

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



Responses to FY 2024 & 2025 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 26, 2025

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
DHS – Department of Human 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 Organization Chart FY25.

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 (POH 2025).

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 the fiscal year 2024, 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	130,408.15	-	-
Botstein, Clara	Senior Director of Policy	\$143,858.00	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	\$153,760.07	-	-
Dodge, Monica	Executive Director, Office of Education Through Employment Pathways	\$155,000.00	-	-
Copeland, Phillip	Director, Safety	\$136,019.00	-	-
Hill, LaShunda	Executive Director, Students in the Care of DC	\$139,748.96		
Holmes, Anika	Associate Director of Business Engagement	\$126,925.75	-	-
Kihn, Paul T.	Deputy Mayor for Education	\$231,468.94	-	-
Lee, Rebecca	Policy Advisor	\$141,706.02	-	-
Lowe, Shontia L.	Executive Director, Office of Out-of-School	\$156,056.00	-	-

	Time Grants and Youth Outcomes			
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	-	-

(b) For fiscal year 2025, 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
Botstein, Clara	Senior Director of Policy	\$143,858.00	-	-
Comey, Jennifer T.	Director of Data Analysis and Planning	\$153,760.70	-	-
Copeland, Phillip	Director of Strategic Initiatives, Youth Safety	\$136,019.00	-	-
Dodge, Monica	Executive Director, Education through Employment Pathways	\$155,000.00	-	-
Ewing-Boyd, Abdul-Karim	Director of Strategic Initiatives, K-12	\$136,019.00	-	-
Holmes, Anika	Chief of Staff, Workforce Investment Council	\$145,000.00	-	-
Hubbard, Drew	Executive Director, Workforce Investment Council	\$202,052.30	-	-
Kihn, Paul T.	Deputy Mayor for Education	\$231,468.90	-	-
Kiper, Melina	Chief of Staff	\$154,803.70	-	-
Lee, Rebecca	Policy Advisor	\$141,707.00	-	-
Lowe, Shontia L.	Executive Director, Office of Out-of-School Time Grants and Youth Outcomes	\$171,662.00	-	-
Lynch, Tara T.	Special Assistant	\$141,707.00	-	-
Middleton, Adam M	Director of Communications	\$130,000.00	-	-
McLaughlin, Aimee	Data Governance Manager	\$127,615.00	-	-

Samson, Shanna	Deputy Director (Out of School Time)	\$147,950.00	-	-
Russell, Deborah	Associate Director of Performance and Impact	\$135,406.00	-	-
Sell, Timothy	Director of Budget and Performance Management	\$130,800.40	-	-
Shapiro, Seth	IT Project Manager	\$132,452.00	-	-

5. **Please list, in descending order, the top 15 overtime earners in your agency for fiscal year 2025. For each, state the employee's name, position or title, salary, and aggregate overtime pay.**

No DME staff received overtime in FY25.

6. **For fiscal years 2024 and 2025 (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 FY25 (through January 31). For FY24, please see below.

Employee	Amount	Reason
Jade Wheaton (Chandler)	\$5,000	For taking on significant additional responsibilities in FY24.

7. **For fiscal years 2024 and 2025 (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 FY24 or FY25 (through January 31).

8. For fiscal years 2023, 2024, and 2025 (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 FY23, FY24, or FY25 (through January 31).

9. Please provide the name of each employee who was or is on administrative leave in fiscal years 2024 and 2025 (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).

No employees were placed on administrative leave in FY24 or FY25 through January 31, 2025.

10. For fiscal years 2024 and 2025 (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	05/10/2023-9/30/2024	FY24 Virtual Course Hub	\$122,400	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2023 - 9/30/2024	FY24 OST Grants	\$3,400,000	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2023 - 9/30/2024	FY24 OST Grants	\$1,958,574.56	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2023 - 9/30/2024	FY24 Summer Strong Grants	\$1,449,706.13	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2024 - 9/30/2025	FY25 Virtual Course Hub	\$40,000	No transfer of funds due to interagency in DIFS

Department of Employment Service	10/01/2024-6/30/2025	WIOA Funding	\$1,500,000	No transfer of funds due to interagency in DIFS
Department of Employment Service	1/17/2025-6/30/2025	WIOA Funding Amendment/Augmentation	\$475,000	No transfer of funds due to interagency in DIFS
Office of the State Superintendent of Education	10/01/2024 - 9/30/2025	FY25 OST Office's Institute Service Delivery partnership	\$50,000	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	10/01/2023 - 9/30/2024	FY24 Career Pathways Grant Partnership	\$1,000,000	No transfer of funds due to interagency in DIFS
Executive Office of the Mayor	10/01/2023 - 9/30/2024	FY24 EOM Support Services	\$6,000	No transfer of funds due to interagency in DIFS
ODDHH	10/01/2023 - 9/30/2024	Accessible Communications Services	\$1,426	No transfer of funds due to interagency in DIFS
Office of the Chief Technology Officer	6/4/2024-09/30/2024	FY24 MADC Portal Build	\$250,000	No transfer of funds due to interagency in DIFS
University of the District of Columbia	10/01/2023 - 9/30/2024	The Institute – Quality Consultants, Professional Development, Site Visits, and External Assessments	\$225,214	No transfer of funds due to interagency in DIFS

Office of the Chief Technology Officer	10/01/2024 - 9/30/2025	FY25 MADC Portal Build	\$250,000	No transfer of funds due to interagency in DIFS
University of the District of Columbia	10/01/2024 - 9/30/2025	The Institute – Quality Consultants, Professional Development, Site Visits, and External Assessments	\$265,000	11/19/2024
DC Human Resources	10/01/2024 - 9/30/2025	FY25 OST Provider Background Checks	\$81,038	No transfer of funds due to interagency in DIFS
ODDHH	10/01/2024 - 9/30/2025	FY25 Accessible Communications Services	\$1,426	No transfer of funds due to interagency in DIFS
Executive Office of the Mayor	10/01/2024 - 9/30/2025	FY25 EOM Support Services	\$6,000	No transfer of funds due to interagency in DIFS

11. Please list, in chronological order, every reprogramming of funds into or out of the agency for fiscal years 2024 and 2025 (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.

The agency did not have reprogrammings of funds into or out of the agency for fiscal years 2024 and 2025.

12. Please list, in chronological order, every reprogramming within your agency during fiscal year 2024. Also, include both known and anticipated intra-agency reprogrammings. For each, give the date, amount, and rationale.

FY24 Reprogrammings within GW0:

Sending Activity Code	Receiving Activity Code	Date of Execution (Actual or Expected)	Dollar Amount (Actual or Expected)	Rationale
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Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	04/01/2024	171,000	To fund contractual services for the My Afterschool DC initiative
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	05/29/2024	140,000	To align budget with grant spend
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	8/30/2024	56,250	To align budget to contractual services for DCHR services
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	10/17/2024	29,000	To procure office furniture and travel reimbursements for WIC
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	10/15/2024	1,865	To align budget with anticipated telecom services
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	4/18/2024	1,000	To fund travel on behalf of DME office
Deputy Mayor for Education (GW0)	Deputy Mayor for Education (GW0)	07/01/2024	850	To fund travel on behalf of DME office
Total			399,965	

- 13. For fiscal years 2024 and 2025 (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 generate 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 FY24 or FY25 (through January 31).

- 14. Please provide a table showing your agency's Council-approved original budget, and revised budget (after reprogrammings, etc.) for fiscal years 2023, 2024, and the first**

quarter of 2025. 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
2025 Q1	39,396,134	40,424,628	16,234,403	24,190,225	Variance is largely attributable to personnel spending, out-of-school time grants, and the DME's capital project which will continue to be expended as the fiscal year progresses.
2024	34,360,356	32,789,717	28,448,053	4,341,664	Variance is largely attributable to GW0's capital project. It took nearly a year to select and onboard the contractor since it is a contract over \$1M. As a result, the contractor was identified later in the fiscal year and was unable to spend down the full extent of the capital funds, which rolled over to FY25.
2023	51,469,557	45,931,820	45,913,399	18,421	There was variance due to vacancies and underspend on contracts between the amount obligated and expended.

15. Please list all memoranda of understanding (MOU) either entered into by your agency or in effect during fiscal years 2024 and 2025 (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)
FY24	OSSE	OST Afterschool Grants	10/01/2023-09/30/2024
FY24	DOES	WIOA	10/01/2023-06/30/2024
FY24	OSSE	Community Training Grants	10/01/2023-09/30/2024
FY24	OCTO	MADC Portal Buildout	10/01/2023-09/30/2024
FY25	DCHR	OST Background Checks	10/01/2023-09/30/2024
FY24	OSSE	OST Summer Grants	10/01/2023-09/30/2024
FY24	OSSE	LEA Virtual Course Access Hub	10/01/2023-09/30/2024
FY24	ODDHH	Hearing Services	10/01/2023-09/30/2024
FY25	OCTO	MADC Portal Buildout	10/01/2024-09/30/2025
FY25	DCHR	OST Background Checks	10/01/2024-09/30/2025
FY25	DOES	WIOA	10/01/2024-06/30/2025
FY25	DCHR	Executive Leadership Program	10/01/2024-09/30/2025
FY25	EOM	EOM Support Services	10/01/2024-09/30/2025
FY25	OSSE	Advanced Technical Center	10/01/2024-09/30/2025
FY24	ODDHH	Hearing Services	10/01/2024-09/30/2025
FY25	OSSE	Virtual Course Hub	10/01/2024-09/30/2025
FY25	OSSE	The Institute Trainings	10/01/2024-09/30/2025
FY25	UDC	Quality Control Services	10/01/2024-09/30/2025

- 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). 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 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; the contract for this build was awarded in July 2024 and the contractor started work on the project September 1, 2024. Phase 1 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 six government agencies across education, workforce, social services, and juvenile justice 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 \$3.5M, 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 2024 and FY 2025 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 FY24 or FY25 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 FY24 or FY25 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 2024 or 2025 (through January 31).**

There have been no investigations, studies, audits, or reports on DME or any employee of DME in FY24 or FY25 (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 2023, 2024, and 2025 (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 FY23, FY24 or FY25 (through January 31).

- 23. In table format, please list the following for fiscal years 2024 and 2025 ((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 2024	Total Spent FY 2025
Michelle Yan	Chief of Staff (DME)	\$10,000 per day	\$16,157.67	N/A
Fern Hawkins	Staff Assistant (WIC)	\$10,000 per day	\$80,585.78	\$3,647.05

24. Please provide a list of all procurements for goods or services for use by your agency over \$10,000 for fiscal years 2024 and 2025 (through January 31). Give a brief explanation of each, including the name of the contractor, the purpose of the contract, and the total dollar amount of the contract. Exclude from this answer purchase card (SmartPay) purchases.

FISCAL YEAR 2024

Program	Vendor	Purpose	Amount
DME	Perkins Eastman DC PLLC	Boundary Study Continuation	\$198,410
DME	Perkins Eastman DC PLLC	Master Facilities Plan Continuation	\$239,595
DME	Resultant, LLC	The Office of Deputy Mayor for Education (DME) seeks contractor(s) to create the District of Columbia Governments (the Districts) first Education Through Employment Data System, which will be a P20W system that links data from across multiple systems and provides a longitudinal view of how individuals are served by the Districts education and workforce system throughout their lifetime and demonstrate the impact of education and workforce programming on economic mobility and career outcomes.	\$498,000.16
DME	Metropolitan Office Products	Copier Maintenance Agreement	\$6,660
DME	Berry, Dunn, McNeil & Parker, LLC	Consulting Services to review DCPS contracting cycle related internal controls, and the pre-award procedures for all executed contracts over one million dollars for the period of Fiscal Year 2020-2023	\$239,020
DME	The Tremendousness Collective	For Education Through Employment Pathways to create a set of infographic resources to educate local stakeholders	\$7,500

		on the importance of data linkages to empower students and enable student success	
DME	EveryDay Labs Inc.	Continuation of Everyday Labs leveraging their subscription intervention platform to reduce student absenteeism in the District.	\$20,000
DME	Collaborative Communications	Provide communications and engagement materials and support related to the Education Through Employment Pathways data system project	\$9,975
DME	Andean Consulting Solutions	Translation services for Education Through Employment Pathways various meetings	\$7,064.20
DME	Dell Marketing L.P.	Purchased laptops	\$5,211.52
DME	The Digital Sauce	Provided branding materials and support related to the establishment of the Office of Education Through Employment Pathways and the Education Through Employment Data System project.	\$5,000
DME	Coursemojo Inc.	Continuation of Virtual Course Hub The Office of Contracting and Procurement, on behalf of the Office of the Deputy Mayor for Education (DME) engages Coursemojo, Inc to provide their instructional model to the schools participating in the Virtual Course Hub pilot.	\$43,000
DME	Metropolitan Office Products	Copier Lease and Maintenance for the OST Office	\$4,400
DME	Toucan Printing and Promotions	Promotional items for various school events	\$9, 889.50
DME	Computer Aid Inc	Office of Education Through Employment Pathways (ETEP) hired a Data Analyst resource to provide data analysis and management support	\$66,911.28
WIC	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	\$330,000

		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.	
WIC	Temp Services	Policy Writer conducted review of WIOA required policies and drafted updated and conforming language; supported technical writing on the WIOA State Plan	\$70,000.00
WIC	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	Qualtrics	Software licenses to facilitate quarterly surveys	\$21,000.00
WIC	Labor Market Data Software-EMSI	Software licenses for labor market information including industry, occupation, education, and demographics data	\$15,000.00
WIC	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 maintaining compliance with WIOA Section 188	\$10,000.00
WIC	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

FISCAL YEAR 2025

Progr am	Vendor	Purpose	Amount
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DME	Computer Aid Inc	Continuation of ETEP Data Analyst hire to provide data analysis and management support	\$4,030.80
DME	Metropolitan Office Products	Copier Maintenance Agreement for DME Office	\$6,960
DME	Metropolitan Office Products	Copier Lease and Maintenance Agreement for OST Office	\$14,460
DME	Resultant, LLC	Continuation of ETEP Data System, which will be a P20W system that links data from across multiple systems and provides a longitudinal view of how individuals are served by the District's education and workforce system throughout their lifetime and demonstrate the impact of education and workforce programming on economic mobility and career outcomes.	\$322,421
DME	CitySpan Technologies Inc	To provide licenses, ongoing maintenance, hosting and enhancement/configuration to the existing District's Learn24 Grant Management System.	\$247,750
DME	EveryDay Labs	DME continues to engage EveryDay Labs, Inc, by leveraging their subscription intervention platform to reduce student absenteeism in the District. It is essential that the agency continues to use the same qualified cost-effective platform with no need for re-solicitation.	\$374,999.68
DME	Education Northwest	ETEP needs a contractor to conduct research and analysis on youth-focused career preparation programming in the District of Columbia. The contractor shall have experience conducting research to inform education policy and programming.	\$49,418
WIC	Labor Market Data Software-EMSI	Software licenses for labor market information including Industry, occupation, education, and demographics data.	\$15,000
WIC	WIOA Policy Contractor	Professional services to support WIC's WIOA compliance, policy, and technical assistance efforts to support the workforce system and that may be required to ensure the WIC fulfills its mandated role.	\$250,000

WIC	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.	\$200,000
WIC	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	\$215,004
WIC	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.	\$(20,000)
WIC	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.	\$150,000
WIC	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),	\$95,000

		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.	
WIC	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.	\$25,000
WIC	Marketing and Communication	Vendor shall provide marketing such as swag and communication services for the WIC	\$150,000
WIC	ATLAS- Training Provider	Training for WIC staff	\$22,000

25. In table format, please provide the following information for fiscal years 2024 and 2025 (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
Boston, MA	Clara Botstein, Senior Director of Policy	25	813.88	DME	Attendance at Jobs for the Future Pathways to Prosperity Fall Convening
Indianapolis, IN	Clara Botstein, Senior Director of Policy	24	704.28	DME	Attendance at National Youth Apprenticeship Summit
Cleveland, Ohio	Clara Botstein, Senior Director of Policy	24	\$1,017.13	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
Denver, CO	Shontia Lowe, Executive Director,	24	\$800	External funding: National League	Convening of state leaders in the education

	Office of Out of School Time Grants and Youth Outcomes			of Cities (Mayors' Education Policy Advisors Network/EPAN)	and out of school time space to share best practices, engage in site visits, and to build a national network of Mayoral Advisors related to education and out of school time.
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
Minneapolis, MN	Monica Dodge, Executive Director of the Office of Education Through Employment Pathways	24	\$1,043.02	Externally funded by Center for Regional Economic Competitiveness	Speak on a panel at the JFF Pathways to Prosperity Convening about DC's work
San Antonio, TX	Monica Dodge, Executive Director of the Office of Education Through Employment Pathways	25	\$1,257.37	Externally funded by CCSSO	Speak on a panel at Council of Chief State School Officers (CCSSO) Community of Innovation Annual Convening
Washington, DC	Drew Hubbard, Executive Director (WIC)	24	\$1,150.00	--	Conference Attendee

San Antonio, TX	Drew Hubbard, Executive Director (WIC)	24	\$2,125.00	--	40 th Annual Association of Workforce Development Professionals Conference Attendee
San Antonio, TX	Anika Holmes, Associate Director (WIC)	24	\$2,125.00	--	40 th Annual Association of Workforce Development Professionals Conference Attendee
San Antonio, TX	Deborah Russell, Associate Director (WIC)	24	\$2,125.00	--	40 th Annual Association of Workforce Development Professionals Conference Attendee
San Antonio, TX	Christian Jones, Sector Partnerships Manager (WIC)	24	\$2,125.00	--	40 th Annual Association of Workforce Development Professionals Conference Attendee
San Antonio, TX	Brittany Silver, Program Analyst (WIC)	24	\$2,125.00	--	40 th Annual Association of Workforce Development Professionals Conference Attendee
Hanover, MD	Deborah Russell, Associate Director (WIC)	24	\$600.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Shaundell Wascher,	24	\$725.00	--	2024 Association of Workforce

	Potomac Job Corp (WIC)				Development Professionals Business Services Conference Attendee
Hanover, MD	Elijah Hopper, America Works (WIC)	24	\$725.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Sylvia Bailey-Charles	24	\$725.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Justin Cartagena, Workforce Development Specialist DCHA (WIC)	24	\$725.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Alissa Armstrong, Program Coordinator, HHS (WIC)	24	\$725.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Juanda Spears, Career Technical Institute (WIC)	24	\$725.00	--	2024 Association of Workforce Development Professionals Business

					Services Conference Attendee
Hanover, MD	Shanae Blunt,	24	\$600.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Julian Tisdale	24	\$725.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Anika Holmes, Chief of Staff (WIC)	24	\$600.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
Hanover, MD	Christian Jones, Manager (WIC)	24	\$600.00	--	2024 Association of Workforce Development Professionals Business Services Conference Attendee
On-line	Workforce Investment Council (WIC) program team	24	\$600.00	--	25 th Annual Youth Symposium Conference Attendee
Coeur d'Alene, ID	Brittany Silver, Program Analyst (WIC)	25	\$1,261.88	--	Lightcast Connect 2023 Conference Attendee

Coeur d'Alene, ID	Anika Holmes, Associate Director (WIC)	25	\$1,261.88	--	Lightcast Connect 2023 Conference Attendee
Las Vegas, NV	Kimberly Diggs, Administrative Officer (WIC)	25	\$3,204.74	--	Admin Professional Conference Attendee
Las Vegas, NV	Fern Hawkins, Staff Assistant (WIC)	25	\$2,379.96	--	Admin Professional Conference Attendee

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

26. What efforts has your agency made in the past year to increase transparency specifically in 2025 that differs from the past? Explain.

Overview

DME strives to be a transparent agency in its work within the education community and with our residents more broadly. As part of this work, we publicly share data, analysis, and recommendations to guide District-wide decision making and regularly engage with stakeholders. We are proud of the deep community engagement we have conducted over the past few years, especially around key studies completed in FY24 impacting public education in the District, namely the Master Facilities Plan (MFP), School Boundary and Student Assignment Study (Boundary Study), the Adequacy Study (referred to as the School Funding Study), and the School Safety Enhancement Committee report. To inform these studies, the DME gathered community and stakeholder input through town halls, focus groups with school communities, individual interviews, conversations with experts, online survey tools, community meetings, and advisory committees, altogether reaching thousands of residents and practitioners. A full accounting of our engagement efforts around these studies can be found in DME's Performance Oversight Hearing responses from last fiscal year.

In FY24 and FY25, DME is again conducting studies and convening working groups in response to Council requests and identified needs. This includes the UPSFF Working Group and the DC School Connect Working Group. Information about these projects is included below.

UPSFF Working Group

The DME and OSSE co-convened the UPSFF working group from September 2024 through January 2025. The working group focused on students with the highest level special needs and included 26 stakeholders representing DCPS and public charter school LEAs, the DC Public Charter School Board, the DC Charter School Alliance, the Office of the Chief Financial Officer, the Office of Budget and Performance Management, and other experts (e.g., Special Education Hub, Special Education Cooperative, School Talk DC, The Education Trust, Advocates for Justice and Education, DC Policy Center). All meetings were publicly noticed and provided an opportunity for public comment.

DC School Connect Working Group

The DC School Connect Working Group was established by the FY25 Budget Support Act and directed the DME to convene a cross-agency working group to examine opportunities for improved efficiency of the DC School Connect program and identify potential new agencies for the program. DC School Connect is a microtransit program established in 2021 to provide safe transportation options for students in Wards 7 and 8.

In addition to publicly noticing all meetings, the working group conducted significant community outreach to inform the final report and recommendations. Working group co-chairs held a focus group with over 30 parents to better understand their experiences with DC School Connect and with school transportation options more broadly. The Department of For-Hire Vehicles, which currently operates the DC School Connect program, sent a survey to the parents of participating students seeking their feedback on the program and received 45 responses. Working group co-chairs met with leaders from eight LEAs and surveyed additional school leaders to better understand the landscape of school transportation in DC and to understand what changes could improve options for schools and students.

Ongoing community engagement work

Community and stakeholder engagement around studies and working groups creates opportunities to build new connections across the District, deepen existing relationships, and improve the transparency and quality of policymaking. We will continue to tap into and deepen these networks in our work in FY25 and beyond.

Each of our agencies has individuals dedicated to ensuring transparency and communication with residents. The DME's Director of Communications works closely with agency Public Information Officers, the Mayor's Office of Community Relations and Services (MOCRS), and the Executive Office of the Mayor's (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, the DME employs an Associate Director of Community Engagement who 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 Associate Director of Community Engagement works to ensure that community voices, especially those less engaged in organized education advocacy, are incorporated into government decision-making and priority projects. Through active listening and outreach efforts, community engagement provides real-time insights into the needs, concerns, and priorities of the residents we serve. This ongoing relationship building strengthens trust, promotes transparency, and facilitates the development of programs and initiatives that address the unique challenges faced by the community.

As an example from FY25, our Associate Director of Community Engagement helped DME and OSSE organize 16 focus groups with 158 students in total from DCPS and public charter schools to gather feedback on OSSE's proposed revisions to DC's graduation requirements. This work involved fostering open communication, building trust, and communicating clear objectives with school communities to respect and amplify the diverse perspectives of District students. The Associate Director summarized and shared feedback from these sessions with OSSE and the participating schools to inform the final recommendations.

Improving transparency with the students we serve has been a particular focus for the DME and represents a major shift in FY24 and 25. This school year, the DME launched a Youth Think Tank in partnership with the Mikva Challenge. The Youth Think Tank convenes 15-18 high school students from DC public and public charter schools multiple times a month to provide a platform for students to inform the DME and other government partners on our policy priorities and implementation. This work was guided by the Associate Director of Community Engagement and stems from recommendations developed by the DME's 2024 MBSYEP intern, who mapped youth engagement efforts across the District and identified opportunities for improved outreach.

In preparation for re-launch of the Students in the Care of DC coordinating committee, the Youth Safety team engaged with various local stakeholders to better understand the intersections of the youth justice, foster care, and education systems in the District. These engagements were also used to identify existing systemic gaps, the scale of those concerns, and the challenges those gaps create within individual schools. To inform this work, the DME interviewed 26 school leaders (DCPS and public charter schools). Additionally, as of January 2025, the team had engaged with 21 DCPS schools, 27 public charter schools, and 10 community-based organizations to assess the safety needs of individual school communities, which directly informed the development and launch of the School Safety Inventory launched at the close of Q1.

The DME also promotes transparency making data and trends accessible through a number of specific channels, including through the online [EdScape data warehouse](#) and the publication of [Edsights](#) highlighting current trends in education and the workforce. In FY24, the DME updated EdScape with the most recent school, student, facility, and population data, as well continued to expand the available school years and dis-aggregations by geography and subpopulations. Some new pages included [enrollment trends of specific schools](#) including in and out of boundary enrollment where relevant and [public school students by race/ethnicity and geography](#). The web hits for DME's EdScape reached approximately 51,500 views in FY24. 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 and will be used by policy makers and stakeholders to inform school planning decisions.

Part of the DME's role is to support and share information with leaders and staff across agencies and sectors. To that end, the DME holds regular calls for LEA leaders on key topics, such as academic acceleration, 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. The DME also meets regularly with advocates and residents to hear their perspectives on our work and gather feedback. In FY25, the DME is working with PCSB and DCPS to develop an aligned and transparent planning process for opening new schools and campuses in both sectors stemming from a recommendation from the 2023 Boundary Study. The shared planning should include the creation and publication of shared criteria to assess the potential impact of new schools on the community and public school ecosystem.

Offices within the DME Umbrella

The following summarizes community engagement efforts of the offices that operate within the DME umbrella: the Office of Out of School Time Grants and Youth Outcomes and the Office of Education through Employment Pathways.

Office of Out of School Time Grants and Youth Outcomes (OST Office)

The OST Office, which sits within the DME, places value and emphasis on stakeholder engagement, strategic communication, and transparency in its work. Examples of regular communication channels and opportunities for stakeholder engagement are listed below.

- The OST Commission: The OST Commission serves in an advisory capacity to the OST Office and creates a space for the public to engage with the Commission. In FY24 and FY25 to date, the OST Commission has maintained its regular schedule of meetings, all of which were organized virtually (or in person when requested by a majority vote of the Commissioners) and were properly noticed and open to the public in accordance with the Open Meetings Act.
- Monthly OST Office Grantee Hours: During FY24, the OST Office led monthly grantee-focused Office Hours, providing a space for grantees to receive information regarding their grants and to ask any questions they had about their partnership with the OST Office.
- Quarterly Executive Director (ED) Roundtable discussions: The OST Office's ED established these standing discussions in FY24 and continues to hold quarterly meetings with grantees, which provide a space to share candid feedback with the Office about grantees' experiences across the Office's bodies of work (leadership, public affairs, grants, The Institute, data, operations, the My Afterschool DC initiative, and resource allocation).
- Grantee Technical Support Office Hours: The OST Office holds Technical Assistance Office Hours twice a week, focusing on supporting grantees' navigation of the new online grants management system and providing technical support for grantees of all experience levels.
- OST Community Advisory Network (OST-CAN): The OST Office implemented OST-CAN during FY24. The purpose of OST-CAN is to ensure the OST Office is being responsive to and considerate of the needs of the greater OST-DC grantee community and is composed of a diverse set of stakeholders that have an interest in promoting high quality OST programming via community engagement, collaboration, and inclusivity in the youth-centered OST services offered by the OST Office and its partner OST-affiliated organizations and agencies. The OST-CAN has six active members, all of whom are current OST grantees, selected through an application process.
- Learn24 newsletters and annual reports: The OST Office regularly releases Learn24 newsletters to its network of 18,399 (and counting), and publishes an annual report, which provides a list of organizations that have been awarded grants through their Office. These reports are available on the OST website for the general public, at <https://learn24.dc.gov/page/ost-office-annual-reports>.
- Aspen Institute State of Play Washington DC Advisory Group: The Executive Director of the OST Office engages with this advisory group that focuses on athletics within the OST space across DC.
- National League of Cities Mayor's Education Policy Advisors Network: The Executive Director of the OST Office engages in national convenings related to education and OST for the purpose of sharing best practices and learning from leaders in other jurisdictions.

- MADC portal build community engagement: In FY24, the OST Office initiated the first stages of the build-out of the exciting new Mayoral initiative, the My Afterschool DC (MADC) portal. The team organized six MADC working groups, including participants from seven District agencies and 20+ stakeholders. The six working groups are 1) MADC portal Public Facing “*USER*” functions. 2) MADC portal Admin “*Back-end*” functions, 3) Marketing and Advertising MADC, 4) Parent Advisory Group, 5) Grantee Advisory Group, 6) MADC Special Populations Inclusion, Access, Training, and Supports. Following the March 2025 launch of MADC, a seventh working group will begin convening focused on MADC Access Public Monitoring, Reporting, and Feedback. These groups participated in weekly sessions to provide input and feedback on the portal. Additionally, MADC created a parent advisory group and OST provider advisory group that provide weekly feedback to inform portal developments. In FY25, working group and advisory group members are acting as internal testers to support the portal’s successful launch. Moreover, the OST Office has engaged in multiple activities to spread the word about MADC and gather feedback. The following are examples of places where the OST team presented and/or shared information on MADC as well as the work of the Office and citywide OST program opportunities:
 - *MADC Director Kickoff Meeting, August 7, 2024*: DM Kihn, OST ED, and MADC Project Manager hosted agency directors and executive leaders from local LEAs to introduce the MADC vision and share information related to cross agency collaboration and next steps for implementation and launch.
 - *Afterschool in the City, September 7, 2024*: The OST Office organizes this annual resource fair that connects District families with afterschool and out-of-school time (OST) programs and opportunities that are designed for the District’s children and youth ages 5-21.
 - *DCPS Back to School Block Party, September 14, 2024*: The OST Office joined this event, which welcomes students, families, teachers, school administration, and community members to a new school year.
 - *OSSE Parent Advisory Committee (PAC) Meeting, October 7, 2024*. The OST Office presented at a quarterly PAC meeting organized by OSSE to engage parents on District-wide education issues. This session included a 30-minute walk through of MADC vision and implementation plans and offered opportunities for engagement and feedback.
 - *OST Youth and Family Summit, October 19, 2024*. PAVE hosted an opportunity for parents, school leaders, OST providers, policymakers, and community partners to hear directly from young people about their experiences - and in particular, why OST programs are so important to their future and the future of DC.
 - *ED Fest, December 7, 2024, and December 14, 2024*. The OST Office tabled at Ed Fest, DC’s largest school resource fair for families.

Office of Education through Employment Pathways

To build understanding about the Education Through Employment Data System and ensure community voices are reflected in this work, the Office of Education Through Employment Pathways (ETEP) gathered input from more than 200 families, students, school staff, and community stakeholders. The team worked closely with community partners to develop a community survey and host 2 webinar events, 8 co-hosted virtual presentations, and 2 in-person presentations. During these engagement opportunities, the team focused on building community understanding of the work and soliciting feedback on community priorities. Based on this

engagement, the ETEP team applied feedback to inform the ETE mission, vision, and research agenda, which was unanimously approved by the ETE Policy Board on October 25, 2024.

Looking ahead, the team will continue promoting transparency and conducting outreach to ensure this work aligns with community needs. The ETEP team launched its Public Stakeholder Advisory Board in May 2024 to create a forum for ongoing feedback from families, youth advocates, and other community partners. There are 20 families, education advocates, and community partners represented on the ETE Public Stakeholder Advisory Board who each hold diverse perspectives and lived experiences. The Office will collaborate with board members, community partners, and agencies to make this work as accessible and actionable as possible for the benefit of DC residents.

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 FY25 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 2024? 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.

Yes, the DME received a total of 9 FOIA requests in FY 24. The details of these filings are noted reported in FOIA report, part of disclosure activities with the Secretary of the District of Columbia in January 2025.

Please see attachment Q29_DME FY 2024 FOIA Report. Aside from staff time, the DME did not incur any costs for fiscal years 2023, 2024 or 2025 to date related to FOIA. Our recent FOIA report revealed that several outstanding FOIAs have continued to age in our system. Part of this is attributed to a change in the FOIA database and processing methods. Some of the requests were indeed addressed but not 'closed' electronically, resulting in reported close rates that were longer than actual close rates.

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) 2023, 2024, and 2025 (through January 31)?**

KPI	FY23 Report	FY24 Report	FY25 Q1 Report
Number of public-school students served by publicly funded OST programs	14,827	17,475	9,665
Number of Engage DC meetings held with Ed Cluster Agencies	New in FY25	New in FY25	3
Percent of schools located in Wards 7 and 8 that are scoring in the top ten percent in accountability framework	New in FY24	12%	Annual Measure
Percent decrease of public-school students that are chronically absent	New in FY24	9%	9%
Percent of public-school students receiving high-impact tutoring services	6.5%	Not Available	Not Available
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	Not Available	Annual Measure
Number of students participating in Career and Technical Education	New in FY25	New in FY25	Annual Measure
Number of students participating in the Advanced Technical Center	New in FY25	New in FY25	277
Number of students living in Wards 7 and 8 that are participating in college and career readiness programming	New in FY25	New in FY25	Annual Measure
Percent of agency recovery investments that are on track to meet goals	73%	80.9%	82%

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 2023? List each specifically and explain why it was dropped or changed.**

In FY24 and FY25, 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 FY24:

- 1) Percent of schools located in Wards 7 and 8 that are scoring in the top ten percent in accountability framework
- 2) Percent decrease of public school students that are chronically absent
- 3) Number of public school students receiving high-impact tutoring services
- 4) 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 in FY24:

- 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.*

New or updated in FY25:

- 1) Number of Engage DC meetings held with Ed Cluster Agencies
- 2) Number of students participating in Career and Technical Education
- 3) Number of students participating in the Advanced Technical Center
- 4) Number of students living in Wards 7 and 8 that are participating in college and career readiness programming

Removed KPIs in FY25:

- 1) Percent decrease in unemployment rate for Black residents across the District
- 2) Percent of 4-and-5 STAR schools located in wards 7 and 8

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 2024 and how you expect to achieve or work toward these priorities in fiscal year 2025.

The DME team, under the leadership of Mayor Bowser, works to create a District where all families want their children and grandchildren to grow up and attend school, where young people thrive in high-quality schools surrounded by caring, supportive adults, and where students graduate prepared for fulfilling lives and good careers in DC and beyond.

As we engage in our priority work, we can see signs of momentum in the system and evidence that the District's investments in education are making a difference for students and families:

- Parents and students are showing their support for DC's public school system, as we set new records for enrollment in SY24-25 and surpassed the previous high-water mark set in SY23-24. Preliminary enrollment figures show an increase of 1,121 students (1.1%) from SY 2023-24 to reach a record high of 99,700 students.

Both sectors saw gains, with DCPS recording a 1.45% increase and public charter schools increasing by 0.44%.

- 2024 National Assessment of Educational Progress (NAEP) results show improvements across the board, with 4th grade math proficiency increasing by 8 points and tying with Delaware for the jurisdiction demonstrating the largest improvement nationally. Fourth grade reading, 8th grade math, and 8th grade reading all increased by 2 points, bucking national trends that saw a decline in all of these areas. On the Trial Urban District Assessment (TUDA), DCPS 4th and 8th reading scores now surpass pre-pandemic levels, and 4th grade math improved by 10 points from 2022. DCPS is the only TUDA district to make significant or nominal increases in all four grade and subject combinations tested and continues to be recognized as the fastest improving urban school district.
- After a significant decline in attendance following the COVID-19 pandemic, we are making progress in getting more students back into the school building. In SY23-24, chronic absenteeism decreased 3.9 percentage points (or 9.0 percent) from 43.1 percent to 39.2 percent. Chronic truancy decreased 6.6 percentage points (or 17.8 percent) from 36.9 percent to 30.3 percent, which is a return to pre-pandemic levels.

The DME looks forward to continuing this progress in FY25 and beyond. The DME's five priority areas of work are listed below. Throughout these areas, we seek to develop policies and investments with community input and through interagency coordination and planning. Our priority areas are designed 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.

1. Accelerating learning across our system
2. Strengthening youth well-being and safety
3. Expanding pathways to prosperity
4. Improving coordination and public engagement
5. Strengthening our cross-sector public education system

Accelerating learning across our system

A priority area for the DME continues to be supporting schools to help students rebound from the setbacks of the pandemic and to grow academically, with an emphasis on closing opportunity gaps. With the expiration of pandemic-era funding, we are committed to building on the progress we have made through these investments and deepening evidence-based initiatives and supports for our educator workforce.

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 four years in a row of historic UPSFF increases, which have brought the foundation to \$14,668, with equity-based weights for English learners, students with special needs, students designated as at-risk, residential schools, and alternative programs. Every student who meets the definition of at-risk (e.g., is homeless, is in foster care, qualifies for TANF or SNAP, or is over age for their grade if they are in high school) receives an additional \$880 through the funding formula,

bringing the per-pupil rate to \$15,548 for elementary school, \$16,721 for middle school, and \$18,775 for high school. Education funding has increased over 80% over the past decade of the Bowser Administration.

To ensure investments in student learning are as impactful as possible, the DME has focused on programs and interventions with a robust evidence base for closing access gaps and improving achievement. These initiatives include high-impact tutoring (HIT), where DC is a national leader and has served 12,487 unique students (and 15,832 students in aggregate), surpassing its goal of 10,000. Now in its third year of implementation, OSSE has developed a robust infrastructure to successfully scale delivery across the District.

OSSE's formal program evaluation, led by the National Student Support Accelerator (NSSA) out of Stanford University, showed that participating students reduced the academic performance gap between themselves and their peers over the course of the school year on standardized interim assessments.¹ For ninth-grade HIT students, this translated to closing the gap with their non-tutored peers by almost 8 months on the MAP math assessment.² In addition, a local study found that at-risk students who received 900 minutes of HIT during the 2022-23 school year were seven percent more likely to achieve their academic growth goals on interim assessments.³ Furthermore, recent data from the 2023-24 school year DC CAPE assessment show that economically disadvantaged students who received HIT saw a greater increase in median scale scores than those who did not receive HIT.⁴ HIT has also influenced important outcomes beyond academics, such as attendance.

Another example of our strategic investment is structured literacy, where OSSE has invested resources in developing teachers in keeping with the [recommendations](#) of the Early Literacy Education Task Force, in which DME participated. To further support literacy development, OSSE released dyslexia training modules, which have been delivered asynchronously to over 14,000 educators (including 100% of DCPS and PCS K-2 educators by the end of October 2024) and provided stipends to more than 750 teachers to complete trainings on the science of reading. OSSE has identified recommended dyslexia screening tools, published an implementation guide on evidence-based practices for screening students, and developed a Structured Literacy Walkthrough Tool. The District also invested \$2M to support educators to implement high-quality literacy instructional materials and continue training on the science of reading. At DCPS, the DC Reading Clinic has training over 600 teachers on structured literacy, and through a partnership with American University, provided coaching for around 180 teachers in early reading strategies. DME is participating in OSSE's Math Task Force, which will develop recommendations to inform the District-wide math strategy, similar to the approach of the literacy task force, and draw on national best practices for improving student achievement in mathematics.

¹ Cynthia Pollard, et al., *Implementation of the OSSE HIT Initiative: First Year Report School Year 2022-2023*, National Student Support Accelerator, August 2024, <https://studentsupportaccelerator.org/sites/default/files/Implementation%20of%20the%20OSSE%20High%20Impact%20Tutoring%20Initiative.pdf>.

² Ibid.

³ CityTutor DC 22-23 *Impact*, p. 3, <https://citytutordc.org/22-23-impact/>.

⁴ OSSE internal analysis of school year 2023-24 PARCC statewide assessment data.

Investing in teachers

In addition to investing in teachers' instructional skills and development, DC teachers are among the best compensated teachers in the country. DC teachers now earn 22% more on average than their peers nationwide, ensuring the District is a desirable place for educators to work and live. Following on the historic 2022 contract with the Washington Teachers' Union (WTU) that increased DCPS teacher salaries by 12% over four years and included a 4% retention bonus, DCPS and the WTU ratified a new five-year contract in fall 2024 that further increases salaries, doubles the number of dedicated planning blocks, offers paid wellness days, and improves parental leave. In FY24, 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.

As a result of these investments, we are already seeing promising signs for educator retention. In SY23-24, 88% of DC public school teachers stayed in the system (whether in the same school, same role, or a new role within the system), and 74% remained in the same school they taught in during the 2022-23 school year (up from 71% the prior year). Additionally, 9% of teachers moved to a new school within the District and 4% changed role type (e.g., becoming a coach or a principal). For school leaders, 73% of principals remained in their school in the same role during the 2023-24 school year. These figures represent improvement across both DCPS and public charter schools. 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. OSSE launched the District's first teacher apprenticeship program, which currently serves 50 apprentices, most of whom are current paraprofessionals, to earn degrees and train to become classroom teachers. These apprenticeships focus on early childhood, elementary education, and special education, based on where the shortage areas are.

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 challenges, as well as our District-wide coordination work through the Every Day Counts! (EDC!) Task Force. In SY 23-24, DME continued its work with EveryDay Labs, which sends personalized text and mail 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 partners with DCPS and public charter schools serving almost 70,000 students and contacts the families of nearly 43,000 distinct students each year with nudge interventions. Among students who received the intervention, 47% improved their attendance rate, including 20% of students who moved from chronically absent to not chronically absent by the end of the year. Early in FY 25, the DME relaunched the EDC! Task Force, which brought together national and

local experts to discuss how DC could cut chronic absenteeism in half in five years. The DME also has supported DHS in launching a pilot program that strengthens the truancy referral process to provide more supportive case management for students and families with the goal of improving attendance.

Out-of-School Time (OST)

Building a robust, free, and centralized cross-agency OST infrastructure is a central pillar of Mayor Bowser's vision for the District. The OST Office is making significant strides toward that goal. Since the OST Office was established seven years ago with a grantmaking budget of just \$4 million, the Office has facilitated programming for more than 85,000 students through more than \$113 million in awards to District nonprofits. In FY24, the OST Office issued 173 grants (compared to 165 in FY 23) and reached over 17,000 students, the highest numbers yet. To streamline the process for OST providers and create consistency and continuity of services for students, school year and year-round grantees are now on a three-year grant cycle (first awarded in FY24 and continuing through FY26, depending on the availability of funds). Approximately 15,113 OST seats are for school-year or year-round programs.

The OST Office also successfully launched the Mayoral initiative, My Afterschool DC (MADC) in FY24. MADC is designed to support universal access to OST programming for the District's youth at identified priority schools and to centralize OST access across the District via the MADC online portal. During FY24, the MADC grant competition awarded \$3.1 million to 22 organizations to serve youth at 20 priority schools in underserved communities where there was a demonstrated need (determined in partnership with DCPS and DC charters). 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 in progress and is slated to go live in spring 2025. The MADC portal will improve access to OST programming by offering a one-stop shop for District families to learn about and register for OST programs offered across agencies. The Project Manager for MADC was hired in FY24 and is managing both the technical build out of the platform as well as a robust stakeholder engagement and testing process. To inform the development of the portal, a diverse group of stakeholders were engaged in six MADC working groups which included participants from seven District agencies and 20+ stakeholders. Additionally, a parent advisory group and OST provider advisory group providing weekly feedback as portal development continues. In FY25, both working group members and advisory groups will act as internal testers to support the successful launch of the MADC portal.

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 FY24, the Institute organized 100 events for 2,175 unique attendees, with a focus on trainings on access and inclusion for students with disabilities. During FY24, the OST Office's Institute partnered with DCPS, DPR, DCPL, DMPSJ, and DYRS to provide trainings for their direct service providers; in FY25, this partnership is expanding to include OSSE to support the training of their 21st Century Community Learning Center grant providers.

School Safety Enhancement Committee

Keeping students safe is fundamental and a top priority of the DME. In response to acute safety concerns following the pandemic and the FY24 Budget Support Act (BSA) of 2023 establishing the School Safety Enhancement Committee, the DME engaged a number of stakeholders, including school leaders, students, and families, to inform recommendations designed to improve student safety. The DME released the report in March 2024 after several months of research and school and community engagement and includes a comprehensive set of recommendations for improving the safety of our young people in schools and beyond. 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

As a follow up to this report, DME published [*A Guide to Establishing School Safety Teams*](#), which was developed in partnership with school leaders and designed to help schools establish School Safety Teams and navigate available resources across the District. The DME is also piloting a comprehensive *School Safety Inventory* tool developed in partnership with the Office of Gun Violence and Prevention that is meant to assess the needs of individual schools and identify service gaps by community. The goal of this tool is to determine the top challenges faced by school communities in order to connect schools to existing resources based on needs or identify trends that need to be addressed. The DME is piloting the *School Safety Inventory* at DCPS and charter schools in the Anacostia and NoMa school communities, with plans to expand to Congress Heights. For the third year, the DME planned and co-hosted the annual Districtwide Campus Safety Summit, providing DCPS, PCSB, private, and parochial schools access to trainings on emergency management including active shooter response, crisis response, campus/community safety, and opportunities to connect with neighborhood public safety contacts at agencies like DBH, DHS, FEMS, and MPD. Trainings are also available to Safe Passage and OST providers.

Offering pathways to prosperity

DME and our partners are deeply invested in promoting economic opportunity for all District residents. To accomplish this goal, we develop policies and programs to prepare students and adults to excel in the workforce, increase access to college and family-sustaining careers, and seek to understand the impact of our investments in these areas. In the coming years, we will deepen our focus on pathways to college and family-sustaining careers 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 college credit-bearing career and technical education courses in the high-demand, high-wage fields of cybersecurity and healthcare. The ATC is part of the fabric of the District's Career and Technical Education (CTE) initiatives, which have grown by 90% since 2019, reaching almost 6,000 students overall. This includes 277 students from 21 schools at the ATC, almost tripling the enrollment from the program's first year in SY2022-23. In addition to offering paid, work-based learning (e.g., internships), the ATC has expanded dual enrollment opportunities, with students earning 2,300 credits in the first two years alone. 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.

The ATC was recognized by the U.S. Department of Education with a highly competitive \$4.1M Career Connected High Schools Grant Program award over three years and a \$9.45M gift from Bloomberg Philanthropies over three years. These grants will allow the ATC to grow at the current Ward 5 site, expand to a Ward 8 site, and offer new pathways, internships, and industry-recognized credentials, all informed by employer partners. At the Ward 5 ATC site, we are adding health clinics on the first floor of the ATC to expand community health access and provide students with hands-on learning and internship opportunities with employer partners. The Ward 8 ATC will be located at the Whitman-Walker Center at the St. Elizabeths East campus, facilitating partnerships with Whitman-Walker Health and the new Cedar Hill Regional Medical Center. The employer partnerships for the health care pathways at the ATC are facilitated by the DC Healthcare Workforce Partnership, a health care sector partnership launched through funding from the WIC during the pandemic. We seek to expand this type of industry-focused sector partnership in other sectors and facilitate their engagement with K-12 education, including offering internships and apprenticeships and influencing the programs of study and certifications offered.

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 to expand students' exposure and preparation for college and careers. The courses offered in the pilot year included AP Computer Science, AP Psychology, ASL I, Spanish, Introduction to Criminal and Civil Law, Introduction to Positive Psychology, Animation, and Introduction to Entrepreneurship.

All of this work will inform and be supported by the revisions to the graduation requirements, which seek to expand opportunities for students to engage in meaningful courses, experiences, and programs of study (e.g., CTE pathways) that will help them succeed in higher education and the workforce. OSSE has engaged stakeholders to build a shared vision for what we want DC graduates to know and be able to do in a "graduate profile;" the opportunity to revisit our graduation requirements will help our schools achieve those outcomes. We look forward to working closely with OSSE this year as they develop a proposal for revised graduation requirements.

We will be able to evaluate the impact of our investments at the high school level and beyond through our 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. The ETEP has made impressive progress during its short tenure, including:

- The ETE Policy Board launched in May 2024 with leaders from 12 participating agencies and key partners serving as representatives.
- All participating agencies signed the Enterprise Memorandum of Agreement focused on inter-agency data-sharing.
- Following engagement with approximately 200 families, students, school staff, and community stakeholders, the ETE Public Stakeholder Advisory Board launched in May 2024 to create a forum for ongoing feedback from families, youth advocates, and other community partners and ensure community needs drive this work.
- The ETEP developed and finalized a three-year [research agenda](#), which identifies research questions and focus populations for disaggregated data analysis. The research agenda was unanimously approved on October 25, 2024 by all 12 participating agencies represented on the ETE Policy Board.
- ETEP released its first research publications focused on [Career and Technical Education \(CTE\) programs](#) and alignment with high-wage careers and on [alignment between UDC programming and labor market demand](#).
- The Office has begun developing the ETE Data System after procuring a vendor. This work is being done in close collaboration with the Office of the Chief Technology Officer (OCTO).

Improving coordination and public engagement

The DME's office is committed to building coherence across District agencies and investments to better serve students and families. Initiatives such as the Students in the Care of DC Coordinating Committee, Every Day Counts! Task Force, Newcomer Education Cluster Network (focused on students and families who have recently arrived to this country) are some of the initiatives we are leading or partnering in to better align District services and improve the experiences of participating residents.

We have also continued to center the voices of families and communities through sustained engagement and partnerships. The DME's Associate Director for Community Engagement spends a significant amount of time in the community and serves as a critical point of contact for the office, fostering meaningful relationships with residents and ensuring their voices are heard. Through active listening and outreach efforts, community engagement provides real-time insights into the needs, concerns, and priorities of everyday residents. This connection strengthens trust, promotes transparency, and facilitates the development of programs and initiatives that address the unique challenges faced by the community.

Strengthening our cross-sector public education system

In spring 2024, the DME published two major planning reports that will guide the District's work over the next decade. The 2023 Boundary and Student Assignment Study (Boundary Study) focused on clear feeder rights, adequate capacity of geographically-zoned DCPS facilities, and equitable access to high-quality public schools. It also sought to address current as well as anticipated challenges facing the system in the next 10 years. The 2023 Master Facilities Plan (MFP) was developed through a comprehensive analysis of the conditions, utilization,

enrollment trends, capital investment history, and maintenance trends of the District's public schools. This iteration of the MFP was innovative as it included analysis about and recommendations to improve school maintenance and delivery, updated 5- and 10-year school specific enrollment projections, created a standardized methodology to more uniformly calculate DCPS building capacities, and made specific recommendations for each DCPS school based on its educational adequacy (an onsite comprehensive review of each DCPS school's design features and spaces to effectively support learning and teaching) and its utilization.

The DME is working to finalize the implementation plan for the Boundary Study, including recommendation 23, which addresses the need to create an aligned and transparent planning process for opening new schools and campuses and identifying grade configurations in both sectors that considers the full ecosystem of Washington, DC's public and public charter schools. The DME has been working with partners at the DC Public Charter School Board and DC Public Schools to create a framework and metrics to assess progress toward implementing this recommendation, which will also be shared with the public. The implementation of these studies will help District schools to withstand projected changes in population growth and strengthen our system through improved coordination and planning.

33. How many vacancies were posted for DME during fiscal years 2024 and 2025 (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's funding source.

Office	Position	Status	Funding Source
OST	OST Public Affairs Specialist	Vacated November 2023, filled June 2024	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
DME	Associate Director for Community Engagement	Reconfigured FY24 position, filled December 2024	Local
DME	Director of Strategic Initiative K-12	Vacated April 2024 Filled August 2024	Local
DME	Policy Analyst	Vacated October 2024 Filled February 2025	Local
DME	Chief of Staff	Vacated August 2024 Filled November 2024	Local
DME	Director of Budget and Performance Management	Vacated September 2024 Filled October 2024	Local
DME	Data & Policy Analyst	Vacated January 2025 In the interview process	Local

DME	IT Specialist Lead	New Position filled August 2024	Local
DME	Data Governance Lead	New Position filled December 2024	Local
SCDC	SCDC Executive Director	Vacated December 2023, reconfigured as part of Director of Strategic Initiatives, Youth Safety, filled July 2024	Local
OST	OST Resource Allocation Analyst	Vacated December 2023, filled June 2024	Local
OST	Deputy Director	New Position filled December 2024	
OST	Manager, Data & Evaluation	New FY24 position, filled January 2024	Local
OST	Grants Management Specialist (<i>current vacancy</i>)	New FY24 position, filled July 2024	Local
OST	Program Manager, My Afterschool DC	New FY24 position, filled June 2024	Local
OST	Operations Specialist	New FY24 position, filled August 2024	Local
OST	Quality Assurance Specialist	New FY24 position, filled February 2024	Local
WIC	Workforce Development Program Manager	New FY24 position, vacant since Nov 2024. In hiring process with MOTA	Local
WIC	Program Analyst	New FY24 position, vacant from 11/24 - 1/2025	Local
WIC	Business Services Manager	New FY24 position, vacant from 11/24 - 1/2025	Local
WIC	Program Analyst	Vacant as of 1/2025	Local
WIC	Workforce Investment Specialist	Vacant as of 1/2025	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.

- 34. Provide the following information, in table form, for all grants awarded to DME during FY24 and FY25 (through January 31): 1) Grantor, 2) grant amount, and 3) grant purpose.**

No grants were awarded to DME in FY24.

DME worked closely with agency and external partners to secure a \$9.45M grant from Bloomberg Philanthropies to support the expansion of health care pathways for public school students in DC at the Advanced Technical Center and as well as a post-high school bridge program. The support from Bloomberg Philanthropies, alongside local support, is allowing the ATC to serve more students in Ward 5, to add on-site, community-serving health clinics, and to establish a new ATC location in Ward 8, co-located with Whitman-Walker Health. While DME as an agency did not receive the philanthropic funding (it went to OSSE), DME played a lead role in spearheading the grant proposal and bringing stakeholders together toward its development.

The DME's Office of Education through Employment Pathways received a \$25,000 grant from the Strada Foundation in January 2025 for analysis focused on the post-secondary employment outcomes for UDC graduates.

35. (a) Provide a list of all DME grantmaking authorities for fiscal year 2024 and fiscal year 2025 (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.

(b) Provide, in table form, a list of each grant awarded by DME in fiscal year 2024 and fiscal year 2025 (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 2024 and 2025 (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 by the D.C. Auditor or the Office of the Inspector General within the DME during FY24 and FY25 (through January 31).

DME Coordination and Priorities

- 37. Discuss each of the programmatic and policy initiatives the DME has worked on in fiscal years 2024 and 2025 (through January 31). Please include details about how these initiatives, both new and ongoing, are part of a long-term strategic plan for city-wide education.**

The DME continues to be a driving force toward increasing access, strengthening alignment, and improving 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 FY24 and FY25 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 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 developing 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%.
WIOA State Plan	Develop the District’s 2024-2028 Workforce Innovation and Opportunity Act (WIOA) State Plan and an accompanying strategic implementation plan.

FY25 Strategic Initiatives	Description
Education Through Employment Data System	By the end of FY25, the Office of the Deputy Mayor for Education in partnership with involved agencies will have published a three-year research agenda, developed foundational data governance policies and procedures, and launched the Education Through Employment Data System.
RJE Work Racial Justice & Equity Action Plan (REAP)	The DME will have an RJE guide and set of PD opportunities to inform priority projects and the Office’s work. By January 2025, The Office of the Deputy Mayor for Education will have a Racial, Justice, and Equity Guide to inform all project priorities and ensure meaningful community engagement with the populations we serve to achieve equitable outcomes.
Vocational Education Study	In FY24, Council requested the Office of the Deputy Mayor for Education to conduct a historical review of the evolution of youth-focused career preparation programming with a focus on vocational high schools.
RJE Professional Development	A number of RJE professional development opportunities will be held for the Office of the Deputy Mayor for Education throughout fiscal year 2025.
UPSFF Working Group	Per DC Official Code § 38-2911(a)(1), a UPSFF Working Group with representatives of DCPS, DC public charter schools, PCSB, the public, and government representatives to solicit input and recommendations for a final report regarding revisions to the formula.
UPSFF Report	Per DC Official Code § 38-2911(a)(1), a UPSFF Working Group with representatives of DCPS, DC public charter schools, PCSB, the public, and government representatives to solicit input and recommendations for a final report regarding revisions to the formula. This project will provide updates specific to the report.

Workforce Summit	The Workforce Investment Council organizes and hosts this conference that brings together multiple District front-line staff for training and skills development to enhance their ability to serve job-seekers and meet business needs.
WIOA State Plan	The Workforce Investment Council will facilitate and provide oversight for the development of the WIOA State Plan. The State Plan guides the District's workforce systems' goals, vision, and related activities.
Workforce Alignment and Training Compliance Hub (WATCH)	Oversee the compliance and approval processes for training providers through a Clearinghouse. Ensure that all programs are rigorously evaluated and meet the District's established standards for quality and outcomes, with a focus on expanding the number of quality and compliant providers.
Career Pathways	Develop and enhance Career Pathways by establishing sector-specific partnerships. This will involve mapping career trajectories within high-demand industries, informed by real-time business needs, and providing targeted support to workforce providers. To aid in the socialization and provide a better understanding of career pathways, the Workforce Investment Council will provide six career pathway training opportunities with a minimum of 50 attendees for training.

38. Describe the Office's efforts in fiscal years 2024 and 2025 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 through career. DME's coordinating work includes vision setting, guidance, direct support, and partnership development.

The key education studies our office completed in FY24, including the MFP, Boundary Study, and School Funding study, all involved significant collaboration and coordination across the agencies and stakeholders across our education sector. The UPSFF Working Group and the DC School Connect Working Group are further examples of DME-led efforts in FY25 that require interagency coordination.

Some additional key examples of the DME's coordinating work and impact are described below.

Learning acceleration

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.

Attendance: The Every Day Counts! Task Force (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 agency and non-governmental stakeholders, helps to develop a District-wide response to address attendance issues through quarterly task force meetings and working groups focused on four key issues:

- Guidance and Communications:
 - Promote a clear narrative on the importance of attendance
 - Establish clear, consistent expectations and policies for attendance
 - Prioritize ongoing family engagement and support
- Relationships and Capacity Building:
 - Strengthen trusted student-staff relationships
 - Build teacher/staff/community capacity to provide ongoing support to students and families
 - Provide timely, actionable data for continuous improvement
- Safety and Belonging:
 - Ensure safe passage and affordable, accessible, reliable transportation
 - Establish safe, welcoming, and positive school climate and conditions
 - Promote safe, supportive communities
- Learning Opportunities and Supports:
 - Provide comprehensive supports to meet each student's needs
 - Establish culturally sustaining, meaningful course lessons and pedagogy
 - Strengthen partnerships and ensure meaningful out-of-school opportunities

Working group members include representatives from government agencies in the education cluster (e.g., DCPS, DC Public Charter School LEAs, OSSE, Office of Out of School Time Grants and Youth Outcomes, DC Public Libraries, State Board of Education), representatives from other cluster agencies (e.g., Office of the Deputy Mayor for Health and Human Services, Department of Behavioral Health), other government partners (e.g., DC Council, Criminal Justice Coordinating Committee), and non-governmental partners (e.g., Access Youth, Children's National, DC Policy Center). Further, government agencies who are part of the task force are identifying the ways their agencies' missions align with EDC! priorities, which will be used to spur stronger coordination and alignment across agencies and improve implementation of agencies' respective programming.

In addition to EDC!, the DME worked closely with the Department of Human Services (DHS) to develop and launch a pilot program for chronically truant students. For SY24-25, the program is operating in five high schools across DCPS and DC public charter schools. When students at these schools accrue 15 unexcused absences, they are referred to DHS for supportive interventions rather than to Court Social Services. Depending on the reasons for a student's unexcused absences, families may receive truancy education, external referrals to address external barriers to attendance (e.g., housing instability), or more intensive case management. This pilot is a prime example of how interagency coordination can improve the experiences and outcomes for young people.

Youth Safety and Well-Being

My Afterschool DC: The launch of My Afterschool DC (MADC) came in direct response to calls for universal access to OST. It also drew from the findings of the [Needs assessment of out-of-school time programs in the District of Columbia](#), which was conducted and published by the DC Policy Center during FY23. MADC directly responds to families' requests for a centralized platform to locate OST opportunities and addresses the District's goal of reaching more students with OST programming, with a focus on students and communities with the greatest needs. MADC systemically centralizes access to OST programs offered through the OST Office, DPR, OSSE, DCPS, DCPL, and other OST-affiliated agencies.

The OST Office awarded My Afterschool DC grants in January 2024 to organizations who applied to serve youth at 20 identified priority schools where there was a high percentage of at-risk youth and a demonstrated need for OST services (determined in partnership with DCPS and DC charters). In FY24, grantees were able to close the gap in access to OST services at 7 priority schools while substantially reducing the gap at several more. With additional expansion funds provided to existing MADC grantees in FY25, the disparity further decreased with the gap in access closing at 12 priority schools. The OST Office has also completed significant milestones towards the development of the portal, including cross-agency collaboration on portal content, working group engagement, the development of a scope of work, request for contract bids for the technology build-out, and the selection of a vendor for the portal's build. With FY25 underway, the OST Office will continue to convene and engage agency partners as the portal is built, engage the established working groups on specific areas related to the portal, and socialize MADC at various community events.

Beyond MADC, the OST Office meets monthly with OST-affiliated government agencies for cross-agency collaboration meetings. Representatives from DCPS, OSSE, DC public charter schools, and DPR were regular attendees over the course of FY24, and engagement of sister agencies continues to grow into FY25. The purpose of these convenings is to share information, voice sector needs, and support engagement and coordination across agencies and they work toward Mayor Bowser's vision of expanding access to OST for all school-aged children and youth across the District of Columbia. During FY24, these sessions focused on access to OST, inclusion of traditionally overlooked populations, and the expansion of OST programs. During FY25, the focus is on coordination and collaboration, quality, sustainability, and results. In these ways, the OST Office and the DME are spearheading cross-agency coordination in service of strong programs and outcomes for children, youth, and families.

Students in the Care of DC: In 2024, DME convened the full Student's in the Care of DC (SCDC) Coordinating Committee to support youth involved with the foster care and/or juvenile justice system. In preparation for the re-launch of the SCDC Coordinating Committee, the DME engaged with almost 70 stakeholders to better understand the intersections of the youth justice, foster care, and education systems in the District. These engagements with school leaders, governmental and non-governmental stakeholders, and national experts were also used to identify existing systemic gaps, the scale of those concerns, and the challenges those gaps create within individual schools. At the first convening, SCDC Committee members identified a list of priorities for the year. As part of this, SCDC launched two working groups focused on the following areas: 1) Strengthening Interagency Communication & Establishing a Student Data

and Intervention System and 2) Expanding Workforce Development, CTE, GED, and Higher Ed Programming for youth in the care of DYRS or DOC. SCDC will continue to meet during FY25, while also planning to launch two additional working groups focused on 1) Expanding District Operated Placement Options and 2) Implementing a Partial-Credit System.

DC School Connect Working Group: The Budget Support Act of 2024 required the DME to chair a working group focused on the future of the DC School Connect program, a microtransit program operated by the Department of For Hire Vehicles that is designed to help students living in Wards 7 and 8 to get to school safely. The working group formally met four times with government agency representatives from the Department of For Hire Vehicles, District Department of Transportation, Office of the City Administrator, Office of the Deputy Mayor for Public Safety and Justice, and Office of the State Superintendent of Education. Beyond government stakeholders, the working group convened focus groups of parents, students, and school leaders from both DCPS and DC public charter schools, as well as reviewing survey data from school leaders and parents. The working group is in the process of finalizing its recommendations which will be released in spring 2025.

Pathways to Prosperity

Advanced Technical Center: In FY24, DME facilitated an inter-agency working group including OSSE, DCPS, public charter schools, and nonprofit and workforce partners to submit a proposal to philanthropy to support the current Advanced Technical Center (ATC) in Ward 5 and establish a new location in Ward 8. This effort resulted in a \$9.45M contribution from Bloomberg Philanthropies to match local support. In FY25, the DME is working with OSSE to support the successful expansion of the Ward 5 ATC and the launch of the Ward 8 ATC by facilitating regular cross-agency session with DGS and DC Health and coordinating with the DC Healthcare Workforce Partnership on employer partnerships with local hospitals and clinics.

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:

- All 12 participating 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) signed the Enterprise Memorandum of Agreement focused on inter-agency data-sharing, allowing the data system to collect and connect data across education, social service, and workforce programs.
- The ETEP developed and finalized a 3-year research agenda, which identifies research questions and focus populations for disaggregated data analysis. The research agenda was unanimously approved on October 25, 2024 by all 12 participating agencies represented on the ETE Policy Board.
- The Office began developing the ETE Data System after procuring a vendor. This work is being done in close collaboration with the Office of the Chief Technology Officer (OCTO).

- In January 2025, the Office released a research brief focused on UDC program alignment with labor market demand. Later in FY25, the Office will publish findings from its Alumni Early Career Outcomes survey, which had nearly 500 respondents. ETEP will work closely with UDC and DCPS and charter schools, respectively, to analyze the findings and identify implications for programming and implementation.

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 2024 and 2025. Include any agencies added in the past year or planned to add for fiscal year 2025 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 the 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).

In addition to regular staff-level interactions across agencies, 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 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 FY24 goals set and met and FY25 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. For example, DME staff provide

DMPSJ staff with school-based data like DCPS incident reporting tool and data distilled from school discipline reports to help identify schools in need of violence intervention support. The offices also collaborate on weekly Safe Passage priority areas calls with CBO providers, public safety partners, and school leaders. DME staff also provide technical assistance to schools to support them with connecting with CBOs and creating meaningful relationships, conduct pop up visits to provide quality assurance, and engage in monthly calls with DCPS and PCS principals.

41. Provide an update on the DC SchoolConnect program in partnership with DFHV.

a) Share a general update on the status of the SchoolConnect program and its success in improving accessibility and safety for students.

DC School Connect (DCSC) program provides free, dedicated transportation to students in Wards 4, 7, and 8 who attend public and public charter schools. DC School Connect is a part of the Safe Passage initiative that offers a safer alternative for students to get to and from schools. The program uses small-scale transit vehicles (6 to 14 passengers) to get students from group stops to school and back again with an emphasis on safety and consistency that encourages daily school attendance.

The program is managed by the Department of For-Hire Vehicles (DFHV) and serves a total of 261 students in FY25. Here is an overview of the program's current metrics and performance highlights:

Year-to-date program metrics include the following:

- **Registered students:** 771
- **Active riders:** 261
- **Waitlisted students:** 349
- **Highest daily ridership:** 309 students transported in a single day

A monthly breakdown of trips in SY24-25 is below:

- **August Trips:** 366
- **September Trips:** 6,923
- **October Trips:** 5,502
- **November Trips:** 4,124
- **December Trips:** 3,627
- **January Trips:** 4,465

Total trips by year are included below:

- **2021-2022:** 29,695
- **2022-2023:** 54,691
- **2023-2024:** 57,431
- **2024-2025 (through 1-31-2025):** 27,007

b) Share a list of participating schools in FY24 and FY25 to date.

As of 12/31/2024, the following schools participated in DC SchoolConnect:

Schools	
Achievement Prep PCS	Ida B. Wells MS
Ballou HS	Ingenuity Prep
Bard HS	Kelly Miller MS
Center City PCS - Congress Heights	King ES
DC Prep PCS - Anacostia ES	KIPP DC - AIM Academy PCS
DC Prep PCS - Anacostia MS	KIPP DC - Discover Academy PCS
DC Scholars PCS	KIPP DC Heights
Digital Pioneers Academy PCS	KIPP DC - Honor Academy PCS
EW Stokes PCS - East End	KIPP DC -Inspire Academy PCS
Excel Academy	KIPP DC-Pride Academy PSC
Friendship PCS - Blow Pierce ES	Randle Highland ES
Friendship PCS - Blow Pierce MS	Statesmen Academy
Friendship PCS Southeast ES	Turner ES
Friendship PCS Southeast MS	

c) How many students (by school) participate in the SchoolConnect program every month? Share data for FY24 and FY25 to date.

Student data by school and by month are currently available for SY23-24.

[illegible]

d) Provide an update about the progress of the School Connect Working Group.

An overview of the working group, including stakeholder engagement efforts and discussion topics presented during working group meetings, is outlined in question #47.

42. Please describe any collaboration with the Department of Behavioral Health through the Coordination Council on School Behavioral Health to support the expansion of school-based behavioral health services in DCPS and public charter schools. Please also provide any barriers or concerns regarding the expansion.

DBH and members of the Coordinating Council are continuing to work to improve school-based behavioral health programs at District schools. The Coordinating Council provides a space for CBOs, agencies, advocates, and other stakeholders to share feedback and source ideas for how to improve the provision of behavioral health support. The DME works to elevate the voices of stakeholders and highlight relevant work happening across the education cluster agencies at these convenings.

Currently, 57% of DC public and public charter schools have a partnership with a behavioral health provider, either through DBH or a CBO. Among those partnered schools, 63 have a clinician vacancy. Schools often choose to hire behavioral health staff directly, such as by hiring psychologists or social workers using their local budgets. DBH funded providers are supplemental to the school hired providers and are members of the School Behavioral Health team.

The workforce shortages affecting the health care system overall have also impacted DBH clinician staffing. The region is facing a shortage of behavioral health clinicians, and more providers shifting to telehealth during the pandemic decreased the number of clinicians available to work in schools. To address these challenges, DBH implements a school behavioral health internship program with the goal of creating a strong graduate school to workforce pathway. DBH currently has 7 Affiliation Agreements with colleges and universities to secure interns. In addition, OSSE is leveraging their federal Advancing the Recruitment and Retention of Our Workforce (ARROW) grant to build knowledge, skills, professional opportunities, and job satisfaction for school behavioral health professionals to enter and remain in the workforce. They are implementing an internship program to build the pipeline for school-based behavioral health workers and hosting a first-year cadre and professional learning community to retain professionals already in working in the field.

DBH's program uses a public health model which leverages prevention, early intervention, and treatment. Grant funds support the non-billable prevention and early intervention activities and providers are required to bill for treatment services. As the program has expanded into schools with higher rates of students of families with private insurance, some CBOs have experienced reimbursement barriers. DBH and the Committee are continuing to explore how best to address these barriers to ensure better access to services.

Absenteeism

- 43. 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 2024 and 2025 (through January 31);**
 - (c) Total amount spent in fiscal years 2024 and 2025 (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 youths impacted; and**
 - (h) Any evaluation data/key outcomes observed in fiscal years 2024 and 2025 through January 31 because of the investment.**

Please see attachment Q43_Attendance Investments.

Attendance is most importantly anchored in the work of schools. Our work to improve attendance includes creating safe and supporting learning environments for students, investing in teachers, implementing relevant and engaging curricula, and building stronger connections between students, peers, and trusted adults. In addition to this fundamental work, we continue to invest in targeted programming and interventions focused on attendance.

Attendance investments in FY24 and FY25 through January 31 included an evidence-based attendance nudge intervention through our partnership with EveryDay Labs. Two locally-funded positions (Director of PK-12 Strategic Initiatives and Senior 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 the partnership with EveryDay Labs, 25 charter LEAs and DCPS are participating in the nudge intervention in SY 24-25. 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 funded, though ultimately all schools serving K-12 students were informed and had the opportunity to opt into these interventions. EveryDay Labs also sent and translated letters to the families of students at schools participating in the DHS truancy pilot to share information about the pilot and DHS and remind families about the importance of daily school attendance.

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.

44. Provide a comprehensive overview of the Every Day Counts Taskforce's work in fiscal years 2024 and 2025 (through January 31). Please include outcomes to date and a copy of the Taskforce strategic plan. Please also describe any changes to the task force'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.

Beyond the partnership with EveryDay Labs, discussed in previous responses, early in FY25, DME relaunched the EDC! task force with an event that brought together national and local experts to tie local efforts to reduce absenteeism to national momentum to half chronic absenteeism in five years. At this event, DME announced a commitment to cut chronic absenteeism in DC in half from its peak of 48% in SY21-22 by the conclusion of SY26-27.

In addition, EDC! continues to coordinate with agencies and schools on key initiatives that impact school attendance, including Safe Passage, Safe Blocks, DC SchoolConnect, OST programs, and mental health supports. Ultimately, we believe our approach to attendance must be multi-faceted, 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_44 EDC! Strategic Framework.

Workforce Development and Career Pathways

45. (a) Describe how the DME supports the Workforce Investment Council and its priority initiatives in fiscal years 2024 and 2025 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, and serves on the board of the WIC.

DME works to connect WIC's work around training providers and sector strategies with the efforts happening in K-12 education. An example is the work of the DC Healthcare Workforce Partnership, a sector partnership initially funded by WIC to bring DC's hospitals and health care organizations together to engage in career mapping and strategic engagement with government. The DCHA Program Services Company, Inc., the 501(c)(3) subsidiary of the D.C. Hospital Association, leads this ongoing effort. DCHA has been a lead partner working with OSSE to develop the employer partnerships and nursing and health care pathways offered at the ATC and

through the health care apprenticeship bridge program launching this summer. We are exploring other sectors where we can do similar work, in partnership with DMPED and in alignment with the Comeback Plan.

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 facilitated coordination and alignment with the OSSE team working on the CTE state plan and with UDC, the District's sole public institution of higher education.

On the data side, in addition to helping to share a revision of the Expenditure Guide, the WIC participates in the Data Governance and Research subcommittees for the newly established Education Through Employment Data System within the DME. This data-focused work allows policymakers and the public to understand which programs are working, in what ways, and for whom and where we can address gaps.

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 2024 and 2025 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 workforce initiatives focused on connecting DC residents to family-sustaining jobs here in the District.

Key initiatives include the Advanced Technical Center, which offers high school students (277 this year) from public schools across the district the opportunity to take college credit- and credential-bearing programs of study and gain work experience in nursing and cybersecurity. DME, including the Deputy Mayor, Senior Director of Policy, and Senior Policy Analyst, works closely with OSSE and industry partners to expand this program, including establishing health clinics run by employer partners on the first floor of the existing ATC in Ward 5 and launching a Ward 8 ATC, co-located with Whitman-Walker. DME has supported work across agencies and engagement with philanthropy to support the ATCs. DME is also working with our partners to launch a post-high school bridge program for ATC and other CTE graduates interested in pursuing an apprenticeship with a health care partner after graduation while gaining mentorship and training. This program is funded by philanthropy.

The Education through Employment Data System, which sits within the DME, will continue to be a critical tool for evaluating the impact of workforce programs and allowing the public and policymakers to make informed decisions about programs. ETEP has already published an analysis of associate and bachelor's degrees offered and alignment with labor market needs.

DME continues to monitor and support as needed youth internship programs in the District, including the AIP and CRI programs for CTE students, run by OSSE, and the SYEP and SYIP

programs run by DOES. DME also works to ensure alignment between these internship opportunities and broader workforce initiatives, helping to strengthen career pathways for District students. As part of this effort, DME collaborates with OSSE and DOES to explore ways to enhance program accessibility, industry engagement, and long-term career impact.

DME works closely with UDC to support implementation of its strategic plan and partnerships with K-12 and workforce development, including expanding dual enrollment and strengthening the alignment of UDC's workforce training with local labor market needs.

Finally, DME engages regularly with sector partnerships in the District (e.g., construction, hospitality, healthcare) to determine how the DME cluster and partners can best support these burgeoning initiatives to train and hire DC residents and set them up for success in good jobs and careers in the District.

46. 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 includes ongoing work initiated this year with agencies and industry and nonprofit partners to connect work around common pathways goals and strengthen the impact of our investments and policies. DME regularly engages with agencies, partners, and stakeholders to identify areas for greater coordination as well as expansion opportunities. For reference, DME compiled a summary of all [paid work-based learning opportunities for youth](#).

DME also produces insights to guide the field through the Office of Education Through Employment Pathways. In FY24 and FY25, the Office of Education Through Employment Pathways published multiple research briefs on opportunities within the education and workforce systems, including analysis of Career and Technical Education (CTE) opportunities and program offerings at the University of the District of Columbia (UDC).

In both research briefs, the Office highlights which opportunities and program offerings are associated with high-wage careers in the District.

- Findings from the [CTE research brief](#) reveal that over 80% of DC high schools that offer Career and Technical Education offer programs that are associated with occupations paying a median salary range of \$100 - \$125K.
- [Research focused on UDC program offerings](#) showed that while most programs are associated with high-demand occupations, over 80% of bachelor's degree students are enrolled in programs associated with jobs paying a living wage of \$56K or greater compared to only 20% of associate's degree students.

These insights provide an opportunity to work closely with agency partners like OSSE, UDC, WIC, and DOES to leverage findings toward strengthening career pathways and expanding access to family-sustaining careers for DC students. We believe that exposing students early to college and careers, through CTE pathways offering college credit and/or credentials, early college pathways, and high-quality, paid work experience aligned to fields of interest and study, is a powerful approach to setting up students for postsecondary success.

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 of which UDC is a critical component, as the District's sole institution of higher education. DME and its cluster agencies are expanding partnerships with UDC to start public school students early, through the cybersecurity pathway at the ATC (for DCPS and charter students) and the early college program at Anacostia High School (for DCPS students). The UDC Early College Academy at Anacostia High School recently launched its first cohort of 15 students, who will be eligible to take cost-free college courses from the UDC Community College and earn up to an associate degree in Engineering Sciences from UDC. We will continue to work with UDC to identify and support additional opportunities to start our public school students on college pathways in high school, as we know that increases students' chances of college enrollment and completion.

In addition, DME is working closely with UDC to support its vision to make UDC a workforce development engine in the District. To that end, we are providing analysis on UDC's current program offerings and connection to the labor market and helping to establish strategic workforce development partnerships. On the analysis side, the Office of Education through Employment Pathways has released a report entitled "Pathways to Opportunity: Alignment between University of the District of Columbia Programming and Labor Market Demand." This report analyzes program offerings at the associate and bachelor's degree level at UDC and how well they align with family-sustaining careers and labor market needs, to inform programmatic decisions at the university. We look forward to sharing more over the course of the year.

c. Describe how the DME supports industry-led sector partnerships and collaboration with K-12 education. For example, OSSE-CTE, DOES-DCIA, UDC-IT & Nursing programs and the WIC-Healthcare Sector Partnership all mandate advisory boards of industry professionals.

Sector partnerships are coalitions of employers working together to support shared needs, including training for public school students and adults, so they can fill open seats with local talent. 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. DME supports sector partnerships, as they help education agencies engage effectively with industry and help DC students prepare for and secure good jobs and careers in high-demand fields in DC.

There are several sector partnerships that exist in DC— in health care (DC Healthcare Partnership), construction (DC Builds DC) and hospitality (Hospitality Sector Talent Pipeline). There are also sector partnership initiatives in the IT field. To date, these partnership have demonstrated success, including career mapping (e.g., DC Healthcare Workforce Partnerships' annual health care occupations reports), hiring events at public high schools and UDC (through DC Builds DC), and partnerships between employers and schools (e.g., DCHA's facilitation of partnership agreements between the ATC and health care organizations).

DME and its cluster agencies support these efforts through seed funding (e.g., WIC funding for the DC Healthcare Workforce Partnership) and coordination (e.g., DME and OSSE working with DCHA to secure philanthropic funds for ATC program expansion and the new bridge program). DME and cluster agencies (DOES, WIC, DCPS, OSSE and UDC) also regularly participate in sector partnership steering committee meetings and events.

Here are some examples of impact from sector partnerships over the past year:

- 300+ residents have received job offers as a result of Hire Local DC hiring events
- Nearly 80 DC residents have been hired into entry-level hospitality roles through the Hospitality Sector Talent Pipeline Pilot
- 209 partners are engaged in the DC Builds DC construction sector partnership, with 36 actively engaged companies
- 20+ companies are active in the Hospitality Sector Partnership
- DC Builds DC employers have conducted 15 career-themed presentations to over 200 students at Phelps and Youth Build Public Charter Schools
- The Sector Partnerships have produced resources including [Job Readiness Rubrics](#), which are actively being used by training providers to more effectively prepare candidates for entry level good jobs
- DCHA publishes annual healthcare occupations reports, outlining top job openings and credentials required, directly informing health care pathways at the ATC.
- DCHA connected OSSE to health care organizations for partnership and co-location for the ATCs, currently impacting 277 students, with planned growth in SY 2025-26.

Examples of collaboration of engagement by DME cluster agencies in the Sector Partnerships include but are not limited to the following:

- OSSE worked closely with DCHA to build partnership agreements with local hospitals and health care clinics for the ATC and design pathways and certifications offered at the ATC sites.
- DCPS incorporated Hire Local DC Job Readiness Rubrics and Resources into its curriculum and professional development for college and career staff, including the [Hire Local DC Job Readiness Protocol](#) (currently used by multiple LEAs and providers across the city to prepare candidates for Hiring Events and interviews).
- UDC hosted industry leaders from the DC Builds DC Construction Sector Partnership for a Construction Management Careers panel, at which UDC's Engineering students learned about entry-level roles in construction management and what the industry values in candidates. In addition to introducing the companies to engineering programs offered at UDC, the event sought to recruit seniors interested in careers in construction management to the October DC Builds DC Hiring Event in October, at which 8 UDC students got job offers.

Studies and Planning

47. Please list all stakeholder engagement done to develop the UPSFF Working Group and School Connect Working Group. Please list dates, groups of stakeholders engaged, and the topic of the engagement.

UPSFF Working Group

Pursuant to section 112(c) of the Uniform Per Student Funding Formula for Public Schools and Public Charter Schools Act of 1998, effective March 26, 1999 (DC Law 12-207; DC Official Code § 38-2911(c)). The DME and OSSE co-convened the UPSFF working group from September 2024 through January 2025. The working group included 26 stakeholders representing DCPS and public charter school LEAs, the DC Public Charter School Board, the DC Charter School Alliance, the Office of the Chief Financial Officer, the Office of Budget and Performance Management, and other experts (e.g., Special Education Hub, Special Education Cooperative, School Talk DC, The Education Trust, Advocates for Justice and Education, DC Policy Center). The working group focused on exploring what would be needed to implement the DME's 2023 School Funding Study's special education recommendation targeted to resourcing those students with the highest special education needs.

Working group meetings and topics

- September 11, 2024
 - Context on the UPSFF and special education funding overview
- October 2, 2024
 - Special education overview, IEP classifications, and implementation
- October 30, 2024
 - School Funding Study recommendation data and implementation deep dive
- November 13, 2024
 - School Funding Study recommendation budgetary implications and implementation considerations
- December 18, 2024
 - Draft report recommendation and technical considerations review
- January 15, 2025
 - Draft report recommendation and technical considerations review

DC School Connect Working Group

As part of the FY25 Budget Support Act, the DME was charged with chairing a working group to assess the status of the DC School Connect program (a microtransit safety initiative targeted to students living in Wards 7 and 8) and to consider the longer-term strategy for the program. The working group included representatives from the DME, Department of For-Hire Vehicles (DFHV), District Department of Transportation, Office of the City Administrators, Office of the Deputy Mayor for Public Safety and Justice, and the Office of the State Superintendent of Education. In addition to the working group meetings, working group members conducted significant outreach to community stakeholders:

- Working group meetings and topics
 - October 17, 2024
 - Background on student safety, DC School Connect, and the purpose and goals of the working group
 - November 14, 2024
 - Landscape scan, potential program models for DC School Connect, and data collection needs
 - December 12, 2024
 - Data collection and draft report recommendations
 - January 16, 2025
 - Draft report recommendations
- Stakeholder focus groups (all discussions focused on current student transportation needs and opportunities to improve the DC School Connect program)
 - LEA leaders
 - October 10, 2024: Interview with Yu Ying

- December 3, 2024: Interview with DC Scholars PCS
 - December 9, 2024: Interview with Ballou STAY
 - December 11, 2024: Interview with Statesman Academy
 - January 9, 2025: Focus group with the DC Charter Alliance and LEA leaders (Center City PCS, Kingsman PCS, Monument Academy PCS, Washington Latin PCS)
- Families
 - December 2, 2024: Focus group with PAVE parent leaders
- Students
 - December 10, 2024: EW Stokes East End
- Surveys
 - LEA leader survey conducted by the DC Charter Alliance
 - Family survey for users of the DC School Connect rider program conducted by DFHV
- Local and national expert interviews
 - October 28, 2024: Interview with A for Arizona
 - October 29, 2024: Interview with PAVE staff
 - November 8, 2024: Interview with FutureEd
 - November 25, 2024: Interview with Black Swan Academy
 - December 6, 2024: Interview with the DC Charter Alliance

Since the conclusion of the working group meetings and stakeholder engagement activities, DME staff have been working to draft the report and recommendations for the future of the program, which will be transmitted to Council this spring.

48. For the Adequacy Study, Master Facilities Plan, and Student Assignment and Boundary Study in FY24 please describe the progress toward implementation of the study recommendations.

School Funding Study

The School Funding Study, published in March 2024, identified five key recommendations to address school funding challenges in the District:

- Adjust the UPSFF to better meet student needs
- Pay for specific, proven interventions directly, outside the UPSFF
- Allow schools to focus on the instructional core
- Nudge the system to greater efficiency
- Better understand how dollars are spent

The District made progress toward implementing specific recommendations, including the following examples:

Recommendation	Actions
1.f. Increase the foundation level to support schools' delivery of Tier I and Tier II mental health supports.	The Mayor's FY25 budget increased by base weight by 12.4%, bringing it from \$13,046 to \$14,668 per pupil.
2.a. Provide grants for state-led school improvement efforts for schools with the largest opportunity gaps to help deliver, evaluate, and inform transformational teaching and learning.	OSSE published Accelerate DC: A Vision for School Improvement , which outlines a new theory of change for school improvement.

3a. Expand out of school time programming through increased partnerships with city and other agencies to increase access to robust and diverse enrichment programs.	The Mayor’s FY25 budget added \$7M in local funding to OST programming, and the OST Office has continued to target programming to communities furthest from opportunity.
3b. Pilot a neighborhood-based approach to support “transformation” schools, with strategic coordination across all city funding to schools, families, and neighborhoods	The DME is working with partners in DMPED to identify a pilot neighborhood that could be the focus of targeted anti-poverty efforts.
4a. Leverage shared cross-LEA college and career programming to offer benefits of scale and monitor impact via the ETEP	The District received a \$9.45 philanthropic gift to expand the Advanced Technical Center to a site in Ward 8, which will launch in SY25-26.

Additionally, 2024-2025 UPSFF Working Group focused on funding for students with the highest need disabilities, which was one of the recommendations from the School Funding Study. The Working Group is recommending that the UPSFF add a new Level 5 weight for the highest need students with disabilities in both the regular, residential, and extended school year categories (meeting the criteria for more than 24 specialized service hours *and* more than 24 full-time hours with a paraprofessional or dedicated aide). OSSE will be releasing the full report in late winter that include the additional recommended technical data and reporting processes that would need to be implemented prior to any new funding weight could be considered. These new technical pieces will also allow the city to better assess the budget impact should the recommendation be implemented.

Master Facilities Plan (MFP)

The MFP was developed through a comprehensive analysis of the conditions, utilization, enrollment trends, capital investment history, and maintenance trends of the District’s public schools. This iteration of the MFP was innovative as it included analysis about and recommendations to improve school maintenance and delivery, updated 5 and 10 year school specific enrollment projections, created a standardized methodology to more uniformly calculate DCPS building capacities, and made specific recommendations for each DCPS school based on its educational adequacy (an onsite comprehensive review of each DCPS school’s design features and spaces to effectively support learning and teaching) and its utilization.

In 2025, the DME will release the Master Facilities Plan supplement, which will provide updated information about enrollment trends, utilizations, and estimated future enrollment so we can adapt our recommendations and plans for individual DCPS schools as needed.

Boundary and Student Assignment Study

The Advisory Committee completed their recommendations and the DME submitted the final report in March 2024. The Mayor accepted the recommendations in June 2024. Since publication the DME has been working closely with DCPS to finalize the Boundary Study implementation plan, which has been posted to the Boundary Study [website](#).

Simultaneously, the DME has focused on implementing shared recommendation 23, which directs DME, DCPS, and the DC PCSB to develop a shared planning process to assess the impact of new and expanded schools on the public school ecosystem. The DME has been working with our partners to provide a framework and metrics to assess this question, which will be made available to the public when it is complete. The plan is to implement shared recommendation 23 in time for the 2025 public charter application process.

49. The DME's Office published Strengthening School Safety in Washington, DC in March 2025. What steps has the DME's Office taken to act on the recommendations included in the report?

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.

The report included 30 recommendations across six priority areas, including:

- 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 schools who are most at risk, regardless of their school

To date, two of the 30 recommendations have been fully completed. Our office collaborated with school and agency stakeholders to develop *A Guide to Establishing School Safety Teams*, which outlines best practices for establishing a school safety team, suggests meeting cadences and discussion topics, and identifies common situations school safety teams may encounter along with action steps and potential resolutions..

Another 15 of the report's recommendations are in progress. For example, the Department of Human Services (DHS) has launched a pilot truancy reduction program that refers students at five participating high schools to DHS at 15 unexcused absences so that students and their families can receive truancy education, an external referral, and/or intensive case management. This program is a shift from current practice, which refers older students to Court Social Services at 15 unexcused absences and younger students to Child and Family Services Administration at 10 unexcused absences. An interim report on the pilot will be delivered to Council this spring, but early indicators suggest the pilot is connecting more students to the kinds of services that can remediate barriers to attendance, and we hope to be able to scale this program and implement a change to truancy referrals across the District (responsive to 1e. Reform the truancy referral process to provide more support to students and families to attend school). The Every Day Counts! Task Force's Safety and Belonging working group is also focusing on implementing recommendations from the report.

Students in the Care of DC

50. 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 FY23, FY24, and FY25 (through January 31) and agendas for those meetings; and any other relevant interagency, community, or sector partner engagement for, FY24, and FY25 (through January 31).

Following the appointment of the new Director of Strategic Initiatives in July 2024 to oversee the work of the SCDC Coordinating Committee, the Committee convened its inaugural meeting on November 7, 2024. A total of 19 out of 29 Committee members attended, meeting the statutory quorum requirement with 17 of the 25 voting members present, thereby fulfilling the mandate for two-thirds voting member participation. Since SCDC's relaunch, three additional voting members have been confirmed, increasing the total number of Committee members to 22, including 20 voting members. Additionally, two working groups (one focused on Communication and Data Sharing and one focused on Expanding Facilities) have been created to address recommendations from the previous SCDC working group. Additional working groups focused on Expanding Placement Options and Establishing a Partial Credit Option are slated to launch later this year.

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
PR26-64	Dr. Andria Wisler	Non-Government Voting Member +	15-Nov-28
PR26-62	Tomeka Watson-Lewis	Non-Government Voting Member +	15-Nov-28
	Vacant	Non-Government Voting Member +	TBD
	Vacant	Non-Government Voting Member +	TBD
	Alison Losey	Government Voting Member (OSSE)	N/A
	Veronica Simmons	Government Voting Member (ReEngagement Center)	N/A
	LaShunda Hill	Government Voting Member (DYRS)	N/A
	Elizabeth Muffoletto	Government Voting Member (CFSA)	N/A
	Jason McCrady	Government Voting Member (DOC)	N/A
	Milo Howard	Government Voting Member (DCPS)	N/A
	Audry Williams	Government Voting Member (PCSB)	N/A
	Dr. Maurice Edington	Government Voting Member (UDC)	N/A
	Dr. Barbara Bazron	Government Voting Member (DBH)	N/A
	Willina Robson	Government Voting Member (DDS)	N/A
	Sarah Comeau	Government Voting Member (OAG)	N/A
	Nakisha Winston	Government Voting Member (DC Public Defender Services)	N/A
	Paul Kihn	Government Voting Member (DME)	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 (CIC)	N/A
	Christine Barron	Government Nonvoting Member (CSOSA)	N/A
	Leslie Cooper	Government Nonvoting Member (Pretrial Services)	N/A
	Phillip Copeland	Non-Voting Director	N/A
	Vacant	Government Nonvoting Member (Federal BOP)	N/A

Key accomplishments of SCDC include:

Confirmation of Committee members

The SCDC Coordination Committee now has 23 of 29 confirmed members (20 of 25 voting members).

Identifying Areas of Focus

After engaging multiple government and nongovernmental partners, the DME identified key priorities for the next one to three years in three areas: preventative support, in-care support, and transitional support. These include strengthening early intervention and data systems, ensuring proper evaluations and expanding educational programs, and improving records transfers and wraparound services. Each focus area is organized into short-, mid-, and long-term goals to drive targeted, effective support for students in DC's care. Since the first SCDC quarterly meeting, two working groups have been established focused on strengthening communication and data sharing, along with expanding programming options for youth in the care of DYRS and DOC. There are plans to launch two additional working groups in Q2 focusing on the development of more district operated placement options and establishing a partial credit system.

Launched the OST Students in the Care of DC 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. The OST Office funded OST programming for court-involved youth through the Students in the Care of DC grant. In FY24, \$400,000 was awarded to one grantee – The Petey Greene Program – to serve 260 court-involved or incarcerated youth.

51. 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 FY25?

DME has initiated significant steps to implement the 2018 SCDC Working Group recommendations by re-launching Students SCDC. This committee utilized stakeholder engagement and the 2018 report to establish SCDC's areas of focus categorized into Preventative, In-Care, and Transitional Supports:

Preventative Support

- *Short-Term:* Strengthen Interagency Communication for Early Intervention
- *Mid-Term:* Establish a Student Data and Intervention System
- *Long-Term:* Identify Students at Greatest Risk of Justice Involvement & Coordinate Supports

In-Care Support:

- *Short-Term:* Ensure Proper Evaluations for Special Education and Behavioral Health Services
- *Mid-Term:* Expand Workforce Development, CTE, GED, and Higher Ed Programs
- *Long-Term:* Expand District-operated Placement Options (RTC, PRTE, NPP)

Transitional Support:

- *Short-Term:* Implement a Partial Credit System
- *Mid-Term:* Strengthen the Process for Educational Record Transfers
- *Long-Term:* Provide Wraparound Supports for Students Transitioning from Care

These efforts have directly informed the FY25 strategic priorities that mirror key recommendations from the 2018 SCDC Working Group Recommendations. In the area of preventative supports, FY25 focuses on strengthening interagency communication for early intervention and establishing a student data and intervention system—initiatives that stem from the recommendations. For in-care supports, the priorities include expanding workforce development opportunities to encourage student engagement and reduce recidivism, as well as expanding placement options for DC youth, aligning with the recommendations to broaden educational and placement opportunities. In transitional supports, the emphasis is on the short-term implementation of a partial credit system, reflecting the corresponding recommendation.

Moving forward, the Strengthening Communication and Data Sharing working group and the Expanding In-Facility Programming for Youth in the Care of DYRS and DOC working group will continue to meet monthly to develop a set of recommendations. There are plans in Q2 to launch two additional working groups focusing on the development of more District Operated Placement Options and establishing a Partial Credit System. These groups will develop a comprehensive set of options for the overall Committee to review. The Committee will meet quarterly (next meeting scheduled for March 6) to review emerging proposals from the working groups and report on agency progress. These scheduled meetings and continued stakeholder engagements are key to refining the recommendations and ensuring their effective integration throughout the system.

Out of School Time

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

Total students served across FY24 (not unduplicated as some youth were served across school year and summer): 17,318

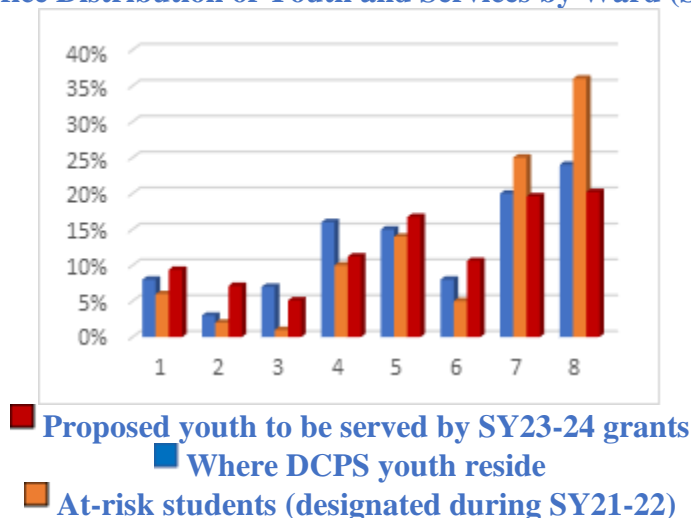
- School Year: 14,327
- Summer: 2,991

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

In FY24, the distribution of grant funds continue to reflect the areas of greatest need, with the largest percentage of youth served residing in wards 5, 7 and 8. The following chart represents the actual percentage of youth served by ward of residence in FY24 and those proposed to be served in FY25 (note, this does not include 2025 Summer Strong).

Ward	1	2	3	4	5	6	7	8
FY24 PROPOSED	8%	7%	5%	11%	16%	12%	20%	21%
FY24 ACTUAL	9%	3%	2%	14%	15%	6%	22%	29%
FY25 PROPOSED	9%	7%	5%	11%	17%	10%	20%	21%

OST Office Distribution of Youth and Services by Ward (SY23-24)



(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.

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 through data sharing agreements with OSSE and DCPS by the end of this fiscal year. In subsequent fiscal years, 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 FY24 and FY25?

The OST Office has made great strides to increase access for students with disabilities. In FY24, of the \$750,000 awarded to the Greater Washington Foundation for the administration of scholarships for fee-based OST programs, one third was earmarked for students with disabilities. Of the 103 scholarships awarded in FY24, 31 (or 30%) were provided to students with disabilities. Of the 81 scholarships awarded to date in FY25, 36 (or 44%) have been provided to students with disabilities.

In addition, the OST Office has increased its trainings for providers to help them serve students with disabilities. As of FY24, all OST grantees are required to attend a minimum of one training annually that is 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 engaged with a range of youth-serving agencies to align priorities and services.

Highlights of the coordination efforts for FY24 include:

- Collaborating with DCPS, DCPCSB, and OSSE to establish parameters for identifying 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 for the MADC portal.
- 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 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.

In addition to the ongoing collaboration from FY24 described above, highlights of the coordination efforts for FY25 include:

- In FY24 and FY25, the OST organized six MADC working groups. The working groups included participants from seven District agencies and 20+ stakeholders. These groups participated in weekly sessions to provide input and feedback for the portal’s design and development. In FY25, working group members served as internal testers as we plan for a successful portal launch.
- Related to portal development, the OST Office engaged with OCTO, DCPS, DPR, DOES, key stakeholders (e.g., providers), and Microsoft to identify requirements for the portal.

- The OST Office has worked intensively with OCTO, who is designing the portal.
- The OST Office's Institute for Youth Development, which provides professional development trainings within the OST space, has partnered with OSSE to support their professional development needs and efforts.

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

The OST Office funds OST programming offered onsite to youth involved with DCHA and DHS. 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, \$400,000 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. Describe the work of My Afterschool and progress to date along with how funds allocated for My Afterschool DC are expected to be spent. How many children and youth do you estimate this new initiative will serve in FY2024?

The OST Office successfully launched the My Afterschool DC (MADC) initiative in FY24. MADC was designed to support universal access to OST programming for the District's youth at identified priority schools (determined in partnership with DCPS and DC public charter schools). To work toward 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. The OST Office awarded twenty-one (21) eligible applicants in January 2024 in the amount of \$3,124,638. The 21 grantees were awarded to provide services at twenty (20) identified priority schools, including eight (8) elementary schools, six (6) K-8/educational campuses and six (6) middle schools. In total, during FY24 (year one), 948 students were served through MADC, with 7 of the 20 schools clearing their OST waitlist as a result of the grant.

To address existing gaps in FY25, the OST Office awarded an additional \$436,110 to ten (10) existing MADC grantees in the amount of \$43,610 each to expand their programming to serve an additional twenty (20) youth minimum at priority schools where a gap remained from FY24. As a result, 200 more youth are slated to be served in FY25, including youth at three (3) priority schools that were not served in FY24: one elementary, one K-8 campus, and one middle school.

MADC funding was also allocated in FY24 to build out the MADC portal and to add capacity to the OST Office given its rapidly growing portfolio, including MADC portal development. The development of the MADC online portal is 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 March 2025.

57. How does Learn24 evaluate program quality? What initiatives did Learn24 take in FY24 and FY25 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 with 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.

Learn24 also offers grantees and other partner OST programs the opportunity 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, and 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. Participants can then 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.

Additionally, 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 Learn24 grantees in FY22-23 and 40 grantees in FY23-24. FY25 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 (FY23)	
Safe Environment	4.91
Supportive Environment	4.53
Interaction	4.09
Engagement	3.79
Average per Domain (FY24)	
Safe Environment	4.70
Supportive Environment	4.25
Interaction	3.92
Engagement	3.21

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 2,987 youth in grades 4th-12th that had parental consent and completed the SAYO-Y in FY24 are below.

To understand the results, 1 = No; 2 = Mostly No; 3 = Mostly Yes; and 4 = Yes.

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	1.9	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	3.7	
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?
2.8	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.
3.2	3.2	3.2	3.3	3.2
How do you get along with others? Read each sentence. Do you agree?				
1. It's very easy for me to get along with other kids.	2. When I meet someone new, I know he or she will like me.	3. I get along with friends as well as other kids my age.	4. It's easy for me to join a new group of kids.	
3.1	2.7	3.2	2.8	

How else has this program helped you?		
1. Coming here has helped me to get my homework done.	2. Coming here has helped me to try harder in school.	3. Coming here has helped me to do better in school.
2.8	3.0	3.0

What are you doing right now to make sure you will reach your future goals?			
1. I try hard in school.	2. I tell myself that doing well in school now will help me later.	3. When I don't understand my homework, I get help so I can get it done.	4. I set goals for myself. For instance, things I want to learn or get better at.
3.4	3.4	3.2	3.3

The following table demonstrates the total number of youth responses to the SAYO-Y survey in FY24 by the ward that the OST grant program they participated in is located within:

Number of Sites per Ward							
1	2	3	4	5	6	7	8
149	56	47	322	415	230	781	987

59. How many students applied for the OST scholarship in FY24? 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 400+ youth who applied for an OST scholarship in FY24, 103 received a scholarship. All scholarship recipients were identified as belonging to a target population (i.e., "at-risk," students with disabilities, English Learners, or youth residing in wards 5, 7 or 8). In FY24, one-third of the scholarships were earmarked to serve youth with disabilities. As a result of higher costs to serve youth with disabilities, the average cost per scholarship increased and so the overall number of scholarships distributed decreased in FY24 over FY23.

The breakdown of recipients are listed below:

Category	Number of scholarships	Total funding awarded
Scholarships by student group		
Youth with disabilities	33	\$216,371
Male	36	\$218,882
Female	68	\$395,289
English Learner	22	\$115,419
Unhoused	5	\$25,937
Foster care	10	\$72,383

Over age, under credited	10	\$36,023
TANF/SNAP/FARMS recipient	82	\$509,311
By Ward		
Ward 1	5	\$14,758
Ward 2	0	n/a
Ward 3	2	\$4,955
Ward 4	16	\$85,950
Ward 5	14	\$69,816
Ward 6	6	\$30,570
Ward 7	26	\$178,237
Ward 8	35	\$229,886
By race/ethnicity		
Black	89	\$553,226
White	1	\$5,160
Latino/Hispanic	5	\$23,031
Middle Eastern / North African	1	\$10,000
Multiple races	8	\$22,755

The type of programs recipients received scholarships for are listed below. (Please note that some programs have multiple objectives so the total below will not add up to the total number/amount of scholarship awards):

Category	Number of scholarships	Total funding awarded
Mentorship/Coaching/Tutoring	10	\$86,928
Academics	6	\$25,236
Camps (including summer as well as non-summer camp experiences)	26	\$156,248
Sports	24	\$140,293
Arts & Media	2	\$14,883
Dance/Cheer/Performing Arts	18	\$72,028
Before/After Care	6	\$15,540
Therapeutic Programs	11	\$86,728
Travel experiences	2	\$16,288

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.