifying its fleet, OSSE-DOT met with energy companies to identify the infrastructure needs to equip the bus terminals with electric vehicles and charging stations. In addition, OSSE-DOT's applied and won \$7.625 million in federal funding to electrify school buses through the EPA's 2022 Clean School Bus Rebate program. The District of Columbia was one of just 27 districts nationwide, including Guam, to win the maximum rebate, for 25 school buses. We are currently in the procurement phase to obtain these 25 buses.

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Terminal Challenges

OSSE-DOT continued to confront challenges to upgrade its terminal facilities, including supply chain and labor shortage issues. OSSE-DOT worked collaboratively with DGS to make needed updates and major repairs to its four terminal locations, including critical roof repairs, bathroom renovations, and ramp reconstruction.

Electronic Run-Bid

OSSE-DOT implemented its first electronic run-bid process in FY22. Pursuant to both collective bargaining agreements, OSSE-DOT is required to host an annual run-bid event where drivers and bus attendants can bid on their desired bus route. Previously, this process used to be a time-consuming in-person and paper-based process that required staff to come to OSSE headquarters, which was also prone to human error and took several weeks to complete. With OSSE-DOT's new automated bidding system, employees were able to submit as many bids as they want (limited to 30 bus routes in prior years), from anywhere that has internet access, including the comfort of their own home, and the final results could be produced during the same day. Close to 1,000 staff members participated in the recent electronic run-bid event in December 2022.

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Actions Planned for FY23

January 2023 Operational Challenges

In January 2023, OSSE-DOT experienced significant issues in its service delivery for two reasons. OSSE-DOT returned to its previous routing system, Trapeze, due to issues with its new routing system. This resulted in providing new route times to all students utilizing service. When there are new routes, it takes time for routes to be perfected as drivers and attendants are traveling new streets with different students. Further complicating service delivery, OSSE-DOT experienced an increased number of staff callouts on top of existing labor shortages and start of year retirements. This resulted in OSSE-DOT requiring drivers and attendants to run multiple routes or to combine routes which led to significant service delivery issues and delays. OSSE has taken steps to urgently address these issues. OSSE has reestablished a \$2,500 monetary attendance incentive to encourage daily driver and attendant attendance and reduced employee callouts. The agency has also reduced the number of bus routes needed by increasing the use of private contracts to fulfill bus routes that have three or fewer riders. Responding to stakeholder feedback, OSSE-DOT established a public website, updated multiple times every school day, that provides families with information regarding all delayed and disrupted routes. Further, the agency is exploring a pilot to provide LEAs funding to contract their own transportation vendors.

OSSE-DOT must also prepare for extended school year and the 2023-24 school year. LEAs will need to determine student eligibility for OSSE-DOT services. To prepare and support them, OSSE will meet with every LEA to discuss the transition from the Special Education Data System (SEDS) to the District's new "Special Programs" data system, which will house individualized education plans that identify students eligible for transportation services. From there, OSSE will communicate early and often with LEAs to ensure they are submitting transportation requests for all eligible students. Requests are due for extended school year on May 1, 2023, and start of school by June 5, 2023. Timely submission of transportation requests is critical, as OSSE-DOT must have sufficient time to route students, provide staff with run-bid, complete dry runs, and notify riders of their route information.

Hiring Fair

To address our staffing challenges, OSSE hosted a hiring fair on February 16-17 for prospective bus drivers, bus attendants, fleet maintenance staff, customer service roles, and other positions

as part of our ongoing efforts to recruit staff to serve DC students with disabilities. OSSE-DOT offered \$5,000 signing bonuses as an incentive for bus drivers and attendants. With over 2,400 pre-registrations, a total of 929 attendees attended the fair, and OSSE-DOT made contingent on-site offers to 116 individuals, including 27 bus driver, 81 bus attendant, and 8 administrative positions. All individuals are undergoing pre-employment screening.

Parent Reimbursement Expansion

After receiving feedback from families, OSSE-DOT has raised the parent reimbursement rate from \$0.655 per mile to \$1.48 per mile, a 125 percent increase. This new rate was established using the current rate per mile of the ridesharing service Uber. We used Uber because parents may use a ride sharing service to self-transport if OSSE-DOT is unable to provide service. We also chose the per-mile rate for Uber XL to accommodate those who may need to utilize a larger vehicle.

Expansion of Private Routes

Since Jan. 9, 2023, OSSE-DOT, in partnership with the Office of Contracting and Procurement (OCP), has urgently expanded OSSE-DOT's private route capacity. Privatization of bus routes not only helps mitigate staffing challenges but also significantly increases efficiency in OSSE-DOT's operation as approximately 20% of OSSE-DOT's bus routes have four or fewer students, including routes that travel outside of DC. When OSSE-DOT is able to transfer a route with a single-riding student to a private vendor, OSSE-DOT can utilize the same bus and staffing to transport up to 14 students. In FY23, OSSE-DOT will continue to research the appropriate model for privatization for the next school year.

Electric School Buses

OSSE-DOT will procure its first series of 25 electric buses as part of the development and initiation of a long-term strategy to electrify its fleet and develop the infrastructure to support that electric fleet. OSSE is excited to help lead the District to a more environmentally friendly and sustainable future, though this will require additional long-term planning.

Terminals

OSSE-DOT, in collaboration with the DGS, will build the W Street school bus terminal (1601 W Street NE). The new terminal will encompass an on-site maintenance and repair facility and will replace the New York Avenue terminal location.

Family Communication

OSSE-DOT is taking multiple steps to improve hold times and family communication in FY23: 1) We are hiring nine temporary employees to increase staffing coverage in the Parent Resource Center (PRC); 2) We are creating a pilot where selected routes will utilize bus staff to send real-time updates, including estimated time of arrivals, via text message; 3) We stood up a new public-facing [website](#) in January that displays bus route numbers that are down or delayed; instead of parents having to call the PRC and wait on hold to request for a bus status, this

website now provides bus status information multiple times per day so that parents can make necessary arrangements in the morning and afternoon if a bus cannot arrive on schedule.

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

As of January 13, 2023, there are 3,831 students for which a school has submitted a transportation request form to OSSE-DOT. However, not all students may regularly ride the bus. Of the total population, approximately 370 students have been internally flagged as non-riders where a student did not utilize bus service for 10 consecutive school days during January 2023.

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

As of January 31, 2023, there are 29 students transported by one of OSSE's private contractors. OSSE-DOT is actively working on expanding private transportation services for more students.

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

At the beginning of the 2022-23 school year, OSSE-DOT transitioned to a new transportation routing system, SEON, that builds bus routes and determines pick-up and drop-off times for students utilizing bus services. This system was also implemented with the goal of tracking student-level pick-up and arrival time performance for the first time. However, a number of issues with the system arose soon after deployment.

To respond, the Superintendent reassigned all technology staff in OSSE-DOT to the Chief Information Officer. This step was taken to fully integrate systems across the agency. It was also necessary to strengthen management and oversight. Out of these organizational changes and increased oversight, the Superintendent uncovered that previously reported metrics of on-time performance were based on a methodology that needs improvement.

Broadly, GPS data on the bus was utilized to calculate OSSE-DOT's overall on-time performance but not every bus had GPS installed. In addition, on-time performance was calculated for only the morning shift but not in the afternoon. Therefore, this data is not reflective of all services OSSE-DOT provides.

OSSE is taking new steps to monitor performance and provide transparency regularly to the public. Since the transition to our historic routing system on Jan. 9, 2023, we have established a daily manual process to collect reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time; this is a proxy measure to whether students will experience service delays.

OSSE-DOT Bus Performance

	# of Late Morning Routes (Daily Average)	Percent of On-Time Morning Routes (Daily Average)	# of Routes Not Serviced (Daily Average)
Week of Jan. 9	N/A*	N/A*	12
Week of Jan. 16	99	81%	3
Week of Jan. 23	91	83%	0
Week of Jan. 30	90	83%	0
Week of Feb. 6	65	88%	0
Week of Feb. 13	53	90%	0

*The process to collect reportable data on “late” bus routes was established during the week of Jan. 16, 2023.

On February 6, OSSE-DOT conducted a manual audit of late arrival time, and more than half of routes considered late (51%) were late by 10-15 minutes, while 10% were late by more than 40 minutes.

e) In table format, the 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 are set by OSSE-DOT based on school locations are as follows:

- 75 minutes for programs in DC and within 6 miles of DC (representing 73% of current student riders);
- 90 minutes for programs between 6 and 15 miles of DC (representing 19% of current student riders); and
- 120 minutes for programs farther than 15 miles from DC (representing 7% of current student riders).

At the beginning of the 2022-23 school year, OSSE-DOT transitioned to a new transportation routing system that builds bus routes and determines pick-up and drop-off times for students utilizing bus services. This system was also implemented with the goal of tracking student-level pick-up and arrival time performance for the first time. However, a number of issues with the system arose soon after deployment.

To respond, the Superintendent reassigned all technology staff in OSSE-DOT to the Chief Information Officer. This step was taken to fully integrate systems across the agency. It was also necessary to strengthen management and oversight. Out of these organizational changes and increased oversight, the Superintendent uncovered that previously reported metrics of on-time performance were based on a methodology that needs improvement.

Broadly, GPS data on the bus was utilized to calculate OSSE-DOT's overall on-time performance but not every bus had GPS installed. In addition, on-time performance was calculated for only the morning shift but not in the afternoon.

Therefore, this data is not reflective of all services OSSE-DOT provides, and OSSE-DOT currently does not collect student-level data to indicate which percentage of students have bus ride times that exceeded an hour. Yet, OSSE is taking new steps to monitor performance and provide transparency regularly to the public. Since the transition to our historic routing system on January 9, 2023, we have established a daily manual process to collect reportable data on whether a bus is "late" based on a bus departing its terminal later than its scheduled time; this is a proxy measure to whether students will experience service delays.

OSSE-DOT Bus Performance

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*The process to collect reportable data on "late" bus routes was established during the week of Jan. 16, 2023.

On February 6, OSSE-DOT conducted a manual audit of late arrival time, and more than half of routes considered late (51%) were late by 10-15 minutes, while 10% were late by more than 40 minutes.

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

Complaint Category	Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	Jun '22	Jul '22	Aug '22	Sep '22	Total
Early/Late Bus	115	64	32	24	29	28	26	32	13	4	8	63	438
Unprofessional Conduct	47	45	29	33	37	36	29	37	27	15	15	49	399
Student Not Picked Up AM	18	10	3	4	1	2	4	3	2	3	3	21	74
Student Behavior	13	4	4	5	4	5	5	1	3	-	1	5	50
Operations Issues	2	1	4	3	2	3	2	2	-	3	0	6	28
Route Issues	4	-	2	1	1	2	2	4	-	1	1	23	41
Student Accommodations	2	-	-	-	-	2	2	-	-	3	0	6	15

Requests	3	1	1	-	-	1	-	-	-	1	1	0	8
Administrative Issues	-	-	-	-	1	1	-	-	-	-	1	4	7
Fleet Issues	-	-	-	-	-	-	-	-	1	-	1	2	4
Total	204	125	75	70	75	80	70	79	46	30	31	179	1,064

**Note that these figures represent the complaints received, not substantiated*

(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;

Complaint Category	Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	Jun '22	Jul '22	Aug '22	Sep '22	Avg.
Early/Late Bus	43	49	23	23	15	11	18	20	46	48	15	52	30
Unprofessional Conduct	37	37	25	14	22	16	16	19	21	14	24	40	24
Student Not Picked Up AM	29	30	29	11	9	7	14	17	9	31	34	36	21
Student Behavior	22	49	47	24	24	47	41	43	41	-	34	53	35
Operations Issues	42	42	45	33	15	13	14	30	0	13	0	29	23
Route Issues	24	-	28	0	20	8	10	17	-	13	6	61	16
Student Accommodations	2	-	-	-	-	48	57	-	-	23	0	58	15
Requests	6	49	56	-	-	57	-	-	-	1	7	0	15
Administrative Issues	-	-	-	-	3	47	-	-	-	-	148	11	17
Fleet Issues	-	-	-	-	-	-	-	-	53	-	146	135	28
Total	37	43	27	18	19	17	19	20	30	21	30	47	27

** Note that these values represent the number of days taken to resolve the complaint – not the number of incidents – so the total is average of the days it took to resolve all complaints, not a sum.*

(h) In table format, the average wait time on the Parent Resource Center call line, broken down by month;

Oct '21	Nov '21	Dec '21	Jan '22	Feb '22	Mar '22	Apr '22	May '22	Jun '22	Jul '22	Aug '22	Sep '22
10:59	4:02	3:02	3:25	2:13	1:07	1:36	2:07	1:33	1:20	6:02	5:31

(i) The current policy for providing transportation for special education students who must arrive to school early or late for extracurricular transportation; and

OSSE-DOT is not obligated to transport students outside of the normal education hours. OSSE-DOT provides transportation as a related service pursuant to IDEA and its implementing regulations. Transportation is a related service under the IDEA and includes “travel to and from

school and between schools, travel in and around school buildings . . . if required to provide special transportation for a child with a disability.” 34 CFR §§ 300.34(a) and (c)(16). However, when possible, OSSE-DOT has provided transportation services to accommodate the needs of our students, families, and school partners. For example, Roosevelt High School participates in the annual Special Olympics, for which we have provided services. OSSE-DOT has also provided field trip services for DC Public School students, including the White House Turkey Event in November 2022.

(j) The current policy for compensatory education for students who miss specialized instruction or related services due to OSSE-DOT transportation errors, cancellations, or delays.

Compensatory education is an equitable remedy that a court or hearing officer may order after a finding that a student has suffered educational harm that constitutes a denial of a free and appropriate public education (FAPE). Such a finding is an individualized determination by a court or hearing officer based on the individual child, the particular services lost, and the educational harm, if any. Accordingly, OSSE does not have a policy on compensatory education but does comply with the orders of a court or hearing officer to provide compensatory education when due.

Further, as LEAs are in the best position to assess any educational impact to a child, OSSE maintains a related services policy for LEAs that addresses missed services due to a child’s absence. If a child’s IEP team believes that missed related services could be deemed a denial of FAPE, LEAs should follow this policy guidance and make up missed related services sessions to the fullest extent possible. OSSE is available to work with LEAs to authorize appropriate services and minimize potential educational harm caused by student absence. Such services may include tutoring in the areas of most concern for the student, as well as related services that are proscribed in a student’s IEP.

- 87. Please describe OSSE DOT's operating procedures for notifying schools and caregivers when bus delays or cancellations occur under the following circumstances: (1) Buses are delayed or cancelled for morning pick-up; and (2) Buses arrive late to transport students from school to their evening drop off locations. If no such operating procedures exist, please describe the limitations that prevent OSSE DOT from developing operating procedures that address these communication issues. Finally, please describe the efforts required for OSSE DOT to develop and implement operating procedures to address communication lapses.**

Once a bus terminal identifies a route that is delayed or cancelled for morning pick-up, the information is relayed from the Dispatch Unit to the Parent Resource Center. The Parent Resource Center sends text messaging and voice messaging to parents regarding the delay or cancellation and sends emails to impacted schools notifying them that a specific route is delayed or cancelled for morning pick up. Similarly, once a terminal identifies a route will be delayed transporting students from school to their evening drop-off locations, the information is relayed from the Dispatch Unit to the Parent Resource Center. The Parent Resource Center sends text messaging and voice messaging to parents regarding the delay and sends emails to impacted schools notifying them that a specific route is delayed for evening pick up and drop-offs to homes.

The main limitation with this process is that it is a human process to pass the information from dispatch to the Parent Resource Center and then to transmit the message to families, and consequently, there is a time lag with each step. OSSE recognizes this as a limitation and a place to improve efficiency and provide customized information faster.

To address this issue and respond to feedback from families, OSSE-DOT established a new webpage (<https://osse.dc.gov/page/daily-dot-updates>) in January 2023 that informs parents of their students' transportation route status. In addition, OSSE-DOT hired two temporary support staff in the Office of Customer Engagement (which liaisons with internal staff, families, community partners, and LEAs) at the beginning of the 2021-22 school year, who have been responsible for proactively communicating route status updates to families impacted by delays, and OSSE is currently exploring avenues to further bolster customer engagement capacity. Further, OSSE is piloting a program (on 50 routes) to utilize bus staff to send text messages with estimated time of arrivals to families.

88. (a) What were the top three compliance issues that OSSE faced with regard to special education transportation in fiscal year 2022?

The top three complaints in FY22 were: 1) Early or late bus; 2) Unprofessional conduct; and 3) student not being picked up in the morning.

(b) What steps has OSSE taken in fiscal years 2022 and 2023 (through January 31) to remedy these issues?

FY22 Actions Completed

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Actions Planned for FY23

January 2023 Operational Challenges

In January 2023, OSSE-DOT experienced significant issues in its service delivery for two reasons. OSSE-DOT returned to its previous routing system, Trapeze, due to issues with its new routing system. This resulted in providing new route times to all students utilizing service. When there are new routes, it takes time for routes to be perfected as drivers and attendants are traveling new streets with different students. Further complicating service delivery, OSSE-DOT experienced an increased number of staff callouts on top of existing labor shortages and start of year retirements. This resulted in OSSE-DOT requiring drivers and attendants to run multiple routes or to combine routes which led to significant service delivery issues and delays. OSSE has taken steps to urgently address these issues. OSSE has reestablished a \$2,500 monetary attendance incentive to encourage daily driver and attendant attendance and reduced employee callouts. The agency has also reduced the number of bus routes needed by increasing the use of private contracts to fulfill bus routes that have three or fewer riders. Responding to stakeholder feedback, OSSE-DOT established a public website, updated multiple times every school day, that provides families with information regarding all delayed and disrupted routes. Further, the agency is exploring a pilot to provide LEAs funding to contract their own transportation vendors.

OSSE-DOT must also prepare for extended school year and the 2023-24 school year. LEAs will need to determine student eligibility for OSSE-DOT services. To prepare and support them, OSSE will meet with every LEA to discuss the transition from the Special Education Data System (SEDS) to the District’s new “Special Programs” data system, which will house individualized education plans that identify students eligible for transportation services. From there, OSSE will communicate early and often with LEAs to ensure they are submitting transportation requests for all eligible students. Requests are due for extended school year on May 1, 2023, and start of school by June 5, 2023. Timely submission of transportation requests is critical, as OSSE-DOT

must have sufficient time to route students, provide staff with run-bid, complete dry runs, and notify riders of their route information.

Hiring Fair

To address our staffing challenges, OSSE is holding a hiring fair on February 16-17 for prospective bus drivers, bus attendants, fleet maintenance staff, customer service roles, and other positions as part of our ongoing efforts to recruit staff to serve DC students with disabilities. OSSE-DOT is offering \$5,000 signing bonuses as an incentive for bus drivers and attendants.

Parent Reimbursement Expansion

After receiving feedback from families, OSSE-DOT has raised the parent reimbursement rate from \$0.655 per mile to \$1.48 per mile, a 125 percent increase. This new rate was established using the current rate per mile of the ridesharing service Uber. We used Uber because parents may use a ride sharing service to self-transport if OSSE-DOT is unable to provide service. We also chose the per-mile rate for Uber XL to accommodate those who may need to utilize a larger vehicle.

Expansion of Private Routes

Since Jan. 9, 2023, OSSE-DOT, in partnership with the Office of Contracting and Procurement (OCP), has urgently expanded OSSE-DOT's private route capacity. Privatization of bus routes not only helps mitigate staffing challenges but also significantly increases efficiency in OSSE-DOT's operation as approximately 20% of OSSE-DOT's bus routes have four or fewer students, including routes that travel outside of DC. When OSSE-DOT is able to transfer a route with a single-riding student to a private vendor, OSSE-DOT can utilize the same bus and staffing to transport up to 14 students. In FY23, OSSE-DOT will continue to research the appropriate model for privatization for the next school year.

Electric School Buses

OSSE-DOT will procure its first series of 25 electric buses as part of the development and initiation of a long-term strategy to electrify its fleet and develop the infrastructure to support that electric fleet. OSSE is excited to help lead the District to a more environmentally friendly and sustainable future, though this will require additional long-term planning.

Terminals

OSSE-DOT, in collaboration with the DGS, will build the W Street school bus terminal (1601 W Street NE). The new terminal will encompass an on-site maintenance and repair facility and will replace the New York Avenue terminal location.

Family Communication

OSSE-DOT is taking multiple steps to improve hold times and family communication in FY23: 1) We are hiring nine temporary employees to increase staffing coverage in the Parent Resource

Center (PRC); 2) We are creating a pilot where selected routes will utilize bus staff to send real-time updates, including estimated time of arrivals, via text message; 3) We stood up a new public-facing [website](#) in January that displays bus route numbers that are down or delayed; instead of parents having to call the PRC and wait on hold to request for a bus status, this website now provides bus status information multiple times per day so that parents can make necessary arrangements in the morning and afternoon if a bus cannot arrive on schedule.

- 89. 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 2022 and 2023 (through 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, skillsets, 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
Tameka Estep	OSSE-DOT	Chair
Shaneika Webb	OSSE-DOT	Secretary
Laura Lorenzen	Maryland Association of Non-Public Education Facilities	Member
Doreen Hodges	DC Family Voices	Member
Elizabeth 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

There were five meetings held by the TAC in fiscal years 2022 and 2023 (through January 31). The TAC focused on: communication from OSSE-DOT to its stakeholders, technology modernization, budget support from TAC members, COVID vaccination provisions for DC students attending Maryland schools, and strategic planning for OSSE.

90. Describe any technology upgrades OSSE's Department of Transportation (OSSE-DOT) has taken in fiscal years 2022 and 2023 (through January 31) to improve the tracking of buses and to communicate with parents and schools regarding arrivals and pick-ups.

IDS implementation

The Integrated Data Submission (IDS) platform is a tool used to perform real-time data validation to ensure accuracy of file submissions. This tool is widely used throughout the agency with external partners, such as LEAs and CBOs. With the need to protect the privacy of student data, OSSE pivoted to this secure pathway for LEAs to submit student transportation request form

SEON Routing System Implementation

At the beginning of the 2022-23 school year, OSSE-DOT transitioned to a new transportation routing system, SEON, that builds bus routes and determines pick-up and drop-off times for students utilizing bus services. While OSSE's existing system, Trapeze, can build routes, it does not have integrated GPS system to track student and bus location and requires a manual paper process to identify whether a student rode on the bus for the day and the performance of on-time arrival to a student's home and school. Thus, SEON was also implemented with the primary goal to electronically track student-level pick-up and arrival time performance for the first time. However, soon after deployment, OSSE discovered a number of issues with the system; the product was poorly tested internally, GPS systems were not properly installed on buses, data from Transportation Request Forms submitted by local education agencies were not properly pulled into the system, and foundational data, such as school name and address, were not properly uploaded into the system. Collectively, these issues resulted in subsets of unrouted students, inability to track bus locations, buses sent to wrong schools and locations, significant delays, and long commute times. In response, OSSE-DOT reverted to its old routing system on Jan. 9, 2023, to better stabilize routes and mitigate ongoing issues experienced by students from August to December 2022. In January 2023, OSSE-DOT re-initiated the step toward re-implementing SEON with proper planning; however, given that OSSE-DOT needs to re-build an entirely new routing system from the ground up, GPS functionality used to support a parent application will be available until finalized.

Electronic Run-Bid Application

OSSE-DOT implemented its first electronic run-bid process in FY22. Pursuant to both collective bargaining agreements, OSSE-DOT is required to host an annual run-bid event where drivers and bus attendants can bid on their desired bus route. Previously, this process used to be a time-consuming in-person and paper-based process that required staff to come to OSSE headquarters, which was also prone to human error and took several weeks to complete. With OSSE-DOT's new automated bidding system, employees were able to submit as many bids as they want (limited to 30 bus routes in prior years), from anywhere that has internet access, including the comfort of their own home, and the final results could be produced during the

same day. Close to 1,000 staff members participated in the recent electronic run-bid event in December 2022.

Late Route Daily Update Website

In January 2023, OSSE-DOT recently launched a new [web page](#) to provide daily morning and afternoon updates on late and down bus routes. This page was created in response to the feedback received from families looking for more up-to-date and accessible information. Updated multiple times throughout the morning and afternoon commutes, this page provides greater insight to our delayed routes and allows parents to view the status of bus services as early as 7 a.m. to make travel arrangements if a bus is expected to be delayed or down that day.

91. Please provide an update on OSSE-DOT's efforts to reduce the number of vacancies with regard to drivers and aides. For School Years 2021-2022 and 2022-2023 (through January 31), provide the number of drivers/aides needed and how many of each were employed.

As of January 2023, OSSE-DOT has 190 driver and bus attendant vacancies. To fill these vacancies, OSSE-DOT, in collaboration with OSSE's Department of Human Resources, continues to address hiring. The most recent recruitment efforts resulted in the hiring of 1 driver and 15 bus attendants. OSSE-DOT is preparing for another hiring fair on Feb. 16 and 17, to address remaining vacancies. For additional information, please reference our response to question 86(a).

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
SY21-22							
Aug '21	436	480	477	424	573	440	352
Sept '21	470	517	504	449	615	474	414
Oct '21	536	590	544	470	686	541	458
Nov '21	509	560	532	464	659	518	437
Dec '21	476	524	544	446	593	518	404
Jan '22	487	536	540	455	627	514	415
Feb '22	512	563	557	491	670	512	433
Mar '22	513	564	541	467	671	529	449
Apr '22	517	569	530	459	680	524	441
May '22	517	569	532	454	664	516	427
Jun '22	465	512	527	445	549	527	427
Jul '22	227	250	336	262	320	391	307
SY 22-23							
Aug '22	490	539	539	505	626	547	513
Sept '22	504	554	532	492	641	547	503
Oct '22	512	563	529	461	650	543	459
Nov '22	506	557	528	451	644	540	449
Dec '22	506	557	520	433	645	543	445

Notes:

- Average Number of Routes: This is the average number of prescribed routes per day.

- Average Number of Drivers /Attendants Needed: This average takes the number of prescribed routes and adds 10% more of the drivers/attendants needed to cover those routes. OSSE aims to have a 10% bench of drivers/attendants on any given day. Note that the number of attendants is not based solely on the number of routes like drivers; some students need a one-to-one attendant.
- Average Number of Drivers/Attendants Employed & Active: These are the average number of drivers and attendants that have active employment status.
- Average Number of Drivers/Attendants Present Each Day: These are the average number of drivers/attendants that report to work each day.

- 92. Please provide an update on the OSSE Scholars program in fiscal years 2022 and 2023 (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.

Most students returned to in-person college experiences in summer 2022, with 42 OSSE Scholars traveling to college campuses. This was a welcome return to the pre-pandemic program design and achieves the goal of an on-campus experience for participants.

(a) Number of students who applied to the program

The table below summarizes applications, acceptances, and costs for the OSSE Scholars Program in 2021, 2022, and 2023 to date:

	Summer 2021	Summer 2022	Summer 2023
Number of student applicants	151	209	212
Number of accepted students	38	46	56
Total cost of the program*	\$94,972	\$292,106	\$304,971
Average cost per student*	\$2,714 (35 students)	\$6,350 (46 students)	\$5,446 (56 students)

**Costs include tuition, travel, and educational supplies. The summer 2023 calculation is an estimate based on the agreements available with postsecondary institutions, as of January 2023.*

(b) Number of students who 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 meet 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.
- Near Peer Mentoring – Scholars alumni volunteer to serve as mentors for current Scholars through summer application assistance and sharing insight about the on-campus college experience, time management as a high school student, and the college and scholarship search and application processes.
- 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 summer of 2021, several OSSE Scholars alumni advocated for permanently offering the college preparation program virtually. The virtual college preparation program includes 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. The virtual program was offered to all 2022 OSSE Scholars and 20 participated. In addition, through a DC Summer Youth Employment Program (SYEP) internship, one OSSE Scholars alumna served as teaching assistant and near peer mentor throughout the six-week program in 2022.

(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 work with high school counselors to help them better understand selection criteria and thus recommend the best candidates for the program. OSSE staff also visit 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. In FY22, in-person recruitment and outreach activities were reinstated after a two-year hiatus during the public health emergency. In-person recruitment efforts directly impacted recruitment, as OSSE received applicants from a record-high number of high schools (30).

(g) Program outcomes

OSSE administers surveys 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 2022 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), alumni panels, and connecting weekly with an assigned teaching assistant (TA) (who are alumni of the program). As this program pivoted to virtual program models in 2020 and 2021, 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 and the continuation of the six-week virtual college prep program offered as an SYEP site for OSSE Scholars. FY 2023 outcomes will be measured after students complete programming in summer 2023.

93. Please provide the number of dual enrollment seats and individual student enrollments OSSE funded in School Year 2021-2022.

OSSE funds dual enrollment in two ways. In the first instance, 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. Seats in the DC Dual Enrollment Consortium are funded with local dollars, and recently with federal ARPA dollars through a program called College Rising.

In the 2021-22 school year, dual enrollment seats were available at 12 partner institutions of higher education (IHEs). With American Rescue Plan Act (ARPA) and OSSE local funds, 457 seats were filled at those institutions (this is more than double the number of seats filled from FY21 to FY22). Is it important to note that a student may take multiple courses.

94. Please provide the following information, in table format, for the DC TAG program for fiscal years 2020, 2021, and 2022:

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 Jan. 28, 2023. Current reporting may not align with prior year reporting because students may disenroll or have become ineligible for continuation in the program.

(a) Number of student participating in DC TAG: (1) overall; (2) broken down by ward; and (3) broken down by annual household income.

DCTAG Participants by Ward

Ward	SY 2019-20	SY 2020-21	SY 2021-22
Ward 1	313	280	289
Ward 2	126	117	103
Ward 3	461	450	444
Ward 4	835	820	810
Ward 5	605	584	562
Ward 6	365	341	356
Ward 7	838	685	651
Ward 8	746	595	565
Ward Unknown	3	5	5
Total	4292	3877	3785

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

Ward	2019-2020	2020-2021	2021-2022
\$0 - \$30,000	1915	1487	1325
\$30,001 - \$48,000	543	519	525
\$48,001 - \$75,000	518	483	532
\$75,001 - \$110,000	375	340	362
\$110,001 and Above	884	888	922
Negative Taxable Income	57	160	119
Total	4292	3877	3785

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) broken down by ward of where students live.

DCTAG Funds Expended by Ward*

Ward	2019-2020	2020-2021	2021-2022
Ward 1	\$2,043,064.60	\$1,905,221.00	\$1,944,106.80
Ward 2	\$949,416.20	\$908,212.60	\$775,656.60
Ward 3	\$3,893,942.20	\$3,895,233.80	\$3,898,247.20
Ward 4	\$5,797,748.80	\$5,886,378.40	\$5,892,908.80
Ward 5	\$4,284,990.80	\$4,311,265.40	\$4,028,812.60
Ward 6	\$2,690,527.20	\$2,620,220.80	\$2,799,039.00
Ward 7	\$6,018,325.00	\$5,182,879.60	\$4,843,123.40
Ward 8	\$5,232,884.80	\$4,430,142.40	\$4,028,565.20
Ward Unknown	\$18,188.00	\$26,746.80	\$33,423.00
Total	\$30,929,087.80	\$29,166,300.80	\$28,243,882.60

* This is the total DCTAG award pay-out, by ward for the corresponding year.

(c) Average DC TAG award amount for: (1) the District overall; and (2) broken down by ward.

Average DCTAG Award Amount by Ward

Ward	2019-2020	2020-2021	2021-2022
Ward 1	\$6,527.40	\$6,804.40	\$6,727.00
Ward 2	\$7,535.00	\$7,762.60	\$7,530.60
Ward 3	\$8,446.80	\$8,656.00	\$8,779.80
Ward 4	\$6,943.40	\$7,178.60	\$7,275.20
Ward 5	\$7,082.60	\$7,382.40	\$7,168.80
Ward 6	\$7,371.40	\$7,684.00	\$7,862.40
Ward 7	\$7,181.80	\$7,566.20	\$7,439.60
Ward 8	\$7,014.60	\$7,445.60	\$7,130.20
Ward Unknown	\$6,062.60	\$5,349.40	\$6,684.60
District Average	\$7,206.20	\$7,523.00	\$7,462.00

(d) Graduation rate for students receiving a DC TAG award.

DCTAG Graduation Rates

First year in DCTAG	Six Year Graduation Rate
2012/2013	47.00%
2013/2014	51.80%

2014/2015	51.40%
2015/2016	51.80%
2016/2017	48.20%

The table shows percentage of DCTAG students in the application cohort of the corresponding year who earned a Bachelor's or an associate degree within six years. This means that among students who first applied for and received DCTAG funds in the 2013-14 award year, 51.8 percent are reported as earning a bachelor's or associate 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 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 DC TAG students attend and the number of DC TAG students who attend each institution.

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

ATTACHMENT: Q94(e) – DCTAG Institutions

95. 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 2022 and 2023 (through January 31).

The DC ReEngagement Center (DC 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 Public Schools and public charter schools, DC's Department of Human Services (DHS), Department of Youth Rehabilitation Services (DYRS), the Office of Neighborhood Safety and Engagement (ONSE), community-based organizations, and other key partner agencies.

In an effort to successfully reconnect youth to school, the DC REC specialists complete the following steps:

- Perform an assessment of academic and non-academic needs to develop individualized reengagement plans;
- Provide assistance identifying “best fit” educational options, including District of Columbia Public Schools, public charter schools, community-based organizations, and faith-based organizations;
- Provide support during the re-enrollment process (collecting documents, accompanying youth on program visits, and connecting youth to resources that address reengagement barriers);
- Provide support to scholars with developing postsecondary education and career plans; and
- Provide ongoing support for at least one year after enrollment occurs.

Outcomes

Number of Disconnected Youth Served in FY2022 and 2023 to-date

In FY22, the DC REC conducted 146 short intakes, conducted Comprehensive Adult Student Assessment Systems (CASAS) testing for 73 scholars, supported the completion of 56 GED Ready tests, reconnected 59 youth to an education program, and supported fewer than 10 scholars who successfully passed the GED while other REC scholars collectively passed 26 sections of the GED test (each GED requires scholars to successfully pass all four components of the GED).

In FY23 (through Dec. 31, 2022), the DC REC conducted 27 short intakes, and reconnected fewer than 10 youth to an educational program. Fewer than 10 scholars earned their GED in partnership with the DC REC during this time period. OSSE suppresses any reported student data whose sum is less than ten per its Student Privacy and Data Suppression Policy, reporting it as “fewer than 10.”

Barrier Remediation

The DC REC has created a community of government agencies and community-based organizations to help alleviate the following leading barriers to disengagement: childcare, access to health services, mental health services, public assistance enrollment, court involvement, employment, lack of stable housing, and transportation. Specialists at the DC REC use various barrier remediation techniques to lead scholars to success. Many of the activities and partnerships described below are related to barrier remediation.

Activities

Based on lessons learned from the DC REC's response to the pandemic, the DC REC continued utilizing virtual tools (including an online referral form and an online chat function) and maintained increased frequency of client check-ins, which have led to additional support and increased persistence for DC REC scholars. Details about these and other efforts are included below.

- Districtwide Strategic Plan to Decrease Youth Disengagement from Education Implementation – The DC REC embarked upon the first year of implementation of its strategic plan, including socializing the plan with key actors and working to establish a coordinating consortium.
- ReEngagement Promotion & Advertising Campaign – The DC REC sponsored citywide advertising and canvassing that utilized bus advertising, digital advertising and geofencing, and strategic marketing throughout the District of Columbia to promote the DC REC.
- Street Canvassing Outreach Efforts – The DC REC hired community residents to conduct street outreach and canvassing throughout Wards 6, 7, and 8 to target reengagement efforts.
- Community Engagement – The DC REC attended 74 community- and/or government agency-led events to raise awareness and promote collaboration among District partners.
- Marion Barry Summer Youth Employment Program (MBSYEP) – The DC REC participated in the MBSYEP by hosting two DC REC scholars. During MBSYEP, DC REC scholars were exposed to career counseling, educational and career exposure, and workforce development. The DC REC's MBSYEP scholars connected with community-based organization and agency partners virtually and participated in 2022 Beat the Streets Outreach events. Scholars were also connected to an American Job Center caseworker to assist them with taking the skills and knowledge they have learned during the summer in preparation to enter the workforce.
- DYRS Thursdays at MLK Avenue – The DC REC, in partnership with DYRS, collaborated to host Learning Thursdays on site at the DYRS MLK Center. During these events, community members interested in pursuing educational or career advancement

opportunities could receive educational support, CASAS testing, GED guidance and preparation, and postsecondary and/or career planning.

- Department of Human Services (DHS) Chromebook Distribution Site – In partnership with DHS – The DC REC hosted DHS on-site to support free Chromebook distribution to eligible community residents.

Partnerships

The success of the DC REC is due to the many partnerships formed throughout the District. The small number of DC REC staff maximize services and supports for clients by partnering with these agencies. Below are highlighted agencies that have contributed to the overall success of the DC REC in FY 2022 and FY 2023 to-date (a full list of partnerships is available in the DC REC's annual report upon request).

- DC Department of Human Services (DHS): Opportunities include bi-weekly coordinated entry youth housing meetings, co-location of DC REC staff at DHS's homeless youth drop-in center (Zoe's Doors) and the co-location of DHS staff at the DC REC to support clients' who need to access TANF, SNAP, Medicaid, and other DHS administered benefits. Lastly, the DC REC is a primary TANF vendor which means that DHS can assign TANF customers who are eligible for DC REC services to the DC REC.
- Office of Neighborhood Safety and Engagement's (ONSE) Pathways Program: The DC REC 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: DC REC Specialists have been trained to complete the full application process needed to issue child-care vouchers at the DC REC to youth parents who identify child-care as a barrier to re-enrollment.
- Department of Employment Services (DOES): DOES makes referrals to the DC REC, assists eligible DC REC clients in participating in the Career Connections employment program and the Marion Barry Summer Youth Employment Program (MBSYEP), provides multiple interns to the DC REC under the Project Empowerment program and the MBSYEP, and provides employment and job readiness services for DC REC clients through the American Job Center.
- Department of Youth and Rehabilitation Services (DYRS): DYRS refers clients in need of educational support to the DC REC and DC REC staff provide onsite intakes at DYRS's Achievement Centers twice a month.

Finally, the DC REC continues to implement postsecondary and career planning and support for clients who have completed or are close to completing their secondary education through monthly postsecondary and career path workshops. 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.

96. Provide an update of how OSSE is reimagining the STAR Framework scale.

As of Feb. 9, 2023, OSSE is in the process of obtaining approval from the US Department of Education (USED) on our amended ESSA state plan and school accountability framework. To inform these changes, OSSE engaged in extensive public feedback and received a vote of approval from the State Board of Education (SBOE) in July 2022. As agreed to, the amended state plan will make a number of important changes to DC's accountability framework, including increasing the weight and measurements for student growth and the elimination of the STAR single summative rating system.

The school accountability framework is a tool that is compliant with federal law, accurately measures overall school performance, and provides actionable data to our education community. OSSE maintains a commitment to continuous improvement and have been actively engaging with the public since the first year of implementation in 2018. OSSE released two STAR ratings prior to the pandemic, when we suspended school accountability ratings.

OSSE will not be using STAR ratings going forward, which were designed to simplify complex summative ratings for the public. We are required by USED to use a school accountability system that differentiates performance for individual metrics as well as overall performance in order to identify low-performing schools for additional supports. However, we have agency over how we report these ratings to the public, and we look forward to further engagement with the DC State Board of Education and the public about the correct format to share these data.

While the overall STAR ratings are going away, the underlying metrics will remain in place with some notable improvements. Student growth is given greater weight, as are students who designated as at risk and the race/ethnicity student group. In addition, for high school ratings, the amended state plan will add growth metrics for ELA and math, change the graduation rate to a 5-year graduation cohort metric, and add dual enrollment to the college and career readiness metrics.

These changes will reduce the correlation between overall school ratings and student income levels, produce an accountability system that is compliant with USED requirements, and reflect the priorities of our broader education community.

- 97. Please provide the following information with regard to MySchool DC for School Year 2021-2022 and 2022-2023 (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; (7) number of seats that were still available at the end of the lottery period, broken down by school/campus and grade level; and (8) the list of admissions preferences in order offered by each LEA in the 2023 lottery. For school offering the “equitable access” preference, please identify how many seats and in which grades each school is setting aside.**

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

ATTACHMENT: Q97 – My School DC.xlsx

a. Number of participating schools.

In the 2021-22 school year, 234 schools participated in the My School DC lottery. In the 2022-23 school year, 237 schools participated in My School DC lottery.

b. Total seats broken down by school/campus and grade at the beginning of each lottery period;

See Attachment: Q97 – My School DC.xlsx, in the “SY21_22_Lottery_Seats” and “SY22_23_Lottery_Seats” tabs.

c. Number of applications were submitted by the first deadline;

In the 2021-22 school year, 19,926 applications were submitted by the deadline, February 1, 2021 (9th - 12th grade) and March 1, 2021 (PK3 -8th grade). In the 2022-23 school year, 22,211 applications were submitted by the deadline, February 1, 2022 (9th - 12th grade) and March 1, 2022 (PK3 - 8th grade).

d. 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);

SY21-22, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	8,369	61%
2	2,120	16%
3	1,063	8%

School Rank	# Matched	% Matched
4	650	5%
5	409	3%
6	314	2%
7	189	1%
8	161	1%
9	105	1%
10	100	1%
11	102	1%
12	95	1%
Total	13,677	100%

SY22-23, Lottery – Match Rate by Rank on Application

School Rank	# Matched	% Matched
1	10,220	63%
2	2,448	15%
3	1,326	8%
4	761	5%
5	467	3%
6	300	2%
7	202	1%
8	160	1%
9	119	1%
10	90	1%
11	83	1%
12	77	0%
13*	3	0%
14*	2	0%
Total	16,258	100%

**The addition of Equitable Access Preference in the SY22-23 lottery resulted in applicants with more than 12 ranked school choices within the lottery.*

e. 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 2021-22 school year, approximately 7,500 out of the 13,677 matched applicants (55

percent) enrolled at their matched school. For the 2022-23 school year, approximately 8,900 out of the 16,279 matched applicants (55 percent) enrolled at their matched school.

f. The average number of schools that parents/guardians selected;

Average Number of Lottery Selections

Lottery Year	Average # of Selections	Median # of Selections
SY21-22 Lottery	5	4
SY22-23 Lottery	5	3

g. Number of seats that were still available at the end of the lotter period, broken down by school/campus and grade level; and

See Attachment: Q97 – My School DC.xlsx, in the “SY21_22_Lottery_Seats” and “SY22_23_Lottery_Seats” tabs.

h. The list of admissions preferences in order offered by each LEA in the 2023 lottery. For school offering the “equitable access” preference, please identify how many seats and in which grades each school is setting aside.

The list of admission preferences in order offered by each LEA in the upcoming 2023 lottery is included in the Q97 – My School DC.xlsx attachment, in the “SY23_24_School_Preferences” tab. We will not have the number of seats they will offer until mid-March 2023.

In last year’s SY22-23 lottery, 27 schools from 12 LEA offered Equitable Access through priority preference or designated seats to students who are homeless, in foster care, a year overage in high school, or whose families receive TANF or SNAP benefits. The following 6 schools offered the priority preference, along with their other preferences:

1. Breakthrough Montessori PCS
2. DC Bilingual PCS
3. Digital Pioneers Academy PCS (12th Street Campus)
4. Digital Pioneers Academy (9th Street Campus)
5. Sojourner Truth PCS
6. The Children’s Guild DC Public Charter School

The following 21 schools designated seats, or set them aside, for qualifying equitable access students:

1. Barnard Elementary School
2. Capitol Hill Montessori
3. DC Wildflower PCS – The River Seed School
4. Dorothy I. Height Elementary School

5. E.L. Haynes PCS – Elementary School
6. E.L. Haynes PCS – Middle School
7. E.L. Haynes PCS – High School
8. Garrison Elementary School
9. H.D. Cooke Elementary School
10. Inspired Teaching Demonstration PCS
11. John Lewis Elementary School
12. Military Road Early Learning Center
13. Stevens Early Learning Center
14. Two Rivers PCS at 4th Street
15. Two Rivers PCS at Young Elementary School
16. Two Rivers PCs at Young Middle School
17. Van Ness Elementary School
18. Washington Latin PCS – Cooper Campus
19. Washington Latin PCS – Middle School
20. Washington Latin PCS – Upper School
21. Washington Yu Ying PCS

The full list of Equitable Access designated seats offered, by grade, in last year's SY22-23 lottery is viewable in the "SY22_23_Equitable_Access_Seats" tab of the attachment. Please note that DCPS additionally reserved their seats for qualifying in-boundary students only.

98. (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.

Each Board Member serves a two-year term with no term limits.

As of January 2023, the following representatives serve on the Common Lottery Board:

Role	Name	LEA	Sector
Chairperson, voting member	Paul Kihn	Deputy Mayor for Education	-
Voting member	Charis Sharp	Latin American Montessori Bilingual (LAMB)	PCS
Voting member	Chyanne Eyde	D.C. Public Schools	DCPS
Voting member	Daniela Anello	DC Bilingual PCS	PCS
Voting member	Emerald Becker	D.C. Public Schools	DCPS
Voting member	Hilary Darilek	E.L. Haynes PCS	PCS
Voting member	Ijeoma Anyanwu	D.C. Public Schools	DCPS
Non-voting member	Amy Lerman	My School DC	-
Non-voting member	Dr. Christina Grant	Office of the State Superintendent for Education	-
Non-voting member	Dr. Michelle Walker-Davis	DC Public Charter School Board	-

(b) When did the Board meet in fiscal years 2022 and 2023 (through January 31)?

The Common Lottery Board typically meets in-person, and the meetings are open to the public in a virtual setting. Minutes or recordings are posted on the My School DC website to document any actions taken.

In 2022, the Common Lottery Board met on the following dates:

- [January 25 Recording](#) and [Meeting Slides](#)
- [April 21 \(Special Session\) Recording](#) and [Meeting Slides](#)
- [May 4 Recording](#) and [Meeting Slides](#)
- [July 27 Recording and Meeting Slides](#)
- [October 27 Recording](#) and [Meeting Slides](#)

In 2023, the Common Lottery Board met on:

- [January 26 Recording](#) and [Meeting Slides](#)

(c) What decisions has the Board made in fiscal years 2022 and 2023 (through January 31)?

In April of 2022, the My School DC Common Lottery Board held a special session to review a request from DCPS to run an independent random lottery for one Pre-Kindergarten-3 classroom at Hyde-Addison Elementary School. As a result of the meeting, the Common Lottery Board voted against My School DC holding an additional lottery for the single school grade.

Across both the May and July meetings, the Common Lottery Board approved an updated policy guide for the upcoming lottery cycle. The approved My School DC Policy Guide dated August 2022 included the following changes from prior editions:

- Applicants must be advised of any school’s location change 20 calendar days in advance of the lottery application deadline. Changes in location communicated to prospective students after February 9, 2023 (grades PK3-8) and January 12, 2023 (grades 9-12) will have waitlists rather than match lists created.
 - *Exceptions will be made for schools that include a warning on both their MSDC school profile, and via “pop-up” text in the MSDC application that their location for the upcoming school year is not confirmed or may be subject to change. This warning must be present as of the application launch date in December.*
- The decision-making authority regarding a change to any published data which has the likelihood of impacting an applicant’s school selections was outlined to be dependent on the date on when the request is received. Change requests received prior to the application launch will be evaluated by the MSDC staff. Change requests received between the application launch and the application deadline are determined by the Common Lottery Board (CLB) Chair. Requests received after the lottery application deadline has passed are evaluated during a special meeting of the CLB.
- If an applicant selects the wrong grade based on their age, current grade level, or last grade completed, and refuses to update their application to reflect the appropriate grade, the school may request that MSDC mark the applicant as “ineligible.”

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) 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?

The Common Lottery Board discussed the results of the Equitable Access preference (formerly referred to as the at-risk preference) at the May, June, and October meeting. Board Members expressed interest in expanded analysis around the preferences implementation, and made no specific recommendations or steps to the preference given only one year of implementation had been made. Outcomes of the preference from the current lottery cycle can be found in the May, July, and October slide decks linked under part (b) of this question. On April 1st of 2022, My School DC released an [updated dashboard](#) that for the first time publicly released matches by preference for all DCPS and public charter schools.

- 99. 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 2022? Please also describe the training made available to LEAs on crisis response and intervention and which LEAs participated.**

It has been well documented that the coronavirus (COVID-19) pandemic had a negative impact on the mental and emotional well-being of youth, with increased reports of high anxiety, grief, and concern about academic success. Even with a swift collaborative and comprehensive approach by District schools and community-based organizations to support students throughout the pandemic, during remote learning, and with the return to in-person learning, students continue to experience elevated stress, which continues to be compounded in some communities with stress related to racism and racial trauma, violence, social media, loss of employment and income, loss of caregivers, and more.

OSSE continues to collaborate with DC Department of Behavioral Health (DBH) and DC Department of Health (DC Health) in the development and delivery of behavioral health services to children and youth in the District and to offer guidance, actionable resources, and promising practices to help local education agencies (LEAs) and schools address the unique challenges of behavioral health services. This includes working closely with DBH and directly with LEAs to support student and educator behavioral health through both the city-wide Comprehensive School Behavioral Health System (also referred to here as the “System”) and Project AWARE (Advancing Wellness and Resiliency in Education), a five-year grant received by OSSE from the federal Substance Abuse and Mental Health Services Administration (SAMHSA). The goal of the Comprehensive School Behavioral Health System is to integrate school and community-based provider services to ensure that 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 System 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.

In partnership with DBH, OSSE continues to support schools with annually assessing the school’s available behavioral health services and setting program goals. The selected needs assessment – the School Strengthening Tool – was adapted from the Center for Disease Control and Prevention’s (CDC) [School Health Index](#) (SHI) 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. During FY22, OSSE supported the System through:

- Continued support in the completion and mid-year review of the School Strengthening Tool and Workplan process through operationalizing the self-assessment process and creating online accounts for School Behavioral Health Coordinators and Community Based Organization (CBO) Clinicians; and
- Creating targeted videos, tip sheets, and reproducible materials to support continued integration of school behavioral health services and programming and promoting student and family roles and engagement in the expansion of services.

To further support growth of the System, OSSE partnered with DBH and DCPS to review and reevaluate the SHI as the sole data source for the school strengthening work plans. This review was prompted by School Behavioral Health Coordinator feedback that the SHI was not an efficient self-assessment tool. Collectively, a core team from each of these agencies recommended to the Coordinating Council on School Behavioral Health that District schools be allowed the flexibility to identify and utilize existing school level data sources, such as attendance data, School Health Profiles, Youth Risk and Behavior Survey, behavioral health referrals, family and youth surveys, and school staff surveys to complete a school-centric, data-driven work plan. Schools may continue to use the SHI as a data resource if they choose.

To support this shift, a back-to-school communication series was launched by OSSE and DBH in August 2022 for school leaders to: (1) re-orient school leaders to the point and purpose of the System; and (2) share information regarding the updated self-assessment process. Communication was also provided to the School Behavioral Health Coordinators through a back-to-school email and webinar to provide an in-depth overview of the updated process. The back-to-school communication series transitioned to a monthly series with school leaders that provides a regular touchpoint between OSSE and schools regarding the expansion. These regular touchpoints allow OSSE and DBH to provide support to schools in areas such as completing the School Strengthening Work Plan, mid-year reviews, and understanding the annual evaluation conducted by Child Trends. This monthly series has also provided a regular opportunity for schools to pose their questions and receive clarification or to provide connection to the technical assistance supports provided by DBH's clinical specialists.

Additionally, in FY22, OSSE and DBH completed year four of Project AWARE, a five-year \$8.8 million dollar grant awarded to OSSE in FY18 by 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 FY22 were as follows:

- Project AWARE LEAs maintained 38 participating schools.

- Project AWARE schools continued to use 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.
- Project AWARE schools hosted targeted trainings for their mental health providers and school staff on topics involving trauma-informed care, restorative practices, crisis prevention and intervention, grief and loss, suicide prevention and intervention, and staff wellness.
- Project AWARE schools continued to elevate topics of mental health and wellness to parents and families through virtual and on-demand webinars, web platforms, reproducible resources, workshops and skill building events.
- Project AWARE LEAs engaged in sustainability planning for their mental health investments and programming post funding.
- OSSE facilitated two virtual Youth Mental Health First Aid (YMHFA) trainings utilizing Project AWARE investments.

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 2021-22 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 building school culture and climate, building successful School Strengthening Work Plans, suicide prevention and postvention, a whole school approach to educator wellness, and supporting LGBTQ+ youth. Within the DC CoP is the Crisis Response and Intervention/Suicide Prevention Practice Group, which is co-chaired by an OSSE staff member and convened six sessions with school behavioral health professionals and administrators in FY22. This practice group had 50 participants across the six meetings representing the following 14 LEAs:

- AppleTree Public Charter School
- Capital Village Public Charter School
- Cesar Chavez Public Charter Schools
- Creative Minds International Public Charter School
- DC Scholars Public Charter School
- DC Prep Public Charter School
- District of Columbia Public Schools
- Eagle Academy Public Charter School
- E.L. Haynes Public Charter School

- Friendship Public Charter School
- Lee Montessori Public Charter School
- Rocketship Public Charter School
- SEED Public Charter School
- Washington Leadership Academy

As part of our own portfolio, OSSE continued to support schools using recovery funds to offer trainings and technical assistance. In FY22, this included the following:

- Hosting six suicide prevention and intervention curriculum trainings for all District public and public charter school mental health providers targeted for appropriate grade bands served, and further technical assistance sessions to support school-based clinicians in the implementation, roll-out, and problems of practice concerning the curriculum they were trained to use.
- Training 74 elementary school-based clinicians and 42 middle and high school-based clinicians.
- Supplying 91 elementary schools and 66 total middle and high schools with suicide prevention and intervention curriculum.
- Hosting two special training sessions on “Post-Vention: Planning Your School’s Response Following a Suicide Death” and “Responding to Grief and Sudden Loss in School Communities,” reaching 114 school-based clinicians.
- Using OSSE’s whole school approach to educator wellness, OSSE launched the Educator Wellness Technical Assistance Grant to build capacity at District public and public charter schools to adopt and strategically implement educator wellness programs. This research-based approach to educator wellness uses a tiered framework that looks at the whole system to address root causes of educator stress as well as knowledge and skills to manage stress. This is an Elementary and Secondary School Emergency Relief (ESSER) funded two-year grant. To identify school need and raise interest in these programmatic supports, OSSE created a list of target schools based on (1) LEA responses to educator wellness in their 2021-22 school year Continuous Education Plans and (2) schools that identified educator wellness as a goal in their School Strengthening Work Plans. OSSE sent direct correspondence to the point of contact identified in the LEA Continuous Education Plans or to the School Behavioral Health Coordinator to provide an overview of the educator wellness opportunity. In addition, OSSE announced the opportunity to all school leaders through the LEA Look Forward newsletter. All interested schools received support through the program. In FY22, the following was accomplished with the grant:
 - o Five community-based organizations were selected and provided funds to partner with five schools each.
 - o The grantees completed an educator wellness needs assessment and plan with each school. Each plan is responsive to the needs identified by the schools and

educators and are structured to support the wellness of the organizational culture and individuals. FY23 (year two of the grant) is focused on the implementation of those plans.

Rounding out FY22 partnership activities between OSSE and DBH, we applied to the Whole School, Whole Community, Whole Child (WSCC) Emotional Well-Being Learning Collaborative (LC) of which we were accepted into cohort two beginning in FY24. The LC provides OSSE, DBH, five LEAs, and a up to five schools per LEA with training, technical assistance and coaching from national experts at the National Center for School Mental Health (NCSMH) and the Collaborative for Academic, Social, and Emotional Learning (CASEL). In this national LC, the District will be provided a wide range of training opportunities with a particular focus on how to elevate youth voice and engage youth as collaborative partners. The five District LEAs will be selected in FY23 and the NCSMH is providing guidance and support to ensure the District is prepared for participation in FY24.

100. (a) According to the data collected and available to OSSE, what was the compliance rate in School Year 2021-2022 among LEAs for completing health education and physical education requirements in the District?

All data provided below are collected via the School Health Profiles, 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. Code § 38–826.02).

According to the data collected via the School Health Profiles, the compliance rate in the 2021-22 school year 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	Minimum Average of 90 minutes per week	80	48%
6-8	Minimum Average of 135 minutes per week	33	44%

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	Minimum Average of 75 minutes per week	44	26%
6-8	Minimum Average of 75 minutes per week	37	49%

All data in the School Health Profiles are self-reported annually by each District public and public charter school. One hundred (100) percent of applicable schools (excluding schools serving primarily adult education or pre-K students or that do not participate in the National School Lunch Program) completed the School Health Profiles in the 2021-22 school year. A list of schools that completed the mandatory School Health Profiles is reflected on the [OSSE website](#).

(b) What is the average amount of time LEAs dedicated to health education and physical education during School Years 2020-2021 and 2021-2022?

Due to the operational challenges presented by the COVID-19 public health emergency during the 2020-21 school year, the School Health Profiles data collection was cancelled that year. According to the data collected via the School Health Profiles, the average amount of time

dedicated to health education and physical education during the 2021-2022 school year 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 2020-2021	N/A	N/A
SY 2021-2022	86	133

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 2020-2021	N/A	N/A
SY 2021-2022	60	125

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 2020-2021	N/A	N/A
SY 2021-2022	51	74

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 2020-2021	N/A	N/A
SY 2021-2022	45	75

101. Describe OSSE’s efforts in fiscal years 2022 and 2023 (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.

Background

The Child and Adult Care Food Program (CACFP) and the Healthy Tots Act 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 provided over 13 million meals in FY22 to children in the District of Columbia through an investment of over \$31 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 provided over \$125 million in FY22 in local and United States Department of Agriculture (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 through the Healthy Tots Act for the 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. Code § 38–821.01) and unprocessed foods, as defined in section 101(10)(A) of the Healthy Schools Act of 2010 (D.C. Code § 38–821.01). Locally grown and unprocessed foods do 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 federal CACFP reimbursements (two (2) meals and one (1) snack or one (1) meal and two (2) snacks) are eligible for reimbursement of a fourth meal through the Healthy Tots Fund for each enrolled and participating child. To be eligible, 75 percent of the children enrolled and attending the child development facility must be District residents and at least 50 percent of the enrolled and attending children must be 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. 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;
- An 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.

FY22 and FY23 CACFP Healthy Tots Act 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 Health Tots Act requirements to participate in CACFP, OSSE contacts sponsoring organizations and the subsidy program manager to encourage the providers to participate in CACFP. Child development facilities often cite difficulties with staff retention, confusion with the federal application process, and other pediatric health challenges and demands of running a child development facility as barriers to participation in CACFP. OSSE's technical assistance and support throughout the CACFP application process is intended to alleviate some of the administrative burden, provide information on how to manage a high quality CACFP program, and to be available to answer questions and offer guidance for submitting a successful application.

Facilities that complete the letter of intent and apply for the CACFP program as independent centers 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. This approach has been refined to online trainings and technical assistance in FY22 due to ongoing COVID-19 pandemic and other operational and health challenges presented to child development facilities.

OSSE conducts targeted and data-driven outreach to facilities in January through March of each year to begin their CACFP enrollment activities. 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 FY23, OSSE plans to operate the CACFP expansion program in a manner that appropriately fits the health and safety climate in accordance with DC Health, the Centers for Disease Control and Prevention (CDC), and USDA health and safety guidance.

FY23 Healthy Tots Wellness Grant Activities

In FY22, the Healthy Tots Wellness Grant (HTWG) was paused to update the scope and design of the application in order to improve monitoring and evaluation of program activities. The HTWG has resumed activities in FY23. The Request for Application (RFA) was released on Jan. 4, 2023. The RFA invites community-based organizations (CBO) to apply for funds to support the dissemination of programming for child development facilities in four areas:

- Physical activity and education;
- Farm to childcare and local food procurement;
- Staff wellness culture and program; and
- Outdoor learning/environmental education.

CBOs will be required to work directly with eligible child development facilities and provide direct services and support to staff and children. The goals of the HTWG are as follows: (1) position CBOs to serve as a sustained network for childcare providers in accessing wellness support and resources, and (2) identify and promulgate best practices to create early learning environments that nurture the health and wellness of early learners through concrete actions. The RFA closed on February 17, 2023, and selected grantees will be announced no later than March 15, 2023.

102. Please provide the Committee with an update on OSSE’s food and nutrition education programming during fiscal year 2022 and 2023 to date.

(a) How many schools participated in the program in fiscal year 2022, and how many are intended to participate in fiscal year 2023? Please share this breakdown by ward. Was there more demand for participation from schools than funding levels would support?

OSSE provides a variety of opportunities for food and nutrition education programming in public and public charter schools, including through the school garden program, special annual celebrations and events (including Growing Healthy Schools Month (GHSM)), the Healthy Schools Curriculum Grant, and the Fresh Fruit and Vegetable Program (FFVP). These activities are described in more detail below.

Growing Healthy Schools Month celebrates the health of students in public schools throughout the District. During the October month-long celebration, schools (with the help of OSSE) coordinate and facilitate inspiring activities to engage students in nutrition, the environment and physical activity. In FY22, OSSE promoted and celebrated GHSM with all DC public and public charter schools by employing the theme “Recover, Reconnect, Refresh.” OSSE set out to revitalize students’ sense of wellbeing as well as their connection to others and the environment. Throughout the month, OSSE highlighted weekly themes and activities that both supported students’ wellbeing and connected to the overall theme. Schools pledged to participate in GHSM by completing at least one activity associated with any of the weekly themes which included: mental health and wellbeing, nutrition, outdoor learning and environmental literacy, and physical education.

Strawberries & Salad Greens Day celebrates seasonality in school meals and is designed to get students energized about the summer produce coming to their plate. Since 2011, schools across the District have participated in Strawberries & Salad Greens Day as a way to showcase locally grown produce in school meals. OSSE looks forward to encouraging schools to serve locally grown strawberries and salad greens as part of school meals and to educate students about both the health and environmental benefits of eating locally grown fruits and vegetables during this event in FY23.

The Fresh Fruit & Vegetable Program incorporates nutrition education while it increases students’ exposure to fresh produce. To maintain access to the FFVP, including nutrition education, during FY22 and FY23, OSSE extended maximum federal and local flexibilities available for each school year including allowing the FFVP to be served in the following ways if the school closed for in-person instruction and congregate meal service is limited by the COVID-19 pandemic:

- Served to students in a non-congregate setting (including home delivery)

- Provided to all children in the household regardless of age when provided along with meals via home delivery
- Provided to any child attending an elementary school that is operating an open meal site
- Provided to a parent or guardian even without a student being present
- Served at a time the operators deem appropriate, including outside of a regular school day
- Provided alongside other child nutrition program meals
- Provided multiple days' worth of foods at one time when the school is providing multiple days' worth of meals at a time
- Served at alternate non-elementary school sites if the elementary school building is closed or alternate instructional models are being provided.

The following chart includes detail on the number of schools that participated in FFVP in the 2021-22 and 2022-23 school years:

Fresh Fruit & Vegetable Program School Participation

Ward	SY21-22	SY22-23
1	6	6
2	4	7
3	0	0
4	13	14
5	10	13
6	11	10
7	12	17
8	15	22
Total	71	89

OSSE developed and awarded a new Healthy Schools Curriculum Grant to integrate farming, cooking, and nutrition education curriculum into core academics at District of Columbia Public Schools (DCPS) in the 2022-23 school year. OSSE awarded \$1.6M to one grantee, FRESHFARM FoodPrints, in FY23. In the 2022-23 school year, FRESHFARM FoodPrints programming is focused on teaching nutrition curriculum aligned with DC standards, providing learning opportunities in school gardens and kitchens, partnering with school communities to maintain and improve existing teaching kitchens and school gardens and establish new garden and kitchen capacity in swing spaces and modernization plans, and increasing food access and family engagement in partnership with FRESHFARM Pop Up Food Hub and Community Food Educators.

FRESHFARM FoodPrints Partner Elementary Schools for the 2022-23 School Year

LEA Type	School Name	Ward
DCPS	Marie Reed Elementary School	1
DCPS	School Without Walls @ Francis-Stevens	2
DCPS	Powell Elementary School	4
DCPS	Truesdell Elementary School	4
DCPS	Whittier Elementary School	4
DCPS	Burroughs Elementary School	5
DCPS	Langley Elementary School	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School	6
DCPS	School-Within-School @ Goding	6
DCPS	Tyler Elementary School	6
DCPS	Watkins Elementary School	6
DCPS	Beers Elementary School	7
DCPS	CW Harris Elementary School	7
DCPS	Kimball Elementary School	7
DCPS	Garfield Elementary School	8
DCPS	Simon Elementary School	8

(b) How many schools have school gardens? Please provide this data broken down by ward.

During the 2021-22 school year, there were 111 campuses with active school gardens. The table below shows schools with gardens by ward. This information is collected through the annual School Health Profile.

Active School Gardens for the 2021-22 School Year

LEA Type	School Name	Ward
DCPS	Bancroft Elementary School	1
DCPS	Bruce-Monroe Elementary School @ Park View	1
DCPS	Cardozo Education Campus	1
DCPS	Columbia Heights Education Campus	1
DCPS	H.D. Cooke Elementary School	1
DCPS	Marie Reed Elementary School	1
PCS	Meridian PCS	1
DCPS	Tubman Elementary School	1
DCPS	Garrison Elementary School	2
DCPS	Hyde-Addison Elementary School	2
DCPS	School Without Walls @ Francis-Stevens	2

LEA Type	School Name	Ward
DCPS	Deal Middle School	3
DCPS	Janney Elementary School	3
DCPS	Key Elementary School	3
DCPS	Mann Elementary School	3
DCPS	Murch Elementary School	3
DCPS	Stoddert Elementary School	3
DCPS	Barnard Elementary School	4
DCPS	Brightwood Elementary School	4
PCS	Capital City PCS - High School	4
PCS	Capital City PCS - Lower School	4
PCS	Capital City PCS - Middle School	4
PCS	Center City PCS - Brightwood	4
DCPS	Coolidge High School	4
PCS	District of Columbia International School	4
PCS	E.L. Haynes PCS - Elementary School	4
PCS	Friendship PCS - Ideal Elementary	4
PCS	Friendship PCS - Ideal Middle	4
DCPS	Lafayette Elementary School	4
DCPS	LaSalle-Backus Elementary School	4
DCPS	Powell Elementary School	4
PCS	Roots PCS	4
PCS	Sela PCS	4
DCPS	Shepherd Elementary School	4
DCPS	Takoma Elementary School	4
DCPS	Truesdell Elementary School	4
PCS	Washington Latin PCS - Middle School	4
PCS	Washington Latin PCS - Upper School	4
DCPS	Whittier Elementary School	4
PCS	Bridges PCS	5
DCPS	Bunker Hill Elementary School	5
DCPS	Burroughs Elementary School	5
PCS	Capital Village PCS	5
PCS	Creative Minds International PCS	5
PCS	DC Bilingual PCS	5
PCS	Elsie Whitlow Stokes Community Freedom PCS - Brookland	5
PCS	Friendship PCS - Armstrong Elementary	5
PCS	Friendship PCS - Armstrong Middle	5
PCS	Friendship PCS - Woodridge International Elementary	5
PCS	Friendship PCS - Woodridge International Middle	5
PCS	Inspired Teaching Demonstration PCS	5
DCPS	Langdon Elementary School	5

LEA Type	School Name	Ward
DCPS	Langley Elementary School	5
PCS	Lee Montessori PCS - Brookland	5
PCS	Mary McLeod Bethune Day Academy PCS	5
DCPS	McKinley Technology High School	5
PCS	Mundo Verde Bilingual PCS - Calle Ocho	5
PCS	Mundo Verde Bilingual PCS - J.F. Cook	5
DCPS	Noyes Elementary School	5
PCS	Perry Street Preparatory PCS	5
PCS	Shining Stars Montessori Academy PCS	5
PCS	The Sojourner Truth School PCS	5
PCS	Washington Yu Ying PCS	5
DCPS	Amidon-Bowen Elementary School	6
DCPS	Benjamin Banneker High School	2
DCPS	Brent Elementary School	6
DCPS	Capitol Hill Montessori School @ Logan	6 ¹
DCPS	Eastern High School	6
DCPS	J.O. Wilson Elementary School	6
DCPS	Ludlow-Taylor Elementary School	6
DCPS	Miner Elementary School	6
PCS	Monument Academy PCS	6
DCPS	Payne Elementary School	6
DCPS	Peabody Elementary School	6
DCPS	Seaton Elementary School	6
DCPS	Stuart-Hobson Middle School	6
DCPS	Tyler Elementary School	6
DCPS	Van Ness Elementary School	6
DCPS	Watkins Elementary School	6
DCPS	Beers Elementary School	7
DCPS	Burrville Elementary School	7
DCPS	C.W. Harris Elementary School	7
PCS	DC Prep PCS - Benning Elementary School	7
PCS	DC Scholars PCS	7
PCS	Elsie Whitlow Stokes Community Freedom PCS - East End	7
PCS	Friendship PCS - Collegiate Academy	7
DCPS	Houston Elementary School	7
PCS	IDEA PCS	7
DCPS	Kelly Miller Middle School	7
DCPS	Kimball Elementary School	7

¹ Capitol Hill Montessori was previously located in Ward 1. Wards were redistricted on Jan. 1, 2022, and the school is now located in Ward 6.

LEA Type	School Name	Ward
DCPS	Nalle Elementary School	7
DCPS	Randle Highlands Elementary School	7
DCPS	River Terrace Education Campus	7
PCS	SEED PCS of Washington DC	7
DCPS	Thomas Elementary School	7
DCPS	Anacostia High School	8
PCS	Cedar Tree Academy PCS	8
PCS	Friendship PCS - Southeast Elementary	8
PCS	Friendship PCS - Technology Preparatory High School	8
DCPS	Garfield Elementary School	8
DCPS	Hendley Elementary School	8
DCPS	Johnson Middle School	8
DCPS	King Elementary School	8
PCS	KIPP DC - Heights Academy PCS	8
DCPS	Leckie Education Campus	8
PCS	Lee Montessori PCS - East End	8
DCPS	Patterson Elementary School	8
DCPS	Simon Elementary School	8
DCPS	Stanton Elementary School	8
PCS	Thurgood Marshall Academy PCS	8
DCPS	Turner Elementary School	8

- 103. 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 2019, 2020, 2021, and 2022. 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.**

Attachment Q103- ESEA Titles Grant Funding delineates requested information for FY 2019, FY 2020, FY 2021, and FY 2022.

All funds were used in accordance with the rules, regulations, and use requirements associated with them. Title I-A funds are used to provide responsive instruction and student support; student data collection and analysis systems to inform instruction and multi-tiered support systems; and professional development for educators to raise instructional quality. Title II-A funds are also used for professional development for educators, as well as retention and support initiatives to increase capacity, and implement recruitment strategies. Title III-A funds are used to increase English learner instructional capacity and quality; support data systems to respond to student needs and provide outreach to parents and families of English learners. All of these dollars carry a “supplement, not supplant” requirement.

Many LEAs in the District of Columbia opt to combine their ESEA Title awards into consolidated pool of funding to support schoolwide programs to address the needs identified by a comprehensive needs assessment. Most plans are designed to offer robust instruction that is informed by student progress and to support a positive school environment that is sensitive to student needs. An example is a literacy strategy that uses data analysis, instructional coaching, educational software, and extended learning time.

LEAs with schools that do not consolidate their Title awards, or do not receive Title I-A, keep their ESEA Title awards separate and the expenditures for each Title have separate program plans.

Any remaining balances from FY22 will be spent in FY23 during the award period.

104. (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.)?

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 Nonpublic budget is responsible for funding the following costs: tuition, residential services, room and board, various related services (audiology, counseling, speech, physical therapy, occupational therapy, 1:1 aide, nursing), evaluations/assessments, and travel expenses to and from residential schools outside of the District. Education costs are funded in accordance with services as documented on the students' Individual Educational Program (IEP).

(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?

Read more about OSSE's placement oversight process and technical assistance designed to reduce ensure students with disabilities are served in the least restrictive environment in the response to Q79.

(c) How much did OSSE spend on Non-Public Tuition in each school year 2018-2019, 2019-2020, 2020-2021, 2021-2022?

	2018-19	2019-20	2020-21	2021-22
General Education	\$928,726.95	\$967,516.36	\$589,029.56	\$597,259.29
Special Education	\$39,374,481.43	\$39,218,207.14	\$38,311,233.45	\$34,457,733.68
Total	\$40,303,208.38	\$40,185,723.50	\$38,900,263.01	\$35,054,992.97

- 105. (a) Provide a list of the membership of the Healthy Youth and Schools Commission through January 31, 2022. 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.**

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
VACANT	Mayoral Appointee	N/A	Became vacant in spring 2022	N/A
Kristy McCarron	Chairperson, Appointed by the Chairman of the Council	YMCA	May 2021 - May 2024	Ward 5
Jenn Mampara	Appointed by the Chairperson of the Council Committee with oversight of education	FRESHFarm	October 2021 – May 2024	Ward 6
Audrey Williams	Appointed by the Chair of the Public Charter School Board	DC Public Charter School Board	May 2021 - May 2024	Maryland Resident
Tia Brumsted	Designee Representative of OSSE, Mayoral Appointee	OSSE	January 2023 – January 2027	Maryland Resident
Marierose Mbinack	Designee Representative of DCPS, Mayoral Appointee	DC Public Schools	July 2022 – January 2027	Maryland Resident
Charneta Scott	Designee Representative of DBH, Mayoral Appointee	Dept. of Behavioral Health	January 2019 - January 2027	Ward 4
Kafui Doe	Designee Representative of DOH, Mayoral Appointee	Dept. of Health	January 2019 - January 2027	Maryland Resident
Diana Bruce	Public Member, Mayoral Appointee	Diana Bruce and Associates LLC	October 2022 – May 2024	Ward 6
VACANT	Public Member, Mayoral Appointee	N/A	Became vacant in spring 2021	N/A
Taryn Morrissey	Public Member, Mayoral Appointee	American University, School of Public Affairs	May 2021 - May 2024	Ward 4
Danielle Dooley	Public Member, Mayoral Appointee	Children's National Health System	May 2021 - May 2024	Ward 2

Name	Appointing Organization	Affiliated Organizations	Appointment Dates	Ward of Residence
Noemie Durand	Student Member, Mayoral Appointee	BASIS DC Public Charter School	October 2022 – November 2023	Ward 3

(b) Provide an update on the work plan and work undertaken by the Commission in fiscal years 2021 and 2022.

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 FY21, the HYSC the Commission continued focusing on efforts related to the response to and recovery from the COVID-19 public health emergency. This focus included the following:

- Learning from the Child and Family Services Agency (CFSA) about the agency’s response to concerns regarding child welfare in the District during the pandemic;
- Reviewing OSSE’s continued response measures, including continuous education and recovery plans, health and safety guidance, health and safety plans, immunizations enforcement, meal service, strategies to address physical education interrupted learning, outdoor learning strategies, and mental and behavioral health support;

- Hearing from the Public Charter School Board and Washington Yu Ying Public Charter School about schools' operational plans for spring 2021;
- Discussing the various COVID-19 testing programs in schools, including the convenience testing pilot, asymptomatic testing program, and the symptomatic testing program;
- Learning about the various funding opportunities available to support schools throughout the recovery period; and
- Periodically reviewing data from the Department of Health (DC Health) on the latest COVID-19 trends in the District.

In addition to topics related to the COVID-19 pandemic, the HYSC also continued its focus on meals and meal access. This work included a presentation from DC Health on the Equitable Food Access Initiatives Programs.

During FY22, the HYSC concentrated on implementation of Healthy Schools Act requirements and the continued response, recovery, and restoration work related to the COVID-19 pandemic. This work included the following:

- Reviewing the physical activity and physical education requirements from the Healthy Schools Act of 2010, as amended by the Healthy Students Amendment Act of 2018;
- Discussing meal access for students as pandemic-related programs changed;
- Continuing to review data from DC Health on the latest COVID-19 trends in the District;
- Learning about updates to the OSSE-sponsored COVID-19 testing programs;
- Hearing about school success stories with addressing the health and safety impacts of COVID-19 from consultants with the Public Charter School Board who work directly with schools;
- Learning about efforts to support indoor air quality and mental health and educator wellness; and
- Working closely with the Mayor's Office of Talent and Appointments to fill HYSC vacancies, including adding three new commissioners representing DC Public Schools, a student commissioner, and a Mayoral appointment for a public member.

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](#).

- 106. (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 2021 and 2022, 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; (b) 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.**

The District of Columbia Public Charter School Credit Enhancement Committee (“Committee”), established by Mayor's Order 2016-037, is a committee established by the Mayor that 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 in order to promote innovative credit enhancement and loan initiatives for public charter schools.

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. The terms of four of the Committee members have expired. OSSE has notified the Executive Office of the Mayor and DC PCSB so that these offices can reappoint the members or name a new appointee. Per Mayoral Order 2016-037, committee members may continue to serve until a successor is named.

Name	Company	Appointment
Stefan Huh (Mayoral)	Independent Consultant d/b/a Grateful Partners	12/19/2019 - 12/19/2022
Yair Inspektor (Mayoral)	VP/Legal, The HSC Pediatric Center	10/30/2019 - 10/30/2022
Michael Musante* (PCSB)	President, Musante Strategies, LLC	10/16/2019 - 10/16/2022
Sara Batterton (PCSB)	Independent Consultant	10/28/2019 - 10/28/2022
Mark Medema* (Mayoral)	School Outreach Advisor, Charter Impact Fund	9/17/2021 - 9/17/2024

*Second Term

FY22 and FY23 to-date DC Public Charter School Credit Enhancement Committee Meetings

Meeting Dates	Meeting Times	Action Taken / Recommendation
October 22, 2020	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$1,750,000 Direct Loan for Inspired Teaching Demonstration PCS for renovation of its school building at 200 Douglas Street NE
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	Approval of a \$2,000,000 Direct Loan for DC Bilingual PCS to expand the current location at 33 Riggs RD NE
January 21, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2,000,000 Direct Loan for LEARN DC PCS to provide 9 classroom trailers, 2 multipurpose trailers, permanent parking, fencing and an access lot on the grounds located on the Joint Base Anacostia Bolling at 20 MacDill SE
February 18, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$300,000 Direct Loan for Lee Montessori PCS for renovations at the Brookland campus located at 3025 4th Street NE and at the East campus located at 2345 R Street SE
March 18, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of an \$800,000 Direct Loan for Global Citizens for renovations at its campus located at 4095 Minnesota Ave NE
April 15, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$1,878,962 Direct Loan for AppleTree Early Learning Center PCS to refinance an existing loan from AppleTree Institute. Renewal and extension of a \$2,000,000 Direct Loan for Breakthrough Montessori PCS for phase 2 of the construction on their Takoma campus
May 20, 2021	Canceled	
June 17, 2021	Canceled	

July 15, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Renewal and extension of \$1,000,000 Credit Enhancement for Breakthrough Montessori PCS for phase 2 of the construction on their Takoma campus
August 19, 2021	Canceled	
September 16, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Refinancing and extension of a Direct Loan for \$1,312,500 and a Credit Enhancement for \$1,710,000 for the Charter School Incubator Initiative (CSII) to support the PR Harris campus
October 21, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Extension of a Direct Loan for \$1,700,000 and a Credit Enhancement for \$1,000,000 to acquire and renovate an existing facility for Lee Montessori PCS.
November 23, 2021	12:00 PM Executive Session 12:30 PM Public Meeting	Extension of a Direct Loan for \$2,000,000 to refinance existing debt for the Washington Global PCS.
January 5, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Extension of a Direct Loan for \$1,507,000 to Wildflower PCS for the acquisition and renovation of an existing building.
April 28, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan to Girls Global PCS to fund the renovation of their existing campus and add 81 new seats
June 16, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan and a \$1 million Credit Enhancement to Monument Academy for leasehold improvements at 500 19 th Street NE and a \$2 million Direct Loan to Community College Prep PCS to support land acquisition for the construction of a new facility in Ward 8
July 28, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan to The Family Place PCS to support the acquisition and renovation of a building in Ward 1 and an increase of the Direct Loan to DC Wildflower PCS by an

		additional \$493,000 to fund renovations at The Riverseed School
August 18, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan and a \$1 million Credit Enhancement to Washington Latin PCS to fund the acquisition of a building in Ward 5
September 15, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan to Washington Yu Ying PCS to support the acquisition and subdivision of a building in Ward 5, and a \$2 million Direct Loan to Mundo Verde PCS to refinance debt on an existing location, exercise an option to purchase a 2 nd location, and acquire a new facility for its 3 rd location
October 20, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan and a \$1 million Credit Enhancement to Lee Montessori to support renovations at its R Street campus
December 15, 2022	12:00 PM Executive Session 12:30 PM Public Meeting	Approval of a \$2 million Direct Loan to Sela PCS to support the acquisition and renovation of its existing facility

(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 through January 31, 2023; (2) the amount loaned out to each charter school, and (3) any transfer of money from the account to other programs or initiatives.

Account Type	Current Fund Balance as of 12/31/22*	Amount Loaned Out as of 12/31/22	Transfers
Direct Loan	\$15,125,475.14	\$36,132,051.51	No transfers to other programs or initiatives.
Credit Enhancement	\$23,479,002.80*	\$7,196,519.00*	No transfers to other programs or initiatives.

**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 December 31, 2022)

Public Charter School	Amount Loaned Out
AppleTree Early Learning Center PCS	\$1,878,962.00
Breakthrough Montessori PCS	\$2,000,000.00
Charter School Incubator Initiative	\$1,312,500.00
Charter School Incubator Initiative	\$1,920,950.06
Creative Minds PCS	\$1,856,921.41
DC Bilingual PCS	\$2,000,000.00
DC Wildflower PCS	\$493,000.00
DC Wildflower PCS	\$1,507,000.00
Digital Pioneers Academy PCS	\$780,095.49
Early Childhood Academy PCS	\$1,807,119.18
Girls Global Academy PCS	\$2,000,000.00
Global Citizens PCS	\$686,734.54
I Dream PCS	\$36,526.55
Inspired Teaching Demonstration PCS	\$1,750,000.00
Kingsman Academy PCS	\$609,460.67
LEARN DC PCS	\$2,000,000.00
Lee Montessori PCS	\$300,000.00
Lee Montessori PCS	\$1,700,000.00
Monument Academy PCS	\$2,000,000.00
Mundo Verde PCS	\$2,000,000.00
Mundo Verde PCS	\$1,598,935.98
Richard Wright PCS	\$1,893,845.63
Washington Global PCS	\$2,000,000.00
Washington Latin PCS	\$2,000,000.00

(c) What is the total amount currently allocated in credit enhancements that have been awarded to public charter schools in fiscal years 2021 and 2022? How much of this allotment has been spent?

The tables below show the current outstanding credit enhancements as of the end of fiscal year 2021 (as of September 30, 2021) and the end of fiscal year 2021 (as of September 30, 2022).

Credit Enhancement Account (As of September 30, 2021)

School	Amount
<i>Public Charter School</i>	<i>Amount - Funded</i>
Friendship PCS	\$2,996,519
<i>Public Charter School</i>	<i>Amount - Unfunded</i>
Paul PCS	\$1,000,000
Charter School Incubator Initiative	\$1,000,000
Capital Village PCS	\$250,000
Girls Global Academy PCS	\$450,000
Breakthrough Montessori PCS	\$1,000,000
Social Justice PCS	\$500,000

Credit Enhancement Account (As of September 30, 2022)

School	Amount
<i>Public Charter School</i>	<i>Amount - Funded</i>
Friendship PCS	\$2,996,519
<i>Public Charter School</i>	<i>Amount - Unfunded</i>
Breakthrough Montessori PCS	\$1,000,000
Capital Village PCS	\$250,000
Girls Global Academy PCS	\$450,000
Lee Montessori PCS	\$1,000,000
Social Justice PCS	\$500,000
Washington Latin PCS	\$1,000,000