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

Responses to FY 2023 & 2024 Performance Oversight Questions

Paul Kihn, Deputy Mayor for Education

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

February 23, 2024

Acronym List

ARPA – American Rescue Plan Act
CBO – Community-Based Organization
CFRS – Common Financial Report Standards
CFSA – Children and Family Services Agency
DBH - Department of Behavioral Health
DCHA – DC Housing Authority
DCHR – DC Department of Human Resources
DCPL – DC Public Library
DCPS – District of Columbia Public Schools
DCSAC – DC State Athletics Commission
DDOT – District Department of Transportation
DGS – Department of General Services
DME – Deputy Mayor for Education
DMPED – Deputy Mayor for Planning and Economic Development
DMPSJ – Deputy Mayor for Public Safety and Justice
DOES – Department of Employment Services
DOC – Department of Corrections
DOCIIS – District of Columbia Immunization Information System
DOH – DC Department of Health
DPR – Department of Parks and Recreation
DYRS – Department of Youth Rehabilitation Services
EOM – Executive Office of the Mayor
ESSER – Elementary and Secondary School Emergency Relief Fund
KRF – Kids Ride Free
LEA – Local Education Agency
MBSYEP - Marion S. Barry Summer Youth Employment Program
MPD – Metropolitan Police Department
MTPD – Metro Transit Police Department
OAG – Office of the Attorney General
OCA – Office of the City Administrator
OCTO – Office of the Chief Technology Officer
OSSE – Office of the State Superintendent of Education
OST – Out of School Time
MOTA – Mayor's Office of Talent and Appointments
PCSB – Public Charter School Board
SCDC – Students in the Care of DC
SLFRF – State and Local Fiscal Recovery Funds
SOAR – Scholarships for Opportunity and Results
UDC – University of the District of Columbia
UPSFF - Uniform Per Student Funding Formula
WIC – Workforce Investment Council
WIOA – Workforce Innovation and Opportunity Act

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_DME Organizational Chart FY23.

2. **Please provide a Schedule A for your agency which identifies all employees by title/position, in descending order by current salary, fringe benefits, and program office as of January 31, 2024. Please indicate all vacant positions in the agency and do not include Social Security numbers.**

   Please see attachment Q2_Schedule A.

3. **Please list through January 31, 2024, 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.**

   The DME did not have employees detailed to or from the agency.

4. **(a) For fiscal year 2023, 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.**

Name	Title	Salary	Overtime	Bonus
Bloom, Tayla V.	Director of Budget and Performance Management	130,408.20	-	-
Botstein, Clara	Senior Director of Policy	$137,008.00	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	$153,760.67	-	-
Dodge, Monica	Director of Strategic Initiatives	$136,019.00	-	-
Hill, LaShunda	Executive Director of Office for Students in the Care of DC	$139,748.70	-	-
Holmes, Anika	Workforce Investment Manager	$126,925.80		
Kihn, Paul T.	Deputy Mayor for Education	$231,469.20	-	-
Lee, Rebecca	Policy Advisor	$138,184.00	-	-
Lowe, Shontia L.	Executive Director of Out-of-School Time	$148,625.00	-	-

Name	Title	Salary	Overtime	Bonus
	Grants and Youth Outcomes			
Lynch, Tara T.	Special Assistant	$141,706.80	-	-
Middleton, Adam M.	Director of Communications	$130,000.00	-	
Moreno, Rosa C.	Chief of Staff	$146,443.19	-	-
Ryan, Rebecca L	Director of Strategic Initiatives	$136,019.00		
Samson, Shanna	Supervisory Grants Management	$134,500.00		
Smith, Ahnna K.	Workforce Investment Council Director	$182,129.52	-	-
Towns, Suzanne	Deputy Director	$175,095.11	-	-
Yan, Michelle	Chief of Staff	$150,803.74	-	-

(b) For fiscal year 2024, 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.

Name	Title	Salary	Overtime	Bonus
Bloom, Tayla V.	Director of Budget and Performance Management	130,408.15	-	-
Botstein, Clara	Senior Director of Policy	$143,858.00	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	$153,760.07	-	-
Dodge, Monica	Director of Strategic Initiatives	$155,000.00	-	-
Holmes, Anika	Associate Director of Business Engagement	$126,925.75	-	-
Kihn, Paul T.	Deputy Mayor for Education	$231,468.94	-	-
Lee, Rebecca	Policy Advisor	$138,184.00	-	-
Lowe, Shontia L.	Executive Director of Out-of-School Time Grants and Youth Outcomes	$156,056.00	-	-
Lynch, Tara T.	Special Assistant	$141,707.00	-	-
Middleton, Adam M	Director of Communications	$130,000.00		
Ryan, Rebecca	Director of Strategic Initiatives	$136,019.00	-	-
Samson, Shanna	Supervisory Grants Management Specialist	$134,500.00		

Yan, Michelle	Chief of Staff	$150,803.74	-	-

5. **Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2024. For each, state the employee's name, position or title, salary, and aggregate overtime pay.**

No DME staff received overtime in FY24.

6. **For fiscal years 2023 and 2024 (through January 31), please provide a list of employee bonuses or special award pay granted that identifies the employee receiving the bonus or special pay, the amount received, and the reason for the bonus or special pay.**

There were no DME employees who received bonuses or special award pay in FY23 or FY24 (through January 31).

7. **For fiscal years 2023 and 2024 (through January 31), please list each employee separated from the agency with separation pay. State the amount and number of weeks of pay. Also, for each, state the reason for the separation.**

There were no DME employees who were separated from the agency with separation pay in FY23 or FY24 (through January 31).

8. **For fiscal years 2022, 2023, and 2024 (through January 31), please state the total number of employees receiving worker's compensation payments.**

There were no DME employees who received worker's compensation payments in FY22, FY23, or FY24 (through January 31).

9. **Please provide the name of each employee who was or is on administrative leave in fiscal years 2023 and 2024 (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).**

There was one employee who was placed on administrative leave in FY23 – that individual is no longer an active employee. Due to employee privacy, DME is unable to share the name or details surrounding the administrative leave.

10. **For fiscal years 2023 and 2024 (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**

Transferred to DME (GW0):

Buyer agency name	Service period (dates)	Description of MOU services, including name of project or initiative	Total MOU amount	Date that funds were transferred
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	OST After School and Summer (ESSER III)	$3,864,770	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	Support Services - Transportation	$6,000	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	FY23 Research Practice and Partnership Fund	$400,000	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	Adequacy Study	$200,000	No transfer of funds due to interagency in DIFS

Transferred from DME (GW0):

Seller agency name	Service period (dates)	Description of MOU services, including name of project or initiative	Total MOU amount	Date that funds were transferred
Office of the State Superintendent of Education	10/01/2022 - 9/30/2023	Career Pathways Grant Partnership	$1,650,000	09/30/2022
Office of the State Superintendent of Education	10/01/2023 - 9/30/2024	Career Pathways Grant Partnership	1,000,000	In process now

11. **Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2023 and 2024 (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.**

Sending Agency	Receiving Agency	Date of Execution (Actual or Expected)	Dollar Amount (Actual or Expected)	Rationale
Office of the State Superintendent for Education	Deputy Mayor for Education	10/28/2022	400,000	The FY23 Research Practice and Partnership fund, created by DC Council, awards an external organization funding to conduct Education research. A consortium of DC government, led by the Urban Institute, will research educational priorities for District students.
Office of the State Superintendent for Education	Deputy Mayor for Education	12/08/2022	200,000	The FY23 Adequacy Study work will require an additional $200,000 to fully meet the legislative requires from the Budget Support Act.
Office of the State Superintendent for Education	Deputy Mayor for Education	12/15/2023	805,443	Funds to support Out of School Time Afterschool Programming.
Office of the State Superintendent for Education	Deputy Mayor for Education	1/1/2024	122,440	Funds to support shared Virtual Courses for Local Education Agencies.
Total			1,527,883	

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

   FY23 Reprogrammings within GW0:

Sending Activity Code	Receiving Activity Code	Date of Execution (Actual or Expected)	Dollar Amount (Actual or Expected)	Rationale
Deputy Mayor for Education	Deputy Mayor for Education	09/21/2023	2,156	The funds are needed to cover Deputy Mayor and DME staff out of state travel expenses.
Deputy Mayor for Education	Deputy Mayor for Education	01/20/2023	200,000	The funds are needed to fully fund the FY23 Research Practice and Partnership initiative.
Deputy Mayor for Education	Deputy Mayor for Education	12/2/2022	400,000	The funds are needed to support the additional work required for the FY23 Adequacy Study.
Total			602,156	

13. **For fiscal years 2023 and 2024 (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.**

DME did not have any special purpose revenue funds in FY23 or FY24 (through January 31).

14. **Please provide a table showing your agency's Council-approved original budget, revised budget (after reprogrammings, etc.) for fiscal years 2022, 2023, and the first quarter of 2024. In addition, please explain the variances between fiscal year appropriations and actual expenditures for fiscal years 2023 and 2024.**

Fiscal Year	Approved Budget ($)	Revised Budget ($)	Expenditures ($)	Variance ($)	Explanation
2024 Q1	34,360,356	34,360,356	9,683,480	24,676,87	At the end of Q1, the variance can be explained by the grantees that will be paid later in the fiscal year, mid-year reductions that were not withdrawn yet, and interagency transfers that have not happened yet.
2023	51,469,55	46,098,120	45,913,398	184,721	There was some variance, due to vacancies and some underspend on contracts between the amount obligated and expended.
2022	49,157,58	41,195,661	40,109,395	1,086,266	There was some underspend as new programs ramped up, with the hiring of new employees.

15. **Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2023 and 2024 (through January 31). For each, describe its purpose, indicate the date entered, and provide the actual or anticipated termination date.**

Fiscal Year	Agency	Purpose	Service Period (Dates)
FY23	OSSE	OST Afterschool Grants	10/1/2022-9/30/2023
FY23	OSSE	OST Summer school Grants	10/1/2022-9/30/2023
FY23	ODDHH	Sign Language Interpretation Services	10/1/2022-9/30/2023
FY23	EOM	Support Services - Transportation	10/1/2022-9/30/2023
FY23	DOES	WIOA State Set-Aside	10/1/2022-9/30/2023
FY24	OSSE	OST Afterschool Grants	10/01/2023-09/30/2024
FY24	OSSE	OST Summer school Grants	10/01/2023-09/30/2024
FY24	OSSE	LEA Virtual Course Access Hub	10/01/2023-09/30/2024
FY24	DCPS	DCPS Contracting Cycle Review	10/01/2023-09/30/2024

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 2022, 2023, and 2024.**

    DME works with the Office of the City Administrator to develop its annual budget. The annual budget submitted by the Mayor reflects those efforts.

17. **Please list all currently open capital projects for your agency (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.**

    DME has one open capital project – the Education Through Employment Data System. This project funds the build of the IT system, which will allow us to build a longitudinal understanding of how residents are served across education and workforce programs. This project is currently on track and is in the procurement stage to be awarded by June 1, 2024. There have been no capital expenditures to date. Phase one of the project, which focuses on developing the Education Through Employment Data System for internal agency use, will be completed by the end of FY25. This funding will go toward

connecting data sources from multiple agencies in order to understand outcomes for District residents who have engaged with District-provided supports and services. The total estimated cost for phase one is $3.39M, which is what has been approved in the Capital Improvement Plan (CIP) across FY24 and FY25.

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

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

19. **Please list every lawsuit against the agency that was settled or decided by a trial court in FY 2023 and FY 2024 to date. Briefly describe each and the sanction, if any.**

The DME was not involved in any lawsuits that were settled or decided by trial in FY23 or FY24 to date.

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.**

There were no settlements entered into by the agency or by the District on behalf of the agency in FY23 or FY24 to date.

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 2023 or 2024 (through January 31).**

There have been no investigations, studies, audits, or reports on DME or any employee of DME in FY23 or FY24 (through January 31).

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

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

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 2022, 2023, and 2024 (through January 31). Give a brief description of each grievance, and the outcome (through January 31). Include on the chronological list any earlier grievance that is still pending in any judicial forum.**

DME has not received any grievances or administrative complaints in FY22, FY23 or FY24 (through January 31).

23. **In table format, please list the following for fiscal years 2023 and 2024 ((through January 31)) 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).**

Name	Title	Purchase Limit	Total Spent FY 2023	Total Spent FY 2024
Michelle Yan	Chief of Staff (DME)	$10,000 per day	$30,092.12	0
Fern Williams	Staff Assistant (WIC)	$10,000 per day	$38,429,52	$7,020.77

24. **Please provide a list of all procurements for goods or services for use by your agency over $10,000 for fiscal years 2023 and 2024 (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.**

FISCAL YEAR 2023

Program	Fiscal Year	Vendor	Purpose	Amount
DME	FY23	Education Pioneers	Year Round Fellows	$70,000
DME	FY23	Afton Partners LLC	Adequacy Study	$495,000
DME	FY23	The Urban Institute	Research Practice Partnership Grant for Data Build	$400,000
DME	FY23	EveryDay Labs	Attendance Nudge Intervention	$69,904
DME	FY23	Education Pioneers	Summer Fellow	$12,700
DME	FY23	Course Mojo	Virtual Course Hub	$96,000
DME	FY23	EveryDay Labs	Attendance Nudge Intervention	$373,760
DME	FY23	Berry, Dunn, McNeil & Parker, LLC	DCPS Contract Auditor	$239,020
DME	FY23	Computer Aid Inc.	Technical Writer for Education Through Employment Data	$13,600

			System Statement of Work	
DME	FY23	Perkins Eastman DC PLLC	Boundary Study	$560,000
DME	FY23	Perkins Eastman DC PLLC	Master Facilities Plan	$600,000
WIC	FY23	Pairin	The WIC seeks a contractor to maintain and enhance the District's Data Vault (DV) and Participant Portal, a transactional data system that facilitates the referral of District residents to and from multiple agencies for services	$447,504.00
WIC	FY23	America Works/One Stop Operator	The One Stop Operators operates and manages four career centers as defined by the Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, July 22, 2014, in which required and optional partners may be located to provide career services to individuals and business services to companies and other employers. One-Stop Operators are sub-recipients of Federal funds and must follow the Uniform Guidance at 2 CFR part 200, including the contractual provisions in 2 CFR 200.326 and 2 CFR part 2900.	$440,431.62
WIC	FY23	SalesForce	Licenses to operate a Salesforce Customer Relationship Management platform	$40,000
WIC	FY23	GW Center for Excellence in Public leadership	Training for leadership staff	$29,875.00

WIC	FY23	FY23 One-Stop Operator Base Year Extension	The One Stop Operators operates and manages four career centers as defined by the Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, July 22, 2014, in which required and optional partners may be located to provide career services to individuals and business services to companies and other employers. One-Stop Operators are sub-recipients of Federal funds and must follow the Uniform Guidance at 2 CFR part 200, including the contractual provisions in 2 CFR 200.326 and 2 CFR part 2900.	$23,355.00
WIC	FY23	Qualtrics	Software licenses to facilitate quarterly surveys	$21,000.00
WIC	FY23	Seena Foster DBA Title VI	Vendor shall provide services that include, but not be limited to, providing complaint investigation consultation, developing and executing a monitoring plan, and the development of other technical assistance, guidance documents, and tools to support the work of the DC WIC in maintain compliance with WIOA Section 188	$16,000
WIC	FY23	The Management Center	Training for leadership staff	$16,000.00

FISCAL YEAR 2024

Program	Fiscal Year	Vendor	Purpose	Amount
DME	24	Perkins Eastman DC PLLC	Boundary Study Continuation	$198,410
DME	24	Perkins Eastman DC PLLC	Master Facilities Plan Continuation	$239,595
WIC	FY24	One Stop Operator	The One Stop Operators operates and manages four career centers as defined by the Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128, July 22, 2014, in which required and optional partners may be located to provide career services to individuals and business services to companies and other employers. One-Stop Operators are sub-recipients of Federal funds and must follow the Uniform Guidance at 2 CFR part 200, including the contractual provisions in 2 CFR 200.326 and 2 CFR part 2900.	$350,000 (330,000 FY24) (20,000 FY25)
WIC	FY24	Temp Services	Policy Writer conducted review of WIOA required polices and drafted updated and conforming language; supported	$70,000.00

			technical writing on the WIOA State Plan	
WIC	FY24	WIOA State Plan Contractor	The WIC seeks a contractor to assist in producing and submitting the District's State Plan under the requirements of the Federal Workforce Innovation and Opportunity Act (WIOA). The WIOA State Plan outlines a 4-year strategy for the District's workforce development system.	$40,000.00
WIC	FY24	Qualtrics	Software licenses to facilitate quarterly surveys	$21,000.00
WIC	FY24	Labor Market Data Software-EMSI	Software licenses for labor market information including industry, occupation, education, and demographics data	$15,000.00
WIC	FY24	Seena Foster DBA Title VI	Vendor shall provide services that include, but not be limited to, providing complaint investigation consultation, developing and executing a monitoring plan, and the development of other technical assistance, guidance documents, and tools to support the work of the DC WIC in maintain compliance with WIOA Section 188	$10,000.00

WIC	FY24	Pairin, Inc.	The WIC seeks a contractor to maintain and enhance the District's Data Vault (DV) and Participant Portal, a transactional data system that facilitates the referral of District residents to and from multiple agencies for services	$171,000

25.   **In table format, please provide the following information for fiscal years 2023 and 2024 (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).**

Destination	Employee/Title	FY	Cost	Agency	Purpose
Baton Rouge, Louisiana	Clara Botstein, Director of Legislation and Governmental Affairs	23	$879.00	Externally Funded by MIC3	Annual business meeting of the Military Interstate Children's Compact Commission (MIC3)
Madison, Wisconsin	Paul Kihn, Deputy Mayor for Education	23	$1, 113.14	DME	Unlocking Pathways Summit sponsored by the U.S. Department of Education
Madison, Wisconsin	Clara Botstein, Director of Legislation and Governmental Affairs	23	$1,045.62	DME	Unlocking Pathways Summit sponsored by the U.S. Department of Education

Cleveland, Ohio	Clara Botstein, Senior Director of Policy	24	$448.30	DME	Career and Technical Education school site visit with the American Federation
Richmond, VA	Clara Botstein, Senior Director of Policy	24	$188.46	Externally Funded by MIC3	Annual business meeting of the Military Interstate Children's Compact Commission (MIC3)
New York City, New York	Clara Botstein, Senior Director of Policy	24	$154	Externally Funded by AFT	Career and Technical Education Conference hosted by the American Federation of Teachers
Jacksonville, Florida	Monica Dodge, Executive Director of the Office of Education Through Employment Pathways	24	$804.74	Externally Funded by CCSSO	Council of Chief State School Officers (CCSSO) Community of Innovation Annual Convening

For WIC travel information, please refer to their performance oversight hearing responses (4d).

26. **What efforts has your agency made in the past year to increase transparency specifically in 2024 that differs from the past? Explain.**

DME strives to be a transparent agency in its work with the education community and our residents more broadly and to publicly share data, analysis, and recommendations to guide District-wide decision making. We are proud of the deep community engagement we have conducted in FY23 and FY24, especially around key studies impacting public education in the District. DME will continue to make increased transparency,

communications, and community engagement a core focus of the way we approach our work.

<u>DME Studies</u>
In FY23 and FY24, DME has led several large-scale studies aimed at improving quality and coordination within our public education system, each of which has involved extensive community engagement and transparency. These studies include the Master Facilities Plan (MFP), School Boundary and Student Assignment Study (Boundary Study), the Adequacy Study (referred to hereafter as the School Funding Study), and the School Safety Enhancement Committee report.

The MFP, Boundary Study, School Funding Study, and School Safety Enhancement Committee report each created numerous points of connection with community members to understand their vision for education in the District and how District leaders can better serve families in our dual-sector system. A brief overview of these studies and a description of engagement conducted are included below.

MFP
The MFP, conducted every ten years, reviews facility capacity in our public schools. This study focused on ensuring that school facilities are efficiently utilized, that every student is enrolled in a modern, state-of-the-art facility, and that every student's daily experience is in a well-maintained facility. The project ran from April 2023 through January 2024.
Engagement included:
- Hosting town halls in spring 2023 (with 51 participants), summer 2023 (with 194 participants), and fall 2023 (with 137 participants); and
- Gathering feedback on facility priorities through an online survey.

Boundary and Student Assignment Study
The Boundary and Student Assignment Study, conducted every 10 years, reviews school boundaries and assignment policies. This study focused on clear rights to schools, adequate capacity, and equitable access. The project began in March 2023 and will conclude in March 2024.
Engagement included:
- Hosting three sets of town halls with over 1,000 participants combined (a total of seven meetings that were publicized, open to the public, recorded, and posted on the DME's website);
- Meeting with 25 individual school communities to discuss possible boundary or assignment changes (sometimes meeting more than once and holding meetings in English and Spanish);
- Convening the Advisory Committee (composed of 15 ward-level members, 4 District-wide members, and 7 agency partners) 12 times over the course of one year;
- Attending Advisory Neighborhood Commission (ANC) and State Board of Education (SBOE) meetings;
- Collecting feedback via a general feedback form (with over 300 responses); and

- Developing the online DC School Interactive Boundary Explorer, which allows members of the public to learn about potential changes to boundary and student assignment, explore implications of different ideas, and share feedback through survey and comment features. Through early February 2024, this Explorer had 16,000 school views and 1,400 address searches by 1,700 unique users.

School Funding Study
The School Funding Study, conducted every five years, reviews the funding formula for schools and makes recommendations. The study ran from April 2023 through January 2024.
Engagement included:

- Convening multiple professional judgment panels that included 34 DCPS and charter LEA leaders, parents, and subject matter experts;
- Interviewing leaders from DCPS and 20 charter LEAs;
- Connecting with school leaders and staff from 71 schools;
- Gathering input from 992 family members, parents, guardians, students, community members and leaders, and civic organization leaders; and
- Engaging UPSFF working group members and LEA leaders throughout the project to share learnings, updates, and findings.

School Safety Enhancement Committee
The Fiscal Year (FY) 24 Budget Support Act (BSA) of 2023 established the School Safety Enhancement Committee, which was charged with issuing a report for the Mayor and Council with recommendations on a wide range of school safety components. The Committee conducted its work between November 2023 and February 2024.
Engagement included:

- Convening the 10-member advisory committee five times in three months;
- Interviewing 13 school leaders and staff (sometimes more than once) and experts from 20+ academic, advocacy, nonprofit, and community organizations;
- Conducting 12 youth focus groups; and
- Consulting with 11 District agencies.

The DME's intentional work to engage stakeholders through each of these studies created opportunities to deepen existing relationships, build new connections across the District, and improve the transparency and quality of policymaking. We will continue to tap into these strengthened networks in FY24 and beyond as we work to build a shared understanding of the reports' recommendations and work alongside other District leaders and stakeholders to implement key recommendations.

Out of School Time (OST)
The Out of School Time (OST) Office within the DME values communication and transparency, which is reflected in its work. The OST Commission continues to comply with the Open Meetings Act and notices all public meetings accordingly. The OST Commission kept its regular schedule of meetings in FY23 and FY24 to date, all of which were organized virtually. The OST Office releases an annual program report to provide a list of organizations that have received grant awards. These reports are provided to the

DC Council and are also available on the OST website for the general public, at https://learn24.dc.gov/.

The reach of the OST Office and Learn24 network is now over 16,000 individuals. In addition to outreach through the Learn24 newsletters and OST Commission Meetings, the OST Office conducts monthly Learn24 Office Hours with grantees to field grantee questions and to provide a space for them to share their concerns, as well as to share relevant information to support grantees in their provision of high-quality OST programming. The OST Office also offers a series of trainings through its Institute for Youth Development. In FY23, the Institute organized 100 events for 825 attendees. In FY24, the Institute has already organized 12 events for 115 attendees.

In FY23 and FY24, the OST Office engaged in two key projects that involved significant community engagement: the OST needs assessment and the OST Strategic Plan. The needs assessment, conducted by the D.C. Policy Center, included multiple opportunities for community input, including interviews with select community-based organizations (CBOs); a survey of CBOs; a survey of non-Title-I DCPS schools and charter schools (Title I schools' data were received separately); a parent listening session; a parent survey (in English and Spanish); engagement with all government entities that offer OST programs (e.g., OSSE, DPR, DOES, DCPS); engagements with groups representing youth and parents such as DCKids; and a summary of a listening session held by Georgetown students with parents. The strategic plan included opportunities for public comment and input, including during several OST Commission meetings.

Ongoing work
Each of our agencies have individuals dedicated to ensuring transparency and communication with residents. The DME's Director of Communications works closely with agency Public Information Officers and the Executive Office of the Mayor (EOM) Communications team to make sure we are continuously sharing information across agencies and with our residents and leveraging a wide range of platforms, including public events, earned media, reports, social media, our website, newsletters, and stakeholder meetings, to broaden our outreach.

In addition, DME's Community Engagement Specialist is based in the community – at schools, recreation centers, libraries, and programs, hearing from residents, elevating their priorities, and sharing information about the DME. The Community Engagement Specialist works to ensure that community voices, especially those less engaged in organized education advocacy, are incorporated into government decision-making and priority projects. As an example, our Community Engagement Specialist helped DME organize 12 focus groups with students and 13 conversations with school staff to inform the recommendations of the School Safety Enhancement Committee. Additional engagements included nine school leader interviews across DCPS and DC public charter school (PCS) middle and high schools regarding school discipline practices, six youth focus groups to gather input on School Resource Officers, and 64 total engagements with stakeholders that help to inform policy and recommendations towards educational improvements.

The DME also promotes transparency and makes data accessible through a number of specific channels, including through the EdScape data warehouse and the publication of Edsights highlighting current trends in education and the workforce. In FY23, the DME updated EdScape with the most recent data, as well as adding new pages focused on public school enrollment by race/ethnicity and geography and student enrollment pathways. EdScape now offers additional disaggregations by DCPS feeder pattern and race/ethnicity for selected datasets and pages. The DME has published eight new Edsights since October 2022 on topics ranging from patterns of racial segregation and concentration of at-risk students to workforce training opportunities, all available at https://dme.dc.gov/page/edsight. The web hits for DME's Edsights reached approximately 26,154 views in FY23. Our Planning and Analysis team will continue to release analytical pieces through EdScape and Edsights, which contribute to a shared understanding and fact base in the education field.

Spearheading the Education Through Employment Data System has offered another opportunity for meaningful community engagement and transparency. The Education Through Employment team partnered with Mathematica to publish a case study on their efforts to apply data equity principles through multiple design phases. The team has also developed a suite of communications resources designed to help the public understand more about the office's work and to receive updates about future projects and events. In the spring, the team will engage agencies, programs, community partners, families, and residents to provide input and shape the priorities of this work. The office will also be recruiting members and launching a Public Stakeholder Advisory Board to ensure that meaningful public feedback continues to inform this effort.

Part of DME's role is to support and share information with leaders and staff across agencies and sectors. The DME holds regular calls for LEA leaders on key topics, such as safety, postsecondary pathways, and District-wide planning. Our legislative team holds regular office hours for LEA leaders and staff to discuss policy and legislative topics. DME staff regularly convene meetings within and across clusters on collaborative work. We also work closely with the Public Charter School Board (PSCB) to ensure that the Transparency Hub is regularly updated with information on school performance, finances, and budgets. For example, PCSB reports charter LEAs' FY23 and FY24 budgets and draft FY25 budgets, available at https://dcpcsb.org/school-budgets.

Across all these priority initiatives and in all these ways, DME has demonstrated its strong commitment to community engagement and transparency, which we will continue for the remainder of FY24 and beyond.

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

The DME does not have any legislative requirements for which it lacks sufficient resources to properly implement at this time.

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

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

29. **Did your agency receive any FOIA requests in fiscal year 2023? 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 2022, 2023, and 2024 (through January 31) related to FOIA.**

The DME filed the report of FOIA disclosure activities with the Secretary of the District of Columbia in January 2024. Please see attachment Q_29 DME 2023 FOIA Report. Aside from staff time, the DME did not incur any costs for fiscal years 2022, 2023 or 2024 to date related to FOIA.

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

Please see attachment Q30_DME Annual Performance Plan.

31. **(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) 2022, 2023, and 2024 (through January 31)?**

KPI	FY22 Report	FY23 Report	FY24 Q1 Report
Percent of public-school students served by publicly funded OST programs	4%	2.5%	Changed in FY24
Number of public-school students served by publicly funded OST programs	New in FY24	New in FY24	6,403
Percent of 4-and-5 STAR schools located in wards 7 and 8	N/A	N/A	Changed in FY24
Percent of schools located in Wards 7 and 8 that are top rated	New in FY24	New in FY24	Data not Available Yet
Number of cross-agency workforce partnerships supported	90%	9	Removed in FY24
Percent decrease in unemployment rate for Black residents across the District	New in FY24	New in FY24	Data not Available Yet
Percent of public and public charter schools who are chronically absent	44.8%	37.2%	Changed in FY24
Percent decrease of public school students that are chronically absent	New in FY24	New in FY24	7%
Percent of public school students receiving high-impact tutoring services	New in FY23	6.5%	Changed in FY24
Number of public school students receiving high-impact tutoring services	New in FY24	New in FY24	Data Not Available Yet

Number of high school students enrolled in college and career programming, consistent with the state accountability system, including CTE, Dual Enrollment, Early College High School, ATC, AP, and IB	New in FY24	New in FY24	Data Not Available Yet
Percent reduction in student-involved incidents of violence before/after school among Safe Blocks participating schools	New in FY22	N/A	Transferred to DMPSJ
Percent of agency recovery investments that are on track to meet goals	82.8%*	73%	80.3%

*This previously tracked % of agency recovery investments on track to launch

Some of the DME's FY24 Q1 data is not yet available. The DME can provide this data to the Council after it is submitted and approved by the Office of the City Administrator (OCA). For information on the DME's KPIs, see the response to question 31b below.

(b) What KPIs have been dropped (or changed) since 2022? List each specifically and explain why it was dropped or changed.

In FY23 and FY24, the DME updated its Strategic Objectives and Vision to align with its key priorities over the next few years. Our vision is to create a District where all children, youth and adults thrive: every child knows joy, feels safe, and is ready to learn; every student attends a high-quality school; and every youth and adult has opportunities for strong continuing education and family-sustaining jobs. To that end, we have updated our KPIs to ensure we are striving towards these ambitious goals.

New or updated in FY23:
1) Percent of public school students receiving high-impact tutoring services

New or updated in FY24:
1) Number of public school students served by publicly funded OST programs
2) Percent of schools located in Wards 7 and 8 that are top rated
3) Percent decrease in unemployment rate for Black residents across the District
4) Percent decrease of public school students that are chronically absent
5) Number of public school students receiving high-impact tutoring services
6) Number of high school students enrolled in college and career programming, consistent with the state accountability system, including CTE, Dual Enrollment, Early College High School, ATC, AP, and IB

Removed KPIs:
1) Number of cross-agency workforce partnerships supported. *We have shifted our focus to the Education Through Employment Data System to track   outcomes for our workforce programs.*

2) Percent reduction in student-involved incidents of violence before/after school among Safe Blocks participating schools. *This initiative was transferred from DME to DMPSJ.*

32. What are your top five priorities for the agency? Please provide a detailed explanation for how the agency made progress toward these priorities in fiscal year 2023 and how you expect to achieve or work toward these priorities in fiscal year 2024.

The DME team, under the leadership of Mayor Bowser, is working towards creating a District that all families want their children and grandchildren to grow up and attend school in, and where young people thrive in high-quality schools surrounded by caring, supportive adults and graduate prepared for success in life.

As we arrive at the fourth anniversary of the start of the COVID-19 pandemic, our strategy has evolved from responding to the acute phases of the pandemic (i.e., pivoting to remote instruction and reopening schools safely) to addressing the longer-term impacts on students' academic performance, well-being, and professional trajectories through a whole-of-government approach.

We are proud of the deep investments and positive results for residents in our priority areas. Our points of pride for our public education system include the following:

- Parents and students once again gave DC's public school system a huge vote of confidence, as the system set new records for enrollment in SY23-24 and surpassed the previous high-water mark set in SY22-23. Preliminary enrollment figures for this school year show that 98,663 students and their families chose our District's traditional public and public charter schools, representing a 2 percent increase from the last record-breaking school year. Both sectors benefitted from this growth, with DCPS enrollment at 51,376 and public charter school enrollment at 47,369.
- We have seen our investments in early childhood education pay off, as we were able to maintain and grow the number of childcare slots by 1,000 during the pandemic while other jurisdictions shuttered centers. 80% of DC's 3-year-olds and 88% of 4-year-olds are attending Pre-K for free.
- Our investments in high-impact tutoring (HIT) are on track to exceed their goal of providing high-impact tutoring to 10,000 students. These investments have been successful in targeting students with the greatest needs, with students experiencing economic disadvantage comprising 74% of HIT participants while making up 52% of the overall student population. This cross-agency partnership between OSSE and DME's Office of Out of School Time Grants and Youth Outcomes to launch HIT is representative of the coordinated efforts we are making within the education and workforce cluster to improve service delivery and outcomes for our young people and their families.
- 2023 PARCC results demonstrated increased rates of proficiency across grade levels in math and ELA, including a 2.6 percentage point gain in math and a 2.9 percentage point gain in ELA across the District. All race/ethnicity groups saw

increases in math proficiency rates from 2022 and most groups also saw an increase in ELA proficiency rates. This trend applied to other student groups, with economically disadvantaged students increasing their ELA proficiency rates by 2.7 percentage points and their math proficiency rates by 1.4 percentage points.

- We know our schools are only as strong as our teachers; to that end, we have invested deeply in educator pay and retention. Last year, we increased teacher pay across sectors by 12.5% over 2019-20 school year levels. We are proud that these efforts are bearing fruit – educator retention is on the rise, with more teachers remaining in both our traditional public and public charter school sectors. In the 2023-24 school year, 83% of teachers were retained as teachers in DC, and 74% of teachers were retained as teachers at the same school in which they taught in the 2022-23 school year. This is a higher same-school retention rate than the previous school year's 71%. We continue to work toward greater equity in teacher retention across the District, with Wards 5, 7, and 8 all seeing an increase in their teacher retention rates from SY21-22 to SY23-24 (Ward 5: 71% to 72%; Ward 7: 66% to 73%; Ward 8: 68% to 70%).
  - o We have also seen the ways that IMPACT supports teacher growth and performance. At DCPS, 90% of teachers were retained at DCPS in SY22-23, including 79% in the same school, and the vast majority of teachers were rated Effective or Highly Effective. Moreover, over 60% of teachers who scored below Effective in SY21-22 and returned to DCPS the following year improved their IMPACT rating. Overall, 95% of DCPS teachers rated Effective or Highly Effective in SY22-23 returned to work at DCPS in SY 23-24.
- Our Advanced Technical Center (ATC), now in its second year, has doubled in size (enrolling approximately 200 students from 15 schools) and received national attention for its innovative approach to connecting students to credit-bearing college courses in high demand fields (nursing and cyber security) free of charge. The ATC was recognized by the U.S. Department of Education with a highly competitive $4.1 million Career Connected High Schools Grant Program award over three years. This grant will allow the ATC to grow to 300 students per year, enhance academic and career advising, and offer CTE-focused internships and industry-recognized credentials.

Our points of pride for the DME office specifically include the following:
- We shepherded four major studies and reports through our office, with significant stakeholder engagement: the School Funding Study, the School Boundary and Student Assignment Study, the Master Facilities Plan, and the School Safety Enhancement Committee Report. These studies offer a unique opportunity to deeply examine multiple structures and systems impacting students at one time and to identify ways to strengthen our system and address access and opportunity gaps across the District.
- We officially launched the Office of Education Through Employment Pathways (ETEP), which is charged with creating the Education Through Employment Data System. This data system will measure the impact of education and workforce programs on the career outcomes and economic mobility of District residents,

allowing residents and policymakers to comprehensively and accurately understand how well District programs are serving the public and specific populations within the District.

- We conducted a landscape scan to understand how schools integrate social and emotional learning (SEL) policies, practices, and system-wide supports to develop students' and adults' social-emotional competencies (i.e., conflict resolution, self-management, positive decision-making, and relationship building). The scan captured the current state of SEL in DC and the potential areas for growth by reviewing system-wide SEL offerings, policies, and guidance, as well as school-level models and approaches.
- We published a report on dual enrollment, which included an overview of DC's landscape of free college programs for high school students and recommendations for expanded access to high-quality seats.
- We have expanded access to out of school time (OST) though My Afterschool DC, a downpayment on universal access to OST programs, through an additional $3.1 million in grants for school-based programs focused on 21 priority schools. We continue to expand our school year and summer out-of-school time offerings, including investing $17 million for programs serving more than 16,000 students through the Office of Out of School Time Grants and Youth Outcomes and awarding $6.3 million through the Nita M. Lowey 21st Century Community Learning Centers grant competition through OSSE to community-based organizations to expand offerings for students and their families.

Looking beyond recovery to DC's comeback, the DME is focused on five priority areas as we support our students and a core system of strong DCPS neighborhood schools complemented by high-quality District-wide public school options. The first three substantive priority areas are listed below:

1. Continuing learning acceleration
2. Strengthening youth well-being and safety
3. Expanding innovative pathways to professional success

The following priority areas focus on how we conduct our work:
4. Deepening our engagement with stakeholders across all eight wards
5. Strengthening our focus on District-wide planning and coordination of opportunities and supports for youth and families

Through these priority areas, we seek to close opportunity gaps and ensure that more residents, especially those farthest from opportunity, access and complete education and training programs that prepare them for success in life.

Continuing learning acceleration

A priority area for the DME continues to be supporting schools to help students recover lost instructional time due to COVID-19 and support youth development. To this end, the DME collaborated with OSSE, DCPS, charter LEAs, and other District and national

partners to ensure that schools had the resources necessary to adopt and strengthen initiatives focused on student learning, both inside and outside of the classroom. We are proud of the work our schools have done to improve student achievement (as evidenced by continued growth on PARCC and NAEP scores) and address students' social and health needs in the years since the onset of the COVID-19 pandemic, with the support of emergency ESSER funds. We are committed to building on that strong foundation to continue our progress and close opportunity gaps, despite a more constrained budget environment.

Investing in our schools and evidence-based initiatives
We believe that schools are best positioned to support their students, and therefore we are proud that the Bowser administration has made historic investments in public education, including three years in a row of historic UPSFF increases. To ensure investments in student learning are as impactful as possible, the DME has focused at the District level on programs and interventions with a robust evidence base for closing equity gaps and improving achievement. These initiatives include high-impact tutoring (HIT), where DC is a national leader and is on track to serve over 10,000 students. Now in its third year of implementation, OSSE has developed a robust infrastructure to successfully scale delivery across the District. Leading researchers associated with the National Student Support Accelerator are evaluating the District's approach to HIT using a rigorous randomized controlled trial research design. Results from the evaluation will provide insights to District leaders and other states and school districts about the impact of our HIT approach. Another example is structured literacy, where OSSE has invested resources in training for teachers and, in September 2023, published a report developed by an interagency task force including representatives from OSSE, DME, DCPS, SBOE, DC PCSB, and a representative appointed by the Chairman. Meeting over seven sessions from November 2022 to August 2023, the Task Force leveraged its members' collective expertise and perspectives, fostered collaboration, and broke down silos to come to consensus on [recommendations and a roadmap](#) to advance literacy instruction and attainment in the District. To further support literacy development, OSSE released dyslexia training modules, which have been delivered asynchronously to over 12,500 educators (including 92.6% of DCPS educators and 90.8% of DC PCS educators by the end of October 2023). OSSE has also identified recommended dyslexia screening tools and published an implementation guide on evidence-based practices for screening students.

Investing in teachers
Through FY23 and into FY24, we have sustained our cross-agency focus on investing in our teachers and leaders and ensuring the District is a desirable place for educators to work and live. We have deepened our investments in teacher pay across sectors. DCPS negotiated a historic contract with the Washington Teachers' Union (WTU) that increased DCPS teacher salaries by 12% over four years and included a 4% retention bonus. We worked with OSSE to distribute more than $64 million to more than 140 public charter schools, including a 7.6% retroactive payment for retained charter teachers and a 12.5% increase in base salaries moving forward. The second installment of the remaining program funds will be made in June 2024. Through this program, we will also

increase pay transparency, as all LEAs will post their SY23-24 pay scales by May 1, 2024.

As a result of these investments, we are already seeing promising signs for educator retention in preliminary figures from OSSE. In the 2023-24 school year, 83% of DC public school teachers stayed in the system, and 74% remained in the same school they taught in during the 2022-23 school year (up from 71% the prior year). These figures represent improvement across both DCPS and public charter schools. For school leaders, 78% of principals remained in their school in the 2023-24 school year, compared to 74% the prior year. These positive trends suggest that investments in teacher pay and professional growth are making a difference in retaining teachers and leaders.

We have also deepened investments in the teacher pipeline and in development strategies. In our efforts to support teacher retention efforts across the District, DME collaborated with OSSE to reserve seats in OSSE's DC Futures college scholarship program for paraprofessionals. To date, more than 130 paraprofessionals have enrolled in the program to obtain their bachelor's degree and pursue lead teacher roles. We are also supporting OSSE's work to launch the District's first teacher apprenticeship program, which will focus on high school graduates and paraprofessionals.

Strengthening youth well-being and safety
We know that schools and the programs we offer out of school hours are the safest places for our students to be, and we have worked across agencies to prioritize attendance in these programs and the physical and mental well-being and safety of students in the school building and on the commute to and from school.

Attendance
Attendance continues to be a priority focus of the DME to promote both learning acceleration and youth well-being and safety. This work includes our evidence-based EveryDay Labs nudge technology to support schools in reaching out to students with attendance issues, and our District-wide coordination work through the Every Day Counts! (EDC!) Task Force. In SY 22-23, DME continued its work with EveryDay Labs, which sends personalized text and nail nudges with the goal of improving student attendance and supporting families. EveryDay Labs also supports a 24/7 Support ChatBot and a multilingual Family Support Team. The program now serves almost 70,000 students. Among students who received the intervention, 48% improved their attendance rate, including 11% of students who moved from chronically absent to not chronically absent by the end of the year. The DME has continued to convene the EDC! Task Force and, through our partnership with EducationCounsel, will identify and implement revised meeting and Task Force structures by June 2024 with the goal of improving cross-agency coordination and collaboration. Through EDC!, we are also exploring ways to strengthen the referral process to provide more case management for students and families, a recommendation included in the School Safety Enhancement Committee report.

Out-of-School Time (OST)
Building a robust, free OST infrastructure is a central pillar of Mayor Bowser's vision for the District, and the OST Office has been hard at work to achieve that goal. In FY23, the OST Office awarded 165 grant awards across its competitions. This included 52 year-round grants, 72 school year grants, and 41 summer grants. As a result, the OST Office and its partners provided afterschool programming to 11,850 school-aged youth and summer programming to 10,113 youth. In FY24 to date, the OST Office has awarded 155 grant awards across its competitions. This includes 95 year-round grants, demonstrating an increase of 83% in grantees able to offer a continuation of services across the school year and summer months to the youth they serve.

The OST Office has also successfully launched the mayoral initiative, My Afterschool DC (MADC), in FY24. MADC was designed to support universal access to OST programing for the District's youth at identified priority schools. The MADC grant competition awarded $3.1 million to 22 organizations to serve youth at 21 priority schools in underserved communities where there was a demonstrated need. MADC grantees are positioned to close the gap in OST access at 18 priority schools and significantly close the gap at three additional priority schools. The development of the MADC online portal is also steadily making progress. The MADC portal will improve access to programming by offering a one-stop shop for District parents and guardians to learn about and register for government-funded OST programs. The development phase is underway, and substantial milestones have been achieved, including cross-agency collaboration on portal content, the development of a scope of work, request for contract bids for the technology build-out and the selection of a vendor. The OST Office aims to go live with the portal by January 2025.

The OST Office's professional development arm, the Institute for Youth Development, continues to support the capacity building and continuous quality improvement of OST grant-funded programs through a variety of free training opportunities offered throughout the year. In FY23, the Institute administered 100 trainings (100% of FY23 goal) for over 825 participants (97% of FY23 goal) to support high-quality service provision. The Institute is on track to keep this pace in FY24 while also expanding services to included trainings focused on supporting youth with disabilities, English Learners and those who identify as LGBTQIA+.

School Safety Enhancement Committee
Keeping students safe is fundamental and a top priority of the DME. The FY24 Budget Support Act (BSA) of 2023 established the School Safety Enhancement Committee, which was charged with issuing a report for the Mayor and Council with recommendations on various aspects of school safety. The report, developed by the Committee over several months of research and school and community engagement, will be released in March 2024 and includes a comprehensive set of recommendations for improving the safety of our young people in schools and beyond. The report will guide the DME's work in this area moving forward. The recommendations fall under the following priority goals:
- Priority 1: Get more kids safely back into our school buildings

- Priority 2: Strengthen school safety teams
- Priority 3: Keep the small stuff from escalating
- Priority 4: Improve the flow of safety information in and out of schools
- Priority 5: Give schools better safety intervention tools
- Priority 6: Establish a special set of resources for the small number of students who are most at risk, regardless of their school

Several of the School Safety Report's recommendation relate to the SEL work our office has conducted in partnership with OSSE, described below.

SEL standards

In recognition of the deep evidence base demonstrating that learning is both social and emotional, the DME conducted a landscape scan to understand how schools integrate SEL policies, practices, and system-wide supports to develop students' and adults' social-emotional competencies (i.e., conflict resolution, self-management, positive decision-making, and relationship building). The scan captured the current state of SEL in DC and potential areas for growth by reviewing system-wide SEL offerings, policies, and guidance, as well as school-level models and approaches. Moving forward, we will work with OSSE to support the implementation of the SEL standards, collaborate with OSSE on the development and launch of the District-wide Climate and Culture survey, share SEL learnings with teacher preparation programs, expand our SEL resources repository, and deepen targeted assistance focused on restorative practices.

Designing innovative pathways to professional success

Over the past few years, we have built new programs and systems designed to prepare students and adults to excel in the workforce, to increase access and lower barriers to college and family-sustaining careers, and to understand the impact of our investments in these areas. In the coming years, we seek to deepen career pathway opportunities so that DC students and residents are prepared for the good jobs offered in the District of Columbia.

Reimagining high schools

We have continued to blur the artificial lines between high school, college, and career to build new opportunities for students to explore flexible and personalized learning that is directly connected to their future goals. One of our flagship initiatives within this strategy is the Advanced Technical Center (ATC), the first-of-its-kind program in the District that allows students, regardless of LEA, to access credit-bearing career and technical education courses that will prepare them for high-demand, high-wage careers in cybersecurity and healthcare. The ATC is made possible by our employer and higher education partners, including UDC and Trinity Washington University. DME has worked closely with OSSE, DCPS, and charter LEAs, along with our higher education and employer partners, to design and coordinate the programming, which launched in SY22-23. The Advanced Technical Center serves approximately 200 students, double the enrollment in the ATC's first year. The ATC is part of the fabric of Career and Technical Education (CTE). In FY24 and beyond, we will work with OSSE, DCPS, and charter LEAs to continue strengthening access and quality within CTE in alignment with our CTE state plan. The ATC also includes dual enrollment classes, which we seek to expand

beyond the ATC to more students who can benefit from early, free exposure to higher education.

To expand course access and build on kernels of innovation from the pandemic, we launched the Virtual Course Hub with four LEAs in SY23-24 to offer a variety of courses through synchronous, virtual instruction with on-site support that can expand students' interests and postsecondary pathways. The courses offered in the pilot year include AP Computer Science, AP Psychology, ASL I, Spanish, Introduction to Criminal and Civil Law, Introduction to Positive Psychology, Animation, and Introduction to Entrepreneurship. Data from the first semester shows that 82% of students passed their courses and 65% of students responded positively on the course satisfaction survey. As we continue this pilot, we are working with our vendor, Coursemojo, to improve collaboration across schools and determine the best path forward for scale.

We also know that career exploration needs to begin earlier than high school, which is why we are proud that the District has launched the GEAR UP program, which supports middle school students to explore possible career pathways and develop transferrable skills. This $21 million investment from the U.S. Department of Education to OSSE, secured through a competitive grant process, will connect middle school students from Wards 7 and 8 with workshops, coaching, and a college scholarship to support their pathways to postsecondary attainment, through a partnership with DC-CAP. This work connects to our college scholarships, which we have expanded during the pandemic both in number and in wrap around supports. An example is DC Futures, which includes stipends, emergency fund access, and coaching and has demonstrated improved student retention as a result.

We will be able to evaluate the impact of these and other career pathways initiatives through our Education Through Employment Data System. As described earlier, this data system connects education and workforce data so residents and policymakers can understand the impact of our education and workforce programs and investments on participants' professional outcomes. Using this data system, we can strengthen and align our workforce programs so we are offering training that connects directly to DC's good jobs of today and tomorrow.

Deepening our engagement with stakeholders across all eight wards
Community engagement remains a priority for the DME as we approach our work, policies and priority projects. The Community Engagement Specialist serves as an ambassador in the community and connects daily with youth, families, school communities, educational experts, advocacy groups, and agency partners. These targeted engagements bring insights from stakeholders with diverse perspectives to the DME's work. In FY24 and beyond, we will also leverage the connections developed through the deep community engagement conducted through our major studies, as described in the response to question 48.

Strengthening our focus on District-wide planning and coordination of opportunities and supports for youth and families

Across the education and workforce cluster, we have built the connective tissue to encourage greater coordination, transparency, and communication to support our shared priorities.

The DME is actively focused on District-wide planning and coordination towards the goal that all District families have access to strong neighborhood DCPS schools complemented by high-quality District-wide public school options. This work encompasses our commitment to identifying school needs and developing plans for our entire public school landscape based on analysis and community feedback. EdScape and EdSights are examples of where we shine a light on key metrics and trends across our education and workforce system. Our planning and analysis work also includes facility planning, including through the Master Facilities Plan (MFP) and the Planning Actively for Comprehensive Education Facilities Amendment Act of 2016 (PACE), which we work on in collaboration with DCPS.

The five-year MFP, the Boundary and Student Assignment Study, the School Funding Study, and the School Safety Enhancement Committee report are all complimentary initiatives that speak to the cross-cutting and mutually reinforcing nature of the DME's work. We will use these studies, which cross school and sector type, alongside the data we collect and analyze, to continue to drive coherence and alignment in our decision-making to support the District to achieve our vision for young people, as outlined above.

33. **How many vacancies were posted for DME during fiscal years 2023 and 2024 (through January 31), and what the positions were/are and why was the position vacated? In addition, note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the position funding source.**

Office	Position	Status	Funding Source
DME-Main	Community Engagement Specialist	New FY23 position, filled December 2022	Local
OST	OST Grants Management Specialist	Vacant April 2022, filled January 2023	Local
OST	OST Grants Management Specialist	Vacated December 2022, filled February 2023	Local
OST	OST Grants Management Specialist	Vacant December 2022, filled February 2023; vacated August 2023, filled October 2023	Local
OST	OST Grants Management Specialist	Vacated April 2023, filled June 2023	Local

DME-Main	Director of Budget & Performance Management	Vacated August 2022, filled May 2023	Local
DME-Main	Budget & Performance Management Analyst	Vacated May 2023, filled July 2023	Local
OST	OST Data Analyst	Vacated January 2022, filled May 2023	Local
OST	OST Data Analyst	Vacated August 2023, filled October 2023	Local
DME-Main	Director of Communications & Outreach	Vacated July 2023, filled August 2023	Local
OST	OST Public Affairs Specialist	Vacated November 2023, currently in hiring process	Local
ETEP	Executive Director, Office of Education through Employment Pathways	New FY24 position, filled October 2023	Local
DME-Main	Associate Director of Legislative & Governmental Affairs	Reconfigured FY24 position, filled January 2024	Local
SCDC	SCDC Policy Analyst *(current vacancy)*	Vacated July 2022, filled April 2023; vacated September 2023, hiring is paused	Local
SCDC	SCDC Executive Director *(current vacancy)*	Vacated December 2023, currently in hiring process	Local
OST	OST Resource Allocation Analyst *(current vacancy)*	New FY23 position, filled January 2023; vacated December 2023, currently in hiring process	Local
OST	Manager, Data & Evaluation *(current vacancy)*	New FY24 position, in final hiring stages	Local
OST	Grants Management Specialist *(current vacancy)*	New FY24 position, in final hiring stages	Local
OST	Program Manager, My Afterschool DC *(current vacancy)*	New FY24 position, in hiring process	Local
OST	Operations Specialist *(current vacancy)*	New FY24 position, in hiring process	Local

OST	Program Quality Specialist *(current vacancy)*	New FY24 position, in hiring process	Local
OST	Program Quality Specialist *(current vacancy)*	New FY24 position, in hiring process	Local

We are working closely with our partners at DCHR and MOTA to recruit and select exceptional talent to join our team. We have also participated in hiring fairs, partnered with local universities, and recruited through DCHR's LinkedIn partnership.

At WIC, three vacancies were posted in FY23, and one vacancy was posted in FY24. More information is provided in the table below.

Position Number	Job Title	FY23 and 24 Vacancy Status	Funding Source
11413	Deputy Executive Director	FY23-FY24	90% WIOA 10% Local
88711	Chief of Staff	FY23-FY24	24% WIOA 76% Local
44775	Workforce Investment Specialist	FY23-FY24	100% WIOA
102513	Program Analyst	FY24	100% Local

34. **Provide the following information, in table form, for all grants awarded to DME during FY23 and FY24 (through January 31): 1) Grantor, 2) grant amount, and 3) grant purpose.**

No grants were awarded to DME in FY23.

35. **(a) Provide a list of all DME grantmaking authorities for fiscal year 2023 and for fiscal year 2024 (through January 31). For each, identify the statutory or regulatory authority for the grant and describe the purpose of the grant.**

The Office of Out of School Time Grants and Youth Outcomes (OST Office) has grantmaking authority pursuant to the authority set forth in Section 5 of the District of Columbia Office of Out of School Time Grants and Youth Outcomes Establishment Act

of 2016, effective April 7, 2017 (D.C. Law 21-261; D.C. Official Code § 2-1555.04 (2016 Repl.)). The OST Office awards grants on a competitive basis to nonprofit organizations that provide out-of-school-time programs and to nonprofit organizations for the purpose of providing training or technical assistance to the OST Commission, or to nonprofit organizations that provide out-of-school time programs. The Office may also award grants on a competitive or formula basis to DCPS or DC public charter schools that provide out-of-school time programs as long as they partner with nonprofit, youth-serving organizations and they receive Title I funds under ESSA (D.C, Official Code § 2-1555.04(b)(4)).

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

In FY23, DME had limited grant-making authority not to exceed $400,000 to issue a grant to the Research Practice Partnership, provided by Section 4122 of the Fiscal Year 2023 Budget Support Act of 2022.

(b) Provide, in table form, a list of each grant awarded by DME in fiscal year 2023 and fiscal year 2024 (through January 31), including:
- **(1) Grantee name;**
- **(2) Dollar amount of the grant; and**
- **(3) Source of funds for the grant by program and activity.**

Please see attachments Q35_DME Grants.

36. **Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DME during fiscal years 2023 and 2024 (through January 31). This includes any reports of the D.C. Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.**

No investigations, reviews, or program/fiscal audits were completed on programs and activities within the DME during FY23 and FY24 (through January 31).

DME Coordination and Priorities

37. **Discuss each of the programmatic and policy initiatives the DME has worked on in fiscal years 2023 and 2024 (through January 31). Please include details about how these initiatives, both new and on-going, are part of a long-term strategic plan for city-wide education.**

The DME continues to be a driving force towards greater equity, increased alignment, and stronger outcomes in public education and workforce development, collaborating with the agencies in the education and workforce development cluster to set priorities and leverage their talents and resources to achieve our shared goals.

The table below provides descriptions of DME's FY23 and FY24 key strategic initiatives included in the DME's performance plan. The list below does not represent the full body of work of the DME and the education and workforce development cluster but rather snapshots of DME-led priority work. For more information about DME priorities and how they relate to the DME's vision for public education in the District, please see the response to question 32.

FY24 Strategic Initiatives	Description
Adequacy Study	In FY24, the DME will submit to the Mayor and Council a report that reviews and proposes changes to the Uniform Per Pupil Funding Formula (UPSFF).
Boundary Study	By March 2024, the DME will submit to the Mayor a report that assesses the current student assignment and enrollment access policies and recommends options to improve upon them.
School Safety Enhancement Committee Report	By March 2024, the DME will submit to the Council a report that illustrates the current findings on the state of school safety within the District and recommendations for improvement based on upon those findings.
Master Facilities Plan	By February 2024, DME will submit to Council a 5-year Master Facilities Plan report that provides the analysis and potential solutions to ensure public schools have optimal facility utilization, ensure every student is enrolled in a modern state-of-the-art facility, and ensure that every student and staff's experience is in a well maintained and functional facility.
Racial Justice & Equity Action Plan (REAP)	By spring 2024, the DME will have a racial justice and equity (RJE) guide to inform all priority projects' implementation of racial justice and equity and ensure meaningful community engagement with the populations we serve to achieve equitable outcomes.
Education Through Employment Data System	By the end of FY24, the DME will coordinate with agency partners to start the development of this data system; identifying a governance approach and understanding of the key questions to be answered with the data, and develop the foundation for the system design.
OST Qualitative Surveys	By the end of FY24, OST will increase the usage of the following qualitative surveys – PQA, YPQI and SAYO-Y – by 50%, which will increase OST's program quality and outcomes.
Dual Enrollment Working Group	By December 2023, DME and OSSE will have published a report from the dual enrollment working group on the landscape of dual enrollment programs in DC and recommendations for a strengthened system of access and quality.
OST Resources	By the end of FY24, OST will increase the number of high-quality, effective training programs and learning opportunities for practitioners by 10%.

FY23 Strategic Initiatives	Description
Boundary Study	By December 2023, the DME will submit to the Mayor a report that assesses the current District of Columbia Public Schools (DCPS) student assignment and enrollment access policies and recommends options to improve upon them.
Master Facilities Planning	By the end of 2023, DME will submit to Council a 5-year Master Facilities Plan report that provides the analysis and potential solutions to ensure public schools have optimal facility utilization, ensure every student is enrolled in a modern state-of-the-art facility, and ensure that every student and staff's experience is in a well maintained and functional facility.
Adequacy Study	By the end of FY23, the DME will submit to the Mayor and Council a report that reviews and proposes changes to the Uniform Per Pupil Funding Formula (UPSFF).
Education and Workforce Development for Students in District Care	By the end of FY23, the Students in the Care of DC (SCDC) Coordinating Committee will hold its first inaugural meeting. In November 2022, SCDC community member appointees were confirmed by DC Council. SCDC is currently planning to hold its first meeting during the first quarter of 2023.
OST Resources	By the end of FY23, OST will increase the number of high-quality, effective training programs and learning opportunities for practitioners by 4%.
OST Qualitative Surveys	By the end of FY23, OST will increase the usage of the following qualitative surveys – Program Quality Assessment (PQA), Youth Program Quality Intervention (YPQI), and Survey of Academic and Youth Outcomes Youth Survey (SAYO-Y) – by 50%, which will increase OST's program quality and outcomes.
Education and Workforce Data	By the end of FY23, the DME will coordinate with agency partners to explore the development of a P20W data system, which would connect education and workforce data and provide the foundation to better understand early career outcomes and the impact of specific educational programming on youth workforce opportunities. This project will identify a governance approach, understand the key questions to be answered with the data, and develop the foundation for the system design.
Dual Enrollment Working Group	By the end of FY23, DME and OSSE will have established the dual enrollment working group and identified a common vision for dual enrollment, access gaps, and programmatic and policy recommendations.

Racial Justice + Equity Action Toolkit	By the end of FY23, the DME will develop a community engagement guide to achieve racially equitable outcomes when engaging with internal and external stakeholders.
Nurse Education Enhancement	The Workforce Investment Council (WIC) will work in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees to implement the DC Nurse Education Enhancement Program. This program will train District residents to obtain an occupational credential and employment in nursing care occupations. The goal is to serve approximately 200 District residents through this program.
Information Technology Enhancement	WIC will work in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and train grantees to implement the Information Technology Investment Program. The program will fund and expand IT training opportunities for District residents. The WIC will continue to support an Information Technology Occupation Advisory Board. The goal is to serve 600 District residents through this program.
Employer Partnership Grants	WIC will continue the employer partnership training grant program that will fund partnerships between employers, educational institutions, and training providers to help residents earn skills and credentials in high-demand occupations and industries. The goal is to serve 750 DC residents through this program.

38. **Describe the Office's efforts in fiscal years 2023 and 2024 to date to enhance interagency cooperation for the agencies under its purview and with the other Deputy Mayors' offices to address and coordinate education policies, programs, and initiatives across the District of Columbia's public education system.**

The DME is tasked with oversight and support of multiple agencies that have a high level of direct and impactful resident interactions. DME supports, facilitates, and directly manages robust interagency collaboration to address and coordinate education policies, programs, and initiatives across the District of Columbia's education and workforce training system, from birth to and through career. DME's coordinating work includes vision setting, guidance, direct support, and partnerships.

The key education studies our office has spearheaded, including the MFP, Boundary Study, and School Funding study, all involve significant collaboration and coordination across the agencies and stakeholders across our education sector. Our work to develop

and implement the Immunization Attendance Policy, described in response to question 42, is another example of cross-agency collaboration in which DME is plays an integral role.

Additional examples of the DME's coordinating work and impact are described below.

<u>Learning acceleration and youth development</u>
We continue to support coordination across agencies and partners to ensure that students develop the academic, social, and emotional skills and competencies needed to thrive in college, careers, and life.

My Afterschool DC: Launching My Afterschool DC has created an opportunity to bring together the Office of Out of School Time Grants and Youth Outcomes (OST Office), the Department of Parks and Recreation, OSSE, DCPS, DCPL, and other agencies providing OST programs as well as schools to expand access and create a one-stop shop for families looking to learn more about and register for high-quality out-of-school time programming offered by District agencies and grantees. The OST office awarded My Afterschool DC grants in January 2024 to priority schools and has completed milestones towards the development of the portal, including cross-agency collaboration on portal content, the development of a scope of work, request for contract bids for the technology build-out, and the selection of a vendor. The OST Office will continue to convene agency partners and spreadhead this initiative in FY24 and beyond.

Support for Teachers: Educators are central to the work of accelerating student learning. Building on the success of the February 2023 Teachers Teaching Teachers Summit hosted in partnership with CityBridge, the DME has partnered with EmpowerK12 and Friendship to host a second DC Teacher Summit, which will be held in April 2024. The second Summit will bring together educators, education leaders, and stakeholders from across the District to elevate the importance of math education and position DC as a hub for math innovation. With these stakeholder groups at the table, we will explore what we know, what is working, what we hypothesize, and what we can do to collectively address math mastery in our schools.

The teacher summits are part of DME's work to support teacher development and retention, which includes our work with OSSE to help paraprofessionals transition to full-time teacher roles (e.g., through DC Futures and the new OSSE teacher apprenticeship) and increased compensation, as discussed in other responses. The DME collaborated with OSSE in the distribution of charter teacher pay in FY24, including through numerous strategy and implementation meetings and hands-on support.

<u>Youth well-being and safety</u>
A number of factors, both in-school and out-of-school, shape students' sense of safety and belonging, which is why we have continued to coordinate across agencies to put forth holistic public safety solutions so that all students can attend school safely, where they can learn and thrive.

Attendance: Every Day Counts! (EDC!) is a District-wide effort initiated by Mayor Bowser to encourage every student to attend school daily. The EDC! task force, comprised of public agencies and stakeholders, helps to develop a District-wide response to address attendance issues through quarterly task force meetings with approximately 50-75 participants across the District government and partnering organizations. Our office has worked to strengthen the content of meetings by inviting national and local experts to share best practices in addressing absenteeism and to increase awareness of local initiatives. We recently partnered with EducationCounsel pro bono to strengthen our shared strategy to improve inter-agency collaboration and address chronic absenteeism.

Social-Emotional Learning Scan: We know that social-emotional learning (SEL) and academic development are mutually reinforcing and contribute to improved student outcomes. This year, the DME published the D.C. Social Emotional Learning Landscape Scan, sharing our learnings District-wide and directly with 72 LEAs, OSSE, Council, and local organizations. To gather the scan's core insights over a period of 6 months, we interviewed school leaders, teachers, and clinicians from 13 schools across DCPS and charter schools, 11 stakeholders including government agency representatives, providers, and educators, and students, through a focus group. Three recommendations identified in our SEL Landscape Scan are already underway, including the development of SEL Standards, development of a city-wide Climate and Culture Survey by OSSE, and DME's publication of an SEL provider list; we envision the development of an expanded provider list that functions as a one-stop-shop for educators and schools/LEAs to find resources, tools, technical assistance providers, and grants to support SEL integration.

DBH Clinician Partnership: This year, the DME collaborated with DBH and LEAs on an innovative approach to address clinician vacancies, identifying a new structure for the service model. After engagement with LEAs to understand what potential pilots could look like, we supported the development and launch of two pilots, one providing direct funds for hiring full-time clinicians and another for high school and adult learners to leverage a hybrid telework model option. 11 schools were eligible for Pilot 1 and 14 were eligible for Pilot 2. Pilot 1B, an expansion of the first pilot, launched on October 27th to respond to increased demand to expand the eligibility requirements for pilot 1; under this pilot, an additional seven schools are participating in the program.

Kids Ride Free: An efficient public transportation system is one of many factors shaping students' ability to get to school safely every day. We were proud to continue to partner with our colleagues at DDOT to strengthen the implementation of their Kids Ride Free (KRF) program, which is at its highest utilization since the start of the pandemic. Our office supported DDOT's targeted school support by reaching out to schools with 60% or more of their cards unassigned to students. DME conducted outreach to 14 schools and discovered the common trends that inform lower unassigned rates including: student age (elementary and early learners); access to other forms of transportation (e.g., younger students receiving rides, walks, biking, or taking OSSE buses); and less common feedback pertained to technical issues (e.g., staffing changes, shipment errors, distribution errors, or OCTO platform assignment errors).

Innovative pathways to professional success

The **Education Through Employment Pathways (ETEP)** initiative housed within the DME will build a stronger picture of students' long-term outcomes by bringing together data across education, workforce, social services and juvenile justice partners. Key components of ETEP include:

- Establishing priorities and data governance**:** In fall 2023, ETEP convened its first Data Governance Subcommittee and Research Subcommittee meetings with 12 agency partners spanning K-12 (OSSE, DCPS, PCSB), postsecondary education (UDC), social services and juvenile justice (DHS, CFSA, DYRS), and other relevant District agencies (OCTO, ORE, The Lab). These conversations will culminate in the co-development of the data governance framework and research agenda, which will guide ETEP's work following its public launch in January 2024. The research agenda will be released for public feedback in spring 2024 in order to ensure that the priorities of this work are aligned with family, community, and employer needs.

- Connecting youth to employment: The DME team collected information on District-sponsored paid youth work experience opportunities in a short overview document available on the DME website. By consolidating information in an accessible format, District agencies and LEAs will be better positioned to conduct outreach to young people and help connect them to opportunities that will support their career development and economic advancement.

Advanced Technical Center: DME facilitated cross-agency collaboration in support of OSSE's Advanced Technical Center at its permanent Penn Center location with nearly double the number of students participating in the second year of the program. The ATC was one of 19 programs recently awarded a grant under the U.S. Department of Education's Career Connected High Schools program. The Education Through Employment Data System will enable stakeholders to better understand the impact of the college and career-oriented programming, like the ATC, on young people's career trajectories and access to family-sustaining careers.

Dual Enrollment: To identify strategies and solutions aimed at increasing the scale of cost-free Dual Enrollment (college courses for high school students) in DC, such as the courses offered at the ATC, DME and OSSE convened a working group of intergovernmental stakeholders and administrators, practitioners, and advocates from spring 2022 through fall 2023 to align on a vision and make recommendations for program design and expansion. The final report is available at https://dme.dc.gov/publication/strengthening-student-access-and-success-dual-enrollment.

39.   **Please list all of the agencies under the DME and the priorities and goals both set and met for those agencies for fiscal years 2023 and 2024. Include any agencies added in the**

**past year or planned to add for fiscal year 2022 to the DME's portfolio and how any of
these changes alter the priorities of the DME.**

DME provides direct executive oversight and support to District of Columbia Public
Schools (DCPS), the Department of Parks and Recreation (DPR), the Office of the State
Superintendent for Education (OSSE), the Department of Employment Services (DOES),
and the Workforce Investment Council (WIC). The DME also supports and monitors
performance of independent agencies and entities within the DME cluster, including DC
Public Library (DCPL), the Public Charter School Board (PCSB) and public charter
schools, the State Board of Education (SBOE), the University of the District of Columbia
(UDC), and the DC State Athletics Commission (DCSAC).

The Deputy Mayor meets on a regular cadence with cluster agency leaders to monitor and
support implementation of strategic priorities. This includes reviewing key performance
indicators, discussing and troubleshooting progress against resident launch dates for
major programs and investments, strategizing around program and policy adjustments,
and identifying and mitigating system-wide challenges or barriers. Additionally, the
Deputy Mayor convenes cross-agency meetings, working groups, and taskforces to
evaluate data, conduct process improvement efforts, and monitor performance on specific
content areas. In all our work, the DME seeks to be resident focused; coordinated across
government as well as across the public, non-profit, and private sectors; adaptive, to meet
the needs of residents and practitioners; and laser focused on our comeback priorities.

Please see the attached folder entitled Q39_Agency Goals for a summary of FY23 goals
set and met and FY24 goals for the DME and its cluster agencies.

40. **Please describe all actions taken by the DME to transfer the Safe Passage Safe Blocks
program to the Office of the Deputy Mayor for Public Safety and Justice and provide
the DMPSJ assistance in interfacing with schools and education cluster agencies.**

Safe Passage, Safe Blocks was established by the DME in FY22 in response to safety
concerns, based on a promising model in Chicago. The program management shifted to
DMPSJ in FY24. Prior to October 1, DME staff met with DMPSJ staff to transfer files,
including school points of contact for Safe Passage management. DME provided DMPSJ
several data sets to support the analysis resulting in priority area designation and school
site selection for safe passage services. On October 2, 2023 DME and DMPSJ convened
all schools receiving Safe Passage services to review the upcoming programmatic
changes under DMPSJ's leadership and the updated Standard Operating Procedures.
DME and DMPSJ engaged school leaders in a conversation about the transition. DME
staff and DMPSJ staff meet routinely to review data, programmatic updates and
challenges, and support continuous improvement.

41. **Please provide a detailed list of investments by the DME made using Federal COVID-19
relief funds since FY20. Please be sure to include the amount invested, the length of
time of the investment, the positions funded, and any outcomes associated with the
investment.**

Please see the attached documents entitled Q41_ARPA_Outcomes_DME.pdf and
Q41_ARPA_Outcomes_WIC.pdf for a comprehensive list of projects funded through
federal relief dollars.

42. **Describe how DME has supported the District's Immunization Compliance Policy in FY23 and FY24.**

DME has played a critical coordinating role in supporting the District's Immunization
Compliance Policy (ICP). Following the initial year of enforcement in SY22-23, DME
has continued to convene regular strategy and implementation sessions regarding the ICP
and served as a liaison and coordinator between agencies across clusters, including
OSSE, DCPS, PCSB, DC Health, and our charter LEAs. For more on the immunization
attendance policy, visit https://osse.dc.gov/page/district-columbia-immunization-
attendance-policy.

For SY23-24, we streamlined the temporary exclusion process to focus on four key
grades that correspond to age bands after which vaccines are routinely recommended:
PreK-3, Kindergarten, 7th grade, and 11th grade. Through implementation, this cross-
agency effort ensured that families fully understood the immunization policy, that there
were multiple community and school-based opportunities to receive vaccinations, and
that schools were able to receive surge support from DC Health. We remain proud that
our efforts have led to cutting the number of non-compliant students by over half,
keeping our youth, families, and communities safer.

43. **Provide an update on the DC SchoolConnect program in partnership with DFHV. Share a general update on the status of the SchoolConnect program and its success in improving accessibility and safety for students.**

DC SchoolConnect is a school shuttle service for eligible students managed by the
Department of For-Hire Vehicles. The program serves a total of 358 students.

Year to date, there are 745 registered students, 358 active riders, and 211 waitlisted
students. The highest number of students transported in one day was 375.

A monthly breakdown of trips is below:

August Trips: 1,900
September Trips: 6,799
October Trips: 6,330
November Trips: 5,783
December Trips: 3, 774

Total trips by year are included below:

2021-2022: 29,695
2022-2023: 54,691
2023-2024: 24,586 (as of 12/31/23)

a. **Share a list of participating schools in FY23 and FY24 to date.**

As of 12/1/2023, the following schools participated in DC SchoolConnect:

KIPP DC – Douglass Campus
KIPP DC – Wheeler Campus
Friendship Blow Pierce ES
Friendship Blow Pierce MS
Statesmen Academy
Cesar Chavez PCMS
Cesar Chavez PCHS
Thurgood Marshall Academy
Anacostia HS
Ballou HS
Center City PCS – Congress Heights
DC Prep – Anacostia Elementary
DC Prep – Anacostia Middle
Digital Pioneers Academy
Elsie Whitlow Stokes Elementary School
Excel Academy
Ketcham ES
Kramer MS
King ES
Ron Brown Prep
Savoy ES
I Dream PCS
Achievement Prep PCS
Randle Highlands ES

b. **How many students (by school) participate in the SchoolConnect program on a monthly basis? Share data for FY23 and FY24 to date.**

The number of shuttles/cars in use for each school and each vehicle's capacity is included in the chart below:

School	# of Vehicles	Vehicle Capacities	Current Students
KIPP DC Wheeler/Douglass Campuses	3	13, 13, 14	39
Elsie Whitlow Stokes	2	13 each	22
Friendship Blow Pierce ES PCS	1	14	14
Anacostia ES/MS (DC Prep)	2	13 each	52
Excel Academy	1	13	13

Thurgood Marshall Academy	1	14	4
Cesar Chavez PCS	1	14	8
Achievement Prep	1	13	13
Statesmen College Prep	3	13 each	36
Ballou High School	1	14	7
Center City PCS	2	13 each	26
Savoy ES	1	13	11
Ketcham ES	1	14	8
Kramer MS	1	14	5
Martin Luther King Jr., ES	1	13	7
Ron Brown Prep	1	14	8
Anacostia HS	1	14	2
Digital Pioneers Academy	1	13	11
I Dream PCS	1	14	6
Randle Highlands ES	1	13	11

Absenteeism

44. Provide a complete accounting of the city's investment in reduce absenteeism and boost overall attendance for each agency involved. Please include the following:
   (a) A description of the investment (program, personnel, etc.);
   (b) Total funding budgeted for fiscal years 2023 and 2024 (through January 31);
   (c) Total amount spent in fiscal years 2023 and 2024 (through January 31);
   (d) The number of schools impacted by the investment
   (e) A description of the target population;
   (f) The maximum capacity of the program, if any;
   (g) The total number of youth impacted; and
   (h) Any evaluation data/key outcomes observed in fiscal years 2023 and 2024 through January 31 as a result of the investment.

Please see attachment Q44_Attendance Investments.

Attendance investments in FY23 and FY24 through January 31 included an attendance nudge intervention through our partnership with EveryDay Labs. Two locally-funded positions (Director of K-12 Strategic Initiatives and Policy and Data Analyst) also

dedicate time to absenteeism reduction efforts, although their time is not included in the budgeted amount for this initiative.

Through these investments, over 30 charter LEAs and DCPS received additional attendance resources. Collectively, these LEAs serve approximately 70,000 K-12 students in Washington, DC. From OSSE's annual attendance reports, we know that students designated at risk, students of color, and high school students are most likely to miss school. Schools with high representations of these student groups were prioritized when recruiting LEAs to participate in the interventions our office has paid for, though ultimately all schools serving K-12 students were informed and had the opportunity to opt into these interventions.

These investments build on the attendance work that DME has led alongside the Every Day Counts! Task Force, providing important capacity on this topic area and continuing the most effective interventions identified through previous pilots, tailored to the needs of school communities.

We feel a tremendous sense of urgency around attendance, as attendance impacts students' academic performance, well-being, and safety, and we look forward to continuing to see the positive effects of these and other investments and systemic improvements in the coming school years.

45. **Provide a comprehensive overview of the Every Day Counts Taskforce's work in fiscal years 2023 and 2024 (through January 31). Please include outcomes to date and a copy of the Taskforce strategic plan. Please also describe any changes to the Taskforce's organization or plans moving forward.**

The Every Day Counts! (EDC!) Task Force, led by DME, continues to build on the progress made in previous years and support initiatives that are demonstrated to increase attendance.

Through its attendance work, coordinated by the EDC! task force, the DME seeks to provide actionable data throughout the system, drive attendance best practices into all public schools, remove system-level barriers, and deliver tailored information to families. The EDC! task force or meets quarterly with approximately 200 people invited and between 50 and 75 participants per meeting. Membership is open to the public.

Beyond the partnership with EveryDay Labs, discussed in pervious responses, in FY23, the EDC! task force focused on better understanding student support teams (SSTs) and how they support students in attending school every day. Through interviews with school-based student support teams, the task force developed a better understanding of how to support LEAs moving forward. We are exploring ways to streamline the SST process for schools with high case volumes and to make changes to the referral process to expand case management and services provided by the Executive. One change we are exploring is updating the requirement for an SST meeting to occur when five unexcused absences happen within a 30-day period. In addition, EDC! continues to coordinate with

agencies and schools on key initiatives that impact school attendance, including Kids Ride Free, Safe Passage, Safe Blocks, DC SchoolConnect, OST programs, and mental health supports. Ultimately, we believe our approach to attendance must be multi-faced, tailored to students' and schools' individual needs, and rooted as much as possible in meaningful relationships with students.

For the EDC! Strategic Framework, see attachment Q_45 EDC! Strategic Framework.

Workforce Development and Career Pathways

46. (a) Describe the involvement that the DME has with the Workforce Investment Council through agencies in your purview, specifically any work done on the District of Columbia's State Plan as it relates to the Workforce Investment and Opportunity Act (WIOA) in fiscal years 2023 and 2024 to date.

DME works collaboratively with the Workforce Investment Council to implement the District's strategic priorities for ensuring residents have access to strong pathways into high-demand, high wage careers . Deputy Mayor Kihn holds regular oversight and planning meetings with the WIC, providing input and feedback on the District's overall approach to workforce planning and development.

On an ongoing basis, DME leadership engages with the WIC team on critical WIOA priorities and strategies to support the implementation of WIOA planning and programming. Deputy Mayor Kihn is a member of the WIOA Steering Committee and regularly meets with workforce leadership to review progress. DME also facilitates coordination and alignment with the OSSE team working on the CTE state plan, being developed concurrently.

In terms of agency support, the DME helped the WIC with its launch of the FY23 Expenditure Guide, informing agency Directors about the timeline and recommending that agency Directors assign staff to assist with reporting. The WIC also participates in the Data Governance and Research subcommittees for the newly established Education Through Employment Data System within the DME.

DME continues to explore avenues for collaboration and coordination across education and workforce development agencies to provide opportunities for learning and employment for District residents.

(b) Describe any efforts, initiatives, programs, or policies regarding workforce development that were developed or supported by the DME in fiscal years 2023 and 2024 to date. In your response indicate who in your office is responsible for overseeing these programs, the number of individuals who took part in each program, and a narrative description of the results and outcomes of this program.

DME continues to support inclusive workforce recovery initiatives focused on supporting residents furthest from opportunity. DME worked in collaboration with DOES, WIC,

OSSE, UDC, and DMPED to execute the District's inclusive recovery strategy for FY23 and address demands from residents hardest hit by the pandemic. Additional information on key areas of focus and priorities for the workforce system are included in the chart below.

Goal	Investment	Key Features	Agency Lead
Response & Recovery			
Drive surge in high-impact credentialing	DC Futures	Free AA/BA degrees at select DC universities including coaching and emergency funds.	OSSE
Connect job seekers to employment & training	DOES Office of Talent & Client Services	Provide hiring events to connect residents to local employers across industries that are seeking talent.	DOES
	Gateway Jobs Analysis	Through applying the Markle Foundation's experience-based job progression framework toward analyzing DOES' Hot Jobs list, findings revealed 19 "Gateway" opportunities in the District that are best suited toward supporting residents on a path toward economic mobility and which workforce training programs are aligned to these opportunities.	DME
Reimagine our Workforce System			
Expand paid opportunities to learn at work	K12 Work-Based Learning Expansion	Efforts to reimagine DC high schools through access to college and career-oriented experiences including the Summer Youth Employment Program, School Year Internship Program, increased access to middle school career exploration opportunities, the Advanced Internship Program, dual enrollment college courses, virtual course hub offerings, and increased access to CTE courses through the Advanced Technical Center as a regional hub of CTE programming and innovation to ensure DC students have an opportunity to prepare for careers by learning on the job.	OSSE
Prioritize employer-driven training	Project Empowerment & DC Career Connections	Provide targeted work readiness supports to out-of-school and unemployed adults and young adults, expanding access to work experience, specialized skills training, and coaching services.	DOES
	Marion Barry Summer Youth Employment Program	Strengthen local talent pipeline development and enhance youth access to paid work experience opportunities through subsidized placement in public and private sector roles across the District.	DOES
	On-the-Job Training	Incentivize hiring of DC residents through wage reimbursement for employers who hire DC residents in need of skill development.	DOES
	DCIA	Promote pathways for DC residents to achieve economic mobility through access to specialized skills training. Opportunities range from working with Washington Gas and Pepco, obtaining CDL licensing, and access to IT training focused on high-demand careers.	DOES
	Employer-led training grants	Grants to employer-led partnerships formed to develop workforce/postsecondary programs directly aligned and responsive to employer needs (ended FY23)	WIC

To further our office's workforce development objectives, DME works in alignment with agencies across its cluster, including DOES, WIC, OSSE, DCPS, the District's public charter schools, and UDC. The DME has provided oversight to facilitate the execution of programming and offered guidance for multiple programs and initiatives within each of these agencies, while not assuming an implementation role. These programs and initiatives include, but are not limited to:

- OSSE: Cross-agency coordination related to the expansion of work-based learning opportunities at OSSE, engagement with adult schools and Adult and Family Education (AFE) grantee organizations, participation in the Consortium for Districtwide Reengagement to support identifying and highlighting education, training, and wraparound supports for opportunity youth, and contributing toward CTE state planning through participation in the CTE State Plan Working Groups.
- DCPS: Participation in the Greater Washington Partnership and CoLAB Talent Ready initiative, and connection to opportunities for students in DCPS' Career Ready programming.
- Public Charter Schools: The strategic consideration of strengthening and expanding Career and Technical Education programming focused on the District's high-demand industries.
- WIC: Supporting My Journey DC implementation and streamlining of business engagement. In FY23, DME supported the WIC's implementation of employer-led training grants and the career coach program, which were ARPA funded investments that sunset in FY23.
- DOES: Support for SYEP, particularly the Earn and Learn program, Project Empowerment, DCIA, School Year Internship Program, and Apprenticeships.
- UDC: Support for UDC's strategic work to improve student success and alignment of workforce offerings, including courses offered through the Workforce Development and Lifelong Learning pathways system and UDC's community college.

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

47. a. Describe all efforts made by the DME to align, strengthen, and reduce duplication of youth workforce and career pathways provided by DOES, OSSE, DCPS and UDC.

DME works across all education and workforce agencies to support strong pathways to college and careers for youth. This has included convening agencies to discuss areas of priority, such as opportunities for disconnected youth and young adults building literacy and numeracy skills. DME also compiled a summary of all paid work-based learning opportunities for youth (included below) to share with partners and build understanding of the opportunities available across programs. In FY24, the Office of Education Through Employment Pathways will publish key insights on the education and workforce systems, including analysis of Career and Technical Education opportunities.

Paid Work-Based Learning Opportunities for Youth

Career Exploration			
Hiring Events	Participate in year-round hiring fair events to explore opportunities to connect with employers in high-demand industries that interest you and explore ways to build your work experience and networking skills. Youth ages 14—24 are eligible to participate.	Approx. seats; Varies	Office of Youth Programs at 202-698-3492 youthjobs@dc.gov
Career Preparedness			
School Year Opportunities			
CTE Advanced	Get paid to intern in a field that aligns with your CTE program area of study while earning course credit and participating in professional development coaching. Eligible students will earn an hourly $17 wage, for a weekly commitment of 8 - 12 hours. Transportation services are also available to students as needed. Youth grades 11—12 in their 3rd or 4th level course of approved CTE programs are eligible.	Approx. seats; 250	OSSE at OSSE.CTE.AIP@dc.gov
DCPS Career Bridge	Graduating seniors interested in pursuing a career right after graduation can earn $12 hourly and credit in opportunity academies to participate in employability skills training, followed by an 8 month internship. There will also be opportunities for internship bonuses! To be eligible youth must maintain 60% attendance, have passing grades, be on-track to graduate, & be recommended by their College & Career Coordinator or Career Bridge Opportunity Academy Coordinator.	Approx. seats; 50	DCPS Manager of Career Preparedness at Kristen. Desanti@k12.dc.gov
DOES School Year Internship Program	Through this internship opportunity youth will earn money while developing meaningful work experience by participating in leadership development, project-based learning, life skills and work-readiness training. Youth ages 14 -21 who are enrolled in high school, DC residents, and eligible to work in the U.S. can apply.	Approx. seats; 1,000	Office of Youth Programs at 202-698-3492 oe youthjobs@dc.gov
DCHR In-School Youth Leadership Program	Get paid while earning academic credit to engage with high performing government professionals, attend seminars, receive coaching and mentorship, and develop professional skills. Youth ages 16 -21 who are enrolled in high school or a postsecondary educational institution, and DC residents can apply.	Approx. seats; 5	DCHR's Center for Learning and Development at 202-442-9700 or CLD@dc.gov

Marion Barry Youth Leadership Institute (MBYLI)	Youth are recruited to gain work experience while participating in weekly training sessions, community service projects, general body meetings, youth forums, and leadership development training. Youth ages 14 –19 enrolled in middle school or high school who are DC residents can apply.	Approx. seats; 150	Office of Youth Programs at 202-698-3492 or mbyli@dc.gov
Summer Opportunities			
Marion Barry Youth Leadership Institute (MBYLI)	Youth are recruited in spring to participate in the Summer Intensive Training Program. Opportunities include training seminars, community labs, youth government elections, cultural events, guest speakers and open discussion forums for six weeks on a local college campus. Youth ages 14 –19 enrolled in middle school or high school who are DC residents can apply.	Approx. seats; 450	Office of Youth Programs at 202-698-3492 or mbyli@dc.gov
Career Ready Internship	Get paid minimum wage for up to 25 hours weekly to participate in an internship aligned to your CTE program area of study. Youth grades 11—12 enrolled approved CTE programs are eligible.	Approx. seats; 600	OSSE Dir. Of Industry Engagement at Simone.Garcia@dc.gov
Mayor Marion S. Barry Summer Youth Employment Program	Earn money and gain work experience by participating in this paid summer internship opportunity. Participants will have the chance to gain exposure to career opportunities in various fields and build direct connections with working professionals in their industry of interest. All youth ages 14 -24 are eligible.	Approx. seats; 14,000	Office of Youth Programs at summerjobs@dc.gov
Career Launch			
Youth Apprenticeships	Start your career journey by participating in this opportunity and receiving support to earn your GED. Youth will be exposed to specialized skills training in various fields including retail, hospitality, administrative assistance, culinary arts, automotive services, IT, etc. Youth ages 16-24 can apply.	Approx. seats; 50	DOES at Apprenticeship@dc.gov

Reimagining the high school experience to prepare all students for college and career is a key priority of Mayor Bowser and the DME. All agencies referenced above are collaborating on key priorities related to this work, specifically around investments below.

Dual enrollment: Access to dual enrollment provides DC youth the opportunity to earn college credits in advance of high school graduation, at no cost to them, and thereby get a free head start on college. Through collaboration between OSSE, DCPS, charter LEAs, and local Institutions of Higher Education, including UDC, DC is expanding access for

high school students through the College Rising program, which has doubled dual enrollment access through OSSE and includes mentoring to increase persistence. In December 2023, DME and OSSE published a dual enrollment report which includes a roadmap for greater partnership between our public school system and UDC as well as other local higher education partners. That report is available at: https://dme.dc.gov/publication/strengthening-student-access-and-success-dual-enrollment.

Advanced Technical Center: The Advanced Technical Center (ATC) is the first of its kind program in the District. This program allows students, regardless of LEA, to access college credit-bearing career and technical education courses that will prepare them for high-demand, high-wage careers in cybersecurity and healthcare. DME has worked closely with OSSE, DCPS, and charter LEAs, as well as higher education and employer partners, to design and coordinate the programming, which launched in School Year 2022-2023. The Advanced Technical Center is serving approximately 200 students during School Year 2023-24, double the enrollment during the first year.

School Year Internships: Through an expansion of school year internships, more DC students have an opportunity to learn at work before they graduate from high school, thereby building key career-ready skills regardless of whether they are college or career bound directly after graduation. In particular, the launch of OSSE's Advanced Internship Program in spring 2022 allows students in CTE programs from across LEAs to gain experience in the field where they have prior career and technical education experience, further building their knowledge of the industry. DME worked closely with OSSE, DCPS, charter LEAs, and DOES to establish this program in SY 21-22 and identify placements for SY 22-23. This year, OSSE's Advanced Internship Program is serving approximately 200 students, and the school year internship program through DOES is serving over 1,100 students.

b. Describe how the DME is building a career pathway for DCPS graduates to matriculate into UDC or UDC-CC to continue professional, workforce, and academic development.

DME is focused on developing a strong education to workforce continuum across PK-12, adult education, higher education, and the workforce. DME continues to work with education agencies to ensure strong pathways and coordination. This has included the introduction of UDC as an instructional partner at the Advanced Technical Center, which enrolls both DCPS and PCS students, and the expansion of dual enrollment. UDC's DAWN Initiative, including the early college partnership with Anacostia High School, provide pathways to the university to students starting in high school.

UDC's DAWN Initiative
As part of the University of District of Columbia (UDC)'s Developing America's Workforce Nucleus (DAWN) initiative, UDC is partnering with DCPS and the Department of Energy & Environment (DOEE) to provide mentoring, career awareness, summer and in-school internships, and support for out of school activities and more

specific programming, described below. DAWN aims to establish community to career pathways, an early college, and various other linkages and supports to enhance enrollment and educational outcomes for DCPS and UDC. UDC has recruited federal agencies like the Urban Waters Federal Partnership, nonprofit entities like the veterans group The Mission Continues, and private corporations such as Pepco Holdings, Inc. and Apple to invest additional resources.

Early College Program
UDC and DCPS have signed a Memorandum of Understanding to pilot an Early College Program at Anacostia High School. The program is designed to provide Anacostia High School students with the opportunity to obtain a two-year STEM-based associate degree at the same time they obtain their high school diploma. The plan is to start with a cohort of 20 rising sophomores in spring 2024. DCPS and UDC will collaborate on the selection process and monitor the students' progress as they prepare for and then take college courses. Pepco Holdings, Inc. has committed funding to support the transportation and other needs of the Early College Programs.

Urban Agriculture Infrastructure Investment and K-12 Project Based Learning
In addition, UDC is expanding its existing urban agriculture infrastructure and high school and middle school project-based learning and teacher training. UDC is collaborating with DCPS and the Department of General Services (DGS) to build an outdoor greenhouse at Anacostia High School. The greenhouse, which is scheduled to be operational for SY 24-25, is intended to serve as a project-based learning resource for the entire Anacostia High School feeder pattern. The greenhouse complements the existing indoor hydroponics systems at Anacostia High School, Kramer Middle School, and Sousa Middle School as well as the outdoor urban gardens built by UDC and its partners.

Moreover, the DME is working closely with UDC leadership on its strategic plan, recently approved by the Board of Trustees, which includes a focus on student success, partnerships, and strengthening alignment of programs across and beyond the university.

c. Provide an update on the alignment of Industry Advisory Boards under the purview of the DME. For example, OSSE-CTE, DOES-DCIA, UDC-IT & Nursing programs and the WIC-Healthcare Sector Partnership all mandate advisory boards of industry professionals.

Across all programs, agencies are prioritizing the creation of workforce programs that are anchored in employer demand, so that residents are building skills that will prepare them for high-demand, high wage jobs. DME continues to coordinate with agencies to ensure alignment in spaces where there are multiple advisory bodies focused on the same industry, and engagement with industry-driven partnership models. Examples of these industry partnerships include the Healthcare Workforce Partnership, convened by DCHA Program Services Company, Inc., the 501(c)(3) subsidiary of the D.C. Hospital Association, to help determine which training pathways to offer. The Health Care Workforce Partnership goals include increasing membership, completing the Annual Health care Occupations Report, conducting think tank conversations on job quality, completing a pilot training program through Pathways to Progress, and maintaining focus

on the Partnership's sustainability plan. In their Annual Occupations Report, the DC Health Care Workforce Partnership has prioritized the ten healthcare occupations most in need in the District. We have worked closely with the District's Healthcare Workforce Partnership on the nursing pathway in particular for the Advanced Technical Center. Another example is Hire Local DC, an industry-led coalition convened and supported by the Federal City Council and CityWorks DC, established in 2021 to address three interconnected problems: DC area employers in vital sectors are struggling to hire job-ready candidates; DC residents find it challenging to secure jobs; and employers and educators/training providers are not coordinated. Hire Local DC has followed focuses on the construction sector with its DC Builds DC initiative and with hospitality, with the Hospitality Sector Talent Pipeline Pilot.

In Sector Partnerships, employers are in the lead; they identify their shared challenges and work together to solve them, collaborating with a coordinated team of workforce development, education, and economic development leaders to implement solutions. Here are some examples of impact over the past year:

- Nearly 80 DC residents have been hired into entry-level hospitality roles through the Hospitality Sector Talent Pipeline Pilot
- DC Builds DC employers have conducted 15 career-themed presentations to over 200 students at Phelps and Youth Build Public Charter Schools
- Education and training providers in the city are leveraging the sector-specific job-ready rubrics the Hire Local DC team created based on employer input
- Companies Actively Involved in DC Builds DC: 36
- Partners Engaged in DC Builds DC: 209

DME supports these sector partnerships by participate in steering committee meetings and events and facilitating connections with agencies and schools.

Studies and Planning

48. Please list all stakeholder engagement done to develop the Adequacy study, Master Facilities Plan, Student Assignment and Boundary Study, and Safety Taskforce. Please list dates, groups of stakeholders engaged, and the topic of the engagement.

School Funding Study
The 2023 School Funding Study conducted deep engagement with LEA leaders, school leaders, families, the UPSFF working group, and DC-based school finance experts. Engagement for this project included:

- 2022-23 UPSFF Working Group members:
  o Two working session meetings (May 30, 2023, September 11, 2023) to provide ongoing updates on the scope of the work, share emerging learnings, and receive feedback on areas for further investigation.
  o Three sessions of office hours with members (December 14-19, 2023) to share recommendations and receive feedback.

- o Multiple individual UPSFF working group member conversations (ad hoc) to dive further into learnings, recommendations, and conversations.
- LEA leaders:
    - o Two LEA leader meetings (June 1, 2023; October 25, 2023) to provide ongoing updates on the scope of the work, share emerging learnings, and receive feedback on areas for further investigation.
    - o LEA leader survey (disseminated to all LEA leaders) to understand current LEA and school resource allocation constraints, decisions, and strategy.
    - o Three sessions of LEA leader office hours (December 7-12, 2023) to share recommendations and receive feedback.
    - o Multiple individual LEA leader/staff conversations (ad hoc) to dive further into learnings, recommendations, and conversations.
- School leaders, school-based staff and practitioners:
    - o Professional Judgment Panels (6 panels conducted in November) to utilize educator experience and expertise to specify the resources representative schools and school districts need to meet standards and requirements.
    - o Individual school leader & school staff interviews (20 interviews from November-December 2023) to gain a deeper understanding of the experience of a single school as it relates to their funding, resource use and needs, and specific student population and school community.
- Family and Community Members:
    - o Focus groups (2 sessions conducted in September and October) to gather feedback on their priorities, experience, and satisfaction with resourcing (staff and program options) at their school(s).
    - o Family and community survey (disseminated in November 2023, and completed by 992 respondents) to gather feedback on their priorities, experience, and satisfaction with resourcing (staff and program options) at their school(s).
- Advocacy Groups
    - o Engagement sessions with the DC Charter Alliance staff and executive committee throughout the winter (October-December).

The Boundary and Student Assignment Study

This project involved extensive community engagement, including: 12 advisory committee meetings (held monthly from March 2023 through March 2024), three rounds of town halls (with a total of seven meetings held in May, September, and December 2023), meeting with individual school communities (held between November 2023 and February 2024), multiple meetings with advocates and ANCs to gather input through the duration of the study, and meetings with specific public charter school leaders and school communities in December 2023 through February 2024.

The first round of town halls focused on vision, principles, current problems with student assignment and equitable access, and review of past recommendations. The second round of town halls focused on priority challenges and potential policy options to address them. The third set of town halls focused on feedback on initial draft scenarios including potential boundary and feeder changes. As scenarios for boundaries and feeder changes came into focus, DME conducted in-depth engagement with specific communities and

schools about potential changes, sometimes meeting more than once and/or hosting meetings in English and Spanish. Additionally, we have broadly surveyed stakeholder groups through public meetings, online feedback forms, and, in the case of four schools, a school-specific survey, all of which are designed to increase the amount of synchronous and asynchronous feedback we receive and ensure we are casting as wide a net as possible. To increase stakeholders' understanding of the current context and potential changes, the project team created an interactive Boundary Explorer Tool to learn about potential changes and share feedback.

A summary of engagement for this project is below:
- Hosting three sets of town halls with over 1,000 participants combined (a total of seven meetings that were publicized, open to the public, recorded, and posted on the DME's website);
- Meeting with 25 individual school communities to discuss possible boundary or assignment changes (sometimes meeting more than once and holding meetings in English and Spanish);
- Convening the Advisory Committee (composed of 15 ward-level members, 4 District-wide members, and 7 agency partners) 12 times over the course of one year;
- Attending ANC and SBOE meetings;
- Collecting feedback via a general feedback form (with over 300 responses); and
- Developing the online DC School Interactive Boundary Explorer, which allows members of the public to learn about potential changes to boundary and student assignment, explore implications of different ideas, and share feedback through survey and comment features. Through early February 2024, this Explorer had 16,000 school views and 1,400 address searches by 1,700 unique users.

MFP
The MFP team conducted three rounds of District-wide town halls including six meetings in total. The first town hall included an overview of the study process, schedule, and goals and provided feedback on the challenges the long-term plan needs to address, as well as learn about the landscape of public school facilities. During the second town in the summer, the project team reviewed the state of the District's public school facilities (modernization, maintenance, and utilization), discussed specific challenges and opportunities across the District, and provided feedback about potential strategies for the District's long-term plan. The final round in the fall reviewed updated programmatic capacities and draft recommendations supporting the three goals of the MFP. Throughout the study, participants could provide feedback via online feedback forms.

A key component of the 2023 Master Facilities Plan is the robust and comprehensive programmatic capacity methodology developed for DCPS schools. Programmatic capacity indicates how many students can be accommodated in a school based on the number and type of spaces available in the building and the type of educational programs offered at the school. After walking and assessing the DCPS schools, the project team reached out to the DCPS principals who had a 50 or more seat change compared to the last assessments that DCPS provided to review the data and information, and had

individual discussions with 21 of them. In addition, the project team is sharing the methodology with public charter LEAs and the DC Public Charter School Board to adopt as well.

Engagement for this project included:
- Hosting town halls in spring 2023 (with 51 participants), summer 2023 (with 194 participants), and fall 2023 (with 137 participants); and
- Gathering feedback on facility priorities through an online survey.

School Safety Enhancement Committee
The FY24 Budget Support Act (BSA) of 2023 established the School Safety Enhancement Committee, which was charged with assisting the DME in issuing a report for the Mayor and Council with recommendations on various aspects of school safety. The DME established a 10-member Committee that met five times between October 2023 and February 2024 to discuss topics included in the BSA. Members of the Committee included representatives from DCPS (central office and school staff), the State Board of Education, DC PCSB, the Office of the Deputy Mayor for Public Safety and Justice, the Metropolitan Police Department, two students, and two parents. The diverse expertise and lived experiences represented by the Committee informed the whole-of-government approach put forth in the report. The report outlines near-term steps and longer-term approaches multiple District agencies can take to improve safety for young people in schools.

Engagement for this project included:
- Convening the 10-member advisory committee five times in three months;
- Interviewing 13 school leaders and staff (sometimes more than once) and experts from 20+ academic, advocacy, nonprofit, and community organizations;
- Conducting 12 youth focus groups; and
- Consulting with 11 District agencies.

49.   For the Adequacy Study and Student Assignment and Boundary Study please detail all recommendations or decisions made that differ from the current status quo.

The reports, which will be made publicly available on the DME's website when finalized, will detail how decisions differ from the current status quo. Both reports will be available this spring. Some of the recommendations from the School Funding study are incorporated in the proposed FY25 budget.

50. For the Adequacy study, Master Facilities Plan, and Student Assignment and Boundary Study please detail the recommendations from the preceding iteration of the plan or study that were not adopted and why.

2013 Boundary and Student Assignment (see attached table)

As of spring 2024, 34 of the 42 recommendations from the 2014 Boundary Study were completed or partially completed.

Summary chart for 2013-14 Boundary Study:

Element	Total Recommendations	Completed or partially completed	Not done
Student Assignment by Right Based on DCPS Attendance Zones and Feeder Pathways	11	11	0
Adequate Capacity in Zoned DCPS Schools	8	6	2
Equitable Access to High Quality Public Schools	15	11	4
Education Infrastructure Planning	8	6	2
Total	42	34	8

Of the 42 recommendations from the 2013-14 Boundary Study, 8 were not adopted. The recommendations and reasons they were not implemented are listed below.
- Recommendation 14:
  - DCPS shall undertake a boundary and student travel study for the Kenilworth, Thomas, and River Terrace communities; consider re-opening Kenilworth; and explore options for River Terrace so the children living within the new Thomas boundary are adequately served.
  - The Thomas boundary remained consistent, River Terrace continues to serve as a special education school, and Kenilworth is used as a swing space for DCPS. A version of this recommendation is included in the draft recommendations for the 2023 Boundary Study.
- Recommendation 19:
  - DCPS shall open a Ward 7 middle school with specialized and selective programming at the Ron Brown site, in order to:
    - Improve middle grade academics and programming east of the Anacostia River;
    - More equitably distribute selective programs in the city;
    - Relieve overcrowding at Kelly Miller MS; and
    - Increase investment in the Woodson HS feeder pathway to ensure a well-prepared student cohort that will matriculate to Woodson High School.
- DCPS opened Ron Brown College Prep HS, an all-boys citywide school, at this location in 2016. Draft recommendations 22 and 23 for the 2023 Boundary Study would address the need for coordinated school enrollment and facility planning across Washington DC's public schools going forward. Recommendation 24:
  - Starting in SY2016–2017, DCPS selective schools shall provide a priority for at-risk students who meet the admissions criteria for the selective school. Prior to implementation, DCPS should convene appropriate stakeholders, including community members, parents, students, and school staff (including those from selective schools) to determine the details of this policy.

- o At the time of the recommendation, there was no mechanism in the lottery to implement an at-risk preference. Since the introduction of the Equitable Access lottery preference in the My School DC common lottery, DCPS has gradually expanded use of the lottery preference or designated seats option to 27 schools; none of these are selective high schools.
- Recommendation 28:
  - o A specialized (non-selective) school can be designated a citywide school with no attendance zone only if the grade-appropriate school serving the attendance zone where the specialized school is located is less than 75 percent utilized and has less than 70 percent of their enrollment from within their attendance zones.
  - o This recommendation is not applicable.
- Recommendation 29:
  - o When DCPS needs capacity for in-zone students in a particular attendance zone, then DCPS may require a DCPS city-wide school — lottery or selective — located within the attendance zone to:
    - Relocate to provide capacity for students in a boundary;
    - Convert to a neighborhood school and offer a non-specialized strand;
    - Convert to a neighborhood school and pair with a non-specialized school to offer the traditional grade level program; or
    - Provide neighborhood priority in citywide lottery.
  - o This recommendation listed options for relieving utilization pressures at neighborhood schools via DCPS citywide schools; there was no instance of these being applied.
- Recommendation 32:
  - o Provide parents or guardians of PK3 through 5th grade students residing one mile or greater walking distance from their zoned DCPS school with free passage on Metrobus to accompany the elementary grade student to their zoned school.
  - o The District focused expansion of Kids Ride Free to include free bus and rail for all students ages 5 to 21. Additionally, the DC SchoolConnect service was launched to provide students a safer alternative to get to and from schools for elementary, middle, and high school students enrolled in a public and public charter school in Wards 7 and 8 via dedicated buses for students in grades K-12.
- Recommendation 35:
  - o DCPS shall conduct a boundary study when:
    - A zoned DCPS school has been utilized at 90 percent or more and has had an in-boundary percentage of enrollment greater than 75 percent for three consecutive years; or
    - A zoned DCPS school has been utilized at 60 percent or less for three consecutive years.
  - o DCPS started this process effective Spring 2024; a version of this recommendation is included in the draft recommendations for the 2023 Boundary Study.
- Recommendation 40:
  - o The District shall revise DC Municipal Regulations to ensure that the same public notice and engagement requirements in DC Municipal Regulations for boundary changes are required for changes in feeder patterns.

- o DCPS follows these notification practices for feeder pattern changes; however, DCMR does not reflect this timeline for notifications.

School Funding Study: below are recommendations that were not adopted due to budget constraints, changing circumstances between the 2013 study and present day (e.g., changing or evolving definitions of eligible criteria, or changing academic practices).
- Add a new weight of 0.37 for students at risk of academic failure;
- Increase the adult education weight to 1.00; and
- Develop a weight for gifted and talented students.

It is important to note that the Mayor's FY25 proposed UPSFF will increase the weight for students at risk of academic failure to 0.30, further progressing towards higher proportional funding, even in a constrained budget environment. The proposed UPSFF will also increase the adult education weight to 1.0.

2018 Master Facilities Plan
The 2018 MFP recommendations fell under five categories: utilize the District's current educational space in the best ways possible; retain the District's educational space for educational purposes; grow the total portfolio of space for educational use; review enrollment policies to manage utilization; and streamline planning processes, data collection, and knowledge sharing.

The 2018 MFP provided 10 district-wide options for consideration and nine LEA-specific ideas for consideration. Of those 19 options, seven were not implemented and the following explains why.
- Develop a Strategic Facilities Framework: while this was not created, the 2023 MFP is recommending how DCPS overcrowding should be addressed taking both enrollment policy and facility modernization into account.
- Pool Public Agency Real Assets and Grow Asset Pool through Development Projects: [I have no idea if this was done or not – need to check with DGS]
- Shift Grade Configurations: while none were implemented since the 2018 MFP, this is being considered in a few select instances to manage overcrowding.
- Co-locate Elementary Schools and Co-locate Grade Bands: While no colocations or shifting grade over have occurred since the 2018 MFP, the 2023 MFP has identified underutilized schools that could feasibly manage such opportunities.
- Create an Even Distribution of Students – the 2023 Boundary Study is considering ways to ensure even distribution of students in select cases

Students in the Care of DC

51. Provide a comprehensive update on the Students in the Care of DC Coordinating Committee including confirmed and appointed members; mission and vision statements; meetings held in FY22, FY23, and FY24 (through January 31) and agendas for those meetings; and any other relevant interagency, community, or sector partner engagement for, FY22, FY23, and FY24 (through January 31).

a. **What steps has DME taken to implement the recommendations from the final report of the Students in the Care of DC Working Group? What are the planned action items for the remainder of FY24?**

The convening of the SCDC Coordinating Committee has been delayed due to a slower confirmation of Committee members, and the transition of the Executive Director in December 2023. However, this office pursued several important bodies of work, in support of Students in the Care of DC, in FY23 and FY24. We are in the hiring process for the Executive Director position and will start the Committee meetings once that leader is on board. The SCDC Coordination Committee now has 17 of 29 confirmed members, and will begin quarterly convenings once the Executive Director vacancy has been filled. A full list of Committee members with their status is listed below.

Resolution	Appointee	Position	Term Expiration
PR24-680	Claire Blumenson	Non-Government Voting Member +	15-Nov-26
PR24-677	David Domenici	Non-Government Voting Member +	15-Nov-26
PR24-679	Kesha Fitzhugh	Non-Government Voting Member +	15-Nov-26
PR24-678	Dr. Felecia Hayward	Non-Government Voting Member +	15-Nov-26
PR25-389	Nickie Cardamone	Non-Government Voting Member +	15-Nov-25
	Vacant	Non-Government Voting Member +	15-Nov-25
	Vacant	Non-Government Voting Member +	15-Nov-25
	Vacant	Non-Government Voting Member +	15-Nov-25
	Vacant	Non-Government Voting Member +	15-Nov-25
	Yuliana Bruister	Government Voting Member (OSSE)	N/A
	Adina Levi	Government Voting Member (DYRS)	N/A
	Megan Dho	Government Voting Member (CFSA)	N/A
	Amy Lope	Government Voting Member (DOC)	N/A
	Sarah Navarro	Government Voting Member (DCPS)	N/A
	Theresa Kemp	Government Voting Member (PCSB)	N/A
	William Hacker	Government Voting Member (UDC)	N/A
	Nicole Ukaegbu	Government Voting Member (CIC)	N/A
	Barbara Paulson	Government Voting Member (DBH)	N/A
	Angela Spinella	Government Voting Member (DDS)	N/A
	Vacant	Government Voting Member (OAG)	N/A
	Vacant	Government Voting Member (DC Public Defender Services)	N/A

Vacant	Government Voting Member (DME)	N/A
Vacant	Government Voting Member (Ombudsperson for Children)	N/A
Vacant	Government Voting Member (ReEngagement Center)	N/A
Vacant	Government Voting Member (Family Court Social Services)	N/A
Vacant	Government Voting Member (Superior Court of the District of Columbia)	N/A
Vacant	Government Voting Member (CSOSA)	N/A
Vacant	Government Voting Member (Pretrial Services)	N/A
Vacant	Government Voting Member (Federal BOP)	N/A
Vacant	Non-Voting Director	N/A

Key accomplishments of the DME and SCDC include:

Confirmation of Committee members
The SCDC Coordination Committee now has 17 of 29 confirmed members.

Direct engagement with youth
SCDC has coordinated events at CFSA group homes and DYRS facilities with youth that
provided food, games and music. The events also included opportunities for SCDC staff to talk
directly to youth to better under their educational and workforce needs and hopes.

Launching the SCDC OST Coordinating Entity Grant
In partnership with the OST Office, SCDC launched the first OST grant competition for
providing OST programming for students under the custody of the Department of Corrections
(DOC) and committed to DYRS. This new funding resource provides robust programming
outside of the school day to support positive youth development and provide recreation and fun.
During Summer 2023, students at DYRS facilities and at DOC received this new out-of-school
time programming.

Implementing recommendations from the District of Columbia Special Education Services
for Justice Involved Young Adults Task Force (JIYA Task Force)
The SCDC, under the leadership of Deputy Mayor Paul Kihn, co-led the JIYA Task Force
with OSSE. The Task Force brought together DC government stakeholders to identify and
develop recommendations for addressing the challenges in providing special education
services to students under the custody of DOC and who undergo competency evaluations at
Saint Elizabeth's Hospital. The JIYA Task Force met from June 2022 through September
2022 and released its final report in December 2022.

As a result of recommendations of this task force, DOC secured Maya Angelou Public
Charter School as the educational service provider for the summer of 2023 through SY23-24
on an emergency basis to ensure that there are quality and consistent special education
services provided for students in the custody of DOC. B25-0309 has been introduced, which
would designate DOC as the District agency responsible for the provision of a free and
appropriate public education under IDEA on a permanent basis.

SCDC has also monitored the implementation of the JIYA Taskforce report recommendations through working across non-governmental stakeholders as well as DME and DMPSJ clusters.

<u>Partnering with the Office of Education Through Employment Pathways</u>
In the launch of the Education Through Employment Data System, SCDC has served as a key partner in facilitating the participation of CFSA and DYRS. Both of these agencies are active members in setting the priorities of this effort, and the Education Through Employment Data System will provide key insights on opportunities and outcomes for the young people that SCDC serves, specifically students who are involved with the foster care and juvenile justice systems.

Out of School Time
52. How many seats were funded by Learn24 for before or afterschool programs and for summer programs?

This data is only available in aggregate in FY23:

Total students served across FY23 (not unduplicated as some youth were served across school year and summer):
- School Year: 11,850
- Summer: 10,113

(a) Please provide a breakdown of how many seats were located at sites in each ward.

While data was not captured in FY23, for FY24, the distribution of grant funds reflects the areas of greatest need, with largest percentage of youth to be served residing in wards 5, 7 and 8. The following chart represents the youth proposed to be served by the OST grantees (actuals will be provided after the fiscal year).

Ward	1	2	3	4	5	6	7	8
Percent	9%	7%	5%	11%	17%	11%	20%	20%

(b) Of the seats funded, please provide a breakdown of enrollment by ward, age, race/ethnicity, "at-risk" status or free and reduced price meal status, and students with disabilities.

This data was not reported in FY23 or in prior years. However, in FY24, in response to the data highlighting populations of underserved students in 2023 Needs Assessment, priority points were provided during the grant review process to organizations that proposed to serve a significant percentage of at-risk and/or vulnerable youth (students with disabilities, English Learners, LQBITQA+ youth, and residents of Wards 5, 7, and 8). Further, through data sharing agreements with OSSE and DCPS, the OST Office will be able to report the exact percentages of youth served by Learn24 grant-funded organizations that represent each of these categories of students. The OST Office is working on integrating its data management system with OSSE's so that this information will be readily available.

53. What efforts has the Office of Out of School Time Grants and Youth Outcomes made to increase access to OST programs for students with disabilities in FY23 and FY24?

> In FY24, priority points were provided during the grant review process to organizations that proposed to serve a significant percentage of students with disabilities. In addition, of the $750,000 awarded to the Greater Washington Foundation for the administration of OST scholarships for fee-based OST programs, a minimum of $250,000 or 1/3 will be awarded to students with disabilities. Lastly, all FY24 grantees are required to attend a minimum of one training focused on best practices for serving students with disabilities and/or other vulnerable or underserved populations. Trainings offered by the Institute for Youth Development to date on this topic include, for example, "Accessibility and Inclusion for Youth with Neurodivergent Disabilities," "Accessibility and Inclusion for Youth with Physical Disabilities," and "Shifting Away from Ableism."

54. Please provide a summary of actions taken by the Office in the past year to comply with the interagency funding and reporting standardization and coordination requirements of Section 9 of the Office of Out of School Time Grants and Youth Outcomes Establishment Act of 2016 (D.C. Law 21-261; D.C. Official Code § 2–1555.08).

The OST Office has established regular meetings with other agencies to align priorities and cross-agency services. Highlights of the coordinated efforts for FY24 include:
- Collaborating with DCPS, PCSB, and OSSE to establish parameters for identified My Afterschool DC (MADC) priority schools, including identifying schools with existing waitlists that did not receive 21st Century Community Learning Centers (CCLC) grant funding;
- Collaborating with DCPS to include partnership opportunities with DCPS Summer School sites for 2024 Summer Strong applicants;
- Collaborating with DCPS, OSSE, DPR and other government agencies in planning the parameters for the MADC portal, which will be a centralized system for sharing OST program information with District families and allowing them to register, and as a means for collecting cross-agency data for reporting purposes;
- Launching a new RFA system designed to streamline the application and award process and updating the OST Office's data management system to integrate with OSSE's data system and allow for more comprehensive reporting on which students are being served;
- Collaborating with other government agencies to propose a biennial Progress Report that will capture and report data on District-wide OST services and youth being served to share with OST Commission and community stakeholders; and
- Collaborating with DCPS and OSSE to align professional development expectations including requiring all Learn24, DCPS and 21st CCLC funded providers to participate in Program Quality Assessment training and the self-assessment development and training series offered by the Learn24 Institute for Youth Development. In addition, the OST Office, DCPS, OSSE and other OST stakeholders are collaborating as participants in the National Center on Afterschool and Summer Enrichment (NCASE) Peer Learning Group for Developing Equitable System-Level Strategies to Strengthen Social-Emotional Learning and Mental Health Supports for the OST Community Participants. Intended

outcomes from this initiative include development of aligned SEL and mental health professional development goals and strategies for OST providers across agencies, including participation in an SEL Methods Series offered by the Learn24 Institute for Youth Development.

55. How does Learn24 engage with across government agencies that work with youth, including Child and Family Services, DHS, DYRS, Court Social Services, to connect students to OST programs who might especially have need for and benefit from these programs?

The OST Office funds OST programming offered onsite to DCHA and DHS youth. In FY24, this includes $661,500 awarded to four Coordinating Entity grantees serving 655 youth. The OST Office also funds OST programming for court-involved youth through the Students in the Care of DC grant. In FY24, $400,00 was awarded to one grantee – Petey Greene – to serve 260 court-involved or incarcerated youth. Finally, the OST Office coordinates with DYRS to ensure participation in its Summer in the City event (first launched in FY23) so District students and families may learn about and sign up for DYRS summer employment opportunities available to school-aged youth.

56. Please provide an update for how funds allocated for My Afterschool DC have been spent and how the remainder of those funds are expected to be spent. How many children and youth do you estimate this new initiative will serve in FY2024?

The OST Office has successfully launched the mayoral initiative, My Afterschool DC (MADC) in FY24. MADC was designed to support universal access to OST programing for the District's youth at identified priority schools. The MADC grant competition opened in December 2023. My Afterschool DC grant awards were made on January 12, 2024. The OST Office funded twenty-two (22) eligible applicants in the amount of $3,124,638 to provide services at twenty-one (21) identified priority schools, including nine (9) elementary schools, six (6) K-8/educational campuses and six (6) middle schools. We anticipate serving 1,273 students through MADC this year.

All eligible applicants presented exceptional applications, scoring within the top tier of the scoring range. To ensure the MADC goal of universal access, funding decisions were made based on application scores and demonstrated abilities to close the gap in OST program access at the identified priority schools. Grantees are positioned to clear the waitlists at eighteen (18) priority schools and significantly close the gap in access at three (3) additional priority schools.

Additional funding has been allocated in FY24 for the build out of the MADC portal and hiring of additional staff to manage the various components of MADC and continuous program improvement. We have hired the Manager of Data and Evaluations and are in the hiring process for other key staff of MADC, including the Project Manager, Operations Specialist, and Grants Management Specialist.

The development of the MADC Online portal is also steadily making progress. The MADC Portal will improve access to programming by offering a one-stop shop for District parents and guardians to learn about and register for in government-funded OST programs. The development phase is underway, and substantial milestones have been achieved, including cross-agency collaboration on portal content, the development of a scope of work, request for contract bids for the technology build-out, and the selection of a vendor. The OST Office aims to go live with the portal by January 2025.

57. How does Learn24 evaluate program quality? What initiatives did Learn24 take in FY23 and FY24 to measure and evaluate program quality? Please provide a summary in table form of the results of any such measurement.

Learn24 has several methods to evaluate program quality. For example, The Institute for Youth Development provides a mandatory full-day workshop entitled Weikart PQA Basics, which provides grantees knowledge regarding the importance of quality, how to effectively utilize the evidenced-based Weikart Program Quality Assessment (PQA) tool, and at minimum conduct a PQA self-assessment of programming and submit the PQA self-assessment to Learn24.

Second, Learn24 offers each year the opportunity to grantees and other partner OST programs to participate in the Learn24 Quality Cohort. Participating OST program sites attend the Weikart PQA Basics workshop, conduct a self-assessment utilizing the PQA tool, receive an external PQA assessment by a certified external assessor with The Institute, attend a Weikart Planning with Data workshop to evaluate the results from the self and external assessments and begin to work on a Performance Improvement Plan. After, participants attend the Weikart Quality Coaching workshop, which provides program leaders tips and resources to engage buy-in of program staff to improve programming to achieve higher quality opportunities for the youth served.

Third, Learn24 conducts program site visits each year with grantees receiving funding from the OST Office. The tool used to conduct the program site visit has been adapted from the PQA tool providing all four domains (safe environment, supportive environment, interaction, and engagement), along with 30 indicators to assess program quality.

The table below provides a snapshot of year over year quality utilizing the Learn24 program site visit tool with 27 FY22-23 Learn24 grantees. FY24 site visits are in progress. The scale is from 1 to 5, with 1 indicating low quality and 5 indicating excellent quality.

Average per Domain (FY22)	
Safe Environment	4.85
Supportive Environment	4.30
Interaction	3.74
Engagement	3.07

Average per Domain (FY23)	
Safe Environment	4.91
Supportive Environment	4.53
Interaction	4.09
Engagement	3.79

% Change in Score	
Safe Environment	1.13%
Supportive Environment	5.21%
Interaction	8.46%
Engagement	18.89%

58. Learn24 grantees are required to administer the Survey of Academic and Youth Outcomes - Youth Survey (SAYO-Y) to get feedback from youth about their experiences with programs. Please share the aggregated responses across all grantees, as well as broken down by the ward in which the grantee site is located.

The aggregate results for the 2,175 youth in grades 4th-12th that completed the SAYO-Y in FY23 are below. To understand the results, 1 = Mostly No; 2 = No; 3 =Yes; and 4 = Mostly Yes. In FY23, SAYO-Y results were not tracked by ward of service.

At this program how do you feel?			
1. Do you like coming here?	2. Do you have fun when you're here?	3. Do you feel bored when you're here?	4. Can you always find things that you like to do here?
3.6	3.6	3.2	3.5

What are the teachers and staff members like at this program?			
1. Is there an adult here who is interested in what you think about things?	2. Is there an adult here you can talk to when you are upset?	3. Is there an adult here who helps you when you have a problem?	4. Is there an adult here who you will listen to and respect?
3.5	3.5	3.6	3.8

When you are at this program…				
1. Do you get help to plan activities for the program?	2. Do you get the chance to lead an activity?	3. Are you in charge of doing something to help the program?	4. Do you get to help make decisions or rules for the program?	5. Do you get to do things that help people in your community?
2.9	2.8	2.5	2.5	3.2

What are you like as a learner? Read each sentence. Do you agree?				
1. I like to give new things a try, even if they look hard.	2. In school, I'm as good as other kids.	3. I'm good at solving problems.	4.I'm as good as other kids my age at learning new things.	5. When I can't learn something right away, I keep trying until I get it.
3.1	3.2	3.1	3.2	3.2

59. How many students applied for the OST scholarship in FY23? Of those, how many received them? Please share data available regarding recipients' ward of residence, age/grade, race/ethnicity, "at-risk" status or free and reduced price meal status, disability status, or types of programs they used the scholarships to attend?

Of the 261 youth who applied for an OST scholarship in FY23, 171 received a scholarship. While not all the demographic categories were tracked in FY23, the breakdown of recipients by ward of residence, grade, race/ethnicity and at-risk status are listed below:

- Recipients' ward of residence:
  - Ward 1: 5%
  - Ward 2: 6%
  - Ward 3: 6%
  - Ward 4: 14%
  - Ward 5: 19%
  - Ward 6: 14%
  - Ward 7: 22%
  - Ward 8: 24%
- Recipients by age/grade:
  - Grades KG-5: 120
  - Grades 6-8: 39
  - Grades 9-12: 12
- Recipients by race/ethnicity
  - More than 90% of the applicants were African American. Small numbers of scholarships were provided to students who identified as Latinx, Asian, or White.
- Recipients identified as "at-risk" status:
  - The majority (80%+) of applications were considered "at-risk".
- Types of programs scholarships were used to attend include:
  - Summer camps
  - Before/after care
  - Tutoring
  - Sports and dance
  - Educational enrichment/STEM

In smaller, but still significant numbers, five (5) scholarships were granted for experiential learning and travel; and nine (9) scholarships for support for behavioral health and disability services.

60. What actions have been taken to align Learn24 Office funding, policies, and data reporting, or other policies to the academic school year rather than fiscal year?

As of FY24, OST data reporting has been aligned with the DCPS academic quarters with program reports being due within the month following each quarter end. The DME and OST Office budget is currently aligned with the District's fiscal year (October 1 – September 30). To support grantees that begin operating OST programming prior to October 1, we provide 50% of their grant award upon execution of the grant agreement so they can retroactively cover the costs accrued. OST school year and year-round grants are also being awarded with the option of two continuation years to support a more consistent cycle of funding, contingent on appropriations. Moreover, the OST Office allows grantees to carry over funding from the end of the program year to support start up in August and September of any continuation year. Understanding this timeframe may still pose fiscal constraints for some grantees, including small nonprofits, we are exploring ways that the OST Office may obtain funding prior to the fiscal year. This will allow OST grantees to receive their grant awards closer to the beginning of the school year when many OST programs launch.